



THE REPUBLIC OF UGANDA

Ministry of Education & Sports
Presidential Initiative on AIDS Strategy
for Communication to Youth

PIASCY



Helping pupils
to stay safe

A handbook for teachers

P3 - P4

First edition

290a

Uganda has had more
success in reducing HIV than
any other country in the
world.

By how much more
could Uganda reduce HIV if all
pupils were well informed
about their bodies and how
to stay safe?



Preface

This is one of our happiest moments. With this book we bring into circulation a very important piece of work to scale up our efforts to prevent HIV and mitigate its effects.

PIASCY: Helping pupils to stay safe (P3-P4) is a response to the call by H.E. the President to improve communication on HIV and AIDS to young people.

Children in P3-P4 need correct information that is appropriate to their age and understanding. This includes correct information on HIV and AIDS.

Many of these children are already living in families affected by HIV. Many are caretakers of parents who are living with HIV. They need support to understand what is happening around them.

Uganda has made considerable progress against HIV. Prevalence rates have declined, particularly in the youth. This has been attributed to intense information, education and communication.

This book for teachers, *PIASCY: Helping pupils to stay safe (P3-P4)*, extends and intensifies this campaign further.

The Ministry of Education and Sports is privileged to be part of the Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY).

We are grateful to the Uganda AIDS Commission which convened a large task force to generate ideas for PIASCY after the President's call.

The task force included representatives from the MOH, MOES, MLG, AYA, AYAAS, IMAU, ACET, CHUSA, AIC, UMSC, UCS, AIM, NCDC, TASO, AIC, the Population Secretariat and other partners in government and civil society working for behaviour change in the youth. We thank you all.

Finally, we thank all our colleagues who assisted us in one way or another.

PIASCY: Helping pupils to stay safe (P3-P4) targets teachers as change agents.

I call upon all teachers to effectively utilise its 24 key messages at assemblies, in classes and in clubs to safeguard pupils from HIV/AIDS. The struggle continues.

Hon (Dr) E. Khiddu Makubuya
MINISTER OF EDUCATION AND SPORTS

Acknowledgements

MOES wishes to acknowledge the contribution of the following people and organisations. They worked tirelessly to build the foundation for this book. Their input has been gratefully received and much appreciated.

ACET

Africa Youth Alliance

African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN)

AIDS Information Centre

AIM

Association of Women Religious in Uganda

Bahai Faith

Baptist Church

CHUSA/Church of Uganda

DISH II Project

Family Planning Association of Uganda

Gayaza High School

Growing Up and Sexual Maturation (GUSM)

Islamic Medical Association of Uganda

Kings College Budo

Kyambogo University

Mildmay Centre

Ministry of Defence

Ministry of Education and Sports

Ministry of Health

Ministry of Information

Ministry of Gender, Labour and Social Development

Ministry of Local Government

National Curriculum Development Centre

Olympic Aid

PEARL Project

PHA Forum

Population Secretariat

President's Office

Straight Talk Foundation

The AIDS Support Organisation (TASO)

Uganda AIDS Commission

Uganda Catholic Secretariat

Uganda Muslim Supreme Council

Uganda Orthodox Church

Uganda Young Positives

Uganda Youth Anti-AIDS Association

Uganda Youth Development Link

Uganda Muslim Education Association (UMEA)

UNFPA

Acronyms

AIC	-	AIDS Information Centre
AIDS	-	Acquired Immune Deficiency Syndrome
ANPPCAN	-	African Network for the Prevention and Protection against Child Abuse and Neglect
FIDA	-	Federation for Women Lawyers
HIV	-	Human Immuno Deficiency Virus
IDPCs	-	Internally Displaced People's Camps
NGOs	-	Non-Governmental Organisations
OAU	-	Organisation of African Unity
PIASCY	-	Presidential Initiative on AIDS Strategy for Communication to Youth
PTA	-	Parent Teachers Association
STDs	-	Sexually Transmitted Diseases
STIs	-	Sexually Transmitted Infections
STF	-	Straight Talk Foundation
TASO	-	The Aids Support Organisation
TB	-	Tuberculosis
UAC	-	Uganda AIDS Commission
UNAIDS	-	Joint United Nations Programme on HIV/AIDS
UNICEF	-	United Nations International Children's Education Fund
VCT	-	Voluntary Counselling and Testing
WHO	-	World Health Organisation

Table of Contents

Foreword

Preface

Acknowledgements

Acronyms

Chapter 1	How to pass on information about sexuality to children	1
Chapter 2	Ethics, morals and cultural values.....	8
	Topic 1: Religious morals and values in relation to avoiding HIV infection	
	Topic 2: Religious practices that help to change behaviour	
	Topic 3: The teacher's professional ethics	
	Topic 4: Cultural beliefs and practices	
Chapter 3	Reproductive health.....	23
	Topic 1: Preparing for body changes	
	Topic 2: Caring for our private parts	
	Topic 3: Body changes in girls	
	Topic 4: Body changes in boys	
	Topic 5: Sex and abstinence	
	Topic 6: Myths about sex, menstruation and pregnancy	
Chapter 4	Gender, children's rights and responsibilities.....	42
	Topic 1: Understanding gender, behaviour and attitudes	
	Topic 2: How children's rights can to prevent HIV	
	Topic 3: How and when to claim your rights as a child	
	Topic 4: Child responsibilities	
Chapter 5	Life skills.....	52
	Topic 1: How to love yourself	
	Topic 2: Living peacefully with others	
	Topic 3: Resisting peer pressure	
	Topic 4: Being assertive with your parent	
	Topic 5: How to make sensible decisions	
Chapter 6	HIV/AIDS.....	63
	Topic 1: How HIV and AIDS affect children	
	Topic 2: Dangerous situations that can lead to HIV infection	
	Topic 3: How HIV affects our body	
	Topic 4: Caring for people living with HIV/AIDS	
	Topic 5: Helping children with HIV to live positively	
	Topic 6: AIDS eventually leads to death	
	Topic 7: Tuberculosis and HIV	
	Topic 8: Sexual abuse	
	Topic 9: Voluntary Counselling and Testing (VCT) for HIV	
Chapter 7	Sexually transmitted infections.....	83
	Topic 1: STIs and HIV infection	
Chapter 8	Guidance and counselling.....	87
	Topic 1: What is guidance and counseling?	
	Topic 2: Basic skills for counselling children	
	Topic 3: Practical ways teachers can help pupils affected by HIV	

Chapter 9 Messages for assemblies, clubs and classes.....94

- Message 1: Have good morals
- Message 2: Follow your religion to stay safer
- Message 3: Body changes - boys
- Message 4: Body changes - girls
- Message 5: Managing menstruation
- Message 6: Virginity is healthy: stay a virgin
- Message 7: Always say no to sex
- Message 8: Stay in school
- Message 9: Boys and girls, respect each other
- Message 10: Know and exercise your rights
- Message 11: Know and observe your responsibilities
- Message 12: STIs
- Message 13: HIV and AIDS
- Message 14: Pregnancy
- Message 15: Say no to early marriage and other harmful cultural practices
- Message 16: Life skills
- Message 17: Avoid bad touches, lonely places and gifts
- Message 18: Living positively with HIV

Glossary.....104

Bibliography.....106

A note for teachers

This book is intended to help teachers of children in P3-4 to give the children accurate information about their bodies and their sexuality.

At this age, most children are likely to hear and believe myths and rumours, especially about sex. Providing correct information prepares them for future changes so that they know what is happening when the time comes.

Most children will have heard of HIV/AIDS and many will know someone who is infected. Correct information will help them to develop a caring attitude and to make informed choices about their own behaviour.

The book contains general information for the teacher and activities – stories, games and projects – which will fix the messages in the children’s minds.

The teacher should select information appropriate to the pupils’ age from the General Information sections. These will also help to answer additional questions the pupils may ask.



Chapter 1

How to Pass on Information about Sexuality to Children

Objectives

- To help the teacher to pass on information about sexuality, abstinence and the risks of HIV/AIDS to the pupils.
- To address any worries teachers and parents may have about teaching about HIV and issues of sexuality in schools.

1.0 The background to PIASCY

In early 2002, HE the President of Uganda, Yoweri Museveni, proposed a way to improve communication on HIV and AIDS to young people.

The President had concerns. Uganda has had great success in containing HIV. But this positive trend might reverse if children do not continue to receive enough information.

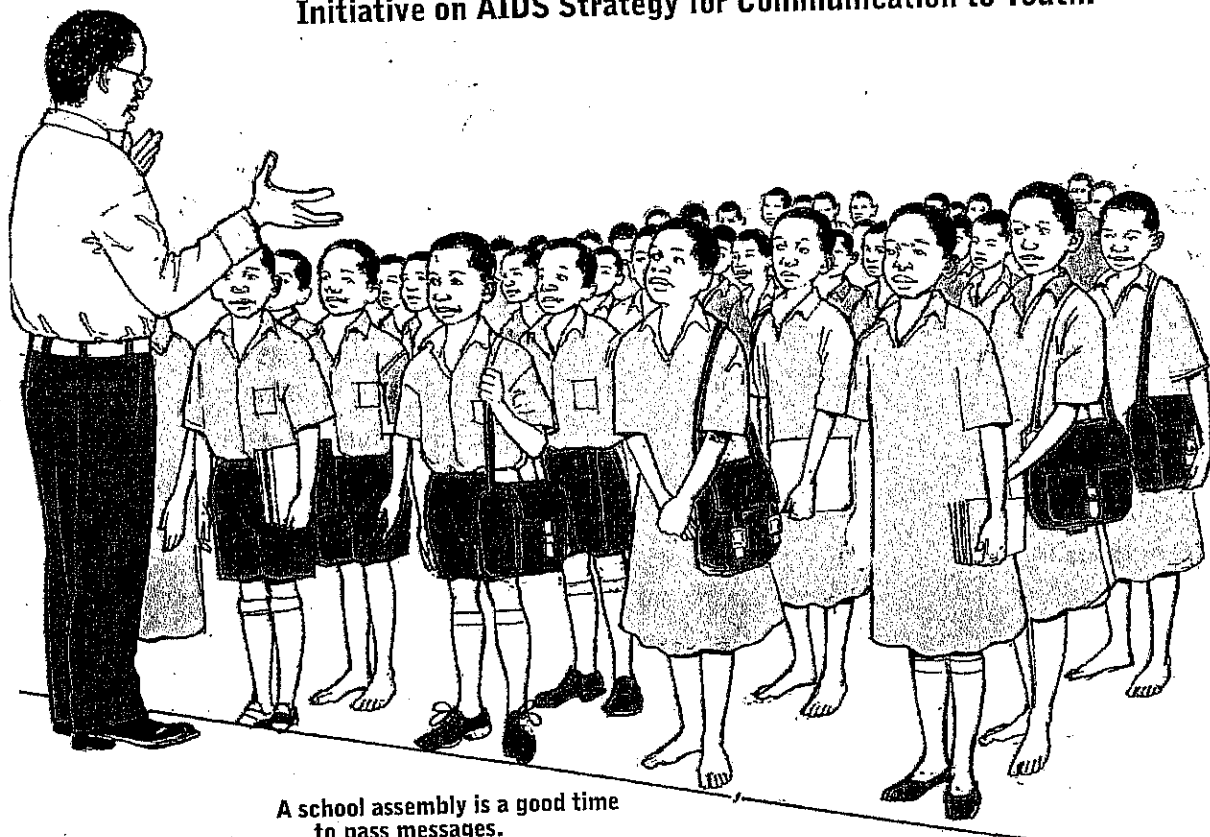
The President's vision was for headteachers to address school assemblies on HIV and AIDS every two weeks. Other teachers could then take the discussion into classrooms and clubs.

This strategy would take advantage of Universal Primary Education (UPE). Under UPE almost all children of primary age are in school.

The Ministry of Education and Sports, Uganda AIDS Commission and other stakeholders responded to the President's call.

The Ministry of Education and Sports spearheaded a new HIV/AIDS strategy for youth with the Ministries of Health, Gender, Labour and Social Development, and Local Government.

The strategy was called **PIASCY**, which stands for the **Presidential Initiative on AIDS Strategy for Communication to Youth**.



A school assembly is a good time to pass messages.

1.1 General information for the teacher

Sex education is a topic that has been widely misunderstood.

Some people think it is just sexual intercourse and encourages children to be promiscuous. Some parents have therefore felt uncomfortable about sex education.

However, the World Health Organisation (WHO) has researched sex education and found that it helps young people to delay starting sex for those who have not yet started.

Question from boy , p4

My Question is:
How is AIDS TRANSMITTED?
What can I do when I get HIV/AIDS

1.2 HIV, sexuality and sex education

Sexuality involves everything to do with a person as a sexual being.

So sex education is really "sexuality" education. Sex education helps children to understand many things including how:

- they become aware of being a boy or girl.
- they see their changing body.
- they can cope with emotional and psychological changes.
- to interact with the opposite sex.
- they can make safe choices, such as how to delay sex so as to avoid HIV.

HIV/AIDS is mainly a sexually transmitted infection. So to teach about HIV/AIDS, teachers need to know facts about sex education.

This does not mean telling children how to have sex.

1.3 Why involve teachers in sexuality education?

Children learn about issues of sexuality every day, even if parents or teachers do not tell them.

They learn by watching adults. They see how husbands and wives interact.

They hear stories from their friends and older brothers and sisters.

Children also learn about sexuality from magazines, newspapers, radio, videos, TV, and music.

A lot of what they learn from all these sources is wrong or negative.

It is against this background that teachers need to teach correct information about sexuality and HIV.

1.4 The roles and responsibilities of parents/guardians

Parents and guardians have a responsibility to talk to the children they are



Parents and guardians have a responsibility to answer children's questions.

caring for about growing up. They are the best sex educators. However, many parents do not feel comfortable with this role. They feel shy, lack correct information and are sometimes bound by culture.

So many parents avoid talking to their children about sex and how to stay safe. As a result their children get wrong or confusing information from different sources.

Unfortunately, some children have sex at an early age because of lack of information and the influence of friends.

Parents, guardians and teachers can work together to help children to know correct facts about sex and how to stay safe.

Question from girl, P4

My father pass away in 1996 I was very young. I remain with my mother.
 As my mammy is very weak my brother are telling me to drop out from school. So that I come back home to cook them. But me I want to continue with my study. Please am looking advice from any body.

I had sex with my brother when I was 7 yrs and he was 9 yrs. Am I a virgin?

Question from girl, P4

1.5 The role and responsibilities of teachers

Pupils spend nine months of the year in school. They spend more time with teachers than with their parents. This gives teachers a major responsibility for passing correct information to the learners.

- Teachers are like 'parents' at school. They are trained to understand children.

- Teachers are role models for pupils.
- Some pupils are orphans or do not have adults they can turn to. So their teachers are the only adults who can talk to them about sex and keeping safe from HIV.
- Teachers have a responsibility to develop pupils' life skills.

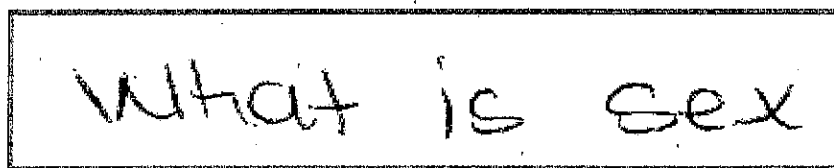
Caution to teachers

Teachers must never take advantage of their position of trust to sexually abuse their pupils.

Always follow the Teachers' Code of Conduct.

1.6 Where the teacher is living with HIV

Some teachers are living with HIV. They may feel unhappy about talking about HIV/AIDS.



Question from girl, 9, P3

Teachers in this difficult situation need to find support from organisations such as TASO, health facilities and religious institutions.

They also need to know that they can be role models for pupils and the community. They can live positively.

In every school there are also pupils who are infected with and affected by HIV/AIDS.

1.7 How children grow and develop

Teachers need to know that children understand sex in different ways, according to their age.

Pupils in P3-4 are mostly aged eight or nine, but may be as young as seven or as old as eleven. Because of UPE, some may be older than this.

Every child grows and develops differently. They are of different height, body size and enter puberty at different times.

Children at this age do not fully understand sex and reproduction. At this age if children show sexual behaviour, it is usually 'play'. They are imitating what they have seen adults do.

They are curious about their bodies and the world around them. But they do not have sexual feelings such as.

Children process information about sex in a simple way. They are only trying to make sense of their own world.

Teachers need to give information that fits the children's level of mental and physical development.



A teaching session on reproductive health: be calm and honest with pupils

1.8 How to approach pupils in P3-4

1. Ask questions to find out how much they know or understand. When children do not understand, they get bored or confused.
2. Begin with simple explanations and move at their pace.
3. Be positive about sex education and staying safe.
4. Give pupils the information and attitudes to become healthy and responsible adults.
5. Encourage their questions and comments.
6. Help pupils to get correct information for themselves through role play, music and dance.
7. Handle pictures of private parts like any other useful diagram.
8. Be a good example.

1.9 How children react to teaching on sex and HIV

Some children will ask questions but others may not. This can be because they are either shy or uncomfortable.

Some may have been told that it is bad to talk about sex. Some may have had a bad experience and do not want to think about it.

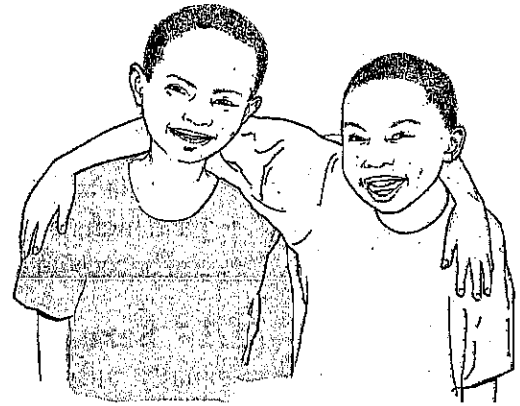
If children have a question but are too shy to ask, you can talk to them in private. This should be done in a place where you can be seen, e.g. under a tree in the school compound. Pupils should never enter teachers' houses.

1.10 Answering children's questions

1. Be honest: if you do not know something, find out about it later.
2. Avoid too much scientific language.
3. Use simple words and real examples that pupils can understand.
4. Do not assume you have understood the question. Find out what they really mean before you answer.
5. Be calm, even if the question makes you uncomfortable.
6. After you have answered the question, ask the children if you have told them what they wanted to know.

1.11 Making new ideas real

- Ask questions to find out the children's understanding.
- Use pictures and diagrams. Draw parts of the body within an outline of the human body.
- Find out what they have learnt in Integrated Science or Social Studies so that you can link your teaching to these.



Peers can help each other to abstain.

1.12 Talking to children about avoiding sex

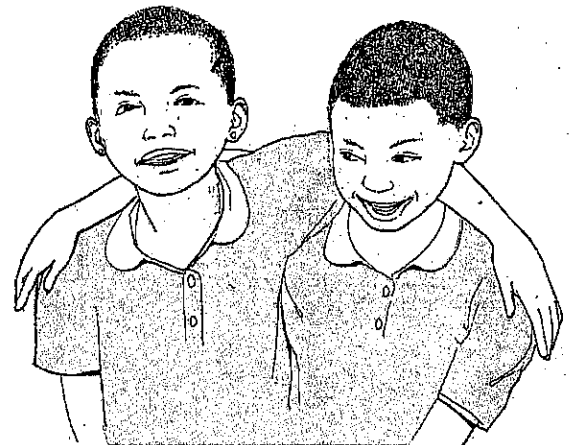
Very few children in Uganda have sex before the age of 14. This means that they are abstaining.

At this age, abstaining is natural, not by choice. These children do not have sexual feelings unlike older adolescents.

So age 7-11 can be ideal for the 'abstain' campaign.

But even these young children need support to abstain.

- Many will have seen or heard sex around their homes.
- Some will be asked to "play" sex with friends.
- Some will be under pressure from older people to have sex (sexual abuse/defilement).



Pupils aged 7 to 11 like to play in same sex peer groups.

They need support to know how to handle such situations. Teachers can help children to say "NO" by teaching them that:

- their bodies are special and private.
- no person should ever touch their private parts without a genuine cause.
- body changes are normal and not a sign to start having sex.

Teachers also help pupils to say "NO" when they teach them correct facts about reproduction.

For example, there is a common belief that sex helps the breasts to grow. Teachers should tell pupils that this is false. It is hormones and nutrition that cause breasts to develop.

1.13 Social development of children 7-11 years

All children develop differently but in general children at this age:



Teachers who teach correct facts about growing up help pupils to stay safe from HIV infection.

- like to play in same sex peer groups and spend more time on peer activities.
- depend on parents/guardians for material support, love and the feeling of belonging to a family.
- are able to use their intelligence to complete useful tasks.
- have high or low self-confidence/esteem.
- are becoming less self-centred.

1.14 Sexual development of children 7-11 years

Sexually, this group is *dormant*. Their bodies have not yet developed any sexual urge.

However, those who mature faster may experience *sexual awakening* as their bodies start to change. They are at a higher risk of contracting HIV.

Efforts should be made to channel such pupils' energy into sports and intellectual interests.

Chapter 2

Ethics, Morals and Cultural Values

Objectives

- To explain to teachers how children develop moral values and faith.
- To emphasize to teachers the importance of religious teachings on sexuality.
- To outline for teachers correct moral values and ethical behaviour.
- To demonstrate to teachers how cultural values affect sexual behaviour and the risk of HIV/AIDS.

2.0 Introduction

The religious teachings in Uganda all agree about the value of life, family and sex.

They all promote the understanding of sex as a gift from God that must be protected and respected.

They discourage sex outside marriage. In fact, religions consider sex outside marriage as sinful and dishonouring to God, the creator.

HIV/AIDS enters the human body mostly through sex. Young people, therefore, should learn to value life, respect sex and avoid HIV/AIDS.

2.1 General information for the teacher

Cultural and religious traditions are handed down to children by their caregivers and the wider society. The morality of their environment may be a lasting influence for good or bad.

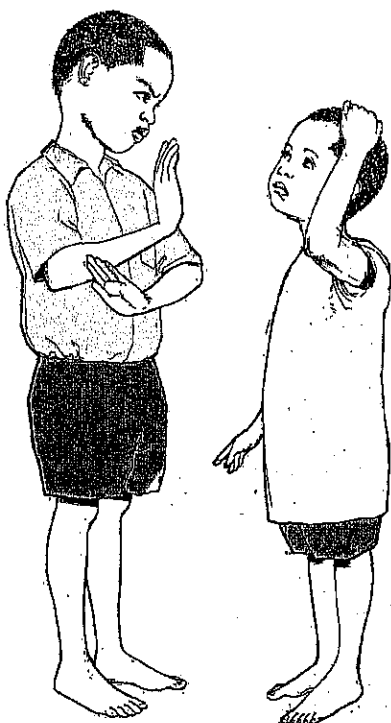
Below age 11, children believe what their caregivers tell them about culture and religion. As they enter peer groups, they carry with them what they have picked up from their families to influence or be influenced by other children.

However, as children listen to the adults around them talk about religious and cultural values, they also note whether those adults keep or break what they 'preach'.

The children begin to form their own theories until their capacity to reason has developed enough to decide which values to hold. This happens during older adolescence (14-19 years).

Like other sexual issues, HIV/AIDS needs to be explained in relation to moral and religious standards. As you encourage children to follow their cultural and religious values, you must, however, consider the following:

Children slowly develop their own rules.



- Children's ideas about rules
- How children decide what is right and what is wrong
- Children's ideas about punishment and justice, and
- The development of morals and faith.

2.2 Children's ideas about rules

Children below three years have no rules to their games. Each child will develop her/his own version of a particular game.

As children grow older (3-6 years) they may notice that there *are* rules to the games. But at this age children are still very self-centred. So they do what pleases them. They may know the rules but ignore them.

From age 6-11 the rules gradually become fully accepted. Children at this stage will understand that the rules to the games are developed by adults – or other children – and that they can be changed if all players agree.

Eventually they come to view rules as things which allow groups of people to function properly.

Teachers need to know that children will notice if adults say they believe in one thing, such as faithfulness in marriage, but do not practise it in their lives.

Children slowly develop their own ideas about what is right and wrong.

2.3 How children decide what is right and wrong

Young children below 7 years will judge the seriousness of a mistake by the effects that they can see.

For example, if they are told that people get 'AIDS' and die because they are bad, they will believe it.

However, as children reach the age of 7, they begin judging a misdeed by whether it was intended.

For example, they may ask whether people who get 'AIDS' intend to get it and therefore deserve to die.

As children reach 10-11 years, they can separate an intention from a misdeed.

For example, it is common to hear a ten-year-old boy plead against a punishment by saying, *'Forgive me, I did not intend to do it ... I will never do it again.'*



2.4 Children's ideas about punishment and justice

Children aged less than 7 are usually not able to match the seriousness of a mistake with the punishment given.

A child at this age may say: *'My mother has beaten me for nothing. I just ate a little sugar! It's not fair!'*

But by age 11-12, most children believe that the punishment must match the misdeed.

From 12 years, a child will believe that on top of the punishment, a kind of payment for damages should be made to reduce the effects of the misdeed.

A child may say: *'I will do some work for you, Mummy. Forgive me.'*

2.5 The development of morals and faith

Before they are 11, children reason based on things they see, feel, taste and smell.

So their ideas about God, morals, justice and punishment depend mainly on what others say they believe and how they see others behave.

Children at this age:

- make moral decisions based on the demands of family, peer group, school, society, and organisations they belong to. All these will influence them.
- respect what others say about the rightness and wrongness of personal acts.

- need to believe strongly in what the group they belong to believes; they depend on the group for the shape of their faith.
- need to be accepted and approved by the group.

Towards the end of this stage, some children look for more official guidelines. They begin to value rules if they lead to 'good order'.

As they approach adolescence, they increasingly begin to think for themselves and to work out their own attitudes.

2.6 How do children understand the concept of God?

Children below 11 years understand God in relation to what they can see, feel, hear or touch.

When God is described as 'Our Father', children will observe their own father or the male figure in their life and how they relate to him.

They will compare this with how they think about and relate to God.

If the father is cruel, the image of God will be of a cruel being. If he is kind, the image of God will be of a kind being.

From 11 years, children begin to realise that God cannot be compared to a human adult.

They change their image of God, developing a personal relationship with Him. God becomes a personal God, who knows and loves them.

They also begin seeing God in relation to His control in the lives of their parents or communities.

At around 12 years, they finally apply this to their own lives.

2.7 How children understand concepts of life and death

To children of 7-11 years, life consists mainly of their bodily functions and of what they are able or not able to do.

Death is only real in so far as it affects them: it means losing the support and presence of a loved one.

Scientific or religious explanations of life and death are vague in the child's mind until after 12 years.



TOPIC 1: Religious morals and values in relation to avoiding HIV infection

Objectives

- To encourage children to learn what their religions say about sex.
- To encourage children to apply what their religions teach about sex.

Activity 1: What religion says about sex

Teacher's instructions

Note: Remember that there will be children of different faiths in the school. This activity should not be biased to your own religion.

- Invite religious people from the Christian, Muslim and any other faith to talk to the children about what their religion teaches about sex and abstinence.
- Ask the children to write down key points made by the visiting religious leaders.
- After the talk, divide the children into groups according to their religion.
- Provide each group with paper and pencils and ask each group to write what the Bible/Koran says about sex.
- The groups will pin up their sheets for children of other religions to read.
- Ask the children to find out if there are any similarities in the religious messages.
- Ask each child to write a small plan of action like this:

My religion is

What my religion teaches about sex is that

My religion also talks about abstaining for the following reasons:

1.....

2.....

3.....

I will follow what my religion teaches because

Follow-up activity

Encourage children to form religious clubs where religious leaders can come to talk about issues of sex and HIV/AIDS.

Activity 2: The teacher's punishment

Teacher's instructions

- Read the story below to the children two or three times:
- Ask the pupils if there are any words they did not understand and explain any that they find difficult.
- Divide the pupils into groups according to their religion to discuss the following questions:
 - What did Moses and John do wrong?
 - Do you think Mariam and Martha were to blame for using the stolen papers to revise from?
 - Do you agree with the 'punishment' given to the boys and the girls? Why? or Why not?

- What does your religion teach about being honest?
- What does your religion teach about respecting elders?
- Do you think it would be right for Mariam and Martha to obey the teacher and undress in front of him? Why? or Why not?
- Let the groups come back to the whole class to compare their answers.
- Emphasise that even when we have done wrong and must be punished, we must never allow adults to make us do things which can lead us to break our religious rules.

The story of the teacher's punishment

Moses and John were good friends. They walked to school and did their homework together. One day the teacher told their class that they would have a test in social studies on Wednesday. The boys decided to steal the question paper from the teacher's house. So on Tuesday afternoon, while the other children went home, Moses and John stayed behind to revise from the stolen questions. They invited Mariam and Martha to join them.

The teacher found them. He said he would punish the boys separately from the girls. The boys would not be allowed to do the test. They would get zeros on their reports. They would also have to pick all the litter from the compound.

The girls would be allowed to do the test. But they had to agree to do what the teacher asked them to do.

All of them were to keep quiet about what had happened.

So while the boys cleaned the compound, the teacher told the girls to remove their clothes. This was a bad and wrong punishment for the girls.

Follow-up activity

- Ask the pupils to tell the story to their parents/guardians at home.
- Let them discuss the same questions with their parents/guardians to find out what their Holy Books say about such things.
- In the next lesson, the pupils should tell the class how their parents/guardians answered the questions.

TOPIC 2: Religious practices that help to change behaviour

Objectives

- To encourage children to apply religious practices to promote good/healthy behaviour.
- To strengthen the influence of religion on children's morals and choices.

Activity 1: What my religion says about choosing friends Teacher's instructions

Note: This activity should be prepared in advance.

- Find quotations from the Holy Books about choosing good friends.

- Write the quotations and where they are found in the Holy Books on paper.
- Divide the pupils into groups according to their religion.
- Give them the manila paper with the relevant quotations from their Holy Book.
- Ask them to choose a leader who will read the quotations three times.
- Make sure each child has a piece of paper large enough to complete the statements below.
- Read through the statements slowly and help the children to understand how they are supposed to complete them.
- Then ask each child to complete the statements in the box below.
- When they have finished, paste the statements on a fresh piece of manila paper.
- Display the manila with statements on one of the walls in the classroom.

I am proud to be[put your religion in the space provided]

The Bible/Koran [cross out the book which is not of your religion], teaches me to choose [good/bad] friends because [good/bad] friends will make me

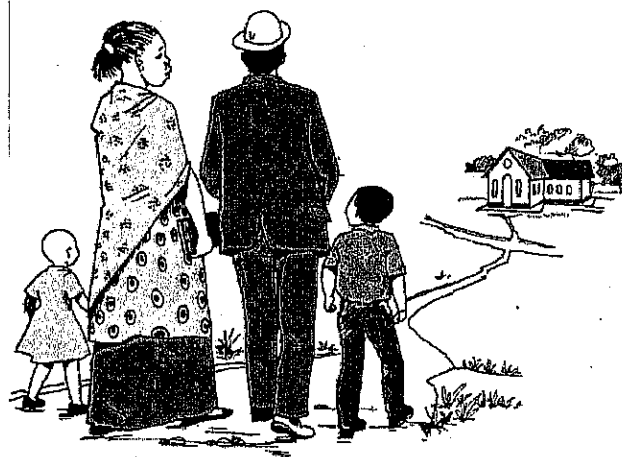
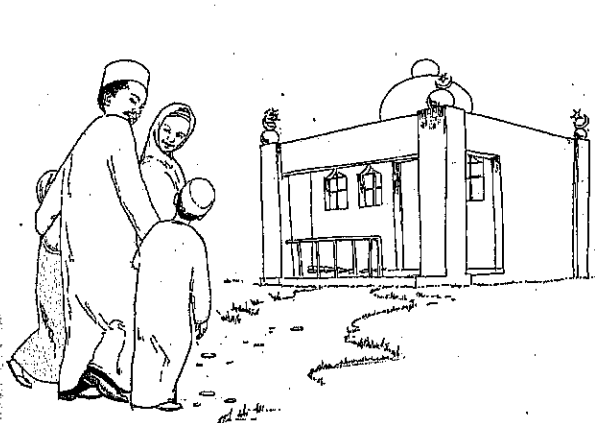
.....

A good friend is one who

A bad friend is one who

I am going to get only [good/bad] friends this term because

.....



Studies from around the world have shown that having spiritual beliefs helps to protect children from early sex.

Activity 2: Owning up to our mistakes and asking for forgiveness

Teacher's instructions

Note: *Prepare this activity in advance.*

- Find quotations in the Holy Books about forgiveness and correcting mistakes and write them on paper.
- Tell the pupils the story below.
- From the quotations, pick words which show that God forgives us when we tell Him that we are sorry: *grace, mercy, love and kindness.*
- Ask the pupils:
 - Why did the children who loved their religion miss school to see a film?
 - Why did these children copy what was in the film?
 - How did the children who loved their religion correct their mistake?
 - What do you learn from the story?
- Explain to pupils that when they have made a mistake, God will forgive them if they ask Him.
- Tell pupils that when God forgives us, we must follow the good behaviour that our Holy Books teach.

Once there were four children who loved their religion. One day they met some children playing in the road. The children in the road asked the four children if they believed in religion. The four children said 'Yes'.

The four children asked the same question to the children in the road. Those children said 'No'. They did not take their religion seriously.

The children in the road told the four children that they should miss school and go with them to see a film about bullying small children.

Later they did what they had seen in the film. They bullied two small boys. They agreed not to tell anyone about what they had done.

But the parents of the religious children found out and showed them what their Holy Books said about accepting mistakes and doing good things instead. These children said sorry and promised not to do it again.

The children who did not follow their religion did not care about the Holy Books. They never said that they were sorry.

TOPIC 3: The teacher's professional ethics

Objectives

- To remind teachers about the *Teachers' Code of Conduct.*
- To encourage teachers to be role models for their pupils

2.8 General information for the teacher

It is often assumed that teachers will automatically follow the *Teachers' Code of Conduct.* But not all teachers follow what it says or are familiar with it.

By the end of a child's education, the teaching profession is supposed to have produced a child who is a good person who will become useful to society.

Unfortunately, some teachers are a source of pain and confusion to our children.

Some teachers betray the trust that parents, children, the community and government put in them.

Down is an extract from the *Teachers' Code of Conduct* that reminds us of our obligations to our pupils.

This includes helping to protect them against sexual abuse and HIV infection.

Teachers, study and always follow your professional code of conduct.



Teachers' Code of Conduct

Part II section 2: ... A teacher's chief responsibility is towards the learner and the teacher shall guide each learner ... to develop the learner in mind, soul, character and personality through the following:

(a) respect the confidential nature of information concerning each child ...

(b) recognise that a privileged relationship exists between the teacher and the learner and refrain from exploiting this relationship by misconduct that harms the physical, mental and moral welfare of any learner. The teacher shall not have any sexual relationship with the learner.

Part III section 3: A teacher shall:

(iii) teach objectively in all matters (politics, religion, race, tribe and sex).

Part V section 5: A teacher shall:

(c) observe the laws of Uganda particularly in matters of sex, marriage and parenthood and at all times set a good example to the children.

TOPIC 4: Cultural beliefs and practices

Objectives

- To identify cultural practices that may spread HIV infection.
- To recognise cultural practices that can protect children from HIV infection.
- To encourage children to respect other people's culture and practise the 'good' things in their culture.

An extended family gathers and talks. This is a good cultural practice.



2.9 General information for the teacher

2.10 What is culture?

Culture is a collection of things a group of people do together which makes them different from others. These include behaviour and traditions.

Habits are the way people do certain things. For example, in some cultures girls kneel as a traditional greeting.

Cultural behaviour is the day-to-day actions of a group of people towards one another, others outside their group and their environment.

For example, in some cultures men are supposed to behave in ways that show courage while women are expected to be humble. Sometimes

women are treated as inferior and not allowed to take part in family decisions.

Traditions are the things a group of people think are important to them. These include values and practices which are passed on from generation to generation. Some of these are good but others are harmful to the mind and health of young children.

Question from girl, P4

Some people say that if you don't pull some parts of your pubic regions if you are a girl, you can not produce is this one true?

2.11 Rites of passage: initiation ceremonies

Different cultures have a way of passing on sex-related messages and practices to their young children to prepare them for adult life.

Some cultures have circumcision ceremonies where both boys and girls are circumcised as a sign that they have grown up. Other cultures promote the pulling of a girl's labia minora to prepare her for her sexual role in marriage.

Question from girl, P4

I have written this letter to ask you
what is the meaning of the word
virginity
In which way do the girl lose
virginity?

These rites of passage include many misleading sexual messages. These are sometimes too advanced for the children to understand, but may make them try out what the messages tell them.

It is important to remember that with the advances in education and interaction of different tribes in schools, some parents feel that their traditional practices are being diluted. As a result, children are being subjected to cultural information and rituals earlier than before. This may lead to early sexual involvement.

2.12 Cultural rites and HIV

Cultural rites usually target children around P3-4 and upwards. For some, body changes and sexual awakening have just begun. But the majority will not have reached this stage.

However, because the focus of these ceremonies is the sexual organs and their functions, a number of things happen:

- Children are sexually stimulated too early in their lives. In cultures which promote labia pulling, the girls are unknowingly introduced to the good feelings that come with massage of the private parts.

If they are not properly guided, they may begin to experiment with sex. The sex message, which accompanies labia pulling, is that the girl will be able to satisfy a man in marriage. *But the age at which it is done is below the legal age for marriage.*

- For girls who are circumcised, the labia minora and clitoris may be removed. The aim is to reduce the girl's sexual feelings so that she will be faithful to her husband.
- In cultures which circumcise boys, there are many sex messages. Boys are told that circumcision makes them men, able to manage a wife and a home. They are also told to have sex with older women to heal the wound faster.
- Songs revolve around sex, which is also allowed/condoned between the adolescents, women and men who participate.

2.13 Good cultural values that protect against HIV

Other cultural values have a very positive influence on growing children. The paragraphs below can be read aloud to the pupils, or written on manila paper for reference.

2.14 Virginitv

A virgin is a boy or a girl who has never had sexual intercourse.

Keeping your virginity: For both boys and girls, this means not having sex until they get married. It can also be called **delaying sex** or **abstaining**.

Keeping our virginity helps us to respect and love our bodies as we wait until we become adults and are ready for marriage.

Boys and girls need to remain virgins. Virginity is a sure way of protecting yourself against infection with HIV.

For children who were born with HIV, staying a virgin is a way of preventing the spread of HIV.

Note: *Be careful not to make children born with HIV feel that they are to blame or children who are not virgins feel that they are worthless.*

Children
prepare a
cultural
show.



Activity 1: The Cultural Show

Note: This activity should be prepared in advance.

Teacher's instructions for preparation

- Tell pupils that the class is going to put on a cultural show.
- Every child should bring their cultural or traditional dress to wear on the day of the show.
- They should also bring some traditional utensils like milk/water gourds, mats, decoration beads, etc.
- They should find out from

their parents the origin of their cultural dress, greeting, welcoming of visitors and utensils used at home.

Teacher's instructions for the Cultural Show

- Divide the class into tribes with similar cultures: Western tribes, Eastern tribes, Central tribes, and Northern tribes.
Look at tribes rather than regions as not all the people in a region share the same culture.
- Ask pupils in their groups to discuss and prepare a role play in which they will dress in their cultural dress and carry the cultural items they have brought. In the role play they will:
 - Show the way they dress.
 - Show how they greet.
 - Show some of the traditional items and what they are used for.
 - Conclude by saying: ***I am proud of my culture.***
- After all the presentations, say that:
 - Each tribe is special in the way it performs different activities.
 - Our being different from others does not make us more or less important than they are.
 - No tribe is greater than another. All tribes are good and important.
 - We all belong to one country, Uganda.

Note: *This activity can be done over a period of a week to give the pupils time to acquire their different costumes and discuss with their families. You can add in other questions that children can think about.*

Follow-up activity

- Every morning for the rest of the term, ask pupils to greet one another in a greeting from a different culture.
- Ask the pupils to find out from their classmates of other tribes their way of greeting.

- The pupils should learn and recite the words of greeting correctly.
- Lead the children to use a different cultural greeting in class every morning, by doing the following:
 - Write the greeting on the blackboard and announce it as the greeting of the day.
 - Get each child to practise the greeting with as many of his/her classmates as possible before settling down for the lesson.

TOPIC 5: Cultural practices that can lead to HIV infection

Sharing razor blades in traditional cutting can transmit HIV.

2.15 General information for the teacher

A harmful cultural practice is anything that may lead to a health problem. If this practice hurts the child's mind, feelings or body instead of making her/him proud of her/himself, then it is a harmful practice.

Some practices promote behaviour that leads to HIV infection; for example, having sex during initiation ceremonies; songs which make children curious about sex; and sharing sharp instruments.



Boys and girls from circumcising tribes may share the same knife for circumcision. This can transmit HIV.

Girls may pierce their ears with the same thorn, needle or pin. They may also share the same razor blade to cut hair or nails. In the process, blood may be shared, possibly leading to HIV infection.

Activity 1: Identifying harmful cultural practices

Teacher's instructions

- With the pupils, make a list of those cultural practices that may lead to the spread of HIV infection.
- Discuss *how* these practices may lead to HIV infection.
- Use the table below and get the pupils to give the explanations needed to fill in the second column.
- Ask the pupils to go back to their previous cultural groups.
- Ask them to compose a song and dance which explain how one or more cultural practice (let them choose what they want) may lead to HIV infection.
- Ask them to practise their song and dance in their free time.
- The pupils then present their show to the entire school during assembly.
- Before the assembly, pupils from each group should prepare questions they will ask others at the assembly about the message their song and

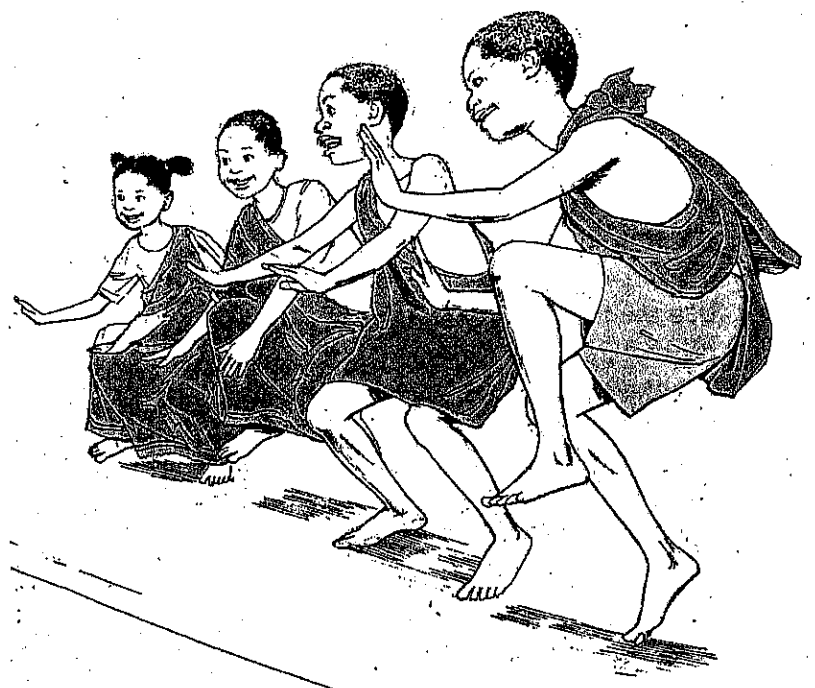
- dance is giving and how they can avoid the dangers it shows.
- During assembly, lead the pupils to perform their songs and dances and to ask the questions clearly.

Cultural value and practice	How the practice can lead to HIV infection
1. Male circumcision	1.
2. Female circumcision	2.
3. Wife sharing	3.
4. Widow inheritance and wife replacement	4.
5. Widower taking over the younger sister of his late wife	5.
6. Skin piercing, e.g. tattooing, ear piercing	6.
7. Razor blade sharing during shaving of hair, e.g. in funeral rites.	7.
8. Traditional healers who sleep with women as a way of curing infertility.	8.

Follow-up activity

- Together with the pupils, you can organise a cultural day in the school or in the classroom; other classes can be invited to attend. Parents can be invited, too.
- The themes for this cultural day can be:
 - The good things in our culture, which can protect us from getting HIV.
 - The bad things in our culture, which can make us get HIV.
 - How our parents/guardians can teach us about our culture.

Help children to be proud of the positive aspects of their culture.



Chapter 3

Reproductive Health

Objectives

- To help teachers to help pupils to understand that the changes to their bodies are natural stages of human growth and development.
- To dispel common myths about body changes, sex and sexuality..
- To help teachers to teach pupils the importance of hygiene.

3.0 Why it is important to teach reproductive health to P3-4 pupils

- Pupils need to prepare for body changes.
- They need to know that these changes are normal.
- They need to know that their bodies are special and private.
- They need to know how to say "NO" to bad touches.
- They need to know that they can stay safe from HIV/AIDS by making safe choices.

TOPIC 1: Preparing for body changes

3.1 General information for the teacher

As we grow up, our bodies change.

We get taller and stronger. Our hands and feet get bigger.

Girls begin to develop breasts and hips. Boys' voices get deeper.

Both boys and girls grow more hair on their bodies. Our private parts also change.

Teachers can explain that the private parts are what we see on the outside of our body, between our legs. They form part of a big system called the **reproductive system**.

There are other parts of the reproductive system inside our bodies, which we cannot see. As we enter puberty, these change as well.

It is good to understand body changes so that we do not get confused when the changes begin.

Our bodies do not all change when we are all the same age. Everyone is different; we all grow and change at the time that is right for our own body.

Letter from girl, P4

I have started changing in my body.
I am scared I have not talked to anyone
I fear to laugh at me

3.2 Teacher's instructions

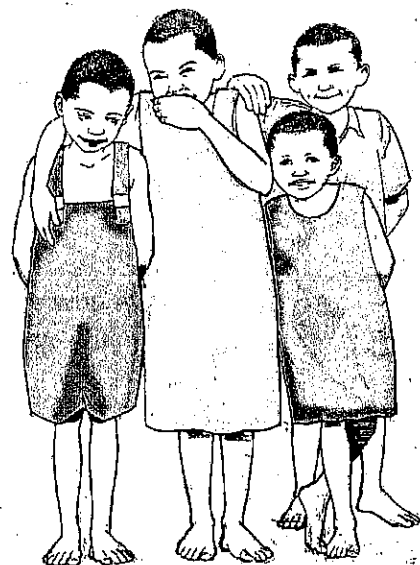
Create a positive learning environment:

- Make pupils feel comfortable talking about their bodies.
- Begin with warm-up activities like games, songs and poems.
- Encourage pupils to ask questions and say what they already know about body changes.
- Help pupils to set the ground rules: for example, they should not laugh at one another's questions.
- Make the sessions lively and not tense.

3.3 Will children take reproductive health seriously if it is not presented seriously?

Most learning in P3-4 is through activities. Pupils join in, and there is play, laughter and fun. This is a good way to teach even a serious subject such as HIV.

- Do not mind if pupils giggle. Giggles are a good way to release nervousness and embarrassment.
- If you get angry and tell the children to stop giggling, they will get tense. They will pretend to understand in order to please you. They may not learn well.
- Give the children a few minutes to giggle; it will die down.



Pupils may giggle. This is normal.

3.4 When children ask 'silly' questions

Sometimes adults think that the questions of children are "silly".

But teachers should know that every question a child asks is very important to that child. Therefore, no question should be dismissed as "silly".

Activity 1: Asking questions about growing up

Teacher's instructions

Note: *Try not to influence children with your ideas.*

- Get into a circle with pupils.
- Lead them to agree on rules, such as:
Do not laugh at another child's answer or All our answers will be respected.
- Tell the pupils to choose a song they know well. Have them form a circle, singing and clapping their hands.
- Explain that at certain intervals you will say *STOP!* Then all children must stop singing and stand still.
- Explain that you will close your eyes and choose one pupil. That pupil will go into the centre and say something he or she has heard about what happens when their bodies begin to change.
- When that pupil has spoken, ask the rest if they have heard or seen the same thing .
- Ask the pupils what such things make them feel about themselves.
- If the information they have shared is not correct, give them the correct facts.
- Keep singing until several pupils have contributed their ideas.
- Talk about body changes in a way that makes pupils feel good about the changes that will happen to them.
- If some pupils have already started puberty, check if they are comfortable sharing their experiences. Do not force them.

Active learning: a clapping and singing exercise.



Children worry during puberty.



Follow-up activity

- Tell the children to ask their parents/guardians the following:
 - What will happen to me when my body starts changing?
 - Why must those changes happen to me?
 - Can I stop these changes from happening to me?
- Tell pupils to write down what their parents or guardians say.

TOPIC 2: Caring for our private parts

Objectives

- To help pupils correctly name their private parts.
- To encourage pupils to care for their private parts.

3.5. Teacher's instructions

Boys need correct information about girls' bodies, and girls need correct information about boys' bodies. However, for this topic, the teacher may prefer to separate boys and girls. A female teacher can teach the girls and a male teacher the boys.

- Explain that private parts are also called genitals.
- Show the pupils pictures of the external genitals of boys and girls.
- Name the parts, showing where they are found on the child's body.

3.6 Private parts of a girl

3.7. Teacher's instructions

- Display a picture of the private parts of a girl.
- Explain the meaning of the parts and where they are on the girl's body.

All the private parts of a girl that we see on the outside are called the vulva. The vulva is made up of:

Outer lips (Labia majora): Two large soft folds of skin.

Inner lips (Labia minora): Two small folds of very soft skin.

Clitoris: A special part of a girl's body. It is very small and lies at the top of the vulva.

Urethra: A small opening through which urine is passed out.

Vagina: An opening between a female's legs that receives the penis during sex. It has muscular walls and is closed at the upper end by the cervix.

The anus is found between the buttocks very close to the vagina. It is not part of the reproductive system. It is where faeces are passed out.

3.8 How to keep the vulva clean

If girls do not wash their private parts well, dust and sweat will collect and cause smell. Germs may grow and make the private parts 'sick'. Explain to girl pupils that they should wash the vulva with clean water and soap. They should not put fingers or soap into the vagina. This might hurt its delicate skin. The vagina has a special way it cleans itself. It is not necessary to wash inside it.

To avoid disease, they should not share towels with others.

3.9. How to clean yourself after the latrine

After going to the latrine, girls should clean their anus beginning from the front near the vagina, moving back to the anus. There are germs in faeces. If a girl wipes herself towards the vagina, she might pass on these germs to her vagina and her urethra.

Use toilet tissue, other soft paper, or soft leaves and water. Those who wash can use soap. Never spray the private parts with perfume. Perfume will irritate the delicate skin.

Always wash hands after going to the latrine.

3.10. The private parts of a boy

3.11. Teacher's instructions

- Display a picture of the private parts of a boy.
- Explain the meaning of the parts and where they are on the boy's body.
- The boy's private parts are made up of:

Penis: A boy uses his penis to urinate. When he becomes an adult, he will use it for sexual intercourse.

When a boy is not circumcised, a skin called a *foreskin* covers the tip of the penis.

Testicles: The two testicles lie between a boy's legs, in a sac called the *scrotum*.

Urethra: A small hole in the penis through which urine is passed.

Anus: A hole between the buttocks through which faeces are passed.

3.12. How boys can care for their private parts

Every boy must wash his penis and the scrotum with water and soap every day.

If he is not circumcised, he should gently pull back the skin which covers the tip of his penis and wash gently with soap and water. If he does not wash under the foreskin, it will get dirty. Germs can grow on the dirt, causing his penis to be 'sick'.

When a boy goes to the toilet, he should wipe himself with toilet paper, soft paper or leaves. Wash the anus also to avoid bad smells and germs.

3.13. What to wear

Wear clean cotton underwear.

Girls: If you wear panties made from other materials, they should have a cotton lining. Avoid nylon panties. They hold the heat and allow harmful germs to grow.

Boys: Avoid tight underwear. This stops proper circulation in the private parts.

Girls and boys: Wash used underwear every day and put them out in the sun to dry. The sun helps to kill germs.



Wash underwaer and clothes for menstruation and hang them in the sun.

Activity 1: Keeping our private parts clean

Teacher's instructions

- Give a piece of paper to each pupil.
- Tell each pupil to write one way to keep their private parts clean.
- Tell them not to write their name on the paper.
- Read out the information on the papers one by one and ask the pupils if it is correct or wrong.
- Correct wrong information.

Activity 2: Drawing pictures of material used for cleaning private parts

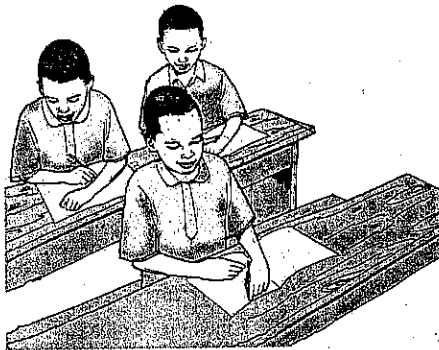
Teacher's instructions

- Ask pupils to draw and label the correct materials to use to keep their private parts clean.

TOPIC 3: Body changes in girls

Objectives

- To help girls cope with the changes in their bodies.
- To teach girls and boys that menstruation is normal and healthy.
- To help girls to cope with menstruation.
- To explain that although their bodies are becoming more adult, they are not yet ready for the responsibilities and risks of sex.



Active learning: have pupils draw pictures of materials to keep their private parts clean.

Question from girl, 10, P4

I am 10 years old I have breasts - what has brought this to a young girl to have breasts but I don't want to have the breasts

I have hair on the leg I am 11, what shall I do?

Question from girl, 11, P4

3.14. General information for the teacher

Girls' bodies begin to change around age 11. But sometimes they start to change earlier and sometimes later.

The most obvious change is the growth of breasts: Many girls look forward to breasts as a sign of being grown up. Some are self-conscious. Almost every girl worries that her breasts will be too small or large.

Girls need to be reassured that they are perfectly normal. Breasts come in all shapes and sizes.

Breasts are a private part of the body. Girls should not show them to other people.

If a boy or a man touches a girl's breasts, she should move away and make it clear that she does not want it.

As part of body changes, girls can expect to grow hair on their private parts (pubic hair) and under their arms.

3.15. Menstruation

Menstruation or monthly periods (mps) is a major event in a girl's life. In P3-4 most girls will be too young to start menstruating. But it is important for them to know what to expect.

- Menstruation is something that happens to girls when they grow older. Every month they will bleed through their vagina.
- This shows that the girl's body is preparing itself to be able to have babies when she becomes a grown-up.
- Menstruation is natural and healthy. All girls experience it.

3.16. How menstruation happens

Every baby girl is born with tiny eggs in two sacs inside her body called ovaries. These ovaries are found inside the lower part of her abdomen, below the navel.

When the girl's body starts to mature, these eggs begin to ripen one at a time. Every month one egg is released from the sac and moves down towards the vagina.

A girl has a place in her body where a baby is carried before it is born. This is the *uterus* (womb). When an egg is released, the uterus prepares to receive it by building a "nest" of blood and tissues.

If a girl has sex, a sperm from the male may fertilise the egg. The fertilised egg settles in the uterus and a baby begins to grow.

So when a girl has begun menstruating, she can get pregnant if she has sex. But her body is not ready to carry a baby.

If a girl does not have sex, the egg will come out through the vagina. It is too small to be seen by the human eye.



Menstruation marks a big change in the life of young girls.

Question from girl, 11, P4

Hi, I am a girl of 11 I have a question why do girls menstruate

My question is I have a sister who is 14 years and she has not menstruated. I heard that girls start menstruating at 9 year. Why not her?

Question from girl, 9, P4

When the egg has come out, the uterus breaks down the nest it had built and sends the pieces down through the vagina.

This is the blood that comes every month.

When a girl first starts menstruating, the bleeding may only last for a few days. It may not happen every month.

But as the girl gets older, the bleeding usually becomes more regular. She will know roughly when to expect it every month.

Girls aged less than 16 do not need to worry if they have not started their menstruation. Every girl starts menstruating at her own time.

3.17. Problems girls may feel during menstruation

Some girls have no problems. But others may have any of the following:

- pain in the lower abdomen, back or legs
- general body weakness
- wanting to vomit (nausea)
- headache

The pain is caused by the movements of the uterus as it squeezes out the blood.

Question from girl, P4

Is it true that if you use a toilet paper during your periods that your Anus inches you and that if it stays for a long time that you may get a problem I don't know the problem I ask them and they refuse telling me the problem.

3.18. Managing menstruation

Tell the girl pupils:

- Do not be frightened the first time you find blood on your pants or bed.
- Tell your mother or an older woman relative what has happened and ask their advice.
- Use clean cotton cloth inside your pants or ready-made sanitary pads to trap the

blood. Change the cloth or pads two or three times a day.

- Do not stay at home when you are in your menstruation periods. Always go to school.
- If possible, wash yourself with soap every time you change the pad.
- If you have pain, take a painkiller like Panadol. If the pain is very bad or lasts for several days, see a health worker.

3.19. Making girls feel good about menstruation

IF you are not ready to go in monthly periods and you are girl and it happens ~~at~~ and you are not at home what would you do?

Question from girl, P4

There are some beliefs about menstruation, which make it seem like a bad thing. Girls hear negative messages about menstruation.

In some cultures, women who are menstruating are not allowed to touch food. They are considered to be unclean. Sometimes menstruation is called a sickness.

These negative messages are wrong.

As a teacher, you are in a good position to help the girls feel good about their menstruation.

3.20. Support for girls during menstruation

Here are some ways everyone can help:

- Boys need to remember that all women menstruate, including their own mothers and teachers.
- Boys can be encouraged to learn about menstruation without looking disgusted or laughing.
- Head teachers and senior teachers can make sure the school has sanitary pads.
- Some girls miss school during menstruation. This is a big problem. The school needs to provide a place where girls can wash and change pads.

Activity 1: Making sanitary pads at home

Note: A female teacher should handle this activity. If one is not available, a mother or female nurse or community member can help.

Girls must have pads or cloths during menstruation. Not having a way to stop blood from staining clothes is a big worry.

Most pupils cannot afford sanitary towels from shops. Some end up getting money from sugar daddies to buy pads. This is very risky.

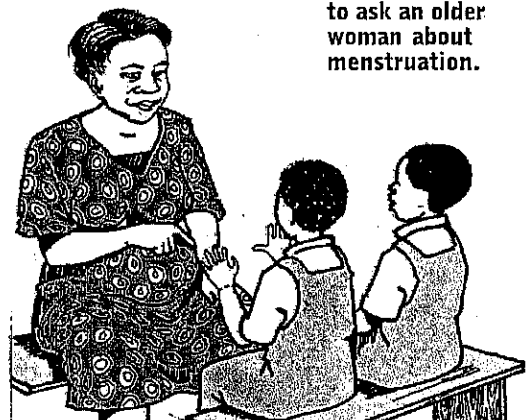
So girls need to be helped to make their own pads.

Teacher's instructions

- Bring samples of sanitary towels.
- Let the girls see the samples.
- Explain how to use them.
- Have some clean cotton cloth such as old t-shirts. Show how to make simple pads out of this cloth.

Steps

- Cut the cotton cloth in to pieces about 18 cm long and 7 cm wide.



Girls need a chance to ask an older woman about menstruation.

- Cut other pieces that are 15 cm long and 5 cm wide
- Place two of the shorter pieces between two of the longer ones.
- Sew along the sides, taking in all the pieces and making one end thinner than the other.

How to use a sanitary towel

Tell the girls:

- Place one pad between your legs inside your knicker.

How can you get rid of a pad?

Question from girl, P4

- Change the pad every three or four hours, or more often if the bleeding is heavy.
- Carry a polythene bag for used pads. Take them home to wash.
- Wash pads with water and soap. Dry them in the sun.
- Do not dry them under a bed or in a damp place. If you do, they will grow germs.
- Iron the pads with a hot iron and put them away until your next period.

Always carry a pad in your school bag, in case your period comes unexpectedly.

Home assignment

- Ask the girls to take the instructions for making a pad to their mothers/guardians.
- Tell them to ask their mothers/ guardians for old clean cotton dresses or t-shirts, which they can cut up.
- Let them make pads following the instructions with their mother/ guardian.
- Each girl should come to school in one week with two pads she has made.

Follow-up activities

- Take the girls to inspect the room where older girls change their pads.
- Campaign for girls to have a separate latrine with a washroom with water and soap.
- Let girls write stories or poems about their experiences for display.
- Invite a health worker to talk to the girls about menstruation.
- In the science club, discuss menstruation.
- Ask a senior teacher to draw up an action plan for managing menstruation.
- Let pupils identify people who can help them if they have menstruation problems.

TOPIC 4: Body changes in boys

Objectives

- To help boys and girls understand the changes that happen to boys.
- To help the boys understand that wet dreams and frequent erections are normal as their bodies begin changing.

- To help boys to cope with the challenges of wet dreams and erections.
- To explain that although they are becoming adult, they are not ready for the responsibilities and risks of sex.

3.21. General information for the teacher

Changes to boys' bodies begin around age 11.

The testicles become lower and larger.

Most boys worry about their penis. Reassure them that all their body parts will grow as they become older. Penises come in all sizes, all of which are normal.

Hair starts to grow around the private parts, under the arms and sometimes on the chest. Later, boys grow hair on their face.

A boy's voice changes from being high like a girl's to a deeper tone.

When boys reach puberty, they may get wet dreams. They will also have erections.

3.22. Erections

The penis is usually soft and hangs down. But sometimes it becomes erect. It increases in size, feels hard and stands out from the body. This happens because more blood is flowing into the penis.

The penis of a baby boy will erect. All little boys get erections. But when boys enter puberty, they experience more erections than before.

They may have an erection in the morning when they wake or when walking to school or in class. These erections may give the boy an unfamiliar feeling. But boys do not need to feel shy or as if they have done something wrong. An erection shows that a boy is growing up.

Question from boy, P4

when I reached adolescence, my penis started to erect every time. why and what can I do?

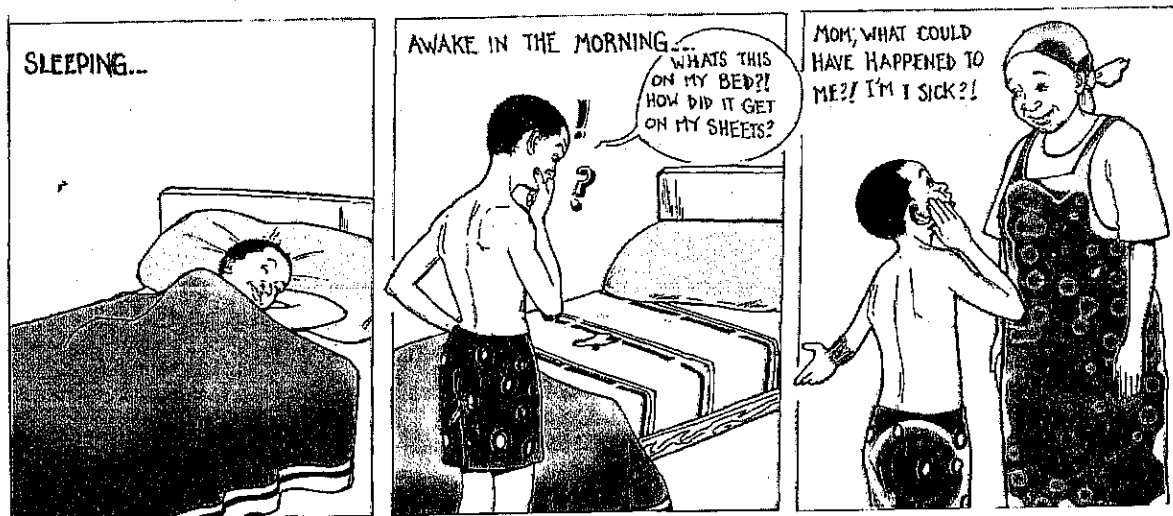
3.23. What are wet dreams?

At night when boys sleep, their penises erect about every 90 minutes. Sometimes, when a boy has reached puberty, the penis will erect and push out a whitish fluid called *semen*. Semen is the fluid which contains sperms.

This experience is called having *wet dreams*. The dreams may not be about girls or sex. The boy may not remember the dream.

Wet dreams are normal and boys do not need to feel bad about them. It means that the boy's body has begun to produce sperms.

Wet dreams and erections do not mean that a boy is ready for sex. But physically he is now able to make a girl pregnant.



Activity 1: Making boys feel good about wet dreams and erections

Note: This activity is best done by a male teacher.

Teacher's instructions

- After a brief introduction on erections and wet dreams, explain the new words: *semen, sperm, fluid, erection, wet dream*.
- Give instructions for two scenarios to be role played by the boys:

Four boys were walking home :

- Boy 1:** Last night I found my bed wet. I feared and told my mum.
- Boy 2:** I have also had that three times. It is a wet dream.
- Boy 3:** But what did you dream about?
- Boy 2:** Nothing.
- Boy 3:** Yes, you can have wet dreams even when you cannot remember any dream.
- Boy 1:** But I feel bad. Can someone stop wet dreams?
- Boy 3:** No. Our teacher said that it happens by itself and we need not worry.
- All:** Yes, it means we are growing normally.

- Boy 1:** Yesterday Teacher called me to the front to do a Maths problem. I had an erection. I tried to hide it but some girls saw. They started laughing at me.
- Boy 2:** Is that why you failed that question?
- Boy 1:** Yes. The teacher gave me some extra work because I got the wrong answer.
(The boys laugh.)
- Boy 3:** These days I also have erections. My brother says I should have sex.
- Boy 2:** That's wrong. Erections do not mean sex.
- Boy 3:** So, how do I stop erections?
- Boy 2:** Erections will always come, but Teacher told us to relax. It will go away by itself. Erections only mean you are growing normally.

I started wet dream, when I was 10 yrs, I thought I had urinated on the bed, when I asked my grand mother, she laughed very much and no answer given. But our teacher told us the truth on wet dream.

Letter from boy, P4

TOPIC 5: Sex and abstinence

Objectives

- To explain the meaning of sex.
- To explain that abstaining from sex is healthy and best.

3.24. General information for the teacher

Teachers can explain that sexual feelings are some of the feelings that result from growing up. Children should not feel ashamed about their sexual feelings when they eventually happen as part of growing up.

Abstinence means deciding not to have sex.

Ask the pupils for their ideas about sex.

- Find out how much they know about sex.
- Watch for misconceptions and myths, e.g., sex is "bad manners".

You can explain that sex or sexual intercourse is what grown-up married people do when they love each other in marriage.

If pupils ask for more information, you can explain that the grown-up man and woman put their bodies close together and that the man's penis enters the woman's body in a place called the vagina.

After you have explained this, ask if they are grown-up. Then ask what "grown-up" means:

- Is it being old enough to leave school?
- Is it being old enough to have a job?
- Is it being a mother, father, aunt or uncle?
- Is it being able to earn enough money to support a family?

Lead the pupils to agree that they are not grown up. Then point out that sex will not be appropriate for them for many years to come.

3.25. Avoiding sex

Question from girl, P4

I am 11 years old I want to study up to university without having sex with any boy. Can you advise?

Tell pupils that they will be helped to abstain if:

- They accept that they are not yet a grown up and that their body is not ready for sex.
- They do not allow anyone to touch their sexual parts without a good reason. (People with good reasons to touch private parts include doctors or mothers checking if there is pain.)
- They never allow a friend or older person to put their sexual parts near theirs for any reason at all.
- They wait to have sexual intercourse until they are grown up and ready for the result of sex, like having a baby.

3.26. Abstaining causes no problems

Abstaining from sex brings no problems at all. It is 100% safe. The body does not need sex to grow or develop.



Parents are role models.

Tell pupils that abstinence will give them:

- Harmony with their parents.
- Self-respect.
- Peace of mind so that they they can read well.
- No infections such as HIV or other STIs or early pregnancies.

Activity 1: The story of the impatient lion Teacher's instructions

- Tell the story on the next page to the class.
- Lead the pupils to talk about the results of early sex.

Discussion questions

- Why did Mr and Mrs Lion not listen to Mrs Hare?
- What happened because they did not listen?
- What lesson did you learn about being patient?

After the pupils have discussed, relate the story to abstaining:

- Our bodies are not ready for sex until we are adults. We should not be impatient like Mr and Mrs Lion.
- If Mr Lion had been patient for just nine more hours, he would have lived to enjoy his meal and been able to eat more of the same animals.
- When we wait until we are adults to have sex, we will be more able to avoid HIV and other infections.

The story of the impatient lion

Mr and Mrs Lion lived in a forest near a lake. Last year there were no rains. Most of the grass and trees dried up. All the other animals left to find food somewhere else, but Mr Lion's family stayed.

For one week the family had no food. Whenever Mrs Lion went hunting, she came back with nothing. But one day she caught a very big animal which she had never seen before. She did not even know its name.



On the way home she met Mrs Hare who told her that if she was going to eat the animal she would have to cook it for one whole day. If it was not properly cooked, it would be poisonous.

When Mrs Lion got home, she explained to her husband what Mrs Hare had said. She put the animal in a very big pot and started cooking it.

Mr Lion was very impatient because he had had nothing to eat for a week. Every few minutes he went to the pot, smelled the meat and told Mrs Lion that it was ready.

After only 3 hours, Mr Lion forced Mrs Lion to remove the meat from the fire.

Mr Lion served and took the biggest share. The three cubs also ate a lot. They were very hungry too.

One hour after eating the meat, the whole family started vomiting and having stomach pains. One by one, the cubs died, then the mother, then the father.

In the evening, Mrs Hare passed by to have a chat. She knocked on the door but no one answered. She pushed the door open and found the whole family lying dead.

- TO ABSTAIN means to be patient until you have grown up enough to look after a family.

TOPIC 6: Myths about sex, menstruation and pregnancy

Objectives

- To discourage the pupils from early sex.
- To reduce HIV/AIDS, pregnancy and school drop out .

3.27. General information for the teacher

Girls are told many untrue stories. These stories make it easy for boys or men to deceive them into having sex.



Pupils can abstain from sex if they hear correct facts about sex from teachers.

IF a girl doesn't play sex
the tube through which sperms pass gets
blocked Is it true? I am 11 years old

Unfortunately, some older people believe the stories too. These untrue stories are called myths because they are not based on facts.

Question from girl, P6

Activity 1: The story of the young girl and her friends Teacher's instructions

- Tell the story slowly.
- After reading the story, explain any new words.
- Lead a discussion to help them to understand that they could be at risk, like Pauline.

Discussion questions

- Why did Pauline believe what her friends told her?
- Who could she have talked to before believing what they said?
- What should a girl do if her menstruation is very painful?
- What could Pauline have done instead of having sex?
- How did the friends feel when Pauline died?

Follow-up activity

- Ask pupils to find a friend who has false information on menstruation, pregnancy and HIV and to share the correct information with them.
- They should then say how they helped those friends.

The story of the young girl and her friends

Pauline started menstruating at 12 years. She had a lot of pain during her periods. She could not go to school but lay on her bed.

Her friends told her that she would stop getting those pains if she had sex. They also told her that sex was better during her menstruation because she could not get pregnant. She thought it was a good idea.

The next time she had her period, she had sex with a P6 boy but the pain did not get better.

After some time she started falling sick and missing school. After one year she was found to have HIV. She died in the second term of last year.



Activity 2: Myths on menstruation and sex

Teacher's instructions

- Get two pieces of paper. Write 'True' on one and 'False' on the other.
- Hang the pieces of paper on walls opposite to each other.
- Get all the pupils to stand in front of the class.
- Read out the statements below.

- Ask the pupils to stand by the paper they agree with.
- Discuss with the pupils why they chose the card.
- Give facts that explain the untrue statements.
- Find out if the pupils have any other myths to add to the list.

False statement/myth	Correct information (facts)
If you jump up and down after having sex, you cannot become pregnant.	Jumping up and down cannot cause the sperms to come out of your body.
Having sex will cure menstruation pains and backaches.	The pains of menstruation are in the uterus not the vagina, so sex cannot cure them. Having sex during menstruation means you can get HIV easily.
If you have not had your periods, you cannot become pregnant, even if you had sex.	The body prepares for pregnancy before you see your period. So you can become pregnant even before your first period.
If a girl has sex during her period, she cannot get pregnant	A girl can become pregnant even during menstruation.
If a girl urinates after having sex, she cannot be pregnant.	The sperms enter the girl's body through the vagina, not urethra. Urinating is through the urethra.
Young boys below 12 cannot make a girl pregnant.	Once a boy has started producing sperm, he can make a girl pregnant, even if he is young.
A girl cannot get pregnant the first time she has sex.	Even the first time you have sex you can get pregnant.
If a girl has sex while standing up, she cannot get pregnant.	You can get pregnant if you have sex while standing up.
If a girl washes with Coca-Cola she cannot become pregnant.	Washing with Coca-Cola has no effect on the sperms.

What to focus on	Questions the teacher can ask	How the teacher can help the children to know they can get into the same problems
How do the children feel about getting the same problem as Pauline and the P6 boy?	Can you also get pregnant like Pauline? Do you think you have HIV like the boy in P6? Why do you think the way you do?	Teacher will show the numbers of girls who get pregnant every year in primary schools. (Statistics) The teacher can also show the numbers of girls who dropped out of the school due to pregnancy. The teacher then tells the pupils that those girls could easily have been any of those listening. Note: this is to increase the pupils' feeling that they are at risk.
How serious do they think getting pregnant or getting infected with HIV can be to them?	What problems will a young girl face when she becomes pregnant? What problems does a young girl or boy face when she/he gets HIV?	Outline the results of getting pregnant early. Outline the results of getting infected with HIV Note: This is to make the children think about the consequences of their behaviour.
What can they do to avoid getting into the same problems?	Do you think you can avoid becoming pregnant? Do you think you can avoid HIV infection? What might stop you from choosing to abstain?	Define actions the children can take: Emphasise not having sex at all (explaining how this can be done).

What to focus on	Questions the teacher can ask	How the teacher can help the children to know they can get into the same problems
What might be some of the obstacles that could stop them from avoiding the same problems?	What can you do to make sure you abstain?	Outline the following: Rumours/myths, lack of information, peer pressure, lack of money for basic needs, etc. Give reassurance, stress the benefits of abstaining and encourage children to seek help whenever they are in doubt. Provide reminders of ways in which a child can abstain from sex. Provide options to sex.
What can they do to overcome those obstacles?	Do you believe in yourself enough to choose to abstain?	Remind pupils of the following: Their bodies are private and special; they must be protected.
What can they do to build self-confidence to abstain?		Ask the children to write down one way they will abstain. Collect the pieces of paper and pin them on the wall. Remind them to read the messages every day when they come to class.

Chapter 4

Gender, Children's Rights & Responsibilities

Objectives

- To inform teachers about the influence of gender on behaviour and the risk of HIV infection.
- To give teachers information about children's rights and responsibilities.
- To enable teachers to help pupils to understand about violation of rights and how to avoid them.

TOPIC 1: Understanding gender, behaviour and attitudes

Objectives

- To provide a basic understanding of gender
- To enable boys and girls to understand how our behaviour is shaped by what we observe and learn from others.
- To encourage children to respect each other, particularly those of the opposite sex.
- To help children to recognise harmful gender-biased beliefs.

4.1. General information for the teacher

What is gender? 'Gender' is different from 'sex'. Gender defines our behaviour. Sex defines whether we are biologically a girl or a boy.

Gender is behaviour that we learn as we grow up. Older members of our family define what girls can and cannot do as well as what is expected of boys.

Strong cultural messages on how a boy or girl should behave begin as soon as a child is born. In all cultures, baby boys and baby girls are treated in different ways.

Each sex copies the roles according to what work they see women and men doing. They also learn from the larger society what is expected of them as boys and girls. These are *gender roles*.

Later, education and the family influence how boys and girls think they should behave. This results in harmful *gender-biased beliefs*.

4.2. Harmful beliefs

Some beliefs about boys and girls are harmful for them. They make boys and girls feel superior or inferior to one another. Harmful beliefs include:

- A male child is better than a girl child.
- Boys need better and more food than girls.
- Boys should be more educated since girls leave the family to marry.
- Boys can get their own way by force, including getting sex.
- Boys must never show their feelings: they are the stronger sex and crying is not 'manly'.
- Girls cannot stand up to boys to refuse demands for sex.
- Girls must be virgins till they marry. Boys should have early sex.
- When a girl says 'No' to sex, she actually means 'Yes'.
- Girls can be a source of wealth through bride price.

Activity 1: Respecting one another's gender

Teacher's instructions

Read the following story to the children two or three times.

Story: The day the men sent all the women to the island

- Ask the children to point out any words they did not understand.
- Explain what the difficult words mean.

Once there was a Country of Animals. The King called the male animals and told them that his wife had disobeyed him. He wanted to teach the women and girl animals to obey the males. So he sent the females away to an island.

After the female animals left, the men found that they did not like doing the work of the females.

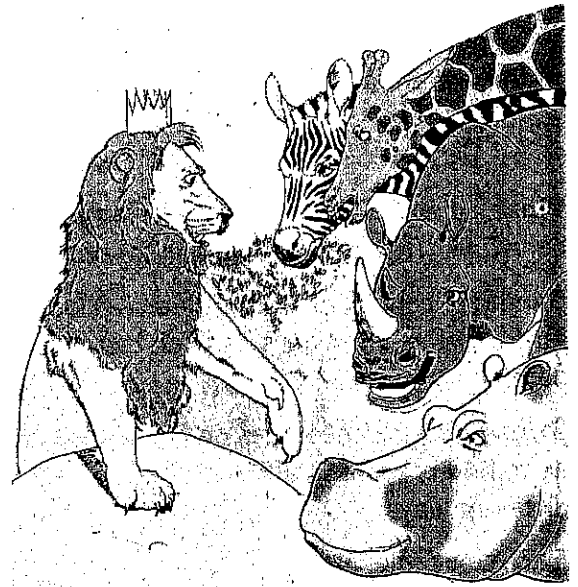
There were also things they could not do. The men who had baby boys had no breast milk.

Then another country fought against them. They were defeated because they had to look after their baby boys and could not fight.

The females were also having problems. The other country attacked them too.

The king called another meeting. He asked the men what they felt about having no women around. The men had no words to describe all the difficulties they were having. "Let the women come back," they said.

The women also said that they could not manage without the males. So the king apologised and said, "Now I know men need women and women need men because all are equal."



Discussion questions

- Why did the king send the women away?
- What problems did the men face?
- What do you learn from the story about respecting people of the opposite sex?

Girls can also ride bicycles and be strong.



Home assignment

- Ask the boys to write a message to their sisters about how special girls are and why boys should respect them.
- Ask the girls to write a special message to their brothers about how special boys are and why girls should respect them.
- Ask girls and boys to try to share household jobs equally. Boys should try 'girls' jobs like cooking. Girls should try the 'boys' jobs.



Follow-up activity

After a week, ask the pupils about their messages and tasks, and what their families said about it all.

TOPIC 2: How children's rights can help to prevent HIV

Objectives

- To help children to recognise their rights.
- To help children to recognise and report violations of their rights.

4.3. General information for the teacher

Children's rights are written international laws.

These laws are called 'rights' because they are not something that you earn: they are yours by right. They were set down in a meeting on Convention on the Rights of the Child in 1993.

There are four types of rights:

1. **Survival rights:** Things that adults must provide to help a child grow up normally. They include food, shelter and health care.
2. **Development rights:** Things that adults must provide to help children develop mentally. They include education.
3. **Protection rights:** Things that adults must do to save children from harm. They include protection from harmful cultural practices and films with violent or sexual messages.
4. **Participation rights:** Things adults must do to provide children with the freedom to enjoy their childhood. An example is having time to play, sing and speak out.

4.4. Reproductive health rights

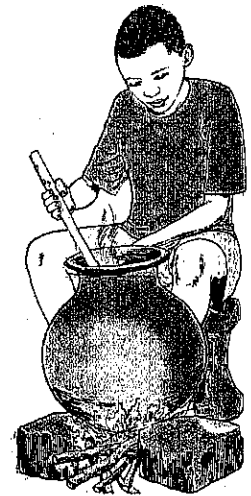
Children also have reproductive health rights:

- To be protected against sexual abuse.
- To treatment if they have HIV/AIDS or any STI.
- To get information about growing up and HIV/AIDS.
- To refuse to take part in harmful cultural activities.

Activity 1: Understanding children's rights and responsibilities

Teacher's instructions

- Find a pamphlet on the Rights of the Child.
- Explain each right simply.
- Tell pupils to make a copy to show their parents/guardians.
- Tell pupils to ask the people at home what they think of the different rights.
- After two or three days, pupils report these views to the class.



Boys can also cook and do tasks that girls normally do.

TOPIC 3: How and when to claim your rights as a child

Objectives

- To give children an opportunity to understand their rights.
- To give children the chance to talk about their rights.

4.5. General information for the teacher

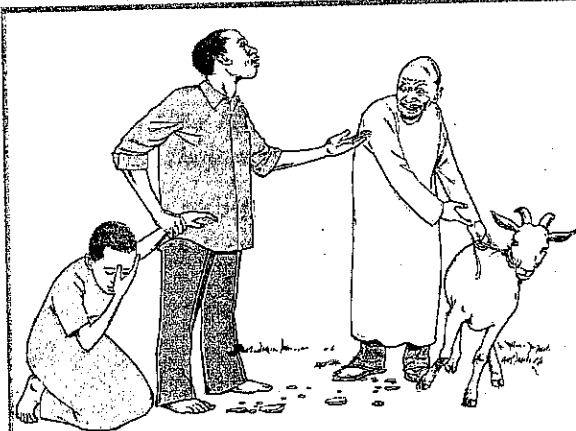
Children generally feel powerless and are used to doing what adults say.

Parents and teachers, on the other hand, often see children's rights as disobedience.

But children's rights do not interfere with the right of parents and teachers to give good guidance. Rights exist to protect children from situations where they can be hurt or harmed.

Children need to know their rights to stay safe.

Activity 1: How adults violate children's rights



Gem was a bright pupil. She was in P3 when her father died. Her father's relatives sent her mother away and took all the family property.

Gem was taken to an uncle. He gave her school fees for one term. Then her uncle said there was no more money. Gem stayed at home the whole of third term and became their housegirl.

One night her uncle defiled her. When she tried to shout for help, her uncle said he would kill her. He defiled her every day until she became pregnant.

The uncle took her for an abortion. When she recovered, he gave her to an old man as a wife. Her uncle was paid one goat and a jerrycan of local brew. After three years, Gem died from AIDS.

Question from girl, 10, P4

When I was collecting fire wood I found a man in the bush. The man
he said that I want to play sex with me I said no.
If you refuse I will force you. now what can I do avoid him?

The story of Gem

Teacher's instructions

- Read the story two or three times.
- Put the pupils in groups of about eight.
- Ask each group to talk about the bad things that happened to Gem.
- Each group should present their ideas.

Discussion questions

- Why do you think Gem suffered silently?
- Who could have helped Gem? How?
- If you were Gem, what would you have done?
- If you were Gem's friend, what child rights would you use to help her?

Tell pupils that there are many adults who can help a child in trouble, including religious leaders, teachers, probation and social welfare officers, LCs for children's affairs, the police, and the parents of friends.

Follow-up activities

- Ask the groups to prepare a short play about Gem for the school assembly in one week's time.
- At the end of the play, they should give this message:

Don't suffer silently – know your rights – report sexual abuse

They can speak the words as a chorus or write them in large letters. A pupil can hold the paper up for the school to read.

Activity 2: Gathering information on HIV/AIDS, child abuse and defilement

Give pupils a week to collect the information.

Teacher's instructions

- Divide children into four groups:
 - Group 1: Information on HIV/ AIDS
 - Group 2: Information on defilement
 - Group 3: Information on physical abuse and neglect
 - Group 4: Information on where abused children can find help
- Give each group books, magazines and newspapers including *Young Talk*.
- Ask pupils to bring other reading materials from home to cut up.
- Give paper to each group.
- Ask each group to cut out information about their topic from the newspapers and paste it on their paper.
- Let each group display their information in the classroom.
- Help the pupils to arrange their information creatively.
- Have the whole class visit each display and learn from one another.

- Let pupils ask questions to each other.
- Ask pupils from other classes and teachers to visit the displays.
- Keep the information on the display for some time.

Activity 3: Art project on the Rights of the Child

This can be done with drawing, painting or modelling. The activity will take some time. Spread it over several lessons.

Teacher's instructions

- Make four groups.

Group 1: The right to food, a home and health care

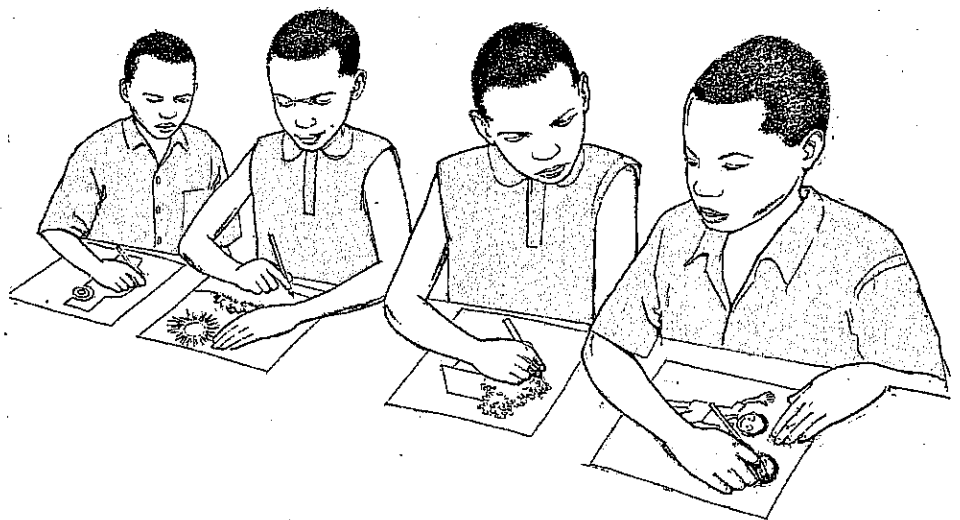
Group 2: The right to education

Group 3: The right to protection from abuse and neglect

Group 4: The right to play and speak out

- Tell the pupils to draw, paint or model their idea of this right.
- Give materials such as water, barkcloth, clay, pencils.
- Pupils work on their tasks for one and half hours.
- Each group chooses a pupil to speak for what the group has done.
- Display the work and let pupils talk about another group's project.
- Organise an exhibition day where the work can be shown to other classes, staff, parents, the community and other schools

Active learning: drawing about child rights and responsibilities.



TOPIC 4: Child responsibilities

Objectives

- To show children that they have responsibilities as well as rights.
- To interest children in protecting themselves against HIV/AIDS.

4.6. General information for the teacher

When the Rights of the Child were declared, people were happy. But then they remembered that children must also have responsibilities.

So a new section on responsibilities was added to the Rights of the Child. They wrote that children shall have the responsibility to:

- Respect their parents, elders and fellow children.
- Work for the unity of their home.
- Respect their culture and the cultures of other people.
- Be tolerant of traditions and join in positive cultural and customary activities.
- Respect the independence and unity of countries.
- Work towards the development of their society and country.

In P3-4, pupils will understand that for every Right there is something they must do for themselves.

For example, children have a right to medical care. So they also have a responsibility to learn how to care for their own body and avoid situations that may harm the body.

Children have a responsibility to protect themselves against HIV.

Activity 1: The story of the family of Mr and Mrs Hare

Teacher's instructions

- Read the story on the next page slowly to the children twice.
- Ask the children to point out difficult words. Explain the meanings.
- Ask two or three pupils to tell the story in their own words.



Teachers need to help pupils to understand their rights and responsibilities.

Mr and Mrs Hare had twins, a girl and a boy. To protect them from danger, Mrs Hare put small metal bells on their feet. She wanted to always know where they were and to find them easily if they were lost.

Mrs Hare always locked her twins in the house when she went to collect water and firewood. So they never learnt to care for themselves. They did not even know how to lock the door.

One day, the mother of Mrs Hare fell ill. Mrs Hare went to care for her. Mr Hare had to go on a business trip. So the twins were left alone for the first time.

Mrs Hare warned them about wild animals. She told them not to play outside. She showed them how to lock the door. She told them not to open the door unless they heard the voice of Mr Hare or Mrs Hare.

So Mr and Mrs Hare set off and hoped their children would be safe.

The children soon got tired of staying in the house. So when Mrs Goat's children came to play, they went outside. They forgot to lock the door. And they went into the mountains until it was evening.

Now, Mrs Leopard had been hiding in the garden of Mrs Hare, watching. When the twins left, she entered the house and hid under a bed.

In the evening, the twins came home and ate their food. They locked the door and went to sleep.

Mrs Leopard went straight to the beds of the children. She grabbed the children. She took them to make a meal.

The twins begged for mercy. They said that their parents would pay Mrs Leopard if she did not eat them.

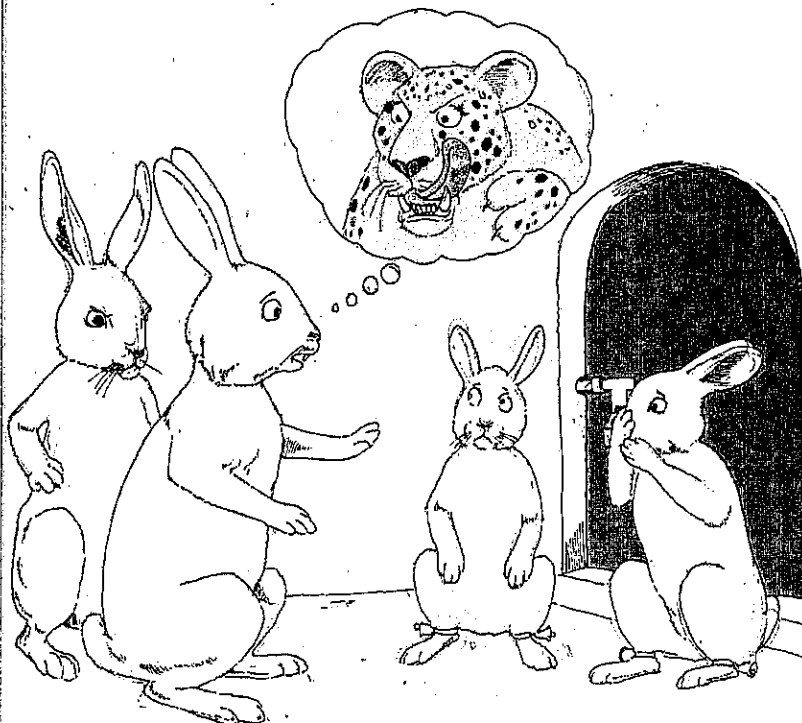
But Mrs Leopard said: 'You did not listen to your mother. It is your fault. You must die.'

Mrs Leopard took the twins and cooked them.

Mr and Mrs Hare came the next day. But the twins were missing. Mr and Mrs Hare searched everywhere.

Then they heard a loud laugh from their garden: the laugh of Mrs Leopard.

They knew that she had eaten their twins.



- Help the pupils discuss the moral of the story.

Discussion questions

- Why could the twins not do anything for themselves?
- Do you know children like that?
- Why did the twins fail to do what their mother said?
- How did Mrs Leopard get into the house?
- What did Mrs Leopard say before she took the twins?
- Imagine that the leopard is HIV. Could you listen to your mother so that you do not get HIV?

Tell the pupils that:

- The bells on the legs of the twins are like the protection our parents give us to keep us safe.
- The words that Mrs Hare told the twins about the leopard are like the words teachers tell pupils about HIV/AIDS.
- Children need to listen to information about how to stay safe from danger, including HIV/AIDS.

Follow-up activity

Ask pupils to remember a day when their parents told them how to stay safe when the parents were away. Ask:

- What did your parents tell you?
- How did you feel about taking care of yourself?
- Did you do what your parents said? Yes? No? Why not?
- Were your parents happy with you when they came back home?

Tell pupils that PIASCY is like a parent who talks about how to keep safe from HIV. Tell them that every child has the responsibility to listen and follow that information to remain safe.

Advice from girl, P4

A RIGHT TO PROTECTION:

Children If your parents or Guardians are mistreating you or if your friend you know is being mistreated by harassing parents. Tell someone about the problem. You can tell either a teacher or an elder person about it because it may lead to harm, Pain, hunger and death. If anything the community will make you as an important person.

Chapter 5

Life Skills

Objectives

- To introduce teachers to the concept of life skills.
- To help teachers to convey to pupils life skills that will enable pupils to avoid HIV/AIDS and other challenges in life.
- To help teachers to help pupils to identify and avoid high risk situations.

5.0 General information for the teacher

A skill is an ability that you learn. Life skills help you to deal with the challenges of life. Children learn life skills from watching and listening to parents, brothers, sisters, relatives and friends. They also learn from teachers. One key life skill is knowing how to make safe choices, especially about sex. Without this, all children are at risk of HIV.

Life skills need to be practised. As a teacher, give pupils the chance to practise life skills.

5.1 Categories of life skills

Life skills can be divided into three groups:

1. Skills which help you to understand yourself. These include:
 - Self-esteem
 - Self-awareness
 - Coping with emotions
 - Coping with stress
2. Skills which help you to respect others but also to keep away from bad influences. These include:
 - Friendship formation
 - Effective communication
 - Negotiation
 - Assertiveness
 - Interpersonal relationship
 - Non-violent conflict resolution
 - Empathy
 - Peer resistance
3. Skills which help you to make safe choices.
 - Problem solving
 - Creative thinking
 - Critical thinking
 - Decision making

TOPIC 1: How to love yourself

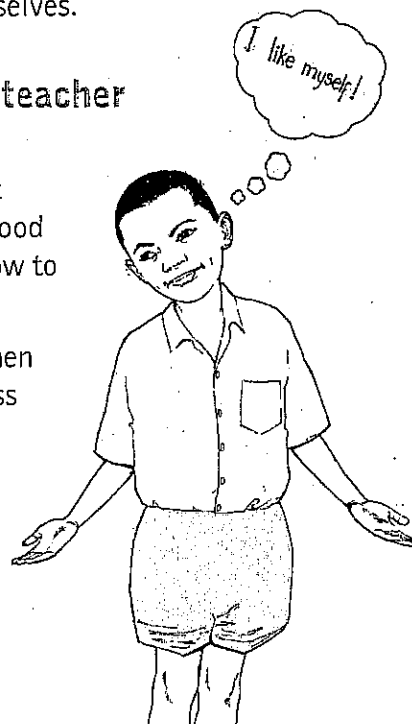
Objective

- To help children to feel good about themselves.

5.2. General information for the teacher

Children need support to feel good about themselves, especially if they live in difficult circumstances. Teachers also need to feel good about themselves. Here are some tips on how to do this.

- Think good thoughts about yourself. When you feel good about yourself, you are less likely to do things that hurt your body. You have good **self-esteem**.
- When you love and respect yourself, you will be more realistic about what you can or cannot do. You will be **self-aware**.
- When you aware of yourself, you will



Good self-esteem is essential for healthy child development.

also deal more easily with strong feelings. You will have the skill of **coping with emotions**.

- Everyone faces stressful situations in their lives. But you can learn how to manage stress. **Coping with stress** is a life skill.

Activity 1: Sweet little words

This aims to help pupils understand why it is important for people to feel good about themselves (have good self-esteem).

Teacher's instructions

- Give out paper.
- Every day for a week, let pupils write about two good things that they have done at home or school.
- At the end of the week, let each pupil read out what he or she wrote.
- Tell pupils that everybody is capable of doing something well. Discuss. Explain that when we do something good, it pleases others. This makes us feel good.

Follow-up activity

- Discuss with pupils other good things they do. Encourage them to try.
- For the next two weeks, let each pupil write one successful thing that he or she has done. Make a class newsletter.
- Let all pupils practise saying something positive about themselves before they leave for school. For example: *I am capable; I am handsome; I can make it.*
- Every pupil should try to find classmates who are sad or lonely and say a positive word to them.

TOPIC 2: Living peacefully with others

Objectives

- To teach the children the skills they need to live with others.

5.3. General information for the teacher

Children need friends. But they need to know how not to be led into problems by those friends. That requires lifeskills that teachers can help them to develop. Talk to your pupils about the following:

- Be part of a group but do not listen to lies, which can hurt you. Refusing to be influenced by what your friends do and say is **peer resistance**.

Question from
girl, 10, P4

There is a boy who usually disturbs by asking for sex and that if I refuse he will force or else rape me I am 10 yrs old what can I do?

- When your friends do something that you think is wrong, do not follow them. Say what you do not agree with. Do what you believe is right. The skill of doing this is **assertiveness**.
- When you talk, try to say what you mean. The skill to do this is **effective communication**.
- You are a good friend if you are able to comfort others who are sick or have lost a loved one. The skill to do this is **empathy**.
- If you find yourself in a tricky situation, use all the information you have to stay safe. For example, you argue to protect your virginity. The skill to do this is **negotiation**.
- Make good friends. Choose friends who help you to make safe choices in life, like reading to pass exams. The skill to do this is **friendship formation**.
- When someone has done something that hurts you, you may want to fight. But if you find peaceful ways of avoiding quarrelling, you have used the skill of **non-violent conflict resolution**.
- You need to get along with your schoolmates, even if they are not your friends. When you work peacefully with others, you have the skill of **interpersonal relationships**.

Comforting others is a life skill.



Activity 1: Forming good friendships

Objectives

- To encourage pupils to have good friends.
- To help children to choose good friends.

5.4. General information for the teacher

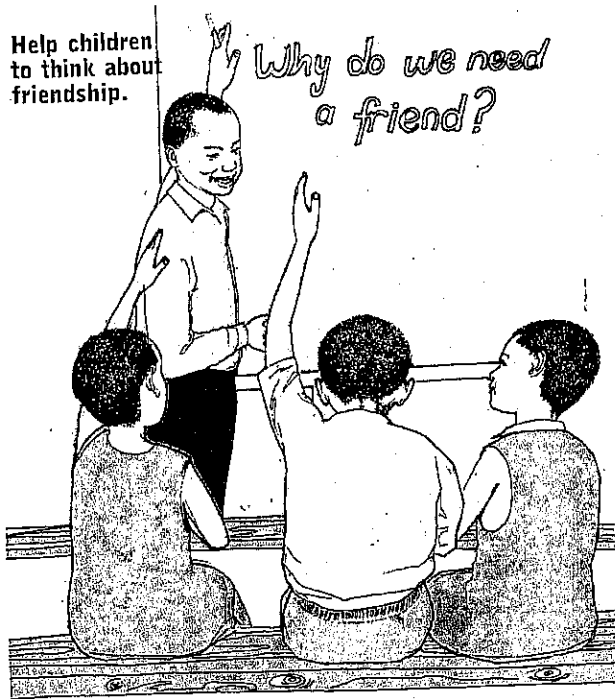
Children need friends with whom to share fears, joy and difficult events such as death. A human is not an island.

But children need help to make friends who will not lead them into risky behaviour, such as taking alcohol, stealing, running away from home and having early sex.

my friends keep on telling me to go for sex.
But I tell them I am still young for it.
I don't want to go.

Letter from girl, P4

Help children to think about friendship.



Children need to set clear limits with friends.
Sex is not part of a healthy friendship.

Teacher's instructions

- Write 'Why do we need a friend?' on the blackboard.
 - Ask pupils to answer freely.
 - Give out paper and ask them to write the names of their friends and why they like them.
 - Ask pupils to talk about something that happened that made them see how friends can help them.
 - As pupils tell their stories, write down the situations in which pupils found that they needed a friend.
 - Ask pupils to explain how they choose a friend.
-
- Ask pupils to talk about good friends and bad friends.

Follow-up activities

- Ask pupils to ask their friends why they chose them to be their friends.
- Ask pupils about any difficulties they have had with friendships.

Activity 2: Who is a good friend?

Teacher's instructions

- Write 'Who is a friend?' on the blackboard.
- Write 'agree' on one card and 'disagree' on another. Put the cards in different corners of the classroom.
- Read a statement from the list below. Ask pupils to go to the 'agree' corner if they agree with the statement or the 'disagree' corner if they disagree.
- Ask them to explain why.
- Ask a child to read another statement. Pupils change corners depending on whether they agree or disagree.
- Repeat until all the statements are read out.

Statements on friends

A friend is someone:

- who you trust.
- who helps in times of need.
- who tells you to take other children's property.
- who helps you to do the right thing.
- who leads you to tease others.
- who is not jealous.
- who advises you to cheat during examinations.

- who tells lies.
- who forces you to have sex.

Follow-up activities

- Get two papers. On one write: 'A bad friend'. On the other write: 'A good friend'.
- Write the above statements on the correct paper and display it.

Ask pupils to:

- Find out which of their friends is a good friend.
- Find out what the friend likes or dislikes.
- Share things and be open with their friends.

Help pupils to stand up to negative peer pressure.

Topic 3: Resisting peer pressure

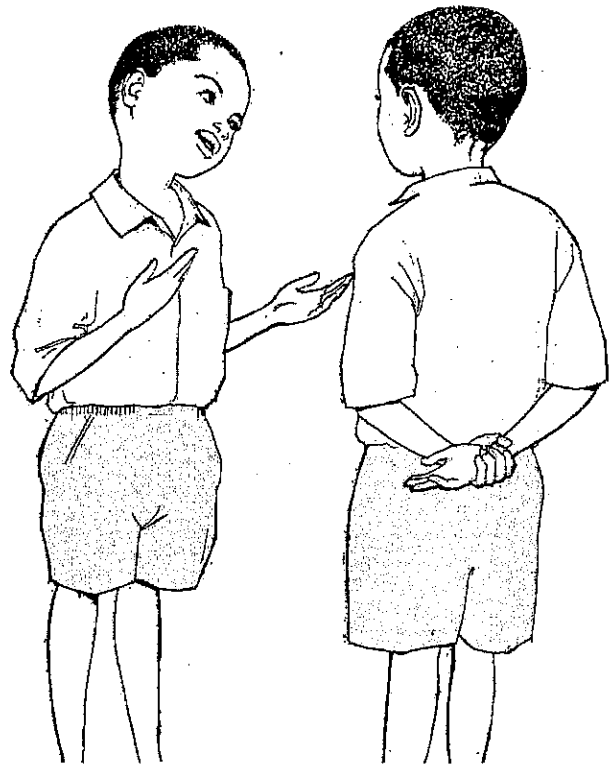
5.6. General information for the teacher

Peers are age-mates with whom the child associates. It is normal for children to join groups. But sometimes groups make children do things that hurt them. Teachers can explain to pupils that such groups are 'bad groups'.

In contrast, a good group helps pupils to make good choices, such as developing talents, finishing homework, and staying in school.

Good groups help children to avoid behaviour that causes problems, such as escaping from school, fighting, and going to places where sex can take place.

Teachers can tell pupils that if a group is making them do things which are risky, then they need to resist that group and find new friends. This is called **peer resistance**.



Question from girl, 13, P6

I am 11 years old I am a virgin but I have a friend who keeps on telling me to love boy and have sex what can I do?

Activity 1: How to choose good groups

Objectives

- To identify what is a good group.
- To tell the difference between a good and a bad group.

Teacher's instructions

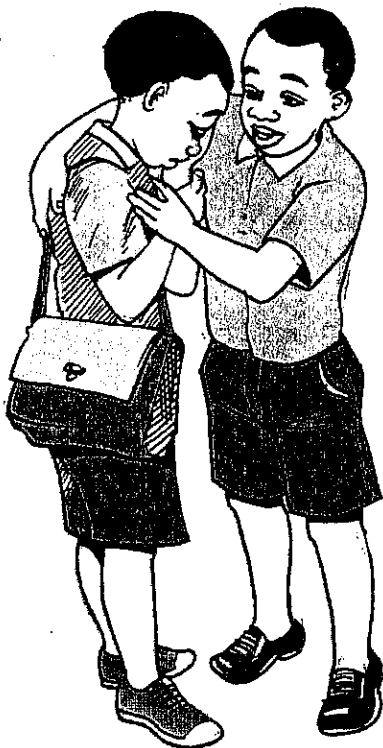
- Write 'How to choose a good group' on the blackboard. Ask pupils to brainstorm.
- Write pupils' answers on the board.
- Divide the class into four groups. Ask two groups to discuss how they choose a good group. Ask two groups to discuss how some groups are bad.
- The four groups present their work. Write out the pupils' key points and display them clearly in the classroom.

Activity 2: Role play on types of groups

Teacher's instructions

- Explain how to act a role play. Tell the pupils to:
 - Imagine a situation.
 - Take on characters.
 - Take 3 to 5 minutes to prepare a play about a situation which they have seen in real life.
 - Present their play in 3 to 5 minutes.
- Ask for 16 volunteers for four groups.
- Give each group a story:

A child consoling another child in need.



Group 1: You are four boys. You steal money from home. One of you refuses to steal. He says it is bad. You decide to send him out of your group.

Group 2: You are four girls. You all do not like reading. A male teacher says that if you come to his home, he will give you free marks on your tests. Two of you are lazy and think it is a good idea. Two of you refuse and say it is wrong to get close to a male teacher to get free marks.

Group 3: You are two girls and two boys. You decide to be good friends until you finish P7. You plan to read every day. You also decide that the boys will always walk the girls home so that they do not get problems. You have agreed to abstain from sex until you are adults.

Group 4: You are two girls and two boys. You have decided to remain good friends until you finish P7. You plan to visit classmates who are orphans every Saturday to share your time and eat with them.

- Let the four groups discuss and rehearse their role plays.
- The groups present their role plays one by one to the class.

- Lead pupils to identify which groups are good groups and which are bad and why.
- Summarise what makes a group good.
- Discuss how to get out of a bad group.
- Discuss how to refuse to do what a bad group wants.

Which group is good for me?



Teachers, pupils need help to choose good groups.

Follow-up activity

- Ask pupils to think about the groups they belong to.
- Ask pupils to complete the following story with information which applies to them:

I belong to a group ofgirls and.....boys.

My group has made me aperson.

My behaviour has been

I get advice from my friends.

What I like about my group is ...?

I like it because

What I do not like about my group is

I do not like it because

I am going to stay/leave my group because ...

If I stay/leave my group, it will help me to ...

- Ask pupils to read out their completed stories.
- Tell pupils to glue their stories at the back of their Social Study notebooks

I have my girl friend
She forced me to sex her. me I dont want
What can I do?

Question from boy, P4

Topic 4: Being assertive with your parent

5.7. General information for the teacher

Explain that being assertive does not mean always getting your own way. Pupils need to know how to make reasonable requests without being rude or angry.

Activity

Teacher's instructions

- Tell pupils to imagine a conversation with their parents about the need for a new mathematical set.
- Invite two volunteers, one to act as a father and the other as the child. Give them the conversation below and ask them to act it out.

Child: Father, I do not have a mathematical set.

Father: Well, I don't have money right now.

Child: But you told me to remind you today.

Father: So what?

Child: The other children are tired of lending me their instruments.

Father: Wait until next term.

Child: Dad, it is difficult to learn geometry without a mathematical set. Let me show you. (Gets out maths book and shows some shapes.)

Father: Oh! Well, how much is it?

Child: The cheapest is 1500 shillings.

Father: OK. You can have the money.

Child: Thank you, Dad.

Discussion questions

Ask pupils:

- Was it good for the child to ask for the mathematical set?
- Did the child ask in a good way?
- Was the child rude or polite?
- Why did the father agree?
- What things do children need to ask for from parents?

Follow-up activities

- Pupils can practise being assertive with their parents.
- Put children in groups of 4 to 8. Ask them to talk about times when

they had to be assertive to get what they needed from their parents.

- Ask pupils to write about the most interesting time when they had to talk to get what they needed.

Encourage children to always speak out.



Activity 4: Say what you mean

Objectives

- To help children to communicate effectively.
- To encourage children to say 'NO' to dangerous choices.

General information for the teacher

Children need to be able to speak out. This skill is called **effective communication**.

It involves communicating with words *and* body language, such as facial expressions and hand movements.

When we do not want something, we have to say it in a strong voice. We also need to frown or walk away.

Teacher's instructions

- Before this activity, write the following on papers: *Angry, Sad, Happy, I don't want, I want, Go away, Come here, Stand up, Don't disturb.*
- Stand with the pupils in a big circle.
- Ask for 9 volunteers.
- Explain that each volunteer will be shown a card with words. The volunteer will say the words on the card and make body movements that agree with the words.
- Ask the other pupils to comment.
- If they think the action was not right, let them do it the right way.

Follow-up activity

- Discuss with pupils the situations in which they should say 'No'.
- Let pupils practise saying 'No' if any adult or child:
 - Touches their body (breasts, buttocks, private parts, waist etc).
 - Asks them to do something they feel is not right.
 - Asks them to go with them to a lonely place.
- Ask pupils to share their experiences.
- Make time for pupils to talk to you privately about a bad experience.

TOPIC 5: How to make sensible decisions

Objectives

Question from girl, 10, P4

Some boys give us gifts like money and sweets. and later ask for sex. should we accept this.

- To show the children the importance of sensible decisions.
- To help pupils to know how to make sensible decisions.

5.8. General information for the teacher

Pupils need to practise making sensible decisions. Tell pupils that whenever they are not sure of what to do, they should stop and think. Tell them to:

- Think about the problem.
- Think quickly about possible solutions.
- Before making a decision, think about the good and bad things that might happen.
- A sensible decision is when the good things are more than the bad things.
- If the decision turns out not to be safe, go back and make a different decision.
- When in doubt about what decision to make, ask a trusted adult.



5.9. Who is an adult you can trust?

- It can be a grown sister, brother, parent, guardian, teacher or religious leader.
- It can be any adult who makes you feel safe and can help you.

Activity 1: How do I make a good decision?

Teacher's instructions

- Tell pupils to close their eyes and imagine the following:

You have a maths exam in three days' time. You also belong to a village team which is playing matches for the next three evenings. In addition, you want to attend a party tomorrow.

- Read this out two or three times
- Ask pupils which is most important: the test, football games, or party?
- Ask them to choose what they would do. What would they gain and lose by their choice?
- Tell the pupils that when we make a decision, we always lose something and gain something. We must always make choices where we gain more than we lose.

Letter from a boy, P4

My girl friend is 16 and
I am 11 years old. She always
ASK me for sex but tell her to wait
I fear her she beat me badly

Chapter 6

HIV/AIDS

Objectives

- To give teachers basic information about HIV and AIDS and their consequences.
- To help teachers to give pupils information on how to avoid HIV infection.
- To help teachers to give pupils information about risky situations.
- To help teachers to help pupils to understand the importance of compassion towards people with HIV.
- To help teachers to help pupils to differentiate between the true facts and misconceptions about HIV/AIDS.



TOPIC 1: How HIV and AIDS affect children

Objectives

- To make pupils aware of dangerous situations in which they risk HIV infection.
- To discuss how to reduce these dangers.
- To help pupils to understand how parents help them to avoid HIV infection.
- To help pupils to care for their friends who have HIV.

6.0. What is HIV/AIDS?

HIV is a virus which attacks and weakens the ability of the human body to fight infection or disease.

We say that a person has AIDS when:

- that person has a very weak immune system because of HIV.
- that person begins to experience serious health problems.

HIV stands for Human Immunodeficiency Virus. A virus is a very small living thing which cannot be seen by our naked eyes. Unfortunately, HIV likes to live inside the white blood cells of humans. These are the very cells that our body uses to fight disease.

When HIV enters the body, it looks for white blood cells, enters them and begins to make copies of itself. As it does so, it destroys the white blood cells.

The work of white blood cells is to protect the body against diseases. But HIV is stronger than the white blood cells. Slowly, over several years, HIV makes more and more copies of itself and destroys more and more white blood cells.

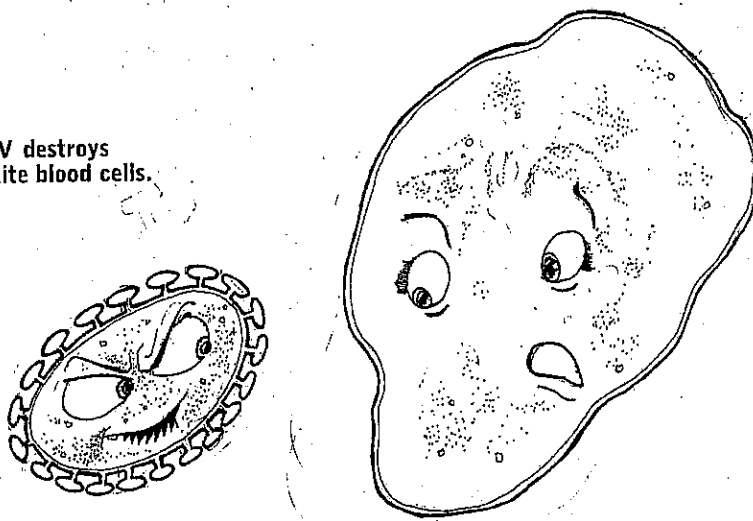
After some time, on average about seven years after infection, there are not enough white blood cells to protect the

body. The person with HIV starts getting many diseases and problems and eventually develops AIDS.

AIDS stands for:

- Acquired (get)
- Immune (the body's defence against disease)
- Deficiency (lack of)
- Syndrome (a collection of sicknesses).

HIV destroys
white blood cells.



People with AIDS suffer from illnesses and problems like flu, fever, tuberculosis, diarrhoea, coughs, and rashes on the skin. These diseases keep coming, going away, then coming back again until the person finally dies.

If your friend have HIV and you play with her does HIV catch you-

Question from girl, P4

I have been hearing of protected sex. that to work well you use a condom. But my problem I don't know how to use it. please advise

Question from girl, P4

Children have many questions about HIV.

some friends of mine say that the virus can be transmitted through deep remounce with an infected person but is it true?

Question from girl, P4

6.1. How is HIV passed from one person to another?

- Most people with HIV get it through sex with a person who has HIV.
- Many children get infected with HIV from their mothers who have HIV. This can happen before they are born, when they are being born or during breastfeeding (mother-to-child transmission).
- Some people get HIV from blood which contains HIV. This can happen during a motor accident; circumcision with shared knives; sharing of toothbrushes or razorblades; or a contaminated blood transfusion.

6.2. Children and HIV

In every school today in Uganda there are pupils who are affected by HIV. These maybe children who:

- are looking after sick parents.
- have lost one or both parents.
- are living with HIV themselves.

Teachers need to know that children can be infected at or around the time of birth and live with HIV through primary school. These children need support.



A few of these children have been tested and may know that they have HIV. But most will not be aware that they are infected.

6.3. Myths about HIV

- False: virgins can not have HIV. (Truth: they could have been infected at birth or by sharing skin piercing instruments.)
- False: children whose parents died of AIDS must also have HIV. (Truth: parents with HIV can also produce children without HIV.)
- People who die of AIDS are immoral. (Truth: people with good morals also get HIV.)

Be careful how you speak about HIV. You do not want to hurt pupils who were born with HIV, got it through defilement or have parents with AIDS.

6.4. Children caring for sick parents

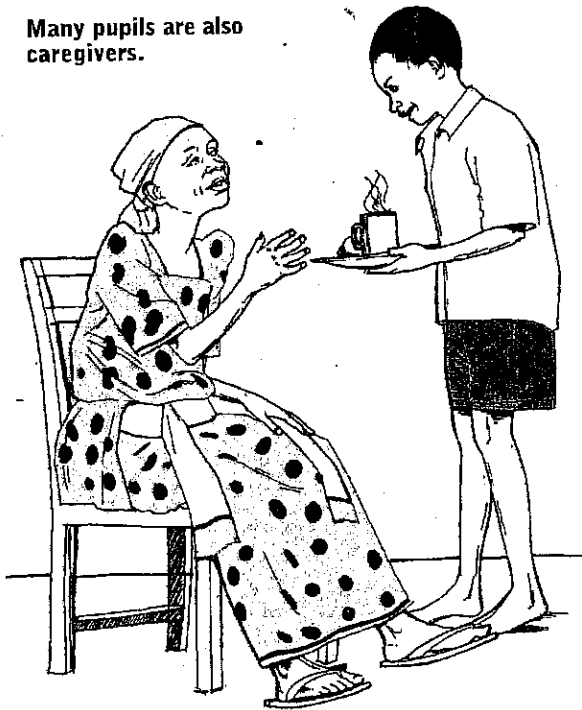
When parents fall sick with AIDS, their children usually care for them. The education of these children is therefore interrupted.

If these pupils are able to come to school, they may be too tired to concentrate on lessons.

They also go through great stress as they face the death of their parents and the possibility that they will have to go to live with a new family.

Try to recognise these children and give them the support they need.

Many pupils are also caregivers.



6.5. Children orphaned by AIDS

These children face many problems:

- Coping with the loss of their parents.
- Fitting back into school. Other children may reject them.
- Lack of care and guidance from new

guardians.

- Some children stay alone and look after themselves or younger brothers and sisters.
- Lack of basic necessities, including scholastic materials.

6.6. Children living with HIV

Children are now living with HIV longer than they did 10 years ago. This brings challenges:

- They need psychological support.
- They may infect others by experimenting with sex.
- First Aid information for teachers and the public has not been updated. Those who help these children need to avoid coming into contact with their blood.
- Children with HIV are often ill. Some take daily medication.

- Their friends may avoid them when they begin having persistent coughs or skin rashes.

6.7. HIV and children with special needs

Children with special needs include those who are disabled, mentally handicapped or vulnerable because of their social situation.

They may be:

- Deaf, blind or lame
- Living on streets or in internally displaced people's camps.

These children are very vulnerable to HIV infection through defilement. They have difficulty in defending themselves and sex can be a way of obtaining their basic needs. They are often sexually exploited.

Children with special needs need to be included in the PIASCY activities.

TOPIC 2: Dangerous situations that can lead to HIV infection

Objectives

- To create awareness about dangerous situations that lead to HIV infection.
- To help children to avoid these situations.

6.8. Situations that put children in danger of HIV

- Adult men give gifts and money to girls for no clear reason. Adult women also give unexplained gifts to boys.
- Sexual abuse by teachers, relatives, friends and strangers.
- Other children put pressure on friends to start sex.
- Teachers ask for sex from pupils in exchange for favours at school.
- Being alone at home or on quiet paths to go to school or fetch water.
- Helping in a family business which involves serving alcohol.
- War and conflict: children in insecure areas are abused by rebels, soldiers and other adults.

Stay safe. Watch out for these dangerous situations.

When I was collecting fire wood I found a man in the bush. He said he said that I want to play sex with me I said no. If you refuse I will force you. How what can you avoid him?

Question from girl, age 10

Activity 1: The little girl and the bad man Teacher's instructions

- Read the story two or three times.
- Help pupils with words they do not understand.

A girl of 9 was sent to take a letter to her uncle. He owned a shop.

The uncle welcomed her. But then he closed the door. He tore her dress and put his private parts on hers.

The girl tried to scream. But the man put his hand on her mouth.

Afterwards he gave her biscuits. He told her not to tell anyone.

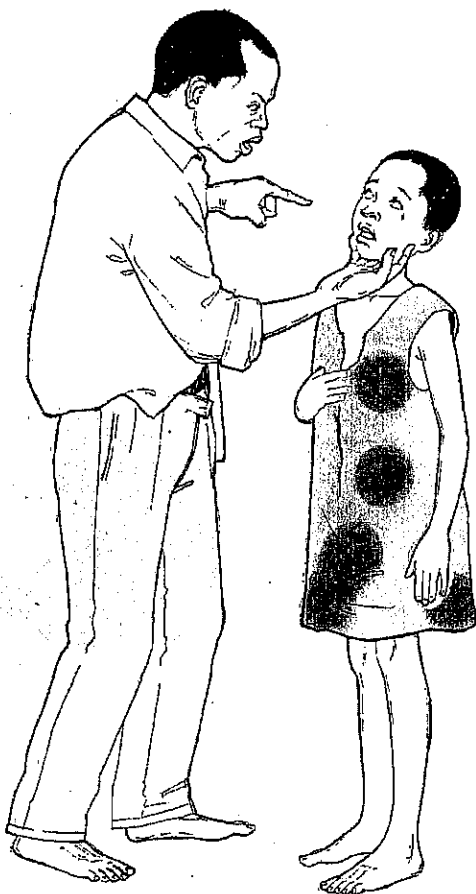
But when she got home, she told her parents. Her parents took her to the police.

The police officer said they would arrest the man. He told her parents to:

- *Go to the nearest hospital to check for STIs and ask about a special drug which helps to stop infection with HIV.*
- *Get the police surgeon's report about physical injuries to the child.*

Discussion questions

- Was the girl right to tell her parents?
- Would the man have defiled the girl if she had been with friends?
- What can you tell your parents when they want to send you alone to the shops or for firewood and water?



- How can young girls avoid such a situation?

Homework with parents/ guardians

- Have pupils take the story home to their parents/ guardians.
- Ask pupils to tell the class what their parents/guardians said.

This man defiled this child. He is telling her not to tell anyone.



Activity 2: The story of the little boy and the bad woman

There was a boy in P3 who walked far to school. His mother's friend lived near the school.

This woman gave the boy lunch everyday. She also gave him money.

One day the boy went for lunch as usual. But this time the woman served it in her bedroom. After he had eaten his chicken and millet, he felt good. But the woman started touching his private parts. She said it was a good game.

The boy knew it was a bad thing to do. But the woman told him not tell anyone. She said it was a secret.

Teacher's instructions

- Read the story three times. Explain words the pupils do not know.

Discussion questions

- How did the boy know this woman?
- How did the woman trick the boy to enter her bedroom?
- What could the boy do to stop this woman from touching him?
- If you were his friend, how would you advise him?
- How can he avoid this woman?
- Should he tell his mother?

Homework

- Have pupils take the story home to their parents/guardians.
- Ask pupils to tell the class what their parents said they would do to keep them safe.

Additional information for the teacher

Post-exposure prophylaxis

Teachers need to know that certain drugs can be taken to reduce the chance of HIV infection. This is called post-exposure prophylaxis (PEP). The drugs are called antiretrovirals (ARVs).

These drugs can be taken after rape, for instance. But the person who is raped must have a blood test to determine that she does not already have HIV. The rapist must also be tested for HIV.

PEP should be started within 48 hours of exposure to HIV. It can be used:

- After sex with someone who is infected.
- After exposure to the blood of someone who is infected from sharp instruments such as needles or in an accident.

ARVs cause unpleasant side effects. The person at risk of HIV infection must take them for about a month, even if he or she feels unwell. They will need counselling and support.



TOPIC 3: How HIV affects our body

Objectives

- To make pupils aware that a person with HIV will not show signs for several years.
- To inform pupils about the test for HIV.

6.10. General information for the teacher

When HIV enters our bodies, it takes time to settle down and begin making copies of itself. During this time the person will not be sick, and we cannot see by looking that he or she has HIV.

After about three months, the body realises that a virus has entered. The defence system of the body starts to fight the HIV by making antibodies.

If a person with HIV goes for a test at this time, the test will be able to determine that the virus is in the body. The test will be "positive". That is when a person can know that he or she has HIV. But we still cannot tell by looking at the person.

For several more years, the white blood cells will continue to fight the virus. The defence system will be strong enough to keep the body healthy.

During this whole period, the only way for a person to know if they are infected is to have an HIV test. This healthy period can last for over 10 years.

TOPIC 4: Caring for people living with HIV/AIDS

Objectives

- To encourage pupils to be caring towards people with HIV/AIDS.
- To identify how pupils can help people with HIV/AIDS.
- To help pupils to care for people living with HIV/AIDS without getting infected with HIV themselves.

6.11. General information for the teacher

Children can help people with HIV/AIDS by feeding them, washing them, telling them stories, praying with them or singing to them.

Children should be careful to cover any wounds on their hands before they help people with HIV/AIDS. There could be blood or other fluids from the body of the sick person. These will contain HIV.

When *any* child bleeds at school, pupils should always find a teacher to give First Aid. We cannot tell who has HIV.

Activity 1: How to care for a person living with HIV/AIDS

Have pupils role play the following scenarios.

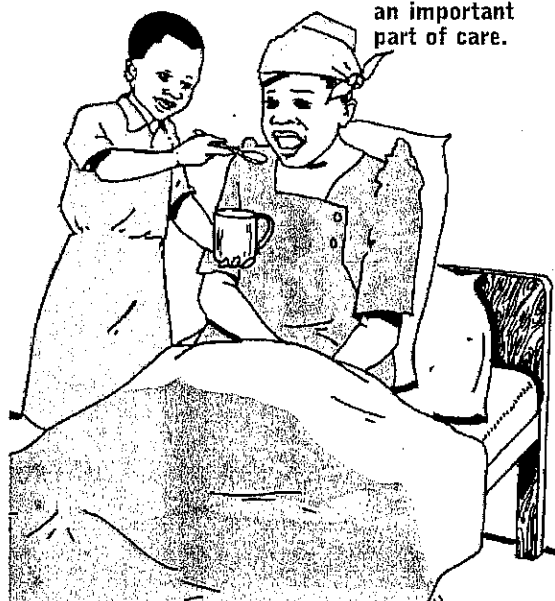
Scenario 1: Care for a classmate with HIV who is often sick and misses class.

Scenario 2: Care for a classmate who has to take care of a parent who has AIDS.

Scenario 3: Care for a parent or relative who has AIDS.

Scenario 4: Care for a friend with HIV/AIDS who is rejected by other children.

Good feeding is an important part of care.



Teacher's instructions

- Have pupils form pairs: one is the sick person, the other the carer.
- The carer acts out what to do to help the sick person.
- After the role play, lead a discussion:
 - What important care did you give?
 - What have you learnt that you can use at home?
- Answer questions and correct wrong ideas.
- Tell pupils how to protect themselves from HIV while giving care.

Follow-up activities

- Pupils can help children whose parents have AIDS.
- Pupils can assist classmates who are orphans due to AIDS.

Activity 2: Foods for a person with HIV/AIDS

A healthy diet is important for people with HIV/AIDS. In this activity, pupils will learn foods that help the body to fight disease.

Teacher's instructions

- Ask pupils what they know about a balanced diet.
- Discuss the importance of nutritious food for sick people.
- Have pupils draw the foods which make up a balanced diet, including fish, greens, beans, nuts and fruit.

Follow-up activities

- Pupils bring foods from home and group them to show a balanced diet.
- List foods that help a sick person. Make a chart and draw them.
- Pin the chart to the wall so the pupils can see it every day.

Activity 3: Myths about transmission of HIV

Teacher's instructions

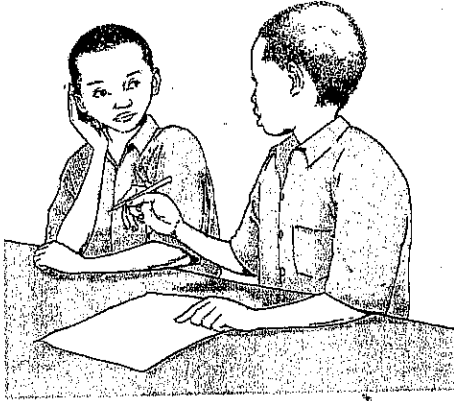
- Write the word 'True' on one paper and 'False' on another. Pin them on walls in opposite corners of the classroom.
- Read out a mix of the true and false statements below and ask pupils to go to the card they agree with.
- Ask the pupils why they chose the card they did.
- Discuss their answers and explain the true facts.



Nutritious food.

True statements

- You cannot get HIV from a toilet seat or pit latrine.
- You cannot get HIV from the sweat of an infected person.
- You cannot get HIV from eating from the plate of a person with HIV.
- You cannot get HIV from the bite of an insect which has bitten an infected person.
- Hugging and touching an infected person does not transmit HIV.
- Sharing a bathroom or basin does not spread HIV.
- You cannot get infected with HIV from the toys of children with HIV.
- HIV is mainly spread through sex.
- Abstaining is the best way to protect yourself from HIV.
- Letting the blood of an infected person enter your body can cause you to get infected with HIV.

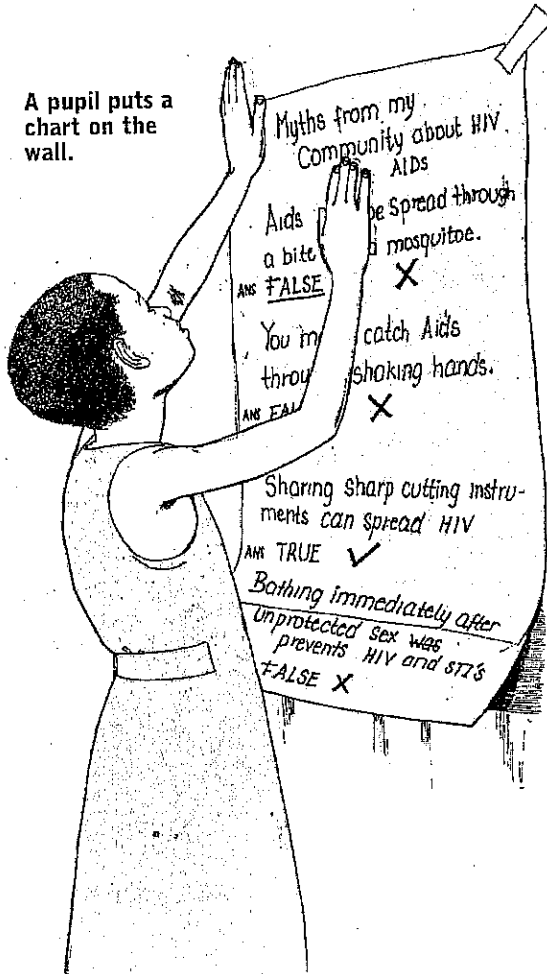


Have pupils discuss true and false statements about HIV.

False statements

- Sharing a toilet/pit latrine can spread HIV.
- Sharing clothes can spread HIV.
- You can get HIV from the sweat of a person with HIV.
- You can get HIV from sharing a plate with a person who has HIV.
- You can get HIV if bedbugs and mosquitoes bite a person who has HIV and then bite you as well.
- Hugging spreads HIV.
- Sharing a bathroom and basins spreads HIV.
- Shaking hands spreads HIV.
- If you share toys with children who have HIV, you can get infected.

A pupil puts a chart on the wall.



Follow-up activities

- Ask pupils to find other myths and share them.
- Make a chart of the true statements. Pin it up.

TOPIC 5: Helping children with HIV to live positively

Objectives

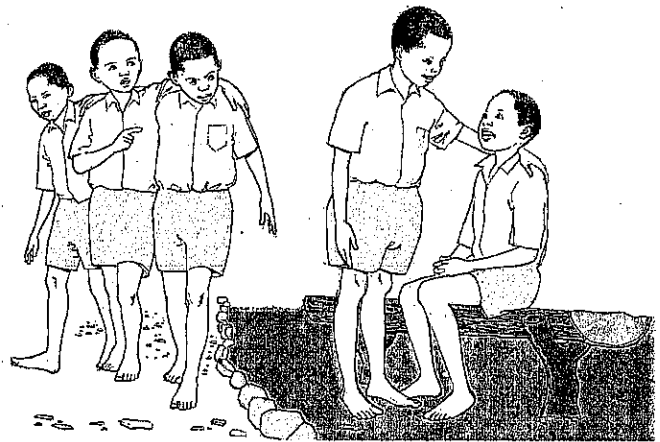
- To create awareness that some children are living with HIV.

- To teach pupils about positive living.
- To help children with HIV/AIDS or orphaned by AIDS to live positively.
- To encourage pupils to help fellow pupils to live positively.

6.12. General information for the teacher

Living positively means coming to terms with the fact that you have HIV. It means looking after your health well.

This is difficult for children. They may have no one to support them. So it is important for their friends to do everything they can.



Pupils can give comfort to fellow pupils who do not feel well.

Question from boy, P4

If you are a boy with our AIDS and
 your mate a girl with AIDS. Can you get it?
 How can you protect your self from sex?

Activity 1: Role plays on helping children with HIV/AIDS

Teacher's instructions

Explain to pupils that HIV makes our bodies lose the power to fight disease. Sometimes we just lie in bed. We do not have the strength to wash ourselves, go out or play.

- Ask pupils to pair up with the pupil nearest to them.
- Let one be a child with HIV/AIDS who cannot go out to play. The other should be a healthy person.
- Let all those who are 'healthy' go out to play for 3 minutes. The 'sick' ones lie helplessly.
- After 3 minutes, the pupils change roles. Each pupil should act being 'sick' and being 'healthy'.

Note: Do not start with a child who is sick or known to be infected.

Discussion questions

- How did you feel when you played and had fun?
- How did you feel when you were the 'sick person' who could not play?
- What can children who are healthy do to make a sick child feel happy?
- If you were sick, how would you like to be treated?

How to support friends who have AIDS

- Sit and share food with them.
- Play quiet games with them.
- Sing and pray with them.
- Share your school work if they missed classes.
- Give small gifts.
- Hug them.

Follow-up activity

- Ask each pupil to write two sentences about why it is good to help other children with HIV/AIDS.

TOPIC 6: AIDS eventually leads to death

Objective

- To create awareness among children that AIDS has no cure.

6.13. General information for the teacher

When the body can no longer fight infections, there will be signs. The most important signs of AIDS are:

- Losing a lot of weight
- Often having fever
- Often having coughs
- Feeling very tired all the time
- Having diarrhoea for more than a month
- Having rashes on the skin.

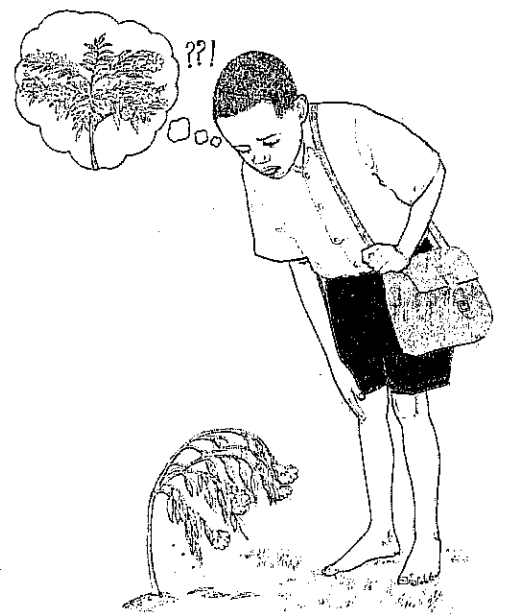
But not everyone with these signs has AIDS. Do not assume that someone has HIV/AIDS just because they are often ill.

Musa walks three km to school. He always admires beautiful plants. One day he saw a plant with good flowers. Everyday he admired this plant.

One day he found that some of the leaves of the plant were beginning to wither. He felt bad. So he put more soil around its roots. But every day the plant withered more.

After seven days, Musa found the plant bending over. He felt so sad. He pulled it out of the ground to see what was wrong.

Small worms had eaten from the roots to the stem and up to the leaves. When the inside of the plant was eaten up, the plant could not stand. It died. Musa felt so sad.



Activity 1: The story of the withering plant

Teacher's instructions

- Read the story to the children at least twice. Find a picture of a plant or a real plant in a pot to illustrate the point.
- Explain words the pupils do not understand.

Discussion questions

- Why did Musa take long to know that the beautiful plant had worms?
- How did the worms damage the plant?
- What showed Musa that the plant was 'sick'?
- What happened to the plant in the end?
- How did Musa feel when he lost his beautiful plant?

Relate this story to HIV/AIDS:

- What does the story teach you about HIV and what HIV does to us?
- What made Musa pull the plant out of the ground?
- If the plant was a person, what could show you that he/she had AIDS?

Activity 2: Signs and symptoms of HIV/AIDS

Teacher's instructions

- Write on the blackboard: 'Signs and symptoms of HIV/AIDS'.
- Explain that a sign is a thing you can see like a rash. A symptom tells you something is wrong, but you can not always see it: a cough is a symptom.
- Ask the pupils what signs and symptoms of diseases they know.
- Explain the common signs and symptoms of people with AIDS.
- Explain that these do not always mean that someone has HIV/AIDS.

Follow-up activity

- If a person living with HIV/AIDS is willing to talk about his/her experience, you can invite him or her to talk to the pupils.
- TASO and AIC have drama clubs with good messages on HIV/AIDS. Some club members have HIV. Invite them to give testimonies.

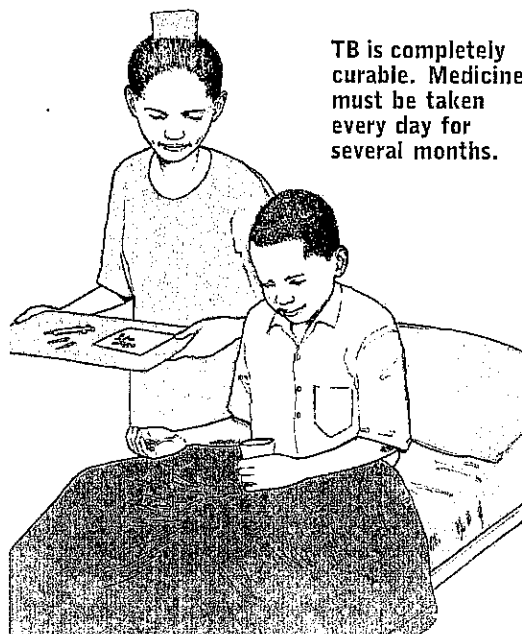
TOPIC 7: Tuberculosis and HIV

6.14. General information for the teacher

Tuberculosis (TB) is a disease which is spread through the air. The germ which causes TB is the TB bacteria. TB usually affects the lungs, but can affect other parts of the body like the bones. A person with TB disease feels sick and may infect others.

Many of us have TB germs in our bodies but we do not all get sick. People who have HIV should test for TB. TB is very risky for people with HIV.

TB can be cured if the patient takes all the medicine



TB is completely curable. Medicine must be taken every day for several months.

given until it is finished. It is very important for people with HIV to get treated for TB.

Activity 1: Getting the right information about TB

Teacher's instructions

- Discuss TB with pupils. Discover what they know about TB
- Then give them this correct information.

How do you get infected with TB?

- When a person with infectious TB coughs, sneezes, spits or breathes close to you, you can get infected with TB.
- When you drink unboiled milk or eat meat which has not been well cooked, you can get TB.

How can we know if a person has TB?

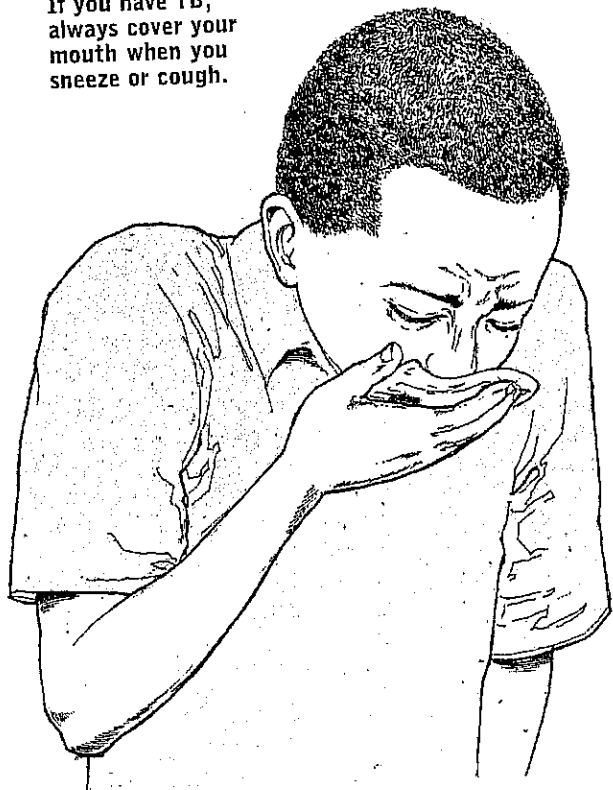
- The person may have a cough which lasts longer than three weeks.
- Pain in the chest.
- When a person coughs and spits out thick mucous-like substance, sometimes with blood in it.
- Feeling very cold with fever and sweating at night.
- Growing thin.
- Losing appetite for food.
- Swelling of glands (lymph nodes).

Note: People can show some of these problems but not have TB.

How can we prevent TB from spreading?

- Vaccinate all children against TB at birth or in the first week of life.

If you have TB,
always cover your
mouth when you
sneeze or cough.



- Cover your mouth with a handkerchief every time you cough or sneeze.
- Do not spit on the ground. If you are infected and must spit, spit into a container and keep the container covered.
- Dig a pit and carefully bury what you spit out.
- Make sure your house is airy and not stuffy. Open doors and let air in. Keep some windows open.
- If someone has TB, the whole family needs to be checked for TB.

Myths about TB

- TB is spread through witchcraft.
- TB can be spread through curses.
- TB has no cure.
- Everyone who has TB has HIV.

TOPIC 8: Sexual abuse

Objectives

- To help pupils to recognise situations that lead to sexual abuse.
- To help pupils to know what to do if they are abused.
- To help pupils to know that they are not guilty if abuse occurs.

6.15. General information for the teacher

Sexual abuse is a difficult issue to discuss with children. Be careful not to scare pupils. At the same time you need to make them aware that this problem exists.

1. Sexual assault

- When a person touches any part of the body in a way that is intended to stimulate sex feelings in the child or in him/herself.
- When an adult exposes their sexual parts to a child.
- When an adult asks or forces the child to touch or do any other thing with the adult's private parts.
- When an adult uses vulgar words to address a child.
- When two adults have sex in the presence of a child.

2. Defilement

- When an adult puts his private parts near or inside the private parts or anus of a child below 18 years, whether the child has agreed or not.

3. Sodomy

- When an older boy or man puts his private parts near or inside the anus of a boy aged less than 18 years, whether the boy has agreed or not.

4. Pornography

- Showing small children pictures of naked bodies of children or adults in positions which expose their private parts.
- Showing pictures of people having sex with adults or children.

Note: All forms of sexual abuse are capital offences under the law of Uganda and are tried in the High Court.

6.16. Sexual abuse

Sexual abuse is:

- When someone touches part of a child's body, such as breasts or private parts, without a proper reason.
Proper reasons include:
 - A health worker doing a physical examination.
 - A mother bathing a young child or helping a child to bathe.
 - A parent or guardian checking an injury or a pain.
 - A colleague in a game congratulating another for playing well.
- When an older and more powerful person uses strength to force a child to see or touch their private parts.
- When a child is in a situation with another (usually older) person where

the child feels bad and confused about what the other person is doing to the child's body.

- When an adult or teenager does something with the child's body and says to keep it a secret.

If any of these things happen, the child must find a teacher or a parent/guardian immediately and report what has happened.

6.17. Effects of sexual abuse on the child

6.18. Emotional

An abused child is hurt emotionally and physically. They can feel:

- Insecure, as if they can easily be abused again
- Guilty, as if the abuse is their fault
- Frightened
- Different from others
- Worthless
- Betrayed, if the abuse is done by a person within the family.

6.19. Social

Children who have been sexually abused often have problems, including:

- Difficulty mixing with other children at school.
- Running away from school or home.

In running away, the child may be trying to avoid being abused again. Abused children tend to be suspicious of others. They may get sleep disturbances or nightmares or start bedwetting.

6.20. Physical

Children's sexual parts are delicate. Sexual abuse causes physical harm:

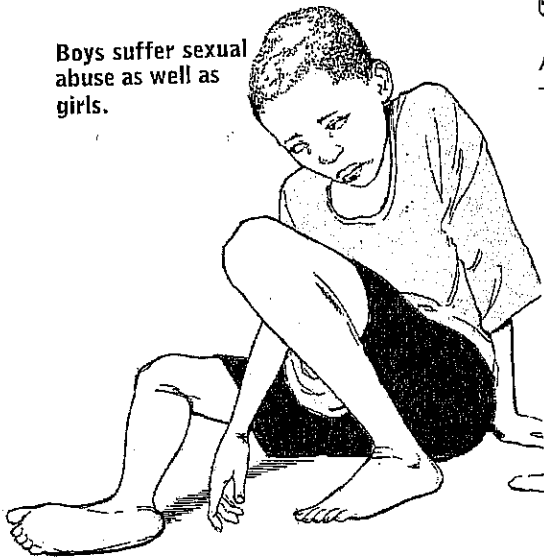
- Tearing of the vagina or anus.
- Infections of the urinary tract.
- STI infection, including HIV.

6.21. Sexual

During childhood, children are slowly developing into sexual beings. Sexual abuse can make them feel negative about sex and themselves as sexual beings. They may show some of the following:

- Increased sexualised behaviour: touching their private parts, being curious and talking about sex.

Boys suffer sexual abuse as well as girls.



Sexual abuse causes emotional damage.



- Neglecting their private parts (poor hygiene).
- Being secretive about sexual issues.
- Acting out their experience of sexual abuse.

6.22. Effects on behaviour

Sexual abuse disturbs the way children relate to fellow children as well as to adults.

- The child may abuse other children (teasing, bullying).
- Criminal behaviour, petty stealing.
- Unusual behaviour towards adults, asking for attention in a rather sexual way.
- Disobedience, unmanageable behaviour within the family, fighting with brothers and sisters.
- Violent behaviour, fire-setting (arson) and destroying property.
- Being short-tempered and argumentative.



6.23. How teachers can help children who are sexually abused

Even if there is no danger of HIV/STI infection, an abused child needs help from an adult.

- Report to the police. The child needs to be seen by the police surgeon.
- Refer the child to a trained counsellor.
- Work with organisations that help children such as FIDA.

Pupils should not enter the houses of teachers. This can help to prevent abuse.

TOPIC 9: Voluntary Counselling and Testing (VCT) for HIV

Objectives

- To explain the importance of voluntary counselling and testing.
- To know where to go for voluntary counselling and testing.

6.24. General information for the teacher

For a person to know whether they have HIV in their bodies or not, she/he must go for an HIV test.

Before the test is done, the person must be given information about HIV and what it means to be positive or negative for HIV. After the test, more counselling is given to help the person deal with the results.

People who go for this counselling and testing do so freely without being forced. That is why it is called voluntary.

Here are answers to some of the questions you may be asked if you discuss VCT with pupils:

Why is VCT important?

- To help the person get correct information about HIV/AIDS.

- To help a person know whether she/he has HIV or not.
- To help those who discover that they have HIV to live positively and plan better for their lives and families.
- To help those who discover that they do not have HIV to avoid getting infected.

Can children receive voluntary counselling and testing?

Children below 18 years may be tested if they have been sexually abused or have suffered from long illnesses without any obvious cause. In this case, the caregiver may ask for a test to be done.

AIDS Information Centres will also test children aged over 13.

Where can you get VCT?

Most hospitals and big health centres provide testing. In some villages, outreach services do testing on special days.

Who gives VCT services?

Health workers trained in counselling provide counselling before and after the test.

Medical laboratory technicians do the test and pass on the results to the counsellor, who then gives them to the person whose blood was tested.

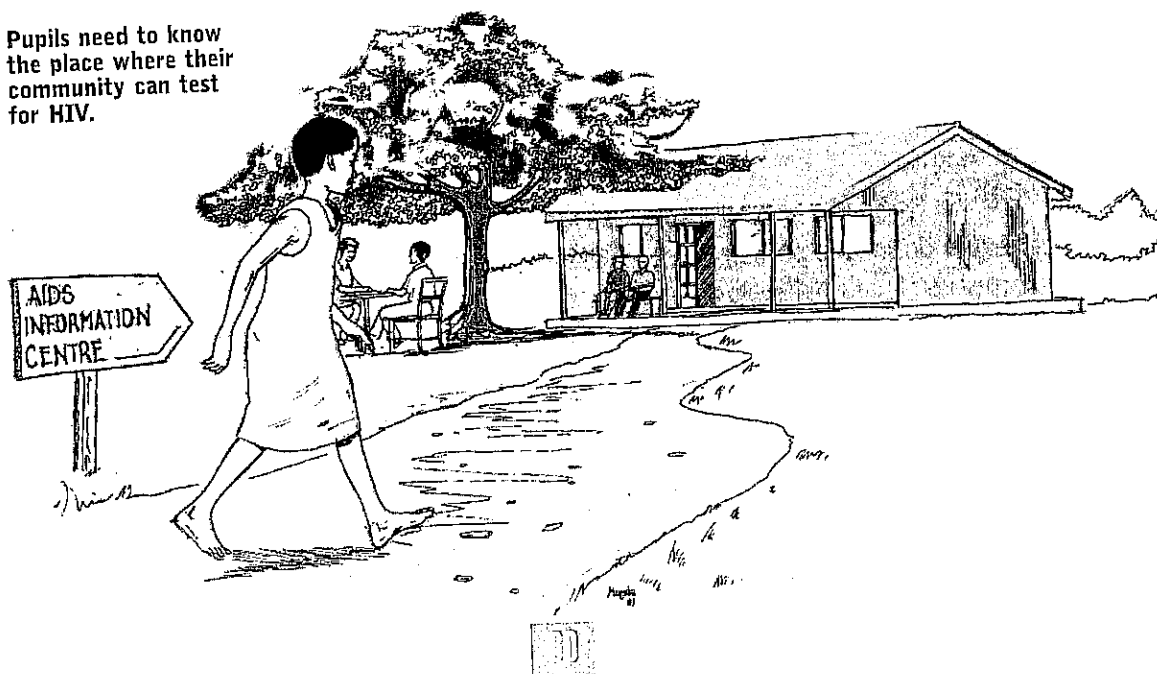
Activity 1: A visit to a health unit that provides counselling and testing

Children aged 7 to 11 will not understand all the technical information about HIV. But they will understand more when they visit a centre for HIV testing.

Arrange a visit to a facility where HIV testing is done. If this is not possible, invite a health worker to talk to the pupils about testing for HIV.

Teachers can also carry out the following activity.

Pupils need to know the place where their community can test for HIV.



Teacher's instructions

- Get three paper sheets.
Draw a picture of a boy and a girl on each of the sheets. The pictures need to look exactly the same.
 - On the back of each of the sheets put a coloured cross [X] on either the outline of the boy or the girl. Each of the sheets should have only one cross behind it. One cross should be red, the next blue and the next green.
- Pin the pictures up. Ask pupils to note any differences in the pictures.
- They will note that there were no differences. The drawings were identical.
- Then take the sheets off the wall and turn them over to show the crosses [X] on the backs.
- Ask the children to look again for any differences.
- Let them discuss.

Discussion

- Explain the following:
 - The red cross [X] means that the child was born with HIV.
 - The blue cross [X] means that the child was not born with HIV but was infected by an adult who abused him or her.
 - The green cross [X] means that the child does not have HIV.
- Ask the pupils why they could not see which children had HIV.
- Explain that you cannot see which children have HIV by looking. HIV hides in the body for many years.
- Only a blood test will show if a person has HIV.
- Testing for HIV does not hurt and takes only a few minutes.



You cannot tell by looking who has HIV. A test is always needed.

Chapter 7

Sexually Transmitted Infections

Objectives

- To increase teachers' knowledge and awareness about the general signs of STIs.
- To enable teachers to explain to pupils how STIs are linked to HIV/AIDS.
- To help teachers to encourage pupils to delay sex until they are married adults.
- To help teachers to differentiate between facts and misconceptions about STIs.
- To enhance information on how to avoid STIs.
- To highlight risky situations.
- To explain that STIs are infections not diseases.

TOPIC 1: STIs and HIV infection

7.0. General information for the teacher

7.1. What are STIs?

A sexually transmitted infection (STI) is an illness that disturbs our private parts usually after we have had sex with someone who has that illness.

The illness is passed on when a person who has an STI puts his or her private parts near or inside the private parts of another person.

Babies can get an STI from their mother.

Most STIs can be cured if they are treated quickly and correctly. But the signs sometimes disappear. So the problem is often ignored.

7.2. Signs of an STI

You may have an STI if you have any of the following:

- Wounds, sores, rashes or blisters around or inside your private parts.
- Bad smelling liquid coming out of the penis or vagina.
- Itching around the private parts.
- Pain in the lower abdomen (below the navel).
- Burning pain when you pass urine.

7.3. What to do to get help

A child who has never had sex is very unlikely to have an STI. But if a child thinks he or she may have an STI, they should:

- Go to the school nurse or any other health worker.
- Make sure they complete the dose of the medicine given to them by the health worker.
- Tell an adult they trust. This may be a teacher, parent or guardian. The child needs support to get out of the situation that led to the STI.
- Avoid treating themselves with herbs or medicines which are not given by a health worker.

A child with an STI is a child who is in a difficult situation and needs help.

7.4. What happens when STIs are not properly treated?

Explain to pupils that:

- They may have problems getting a baby when they grow up and get married. STIs are the main cause of infertility.
- When a person has an STI that is not treated, it is easier for that person to get infected with HIV. This is because sores on the private parts are like open doors for HIV.

Research has shown that proper treatment of STIs can reduce the chances of getting HIV by 40%.



Activity 1: The handshake game

Teachers' instructions

- Tell pupils that you have prepared an interesting game.
- Ask for two volunteers (one girl, one boy). Tell them quietly that as they whisper in the ears of their friends, they should say 'STI' instead of 'How are you?'
- They must not tell anyone what they have been told to do.
- Tell the other pupils that they must greet as many other pupils as possible. They should shake their hands and whisper in their ears 'How are you?' so that only they can hear it.
- Explain that if they hear another greeting, they must use that greeting instead of 'How are you?' until the game is stopped.
- When everyone understands what to do, start the game and end it after 30 seconds.
- Then tell the pupils who heard the greeting 'STI' and replied in the same way to raise their hands.
- Point out how many were 'infected' in such a short time.

After the game

Lead a discussion of the game using these guiding questions:

- How many hands did you shake?
- How many of you received the greeting 'STI'?
- What do you learn from the game about STIs and how they are spread?

Emphasise that:

- STIs are diseases that can be passed from one person's private parts to another person's private parts.
- They are very infectious: you can have sex once and get an STI, including HIV.
- You can avoid getting STIs by not allowing anyone to put their private parts close to or inside yours. You must say "NO" to sex.

Explain that the handshake activity was just a game. No one was infected. You cannot get an STI from shaking the hand of an infected person. But it shows how STIs can be passed on without anyone knowing it.

Follow-up activities

Children can practise the game outside with pupils from other classes. They are free to modify it to suit their situations.

Activity 2: Poem on STI

STI, STI, Who are you?
Bad disease, bad disease...
Of the private parts.
Itching penis
Itching vagina

Sometimes with wounds,
Sometimes with pus
Oh what a bad disease!

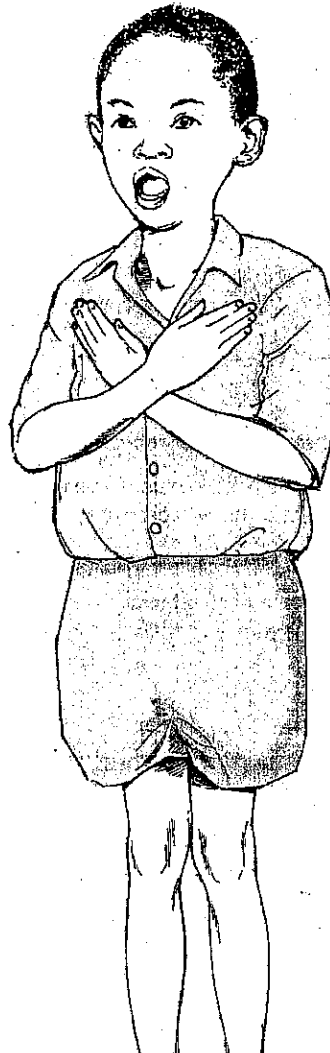
Smelly discharge from the penis
Smelly discharge from the vagina
With painful urination
Pain in the lower abdomen

Oh STI...
Those are the signs that you show,
When you infect us
STI, STI, STI!
We don't want you
We are choosing not to have sex!

Teacher's instructions

- Write the poem on the blackboard.
- Read the poem aloud two or three times.
- Ask the pupils to recite the poem.
- Ask these questions:
 - What is STI in full?
 - How can a person get an STI?
 - What are the signs that a person might have an STI?
 - How can we avoid STI?
 - What should we do when we get an STI?

**Reciting a poem is
an active way to
learn.**



Chapter 8

Guidance and Counselling

Objectives

- To help the teacher to recognise when a pupil is in trouble.
- To help teachers to understand the importance of counselling for pupils with HIV, those with sick parents or those orphaned by AIDS.
- To help teachers to understand the stages in counselling a pupil.
- To explain when referral to an expert is necessary.

TOPIC 1: What is guidance and counselling?

Objectives

- To review the importance of guidance and counselling.
- To give teachers practical tips on how to guide and counsel children affected by HIV/AIDS.

8.0. General information for the teacher

Guidance deals with the mind. It helps a person to think clearly and to make good choices.

The 'guide' knows more than the person being guided and provides practical suggestions.

Counselling deals with feelings. The counsellor helps the person being counselled to become aware of emotions that are causing problems.

HIV/AIDS causes a lot of emotional problems for children. But children rarely talk about their problems.

Instead they express their emotions as tearfulness, anger, absenteeism, poor personal hygiene, fighting, bullying or teasing.

Parents and teachers may see this as 'misbehaviour'. They may even punish the child in the hope that he or she will improve. But the child needs help and not punishment.

Teachers need to pay attention and understand if pupils behave badly. The behaviour may be a sign of possible effects of HIV/AIDS in the family.

Helping the child to communicate the problem

If the child will not talk about the problem, you can suggest that the child show his or her feelings in other ways.

Drawing: Pictures show the deepest feelings. Ask the child to talk about the picture.

Clay: As children mould clay, they express their feelings. Ask them about what they have made.

Play: Young children engage in play, pretending to be an adult, animal or another child. Teachers can watch this. The roles they take may show the child's state of mind.

Story telling: Ask a child to tell a story. This may reveal the child's wishes and fears.

Music: Children can compose songs that show their pain and troubles.

Role Play: Children may act as a person who has abused them.

Teachers can help pupils by listening and understanding their problems.



Dolls and toys: Ask a child to play with dolls. This will help you to see what is disturbing the child.

Activity: Using art to discover a problem

Objective



A child can show his inner feelings through painting, drawing or moulding clay.

- To help the teacher to see if pupils have an emotional problem.

Teacher's instructions

- Provide painting, drawing or modelling materials to each pupil.
- Tell them to draw, paint or model any person or situation they want.
- Collect the art work at the end of the lesson.
- Notice any art work that shows an angry or sad situation.
- Discuss worrying artwork with the pupil in private.

TOPIC 2: Basic skills for counselling children

Children affected by HIV/AIDS face pain, loss and fear. Counselling helps the child to deal with these painful emotions.

To counsel, you need to take off your teacher's coat and put on the coat of a counsellor.

When counselling, you need to be patient and stable and to manage your own emotions. You will hear sad stories.

Try to feel for the child as though you were in that situation. Be accepting of what the child tells you. Try not to judge or show shock. Do not reprimand the child.

Do not talk to other people about what the pupil tells you, except with the child's permission.

Here are some skills that you can develop as you help children affected by HIV in your school.

- Learn how to go down to the level of the child
- Observe the child so that you can understand his or her behaviour.
- Learn how to listen to the meaning behind the child's words, silences and movements.

- Learn how to help children to express their feelings.
- Learn how to encourage the child to live positively with the situation at home.

7.2. Children's reactions to HIV and death

When children learn that a family member has HIV, they go through many emotions. These include:

- Denial: they refuse to believe it is true
- Blame: they look for someone or something to blame.
- Guilt: they think they might have done something to make the person sick.
- Anger: they get aggressive and shout; they want to change what has happened.
- Fear and shock: they are very scared about what will happen.

All of these reactions are very normal. Be patient and understanding. You would feel the same way yourself.

When a parent dies, give the child time to recover. Allow the child to express anger and fear. Do not let the child hurt him or herself or others.

Do not reject the child's feelings. Instead, talk to the child in a simple and honest way.

For example, you can say: 'We are very sorry. I know it is hard to believe that your mother has died. But her body was tired and could not carry on.'

Do your best to make life go on as normal for the child. Encourage classmates to comfort the child.

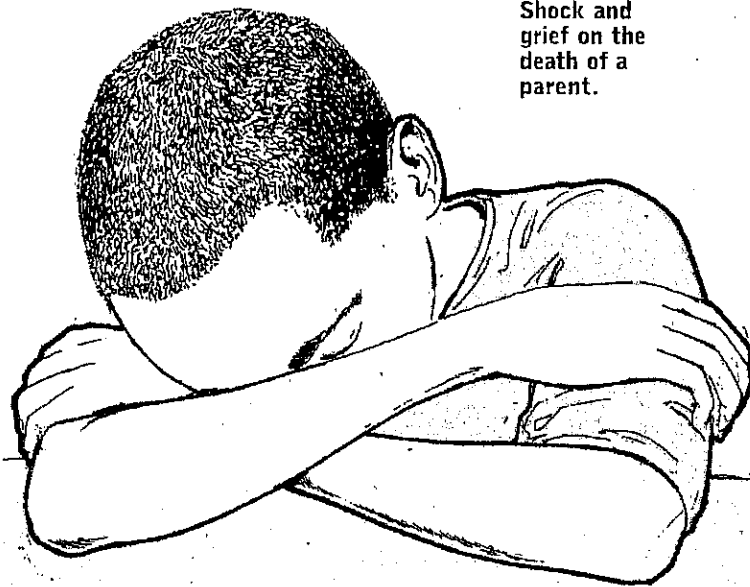
7.3. Referring children

Sometimes a teacher cannot help a child much. The child is too disturbed and needs to be referred to someone who can.

Below are different behaviours that suggest that a child has problems that a teacher cannot manage:

- The child seems extremely angry, wants to hurt himself or others.
- The child is very withdrawn or consistently expresses him or herself in sad terms.

Shock and grief on the death of a parent.



- The child's artwork is always dark and gloomy.
- The child seems to prefer being alone than with other children.
- The child is very aggressive or violent, such as deliberately harming animals or setting fires.
- The child shows behaviour which is not suitable for his or her age, such as bed-wetting or highly sexual behaviour.

To refer the child:

- Identify the appropriate professional or service for the situation.
- Write a note about the reason for referral.
- Follow up to see if the child was helped. Talk to the child or visit the service.



Senior women teachers are important sources of comfort for pupils who are grieving for a parent.

For suspected abuse or neglect, refer to the parents, guardians, police, LC, or Probation, Social Services and Welfare Officers. You do not need proof of abuse or neglect to file a report. Any trusted person such as a religious leader can also help.

For sexual abuse, refer to the police surgeon, medical workers, FIDA or other legal aid agencies. Organisations like Hope after Rape or community counsellors are trained for such issues.

For learning difficulties, refer to teachers trained in special needs.

For mental illness, refer to a health facility with a psychologist or mental health worker.

TOPIC 3: Practical ways teachers can help pupils affected by HIV

When pupils lose one or both parents, life usually becomes much harder for them. Talk to the child so that you know what is happening in the home. If there is still one parent in the home, talk to that parent as well. Orphans often drop out of school. So you need to encourage the child to keep attending.

If the child misses school due to home problems, try to keep work for the child so that he or she can catch up. Encourage the surviving parent to make education a priority in the household.

Orphans and children whose parents are sick with AIDS may not have enough food at home. They may also have no food to bring to school.

Teachers can look for NGOs or churches who can start a feeding project for such hungry children.

Sometimes school gardens can produce food to help feed orphans and sick children.

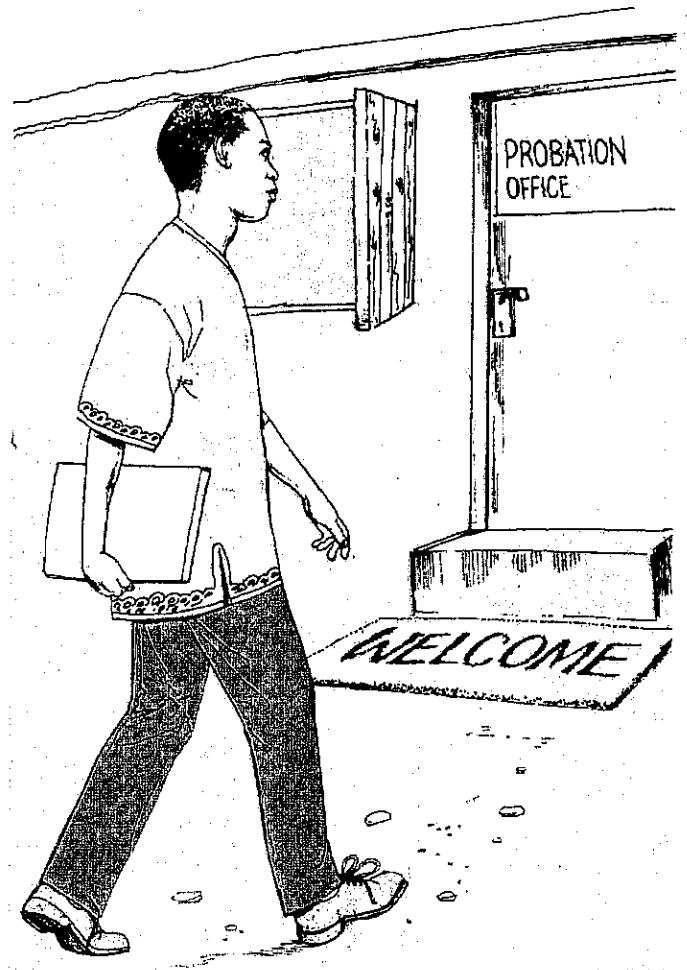
It is against UPE policy to send a child away from school for lack of a uniform. Be understanding if a pupil does not have a uniform or other necessities.

If relatives are trying to take the property from the child or mother, speak to an LC official. Children and widows have rights under law. Nobody should dispossess them.

Sometimes a family of orphans live in a home without an adult. This is called a child-headed household. Children living in such situations are easily sexually abused. Take opportunities to talk to them. Ask them if anyone is disturbing them. Take action if there are problems.

Orphans are often split up and sent to live with different members of the family. But it is best for brothers and sisters to stay together. Explain to the community that it is not good to separate brothers and sisters unnecessarily.

The children need to be helped to keep photos and reminders of their parents.



7.4. A reminder for teachers

Some teachers are living with HIV/AIDS themselves and may find it demanding to deal with children who are also affected by HIV/AIDS.

Teaching is highly stressful on its own, even without HIV/AIDS. Teachers need to develop ways to relieve the pressures on them and to support each other.

There are other sources of stress for teachers. Sometimes a child may share an experience which is similar to one that a teacher went through. This can be painful for the teacher.

It is important that teachers do not feel that they are alone with their problem, be it their own HIV status or that of a colleague or a pupil they are trying to help. Uganda is rich in resource persons and centres.

In every district there are sites that offer testing for HIV. This includes all hospitals and most large health centres.

At all such sites, there are trained counsellors and health workers who give reproductive health care. Many are happy to visit schools to give talks.

Almost 100 health units across Uganda now offer the drugs that help to

Teachers can seek help from the probation officers if they believe a child is being neglected or dispossessed of inherited property.

prevent mother to child transmission of HIV. Several hospitals in Kampala and upcountry have programmes to dispense antiretroviral drugs to people with HIV. Antiretrovirals are the drugs that help to control HIV in the body.

Many towns have branches of organisations that offer friendly care to adolescents and help to teachers. These include all branches of:

- AIDS Information Centre
- Family Planning Association of Uganda
- Marie Stopes
- TASO
- Uganda Private Midwives Association
- Uganda Red Cross

In Kampala there are specialised groups and offices, including:

- African Network for Prevention and Protection Against Child Abuse and Neglect (ANPPCAN)
- Hope after Rape
- Johns Hopkins/Makerere University Research Collaboration
- Joint Clinical Research Centre
- Mildmay Centre
- Ministry of Health, AIDS Control Programme
- Mulago Hospital
- Naguru Teenage Health and Information Centre
- Nsambya Hospital
- Pregnancy Crisis Centre
- Straight Talk Foundation
- Uganda AIDS Commission
- UYAAS
- Youth Alive

For drugs and substance abuse, the following can help:

- Butabika Hospital
- Serenity Centre
- Uganda Youth Development Link (UYDEL), Nsambya (near hospital)

For support to orphans, there are, among others:

- NACWOLA
- Nsambya, Namirembe and Rubaga Home Care
- Plan International Uganda
- UWESO
- World Vision

There are also specialised telephone helplines:

SALT (Support to AIDS and Life): 031-260777, 031-260666
Naguru Teenage and Information Centre: 042-2222

Chapter 9

Messages for assemblies, clubs and classes

Objectives

- To provide teachers with simple messages to pass to pupils in assemblies, clubs and classes.
- To increase the teaching and learning about HIV/AIDS and reproductive health in primary schools.
- To help teachers to help pupils to delay sex and stay safe from HIV infection, early pregnancy and school dropout.

Passing messages to pupils

HIV/AIDS is still a serious problem in Uganda. There are also many other health and social problems that come with early sex.

PIASCY is a wonderful opportunity to talk more about these problems.

The aim is help to help pupils to chose safe behaviours such as delaying sex, staying in school and resisting bad peer groups.

Assemblies, clubs and classes are ideal settings for this increased talk on staying safe.

This chapter contains 18 simple messages for the nine months of the school year. Head teachers and teachers can therefore aim to pass about two messages a month.

MESSAGE 1: Have good morals

Following good morals will help you to recognise and avoid dangerous behaviours that can lead to HIV infection.

- As children, you have a responsibility to obey religious teachings which show you what is good moral behaviour.
- Good morals will help you to make safe choices. They will help you to be more sucessful in your life and to become a respected adult.
- Try to be morally upright in everything you do. Be kind and honest. Live your life with a purpose.
- Try to listen to parents, guardians and elders who show you good character and behaviour.



MESSAGE 2: Follow your religion to stay safer

Practising your religion will help you to stay from HIV.

- Christianity and Islam ask their followers to delay sex until marriage before having sex. This is a good teaching. Wait until you are adult in marriage to have sex.
- Religions ask you to pray. Prayer can help you a lot. You can pray for the strength to stay in school, to help your family and to delay sex until marriage.
- Religions offer comfort when you have a problem. We all have problems. Many of us are orphans or have parents who are sick. You can pray for the strength to help members of your family who have HIV.
- Going regularly to the mosque or church will

give you a community of people who can help you. If you have a problem or question about growing up, you can go to a mosque or church leader.

Note for teachers: Research from the World Health Organisation shows that adolescents who have spiritual beliefs are less likely to start sex early and less likely to use alcohol or drugs.

MESSAGE 3: Body changes - boys

Boys and girls, you need to know how the body changes at puberty. Boys, the most important changes for you are erections and wet dreams. These are signs that your body is growing normally. They are not signs that you should start sex.

- Your body will begin changing when you are about 11 years. Earlier or later is also normal. We all grow at different rates.
- Do not get surprised. The changes are healthy and caused by hormones.
- You may start to have many erections. This is when your penis becomes stiff. It can happen at anytime. But it often happens when you wake. Erections are normal and are not a sign to start sex.
- Wet dreams are when your penis releases semen (sperms) when you are sleeping. Wet dreams are also normal and not a sign that your body needs sex.
- Remember, a boy who has wet dreams can make a girl pregnant if they have sex. Always avoid sex to avoid HIV/STIs. Sex and young fatherhood can lead you to imprisonment.
- Boys, you will have other changes such as growth of pubic hair. Never tease other boys about body changes. If someone teases you, tell them body changes are normal and walk away.



MESSAGE 4: Body changes - girls

Girls and boys, you need to know how the body will change at puberty. Girls, the most important changes for you are the growth of breasts and menstruation. These are signs that your body is growing normally. They are not signs that you should start sex.

- Your body will begin changing when you are about 10 years old. Earlier or later is also normal. We all grow at different rates.
- Do not get surprised. The changes are healthy and caused by hormones.
- Menstruation is the flow of a small amount of blood from a girl's vagina. It starts when the girl is aged 12 to 15 and happens about once a month.
- Once a girl starts menstruating, she can become pregnant if she has sex. Always avoid sex to avoid HIV, pregnancy and dropping out of school.



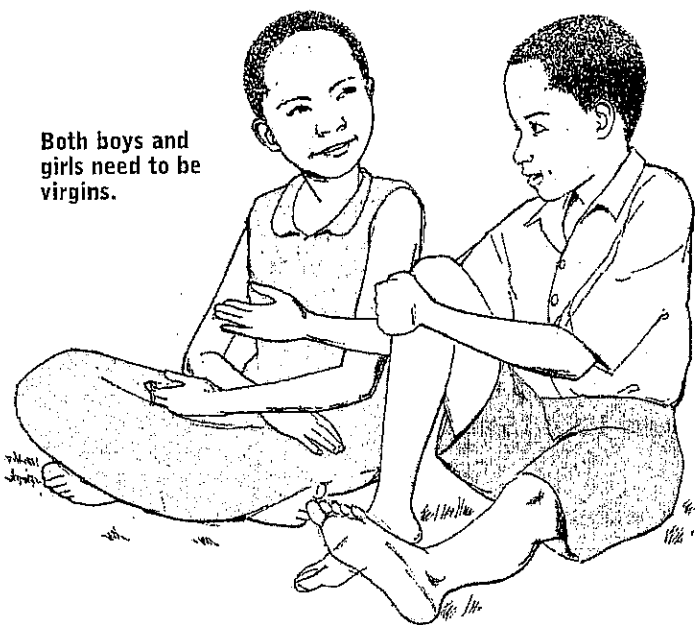
- Breasts are private parts. Boys should not touch girls' breasts. Girls need to say no to touches on their breasts. Girls should not use their breasts to tease boys.
- Sex does not make breasts grow. Breasts grow due to hormones and nutrition. There is nothing girls can do to make their breasts bigger or smaller.
- Virgins can have big breasts. Never tease a girl about her breasts.

MESSAGE 5: Managing menstruation

Girls, when you start your menstruation, ask your mother, guardian, woman teacher, big sister or aunt to help you.

- Feel good about menstruation. Do not fear or be ashamed.
- You will need pads to catch the blood. Some girls buy them. But most girls make them from clean cotton or cloth. Ask an older woman for help.
- Keep your private parts clean during menstruation. Wash at least twice a day.
- Wash your used cloths and hang them in the sun. You can use them again. If you use cotton, toilet paper or pads from the shop, burn or throw them in the pit latrine.
- Never miss school because you are in your period. Girls should not stay isolated from others or at home during menstruation.
- For some girls menstruation is a bit painful. This is a normal and does not mean that the girl will be barren.
- A girl with menstrual pains can take a panadol. It is not true that sex will cure these pains. Sex during menstruation is very risky and can give infections that will make the girl unable to have children later in her life.

Both boys and girls need to be virgins.



MESSAGE 6: Virginity is healthy: stay a virgin

A virgin is a person who has never had sex. Children need to be virgins. Sex is not for young people.

- All people are born virgins. You can remain one for as long as you want with no bad side effects.
- Some people, like nuns, are virgins all their lives. They stay healthy and well.
- Being a virgin protects you against HIV, other sexually transmitted infections and pregnancy.
- Being a virgin gives you freedom

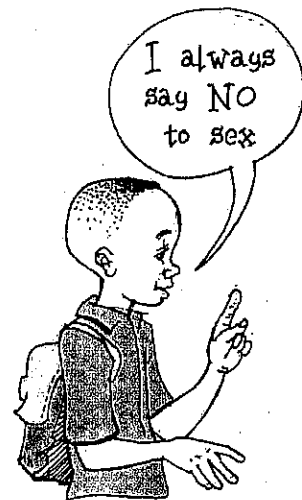
to read without disturbances, help your family, and play with your friends without worries.

- Both boys and girls can be virgins. Being a virgin is equally important for boys and girls.
- You need to choose to stay a virgin until you are an adult ready to get married.

MESSAGE 7: Always say no to sex

As you get older, some people may ask you for sex. You may also think about asking someone for sex. But sex brings many problems for children. Always say no to sex when you are a child.

- Delay sex until you find your marriage partner and then test together before ever having sex. Marriage should always be after the age of 18.
- Always say no to sex until you have finished school and are married.
- When you get older, you may have sexual feelings. This is normal and not a sign that you need sex.
- When you get sexual feelings, you can manage them safely. Instead of having sex, you can do sports, talk with your friends, attend prayers or help your family.
- Always say no to people who want to give you gifts for sex.
- Sex can never help your body to grow. Your body will grow better with out sex.
- If you have already had sex, you can stop and say no.
- If someone is forcing you to have sex, always tell a trusted adult such as your senior woman or man teacher.

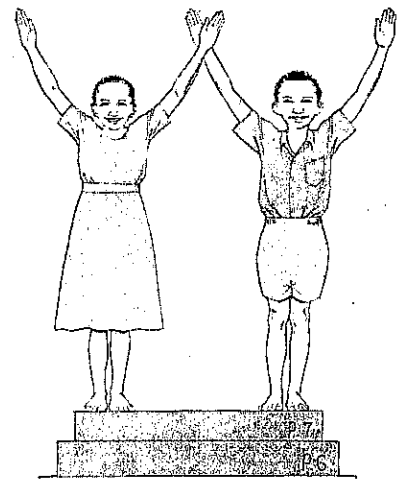


Say no to sex.

MESSAGE 8: Stay in school

Staying in school will help you to say no to sex. Stay in school for as long as you can.

- Make education the most important programme in your life.
- Go to school every day and study hard.
- Do not drop out to marry or work.
- Help your parents at home and always help them to prepare breakfast and a midday meal for you to take to school.
- Take school as a chance to learn about how to avoid HIV, early pregnancy and other problems.
- Always complete P7 and try hard to go for further education or training after P7.



Always complete at least P7.

MESSAGE 9: Boys and girls, respect each other

Boys and girls are different. But boys are not better than girls and girls are not inferior to boys.

- Boys and girls have equal rights to education and to stay safe.
- Boys and girls can do equal work and perform equally well at school.
- Boys should not push girls to start sex. Girls should also not push boys to start sex.
- Girls, do not make boys give you things in return for sex. Do not touch boys in class or tease them about erections.
- Boys, do not touch girls, stare at them or block their path.
- Boys, do not take advantage of girls who are younger or are orphans or have problems such as disabilities.
- Respect between boys and girls can help to stop the spread of HIV.

MESSAGE 10: Know and exercise your rights

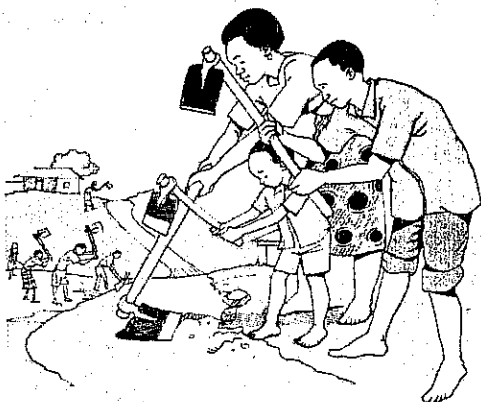
All people have rights. In Uganda children have the right to survive, to be protected and to develop.

- Boys and girls, you have a right to speak out against anything that you feel is bad for you.



Children have a right to voice their opinions.
They have a responsibility to help their family.

- You have the right to say no to sex and forced marriage.
- You have the right to delay sex until you marry. You have the right to stop sex if you have started for any reason.
- Your private parts are your special and personal property. No one has a right over them except you. Do not allow anyone to touch them.
- You have a right to stay in school through at least P7.
- You have a right to know about HIV, growing up and how your body works. When you know this, no one can tell you lies to make you have sex.



MESSAGE 11: Know and observe your responsibilities

With rights come responsibilities. Responsibilities are things you must do to be a good and serious person in your community.

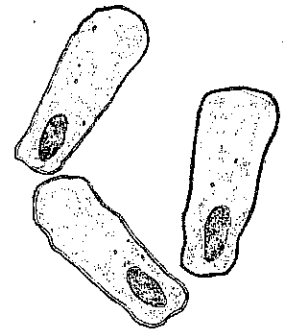
- You have a responsibility to study hard and stay in school through at least P7. You have a responsibility to study *after* P7 if your family can afford it.

- You have a responsibility to help your parents or guardians.
- You have a responsibility to make the right choices for your body. Always say no to sex when you are a child.
- When teachers and parents talk about HIV, you have a responsibility to listen and try to understand.
- You have a responsibility to always test for HIV with your partner before you marry or have sex.

MESSAGE 12: STIs

Sexually transmitted infections (STIs) are serious infections. They are most often spread by sex with a person who is already infected with an STI germ.

- As a child, you can avoid STIs by always saying no to sex.
- STDs cause infertility in males and females. The germs of STIs damage the tubes in the private parts. This means that the man and the woman cannot produce babies.
- Boys and girls, protect your body from STIs so that you can produce babies in the future.
- Sometimes mothers with an STI can pass the STI to their babies. Their babies become very sick. This is very sad.
- Before you get married, have sex or get pregnant, always test with your partner for STIs.
- Some STIs can be cured if you and your partner get the correct treatment. But STIs like HIV have no cure. HIV is the most serious STI.
- Signs of STIs are a wound, rash, sores, blisters on or around the private parts. Other signs of STIs are pus from the penis or vagina.
- Correct use of condoms during sex can help to prevent the spread of STIs. A condom is a rubber tube that covers the penis during sex.

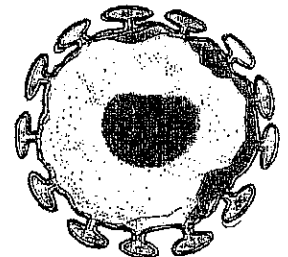


Bacteria

MESSAGE 13: HIV and AIDS

HIV is a very small germ. It lives in the human body and destroys the power of the body to fight infection.

- Inside the body HIV lives mostly in the blood and the sexual fluids: semen (sperms) and vaginal fluids .
- HIV can be passed from one person to another in three main ways.
 1. People who have HIV can pass it to others when they have sex with them. This is the main way that HIV is spread.
 2. Mothers who have HIV sometimes pass it to their babies when the baby is in the mother's womb. It can also happen during delivery and breastfeeding.
 3. When blood containing HIV enters the body of another person, that



HIV



person can get infected. This can happen:

- when accident victims bleed on each other.
- when people share skin-piercing instruments.
- during transfusion of blood if the blood contains HIV. (This is rare as all blood transfusions are checked for HIV.)
- Normally our bodies have the power to fight diseases. This power is called the immune system. But HIV slowly destroys our power to fight diseases. This is how it makes us sick.
- After infection with HIV, we look healthy. Only a blood test will show if we have HIV. Some people can stay healthy and live with HIV for over 10 years. They show no signs.
- But all people with HIV eventually get health problems. When the health problems become serious, doctors say that they have AIDS.
- Some children are born with HIV. They need our love and support.

Teachers: Some pupils have HIV from their mothers and cannot "stay safe". Be aware of these pupils. Talk sensitively about HIV.

MESSAGE 14: Pregnancy

Pregnancy is a very big problem for children. As a child you can avoid pregnancy by always saying no to sex.

- Girls who get pregnant suffer a lot. They have to leave school and usually do not return. The pregnancy marks the end of their education.
- They often have conflicts with their parents. Often they are sent away from home and have a hard life.
- The body of a girl is too small to deliver a baby easily. A girl can be injured forever when she tries to deliver. Some girls die when they are delivering. Their babies also often die.
- Boys who impregnate girls often have to run away from their village or face imprisonment.
- Pregnancy is a sad and serious matter for children. Do all you can to avoid falling into this problem.

MESSAGE 15: Say no to early marriage and other harmful cultural practices

Culture is the way of life of a people. Culture is good when it helps us to live safe lives. Let us follow healthy cultural practices and reject risky ones.

- Always follow good practices such as listening when your parents or elders advise you to abstain from sex.



- Be strong and reject cultural practices that put at risk of HIV. These include early marriage or the dances during circumcision season.
- Do not accept to be married when you are still a child, even if your parents want the brideprice. Seek help from a teacher or a community leader if you are being forced to marry.
- Traditional practices like cutting the skin to put in herbs can pass HIV. You have a right to refuse such practices.

MESSAGE 16: Life skills

Life skills are skills you need to live safely and well everyday. They help to protect you from HIV.

- Girls and boys, learn how to speak up and get help. If you are confused about body changes or if someone disturbs you, always ask for help.
- Speaking up and asking for help are important skills to keep you safe.
- Boy and girls, we all need friends. Chose good friends who can help you to stay safe. Chosing safe friends is a life skill.
- Be friends with children who read hard, help their families and try to stay safe by avoiding sex.
- Avoid friends who can make you run away from school, steal, fight or have sex when you are still a child. Those are risky friends.
- Use your brain to think for yourself. If someone gives you a gift or wants to visit you when you are at home alone, ask why? Making safe decisions is a life skill that will help to keep you safe.



MESSAGE 17: Avoid bad touches, lonely places and gifts

Sex is wrong for children. Children need to always avoid sex. So they need to avoid situations where they might be pushed to have sex.

- Boys and girls, always say no to bad touches.
- A bad touch is usually aimed at private parts of your body. Both boys and girls can be touched in ways that are bad.
- Even people you trust, like an uncle, step-mother or cousin, can touch you in a bad way. Never let anyone touch your private parts or make you touch theirs.
- Bad touches usually happen when you are alone. So move in groups to collect water or



firewood, deliver a message or go to school or the shops.

- Avoid being alone at home.
- Some people use gifts to get sex from children. So say no to gifts or money that you do not understand.
- No matter how poor you are, never let someone touch you in a bad way for gifts, money or things.

MESSAGE 18: Living positively with HIV

Infection with HIV is a serious problem. But we can live well with HIV if we take care of ourselves. This is called living positively.

- If we have HIV, we can live positively. If someone we know has HIV, we can help them to live positively.
- When we test and find that we have HIV, the counsellors will teach us about positively living.
- Positive living includes:
 - eating well.
 - taking rest.
 - following our religion.
 - getting treated for every health problem as it arises.
 - always getting tested and treated for tuberculosis (TB).
 - not infecting other people with HIV.
- Positive living helps us to continue to live good lives with our loved ones.
- Many people in our communities have HIV. These people include fellow pupils, our parents,

brothers, sisters and teachers. They can also include you and me.

- It is wrong to laugh at anyone if you think they have HIV or AIDS. Instead you should show them that you care.
- Do activities with them which make them feel better and find more strength to continue living.



Glossary

Abstinence from sex - Conscious decision to not have sex

Antiretroviral drugs - Medicines taken by people with HIV to reduce the reproduction of the virus in the body

Cells - Very small units of living matter: all humans are composed of cells

Circumcision - Removal of the foreskin from the penis: there are also forms of female circumcision

Fertilisation - When the sperm meets the female egg and they merge to start forming a baby

First Aid - Treatment given to an injured person before a doctor comes

Immune system - System of cells and tissues that helps the body to resist disease

Chores - Tasks done as a part of routine

Convention - A big meeting

Misconception - Wrong idea or understanding of something

Morality - Principles concerning right and wrong

Myths - Something that many people believe although it is not true

Peer pressure - Being influenced by people of your group to do something

Pornography - Showing of naked people or sexual acts to cause sexual excitement

Prevalent - A happening which is common and widespread

Promiscuous - Having many sexual partners

Puberty - A stage where someone's sexual organs are developing and are gradually becoming capable of having children

Self-centred - Thinking too much about one's self

Self-esteem - Feeling good about your character and abilities

Sexual assault - Illegal forceful sexual activities especially as practised on children by adults

Sodomy - Anal sex especially between men

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