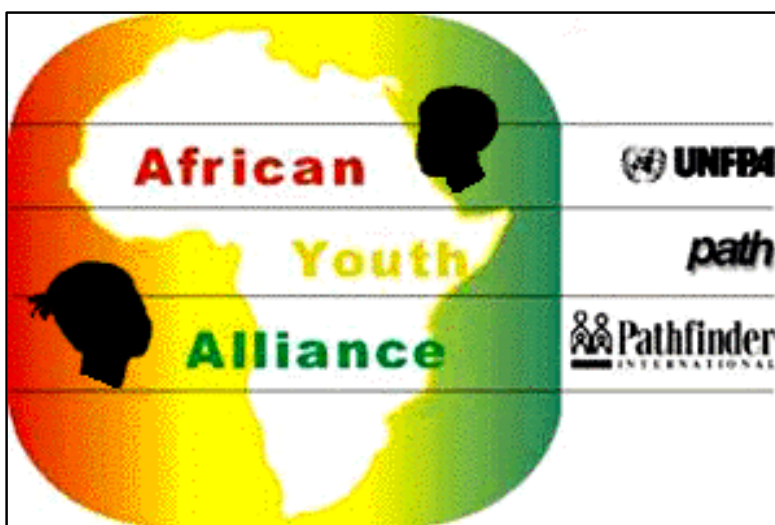


LIFE PLANNING SKILLS

A CURRICULUM FOR YOUNG PEOPLE IN AFRICA UGANDA VERSION PARTICIPANT'S WORKBOOK



For more information contact:

<p>PATH 1800 K Street N.W., Suite 800 Washington, DC. 20006 USA</p> <p>Tel: 202-822-0033</p> <p>Fax: 202-457-1466</p> <p>Email: info@path-dc.org</p> <p>World Wide Web: www.path.org</p>	<p>African Youth Alliance (AYA) PATH Regional Office 62 Kiira Road P.O. Box 10370, Kampala, Uganda</p> <p>Tel: 256 41 531 033/4</p> <p>Fax: 256 41 530</p> <p>World Wide Web : www.ayaonline.org</p>
---	--

This document was made possible through the support of the Bill & Melinda Gates Foundation.

Program for Appropriate Technology in Health (PATH) creates sustainable, culturally relevant solutions that enable communities worldwide to break longstanding cycles of poor health. By collaborating with diverse public- and private-sector partners, we help provide appropriate health technologies and vital strategies that change the way people think and act. Our work improves global health and well-being. PATH has 21 program offices in 14 countries.

Cover photograph by Mark Edwards.

Copyright © 2003, PATH. All rights reserved. Material in this document may be used for educational or noncommercial purposes, provided that an acknowledgement line accompanies the material.

With the exception of photos, any part of this manual may be photocopied or adapted to meet local needs without permission from PATH, provided that the parts copied are distributed free or at cost (not for profit) and that credit is given to PATH. PATH would appreciate receiving a copy of any material in which parts of this manual are used. Material(s) should be sent to PATH, 1800 K St., NW, Suite 800, Washington, D.C. 20006.

Recommended Citation

PATH. *Life Planning Skills: A Curriculum for Young People in Africa, Uganda Version. Facilitator's Manual.* Washington, D.C.: PATH (2003).



INTRODUCTION

Welcome to the LIFE PLANNING SKILLS curriculum!

This curriculum is designed to help you, the youth of Uganda, 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 HIV and AIDS.

All these and many more make it really hard for young people to cope. For young men and women, adolescence is a time filled with excitement, new feelings, many 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 is a simple to use curriculum that helps you:

- Recognise 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.

This LIFE PLANNING SKILLS curriculum 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.

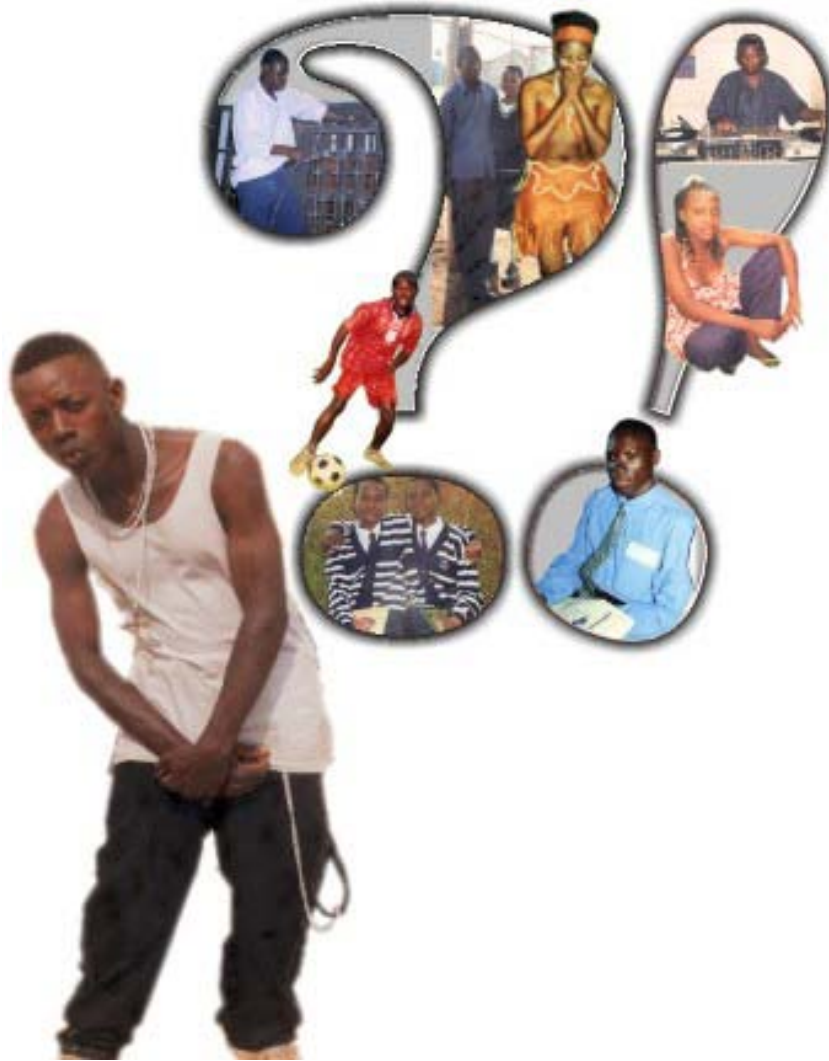
Curriculum Objectives

The main curriculum objectives are to provide you with a chance to:

- Learn more about yourself and what you like to do; what you are good at doing, and how you may use these 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; to help you work toward building a good future by planning for work and deciding about parenthood;, and to help you to meet goals.
- Strengthen your knowledge and skills in three areas: sexuality, planning a family, and communication.

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 and communities. 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 the values of others.



ACTIVITY

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

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 in exchange for gifts, clothing, etc.



ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3Cs model** (challenges, choices, and consequences) previously discussed to come to a decision.

Scenario

Your mother is going away for the weekend. She told you not to invite anyone over to the house. You promise her that you won't. 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 choices 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

WHAT MY VALUES TELL ME TO DO

Think about the discussion that has just taken place and complete the following sentence:

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

You will be asked to share your responses with the group.



ACTIVITY

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.



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment that you are going to make to yourself in terms of your values. You will not be asked to share this with the group.

UNIT 1: PERSONAL, FAMILY, AND COMMUNITY VALUES

UNIT 2: COMMUNICATION



PURPOSE AND OBJECTIVES

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



ACTIVITY

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 (with words). If a person is in doubt they 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, hands, and tone of voice. Look for feelings behind the words. 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 they are telling us. Do not say "I see" or "I understand" unless you are sure that you do. From time to time, repeat and summarise 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 they really want 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. **Be non-judgemental:** Try not to judge people. 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, and that will help the other person to freely and honestly share her or his feelings.
10. **Stop talking:** 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 can discuss 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 or 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 sister/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 her/him about her/his behaviour?
 - c. Pick a fight with her/him or take something of hers/his that you know s/he really likes?



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you learnt about communication in space below. You will not be expected to share this with the group.

UNIT 3: 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, social, and emotional changes that occur during adolescence.
- Describe male and female reproductive anatomy and physiology.
- Understand menstruation and pregnancy.



ACTIVITY

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 sex.

Fill in the information in the space below.

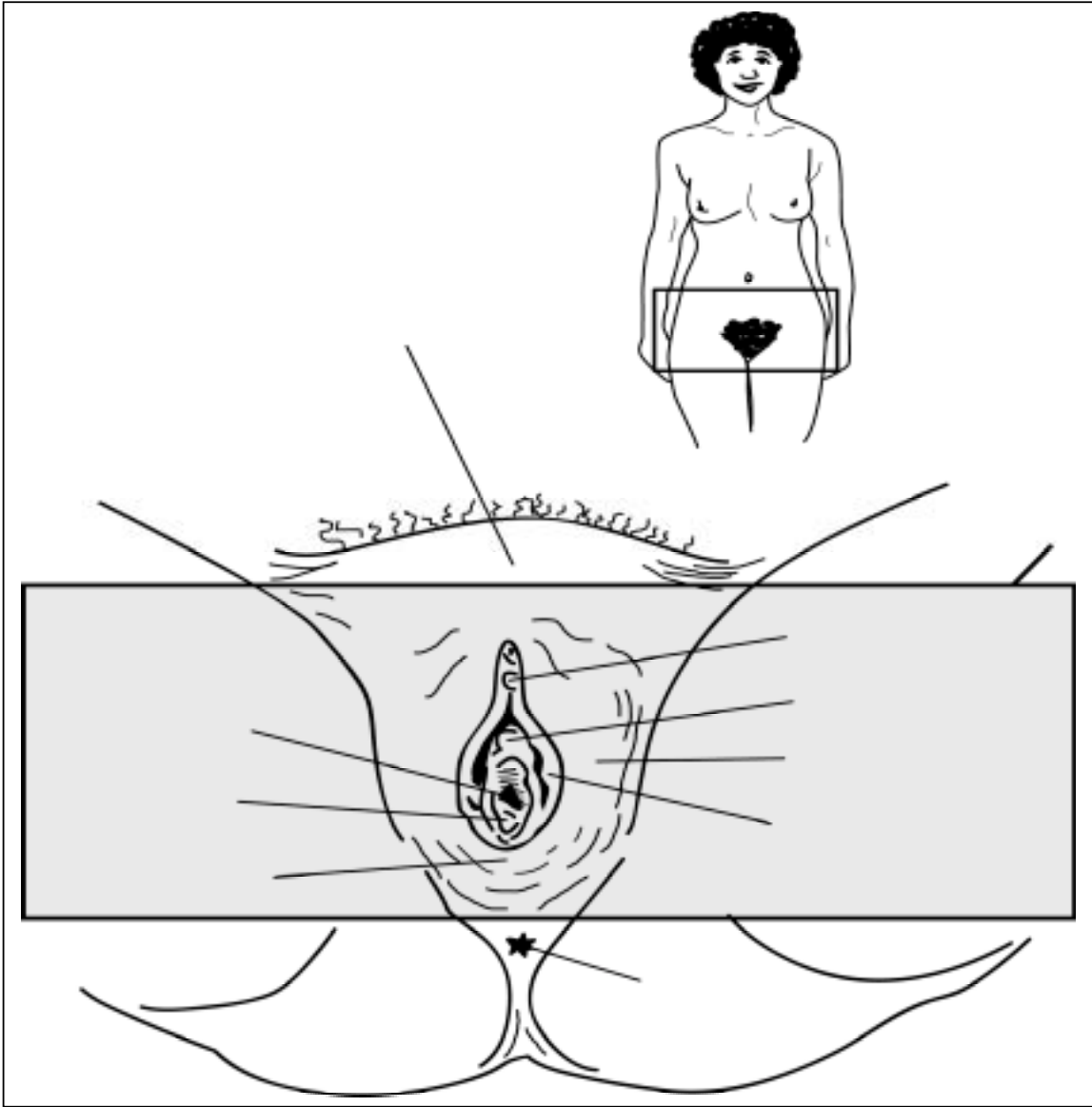
Changes That Occur in BOYS	Changes That Occur in GIRLS



ACTIVITY

THE FEMALE REPRODUCTIVE SYSTEM 1

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





ACTIVITY

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**.
- 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 mons pubis. It is small, shaped like a flower bud, and 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 woman's womb. It makes it impossible for objects such as fingers, a 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 each other. The female eggs and hormones are made in the ovaries.




SOME TIPS FOR MALES:

TAKING CARE OF YOUR TESTICLES

Your testicles are an important part of your reproductive system. It is important to take care of and protect them.

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.
- Wear cotton rather than synthetic (man-made) material.
- Protect the genital area during sports.
- Check your testicles regularly for any strange growths or lumps. If you find any, visit a health clinic or talk to a nurse to get guidance on what to do.

 **ACTIVITY**

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you have learnt about adolescent development. You will not be asked to share this with the group.

UNIT 4: SEXUALITY

PURPOSE AND OBJECTIVES

This unit introduces the concept of responsible sexuality and provides an opportunity for you to identify messages about sexuality. The unit helps you to recognise and articulate some of the emotions that accompany adolescence, and also explains sexual abuse and family violence and ways 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:

- Define sexuality.
- Explain how values about sexuality affect behaviour.
- Become more comfortable talking and asking questions about sexuality.
- Describe ways to deal with sexual abuse and family violence.
- Explain rape and date rape.
- Understand situations that can lead to rape.
- Demonstrate skills for dealing with risky situations.

**ACTIVITY****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 today. Use the following table 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.	



ACTIVITY

COMMUNICATING EXPECTATIONS

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

Steve: I met Teddy through my sister Joyce 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 Teddy 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 slow dance when Teddy 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 we would leave the party soon to kiss and fool around. We had been drinking since the party started and were feeling great. The time felt right, so I asked Teddy 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 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 then I 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 Teddy 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 Teddy 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 sexual intercourse 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.

Teddy: I really liked Steve, whom I met a few months ago through my friend Joyce. Joyce is his sister and she's very nice so I knew that he would be nice too. I felt really glad that Steve invited me to the party last Saturday and was looking forward to dancing with him so much. He was very 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 Steve asked me to take a walk.

I knew 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 when we stopped near some bushes where no one could see us. Steve 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 Steve was hard. That's when I realised that maybe we should slow down a bit so I asked him to wait.

But Steve 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 sexual intercourse, and I didn't want to have sex just yet. I started to cry, but that didn't make any difference to Steve. 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 sexual intercourse with me. I couldn't believe that this was happening.

I didn't plan to have sexual intercourse with Steve, 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 most 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 Steve have done this to me?

1. Imagine that you are Steve (if you are a boy) or Teddy (if you are a girl).
2. Discuss with your group and agree on how you would respond to the feelings written in the following table. Remember that you want 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.**
3. As a group, discuss and decide what you think the two of them should do. Try to reach an agreement then fill in the last block, "they decide."

4. Only fill in the area that applies to your sex (male/female).
5. Steve starts the conversation.

TEDDY FEELS/SAYS ...	STEVE FEELS/SAYS ...
DO NOT WRITE HERE	1. He feels Teddy 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...
They decide...	



ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3Cs model** (challenges, choices, and consequences) previously discussed to come to a decision.

Scenario

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

You enjoy her/his company and start 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 very comfortable with the situation but do not want to hurt her/his feelings. What should you do?

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

2. What are your **CHOICES**? Think about these choices 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 following table—use extra paper if you need to.

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 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 your limits on sexual behaviour clearly and directly. Say something like: "I will do _____, but I will not do _____."
4. Do not send 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.



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you learnt about sexuality in the space below. You will not be expected to share this with the group.

UNIT 5: HARMFUL TRADITIONAL PRACTICES

PURPOSE AND OBJECTIVES

This unit explains what tradition is and how traditions change over time. It highlights some of the harmful traditional practices that affect girls in particular and why these practices continue. The unit outlines what female genital mutilation (FGM) is and the differences between male and female circumcision. It points out the social and health effects of this harmful practice. The unit also describes the impact of early marriage on the educational and vocational opportunities for girls. It further explains the basic human and individual rights that are protected under national and international conventions, which are violated by early marriage and FGM. Lastly, the unit describes how these practices can be eliminated.

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

- ➔ Explain what “tradition” means and how they can change over time.
- ➔ Describe what harmful traditional practices are.
- ➔ Explain why FGM, wife inheritance, and early marriage continue to be practised.
- ➔ Describe the differences between male and female circumcision.
- ➔ Explain the social and health effects of harmful traditional practices, especially on girls.
- ➔ Identify what human and other rights FGM, wife inheritance, and early marriage violate.
- ➔ State the positions of the major religions regarding FGM.
- ➔ State what can be done to end these harmful practices.



ACTIVITY

IS IT A MYTH OR A FACT?

Read the following statements and indicate which are facts and which are myths.

	Fact	Myth
1. The Bible and the Koran state that females should be circumcised.	_____	_____
2. Traditions do not change.	_____	_____
3. People decide what traditions to follow in society.	_____	_____
4. All Ugandan tribes practise FGM on their daughters.	_____	_____
5. Early marriage is a harmful traditional practice.	_____	_____
6. There are no risks involved if FGM is done in a hygienic environment with sterile equipment.	_____	_____
7. FGM can cause infertility (inability to have children) in women.	_____	_____
8. Women who have undergone FGM smell cleaner than women who have not.	_____	_____
9. If the clitoris is not excised, it will grow big and make childbirth difficult.	_____	_____
10. FGM guarantees girls' virginity.	_____	_____
11. There are no health risks involved if the woman's clitoris is removed.	_____	_____
12. If a girl is forced into early marriage, she is less likely to return to school.	_____	_____
13. FGM violates the basic human rights of women and girls.	_____	_____
14. Children born to mothers who have not undergone FGM are bound to be mad (crazy).	_____	_____
15. A newborn baby dies if its head touches the clitoris of a mother who has not undergone FGM.	_____	_____
16. FGM enhances men's sexual pleasure.	_____	_____



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you have learnt about harmful traditional practices in the space below. You will not be asked to share this with the group.

Section Two:

Where Am I Going?



UNIT 6: GENDER ROLES AND EQUALITY



PURPOSE AND OBJECTIVES

This unit looks at sex and gender in society, and helps you to avoid making assumptions about what men or women should want or do. The unit focuses on how gender affects two important areas of a young person's life—male/female relationships and the selection of a vocation or job.

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

- Explain stereotypes and assumptions about gender and how these 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 **3Cs 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 you have 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 realise 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 choices 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 help you to make this decision?



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you learnt about gender roles and equality. You will not be asked to share this with the group.

UNIT 7: RELATIONSHIPS



PURPOSE AND OBJECTIVES

This unit examines different kinds of relationships and helps you to understand what can help build or damage 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:

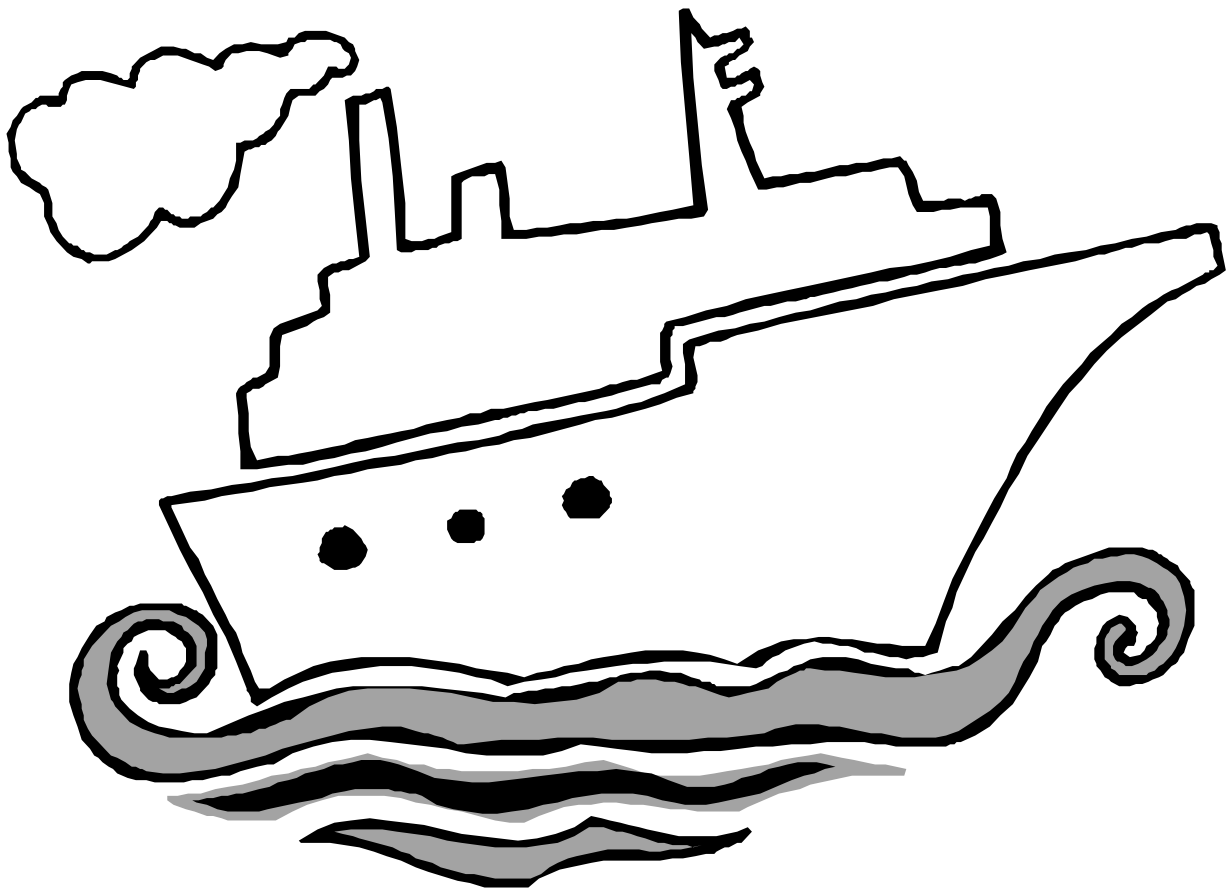
- Explain which behaviours can improve or damage a relationship.
- Talk about what qualities develop and define friendship and romantic relationships.
- Explain what the word “homosexuality” means.
- Explain how to make effective decisions and the consequences of choices.
- Practise making difficult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




ACTIVITY

BUILDING HEALTHY RELATIONSHIPS

Copy the list of things that can build or break a relationship. Write them where they belong on the ship; things that build on the hull, and things that break in the water.





ACTIVITY

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



ACTIVITY

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 herself/himself 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. By phone
 - b. Face to face
 - c. Via a friend
 - d. By letter
 - e. By sending them an 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 or when should 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 relative or friend can drop you and pick you up again
 - Walk
 - Use public transport
 - Go together
 - Meet at the place
 - Other: _____

REMEMBER THESE KEY POINTS:

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

**ACTIVITY****GOOD DECISION MAKING**

Read through the scenario below and use the **3Cs 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 choices and write three of them in the space below.

Choice 1:

Choice 2:

Choice 3:

2. 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 help you make this decision?

**ACTIVITY****UNDERSTANDING HOMOSEXUALITY**

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 she or he 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 she or he 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 girlfriend or boyfriend told you that she or he might be homosexual?




ACTIVITY

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 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 remain 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 agony.
- Try to end the relationship face-to-face. Fearing the other person's reaction causes some people to write a letter, or phone, or 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.

 **ACTIVITY**

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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

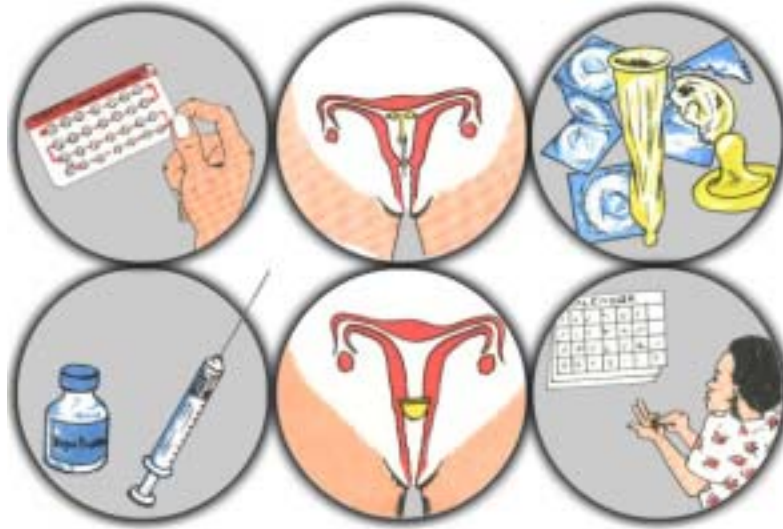
4. Write the commitment you are going to make to yourself in terms of what you have learnt about relationships. You will not be asked to share this with the group.

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. It presents options teenagers have to consider when they get pregnant and the social and health consequences of early pregnancy, including the health risks of illegal abortion.

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

- ➔ Understand and explain how pregnancy occurs.
- ➔ Understand and explain how to prevent an unwanted pregnancy.
- ➔ Explain family planning and family planning methods suitable for young people.
- ➔ Speak more comfortably about family planning and contraception.
- ➔ Explain the social and health consequences of early pregnancy and the available options for pregnant teenagers.
- ➔ Describe the danger of illegal or unsafe abortion.



ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3Cs 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 might be pregnant because she has not had her 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 choices 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

OPTIONS AVAILABLE FOR PREGNANT TEENAGERS

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

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

a. Termination of Pregnancy/Abortion

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 for or 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.

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

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 the teenage mother or parents 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 right 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 to 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 life with another family.
- The girl may be able to start a new life for herself.

Marriage

Marriages that take place because of unplanned or unwanted pregnancy are often referred to as “shotgun marriages” because they happen so fast, and often under pressure from the girl's or boy's family.

Facts to Consider

- Few teenagers realise the enormous responsibility of parenting.
- Poor employment opportunities can 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 the young couple lives with their own parents, they may have no privacy.
- Emotional immaturity contributes 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.
- The young parents want to give the child a name.
- The young parents feel it is their payment for making a mistake.
- The young parents want to leave their unhappy homes.
- The young parents may think it was “meant to be.”

c. Single Parenthood

This is a more common choice amongst teenagers but often they find that their education, career, and marriage opportunities may be restricted by being a single parent.

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 can be severely limited, resulting in a lower socio-economic lifestyle.
- A young parent is frequently unable to afford babysitters and entertainment, which 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.
- The adolescent father:
 - May experience conflict regarding his rights
 - May be the forgotten factor
 - Must decide on the child's maintenance payments.

Some reasons for choosing single parenthood include:

- Thinking 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 a baby.
- The young parent may think it is her or his "payment" for making a mistake.

d. Fostering

This is not usually considered a favourable option, mostly because some people think it is traumatic for both the child and the foster parents when the biological mother retrieves the baby.

Some reasons for choosing fostering include:

- The teenage mother is able to finish her education.
- The young mother is able to take responsibility when she is more mature and prepared or ready for the responsibility of parenthood.



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you have learnt about unwanted teenage pregnancy. You will not be asked to share this with the group.

UNIT 9: SEXUALLY TRANSMITTED INFECTIONS

PURPOSE AND OBJECTIVES

This unit aims to help you understand sexually transmitted infections (STIs)—also known as STDs to some—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 sex. 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 STIs.
- Practise communication skills related to STI prevention.
- Discuss the importance of self-esteem for behavioral change.
- Identify where in the community sexual health services are located.
- Explain, through field experience, how it feels to seek services, condoms, and other methods of risk reduction in the community.

**ACTIVITY****GOLDEN RULES OF STI MANAGEMENT**

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 that you have had unprotected sex with that you may have an STI. Any sexual partners should 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 properly each time you have sexual intercourse.
5. Go back to the doctor if you do not feel better.

REMEMBER THESE KEY POINTS:

- Anyone can get an STI.
- STIs can be spread through unprotected sexual intercourse or sexual activity.
- Some STIs do not show any signs and symptoms especially amongst females. So it is very important to have both partners tested before engaging in any unprotected sex.
- Both partners must be treated to prevent re-infection.
- Abstinence or properly and consistently using condoms are the only ways to prevent STI transmission.
- Most STIs can be cured, but some, such as herpes and HIV, have no cure.

**ACTIVITY****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 sex 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 what you could reply about 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.

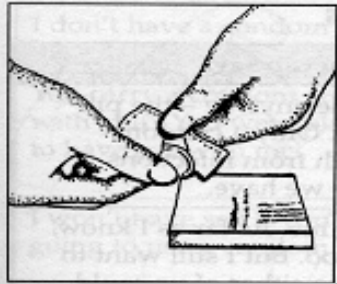


Statements	Reply
a. I know I'm clean; I haven't had sex with anyone in months.	
b. I'm on the pill so you don't need a condom.	
c. I'm a virgin.	
d. I can't feel a thing; it's like eating a sweet in its wrapper.	
e. I'll lose my erection by the time I stop and put it on.	
f. By the time you put it on 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 CONDOM PROPERLY

Lots of teenagers think 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.



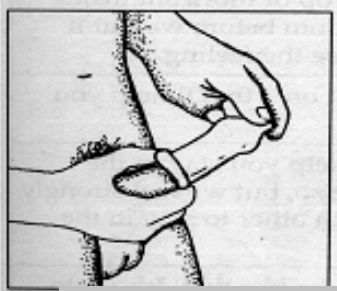
1

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



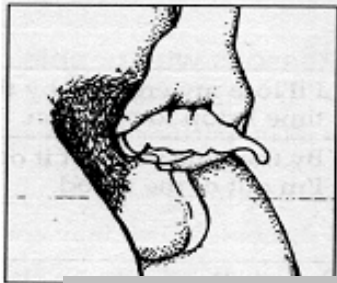
2

Place the condom 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 ejaculating (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.



ACTIVITY

GOLDEN RULES OF CONDOM USE

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

- Have a condom with you before you need it.
- Check the manufacture or expiry date on the packet. Never buy a condom that has no date stamp or is more than five years old.
- Feel the packet to check if it is air tight.
- Use a condom only once. A new condom should be used every time you have sex.
- 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 keeps 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 use or buy condoms if the wrapper is broken or dried out.
- Do not cut the condom pack with scissors or tear with teeth as this could tear the condom. Find the part of the packet that guides the opening and use your fingers.
- Store the condom in a cool, dry place.
- Never leave condoms in the glove compartment of a car, or in a wallet, or a 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 them when necessary.
- Put the condom on an erect/stiff penis before any sexual activity.
- Remove the penis from the vagina, anus, or mouth immediately after ejaculation (when it is still stiff).
- Have two separate pieces of cloth/tissue for cleaning yourselves (i.e., one for each partner).

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



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you have learnt about STIs. You will not be asked to share this with the group.



ACTIVITY

TEEN SERVICES SAFARI

When you go to the facility you have been assigned, 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 _____

Hours services available _____

Time spent at facility _____

Are services available specifically for teens? ____ Yes ____ No

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

EMPLOYEE INTERACTION

Title of staff member or employee interviewed _____

Male or Female _____

Response to questions _____ Positive _____ Negative

LOCATION AND ACCESS

Where is the facility located? Tick those that apply.

Near public transportation

In an easy to get to area

Near the village

Near where youth hang out

Does it have a separate youth section from the adult section? yes no

If yes, is the youth area in a space that gives a teen full privacy? yes no

Are there any signs to identify services? Yes No

If yes, what do the signs say?

Were any of the signs made especially to attract teens for programs, contraceptives, or services?

Are all services and programs found in one place? Yes No

How did the receptionist and/or staff treat you when you asked for information or special teen 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 that HIV is an STI that causes the disease AIDS. The unit looks at facts and myths about HIV and AIDS and provides information for building 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 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.
- Dispel rumors and provide correct information about 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 necessary youth services to help young people live better lives.



PRESENTATION NOTES

FACTS ABOUT HIV AND AIDS

What Is HIV? What is AIDS?

AIDS is a disease that happens when the body's immune system is too weak to fight off infection. AIDS is caused by a germ or virus called human immunodeficiency virus (HIV). The HIV germ is too small to see and lives in humans. It cannot live outside a human body.

AIDS stands for Acquired Immune Deficiency Syndrome. AIDS is a disease that happens to someone infected with HIV. It occurs when the body's immune system, the body's defence against infection and disease, is so damaged by HIV that it is too weak to fight off any infection.

How Is HIV Transmitted?

HIV is spread from one person to the next in three ways:

- Through unprotected sexual activity with a person infected with HIV.
- Through contact with blood that is infected with HIV, for example, through sharing needles or blades, or a blood transfusion of infected blood.
- From an HIV-positive mother to her unborn or newborn child.

Where Does HIV Live in the Body?

HIV is found in large numbers in sexual fluids, blood, and breast milk. HIV can be passed from one person to the next through coming into contact with sexual juices during unprotected sexual intercourse, contact with infected blood, or from an infected mother to her unborn or newborn baby. Not all babies born to HIV-infected mothers get HIV. Medicines called antiretrovirals (ARVs) can be given to an HIV-positive woman during pregnancy (and sometimes to the newborn baby as well) to reduce the chance of the woman passing HIV to her baby.

How Does HIV Make You Sick?

Our bodies have many different parts, and every part has an important job to do. For example, the heart pumps the blood around, the brain controls thought processes, the lungs breathe air, the breasts make milk, etc. We have a very important system in our bodies called the immune system. The job of this system is to protect and defend the body against germs and diseases. It also helps to heal the body after sickness or injuries. The immune system is like our body's army. We cannot defend ourselves against germs when this army gets weak.

The HIV "germ" slowly damages the immune system if it gets into a person's body. This means that the body starts to lose its power to defend itself against other germs, such as tuberculosis (TB). It also loses its power and strength to heal itself. Slowly the HIV germ gets stronger and stronger, while the immune system gets weaker and weaker.

The person starts to feel sick when the HIV germ has broken down most of her or his immune system. This may take many years to happen. This person with a very weak immune system is then said to have AIDS.

A person with AIDS is very weak and can get sick from many different germs. These germs can cause many problems: losing weight, severe diarrhoea, sores, coughs, pneumonia, TB, brain and nerve disease, fevers, etc. These do not usually get better because the immune system is too weak to fight the illnesses.

How to Tell if a Person Is HIV-positive?

HIV-positive means a person is infected by HIV as shown by an HIV test. It is impossible to know if a person is infected with HIV just by the way the person looks. The only way to know is to have a special blood test done that will show whether or not there is HIV infection. Voluntary counselling and testing (VCT) for HIV, is the best way for a person to learn her or his HIV status. VCT is voluntary: a person should never be forced to be tested for HIV as a condition for employment or for any other reason. VCT includes counselling before and after the blood test. Before the test, the counsellor will explain the procedure and talk to the person to be sure he or she is ready for the test. If the person is found to be HIV-negative, after the test the counsellor will give the person advice about how to stay HIV-negative. If the person is found to be positive, the counsellor will help her or him cope with the news, discuss steps the person can take to avoid passing the infection to someone else, and refer the person to available services and treatment. VCT is confidential, which means the counsellor must not reveal the test results to anyone else but the person who was tested.

Signs and Symptoms

Many people who are infected with HIV do not know they are infected because they feel and look healthy. It takes many years for the signs of HIV infection to show up, and this usually happens when a person becomes sick from other diseases. Some of the most common signs include:

- Weight loss.
- Severe diarrhoea.
- Sores in the mouth.
- Thrush.
- Coughs that take a long time to get better.
- Swellings.
- Fever.
- Night sweating.

How can HIV Be Prevented?

HIV infection can be prevented by:

- Not having sexual intercourse.
- Only having sex with one partner when both you and your partner have been tested to determine that neither of you has HIV.
- Using a condom correctly every time you have sex.
- Avoiding direct contact with blood by using gloves or plastic bags.

STIs, Including HIV and AIDS

Most STIs can be treated at any clinic, but AIDS cannot. It is important to treat STIs because a person with an STI can more easily get HIV or pass HIV on to someone else.

There is no cure for AIDS, but many people infected with HIV live long, healthy lives. These are the basic facts about HIV. It is important to read more and find out as much as possible because the information about HIV and AIDS keeps changing every day.



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) in the body 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 more and more difficult to fight off infection. The longer the person does not know 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 the extra care of her or his body that is needed.

A person who is HIV-positive should avoid smoking and drinking because cigarettes negatively affect the lungs and alcohol affects the bloodstream. This helps to weaken 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 TB and pneumonia to attack the body. When this happens it is likely that the person will eventually die from AIDS.



ACTIVITY

AM I AT RISK?

1. Read through the following sentences and ask yourself the following questions. Write a “Y” for yes, an “N” for no, or a “U” for unsure on the line next to each question according to what you believe.
2. Explain how you can reduce your personal risk of getting an STI, or HIV, or of having an unwanted pregnancy. Write in the space below.

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? _____

I can reduce my chances of being at risk of STIs, including HIV and AIDS, or unwanted pregnancy by doing the following:

REMEMBER THESE KEY POINTS....

- Abstinence is the only completely safe sex behaviour.
- There is a degree of risk with most sexual activities that we do, especially sexual intercourse.
- Having unprotected sex with one partner is risky because we cannot be 100 percent sure that that person has only one partner—you.
- Knowing our own HIV status helps minimise 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 what 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 eating a sweet in its wrapper.	
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.	

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



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment that you are going to make to yourself in terms of what you have learnt about HIV and AIDS. You will not be asked to share this with the group.

UNIT 11: SUBSTANCE ABUSE, INCLUDING DRUGS AND ALCOHOL



PURPOSE AND OBJECTIVES

This unit discusses how young people get involved in using drugs, alcohol, or other substances, and looks at ways to deal with this. It also describes how drugs and alcohol affect people and can help you apply decision-making techniques to avoid drug use. It also provides you with 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.



ACTIVITY

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:



ACTIVITY

GOOD DECISION MAKING

Read through the scenario below and use the **3Cs 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 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 help you make this decision?



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you have learnt about drug, alcohol, and substance abuse. You will not be asked to share this with the group.

UNIT 12: PLANNING FOR THE FUTURE



PURPOSE AND OBJECTIVES

This unit helps you think about where you want to be in the future, and consider the different things that may interfere with you achieving your goals. The unit will help you understand the link between your values and the kind of training and work you choose. You will also learn about a resume (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 explain how to prepare a resume/CV.
- Explain what advocacy is and identify ways you can get involved in advocating for youth issues.



ACTIVITY

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 when you want

Influencing other people

Having a daily routine that changes

Having job satisfaction

Working with people all the time

Learning new things

Being known as a thinker or intelligent person

Finding adventure

Helping to make the world a better place

Working with new
technology



ACTIVITY

JOBS THAT REFLECT MY VALUES

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

Job 1:

Job 2:

Job 3:



ACTIVITY

MY CAREER NEEDS AND HOW TO ACHIEVE THEM

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

Need

How to Achieve It



ACTIVITY

START WITH WHAT YOU'VE GOT


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

A. My Abilities (List 3 below)	B. My Good Qualities (List 3 below)
<p>Things I can do well or am great at:</p>	

2. Choose one item from block "A" and write how you could use this to either 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 389
Kampala
Tel: (041) 312 989
Fax: (041) 312 999
Email: sonia.m@hotmail.com**

2 June 2003

Date that you write the

The Personnel Manager
Modern Electronics
P.O. Box 2198
Kampala

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 Monitor on March 25, 2003.

I completed my Electrical Technician Diploma with Kyambogo Polytechnic in 2002 and have been seeking employment since then.

For the past year I have done small jobs with different companies, but I 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. Please find attached copies of my academic credentials and testimonials.

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 faithfully,

Sonia Muganzi

Your signature goes here

**ACTIVITY****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 1345
Kampala

Write your application letter in the space below.

APPLICATION LETTER CONTINUED



ACTIVITY

PREPARING FOR WORK

SAMPLE CURRICULUM VITAE (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: Sonia Muganzi
 Date of Birth: 19.10.1965
 Citizenship: Ugandan
 Street Address: Plot 26 Kampala Road
 Postal Address: P.O. Box 389, Kampala
 Telephone No: (041) 312 989 or 077 417872
 ID No: BB 196550120

Formal Education

Tertiary: **(any studies or training that you had since leaving secondary school)**
 2002 Diploma in Electrical Engineering, Kyambogo Polytechnic, Uganda

Secondary:
 1981-1982 Progressive 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. **(Mention organisation you worked for, the job description, and the responsibilities you had)**

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, and abilities are like)

Ms Jacky Seiko
Teacher
Kampala CJSS
P.O. Box 1678
Kampala

Mr John Bakulu
Manager
General Trading Store
P.O. Box 2877
Kampala

Ms Gorret Akello
Youth Director
Nagulu Youth Centre
P.O. Box 1222
Kampala



ACTIVITY

WRITING A CURRICULUM VITAE (CV)

Using the sample CV above as a guide, write your own CV in the space below.

MY CV

MY CV continued



ACTIVITY

PERSONAL ADVOCACY PLAN OF ACTION

1. Choose one of the youth issues listed on flipchart paper that you feel strongly about 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 you wrote above.
3. Answer the following questions as best as you can.

What can I do myself?

What can I do within my family?

What can I do within my school?

What can I do in the community?



ACTIVITY

KEY LESSONS LEARNT

Based on the information discussed and the learning that has taken 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. Write the commitment you are going to make to yourself in terms of what you have learnt about planning for the future. You will not be asked to share this with the group.
