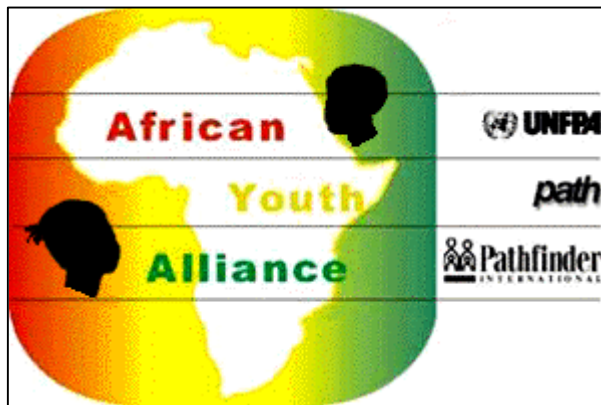


LIFE PLANNING SKILLS

A CURRICULUM FOR YOUNG PEOPLE IN AFRICA TANZANIA VERSION



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INTRODUCTION

Welcome to the LIFE PLANNING SKILLS Workbook!

LIFE PLANNING SKILLS (LPS) is designed to help you, the youth of Tanzania, to face the challenges of growing up, to help you make decisions about your sexual health, and to prepare you for work in the future.

Young people today face many challenges:

- Growing numbers of teenage pregnancies.
- School dropouts.
- Drug use.
- Social, sexual, and reproductive health problems like date rape, sexually transmitted infections (STIs), and human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS).

All these challenges and many more can make it really hard for young people to cope. For young men and women, adolescence is a time filled with excitement, new feelings, unanswered questions, changes, and difficult choices. You must know the facts about your own sexuality and learn skills to help you prepare for a happy future and healthy life.

During your teenage years you will have relationships with peers of the same and opposite sex. At the same time, you will need to have respectful, loving relationships with family members, and still need to learn about making decisions on your own. You must also learn to deal with new feelings about sexuality, your physical and emotional changes, and how to make responsible decisions about reproduction and parenthood.

LIFE PLANNING SKILLS helps you:

- Recognize the importance of adhering to values.
- Learn more about how the body functions.
- Think about and plan for your future.
- Deal with sexual and reproductive changes, feelings, and behaviours, and ways to avoid them having negative effects on your future plans.

LIFE PLANNING SKILLS helps you find out who you are now, where you are heading, who you hope to become, and how to get to where you want to be.

This workbook is for you to use and keep as you participate in this LIFE PLANNING SKILLS workshop. It has many interesting activities, exercises, and facts to help you on your journey to a healthy life.

LIFE PLANNING SKILLS Objectives

The main objectives of LIFE PLANNING SKILLS are to provide you with a chance to:

- **Learn more about yourself: what you like to do; what you are good at doing; how you may use your skills and talents to improve your life; how you feel about key issues such as family and personal values; and to identify what influences the development of feelings and choices.**
- **Identify what you want to happen in your life, and help you work towards building a good future by planning for work and deciding about parenthood, and to help you meet your goals.**
- **Strengthen your knowledge in three areas: sexuality, planning a family, and communication skills.**

Section One: Who Am I?

UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES

PURPOSE AND OBJECTIVES

The purpose of this unit is to introduce and define the concept of values and help you identify values you learnt from your families. The unit helps you to talk about and explain your personal values and to examine the relationship between values and behaviour.

By the end of this unit, you should be able to:

- Explain what “values” means.
- Identify personal/family/religious/cultural values.
- Explore where values come from.
- Discover which values are most important to you.
- Understand how personal values can affect your behaviour.
- Learn how to make decisions that go along with personal values.
- Practise communicating your values to others.
- Practise accepting and respecting values of others.



UNDERSTANDING VALUES

MY VALUES

In the space below, write two values that are important to you.

Two values that are important to me are:

1.

2.



HOW DO YOU THINK YOUR FAMILY FEELS ABOUT...?

In your groups discuss what you learnt from your family about the following:

Group 1

- a. Using alcohol or other drugs for fun.
- b. Forcing someone to have sex.
- c. Buying condoms to use if you have sex.
- d. Having a baby before you are married.

Group 2

- e. Staying a virgin as long as possible.
- f. Respecting your elders.
- g. Going to church regularly.
- h. Treating sons better than daughters.

Group 3

- i. Getting a job or learning a skill to help earn money.
- j. Having sex in exchange for money or gifts.
- k. Stealing from others.
- l. Going to a traditional healer if you are sick.

Group 4

- m. Having more children than you can afford.
- n. Furthering your education.
- o. Showing respect for your ancestors.
- p. Having sex with an adult who will buy you gifts, clothing, etc.



GOOD DECISION MAKING

Read through the scenario below and use the **3C's model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

Your mother is going away for the weekend. She has told you not to invite anyone over to the house. You promise her that you will not. Whilst she is away your friend from school has a fight with her dad and he puts her out of the house. She asks if she could spend one night at your place—she does not know your mother is away. What would you do?

1. What is the **CHALLENGE** that you are faced with?
2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?



WHAT MY VALUES TELL ME TO DO

Think about the discussion that just finished and complete the following sentence:

“Sometimes young people don't behave according to their values because ...”

You will be asked to discuss what you have written with the group.



WAYS TO BUILD MY SELF-ESTEEM

Think of what you can do to build your self-esteem. Write down as many ways that you can think of.



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around values that took place in this unit. What commitment are you going to make to yourself based on what you learnt about values? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 2: ADOLESCENT DEVELOPMENT

PURPOSE AND OBJECTIVES

This unit describes the physical, social, and emotional changes that take place during adolescence.

By the end of this unit, you should be able to:

- Explain what “adolescence” means.
- Describe the physical and emotional changes that occur during adolescence.
- Describe the male and female reproductive anatomy and physiology.
- Understand menstruation and pregnancy.



PHYSICAL CHANGES THAT OCCUR DURING ADOLESCENCE

In your groups discuss:

- a. The changes that take place in the opposite sex.
- b. The changes that take place in your own sex.

Fill in the information in the space below.

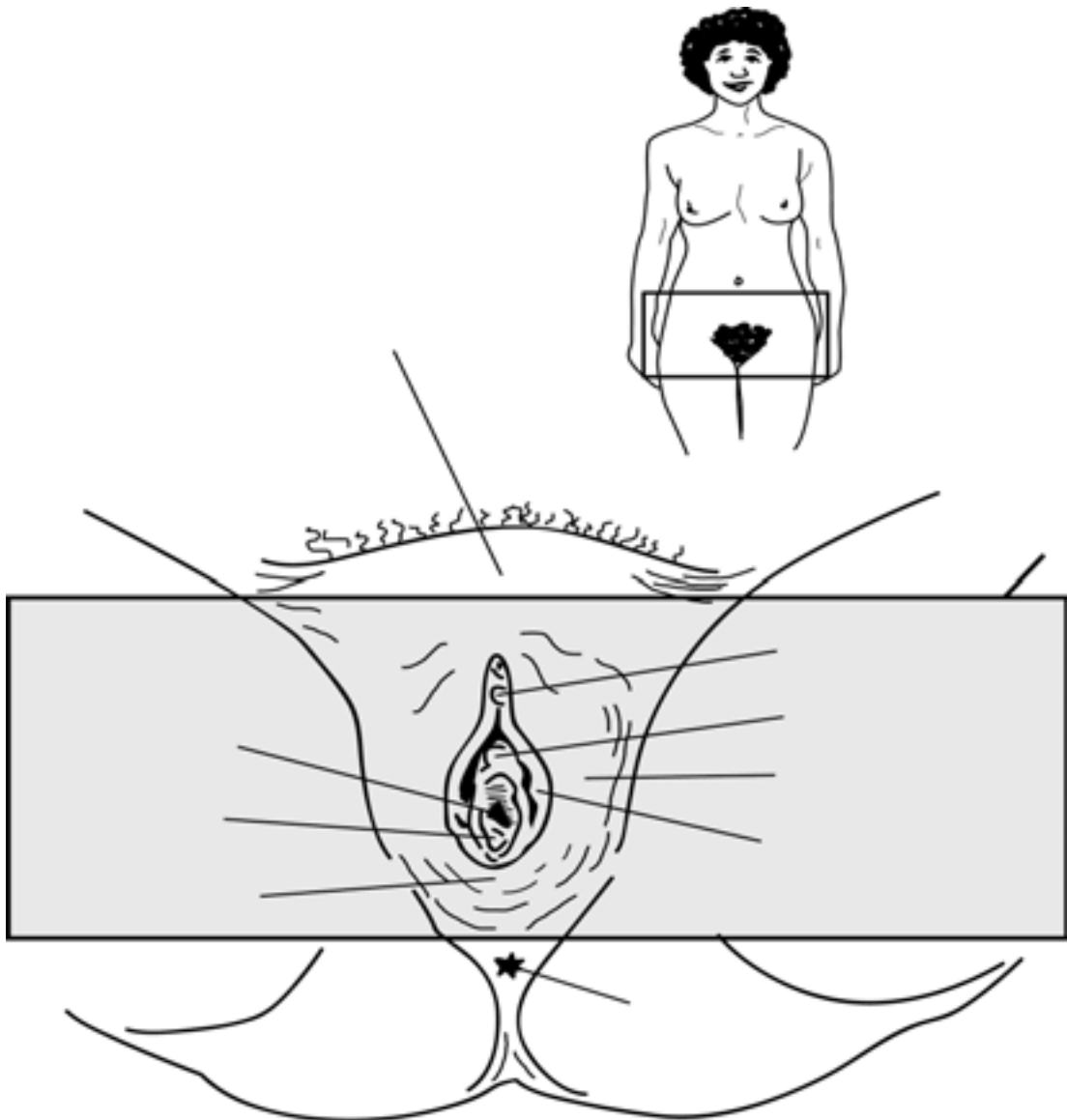
Changes That Occur in BOYS	Changes That Occur in GIRLS

 **ACTIVITY**

THE FEMALE REPRODUCTIVE SYSTEM 1

Write the names of the body parts in the diagrams below that are marked with a line.
Write in as many as you know.

FEMALE REPRODUCTIVE SYSTEM: OUTER SEXUAL AND REPRODUCTIVE PARTS





FACTS: FEMALE REPRODUCTIVE SYSTEM

Outer sexual and reproductive parts:

- The **vulva** is found in the front of the body between a woman's thighs. The different parts of the vulva make up a woman's outside sex organs.
- The hairy, fatty part over the pubic bone is called the **mons pubis**.
- The two folds, or **labia majora**, protect the urinary and vaginal openings.
- Two **inner lips**, or **labia minora**, that lie between the outer lips, are without hair and are very sensitive.
- The **clitoris** is found where the inner lips meet, just below the fatty part over the pubic bone. It is small and shaped like a flower bud. It is very sensitive to touch. Touching it and the surrounding area helps a woman to get sexually excited.
- The outside opening of the urinary passage, called the **urethra**, lies below the clitoris. It leads directly to the bladder. Urine (wee) leaves the body through the urethra.
- The **vaginal opening** is the outside end of the vagina. Babies are born through this opening.
- The **hymen** is a thin skin that surrounds the vaginal opening and partly blocks it. It can break easily. This can happen with exercise, sexual intercourse, or with any direct force on it.
- The **perineum** is the area lying between the end of the vulva and the anus in a woman and between the scrotum and the anus in a man.
- The **anus** is the opening below the perineum. Body waste (faeces) passes through this opening.

Inner reproductive parts:

- The **vagina** leads from the vulva to the womb. It is moist and self-cleaning. It is lined with folds of skin, that stretch easily during sexual intercourse and when giving birth.
- The **uterus** or **womb** is a hollow organ that is shaped like an upside down pear. It is here, inside the womb, where the foetus grows during pregnancy.
- The **cervix** is the mouth of the womb. The cervix connects the womb with the vagina and protects the womb. It makes it impossible for objects such as fingers, the penis, condoms, or tampons to enter the womb.

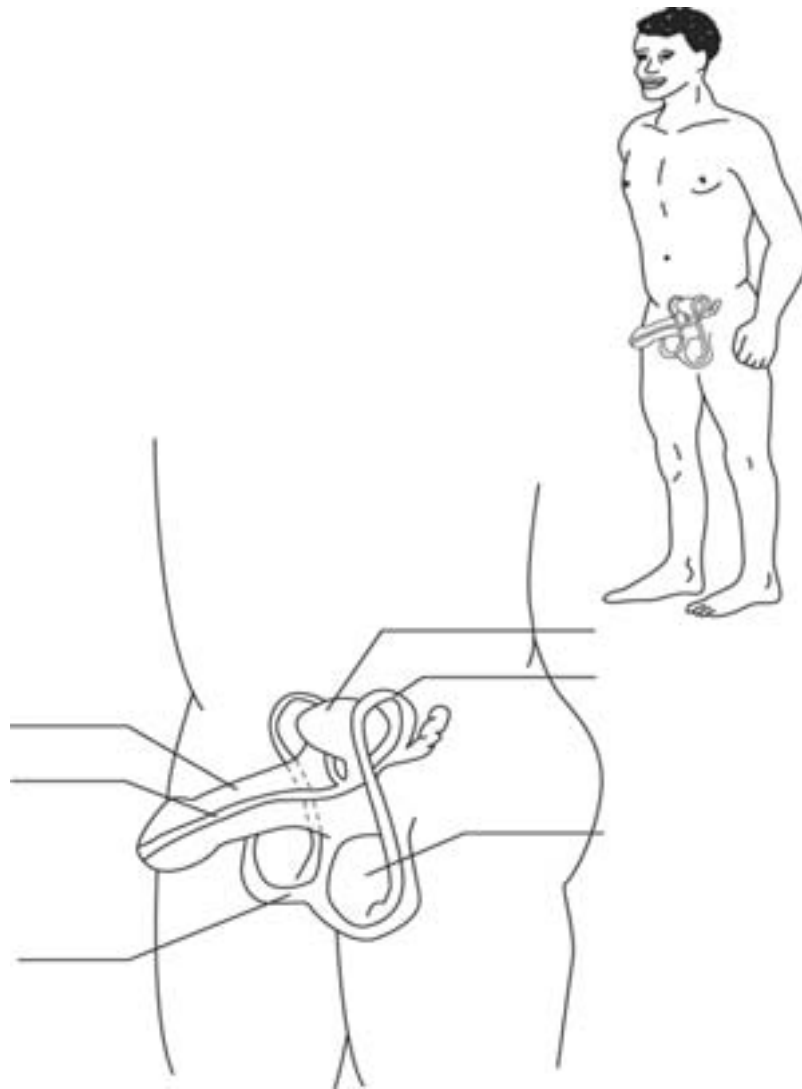
- The **Fallopian tubes** are found at each side of the upper end of the womb. They reach outwards towards the ovaries. When a female egg (ovum) is released from an ovary it is sucked into the Fallopian tubes. The ovum then begins its journey through the tube to the womb.
- Women have two **ovaries**, one on each side of the womb. The tubes connect them to the womb. The female eggs and hormones are made in the ovaries.



THE MALE REPRODUCTIVE SYSTEM

1. Where the lines indicate, write the names of male anatomy parts in the diagram below. Write in as many as you know.

MALE REPRODUCTIVE SYSTEM: SEXUAL AND REPRODUCTIVE PARTS





FACTS: THE MALE REPRODUCTIVE SYSTEM

Outer Reproductive Parts:

- The **scrotum** is a muscular sac hanging between the man's thighs. The scrotum holds the testes.
- The **testes**, also called **testicles**, are two balls that sit in the scrotum and produce sperm and the male hormone called testosterone.
- The **penis** is the male outer sex organ. The penis is made of spongy tissue with many blood vessels. Inside the penis there is a tube called the **urethra**, which has an opening at the end. The urethra has two main roles: 1) it carries urine to the outside of the body and 2) it allows semen to pass during sexual excitement.
- The **foreskin** is the skin that covers the head of the penis. It can be rolled back to show the head of the penis. This is the skin that is removed during circumcision.

Inner Reproductive Parts:

- **Sperm** are the tiny cells also known as male eggs. Sperm are produced in the testes and stored in the epididymis. Sperm production begins at puberty and goes on throughout a male's lifetime.
- The **epididymis** stores the sperm until they are mature. Once the sperm is mature it travels along the tube called the **vas deferens**.
- The **seminal vesicles** are two pouches containing some fluids that nourish the sperm.
- **Semen** contains the sperm from the testes, the nourishing fluids from the seminal vesicles, and lubricating fluids from the prostate gland. Semen is the fluid that leaves the man's body through the urethra during sexual excitement.
- The **prostate gland** produces lubricating fluid for sperm.



SOME TIPS FOR MALES: TAKING CARE OF YOUR TESTICLES

Your testicles are an important part of your reproductive system. It is important that they are cared for and protected. Here are some points on how to keep your testicles in good working condition.

- Avoid wearing tight pants/underpants.
- Keep the genital area cool.
- Clean the genital area properly each day with soap and water.
- Wear cotton rather than synthetic (man-made) material.
- Protect the genital area during sports.
- Check your testicles regularly for any strange growths or lumps and if you find any, visit a health clinic or talk to someone such as a nurse or teacher about what to do.



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information help you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around adolescent development that took place in this unit. What commitment are you going to make to yourself based on what you learnt about adolescent development? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 3: COMMUNICATION

PURPOSE AND OBJECTIVES

This unit examines the role of communication in every aspect of life. It provides a range of activities for you to practise effective communication in different settings and helps you examine your interpersonal communication skills.

By the end of this unit you should be able to:

- Explain the importance of communicating your needs.
- Understand verbal and non-verbal communication.
- Know the barriers to effective listening.
- Describe how to improve your listening skills.
- Apply listening and communication skills to real life.



TIPS ON ACTIVE LISTENING

1. **Stop talking:** Obviously you cannot talk and listen at the same time. The most important rule of listening is to stop talking.
2. **Remove distractions:** If something is distracting your attention, get rid of it. Turn off the television, radio, or cell phone, and do not fiddle with things.
3. **Concentrate:** Listening takes concentration. Do not let your mind wander off onto other things. Do not think about what you are going to say but rather listen to what the other person is saying.
4. **Look interested:** We communicate more non-verbally (by expressions) than we do verbally. If a person is in doubt s/he will tend to believe the non-verbal messages rather than the verbal messages. Maintain good eye contact without staring.
5. **Hear more than words:** Listen with your eyes. Watch for non-verbal signs, in the face, eyes, and hands. Look for feelings behind the words; in the tone of voice. Often what we say at first is not what we feel. If in doubt, trust the non-verbal signs rather than the verbal.
6. **Check that you are hearing right:** Often the message we hear is not the same as the message the other person thinks s/he is telling us. Do not say "I see" or "I understand" unless you are sure that you do. From time to time, repeat and summarize what you hear being said.
7. **Ask clarifying questions:** This shows you are listening and encourages the other person to keep talking. It helps the other person to work out what is concerning her or him and how s/he can sort it out.
8. **Be patient:** Listening takes time—you need to be prepared to give it. If you do not have time at that moment, explain this to the person and offer to make time later. It often takes time for a person to get to what s/he really wants to talk about. You need to be prepared to go through the chitchat so that the person can ease into what is really on her or his mind.
9. **Do not judge:** Try not to judge the person. If the person you are sharing with senses that you are feeling negative, s/he will close up and stop talking openly with you. Your role as a listener is to create an atmosphere that is open and safe, which will help the other person to freely and honestly share her or his feelings.
10. **Stop talking:** Again, this is the hardest part of active listening, but the most important.

Dos and Don'ts of Listening

In listening we should try to **do** the following:

- Show interest.
- Be understanding of the other person.
- Single out the problem if there is one.
- Listen for causes of the problem.
- Encourage the speaker to believe that s/he can solve the problem.
- Know when to remain silent.

In listening we should **not do** the following:

- Argue.
- Interrupt.
- Pass judgment too quickly or in advance.
- Give advice unless the speaker asks for it.
- Jump to conclusions.
- Let the speaker's emotions affect our own.



ACTIVITY

TYPES OF BEHAVIOUR

What kind of person are you? What do you do when you feel pressured by someone to do something that you do not want to do or do not like? Answer the questions below by circling letter “a”, “b”, or “c” to show what you would do in each situation. You may share your answers with the group if you would like to.

1. **Your best friend often borrows your books but takes a long time to return them. S/he is asking you to lend her/him your new comic book. Do you:**
 - a. Lend the book because you do not want to hurt her/his feelings?
 - b. Talk to your friend and explain why you do not want to lend the book?
 - c. Tell the friend to go buy her/his own?

2. **You have just met a new girl/boy. Whenever s/he visits you s/he brings you gifts. This makes you uncomfortable. Do you:**
 - a. Take the gifts and give them to someone else?
 - b. Explain that you are uncomfortable about receiving the gifts and refuse to take them?
 - c. Throw the gifts back at the person and tell her/him to “bug off”?

3. **You have decided that you want to further your studies. Your mother says that you must find a job to earn money. Do you:**
 - a. Give up on your studies and look for a job because she says you must?
 - b. Talk to her about why it is important to get an education?
 - c. Argue with your mother?

4. **Your close friend tries to get you to go out with a friend of hers/his whom you do not like. Do you:**
 - a. Go with the person because you do not want to disappoint your friend?
 - b. Explain to your friend why you do not want to go out with the person?
 - c. Call your friend names and get mad at her/him?

5. **Your brother uses your clothes without asking and has lost your favourite jacket. Do you:**
 - a. Lock your wardrobe and pretend you lost the key?
 - b. Talk to him about his behaviour?
 - c. Pick a fight with him or take something of his that you know he really likes?



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around communication that took place in this unit. What commitment are you going to make to yourself based on what you learnt about communication? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 4: SEXUALITY

PURPOSE AND OBJECTIVES

This unit introduces the concept of responsible sexuality and provides an opportunity for you to identify lessons and messages about sexuality. The unit helps you to recognize and articulate some of the emotions that accompany adolescence. The unit also addresses sexual abuse and family violence and how to handle such situations. Lastly, the unit explains what rape and date rape are and how to help prevent and/or cope with these situations.

By the end of this unit, you should be able to:

- Explain what “sexuality” means.
- Explain how values about sexuality affect behaviour.
- Become more comfortable talking and asking questions about sexuality.
- Describe ways to cope with sexual abuse and family violence.
- Know what rape and date rape are.
- Understand what situations may lead to rape.



SEXUAL TEACHINGS

1. Think about the following questions:

- a. What are the messages that I learnt about sex whilst growing up?
- b. Who were the different people and influences that taught me the different messages?
- c. What impact or effect have these messages had on my attitude towards sex and life in general?
- d. If I were to teach other children, what would I change about these messages?

2. When you are done, the facilitator will put you into a group with other participants of the same sex. Discuss the key messages that you thought of with your group.

3. In your groups, discuss how you would change these messages to make them most suitable to youth of today. Use the table below to show how you would change any of the messages that you were taught.

Message taught: In the space below, write at least three key messages that you received as a child.	New message: In the space below, write each message as you would give it to a child today.
1.	
2.	
3.	



COMMUNICATING EXPECTATIONS

This is the story of Rashid and Madina that you just heard. You can read through it again if you want to before doing the activity.

Rashid

I met Madina through my sister Josephine and the two of us liked each other immediately. When I invited her to the party on Saturday I was very happy that she agreed to come. When Madina arrived she looked very sexy—she must have taken a lot of time to dress and prepare for this party. Her wrapper and headscarf were beautiful and she painted her lips and nails bright red. As soon as she walked into the room our eyes met and she gave me a big smile. We started dancing and man, could she move. I was really getting turned on especially during the next slow dance when Madina kept moving her hands all over my shoulders and back. It felt so good. She was giving me all the signals. The eyes, the smile, the laughter, the touching... I knew it would be soon that the two of us would leave the party to kiss and fool around. We had been drinking since the party started and were feeling great. The time felt right, so I asked Madina if she wanted to go outside for some fresh air. When she said “sure,” I knew then that the two of us were going to have sex that night.

It was a full moon outside so we took a short walk away from the flats to be alone. We headed over to some bush on the side of the road where no one would see us if they walked by. I held her close to me and I could feel her heart beating hard in her chest. I began to touch her breasts and kiss and rub her body all over. She made a few small noises and pulled away from me a little bit, but I held her hands together behind her back and told her everything was just fine. I continued kissing her and she kissed me back, then I pulled her down onto her knees and laid her down on the thick grass.

She did ask me to wait but I thought, “What for?” We don’t have all night—somebody might miss us from the party and come looking so let’s just do it as quickly as we can. She kept repeating, “no,” “don’t,” “please,” and “wait” over and over again but I knew it was all part of the game because she didn’t want me to think that she was a fast girl. So I didn’t stop because that is what girls do—they always have to pretend to put up a fight but always give in at the end. Even when Madina struggled and started crying, I knew it was all part of “the act.” I continued kissing her and simply lifted up her skirt and had sex with her.

When we were done Madina didn’t talk to me. She didn’t even look at me. I could see she was angry, but I didn’t understand why. I tried to ask her what I’d done but she just pulled away from me, fixed her clothes, and ran off, still crying. Now I was really confused and started thinking that maybe she was upset because I came too quickly or that I put her on the grass and it scratched her back or something. I knew she wanted to have sex with me because if she didn’t, she wouldn’t have danced with me the way she did, right? Or she wouldn’t have gone outside with me, right? I just don’t know man—she still won’t talk to me so I don’t know.

Madina

I really liked Rashid, whom I met a few months ago through my friend Josephine. Josephine is his sister and she's very nice so I knew that he would be nice, too. I felt really glad that Rashid invited me to the party last Saturday and was looking forward to dancing with him so much. He was so funny and made me laugh—we were having so much fun talking about all kinds of things. I knew he liked me from the way he was looking at me, you know, looking from my head down to my toes. He also had a really great smile that made me feel warm and relaxed inside. After dancing for a while Rashid asked me to take a walk.

I hoped it would be a chance to hold hands and maybe even kiss, and I felt tingly inside at the thought of kissing him. So I agreed and we left the party. We didn't walk too far from the party when we stopped near some bushes where no one could see us. Rashid and I started kissing and touching each other all over. It felt wonderful. I was enjoying his touch a lot and started feeling hot all over.

We dropped down onto our knees and continued heavy petting and I could feel that Rashid's penis was hard. That's when I realized that maybe we should slow down a bit so I asked him to wait. But Rashid didn't wait or stop. He started to say I was his woman and that he loved me. That made me feel funny inside, I don't know how really, and I still thought we should cool off. I asked him to stop again but he ignored me and put his weight on me so that I was lying down on my back. Then I got scared. I knew that I was enjoying what we were doing but I also knew that it could lead to sex, and I didn't want to have sex just yet. I started to cry, but that didn't make any difference to Rashid. He kept touching me and then he started undoing his belt and pants. I tried to tell him to stop, but he just smiled and kept going. Then he pushed open my legs with his knees and started having sex with me. I couldn't believe that this was happening.

I didn't plan to have sex with Rashid, and certainly not like that. I really didn't think that he would force himself on me. I trusted him but he is just like all men—all they want you for is sex. When he got off me I told him how angry I was at him, and he looked at me as if I was crazy. He even asked me what I was angry for. I didn't even talk to him—just fixed my clothes and left.

How could Rashid have done this to me?



ACTIVITY

COMMUNICATING EXPECTATIONS

- a. Imagine that you are Rashid (if you are a boy) or Madina (if you are a girl).
- b. Discuss with your group and agree on how you would respond to the feelings stated in the table below. Remember to communicate clearly with your partner. Your goal is to enjoy being with your partner but not to do anything that your partner does not want, or to be forced into anything that you do not want to do.
- c. Only fill in the area that applies to your sex (male/female).
- d. Decide what you think the two of them should do and discuss this in the group. Try to reach an agreement then fill in the last block, "They decide."
- e. Rashid starts the conversation.

MADINA FEELS/SAYS ...	RASHID FEELS/SAYS ...
DO NOT WRITE HERE	1. He feels Madina responding to his kisses and touch. He starts to think about having sex. He says...
2. She responds...	3. He responds...
4. She responds...	5. He responds...
6. She responds...	7. He responds...
<p>They decide...</p> <p>You can use the blank page overleaf if you need more space.</p>	

MADINA FEELS/SAYS ...	RASHID FEELS/SAYS ...
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You can use this page for more writing if you need to.



ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3C's model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

You are at a party at a friend's house. Some other friends of yours are there, including a boy/girl that you are attracted to. Later in the evening your friends start to pair off and you find yourself alone with the person you are attracted to.

You start talking and then dancing together. S/he is telling you that s/he has liked you for a long time and is glad for the chance to get to know you better. S/he is pushing her/his body really close to yours and starts to move her/his hand all over your back. You do not feel comfortable with the situation but do not want to hurt her/his feelings. What should you do?

1. What is the **CHALLENGE** that you are faced with?
2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?



ACTIVITY

TIPS FOR AVOIDING OR PREVENTING ABUSE AND RAPE (Including Date Rape)

These are just some of the things you can do. Add any others from the list that was discussed in the groups.

- Be alert to your surroundings.
- Avoid dark, lonely places at night.
- Keep doors and windows locked, especially if you are home alone.
- Keep a loud whistle or noisemaker on a key ring or somewhere handy.
- Walk in groups.

OTHERS: Write the others that came up in the group discussion here.



ACTIVITY

TIPS FOR PREVENTING ACQUAINTANCE/DATE RAPE

1. No matter what the circumstances, you have the right to choose when, with whom, and how you want to be sexual.
2. Ask direct questions if things get confusing.
3. Communicate clearly and directly about your limits on sexual behaviour. Say something like: "I will do _____, but I will not do _____."
4. Avoid sending mixed messages. It is OK to want to be intimate with someone and it is OK not to want to be intimate. Decide what you want sexually and do not act confused about it.
5. Find out how your date feels about the roles of men and women, especially in relationships.
6. Trust your feelings. If you begin to feel nervous or uncomfortable about the way things are going, do something about it right away. Let your date know how you feel and get away from the situation to a place where you feel more comfortable.
7. If your date tries to force you to do anything, say "no" loudly and clearly. Yell and shout, if necessary, and resist in any way you can, including fighting back and running away.
8. Avoid alcohol and/or drugs. Using alcohol and/or drugs makes it hard to make and to stick with good decisions.



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around sexuality that took place in this unit. What commitment are you going to make to yourself based on what you learnt about sexuality? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

Section Two: Where Am I Going?

UNIT 5: RIGHTS

PURPOSE AND OBJECTIVES

This unit defines the rights adolescents have with respect to their sexual and reproductive health. It examines some of the rights as stipulated in the various International Conventions focused on reproductive health, and specific laws and policies in Tanzania. It draws attention to what legal rights are as opposed to other entitlements one might think s/he deserves from the community or elsewhere.

The unit also outlines the importance of understanding rights and their enforcement in working towards a society that values adolescent sexual and reproductive health (ASRH) and one that is committed to better standards. The unit is further geared to help equip youth to advocate for change.

By the end of this unit, you should be able to:

- Define what “rights” means.
- Explain different types of rights and how they affect young people.
- Describe practices that ASRH rights and how to seek a solution when those rights are violated.
- Understand how to advocate for change in the existing legal system.



PRESENTATION NOTES

FACTS ABOUT RIGHTS

A **right** is defined as an abstract idea that a person is due or entitled to enjoy, be it by way of nature, law, or tradition. It follows that everyone has equal opportunity to enjoy rights with respect to natural, moral, and legal norms.

In a speech to the World Summit in Johannesburg on August 28, 2002, Mary Robinson said, “A right entails obligation on the part of the government to respect, promote, protect, and fulfill it. The legal and normative character of rights and the associated government obligations are based on international human rights treaties and other standards, as well as on national constitutional human rights provision.”

Rights can also be defined items of a lawful claim, and if violated, you can seek a legal remedy enforceable by law.

Human rights are any basic right or freedom to which all human beings are entitled, and in whose exercise a government may not interfere. Some basic human rights include the right to life, liberty, and equality before the law. Reproductive health is a human right.



PRESENTATION NOTES

INTERNATIONALLY RECOGNIZED SEXUAL AND REPRODUCTIVE RIGHTS

Sources of human rights to advance reproductive health, including ASRH, are found in many international conventions, treaties, and charters as well as national laws and policies. Important international conventions that address human and reproductive rights include:

- The Universal Declaration of Human Rights, 1948
- The Convention on the Rights of Child, 1989
- The Convention on the Elimination of All forms of Discrimination Against Women, 1990

Tanzania has ratified all of these listed Conventions.

Other documents reflect international consensus on issues of reproduction rights, including:

- Programme of Action, International Conference on Population and Development, Cairo, 1994
- Platform for Action, Forth World Conference on Women, Beijing, 1995

Reproductive rights include but are not limited to:

- Adequate information and knowledge about sexuality and reproduction.
- Sexual education that is appropriate, comprehensive, secular, and gender-sensitive.
- Refusal to engage in sexual activity.
- Choice of sexual partners, to exercise sexuality without coercion or violence.
- Voluntary motherhood, to decide and live motherhood for one's own choice and not by obligation.
- Complete information concerning the benefits, and relative effects of all contraceptive methods.
- Parenthood and the right to decide if and when to have children.
- Good quality services for prenatal care and postpartum care, guaranteed by appropriate legislation.
- Equal participation by women and men in childcare, creatively constructing children's identities beyond traditional gender roles.
- Effective legal protection against sexual violence.



PRESENTATION NOTES

EXISTING LAWS AND POLICIES RELATED TO ASRH IN TANZANIA

Laws are binding rules or rules that are supported by the power of government and that govern the behaviour of members of the society.

- **The Constitution of Tanzania (1977)** guarantees the right to life and that every person has the right to be protected by the society in relation to his/her health in accordance with the law of land.
- **The Law of Marriage Act (1971)** stipulates the age of marriage to be 18 years (for both boys and girls) but allows marriage of a 15 year-old girl, with her parents' or guardian's consent.
- **The Sexual Offences Special Provisions Act (1998)** creates the offence of rape for a person having carnal knowledge of a girl less than 18 years regardless of whether she has agreed or not. Female genital mutilation (FGM) is also an offence.
- **The Penal Code (Cap. 16)** creates offence for a person to attempt or perform abortion. It is an offence to trade, possess, or distribute materials that are obscene and tend to corrupt morals.
- **The National Education Act (1978)** expels primary and secondary school pupils who get pregnant. Getting pregnant is considered evidence of misbehaviour.

ASRH POLICIES

A policy is a plan or course of action in directing affairs that shows the government's concern with respect to a certain matter. Tanzania has various policies that urge revisiting, reviewing, and/or abandoning out-dated laws that are not in line with ASRH rights.

Some policies make the following issues clear:

- Good customs and tradition that are good and proper for up-bringing of adolescents should continue.
- Early marriages should be discouraged.
- The need to recognize that adolescents are sexually active and therefore in need of special intervention.
- The need to educate communities on the importance of family planning and that health is an indicator of development and poverty eradication.
- The need to give adolescents appropriate contraceptive methods.
- The need to campaign for improved adolescent health and help youth deal with their reproductive health problems.



ACTIVITY

CAMPAIGNING FOR ASRH RIGHTS

Alone or in pairs, consider the following issues and decide whether you agree or disagree with the statements. Then write down ideas that you have for advocating for or against the proposed statements, using existing laws to support your point(s).

Issues Related to ASRH Rights	Advocacy Ideas
1. Many 15-year-olds are sexually active.	
2. Some parents believe they should select a marriage partner for their children.	
3. Pregnant girls should be able to continue schooling.	
4. Elders believe that FGM reduces the chances of promiscuity among girls.	
5. Boys should select their marriage partner.	
6. Girls should select their marriage partner.	
7. Sex education in school promotes promiscuity.	
8. Raped girls do not have the courage to report the crime to the police.	
9. Obscene materials are harmful to community morals.	
10. Bride price is often a reason for marriage.	



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around rights that took place in this unit. What commitment are you going to make to yourself based on what you have learnt about rights? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 6: GENDER ROLES AND EQUALITY

PURPOSE AND OBJECTIVES

This unit examines the meaning and role of sex and gender in society and human development, so as to help you avoid making assumptions about what men and/or women should want or be able to do. The unit also looks at how gender influences two very important areas of a young person's life—male-female relationships and the choice of a vocation or job.

By the end of this unit, you should be able to:

- Explain stereotypes/assumptions about gender and how they affect relationships.
- Explain how stereotypes affect vocational choices.
- Identify your values about male and female gender roles and gender equality.



ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3C's model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

Your dad is a construction worker and you have grown up around many construction sites. You have also helped out a lot and have a lot of knowledge and skills and completed a Diploma in construction at the Technical College. You see an advert for a builder with a local construction company and decide to apply. You get called for an interview and you realize that you are not taken seriously because you are young and considered inexperienced. What would you do?

1. What is the **CHALLENGE** that you are faced with?

2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around gender roles and equality that took place in this unit. What commitment are you going to make to yourself based on what you have learnt about gender roles and equality? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 7: RELATIONSHIPS

PURPOSE AND OBJECTIVES

This unit examines different kinds of relationships and helps you to understand what builds or damages a relationship. In this unit we will look at the qualities of an ideal partner as well as explore the arguments young people put forward for and against having sexual intercourse as a teenager. The unit also looks at how heterosexual and homosexual relationships are formed and the advantages and disadvantages of being in a relationship.

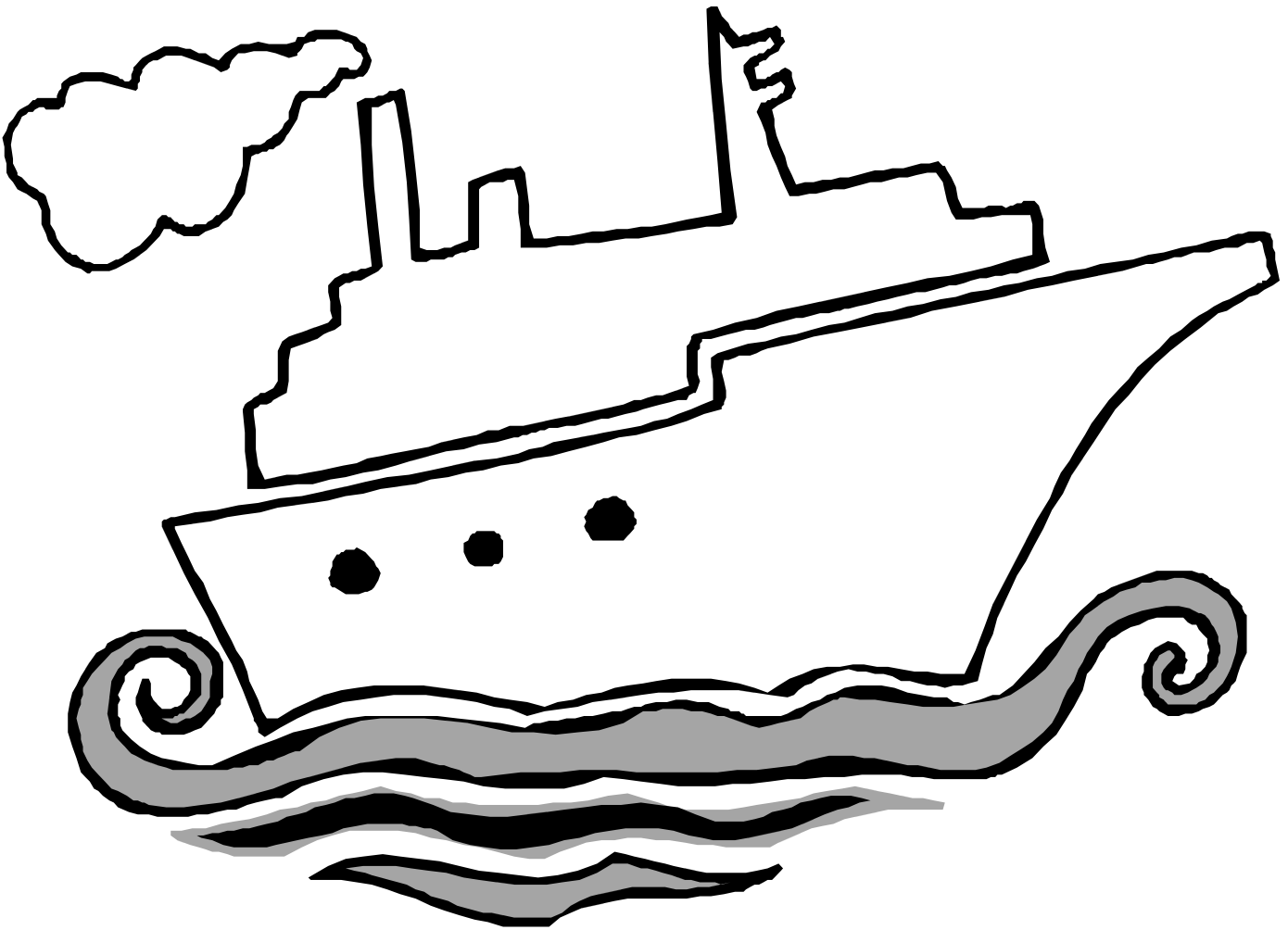
By the end of this unit, you should be able to:

- Explain which behaviours can improve or damage a relationship.
- Talk about what qualities develop and define friendship and romantic relationships.
- Explain what “homosexuality” means.
- Explain how to make effective decisions and the consequences of choices.
- Practise making difficult decisions.
- Apply effective decision making to sexual decisions.
- Practise resisting pressure.



BUILDING HEALTHY RELATIONSHIPS

You can copy the list of things that can build or damage a relationship. Write them where they belong on the ship; things that build a relationship should be listed on the hull, and things that break or damage a relationship should be listed in the water.





MANAGING PEER PRESSURE

Copy the guidelines that the group has come up with in the space below. You can refer to this for your own use or to share with your friends.

Guidelines for Dealing With Peer Pressure



ASKING FOR A DATE

Asking for a date is difficult because most teenagers are scared of being rejected or laughed at. Remember that asking for a date is not asking someone to commit him/herself to you in any way.

Below is a set of questions about dating. Choose one answer for each question to show how you feel. Put a tick (✓) next to the answer you choose.

1. What is the best way to ask a person for a date?
 - a. Phone
 - b. Face to Face
 - c. Via a friend
 - d. Letter
 - e. Invitation to a party or special occasion
 - f. Other: _____

2. Who should ask for a date?
 - a. Boy
 - b. Girl
 - c. Either
 - d. Friend on the person's behalf
 - e. Other: _____

3. How soon/when does a person ask for a date?
 - a. When you have only just met
 - b. When you have been friends for a while
 - c. For a special occasion (e.g., party)
 - d. Other: _____

4. Where is the best place to go on your first date?
 - a. To the movies
 - b. To a disco
 - c. To a school function
 - d. To play sport
 - e. For a walk
 - f. To a bar
 - g. On a youth-group outing
 - h. Other: _____

5. What is the best way to get to and from the place you are going for your date?
- a. Be dropped off by a relative or friend and later picked up at the end of the date
 - b. Walk
 - c. Use public transport
 - d. Go together
 - e. Meet at the place
 - f. Other: _____

REMEMBER THAT...

- a. Dating is a fun thing to do when you are comfortable with the person.
- b. Make sure you know what you expect from a date and state this clearly.
- c. It is best to go to public places, such as the movies, so as to avoid any dangerous or unpleasant incidents, such as being forced into sexual activity.
- d. Anyone can have a platonic relationship if he or she wants to.
- e. Girls do not have to wait to be asked out; they can take the initiative to ask a boy out on a date.



GOOD DECISION MAKING

Read through the scenario below and use the **3C's model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

You are in a new relationship with a girl/boy and all s/he wants is to spend time with you. S/he is really nice and you enjoy being with her/him, but you miss spending time with your other friends. When you tried telling her/him that the two of you need to spend time with other people, s/he accused you of wanting to sleep around. What should you do?

1. What is the **CHALLENGE** that you are faced with?

2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?



HOW WOULD YOU FEEL IF...?

Read through and think about the following questions. You can make notes in the space below each one if you want to. You will be asked to share your feelings with the group.

HOW WOULD YOU FEEL IF...?

1. Your closest friend told you he or she was homosexual?
2. You found out that your teacher was in a homosexual relationship?
3. Your favourite pop star announced that she or he was homosexual?
4. Your brother or sister told you he or she was homosexual?
5. A man dressed as a woman sat next to you on a bus?
6. Your church minister announced that she or he was homosexual?
7. Your boyfriend or girlfriend told you they think he or she might be homosexual?



GUIDELINES FOR ENDING A RELATIONSHIP

Read through the following guidelines then share how you feel about them:

- Be prepared for hurt feelings. Sometimes people re-establish relationships so that they do not feel uncomfortable. This does not help but only delays the person getting in touch with how they really feel.
- Be kind and honest but not cruel. Give reasons for the break-up, but do it in the way you would like it to be done to you.
- Do not let yourself be talked out of it. Always remember why you made the decision to break up.
- Do not blame yourself or your partner. People change, especially as teenagers.
- Consider your timing. If either of you is writing exams or experiencing family problems it may be best to wait until a better time, but not too long.
- Break up in a place where you can safely leave. Being stranded is not pleasant.
- Try to stay friends. This is not always possible but it is important to try to achieve.
- Do not make promises you cannot keep. This will only prolong the difficulty.
- Try to end the relationship face-to-face. Fearing the other person's reaction causes some people to write a letter or phone or to get others to break up the relationship for them. This should only be done if physical abuse is feared or if living far away from each other.



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around relationships that took place in this unit. What commitment are you going to make to yourself in terms of what you have learnt about relationships? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

Section Three: How Am I Going To Get There?

UNIT 8: TEENAGE PREGNANCY

PURPOSE AND OBJECTIVES

This unit describes the different ways an unwanted pregnancy can be avoided. It also explains how early pregnancy affects teenagers and their families. The unit also explores the options a teenager has to consider when pregnancy happens and the consequences of these, including some of the health risks of illegal abortion.

By the end of this unit, you should be able to:

- Understand and explain how to prevent an unwanted pregnancy.
- Understand the consequences of early pregnancy and the options that are available for pregnant teenagers.
- Explain how pregnancy occurs and contraceptive measures that are suitable for teens.
- Know how to make good decisions for yourself.
- Speak more comfortably about contraception.



GOOD DECISION MAKING

Read through the scenario below and use the **3C’s model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

You and your boy/girlfriend had unprotected sex some time ago. You are both worried that she/you may be pregnant because she has/you have not had a menstrual period since then, and it has been a month already. What should you do?

1. What is the **CHALLENGE** that you are faced with?

2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?



PRESENTATION NOTES

OPTIONS AVAILABLE TO PREGNANT TEENAGERS

There are a few options available to teenagers who become pregnant. These include:

- a. Termination of pregnancy/abortion. (Abortion is illegal in Tanzania.)
- b. Adoption.
- c. Single parenthood.
- d. Marriage.
- e. Fostering.

a. Termination of pregnancy/abortion

Illegal termination of pregnancy (sometimes called “back street abortions”) is more common than some people realize. Health risks include infertility and maternal death. The emotional and physical risks are higher and the girl is less likely to be counselled before and after the procedure.

Facts to consider

- Abortion can sometimes evoke emotional responses.
- Abortion is illegal in many countries.
- Many religions do not support abortion.
- Some people have very strong feelings against abortion.

Some reasons for choosing abortion include:

- To finish education.
- To save the family name.
- To keep the pregnancy a secret.
- To please the boyfriend.
- To pursue other goals.
- To not raise a child in poverty.
- To protect the mother’s health.
- In cases of rape or incest.

b. Adoption

There are two types of adoption: adoption in which the teenage mother or parents know the identity of the adoptive parents, and adoption in which she/they do not know the identity of the adoptive parents.

Facts to consider

- Giving up a child for adoption may be a very traumatic decision for the mother and family.
- Agencies involved with adoption are not there to “take the baby away” but to help people make the best decision for themselves.
- The ultimate decision rests with the teenage mother; whether 11 years old or 18, she has to sign the legal papers.
- Once legal papers are signed, adoption becomes final. This usually takes three to four months after delivery.
- The young mother may go to a home for unmarried mothers that may help her make her decision.
- She may experience emotional stress or hardships after the adoption if she:
 - Was forced into a decision.
 - Kept it a secret and is later found out.
 - Is rejected by her family or community.

Some reasons for choosing adoption include:

- Termination of pregnancy is against the girl’s principles.
- She wishes to keep the pregnancy a secret.
- She wants to finish her education.
- She wants to please her family.
- The child may have a better chance in life with another family.
- The girl may be able to start a new life.

c. Marriage

A marriage that takes place because of unplanned or unwanted pregnancy is often referred to as a “shotgun marriage” because it happens so fast, and often under pressure from the girl’s or boy’s family.

Facts to consider

- Few teenagers realize the enormous responsibility of parenting.
- Poor employment opportunities cause financial difficulties for young parents.
- A child may be resented and seen as a cause of isolation from friends.
- The young parents may mourn the loss of missed opportunities.
- Young parents may feel trapped.
- If they live with their own parents, the new young parents may have no privacy.
- Emotional immaturity may contribute to an inability to cope and to instability in the relationship.
- The pressures of young parenthood may lead to marital conflict.

Some reasons for choosing marriage include:

- Parents force it on the young people.
- Young parents want to give the child a name.
- Young parents feel it is their payment for making a mistake.
- Young parents want to leave their unhappy homes.
- Young parents may think it was “meant to be.”

d. Single parenthood

Single parenthood is a more common choice amongst teenagers but a very challenging one. As a result they often find that their education, career, and marriage opportunities are restricted.

Facts to consider

- A child is a 24-hour responsibility—this is often not seriously considered by young people.
- A young parent’s earning capacity is limited, resulting in a lower socio-economic lifestyle.
- A young parent is frequently unable to afford babysitters and entertainment.
- Single parenthood often results in social isolation and loneliness.
- The child may become disadvantaged, neglected, or abused.
- If the adolescent mother continues living at home, it may result in confusion of roles with her own parents, and eventually lead to conflict and power struggles.
- The adolescent father
 - May experience conflict regarding his rights.
 - May be the “forgotten factor.”
 - Must decide on the child’s maintenance payment.

Some reasons for choosing single parenthood include:

- The belief that it is a more acceptable choice.
- The girl’s own parents may help raise the child.
- Either the boy’s or girl’s parents may want a grandchild.
- The young mother has unrealistic ideas about having and supporting a baby.
- The young parent may think it is her/his “payment” for making a mistake.

e. Fostering

Some people believe fostering may not be a good option because they think it can be traumatic for both the child and the foster parents when the biological mother retrieves the baby. However, many children and parents have benefited from foster care.

Some reasons for choosing fostering include:

- The teenage mother is able to finish her education.
- The teenage mother is better able to take responsibility when she is ready and more mature.



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around teenage pregnancy that took place in this unit. What commitment are you going to make to yourself based on what you have learnt about teenage or unwanted pregnancy? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 9: SEXUALLY TRANSMITTED INFECTIONS

PURPOSE AND OBJECTIVES

This unit aims to help you understand sexually transmitted infections (STIs) and encourages you to delay your first sexual activity. If you are already sexually active then this unit tries to encourage you to use condoms correctly each time you have sexual intercourse. The unit also helps to build important communication skills so that you can discuss and negotiate your sexual needs or preferences. It also looks at other ways to express your sexual feelings other than sexual intercourse, and how high or low self-esteem affects your ability to protect yourself.

By the end of this unit, you should be able to:

- ➔ Explain basic facts about STIs.
- ➔ Correct misinformation about unprotected sexual intercourse and its consequences.
- ➔ Explain how to use abstinence and condoms to reduce the risk of STI transmission.
- ➔ Practise communication skills related to STI prevention.
- ➔ Discuss the importance of self-esteem for behavioural change.
- ➔ Identify where in the community sexual health services are located. (Optional)
- ➔ Explain, through field experience, how it feels to seek services, condoms, and other methods of risk reduction in the community. (Optional)



GOLDEN RULES OF STIs

If you think you may have an STI, you should:

1. Go for treatment as soon as you think something is wrong or you notice something that is not right or normal with your body.
2. Tell anyone with whom you have had unprotected sexual intercourse. Both of you must be treated to avoid re-infection.
3. Finish the course of medicines given. Go back for a check-up to make sure the infection is gone.
4. Avoid sex or use a condom each time you have sexual intercourse.
5. Go back to the doctor if you do not feel better.

REMEMBER THAT....

- a. Anyone can get an STI.
- b. STIs can be spread through unprotected sexual intercourse or sexual activity.
- c. Both sexual partners must be treated to make sure that there is no chance of re-infection.
- d. Abstinence or condoms that are used properly are the only methods of preventing STI transmission.
- e. Most STIs can be cured but some, such as herpes and HIV, have no cure.



HARD TALK

Read the following scenario and follow the instructions below:

Scenario

You have been itching around your genitals for a few days and now you have a slight discharge as well. You went to the clinic and were told that you have an STI. The doctor has given you medicine and says you should bring your partner for treatment as well. How would you raise this with your sex partner?

Instructions:

- a. Imagine that you are now going to tell your partner.
- b. Discuss how you would tell your sexual partner that you have an STI.
- c. Choose one person from your group to role-play your responses. S/he will team up with a participant from the other group and present the role-play.
- d. You have 15 minutes to do this.



ACTIVITY

WHY NO CONDOMS?

1. Below is a list of common reasons that many young people give for not wanting to use a condom.
2. With your partner, read through and discuss ways that you could reply to say why you should use a condom.
3. Choose one reply that you both feel is a good one and write it in the space provided.

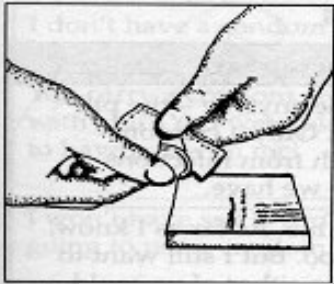


Statements	Reply
a. I know I'm clean; I haven't had sex with anyone in months.	
b. I'm on the pill; you don't need a condom.	
c. I'm a virgin.	
d. I can't feel a thing; it's like wearing a raincoat.	
e. I'll lose my erection by the time I stop and put it on.	
f. By the time you put it on I'm out of the mood.	

g. Condoms turn me off.	
h. What? Do you think I have a disease or something?	
i. None of my other boyfriends ever used a condom. Don't you trust me?	
j. Do I look like I have a disease?	
k. Just this once—I promise to use one next time.	
l. I won't have sex if you want us to use a condom.	
m. I don't have a condom with me.	
n. You carry a condom around with you? You were planning to have sex with me!	
o. I love you. Would I give you an infection?	

USING A MALE CONDOM CORRECTLY

Lots of teenagers feel that condoms do not work. **THEY DO!!...** if they are stored and used properly. These pictures show how to put them on and take them off so that they do not tear or get damaged.



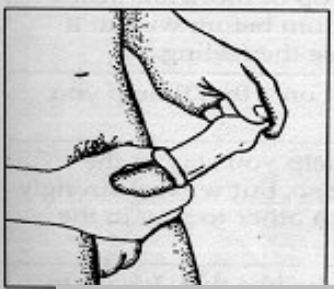
1

Remove the rolled condom from the package. Be careful not to damage the condom by twisting, biting, or tearing the package.



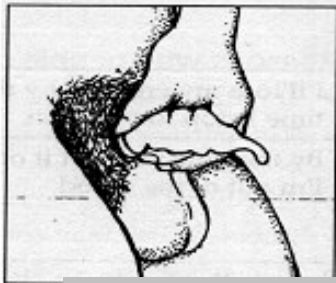
2

The condom is placed on the end of the erect penis. Press the tip of the condom to squeeze out air and leave a place for the semen to collect.



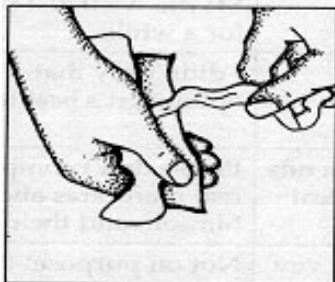
3

Keep holding the tip of the condom as you unroll it over the erect penis. Unroll all the way to the base of the penis.



4

Soon after ejaculation (coming), but before the penis softens, hold the condom at the base of the penis and remove the penis from your partner's vagina.



5

Keep the condom away from your partner's body. If semen spills, wash it off immediately. Wrap the condom in a tissue and dispose of it in a toilet or dustbin. Never throw condoms onto the ground or in flush toilets.

USING A FEMALE CONDOM CORRECTLY

The female condom is a polyurethane (plastic) pouch that fits inside a woman's vagina. It has two soft rings, one at either end. The inner ring fits inside the vagina and holds the condom in place during sexual intercourse. The outer ring stays on the outside of the vagina and partly covers the labia (lips).

To use the female condom:

- Do not let the penis touch the vagina before inserting the condom.
- Open the package carefully.
- Grasp the flexible inner ring (at the closed end) and squeeze it with the thumb and middle finger so it becomes long and narrow.
- Gently insert the ring into the vagina (as you would insert a tampon or a diaphragm).
- Place the index finger on the inside of the condom, and push the inner ring as far as it will go.
- The outer ring remains on the outside of the vagina.
- Guide the penis into the condom's opening.
- After intercourse, removed by twisting the outer ring and pulling gently.
- Wrap the condom in the package or tissue, and throw it in the garbage.



GOLDEN RULES OF MALE CONDOM USE

Learn the following tips on how to use a condom properly:

- Check the manufacture or expiry date on the packet. Never buy or use a condom that has no date stamp or is more than five years old.
- Use a condom only once. A new condom should be used for every sexual round.
- Do not have “a little sex first” before putting on a condom.
- Buy latex condoms that have a teat or nipple at the tip, as this acts as a reservoir for the semen and helps keep the condom from bursting.
- If the condoms are not lubricated, do not use lubricants with an alcohol, oil, or petroleum base, such as baby oil or Vaseline®, as this will cause the condom to break.
- Use water-based lubricants such as K-Y Lubricating Jelly®.
- Do not buy or use condoms if the wrapper is broken or dried out.
- Do not cut the condom pack with scissors or rip it with your teeth as this could tear the condom. Find the part of the packet that guides the opening and use your fingers.
- Store condoms in a cool, dry place.
- Never leave condoms in the glove compartment of a car, or in a wallet or pocket that is close to the body, as sunlight and heat destroy them.
- If condoms are kept in a bag or pocket as a precaution, regularly check the expiry date and condition, and replace when necessary.

REMEMBER: If the condom is not on then the penis is not in!



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around STIs that took place in this unit. What commitment are you going to make to yourself in terms of what you have learnt about STIs? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:



TEEN SERVICES SAFARI

When you go to the facility you have been assigned to, use the questions below to gather information. Both of you can write the responses in your own workbooks.

Name of place visited _____

Date of visit _____

Time spent at facility _____

Hours services are available _____

Are services available specifically for teens? ____ Yes ____ No

If special teen services are available, what are they? List below:

EMPLOYEE INTERACTION

Title of staff member or employee interviewed _____

Male/Female _____

Response to questions: _____ Positive _____ Negative

LOCATION AND ACCESS

1. Where is the facility located? Tick(✓) those that apply.

- _____ Near public transportation
- _____ An area that is easy to get to
- _____ Near village
- _____ Near where youth hang out
- _____ A separate youth section from adult section
- _____ An area that gives a youth full privacy
- _____ Other:

2. Are there any signs to identify services? ___Yes ___ No

If yes, what does the sign say?

3. Were any of the signs made especially to attract youths for programmes, contraceptives, or services?

4. Are all services and programmes found in one place? ___Yes ___No

5. How did the receptionist and/or staff treat you when you asked for information or special youth services?

NOTES

You can write any additional notes in this space.

UNIT 10: HIV AND AIDS

PURPOSE AND OBJECTIVES

This unit aims to help you understand how HIV is mainly transmitted (through sexual activity) and how HIV causes AIDS. The unit looks at facts and myths about HIV and AIDS, and builds skills and knowledge to help you make informed choices and educate your peers. The unit also puts great emphasis on living positively with HIV and on how to deal with the stigma that is associated with being HIV-positive.

By the end of this unit, you should be able to:

- Explain basic facts about HIV and AIDS.
- Correct misinformation about the transmission and prevention of HIV infection.
- Understand and be able to explain safer sex behaviours.
- Know and explain how to live positively with HIV and AIDS.
- Be advocates for adequate youth services to facilitate living positively with HIV and AIDS.



WORKBOOK ACTIVITY

FROM HIV TO AIDS

Read through the following facts on HIV and AIDS. The facilitator will give you time to ask any questions that you have.

A person who is HIV-negative has a lot of healthy body cells called CD4 or T-cells (our body soldiers) in her or his immune system. This person is said to have a high “CD4 count.” A person who is infected with HIV also has a high CD4 count in the beginning, but this gets lower as HIV starts to attack and destroy the immune system.

A person with HIV can have the virus for a very long time before starting to feel sick. Some people may feel a bit sick soon after being infected and may think that they have the flu, but many people can be HIV-positive for as long as eight years or more and not know that something is wrong.

From 2 to 12 weeks after a person is infected with HIV by having unprotected sex with an HIV-positive person (or other ways, such as sharing needles), a blood test will **not** show that the person is HIV-positive. This is because there are not enough special cells that the body produces to fight off infections (called antibodies) to be detected by the test. During this time, however, the person can continue to spread the virus through unprotected sexual activity. The virus also continues to destroy the CD4 cells, weakening the immune system in the process.

Although the person does not feel or look ill, the body is getting weaker and it is becoming difficult to fight off infection. The longer the person remains unaware that s/he is HIV-positive, the more likely it is that s/he will develop AIDS sooner, because s/he is less likely to take extra care of her or his body.

A person who is HIV-positive should avoid smoking and drinking because cigarettes directly affect the lungs and alcohol affects the blood stream. This weakens the immune system.

A person who is HIV-positive can get sicker and sicker as the virus reproduces itself (multiplies) and continues to destroy the immune system. The more viruses are in the body, the less healthy body soldiers there are. When there are many HIV virus particles in the body and the number of CD4 cells is low, the person is said to have a high “viral load” and low “CD4 count.” This is when the person starts to get AIDS.

When there are not enough CD4 cells to fight infection it is easier for other sicknesses like tuberculosis (TB) and pneumonia to attack the body. When this happens it is likely that the person will eventually die from AIDS.



AM I AT RISK?

1. Read through the following sentences and ask yourself the following questions. Write a "Y" for yes, "N" for no, or "U" for unsure on the line next to each sentence according to what you believe.
2. Explain how you can reduce your personal risk of getting an STI or HIV, and of an unwanted pregnancy. You can use the space below or the blank pages at the end of this unit.

Am I at risk if...

- I hug, kiss, or massage a friend? _____
- I do not protect myself when handling blood? _____
- My sexual partner has unprotected sex with others? _____
- I drink beer or other kinds of alcohol? _____
- I masturbate myself? _____
- Mosquitoes bite me? _____
- Semen or vaginal fluid touches my outer (unbroken) skin? _____
- I have unprotected sex with more than one person? _____
- I have been treated and cured of an STI in the past? _____
- I share a razor with someone? _____
- I only have sex with one partner? _____
- I do not always use a condom when having sex? _____
- I do not know if my sexual partner is HIV-infected or not? _____

Think of how you can reduce your chances of being at risk of STIs, including HIV, and AIDS, or unwanted pregnancy. Write your thoughts in the space below.

I can reduce my chances of being at risk by...

REMEMBER THAT...

1. Abstinence is the only completely safe sex behaviour. Condom use can only be considered “safer.”
2. There is a degree of risk with most sexual activities that we do, especially sexual intercourse. This depends on whether there is broken skin on our partners or ourselves, and includes things like small cuts or scrapes, many of which might not be visible.
3. Having unprotected sex with one partner is risky because we cannot be 100 percent sure that that person is only having sex with us.
4. Knowing our own HIV status helps minimize the risk of HIV transmission, if we take actions to avoid spreading it.



ACTIVITY

WHY NO CONDOMS?

1. Below is a list of common reasons that many young people give for not wanting to use a condom.
2. With your partner, read through and discuss ways that you could reply to say why you should use a condom.
3. Choose one reply that you both feel is a good one and write it in the space provided.



Statements	Reply
a. I know I'm clean; I haven't had sex with anyone in months.	
b. I'm on the pill; you don't need a condom.	
c. I'm a virgin.	
d. I can't feel a thing; it's like wearing a raincoat.	
e. I'll lose my erection by the time I stop and put it on.	
f. By the time you put it on I'm out of the mood.	

g. Condoms turn me off.	
h. What? Do you think I have a disease or something?	
i. None of my other boyfriends ever used a condom. Don't you trust me?	
j. Do I look like I have a disease?	
k. Just this once—I promise to use one next time.	
l. I won't have sex if you want us to use a condom.	
m. I don't have a condom with me.	
n. You carry a condom around with you? You were planning to have sex with me!	
o. I love you. Would I give you an infection?	



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around HIV and AIDS that took place in this unit. What commitment are you going to make to yourself in terms of what you have learnt about HIV and AIDS? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 11: SUBSTANCE ABUSE, INCLUDING DRUGS AND ALCOHOL

PURPOSE AND OBJECTIVES

This unit discusses how adolescents get involved in using substances, including drugs and alcohol, and looks at ways to deal with this. It also looks at how drugs and alcohol affect a person and helps you to apply decision-making techniques to avoid their use. In this unit, you also have the opportunity to practise assertive refusal skills in situations involving drug use.

By the end of this unit, you should be able to:

- ➔ Explain the risks involved in substance use and abuse.
- ➔ Explain the effects of tobacco, alcohol, and other drugs on a person's health.
- ➔ Practise decision-making and assertiveness skills needed to avoid the use of alcohol and other drugs.



GUIDELINES FOR AVOIDING DRUGS AND ALCOHOL

Copy the list that the group came up with. Learn these so that you can teach your friends how they can stay away from drugs and alcohol.

Guidelines:



GOOD DECISION MAKING

Read through the scenario below and use the **3C's model** (Challenges, Choices, and Consequences) previously discussed to come to a decision.

Scenario

Your best friend drinks a lot of alcohol and is often drunk at parties. One weekend at her/his house s/he is really drunk and starts trying to force you to drink with her/him. You feel really uncomfortable but do not want to lose the friendship. What would you do?

1. What is the **CHALLENGE** that you are faced with?

2. What are your **CHOICES**? Think about these and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

3. What are the **CONSEQUENCES** of each choice you have written down? Write these in the spaces below.

Choice	Positive Consequences	Negative Consequences
1		
2		
3		

4. What is your decision?

5. Why did you make this decision?

6. How did your values influence the decision you made?



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around substance abuse that took place in this unit. What commitment are you going to make to yourself based on what you have learnt about drug and alcohol abuse? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:

UNIT 12: PLANNING FOR THE FUTURE

PURPOSE AND OBJECTIVES

This unit helps you to think about where you want to be in the future, and to consider the different things that may interfere with you achieving your goals. Through this unit you will come to understand the link between personal values and the kind of training and work you choose. You will also learn about a curriculum vitae (CV) and other forms that are used in the world of work.

By the end of this unit, you should be able to:

- ➔ Recognise your short-term and long-term goals.
- ➔ Identify how your own personal values relate to potential vocational choices.
- ➔ Understand and be able to prepare a CV.
- ➔ Define advocacy and identify how young people can get involved in advocating for youth issues.



UNDERSTANDING VALUES

MY VALUES

In the space below, write two values that are important to you.

Two values that are important to me are:

1.

2.



ACTIVITY

VALUES AND VOCATIONAL CHOICES

Here are some values you may want to consider when choosing a job.

Circle three

that are important to you in choosing a job.

Then ~~draw a line through~~ those that are not as important to you.

Helping other people

Earning a lot of money

Having job security

Adding beauty to the world

Being creative or artistic

Becoming famous

Working with people all the time

Finding adventure

Having a daily routine that changes

Working when you want

Having job satisfaction

Learning new things

Being known as a thinker/intelligent person

Influencing other people

Helping to make the world a better place

Working with new technology



JOBS THAT REFLECT MY VALUES

Based on the discussion that you had in the small group, list three jobs that you might be interested in because they reflect values that are important to you. Write these in the space below.

Job 1:

Job 2:

Job 3:



MY CAREER NEEDS AND HOW TO FULFILL THEM

Copy the list of career needs discussed in the group and the suggestions made on how to fulfill them.

Need	How To Fulfill It



START WITH WHAT YOU’VE GOT

1. Think about yourself for a few minutes then fill in the blocks below.

<p>A. My Abilities (list three below)</p>	<p>B. My Good Qualities (list three below)</p>
<p>Things I can do well or am great at:</p>	

2. Choose one item from block “A” and write below how you could use this either to earn money or gain more skills or knowledge.

3. Look at the qualities listed in block “B” and decide if you have what it takes to achieve the task you wrote in step 2. If “yes,” set one goal for yourself using one of the abilities from block “A.”
4. If “no,” repeat steps 2 and 3. Do this until you have set one goal that is realistic and achievable.
5. When you are happy with your choices, write the goal you have set for yourself in the space below. You will be asked to share this with the group.

Goal:

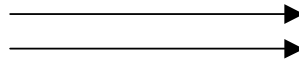


ACTIVITY

IMPORTANT WORK TOOLS

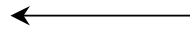
SAMPLE APPLICATION LETTER

Your address and contact numbers



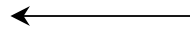
P.O. Box 123
Moshi
285-479

20 June 2003



Date that you write the letter

The Personnel Manager
ABC Electronics
P.O. Box 4567
Dar es Salaam

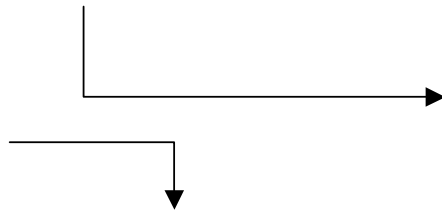


Company and person to whom the letter is going

Dear Sir/Madam: (use the name of the person if you know it)

RE: APPLICATION FOR TRAINEE ELECTRICIAN

Body of your letter



Draws reader's attention to what the letter is about

I am applying for the position of Trainee Electrician as advertised in the Guardian on June 15, 2003.

I completed my Electrical Technician Diploma from the Dar es Salaam Technical College in 2002 and have been seeking employment since then.

For the past year I have done small jobs with different companies, but am willing and ready for full-time employment. I have also done a lot of volunteer work in my community, at schools and centres that needed my service.

I feel that this job will help me build on the skills that I have gained so far and believe that I meet the requirements mentioned in the advertisement.

I am ready and willing to attend an interview at your convenience and can be contacted at the above number anytime after 14h00 daily.

I look forward to your response.

Yours sincerely,

←

Your signature goes here

Francis Nzeru



WRITING AN APPLICATION LETTER

Using the sample application letter as a guide, write an application letter for the position advertised below.

Advertisement:

WANTED!! Young man or woman to do basic office work. Will receive training on the job so no previous experience needed. Duties will include answering the phone, filing, sorting and posting mail, deliveries, and collections. Send all application letters to:

The Manager
Benny's Office Supplies
P.O. Box 1357
Arusha

Write your application letter in the space below.

APPLICATION LETTER CONTINUED



ACTIVITY

PREPARING FOR WORK

SAMPLE CV

There is more than one way to prepare a CV. The important thing is that it has the right information in a way that is easy to read and follow. This is one way of writing a CV.

Personal Details

Name:	Francis N. Nzeru
Date of Birth:	20.01.1980
Citizenship:	Tanzania
Postal Address:	P.O. Box 389, Arusha
Phone Number:	285-479
ID No:	BB 196550120

Formal Education

Tertiary: *(any studies or training that you had since leaving secondary school)*

2002	Diploma in Electrical Engineering, Dar es Salaam Technical College, Tanzania
------	--

Secondary: 1995-1996	Arusha Secondary School—O Levels
-------------------------	----------------------------------

Work Experience *(what work you have ever done that you were paid for)*

2002 to present	Freelance worker: I have done work with different households and businesses on a short-term or contract basis.
-----------------	--

Voluntary Service *(what work you have done that you were not paid for)*

I have worked with a number of schools and community/youth centres in my area. I helped to repair damaged cables, install electrical fittings, and make sure that circuits were working properly.

References (*This is where you write the names, addresses, and contact details of three people who are not family. These should be people who know you well and can say the type of person you are and what your work, character, or abilities are like.*)

Ms Flora Lugeye
Teacher
Arusha CJSS
P.O. Box 1678
Arusha

Mr Rashid Brown
Manager
General Trading Store
P.O. Box 2877
Arusha

Ms Godisang Ramalefo
Youth Director
Kumasi Youth Centre
P.O. Box 1222
Dar es Salaam



WRITING A CV

Using the sample CV as a guide, write your own CV in the space below. If you need more space you can use the blank pages at the end of this unit.

MY CV

MY CV Continued



**ADVOCATING FOR YOUTH ISSUES
PERSONAL ADVOCACY PLAN OF ACTION**

1. Choose one of the youth issues listed on flipchart paper that you feel strongly about and would advocate for, and write it here:

2. Using the information that you just learnt about advocacy and what it means, think about how you can advocate for the issue above.

3. Answer the following questions as best as you can:

a. What can I do myself?

b. What can I do within my family?

c. What can I do in my school?

d. What can I do in the community?



KEY LESSONS LEARNT

Based on the information discussed and the learning that took place, give answers to the following:

1. What is the most important piece of information that you have learnt from this unit?

2. Why or how is this information important to you?

3. How does this information influence you to change your behaviour?

MY COMMITMENT

4. Think about the discussions around planning the future that took place in this unit. What commitment are you going to make to yourself in terms of what you have learnt about planning for the future? You will not be expected to share this with the group.
5. Write your commitment in the space below.

I commit myself to the following things:
