



Sexual and Reproductive Health

Disclosure

What Is HIV

Living Healthily

Being Different

**CHIEDZA TRUST
CHILDHOOD HIV EDUCATION
PROGRAMME**

FACILITATOR TIPS & GUIDELINES

What is a 'facilitator'?

A facilitator is NOT a teacher. Your role is not to tell people what to do, but rather to help people find the way for themselves. If you allow them to find that way for themselves then the lesson will stay with them for the rest of their lives. To facilitate means 'to make the way easy'.

The 5 important qualities a facilitator should have:

1. Empathy

This is different from sympathy. Sympathy means to feel for - to feel sorry for, pity for, anger for. The problem with this feeling is that when you feel for the participant, they may not feel their feelings for themselves, OR you may be feeling the wrong feelings for them. Empathy is different - it means to feel with. To empathize you should try identify what the participant is feeling and feel it with them, as if it were your own. Do not drown out their feelings with your own.

2. Respect

This begins with respecting yourself, your gifts, your weakness and your boundaries as a person. Once you respect yourself then you can respect the participants and trust is built. It requires that you have an open-mind and free yourself of judgment. Participants should feel that they are each an important member of the group.

3. Authenticity

This means being honest with yourself and honest with your participants. You must never say things that you do not mean as participants WILL pick up on that and it will make them feel uncomfortable and patronized. Your thoughts and feelings must be expressed as honestly as you can when it is appropriate.

4. Concreteness

This means to be clear and specific. You should always express yourself in a loud and understandable manner. But you should also always explain what you mean, and check to make sure participants understand you. If this means repeating yourself, that is fine – sometimes we take several goes to understand or learn something. Be patient and clear at all times so people know what you expect of them.

5. Self-disclosure

It might be useful to explain bits about your own struggles, or your own life when you think it is appropriate. This can have the effect of validating the traumas participants have experienced and show that you do understand them. Only do this when it is HELPFUL to the participants

HOW TO RUN A SESSION:

- Before each session or meeting take a moment to think for yourself what the intentions and objectives are. The clearer you are in your own mind, the clearer you will be to the participants.
- Speak clearly and audibly, repeating yourself to make sure participants know what you are asking of them. If participants look blank or confused make sure you assist them by making yourself clear.
- Make sure you make eye-contact with all people in the group. If you can, use names of participants and refer to some aspects of their lives.
- If you are tired in a session, it is more than likely that other participants are as well. Feel free to take a moment to get everyone to stand up and stretch and become aware of their bodies to bring energy back to the group.
- Try not to slip into "teacher-mode" when giving instructions or

explaining concepts. It is important that the participants don't feel like they are being patronized or talked down to. Try and present your ideas to the participants as equals – they are also thoughtful and intelligent people. Facilitate rather than teach.

The 7 essential communication skills of Facilitators

Skill 1: Use helpful non-verbal communication.

- Smile
- Nod
- Make eye-contact

Skill 2: Actively listen and show interest in your client.

- Be aware and attentive
- Do not stare out the window
- Make eye-contact
- Respond and thank participants

Skill 3: Ask open-ended questions.

- Questions should not be answerable with a 'yes' or 'no'
- Your questions should not have only one right answer

Skill 4: Reflect back what your client is saying.

- Try to repeat the input from participants and validate it.
- E.g. "Yes, thank you. What I think ... is trying to express is how difficult it is to ..."

Skill 5: Show empathy, not sympathy.

- Try to identify with participants and their feeling and experiences.

Skill 6: Avoid judging words.

- Even if you disagree with someone, try to be open and not condemn them.
- Allow people to see that there is difference and that is good.
- Try not to see good and bad, but different

Skill 7: Help your client set goals and summarize each Peer Education session.

- The more you summarise what they have learnt or what they have said, the more it will be committed to their memory
- Always send participants away with something to think about or something to do with their new knowledge or skills.

Tips for Communicating with Younger Adolescents

- They need time to feel safe and to trust. Maybe start the session by doing something together, like playing a game.
- They may feel scared and fear being judged.
- They may feel anxious or embarrassed when asking for help, especially when it's about contraception or other reproductive health issues.
- They need some time to observe you! Do not expect them to talk right away. Allow plenty of time and be patient.
- Explain things in simple terms.
- Just because he or she is not asking questions does not mean that he or she is not thinking about what is being said.
- Do not force him or her to share. Positively reinforce his or her effort to express him- or herself.
- If a youth is rude or aggressive, remember that it may not be directed at you. He or she may be feeling angry with adults for treating him or her badly or for letting him or her down. Be patient and don't take it personally.

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Module 1

TREE OF LIFE



LEARNING GOALS:

This session is to

- ❖ To get to know each other and the facilitators
- ❖ To establish the ground rules together
- ❖ To allocate each child to a peer mentor groups where they will remain
- ❖ To enable participants to explain who they are in the world
- ❖ To encourage participants to recognize the positive influences in their lives, past and present
- ❖ To give an overview of the Chiedza Program to participants and attending caregivers.

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Brainstorming
- Small group work

WHAT DO WE NEED?

- Flip Chart
- Name Badges
- Hand outs & Posters
- Tape or stikki stuff
- Books & Pens for participants
- Consent Forms
- Art equipment
- POSTBOX
- Calendar for the year
- RED CARD summary

SESSION OUTLINE

1. HOUSE-KEEPING (9:00 - 9:30)

- a) Registration as participants enter
- b) Name badges
- c) Attendance card
- d) Pen & book distribution

2. WELCOME & INTRO (09:30 – 10:15)

- a) Welcome and introduction
- b) Introduce postbox
- c) Icebreakers
- d) Essential Agreements

3. TEA (10:15 – 10:45)

4. SPLIT ACTIVITY

TREE OF LIFE ACTIVITY FOR PARTICIPANTS (10:45 – 11:45)

- a) Tree of Life Concept
- b) Small Group Tree of Life drawing
- c) Hand out Tree Sheets
- d) Homework Assignments

INFORMATION AND Q & A FOR ACERGIVERS (10:45 – 11:45)

- a) Overview of Chiedza
- b) Expectations and concerns
- c) Explain the Tree of Life idea that they are working on now.
- d) Q & A

5. CLOSING (11:45 – 12:00)

- a) Wind up
- b) Thank you
- c) Bus fare

KEY WORDS:

- Trust
- Friendship
- Respect
- Reflection
- Tree of Life

SESSION GUIDE FOR FACILITATORS

HOUSE KEEPING (9:00 - 9:30)

INTENTION:

To have all details about participants and ensure a solid register is created that can be updated. While this is practical you must also make participants feel welcome and safe.

- For each child, as they are registered they should be given a name badge, a notebook and a pen –verification of any details.
- Caregivers should also be made welcome and given a basic calendar for the Chiedza program
- Explain the PostBox

RUNNING THE SESSION

- MAIN FACILITATOR:

- Welcome all participants and invite them to come in and sit down. As they come in *each* child should be spoken to.

CLOSING THE SESSION:

- Ask everyone to take a seat
- Congratulate all of them for taking the time to enrol in this program

WELCOME & INTRODUCTION (09:30 – 10:15)

INTENTION:

To ensure all participants are aware what the program is about. They should feel safe and comfortable about the program and excited to learn more and make new friends.

more about HIV, learn about issues facing teenagers, and how to live positively and keep themselves fit and healthy.

- We hope that everyone will have fun, feel comfortable enough to ask questions and make new friends.
- Every session attendees can put questions in the postbox which we will answer each week or in the review session in June

RUNNING THE SESSION

- Give basic info about the Chiedza Trust preferably with a poster
 - Tell the attendees about the support groups (explain clearly that it is a group for HIV positive adolescents)
 - Explain the Evaluation forms
 - Explain that today's group will be about getting to know each other. Future groups will have a more educational theme where they will have the opportunity to learn



- Introduce the facilitators and peer mentors:
 - Each facilitator must introduce themselves with some details about who they are and an interesting fact about them.
 - Each peer mentor to introduce themselves too
- Peer Mentors then run the Ice Breakers to try and help everyone get to know each other's names and feel more comfortable in the group. Below are a few ideas of ice-breakers, but if you have any more (songs or games are great too) feel free to do these. You might only have time for one game.

Interview game

Give a question sheet and pen to each person. In pairs, each person spends 5 minutes interviewing each other. After 10 minutes, get everyone back together in a large circle. Each person must then introduce their partner telling the others what they found out about their new friend. Use the Activity Book to record their partner's details.

Examples to ask about:

- *What is your name?*
- *How old are you?*
- *Who is your best friend?*
- *What is your favourite food?*
- *Where do you go to school?*
- *What is your favourite subject?*
- *What would you like to do when you are older?*
- *Something interesting about you?*

The Knot

Divide into groups of 8 - 10 people. Stand in a tight circle and place your hands into the centre. Everybody must take the hand of two different people. Once everyone has a hold they must then try to untangle the knot **WITHOUT** letting go of your hands.

- Write up essential agreements in large group led by main Facilitator
- Explain to participants that it is important that there are some essential agreements about the ways we want to be treated and how we will treat others. As ideas come up write them on the chart. Try to assist them by joining similar ideas together. Your rules will probably be something like these:

- Respect other people's views
- Be punctual
- Use appropriate language
- All should participate
- Maintain trust and confidentiality
- No one should be pressurised to speak if they are not ready
- All questions are worth asking
- Be non-judgemental
- Do not tease, laugh at or bully others
- No cell phones during sessions

CLOSING THE SESSION:

- Ask all participants to take a seat.
- Thank them all for their enthusiasm.
- Explain that there will now be a tea break for 30 mins
- They can play outside during tea break but it is optional
- Tell them to ask if they need the toilet so they can be directed to the loos.

TEA BREAK (10:15 – 10:45)

DURING TEA BREAK

Facilitators to allocate 8-10 children to a peer mentor with HIS kids assigned too. Divide the groups so they are age-matched with the youngest in one group etc (probably four groups). The peer will work with the same group throughout the course. They will facilitate the group activities, encourage and check attendance, help with completing evaluation forms and report any issues or problems they identify to the facilitators.

After tea the caregivers will sit outside while the participants will do their tree of life in the main hall.

TREE OF LIFE ACTIVITY FOR PARTICIPANTS (10:45 – 11:45)

INTENTION:

The intention is for the participants to spend some time reflecting on who they are, where they have come from and what shapes them as a person.

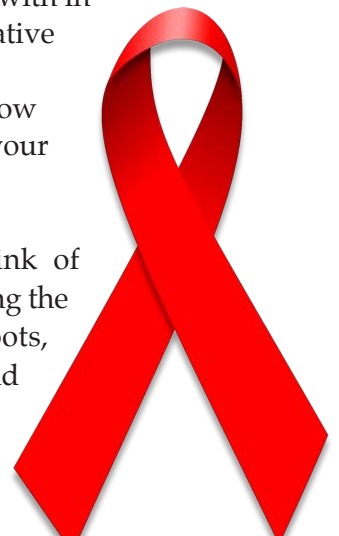
RUNNING THE SESSION:

- Explain to the participants that sometimes it is useful to map out who we are and think about where we have come from. This helps other people to understand you better and also the better we know ourselves, the better we can achieve the things we want to achieve.
- Show them a drawing of a tree on the flip chart and explain how we can map our own lives onto a tree. Perhaps do this outside around a tree so they have a clear visual.
 1. The roots of the tree are like our own roots, where we have come from as people/ individuals: Place and date of birth, ancestors, family background etc.
 2. The trunk represents the ways we have grown and the things

that we have been through (good and bad) that have shaped us into whom we are.

3. The branches of the tree represent things we love or value in our lives: Friends, family, brother, sister, school etc.
4. The bugs or insects in the tree represent challenges we are currently facing.
5. The flowers or fruits are things we really like about our lives, also our achievements, gifts and talents.
6. Falling leaves represent things we need to do away with in life: Bad habits, negative attitudes etc.
7. Explain that as you grow and change, so will your tree.

- Ask participants to think of your life as a tree, drawing the tree with you own roots, trunk, branches, bugs and fruits/ flowers, labelling the different parts as you go.



- Break into the 4 smaller groups with the peer mentors leading with HIS students. Each group will be looking at TWO parts of the tree (already drawn up) and they will work together to brainstorm things they would put on there:
 - **GROUP 1** – look at the roots and the trunks
 - **GROUP 2** – look at trunks & branches
 - **GROUP 3** – branches & insects
 - **GROUP 4** – fruits & leaves
- After about 15 mins, bring everyone together and stick together all the pieces to show people how rich their lives are.

CLOSING THE SESSION AND MODULE:

- Hand out Blank *Tree of Life* sheet to all participants to complete at home
- Ask participants to complete their own Tree of Life at home

INFORMATION AND Q & A FOR CAREGIVERS (10:45-11:45)

INTENTION:

The point of having the care-givers here is for them to see the kinds of things their children will be doing, and understand the over-all intention of Chiedza. If they understand and see the value in the process, then they can be supportive to the participants at home.

RUNNING THE SESSION:

- Introduce yourself again
- Explain what the kids are doing inside – they are looking at their tree of life to begin to think about who they are and how they came to be who they are.
- Explain that this is one of the many ways that the Chiedza program works – the more the participants understand themselves, and their conditions, the more likely they are to live healthy and happy lives.
- The main point of Chiedza is to empower these young people to feel good about who they are and who they can become.

- Explain the role of the caregiver:
 - Being a caregiver is a HUGE role and we all recognize that they are doing hard and important work
 - Explain that it would be helpful if the caregivers can support the kids in the program but helping them get to sessions, and also by asking them about the sessions and supporting their learning
- Hand out calendar for the year so that they can see where and when sessions are.
- Allow time for Questions from the caregivers
- It would be nice to bring them back in time to see the large group presentations of the Tree of Life

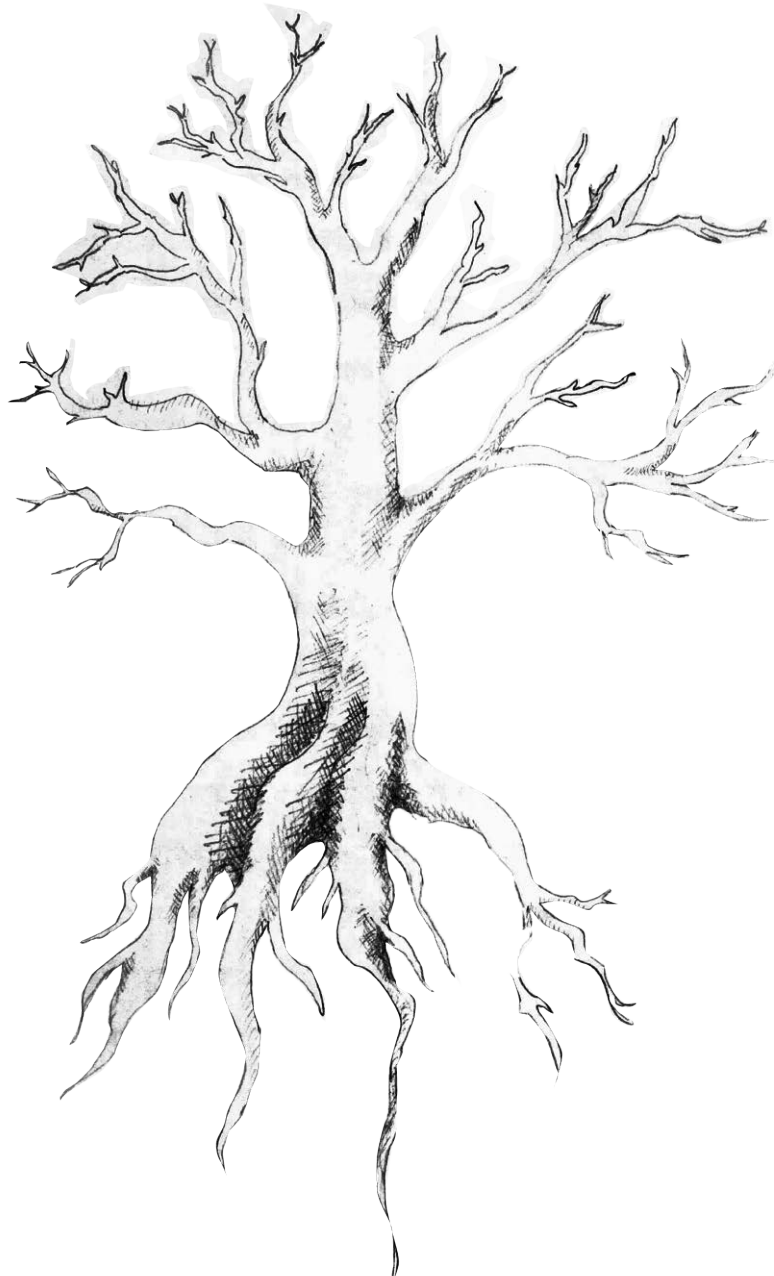
CLOSING THE SESSION:

- Thank all the caregivers for coming and supporting the participants. Tell them that they are central to the success of the Chiedza program.

CLOSING (11:45- 12:00)

- It would be lovely to close with a song or activity to bring everyone together
- Remind the participants to fill in their Tree of Life in their journals and to leave FIVE pages before they put anything else in their journals.
- Thank everyone for their input and say how pleased Chiedza is to have met them
- Remind attendees about the date of the next session and remind them about punctuality
- Complete evaluation forms.
- Collect name badges
- Remember to collect post box

TREE OF LIFE



THINGS TO REMEMBER

I am like a tree:

- My roots are my past
- My trunk is the way I have grown in my life
- The bugs are the challenges I face
- The fruits and flowers are my gifts
- I will continue to grow and change over time



THINGS TO REMEMBER

I am like a tree:

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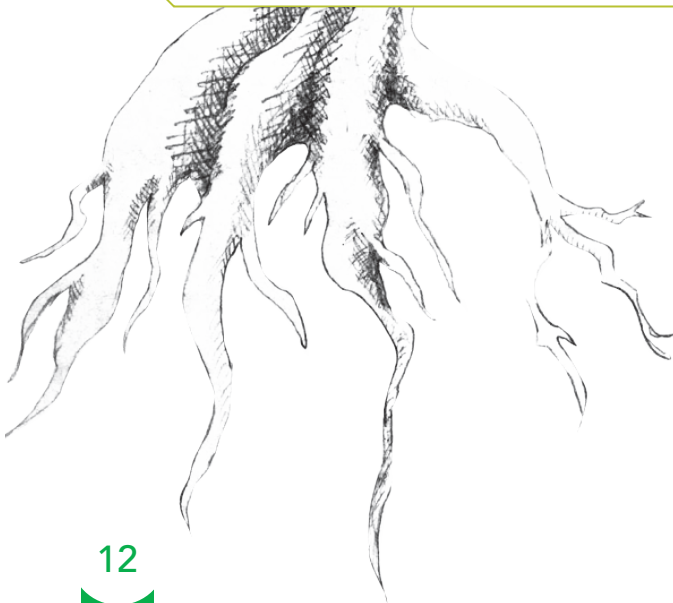
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Module 2

What is HIV

LEARNING GOALS:

This session is to

- ❖ To equip participants with clear and accurate information about HIV infection,
- ❖ To dispel myths and mis-information that exists about HIV infection
- ❖ To enable participants to develop strategies for dealing with HIV infection by empowering them with information and knowledge.

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Video
- Small group work
- Hand outs

WHAT DO WE NEED?

- Key Word Posters
- Sporting equipment
- Hand outs
- Tape or stikki stuff
- Projector + video stuff
- POSTBOX

SESSION OUTLINE

1. **REGISTRATION & WELCOME (9:00 - 9:15)**
 - a) Welcome and name tags
 - b) Small warm up exercises and energizers
2. **LARGE GROUP INFORMATION (9:15 – 10:00)**
 - a) Watch video about HIV
 - b) Give out information about what HIV is
3. **TEA (10:00 – 10:30)**
4. **SMALL GROUP ACTIVITIES (10:30 – 11:15)**
 - a) Break into assigned smaller groups with peer mentors
 - b) Work on the Hand Outs/ Posters as a group
5. **LARGE GROUP Q & A (11:15 – 11:50)**
 - a) Come together as large group for Q & A
 - b) Introduce idea of the postbox
6. **CLOSING (11:50 – 12:00)**
 - a) Wind up
 - b) Thank you
 - c) Bus fare
 - d) Lunch

KEY WORDS:

- Virus
- Immune System
- Syndrome
- Viral Load
- CD4
- Myths

SESSION GUIDE FOR FACILITATORS

1 – WELCOME AND WARM UP

INTENTION:

Welcome everyone, check who is here and make sure they feel welcome and warm back in the session. While the opening is always in some ways about admin, it is also about recreating the sense of community and trust amongst the participants.

- Do some simple stretches and warm-ups
- Play childhoods games where everyone has to learn and remember each other's name

RUNNING THE SESSION:

- Get everyone in the room and begin any kind of ice-breaker or warm up
- It is great to do a physical warm up to get energy levels high. Here are a few ideas – but you can improvise as much as you wish.
 - Sing a song that has dancing and clapping

CLOSING THE SESSION:

- Get everyone to sit back down
- If possible put up the agreements from the last session and remind everyone about what they are and how important it is to keep them.
- Explain briefly the focus of the session and tell participants that they do not need to “take notes” they will be given a hand out at the end with all the important information.

2 – INFORMATION SESSION

INTENTION:

The goal of this session is to explain in most understandable terms what HIV and AIDS are and how they are spread, and what the impact is on the body. This session is meant to be interactive. During the factual session, avoid throwing facts at the participants, and intersperse the facts with questions (suggestions are provided). Visual aids and drawings always help people learn better. Also draw analogies where possible. Avoid using complicated words that children may not understand.

RUNNING THE SESSION:

- Try start with a video. One of these can work quite well:

<https://www.youtube.com/watch?v=17pfZUIAqow>
(older kids)

<https://www.youtube.com/watch?v=ml4Io59t2ck>
(simpler version)

- As you go, it is a good idea for the kids to take notes. For this reason it is useful to use flipcharts or powerpoint so they know what the important points are.

- Go slowly to ensure participants are following along and ask often questions like “does that make sense?” or “Do you understand” or “Does anyone have any questions?” Be sure to remind them that it is a LOT of information and it IS hard to learn it all. It’s easy to feel confused to overwhelmed.
- Our bodies have ways of fighting the germs that make us sick. This is called our **immune system**. Our skin stops germs from getting into our bodies. There are many other ways that germs can enter our body.
- Once inside our bodies, white cells in our blood fight germs. Our bodies make chemicals called **antibodies** to fight new germs that come into our body. CD4 cells are special cells in the blood that lead the fight; they make all the different ‘soldiers’ that fight bugs in our bodies work together. All the different cells that fight infection are called “Immune system”
- HIV is short for the **Human Immuno-deficiency Virus** that attacks the immune system. When HIV enters the body, it goes into the CD4 cells, multiplies there and kills the other CD4 cells. Over time the number of CD4 cells goes down and we cannot fight off different illnesses so well. We measure how strong our immune system is by counting the numbers of CD4 cells. This is called the CD4 count.
- When HIV enters the body, our blood makes antibodies to fight the virus. These show up in the test we use for HIV after about 3 months. The antibodies that we make to fight HIV are not able to fight off the virus because HIV hides in the CD4 cells.
- HIV behaves like termites in a house. The termites eat the inside of the wood and no-one notices until the poles start falling down. With HIV, the virus hides inside the CD4 cells white blood cells and multiplies. No one realises that anything is wrong. The person is healthy. At this stage, the person is ‘HIV positive’ or ‘living with HIV’. So a person can look normal and healthy but still have HIV.
- As the number of CD4 cells goes down, we start to get many different illnesses - this is called AIDS or **Acquired Immune Deficiency Syndrome**. A ‘syndrome’ is a group of illnesses that allows a doctor to say that a person has AIDS.
- If people living with HIV do not receive treatment, after a number of years they start to show swollen glands, weight loss, frequent fevers, diarrhoea, a cough and skin problems. This happens because the immune system is weak. As time goes on the person gets serious illnesses in the lungs, brain or gut, and they now have AIDS.
- There are medicines called **anti-retrovirals** or **ARVs** that stop HIV from
 - multiplying in the CD4 cells. They keep the immune system strong and help people with HIV to live a healthy life for a longer time. It is best to start treatment BEFORE the immune system has become weak. So the sooner people find out they have HIV the better.
- If someone has HIV, they can do whatever an HIV-negative person does. The only thing that stops them is not feeling well. The treatment (ARVs) can keep people healthy for the rest of their life.

CLOSING THE SESSION:

- Give everyone the hand out and tell them they can put it into their books and can ALWAYS ask questions as and when they arise
- Remind them about the postbox for questions
- Congratulate them on learning SO MUCH new information
- Tell them it is tea break and time to relax, play games outside and chat

3 – SMALL GROUP WORK SESSION

INTENTION:

The purpose of this session is for the participants to break into groups and do exercises and worksheets they will help to clarify the information they have learned. The HIS students and peer mentors should work with each group with facilitator overseeing this.

RUNNING THE SESSION:

- Explain that they will be working their four groups that they had last week.
- Each group will be doing the same task – a work sheet or poster about HIV information. As a group they have to race to see who can complete

the worksheet first. They **MUST** work as a team and help each other out as they work.

- Try encourage them to race – and to work together as they do. Your input is the difference between it being fun, or it feeling like a huge task!

CLOSING THE SESSION:

- Congratulate the team that comes first and ask them to break up to go to the other groups and help them answer all the questions.
- Make sure not to make any group feel bad or slow.
- Encourage and congratulate everyone

4 – QUESTION AND ANSWER SESSION

INTENTION:

The purpose of this session is to give the participants time to process all of the information they have learnt. You will **NOT** be able to answer all the questions they have, or indeed they may not feel able to ask all the questions they have. Allow them space to formulate the questions, and also to remind them about the PostBox set-up. Ensure them that all Post-box questions will be addressed in time.

information they are having to process.

- Ask them to take out their books and pens and to think of three questions they have about HIV. Allow them a few minutes to do this.
- After a few minutes, ask anyone if they would like to ask their question in the open? Assure them that they probably all have similar questions, and no questions is either wrong or silly.
- Answer each question as well as you can. Reassure them that each question is valid. When you have run out of time, remind them that they can ask anyone in person **OR** put questions in the postbox.

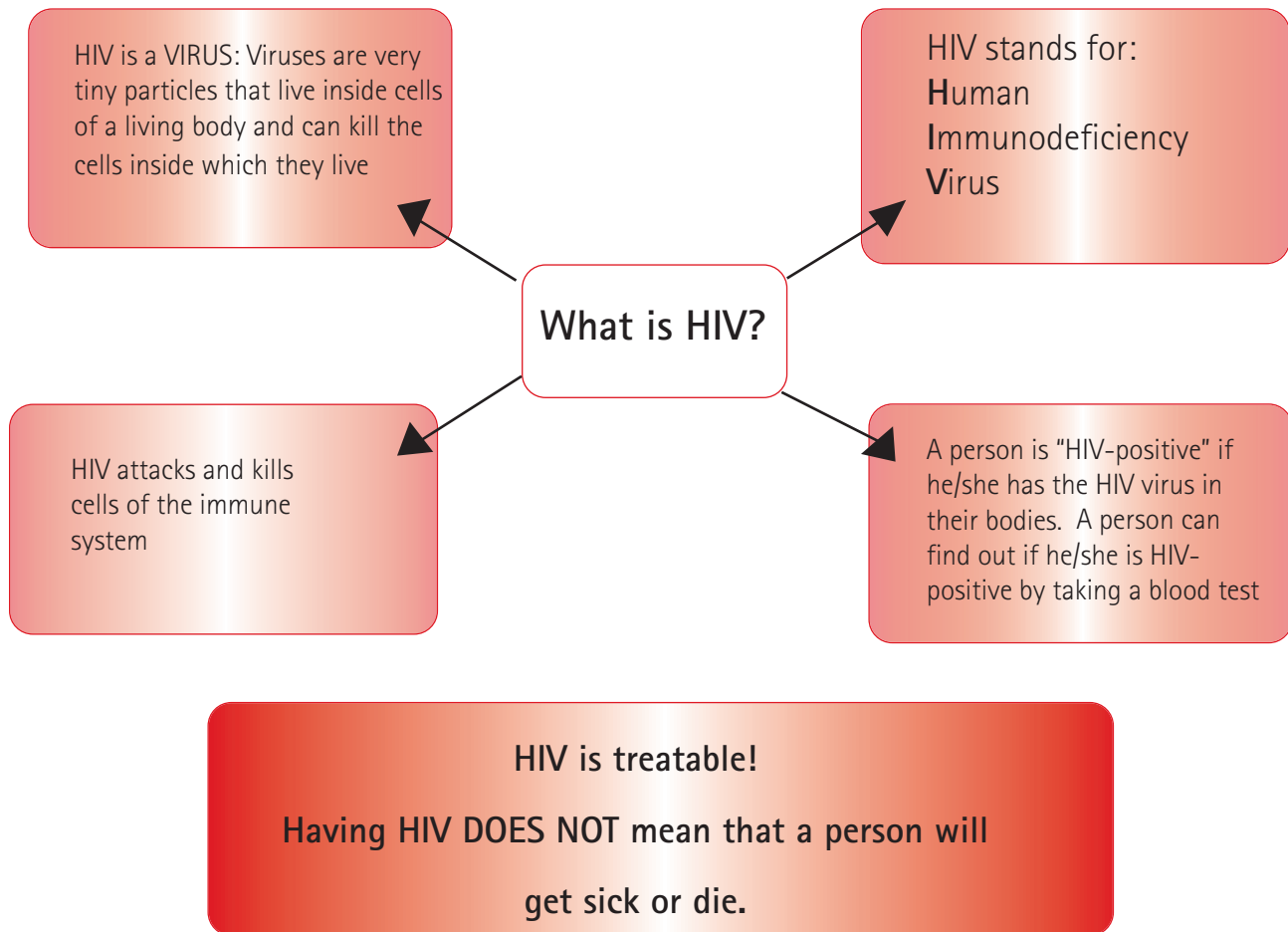
RUNNING THE SESSION:

- Invite them all back into the large group
- Encourage them for all the hard work they have done and how much new

CLOSING THE SESSION:

- Close session and module with a song or dance to lift spirits
- Admin and bus fare

HIV FACT SHEETS



WHAT IS AN IMMUNE SYSTEM?

- The human body is made of many units called "cells". There are many different types of cells in the body, which perform different tasks for the body.
- There are special cells in the body that fight infections. These cells form the immune system and protect the body from infections.

TELL ME ABOUT CD4 COUNTS

A CD4 cell is a type of a cell that fights infection-so it is part of the immune system.

- HIV targets and attacks and kills CD4 cells.
- The CD4 cell is particularly important because it controls other cells of the immune system to make sure they work properly. So if the CD4 cells start to get damaged, then other cells of parts of the immune system will also not work.

- A "CD4 count" measures how many CD4 cells there are in the body. A CD4 count is measured by doing a blood test.
- A CD4 count is used to help the doctor decide when it is time to start HIV treatment (ARVs) and also to check if the ARVs are working. If ARVs are working, then the CD4 count will start going up, although this may not happen immediately.
- A normal CD4 count is usually more than 500.
- When the CD4 count is 200 or less, that means that there are not enough CD4 cells in the body to fight infections.

HOW DOES A PERSON CATCH HIV?

- By having unprotected sex with a man or a woman
- A HIV-infected mother can pass on HIV to her baby during pregnancy,

- during birth or during breast-feeding
- By getting a blood transfusion of blood that has been obtained from an HIV-infected person
- By sharing a sharp object only if it contains blood of an infected person AND pierces the skin to cause a cut (e.g needle, razor)

A PERSON CANNOT CATCH HIV BY:

- Kissing or hugging or talking or playing together
- Sharing utensils, plates, toilet, or toothbrush or soap or food
- Sleeping in the same bed or the same bedroom or same house

WHAT HAPPENS IF I AM HIV-POSITIVE?

- A person can be HIV-positive and be completely well and healthy for a long time
- Eventually the HIV kills enough cells of the immune system so it then not able to fight infections. That is when an HIV-positive person gets different kinds of infections and feels ill.
- Some common problems that HIV-positive person can get are:
 - Feeling tired or having fevers
 - Losing appetite and weight
 - Skin problems (especially herpes)
 - Getting diarrhea often
 - Chest infections
 - TB
 - Meningitis
 - Thrush

An HIV-positive person can avoid ever becoming ill by taking care of him or herself and taking the correct medicines.

WHAT IS AIDS?

- AIDS stands for: Acquired Immune Deficiency Syndrome
- Being HIV-positive is NOT the same as having AIDS.

- AIDS is a combination of certain illnesses the body gets when the immune system is too weak to fight infections. These illnesses are called Opportunistic Infections or "OI"
- Remember: an HIV-infected person can be well for a long time before the immune system gets weak enough to get AIDS.

AIDS is avoidable with HIV treatment (ARVs)

I AM HIV-POSITIVE - WHAT CAN I DO TO HELP MYSELF?

- Register with a clinic so that:
 - You can have a check-up for infections (especially TB)
 - Attend your clinic appointments regularly
 - You can be started on medication to prevent you from getting infections
 - You can be checked up to see if you need HIV treatment
 - You can have counselling to deal with problems
- Eat properly: you do not need to avoid any particular foods or take any special foods - **JUST EAT HEALTHILY.**
- Try to find someone to talk to about your HIV- it is important to share your problems and feelings.
- Drink clean water (boiled if possible) and wash /peel your fruits and vegetables.
- Always use a condom if you have a sexual relationship so that you do not pass on HIV to anyone else and avoid re-infection.
- Always remember that you have the same rights as those that an HIV-negative person has to education, food, clothing, health care, marriage, and having children.

DEMAND THAT OTHERS TREAT YOU WITH RESPECT

"What Is HIV?"

THINGS TO REMEMBER

- HIV = Human Immuno-Deficiency Virus
- HIV stops your body from fighting other sicknesses
- You can get HIV at birth OR by exchanging bodily fluids with an infected person
- You can live for a very very long time with HIV if you take your medicine properly
- The more I know about HIV the healthier I can be

"What Is HIV?"

THINGS TO REMEMBER

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- HIV stops your body from fighting other sicknesses
- You can get HIV at birth OR by exchanging bodily fluids with an infected person
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"What Is HIV?"

THINGS TO REMEMBER

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- HIV stops your body from fighting other sicknesses
- You can get HIV at birth OR by exchanging bodily fluids with an infected person
- You can live for a very very long time with HIV if you take your medicine properly
- The more I know about HIV the healthier I can be



Module 3

HIV Treatment

LEARNING GOALS:

This session is to inform the participants about HIV treatment:

- ❖ What the treatment for HIV is
- ❖ How ARVs work in the HIV virus
- ❖ What a CD4 count is
- ❖ What Viral Load is
- ❖ The importance of staying on treatment
- ❖ Some educational skills

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Brainstorming
- Small group work

WHAT DO WE NEED?

- Key Word Posters
- Sporting equipment
- Hand outs (5.1, 5.2)
- Tape or stikki stuff

SESSION OUTLINE

1. **WELCOME AND WARM UP SESSION(9:00 - 9:15)**
2. **INFORMATION GIVING ABOUT ARVS IN LARGE GROUP
(9:15 – 10:00)**
3. **WORKSHEETS IN SMALL GROUPS (10:00 – 10:30)**
4. **BREAK & TEA**
5. **GROUP TEAM WORK GAMES**
6. **CLOSING SESSION (11:50 – 12:00)**

KEY WORDS:

- ANTI-RETROVIRAL THERAPY
- CD4 COUNT
- REGULARLY
- LIFE-TIME
- SCHEDULE
- CLINIC

SESSION GUIDE FOR FACILITATORS

1 – WELCOME AND WARM UP

INTENTION:

To make the participants well glad to be back and excited about being together. Also to give them a rough idea of what they will be learning about today. If possible have the “Key Words” for the session up on a poster on the wall for them to see through-out the session.

- Any facilitator here can suggest a game. Ones that allow participants to use each other’s names encourage team feelings.
- Singing is always good!

RUNNING THE SESSION:

- Any warm up games that get everyone moving and interacting with each other

CLOSING THE SESSION:

- Ask everyone to go back to their seats.
- Ask them to sit next to someone they haven’t yet spoken to
- Remind them the focus of the session is to learn about HIV treatment

2 – INFORMATION SESSION:

INTENTION:

The intention of this session is to provide basic information about treating HIV. The main focus here is not nutrition, but ARVs – how they work, how long you must take them, why you must take them regularly. The basic facts to be taught here are:

1. HIV is treated by taking ARVs
2. CD4 cells are the cells that fight infection and diseases in the body
3. HIV destroys the CD4 cells and then stops the body’s ability to fight diseases
4. ARVs stop the virus from multiplying in the CD4 cells
5. You must take ARVs regularly to stay healthy and to stop the virus developing immunity

RUNNING THE SESSION:

- Rashida can lead the session giving information about ARVs.
- Try to go step by step through the most important facts on the fact sheet.

CLOSING THE SESSION:

- Thank them all for their attention and congratulate them on all they have learnt – it is A LOT!
- Hand out the ARV fact sheet (attached at end here), which has all the information they have just learnt to stick in their note-books. Quickly go through this with them in order to affirm what they have learnt.
- Do a very quick energizer before you break into the 4 groups.

3 – SMALL GROUP & WORKSHEETS

INTENTION:

The goal here is to allow the participants to apply the knowledge they have just acquired. Part of this is about fact checking, but part of it is about problem solving and about practicing their math and planning skills.

- Ask them to explain how they got their answers.
- Encourage ones who are finished to assist ones struggling
- Be prepared to explain in Shona if they are struggling with the English

THE WORKSHEET:

- See attached at the end of session guidelines.
- Encourage them to work with a partner so they can solve problems together
- Check in with them, help out and encourage:
 - Use phrases like “Well done! What amazing work!”

WRAP UP SESSION:

- If people aren’t finished (as many will not be) encourage them to complete the task for homework and bring it to the next session.
- Congratulate them on what they have done
- Ask them what they felt was the hardest part and the easiest part
- Tell them it is tea-time and time to play some games and chat with friends.

4 – TEAMWORK GAMES

INTENTION:

The goal of this session is to play some games that will allow the participants to understand some of the more difficult concepts behind HIV treatment

as you want by having a different amount of ‘farmers’. They will see if there is only 1, fewer people are caught, but if there are 4, many people will be caught.

RUNNING THE SESSION:

Game = Farmer and Baboons

- One person is a farmer and stands between points A and B. Participants are baboons have to get from A to B. If they get caught by the farmer they have to join him in catching other baboons.
- Everyone stands at point A and the facilitator shouts GO. They must try run to point B, past the farmer without getting caught.
- You can change this up as much

- Relate this back to the HIV virus (the baboons) and the CD4 cells (farmer). The ARVs ensure that there are more healthy CD4 cells and less viral cells and therefore the more you have the easier it is to fight infection.

Think it might be nice to have a couple of games focusing on the practicalities of taking drugs

I am not sure how this can be done in a fun way but here are some things we should cover

1. Let's hear from you what an ARV will do?
2. **What makes it difficult** for you to ~~take medicines~~ ~~intensely~~ ~~as some of the~~ ~~difficulties~~ you face?
(could get them to write on pieces of paper or on a flip chart)
3. We want you to find solutions to these problems....how should we deal with this

CLOSING THE SESSION:

- Applaud their energy and their enthusiasm
- Ask them how the games relate to the ways in which ARVs work
- Be reassuring and encouraging about how amazing it is that ARVs mean you can live a full and healthy life with HIV

5.1: ARV WORK SHEET

1. Your CD4 cells fight any infections in the body. The more CD4 cells you have, the healthier and stronger you can be. Each of the following numbers is a 'CD4 count'. Rewrite each CD4 number in the right box.

500

800

350

1 500

NORMAL CD4

LOW CD4

2. For each of the following sentences, fill in the right word for the words below.

anti

long

same

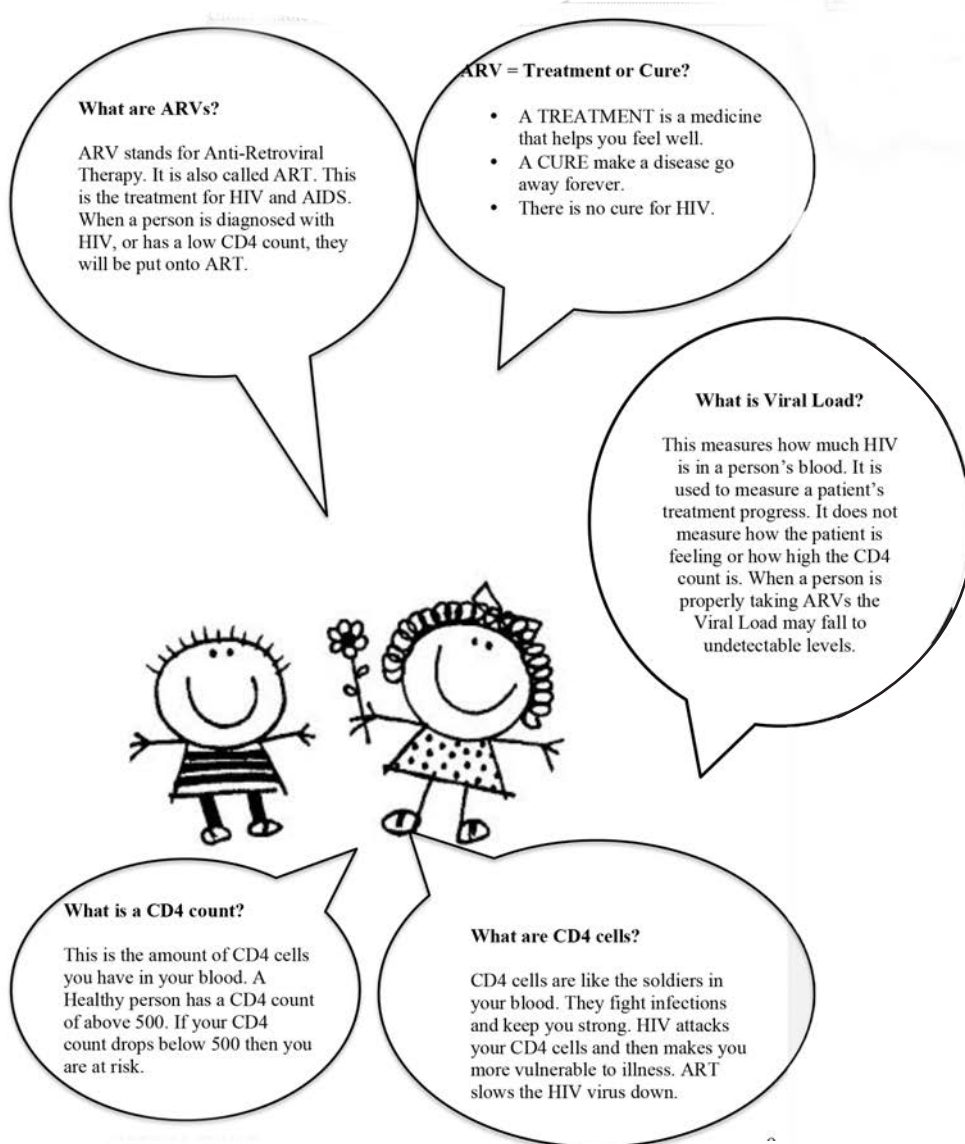
healthy

clinic

- a) ARV stands for _____-Retroviral Therapy.
- b) A person who is on ARVs can live a _____and healthy life.
- c) People on ARVs should take their medicine at the _____ time every day.
- d) People who are HIV positive must eat _____ food.
- e) A person who is on ARVs can get them from a_____.

3. In the space below, write ONE fact you have learnt about ARVs or HIV.

5.2: ARV Fact Sheet



It's important for all people with HIV to take regular blood tests.

The two most important blood tests are for CD4 and viral load.

1 CD4 cells are the most important cells in the immune system. Our immune system protects us against infections and illness.



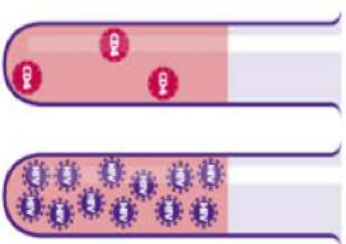
2 The CD4 count tells you how many CD4 cells there are in a drop of blood. The more there are, the better.



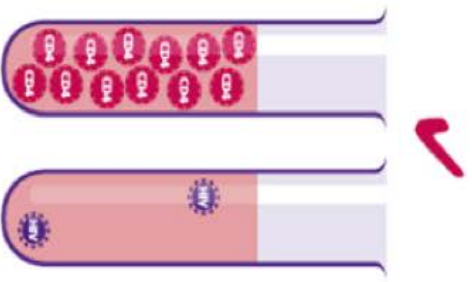
3 Viral load measures how much HIV there is in a drop of blood. You want to have as little HIV as possible.



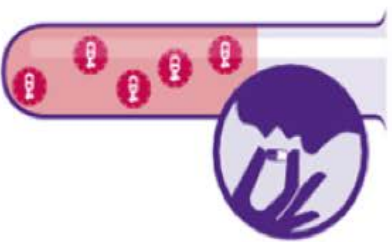
4 When the CD4 count is low, the viral load is usually high. This situation is not good.



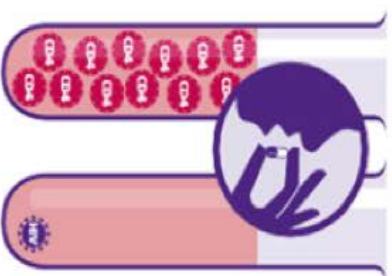
5 When the CD4 count is high, the viral load is usually low. This is much better.



6 If your CD4 count has dropped to 350 or below, it's recommended you start treatment.

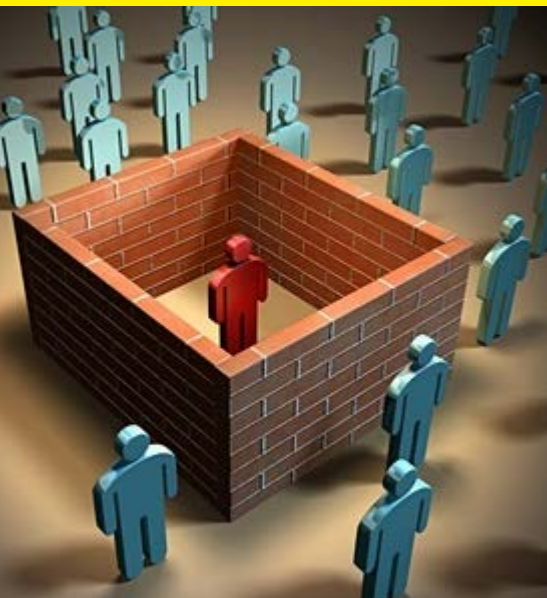


7 The result of treatment should be the CD4 going up, and the viral load going right down.



Important points

- CD4 and viral load test results give essential information about the effect HIV is having on your body.
- The aim of HIV treatment is to have a very low (or 'undetectable') viral load and a high CD4 count.



Module 4

Being Different

LEARNING GOALS:

This session is to:

- ❖ Discuss idea that stigma and discrimination is a reality often for ALHIV
- ❖ Explore ways that stigma and discrimination can negatively affect ALHIV's lives (emotions, adherence, relationships)
- ❖ Provide strategies to help ALHIV to feel more confident in themselves and to take control of the ways their status can affect them.
- ❖ Work on role-plays for the party at the next session.
- ❖ Give support and referrals to ALHIV who are experiencing crisis

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Games
- Small group work on roles plays

WHAT DO WE NEED?

- Key Word Posters
- Sporting equipment
- Hand outs (5.1, 5.2)
- Tape or stikki stuff
- Red Card Summary

SESSION OUTLINE

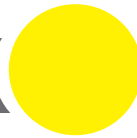
1. **REGISTRATION & WELCOME (9:00 - 9:15)**
 - a) Welcome and name tags
 - b) Small warm up exercises and energizers
2. **PLAY CIRCLE GAMES (9:10 – 9:25)**
 - a) Break into 4 small groups
 - b) Play circle game
3. **INFORMATION SESSION (9:25 – 10:00)**
 - a) Come back together to large group
 - b) Discuss what stigma and discrimination is very broadly
4. **TEA (10:00 – 10:30)**
5. **WHAT IS DISCRIMINATION (10:30 – 11:15)**
 - a) In a large & small group talk about why people who are HIV positive might be discriminated against and why
 - b) Look at solutions and strategies to dealing with these moments
6. **ROLE PLAYS (11:15 – 12:00) (10:30 – 11:15)**
 - a) Allow time to prepare “Two Scenario Role Plays” for the party
7. **CLOSING (12:00)**
 - a) Wind up
 - b) Thank you
 - c) Bus fare
 - d) Lunch

KEY WORDS:

- Stigma
- Discrimination
- Strength
- Courage
- Friendship

SESSION GUIDE FOR FACILITATORS

1 – WELCOME AND RECAP



INTENTION:

To welcome everyone and quickly remind them of the most important facts from last week so they can have focus and feel proud of things they have learnt.

- Ask them a few simple questions from last week such as:
 - What did you learn last week?
 - What is HIV?
 - Is HIV the same as AIDS?
 - How is HIV passed from person to person?
 - Can you live a long time with HIV?

RUNNING THE SESSION:

- Welcome everyone
- So a quick energiser or song
- Answer one or two questions from the Postbox (you can do this anytime you feel there is a lull and you want to get people together and focused)

CLOSING THE SESSION:

Congratulate them on remembering all that info. Tell them today's focus is going to be more about personal things. The focus today is about stigma and discrimination.

2 – THE CIRCLE GAME



INTENTION:

The goal of the circle game is to get the kids looking more abstractly at what it feels like to be excluded and also to be part of the group who exclude people

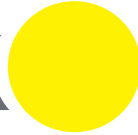
RUNNING THE SESSION:

- Explain intentions of this session
- Break into small assigned groups remind everyone of names
- Play short *Circle Game*:
 - Select person to stand outside of the circle
 - Select one person ("THE OUTSIDER") to stand outside of the circle
 - Get everyone to hold hands and stay strong
 - GOAL – "the outsider" has to try and break into the circle.
 - The people in the circle must not let "the outsider" in

- You only need to play this for a short while, and then as a group you can ask the following questions:
 - How do you think it feels if you are the outsider?
 - How does it feel to be part of the team keeping someone out?
 - Why do you think it is easier to be part of the group?
 - Does this remind you of any kinds of situations in your life?

CLOSING THE SESSION:

Come together as a large group and share what they learnt about HOW people are excluded, and how it feels to be on the outside



INTENTION:

Explain the goal of this session:

“In this session before we break for tea, we will be discussing what stigma and discrimination are and how they effect people living with HIV”

RUNNING THE SESSION:

- Ask for the participants to explain the meaning of and find a Shona word for:
 - To discriminate
- Once participants have given some input you can give the hand-out with definitions. Ask them to read them with the person next to them and in pairs to think of EXAMPLES of the two things.

DEFINITIONS

Stigma: When we have a negative attitude toward people that we think are not “normal” or “right.” For example, stigma can mean not valuing PLHIV or people associated with PLHIV.

Discrimination: Treating someone unfairly or worse than others because they are different in some way (for example, because a person has HIV). Discrimination is the action that often follows stigma.

- Bring everyone back to the whole group and share a few other ideas of how stigma and stigma might stop really effect people who are HIV positive. The kinds of answers you might get are things like:
 - Makes them feel lonely and sad
 - Makes them not have friends it might adolescents feel isolated and like they don’t fit in with their peers
 - Make it difficult for adolescents to do well in school
 - orphans who are HIV-positive may be rejected by their extended families and community, they may be denied access to schooling and health care, and they may be left to take care of themselves

CLOSING THE SESSION:

- Thank everyone for their input and for addressing such a hard topic. Try to bring it round to a positive point by pointing out that it happens to a lot of people, and by talking about it and by addressing it we can begin to change it and make it different.
- Invite them to stand up and stretch for a few minutes
- Briefly explain the role-play idea, wo that over tea they can think about a situation they can act out that shows discrimination against someone who is different in one way or another.

TEA BREAK

4 – LARGE & SMALL GROUP WORK

INTENTION:

The goal here is to meet back in a big group and begin to share some of the ideas that came out in the smaller groups. As you do this you should be able to connect to the reasons WHY people might discriminate and how to cope with these situations.

RUNNING INFORMATION SESSION:

- Come back into large group
- Welcome everyone back and thank them for the work they have been doing
- Bring everyone back to the whole group and share a few other ideas of how stigma and discrimination can affect people living with HIV:
 - stigma might stop people from disclosing status and getting help and medication
 - it might adolescents feel isolated and like they don't fit in with their peers
 - Make it difficult for adolescents to do well in school
 - orphans who are HIV-positive may be rejected by their extended families and community, they may be denied access to schooling and health care, and they may be left to take care of themselves
- break into small groups where peer mentors can explain a situation where they felt discriminated against, and how they dealt with this. It is important for the kids to see that they can begin to take actions against discrimination. Here are a few solutions:
 - often people mistreat what they don't understand. If you educated people they might begin to discriminate less
 - remember that just because someone treats you badly DOES NOT mean you are less worthy. Know in yourself that you are a worthy and important people – this will help you to take less note of discrimination
 - remember you do have friends and family who you can trust – ask for their support and compassion when you need it
 - sometimes you need intervention – a teacher, an elder, a family member. It is ok to consult these people when you need support.
- After they have worked in their small groups, come back as a large group and share some of the strategies they discussed. Write them up as they arise.
- Remind them that often in the case of HIV, FEAR and MISUNDERSTANDING are often the two greatest reasons people discriminate.
- Hand out "Positive Affirmation Worksheet" for them to complete for homework. Remind them that the more they respect themselves and feel proud of who they are, the easier it will be to stay strong in the face of discrimination.

CLOSING THE SESSION:

- Thank everyone for their input
- Invite them to stand up and stretch for a while
- Perhaps pick a song to sing about strength and being supported
- Thank everyone for their work and input and remind them that each of them is supported and loved and precious.

5 - THE ROLE PLAY PREPARATION

INTENTION:

The goal here is for the groups to have time to prepare roles plays at the party next month. The role-plays should help them work together as a team, but also find concrete ways to deal with moments of discrimination.

RUNNING THE SESSION:

- In a large group explain the point of the role-plays. They are to explore a scenario where a person or people feel they are picked on for being different in one way or another, and also to provide a solution to this problem.

- The scenario DOES NOT have to be HIV related if they want to explore another situation (being a girl, being short, being slow at school)
- Break into small groups to work on role plays
 - HIS student and peer facilitator should work as 'directors', helping to get the play together.
- Pick any one of the situations they mentions and assign roles to people and ask them to act it out. The focus is TWO scenarios:
 - **scenario 1 = where a person is stigmatized and feels sad**
 - **scenario 2 = where this situation is turned around to the positive**
- As they act it out think of ways to help guide them to a better performance. Look at things like:
 - Body language
 - Can you hear them
 - Are they facing the audience?
 - Do they need any props?

NOTE: If you need you, as the facilitator you can write these down. These are important because they will reveal the real life experiences of the participants. You should use these when you open the discussions later on.

Keep it safe:

BE CAREFUL! It is possible that this could very emotional.

Be sure to **STOP** if it gets abusive or hurtful to anyone.

Take anyone aside who is very emotional and make sure they have someone to talk to and comfort them

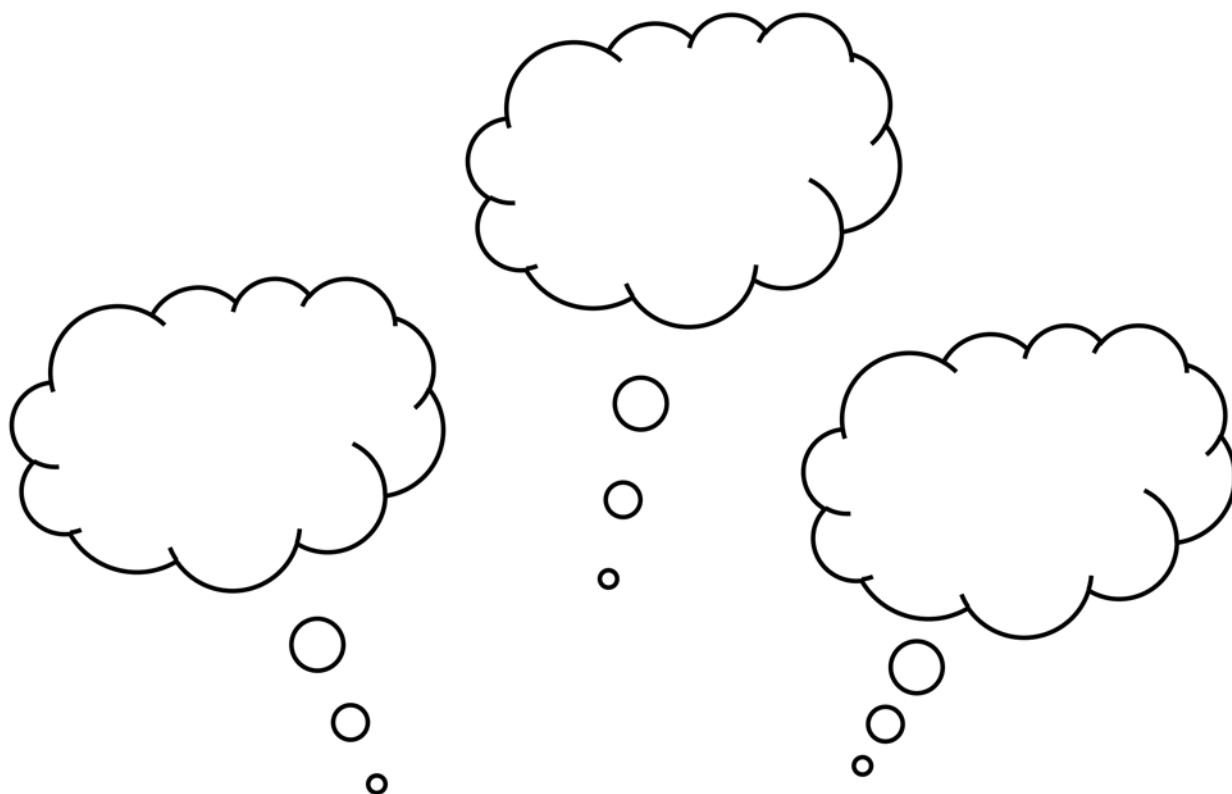
CLOSING THE SESSION:

- You must always close an event by explaining the things we learnt. You can use sentences like:
 - “Here we learnt how horrible it feels to be left out.”
 - “See how people sometimes act in a mean way to others and how that can feel.”
 - “look at the ways in which we can try and turn these negative situations around”
- Tell them they will be performing the role plays to the larger group at the Christmas party.
- Hand out RED CARD with summary of learning from this session.

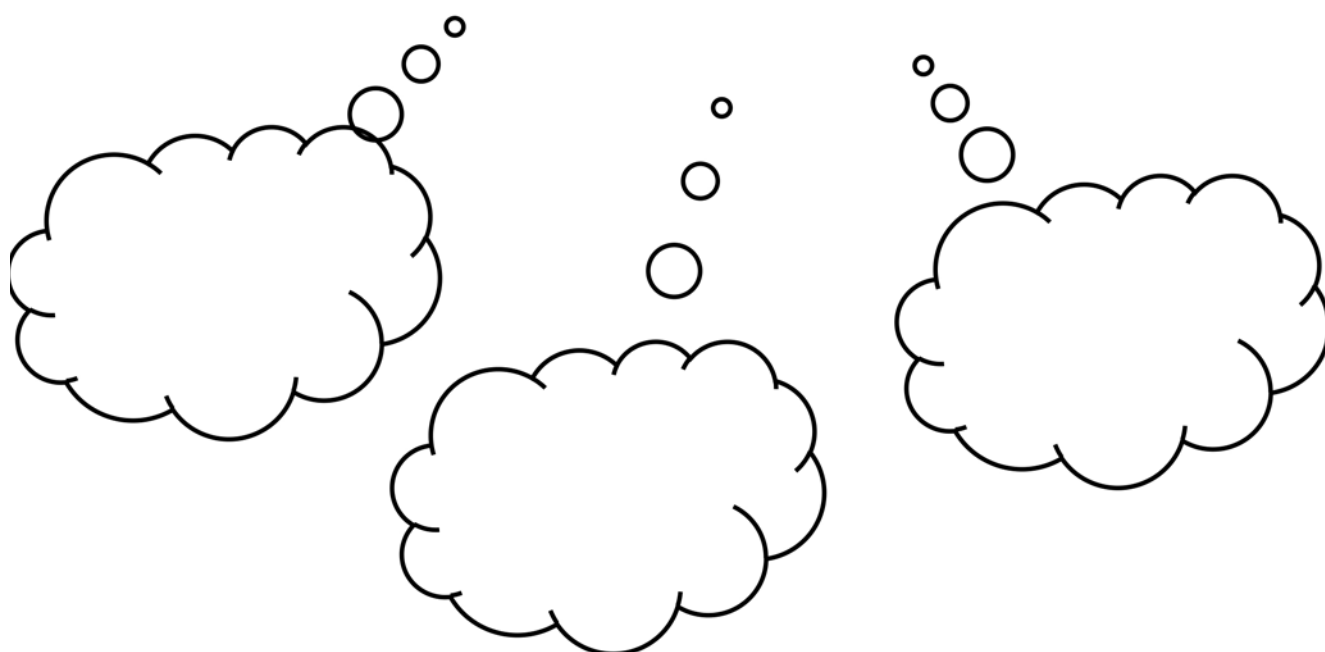


POSITIVE AFFIRMATION WORKSHEETS

Fill in the speech bubbles by completing the sentence "I am..." with positive statements about who you are. Look back at these regularly.



I am ...



"Being Different"

THINGS TO REMEMBER

- Being different to other people does not make me lesser or bad person
- Many people might treat me unkindly because they do not understand my disease
- I am an important and unique person who must demand respect from others

"Being Different"

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- I am an important and unique person who must demand respect from others



Module 5

Team Building & Party

LEARNING GOALS:

This session is to:

- ❖ Allow for a more social time where participants can begin to relax into each other's company
- ❖ To help build team connectivity in the small groups so they feel safe and happy there.
- ❖ Perform the role-plays from the last session
- ❖ Share food together

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Games
- Small group work on roles plays
- Team building activities

WHAT DO WE NEED?

- Sporting equipment
- Some party food
- Music for free time
- Red Card Summary

SESSION OUTLINE

1. **REGISTRATION & WELCOME (9:00 - 9:15)**
 - a) Welcome and name tags
 - b) Small warm up exercises and energizers
2. **PLAY CIRCLE GAMES (9:10 – 9:25)**
 - a) Break into 4 small groups
 - b) Explain how teams need to work together
 - c) Play first and second activity (15 mins each)
3. **TEA & ROLE PLAY PREP (9:45 – 10:30)**
 - a) Have tea
 - b) Groups can also use this time to get ready for performances.
4. **ROLE PLAYS (10:30 – 11:00)**
 - a) Each group performs their roleplays which should be about 5 minutes long
 - b) Drink
5. **SECOND TEAM BUILDING SESSION (11:00 – 11:45)**
 - a) Play third and fourth activity (15 mins each)
 - b) Come back to large group to reflect
6. **FREE TIME (11:45 – 12:15)**
 - a) Time to mix and do whatever they choose
7. **LUNCH & CLOSING (12:15 -13:00)**
 - a) Wind up
 - b) Thank you
 - c) Lunch

KEY WORDS:

- Communicate
- Care
- Share
- Listen

SESSION GUIDE FOR FACILITATORS

1. REGISTRATION & WELCOME (9:00 - 9:10)

INTENTION:

To make everyone feel welcome and to explain the the point of the day sis both to have fun, but also to work on team work. Participants are in small groups often so that they get to know people well and learn to depend on others as well as to be there for others when they need support. Being part of a team is very important, especially for people who have felt alone and stigmatised in their lives.

- Explain intention of the day
- Reflect on discrimination and being different
 - What did we learn about how discrimination make people feel?
 - Why do people often discriminate against others?
 - What kinds of strategies do we have to cope with this?
- Maybe answer one or two postbox questions

RUNNING THE SESSION:

- Welcome from HIS member
- Welcome from Facilitator
- Maybe a song or a dance or an energiser to get brains and bodies working

CLOSING THE SESSION:

Welcome them again and remind them to have a great day

2. TEAM BUILDING SESSION 1 (9:10 – 9:40)

INTENTION:

The intention of all the team building activities are for the participants to have fun with each other and to learn to work as a team. They will begin to see that this only works when they are all communicating well and working together. The peer mentors and HIS students should be part of the teams.

SESSION 1 (15 mins)

- Group 1 – Activity 1
- Group 2 – Activity 2
- Group 3 – Activity 3
- Group 4 – Activity 4

SESSION 2 (15 mins)

- Group 1 – Activity 2
- Group 2 – Activity 3
- Group 3 – Activity 4
- Group 4 – Activity 1

RUNNING THE SESSION:

HIS students should have thought of 4 different team building activities in advance. Each group will rotate and get a chance to do each activity. These might be things like getting across the climbing wall, guiding all group members across a 'mine field', building a tall structure out of newspaper. For this time they can divide like this:

CLOSING THE SESSION:

- Come back as a big group and talk about what they learnt about team work.
- Congratulate them on the ways they are learning
- Break for tea

3. TEA & ROLE PLAY PREP (9:45 – 10:30)

- Provide tea and maybe a nice party snack
- Encourage them to use a bit of time at the end of tea to get into their groups and get themselves ready for their performances.

4. ROLE PLAYS (10:30 – 11:00)

INTENTION:

For the participants to perform their role-plays and feel proud of taking the risks they have. They should also feel like they have been supported by the peer mentors and HIS students too.

audience what they learnt about how to deal with discrimination

- Provide feedback about the positives of each performance

RUNNING THE SESSION:

- Allow each group to perform. They should be a max of 6 minutes
- After each performance ask the

CLOSING THE SESSION:

Congratulate them on taking the risk of performing. It is scary and hard work and they all did a good job. Remind them that one of the reasons they did so well is because they were working as a team, supporting each other.

5. SECOND TEAM BUILDING SESSION (11:00 – 11:45)

INTENTION:

More team building

- Group 1 – Activity 4
- Group 2 – Activity 1
- Group 3 – Activity 2
- Group 4 – Activity 3

RUNNING THE SESSION:

- Break into small groups again so they can do the next two group activities.

For this time they can divide like this:

SESSION 1 (15 mins)

- Group 1 – Activity 3
- Group 2 – Activity 4
- Group 3 – Activity 1
- Group 4 – Activity 2

SESSION 2 (15 mins)

CLOSING THE SESSION:

- Come back as a big group and talk about if they felt they did these better than the last ones
- Congratulate them on the ways they are learning
- Wind up and congratulate them on an active day

6. FREE TIME (11:45 – 12:15)

Time to mix and do whatever they choose – HIS kids to help with basketball and soccer etc.

7. LUNCH & CLOSING (12:15 -13:00)

- Give out RED CARD about how to be a good team member
- Lunch should be perhaps more party food and less 'normal food' provided by HIS.

"Being Part of A Team"

THINGS TO REMEMBER

- A team only works well if everyone communicates with each other
- Each individual has a gift to add to a team
- I am part of an important team at Chiedza

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Module 6

Puberty and Body Changes



PUBERTY

LEARNING GOALS:

By the end of this Module, participants will be able to

- ❖ To understand what changes happen in puberty
- ❖ To use humour to make people feel comfortable to ask questions about these issues

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Brainstorming
- Small group work
- Games
- Worksheets

WHAT DO WE NEED?

- Notebooks & pens
- Flips chart
- Video
- Worksheets & hand outs
- Posters if possible (HIS?)
- Red Card

SESSION OUTLINE

1. **BEGIN (9:00 – 9:10)**
 - a) Welcome and check in (registration)
 - b) Small warm up exercises and energizers
 - c) What did you learn last week?
2. **INFORMATION SESSION ON PUBERTY (9:10 – 09:45)**
 - a) Large group information session with English translations
 - b) What are the changes one expects during puberty
3. **GENDERED INFO AND QUESTIONS (09:45 – 10:30)**
 - a) Allow for participants to ask more about the details relevant to their gender
 - b) Give more detail on menstruation and wet dreams.
4. **BREAK/GAMES/TEA (10:30 – 11:15)**
 - a) Play some ball games
 - b) Have tea
 - c) Can work on worksheets if they want in this time.
5. **SMALL GROUP WORK ON PUBERTY (11:15 – 11:45)**
 - a) This should be done in smaller groups for tiered information
 - b) Hand out Worksheets for homework which they can begin to work on
 - c) Open Q & A in small groups
6. **SESSION RECAP AND CONCLUDE (11:45 – 12:00)**

SESSION GUIDE FOR FACILITATORS

1 – BEGIN & RECAP

- Welcome everybody back and do a few energisers or dances to get everyday warmed up. You can do things like these – or anything that will lift energy:
- Ask each person to tell the person next to them something good that happened in the last month
- Get everyone to jump as high as they can
- Pass the clap game
- Sing a song
- Ask them a few questions about last session:
- What did you learn last session?

2 - THE INFORMATION SESSION – PUBERTY

INTENTION:

The goal of the session is to give as much information as possible to participants about puberty. As puberty hits, one major change is that people become sexually active. Many participants might know what sex is, but not know how one gets pregnant or an STI from sex. .

THE INFORMATION - GENERAL PUBERTY:

1. Ask participants what they think puberty is. It is always useful to know what information they already have – often this is about debunking myths they may have heard. Remember to accept and welcome ALL input, but if information is wrong, to be positive as you correct it (phrases like, “That’s not *quite* right” or “Can I phrase that differently”). These way participants are encouraged to engage and give input.
****As they have questions, ask them to write them down. KEEP QUESTIONS FOR LATER & EXPLAIN THAT THEY WILL BE ANSWERED****
2. Many of them will understand it is some kind of bodily change that happens as they grow

up. It is useful to explain WHY it happens. Give definition of puberty:

*Puberty is the period during which growing boys or girls become sexually mature
Puberty involves the development of the so-called secondary sex characteristics, which are changes to the body that allow a person to become ready to make and have children. It is a time where the body changes, but often also a time when a person's emotions and desires change too.*

3. Puberty happens between the ages of 8 and 16. It is different for everyone. Break into small groups of three and come up with a list of changes for boys and girls that happen during puberty. Let them do this for 2 to 4 minutes then gather all answer up on paper and add anything missing.
4. Your final list should be something like the table over the page. As you make the list you might need to give a bit of explanation about each change - WHY DOES IT HAPPEN? It is also important to explain that these changes occur at different times for different people. There is no RIGHT time to go through puberty. Often girls go through puberty before boys, but that is not always the case. If HIS has brought

BOYS		GIRLS	
Body size and shape changes	Muscles develop and body shape changes as boys begin to look more like 'men'. Often skin becomes oilier and you begin to sweat and smell more.	Body size and shape changes	Hip bones widen and growth spurt happens as girls become more 'curvy' and like women. Often skin becomes oilier and you begin to sweat and smell more.
Genitals grow and develop	Penis & testicles become larger as they prepare for becoming sexually active.	Breasts begin to grow	Breasts are important as they are necessary for feeding babies
Pubic hair around genitals and under arms	Actually it is unknown exactly why we have pubic hair. Many believe it is to help protect the body	Pubic hair around genitals and under arms	Actually it is unknown exactly why we have pubic hair. Many believe it is to help protect the body
Voice breaks	The voice changes to a deeper sound. During the change the voice can sound squeaky or strange for a while. This is normal. Your voice is simple preparing to become a mans voice and not a boy's voice.	Vaginal discharge	This is a very normal thing in girls and it helps to indicate the stages in the menstrual cycle and keeps the vagina in a healthy state as you become sexually active. DO NOT wash inside your vagina to try and get rid of this. If the discharge is whitish and not smelly it shows you are healthy.
Occasional wet dreams and ejaculation	Ejaculation occurs when semen (which contains sperm) is expelled from the penis. This is how a man can make a baby if this occurs inside a woman's vagina. However, as the body begins to produce semen it is sometimes expelled in your sleep due to either sexual dream or to do with stimulation of the penis while you are sleeping. It is NOTHING to be ashamed about at all and it completely normal.	Menstrual cycle	This is the beginning of a monthly bleeding. This bleeding is the uterus clearing itself of the lining it prepared in case you did get pregnant. It is an important part of fertility for women.
Develop sexual feelings	It is common as all the hormone change in your body that you begin to have sexual feelings and thoughts. This is normal.	Develop sexual feelings	It is common as all the hormone change in your body that you begin to have sexual feelings and thoughts. This is normal.

any posters put them up now.

5. Remind them that there is NOTHING to be ashamed about – these changes are normal and healthy and IMPORTANT for our growth. All of these changes mean are essentially preparing us to be adults and eventually have children.
6. Hand out the worksheets about changes during puberty in males and females.
7. NOW open out for questions

CLOSING THE SESSION:

Draw their attention to all the information they have learnt. It is a lot of information which might bring out a lot of questions. Remind them to post any more questions into the Post Box OR to ask the mentors, HIS students or facilitators during tea.

3 - THE GENDERED INFORMATION SESSION – Menstruation & Wet Dreams

INTENTION:

The goal of the session is to allow more time for questions which may have felt difficult before. Girls might feel more comfortable to ask certain questions without boys there and vice versa. It also allows time to explain the menstrual cycle and wet dream in more detail to the relevant groups.

THE INFORMATION FOR GIRLS

Menstrual cycle and vaginal discharge—you will probably need to give more information about this. You will have to gauge depending on the participants. Included is a lot of information about menstruation in case.

- a) *What is vaginal discharge?* Vaginal discharge is a very important way that women's bodies keep themselves clean and healthy. The discharge is a milky or creamy fluid that is expelled from the vagina. It takes out dead cells and bacteria. It is a way that a woman can tell what is going on inside her body. It can sometimes change a colour just before she menstruates. If there is any infection, it is this discharge that can tell a woman if there are any issues – if it changes smell, colour or consistency it can indicate an infection. Women should pay attention to this discharge and see it was a way to know how healthy they are. It is NOT unclean, and women should never clean inside the vagina.
- b) *What is Menstruation?* Menstruation is the normal, healthy shedding of blood and tissue from the uterus. It is also called a woman's "period." It usually

lasts between three and seven days. Menstruation happens for most women about once a month. It is a sign that a woman can possibly become pregnant if she has sexual intercourse. Women stop menstruating during pregnancy but then start again after they have the baby.

- c) *At What Age Does a Girl Start Menstruating?* Just as some girls begin puberty earlier or later than others, the same applies to periods. Some girls may begin to menstruate as early as age nine or 10, but others may not get their first period until a few years later.
- d) *What Is the Sign That Menstruation Has Started?* A woman knows that she has started her period when a little blood comes out of her vagina. The blood does not pour like water from a tap. It comes out slowly. Usually by the time she has noticed a feeling of unusual wetness, her panties have absorbed any blood that has come out. This is why it is important to anticipate approximately when each month she will start bleeding, so she can wear a sanitary napkin or other protection to prevent the blood from staining her clothing
- e) *How Much Flow Is There?* The menstrual flow—meaning how much blood comes out of the vagina—can vary widely from person to person. Usually, an entire period consists of a few to several spoonfuls of blood—how much depends on the individual. The blood often starts off as a rusty colour and then gets redder. It lightens to a rust colour again until it stops. The amount

- of blood can also vary from day to day.
- f) ***What Is the Menstrual Cycle?*** The menstrual cycle is the period of time beginning on the first day of a woman's period until the day before she begins her next menstrual period. Since this happens regularly, it is called a "cycle."
 - g) ***What Is the Length of the Menstrual Cycle?*** The length of the menstrual cycle (the time between one period and the next) varies for each woman. For some, the cycle is as short as 21 (or even fewer) days. For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. It may take the body a while to adjust to all the changes taking place. For example, a young girl may have the same length cycle for two months, then miss a month, or have two periods with fewer days in between them. Her menstrual cycle will probably become more regular, although she may continue to have irregular periods into adulthood. Sometimes she might have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about.
 - h) **Allow some time for questions and answers.**
-
- the dream. You don't have to masturbate to have a wet dream. You can ejaculate without touching your penis.
 - b) ***Why do boys have them?*** When you go through puberty, your body starts producing the male hormone testosterone. Once your body makes testosterone, it can release sperm. This means you'll be able to fertilize an egg if you decide to have a baby in the future. It also means you can get a girl pregnant if you have sex. During puberty, you'll start having erections at all different times of the day — in school, while you watch TV, in the shower. You can even have an erection while you sleep. Semen can build up inside your body. One way that semen gets released is with a wet dream.
 - c) ***What should they do about them?*** Apart from remembering to clean yourself and your bedding after a wet dream, there is nothing that you need to do. Wet dreams are just a part of growing up and you cannot control when you have them. Most importantly you must not feel embarrassed or ashamed – your body is simply changing
 - d) **Allow some time for questions and answers.**
-

THE INFORMATION FOR BOYS

Explain that during puberty boys sometimes can have wet dreams which can be quite alarming. Assure them that they are completely normal and everyone has them.

- a) ***What is a wet dream?*** These are also called 'nocturnal emissions'. A wet dream is when you ejaculate while you're asleep. Ejaculate means to release semen (the fluid that contains sperm) from your penis. Usually, a wet dream happens while you're having a dream about sex. You may not even remember

CLOSING UP THE SESSION:

Conclude the session by saying that all of these changes are normal. Remind them that they should be aware of the changes in their bodies and respect themselves and others as they go through these changes. Over tea, if anyone has any questions they can either write them down OR come and chat to someone to ask questions. Remind them that the HIS students are also there to help with answering any questions they might have.

INTENTION:

The goal of this session to break into small groups and allow for a safe and intimate Q & A session. The worksheets can be used as a way to open the dialogue

RUNNING THE SESSION:

- Start by talking welcoming everyone back from tea and explain that the rest of the session will be in their small groups. Remind then that throughout they can put questions into the Post box. However, also encourage them to ask questions out loud as in doing so they may help other people who are wondering the same things.
- Break into small groups and hand out worksheets and info sheets to be stuck into workbooks.
- Peer Mentors and HIS students to try and help as much as possible with information

allowing the participants to ask openly and guide them to information on hand-outs and posters.

- Towards the end bring every one back together into the big group
- Remind them that working on the worksheets at home will help their brains to remember the information they have learned
- Hand out the Red Cards

CLOSING UP THE SESSION:

- Thank everyone for their time and energy in this session.
- Remind them all that this group is safe and that everyone here cares for each other and all questions are welcome.
- Remind them they can post questions into the Post Box.
- Closing and feedback forms
- Remind everyone of next session date

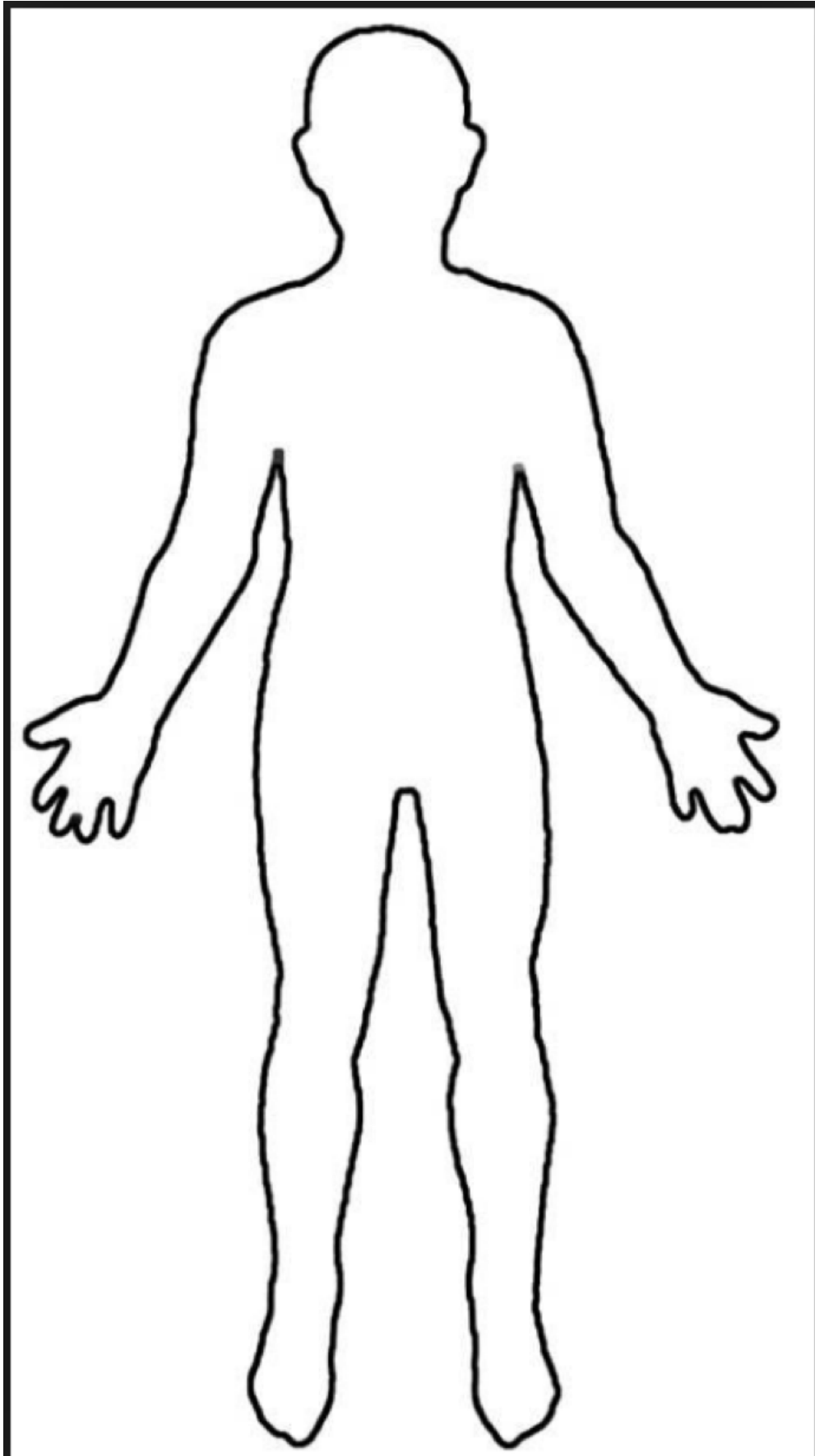
Puberty True/False Quiz

Circle whether you think the statements are True or False

1. Puberty is when a child's body changes into an adult body
True False
2. Girls mature quicker than boys
True False
3. Puberty can change how we look, sound, feel and even smell
True False
4. Puberty starts at the same time for everyone
True False
5. All boys develop chest hair
True False
6. In puberty one side of our body can develop faster than the other
True False
7. In puberty both girls and boys develop hair on their sex organs
True False
8. Adolescents are people who are moody and have spots
True False
9. All girls develop big breasts during puberty
True False
10. Everybody goes through puberty
True False

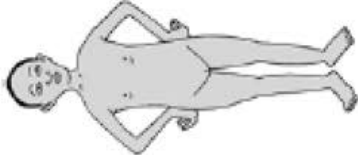
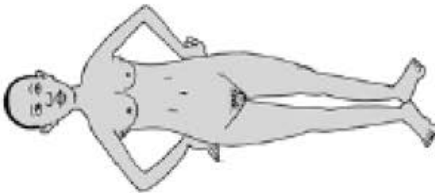
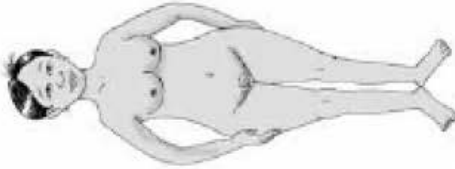
PUBERTY WORKSHEET:

On this person draw up all the of the changes that will happen to YOUR body during puberty.



(This information is adapted from *Family Life Education: Teaching Adults to Communicate with Youth*.¹⁵)

Girls develop from ages 9 to 24. Every individual will experience these changes at different times; this is normal. Most girls and young women will see the following physical changes.

		
<p>Girls start puberty around age 9. Here are some of the changes that happen to girls during puberty (ages 9 to 12):</p> <ul style="list-style-type: none"> • They grow taller and gain weight (often before boys). • Breasts begin to enlarge. • Hips widen. • Acne develops. • Hair grows around genitals and under arms. • Ovaries mature; menstruation (monthly bleeding) begins; able to become pregnant. 	<p>From ages 14 to 19 development continues:</p> <ul style="list-style-type: none"> • They grow taller and gain weight. • Breasts may continue to grow, and nipples may become a darker color. • Hips continue to widen. • Hair continues to grow around their genitals and under their arms. 	<p>Between ages 20 to 24 development may continue:</p> <ul style="list-style-type: none"> • Breasts may continue to grow, and nipples may become a darker color. • Hips continue to widen. • Hair continues to grow around their genitals and under their arms. • Development usually finishes by age 24.

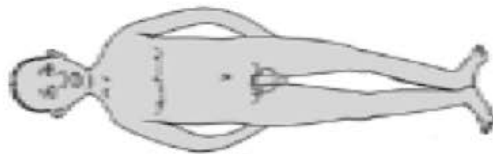
(This information is adapted from *Family Life Education: Teaching Adults to Communicate with Youth*.¹⁵)

Boys develop from ages 10 to 24. Every individual will experience these changes at different times; this is normal. Most boys and young men will see the following changes



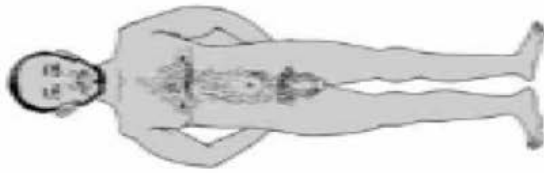
Boys start puberty around age 10. Here are some of the changes that happen to boys during puberty (ages 10 to 13):

- Growth spurts occur.
- Muscles enlarge.
- Voice deepens.
- Acne develops.
- Sperm matures; wet dreams begin.



From ages 15 to 19 development continues:

- Genitals enlarge.
- Bones grow in the face, and the face looks less childlike.
- Skin and hair become more oily.
- Body sweats more.
- Chest and shoulders grow bigger.
- Hair grows on the face—first as mustache, then beard and sideburns.
- Hair grows around genitals, under arms and on chest.

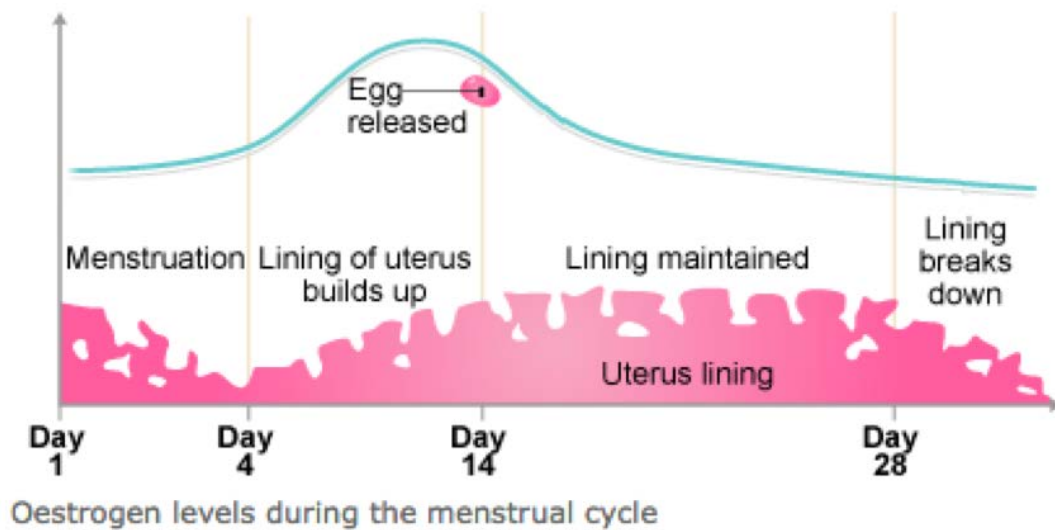


From ages 20 to 24 development finishes:

- Body continues to grow.
- Genitals continue to enlarge.
- Hair continues to grow around genitals, under arms and on chest.

MENSTRUAL CYCLE

Source: www.bbc.co.uk & mentrupedia.com



Menstrual phase (day 1-5)

Menstrual phase begins on the first day of menstruation and lasts till the 5th day of the menstrual cycle. The uterus sheds its inner lining of soft tissue and blood vessels which exits the body from the vagina in the form of menstrual fluid. There might be some abdominal pain.

Follicular phase (day 1-13)

This phase also begins on the first day of menstruation, but it lasts till the 13th day of the menstrual cycle. On the 14th day of the cycle, the pituitary gland secretes a hormone that causes the ovary to release the matured egg cell. The released egg cell is swept into the fallopian tube by the cilia of the fimbriae.

Luteal phase (day 15-28)

This phase begins on the 15th day and lasts till the end of the cycle. The following events occur during this phase: The egg cell released during the ovulation phase stays in the fallopian tube for 24 hours. If a sperm cell does not impregnate the egg cell within that time, the egg cell disintegrates. The hormone that causes the uterus to retain its endometrium gets used up by the end of the menstrual cycle. This causes the menstrual phase of the next cycle to begin.

PUBERTY & VOCABULARY

Clitoris: part of female's genitals which is full of nerves.

Fallopian Tubes: the tubes the egg travels through to get from the ovary to the uterus.

Labia: folds of skin that protect the opening to the vagina.

Ovaries: two small organs where "egg cells" are stored and female hormones are made.

Penis: the part of a male's body that he urinates with (when he goes to the bathroom), and ejaculates with (when he masturbates, has sex, or is sleeping).

Scrotum: the pouch or "bag" of skin that hangs behind the male's penis and contains the testicles.

Testicles: two round organs found behind the penis, which make "sperm" and male hormones. Testicles are inside the "scrotum".

Urethra: the tube in a male's or female's body that carries urine out of the body when they use the bathroom. In a male's body, it is the tube inside the penis and it also carries sperm out of the body, but not at the same time.

Uterus: the organ where a "fetus" or baby grows for about nine months - sometimes called the "womb".

Vagina: the opening in the female "genitals" or private body parts through which a baby can be born, and where the blood comes out when she menstruates (has a period).

Vas Deferens: the tubes in the male's body that sperm travel through.

"Puberty

THINGS TO REMEMBER

- Puberty is the time of change in my body as I grow into an adult
- Puberty will affect my body and my feelings
- The changes I undergo are normal and there is nothing to be ashamed about
- Puberty will happen at different times for different people.

"Puberty

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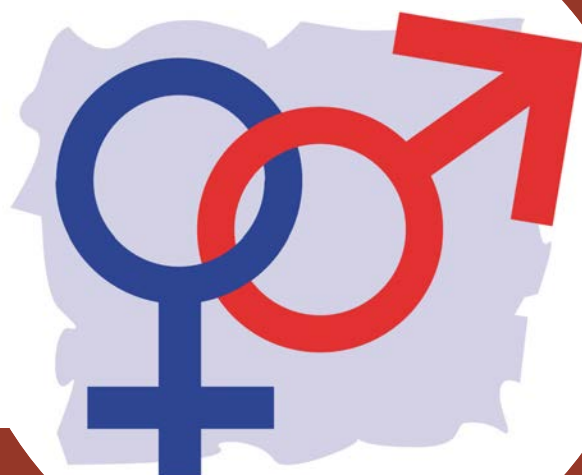
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Module 7

Sexual and Reproductive Health



LEARNING GOALS:

By the end of this Module, participants will be able to

- ❖ Understand what sex is from a biological perspective
- ❖ Begin to understand the concept of SAFE sex
- ❖ Understand what an STI is, with several examples
- ❖ To know the signs, symptoms, and dangers of STIs
- ❖ To understand how to protect oneself and one's partner from an STI
- ❖ To understand how to have healthy sexual relationships
- ❖ To use humour to make people feel comfortable to ask questions about these issues

HOW WILL WE TEACH THEM?

- Small group work
- Larger discussions
- Videos
- Handout outs

WHAT DO WE NEED?

- Projector
- A few computers
- Videos
- Worksheets & red cards

SESSION OUTLINE

1. **9:00 - 9:30**
 - a) Welcome and warm up session followed by check in on last session
2. **09:30 – 10:00**
 - a) Small group session – what is sex?
3. **10:00 – 10:40**
 - a) Small group session – contraception (older group to their gender)
 - b) Games/ questions/ worksheets (younger group)
4. **10:40 – 11:15**
 - a) Break & Tea
5. **11:15 – 12:00**
 - a) Small group session - STIs

SESSION GUIDE FOR FACILITATORS

1 – WELCOME AND WARMUP

INTENTION:

To make the participants well glad to be back and excited about being together. Also to give them a rough idea of what they will be learning about today. If possible have the “Key Words” for the session up on a poster on the wall for them to see through-out the session.

RUNNING THE SESSION:

- Any warm up games that get everyone moving and interacting with each other:
- Any facilitator here can suggest a game. Ones that allow participants to

use each other’s names encourage team feelings.

- Singing is always good!
- Ask them a few questions about last week’s session
- Perhaps answer a few of the questions that were submitted at the end of last session?

CLOSING THE SESSION:

- Ask everyone to go back to their seats.
- Ask them to sit next to someone they haven’t yet spoken to

2 - INFORMATION SESSION:

SMALL GROUP INFO SESSION - SEXUAL INTERCOURSE:

INTENTION:

The goal of this session to explain to all of them what sex is. This session will need to be altered according to the ages of the groups. The younger groups can just learn the very basics of sex and then allow time to do worksheets and answer any questions. The older groups can learn in a bit more detail and move on to contraception.

THE SESSION:

- Start by talking about the fact that sex is a way that people show affection for each other in meaningful relationships.
- Many believe it should be reserved for marriage though some people do not.
- The biological function of sex is to reproduce – to make babies.
- ALL GROUPS SHOULD LEARN THE BASICS. Keeping it very simple might help the younger kids to understand

without confusing them about the hormones involved etc.

1. Inside the male testes are millions of tiny “seeds” called sperm.
2. Ever month, in the middle of a woman’s cycle, she releases an egg called an ovum into her uterus.
3. Sexual intercourse is when the male penis enters into the female vagina
4. If a man ejaculates, this means that sperm will leave his testes, via the penis and enter into the woman’s vagina.
5. At this point they will move up the vagina towards the uterus where they will try to reach the egg.
6. Once one sperm has reached the egg, we say the egg is fertilized – this means that the male and the female parts are now joined together and an embryo is formed
7. The embryo will continue to grow and develop into a fetus which is what we call a baby until it is born!

- Before you wrap up you need to make a few important points
 - Sex is an amazing way to communicate emotion between people who love it other but it does carry serious risks.
 - If you have sex with a condom you will stop the sperm getting to the egg, which means that the woman cannot get pregnant. There are other ways to prevent a woman getting pregnant – this is called contraception and it is very important that you think about this when you are planning to become sexually active
 - Furthermore, when you exchange bodily fluids like you do during sexual intercourse you can also share diseases. This can put you and your partner at risk. You should not engage in unprotected sex unless you and your partner both know you are in good health.
- FOR THE OLDER GROUPS YOU CAN TOUCH ON MORE DETAILED IDEAS THAT TIE INTO CONTRACEPTION: (at this point the younger groups can ask questions and work on worksheets)
 - If you are having sexual intercourse and you want to remain safe from sexually transmitted disease OR prevent yourself from getting pregnant, there are some things you need to know.
 - These are all forms of contraception that protect you from getting pregnant. Condoms or abstinence are the only effective way of protecting you from HIV.

CONDOMS/FEMALE CONDOMS

- This is a “barrier” method, as it prevents the sperm and the egg ever getting in contact with each other
- The condom is placed over the erect penis before sex
- When the man ejaculates, the sperm is retained inside the condom and cannot reach the ovary. This will stop pregnancy

- The condom must be removed and disposed of after ejaculation
- This can also protect from many STIs

THE CONTRACEPTIVE PILL

- This is a pill that a woman can take every day.
- It is filled with hormones and it controls the hormones of the woman
- It stops the woman from making an “egg” which means that she cannot get pregnant
- It **MUST** be taken every day, at the same time to be effective
- It does not protect from STIs
- It might interact with ARVS which make it less effective – need to check with HIV doctor before starting

THE CONTRACEPTIVE INJECTION

- This is an injection that is given every 12 weeks
- It stops the woman making an egg and also keeps the lining of the womb very thin
- Some women may stop their periods using this method, some women will have irregular periods with this method - if the periods stop or become irregular, **this is completely safe and does not cause any problems in the future. When stopping the injection it may take a few months for periods to return to normal**
- The injection does not interact with ARVs
- It does not protect from STIs

CLOSING THE SESSION:

- Thank everyone for their time and energy in this session.
- Remind them all that this group is safe and that everyone here cares for each other and all questions are welcome.
- Remind them they can post questions into the postbox during break

TEA BREAK

The Information – STIs & SEXUAL HEALTH:

INTENTION:

The goal of this session is for the participants to become aware that without protection one is vulnerable to getting diseases. For the younger participants they simply need to know very broadly that sex can be risky and that using a condom is the best way to have sex and remain safe. The older groups should get more detail about what the main diseases are and how to look out for infection.

THE SESSION:

- Start with everyone together and remind them that we are talking about sex, which is something that all of them will probably one day have. Remind them that there is no rush, and that before they do have sex it is important to be honest and aware of the risks
- Explain that during sex one can catch several diseases – the diseases are passed through the exchange of fluids between the vagina and the penis.
- The best way to ensure no diseases pass is to use a condom and to know both your own and your partner's status
- Now you can break into small groups with the younger groups working on worksheets and games, and with the older groups getting more information about STIs.
- STI Information:
 1. Explain that STI stand for a sexually transmitted infection. That means it is any disease or infection that is passed from one person to another during the act of sexual intercourse or during sexual play.
 2. It is important to remind them that some STIs can be passed through oral sex (mouth contact with genitals) or sexual touching (being naked, touching genitals, rubbing genitals). It is NOT only penetration (when the penis enters the vagina) that can lead to an STI being spread.
 3. Gonorrhoea, HSV-2 (herpes) and syphilis are the most common STIs in our communities. The signs and symptoms are:
 - Unusual or bad-smelling liquid coming from penis or vagina
 - Pain or burning on passing urine
 - Blood in the urine
 - Wanting to urinate often
 - Sores, rashes, blisters, warts or any other sort of irritation on or around the penis, vagina or anus, they may be painful or painless, one sore or many.
 - Itching, burning or pain in the genitals
 - Swellings in the groin, which may burst
 - Pain during sex
 - Lower belly pains above the sex organs
 - In women, headaches, fever and shaking with any of the symptoms, but especially lower belly pains is very serious and can make the woman unable to have babies - they should go straight to the clinic if they have this problem.
 4. Explain that:
 - It is normal for women to have some whitish, nice smelling fluid in the vagina and that when girls have sexual feelings the vagina becomes wet. This is normal and protects them if they have sex: **it is not a disease.**

- Some infections in girls are not sexually transmitted; for example, girls can get an itchy white discharge called thrush. Sometimes they have painful urination called cystitis. Girls should keep the vagina clean, but DO NOT clean INSIDE the vagina with soap.
 - Anyone who has sex without a condom can get an STI. The more sexual partners we and/or our partners have, the higher our chances of getting an STI.
 - Most STIs are curable with the correct course of antibiotics, a medicine that kills germs.
 - It is important to take all the medicine you get for an STI otherwise it might not work.
 - It is important to tell anybody we had sex with to seek treatment. Otherwise, they can become infertile or very sick and pass the infection to others.
 - Herbs and other local treatments can relieve symptoms but will not kill all the germs.
5. Now ask participants if they have any ideas how they could protect themselves from getting an STI? Collect answers as they come in, writing correct ones down, and then adding any that are left out:
 - By not having sex or sexual contact. This is the best way for young people, because it is 100% safe.
 - Knowing your status and that of your partner – get yourselves tested for STIs.
 - Using a condom properly every time we have sex. They are 90% safe but cannot protect us if the person has sores on parts not covered by the condom. No other contraceptive can protect us.
 - Staying faithful to your partners and honest about your health
 - Go to a doctor as soon as we notice symptoms of STI and TAKE MEDICATION as instructed.
 - Abstain or use condoms from now on!

4 – ROTATING SESSIONS:

INTENTION:

The intention of the rotating session with the HIS students is for the participants to now have a deeper engagement with the ideas and the information from the first session.

Welcome all participants back from tea and explain that they will each be doing TWO different activities. They must break into their groups, each group with a facilitator to be with them. Each small group session should be 10 minutes – 12 minutes, but no more, allowing participants time to do every exercise.

ROTATION 2 – STI GAME

1. Each member of a group is given a big bunch of cards of one colour

(each person has a different colour).

2. Now they play a game of catch. If you catch a person, you exchange ALL cards. EG:
 - a) RED catches GREEN and they give each other a few cards each.
 - RED now has RED and GREEN cards.
 - b) BLUE catches YELLOW and they give each other a few cards each.
 - BLUE now has BLUE and YELLOW cards.
 - c) RED catches BLUE and they give each other a few of all cards
 - RED now has RED, GREEN, BLUE & YELLOW

3. Play this for about 5 mins – allow kids to enjoy themselves, running and hiding. This game is as much about the exercise as it is about the lesson. It is also about making sure they talk to each other and share cards equally.
4. After 5 mins have all kids sit in a circle and display the cards that they got in front of them – they should have an array of different colours.
5. Point out that each card could be an STI. When you sleep with someone you don't just get any potential

diseases that they have, but also those of *all their previous sexual partners*.

CLOSING UP THE SESSION:

- Thank everyone for their time and energy in this session.
- Remind them all that this group is safe and that everyone here cares for each other and all questions are welcome.
- Hand out Red Cards and worksheets for homework
- Closing and feedback forms
- Remind everyone of next session date

STI WORKSHEETS

Complete the following sentences about sexually transmitted diseases:

1. People can get an STD by _____

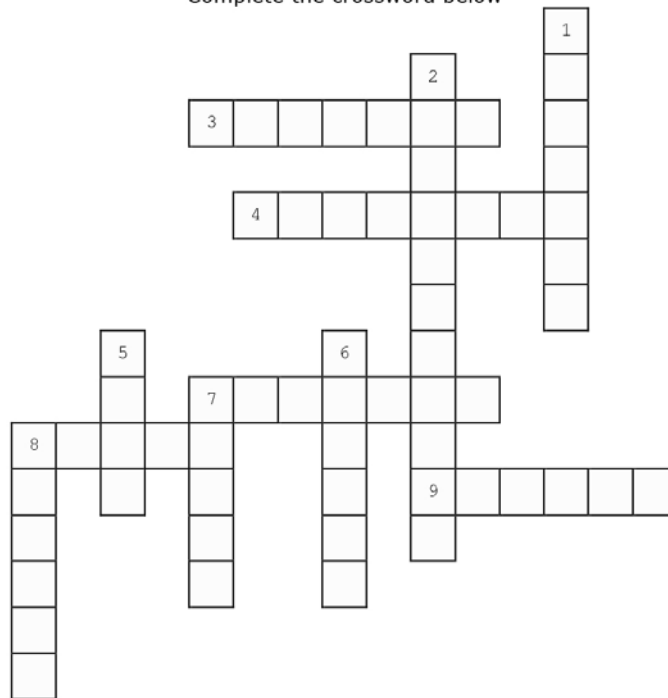
2. People who think they have an STI should _____

4. One sign of an STD might be _____

Fill in the speech bubbles with things you think are GOOD to say to your sexual partner.



Complete the crossword below



Down

1. These develop in puberty so that women can feed their babies
2. You can treat most STIs with this medicine
5. This grows in the pubic area during puberty
6. A common STI beginning with the letter 'H'
7. This is the male sex organ
8. This is the female sex organ

Across

3. This means keeping clean and healthy, which is important during puberty
4. A common STI beginning with the letter 'S'
7. This is the process of developing secondary sex characteristics
8. During puberty this is effected in men - it get's much deeper
9. Using this can protect you from getting an infection when having sex

" Sex and STIs"

THINGS TO REMEMBER

- Sexual intercourse is when two people have intimate relationships
- Sex is the way that human beings reproduce and have babies
- Sex should be reserved for two people in a loving and trusting relationship
- If I do not practise safe sex I could get pregnant or infected.

" Sex and STIs"

THINGS TO REMEMBER

- Sexual intercourse is when two people have intimate relationships
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" Sex and STIs"

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- Sexual intercourse is when two people have intimate relationships
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- If I do not practise safe sex I could get pregnant or infected.

Module 8

LIVING HEALTHILY



LEARNING GOALS:

This session is to inform the participants about how to take charge of their own health, through diet, exercise and hygiene

- ❖ How to eat well
- ❖ Why exercise is good for you
- ❖ How to have good hygiene

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Brainstorming
- Small group work

WHAT DO WE NEED?

- Key Word Posters
- Sporting equipment
- Healthy Eating Power point
- Projector setup
- Hand outs & Red Cards
- Tape or stikki stuff

SESSION OUTLINE

1. **BEGIN (9:00 – 9:10)**
 - a) Welcome and check in (registration)
 - b) Small warm up exercises and energizers
 - c) Quick recap and a few questions from last week.
2. **INFORMATION SESSION ON HEALTHY EATING (9:20 – 10:20)**
 - a) Large group information session with English translations
 - b) What food is good for you and why
 - c) Understanding importance of good diet when HIV positive
3. **BREAK/GAMES/TEA (10:20 – 10.50)**
 - a) Play some ball games
 - b) Have tea
4. **INFORMATION SESSION ON HYGIENCE (10:50 – 11:50)**
 - a) Break into 5 small groups and spend about 8 minutes in each session. In each session they will learn about a different sexual health aspect. The focus
5. **SESSION RECAP AND CONCLUDE (11:50 – 12:00)**

KEY WORDS:

- BALANCE
- HEALTH
- NURTURE
- FITNESS
- HYGIENE

SESSION GUIDE FOR FACILITATORS

1 – WELCOME AND WARMUP

INTENTION:

To make the participants well glad to be back and excited about being together. Also to give them a rough idea of what they will be learning about today. If possible have the “Key Words” for the session up on a poster on the wall for them to see through-out the session.

- Ask them a few questions about last week’s session
 - What is an STI?
 - What are the most common signs of and STI?
 - How can you protect yourself from getting an STI?
- Perhaps answer a few of the questions that were submitted at the end of last session?

RUNNING THE SESSION:

- Any warm up games that get everyone moving and interacting with each other:
 - Any facilitator here can suggest a game. Ones that allow participants to use each other’s names encourage team feelings.
 - Singing is always good!

CLOSING UP THE SESSION:

- Ask everyone to go back to their seats.
- Ask them to sit next to someone they haven’t yet spoken to

2 – INFORMATION SESSION: Nutrition

INTENTION:

The intention of this session is to provide basic information about the importance of good nutrition for people. This does not need to be too long, try sticking to 20 minutes.

THE SESSION:

- Start by asking people what their favourite foods are.
- Then ask them why we eat – probably you will get the answer – to grow and have energy, which is essentially right!
- Then you need to explain that WHAT we eat is important too, and that making sure we put good, clean and healthy foods into our body, will help us be healthy and fight infections.
- Watch the “Healthy Eating Power point:
- The following information needs to be given:

Nutrition and Your Immune System

Nutrition plays a major role in immunity and the ability of the immune system to respond to infection. The nutrients our bodies derive from food keep the immune system strong in countless ways. For example, the body mounts a defense against invaders by using different types of immune cells and chemicals. This defense requires energy, proteins, vitamins and minerals — all of which are supplied by food. A lack of any of the key nutrients can weaken the body’s ability to fight infection.

How HIV Affects Nutrition

Nutritional issues are common in HIV disease. At some point, almost everyone living with HIV will face challenges in maintaining good nutrition. Problems can be related to HIV infection itself and to the effects of anti-HIV therapy, also called *HAART* (highly active antiretroviral therapy). For example, the virus can

infect some of the immune cells in the intestines, causing local inflammation and making it more difficult to absorb nutrients and medicines. This can result in weight loss or vitamin and mineral deficiencies.

Also, the nutritional needs of people with HIV are greater because the body has to work overtime to deal with a chronic viral infection and to fight off opportunistic infections. People co-infected with hepatitis C, which attacks the liver, are even more at risk of nutritional problems because the liver has a central role in processing all nutrients and most drugs. Finally, poor appetite, fatigue, nausea and other side effects of medications can make it hard to eat well.

Building a Healthy Diet

Food is the foundation of nutritional health. Nothing can replace food. It can be supplemented, adjusted, increased or decreased, but not entirely replaced. Food consists of the following major food groups

Vegetables - Vegetables are naturally low in fat and calories and are loaded with an assortment of vitamins and nutrients. Most are fibre-rich, which helps lower cholesterol and reduce the risk of heart disease. This fibre also makes you feel fuller longer, so you are likely to eat fewer total calories throughout the day

Fruits - most fruits are naturally low in fat and calories and a good source of fibre. Though 100 per cent fruit juice counts toward your daily fruit total, it should be noted that fruit juices lack the fibre whole fruits provide. Some of the more valuable nutrients fruits contain include folate, potassium and vitamin C.

Grains - Foods predominantly made up of grains such as wheat, rice, oats or cornmeal include bread, cereal, pasta and tortillas. The most critical nutrient provided by grains is fiber, which may assist in weight management

and reduce the risk of conditions such as heart disease and diabetes. Grains also provide B vitamins, folate, magnesium, selenium and iron

Proteins: Proteins are the building blocks of muscles, bones and blood and are essential to every system in the body. Although they are a critical component of a healthy diet, many protein foods can also be high in saturated fat and cholesterol. Fatty cuts of meat should be limited for this reason. Lean meat, nuts, seeds and seafood are all good protein choices.

Dairy – Dairy products provide nutrients that are critical for bone health, including calcium, potassium and vitamin D. Dairy is also a source of protein. The benefit dairy provides for bones makes consumption especially critical for growing children, whose bone mass is developing. As with protein foods, some dairy options can be high in saturated fats and cholesterol, so choose reduced-fat or fat-free options, and limit consumption of full-fat dairy.

Fats, oils and sweets - should be eaten only rarely

The best way to make sure you're getting all of these nutrients is by eating a wide variety of healthy foods every day

CLOSING UP THE SESSION:

- Thank them all for their attention and congratulate them on all they have learnt – it is A LOT!
- Remind them that often we don't have the luxury of choice in what we eat. But as and where we can, we should try to eat a range of different and balanced healthy foods.
- Do a very quick energizer before you break into the 4 groups.
- Hand out worksheets

TEA BREAK

During Tea HIS kids can help with the homework worksheets

3 – HYGEINGE INFORMATION

(Break into two groups; boys and girls)

INTENTION:

The goal of this session is to give some basic information about the importance of good hygiene as part of our health routine. It is simple to reinforce ideas about having clean hands, and avoiding infection in people already at risk.

THE SESSION:

Begin by asking why the participants think we ought to be “clean”. You are looking for answers like:

- so we don’t smell
- to look nice
- so we don’t get sick

Explain that all of these answers are right. The main point of a good hygiene regime is to be a healthy, happy and confident person.

Now you need to explain top to toe. How a person might get clean. Ask for help in your demonstration.

1. Hair – wash daily roughly using soap or shampoo to prevent lice which live in dirty hair
2. Face – wash morning and night with a gentle soap or aqueous cream to remove dirt from daily life. Skin on your face can get oil in puberty and you should clean away this build up. You should also clean behind ears
3. Body (especially underarms & genital area) – try to wash once a day with soap to

remove buildup of sweat and dirt from the day. Underarms can get smelly in heat as you go through puberty so you might consider using a deodorant. You should also wash your genitalia every day as that too gets sweaty. Please point out to girls that they do not need to wash **INSIDE** the vagina, but only in the outside area.

5. Hands - throughout the day we touch a range of dirty things. IF these germs get into our bodies, we can get sick, which is even more risky if you are HIV. Also remind them that unclean hands are one of the ways that cholera is transmitted. You should wash your hands every time **AFTER** you got to the toilet and every time **BEFORE** you eat. This should be done with soap, because soap kills germs. Washing your hands should take 30 seconds at least to be effective. Keeping your nails short as it is easy to keep bacteria and germs under your nails.

CLOSING UP THE SESSION:

- Thank them all for their attention and congratulate them on all they have learnt – it is A LOT!
- Remind them that this is a lot of information, and if you are ever unsure you can always go to a clinic to get help and support and testing.
- Do a very quick energizer before you break into the 4 groups.

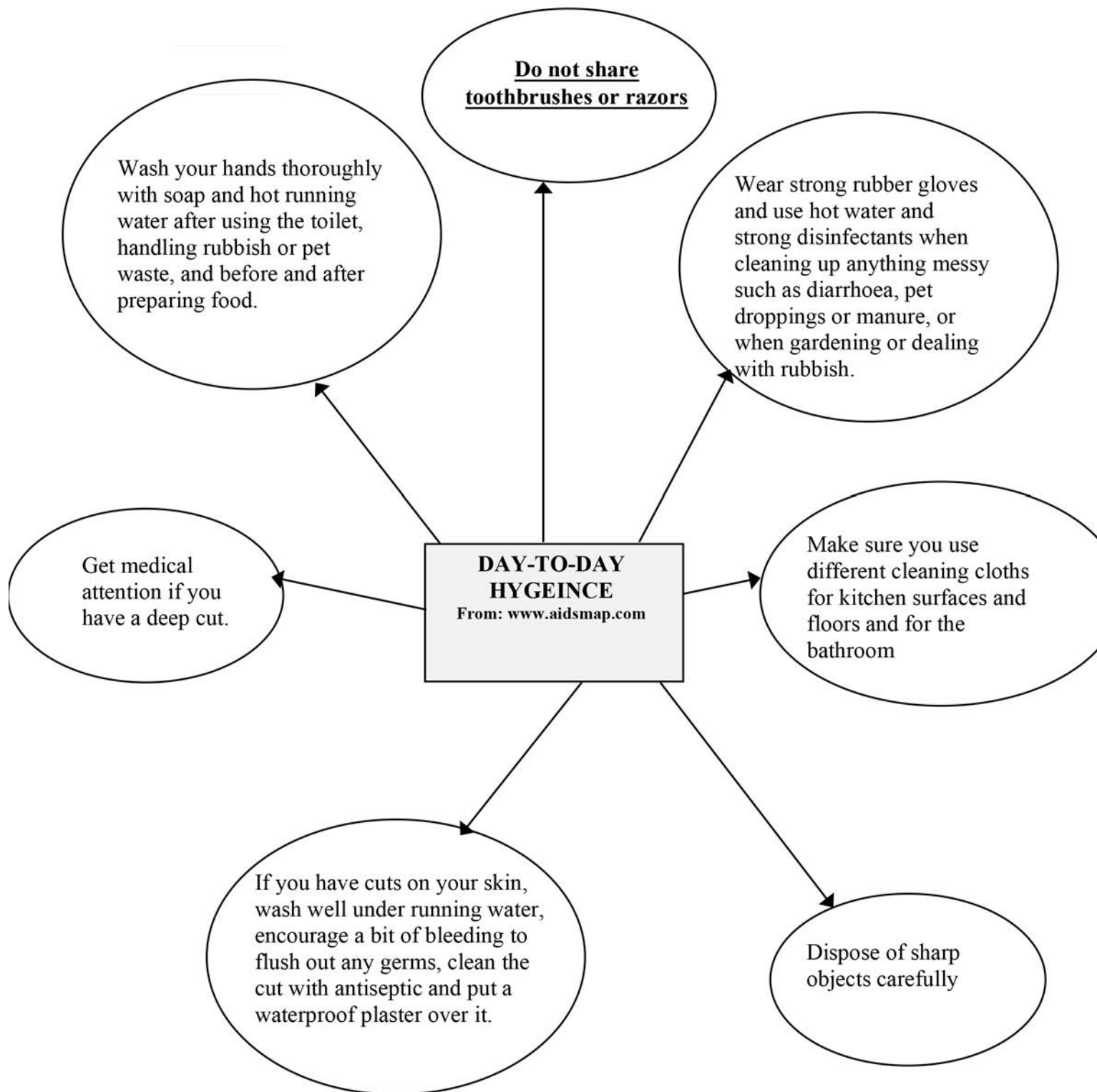
4 - CLOSING:

- Applaud their energy and their enthusiasm
- Remind them that having a good simple cleaning regime can make a huge difference to their health and their confidence
- Thank everyone and close up with a song or something to send people off feeling happy.

The Healthy Eating Pyramid

Eat, Drink and Be Healthy by Walter C Willett (New York: Simon and Schuster, 2001, 2005.)





HEALTHY EATING WORKSHEET

For the following activity, match the descriptions of the food group with the correct picture.

Decreases the risks of different diseases such as heart disease, high blood pressure, and some cancers



Is rich in nutrients such as Vitamin B, and fiber, can reduce the risk of tube defects in a pregnant woman



Rich in Calcium and can contribute to growth



Your body uses this to build and repair tissue. This is why you heal when you get cut. Not having this can mean a lack of oxygen



They are a big source of fat, however they also help the nervous system in sending messages to the brain.



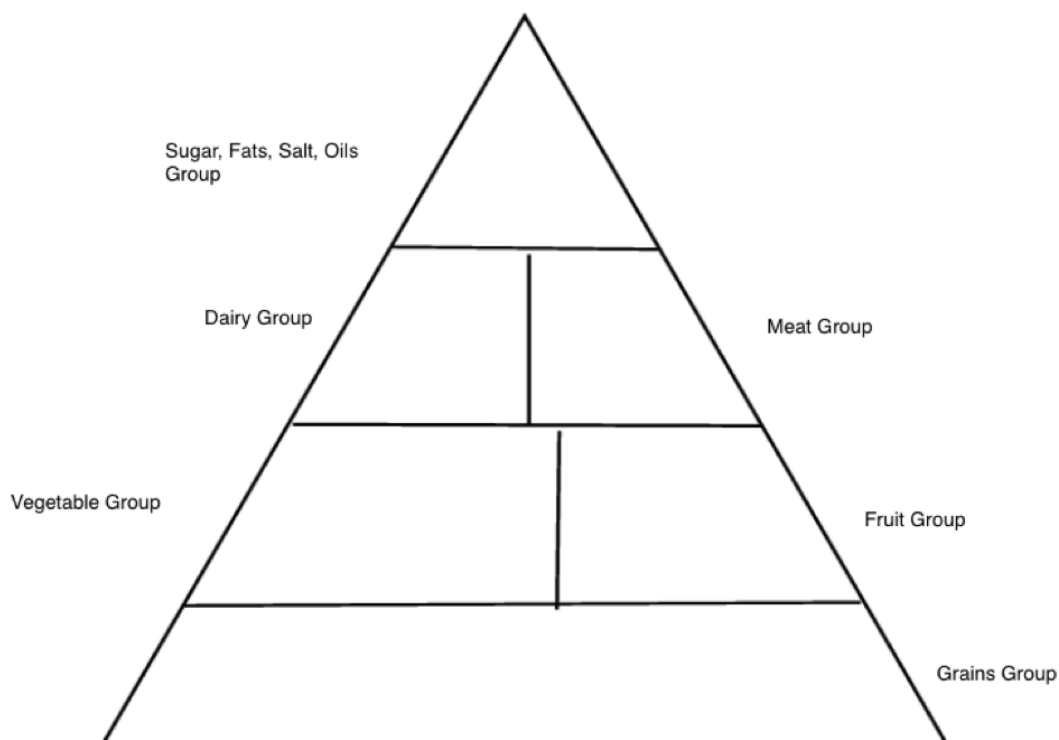
Rich in fiber, which fills you up, they are naturally low in calories. A good source of different vitamins and minerals.



FOOD PYRAMID WORKSHEET

Write down the words from the “Word Box” and put them in the correct place on the food pyramid.

A food pyramid shows the different serving portions that should be eaten each day from each food group.



Word Box: Banana Pork Rice Apple Bread Oats
Candy Watermelon Chicken Cabbage Pepper Brown Rice
Cheese Beef Noodles Milk Mango Carrots Corn Salt
Strawberries Brown Sugar



How to wash your hands

Help the Kiddiwash Kids
stop the dirty germs by
washing YOUR hands



1 Get both hands wet
under the tap



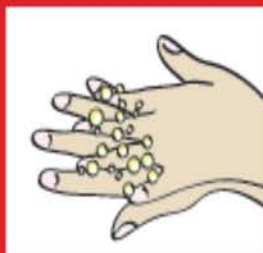
2 Drop one or two squirts
of soap on to your hands



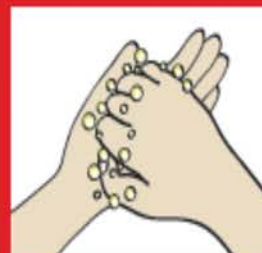
3 Rub the front of your
hands together



4 Rub in between your
fingers and thumb



5 Rub the back of each
hand with the front of
the other



6 Scrub your finger tips on
the front of each hand



7 Rub each thumb with
your other hand



8 Rub each wrist with your
other hand



9 Wash off all the soap



10 Dry your hands with a
paper towel

Stop the Dirty Germs - WASH YOUR HANDS

"Living Healthily"

THINGS TO REMEMBER

- It is important to eat a balanced diet with as much fresh fruit and vegetables as possible
- Too much sugar or salt is not good for my health
- It is very healthy to drink lots of clean water
- It is important to stay clean and hygienic to stay healthy
- I must always wash my hands with soap.

"Living Healthily"

THINGS TO REMEMBER

- It is important to eat a balanced diet with as much fresh fruit and vegetables as possible
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Module 9

DEALING WITH OUR EMOTIONS



LEARNING GOALS:

This session is to discuss the grief associated with living with HIV. The goals are:

- ❖ To provide the participants with strategies for our different and sometimes difficult feelings
- ❖ To help participants see the support structures that they already have

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Art therapy work
- Private conversations

WHAT DO WE NEED?

- Art supplies
- Session guidelines
- Sporting equipment
- Tape or stikki stuff

SESSION OUTLINE

1. **BEGIN (9:00 – 9:10)**
 - a) Welcome and check in (registration)
 - b) Small warm up exercises and energizers
 - b) What did you learn last week?
 - b) How can we eat more healthily?
 - b) Answer 2/3 questions from last weeks postbox
2. **INFORMATION SESSION ON PROCESSING EMOTIONS (9:20 – 9:40)**
 - a) Large group information on how puberty can be an emotional time
 - b) Use Tree of Life analogy to talk about resilience.
 - c) Introduce Support wall
 - d) Break into small groups to work on drawings
3. **SMALL SESSIONS (9:40 – 10:20))**
4. **BREAK/GAMES/TEA (10:20 – 10:50)**
 - a) Play some ball games
 - b) Have tea
5. **SMALL SESSION WITH HIS STUDENTS (10:50– 11:30)**
 - a) Break into 5 small groups and spend about 8 minutes in each session. In each session they will learn about a different sexual health aspect. The focus
6. **LARGE GROUP SESSION ON STRATEGIES (11:30 – 11:50)**
 - a) Come together to talk about strategies for coping with difficult emotions
 - a) Reflect on support wall
7. **SESSION RECAP AND CONCLUDE (11:50 – 12:00)**

KEY WORDS:

- survival
- support
- sadness
- strength
- community

SESSION GUIDE FOR FACILITATORS

1 – WELCOME AND WARMUP

INTENTION:

As always, the intention of a short intro session is to warm the participants up, re-connect with them and tell them the focus of the session. This session is important because it might bring up some deep feelings for many, and so everyone needs to feel welcome and safe

RUNNING THE SESSION:

- Any warm up games that get everyone moving and interacting with each other:
- Any facilitator here can suggest a game. Ones that allow participants to

use each other's names encourage team feelings.

- Singing is always good!
- Then answer a few key postbox questions that were prepared before

CLOSING UP THE SESSION:

- Ask everyone to go back to his or her seat.
- Remind them that this session is about THEM and their personal feelings.
- Remind them that at any point they can go and sit with one of the facilitators and talk one-on-one

2 – INFORMATION SESSION ON DEALING WITH EMOTIONS

INTENTION:

The intention of this session is to provide the participants with some information about how to deal with difficult emotions. Remind them that during puberty there are huge hormonal changes that can make them feel very happy and then suddenly very sad, and seemingly for no reason. It is useful to know what we can do to stop those emotions feeling too overwhelming.

THE SESSION:

Remind them to think back to their "tree of life" that they drew at the beginning of the year. If they have their books they can turn back to look at these

- Continue using this idea – a tree often is damaged. Maybe ask them to suggest ways in which a tree might be damaged. Things like fires, having branches chopped off, and drought.

All of these things mean a tree will struggle to grow.

- Go outside to look at the tree you looked at the beginning of the program. Look at the ways in which it has been damaged, and how that has changed, but continued to grow. Remind them that sadness can feel like it will last forever, and it will change you, but you will continue to grow and change.
- When everyone is back in the room explain the idea of the support wall – you can put up post-its of the names of people who have supported you and how they supported you. This wall will be there throughout the session, so at any time you think of someone who has supported you in hard times, you can put their name up.
- Come back together and break into the small groups

CLOSING UP THE SESSION:

- Return to the full circle and remind them they are all carrying many different emotions
- Congratulate all of them on being wonderful young people and remind them that whatever they do, they are not doing it alone.
- Divide into small groups where they will do work more closely on ways to process emotions

3- SMALL GROUP SESSION DEALING WITH EMOTIONS

INTENTION:

The intention of this session is for the Peer Mentor and HIS students to work with the small groups. In these small and safe spaces they can do a communal drawing with open talking and sharing stories about difficult times in life and ways to deal with them.

THE SESSION:

Peer Mentors and HIS students, will work with the participants on a large group drawing. The goal is to create a comfortable space where they can draw something together (maybe a solar system? A tree? A forest? A village?) As they draw the Peer Mentor should lead and direct conversations:

- Talk them about times in your life when YOU had a difficult time and talk about the ways you coped

- Ask questions about difficulties that they might face.
- The more personal the conversation is and the more interactive the drawing is, the more this will be helpful to the groups.
- Throughout the session you can also be asking about the people who have supported them and how. Remind them to put names up on the support wall. Also point out that different people will help with different things: you won't go to the same person for all your problems, but rather go to different people for different things.

CLOSING UP THE SESSION:

Tell everyone it is Tea Time, and they can go and have tea. After tea they will return to their small groups and continue their work, but it is good for them to get up and do something active.

TEA BREAK

4 - PERSONAL & SMALL GROUP WORK

INTENTION:

The goal here is to allow the participants to continue to have time to work on their group pictures and conversations. Also, participants can also use this time to work on their Tree of Life page for Falling Leaves – the sad things they want to rid themselves of. Try to keep the focus to be a little bit positive. While they are doing this, HIS

students will take around post-its for the “support wall”. If participants show signs of distress, take them aside and provide emotional support.

Remember

There is a HUGE importance in being “heard”. Participants who are able to speak out their feelings will feel like their sadness has been witnessed. You DO NOT have to provide answers or solutions. Do

not necessarily tell them that “God has a plan for them” – for many this is distressing and confusing at this young age, and assumes an understanding of and commitment to Christianity which is presumptuous. Try to simply be present and supportive. Sharing your own grief can be helpful, and talking about ways you found to cope through hard times.

The “Memory Books”: to start to reflect on memories, good or bad that they want to really pay attention to. They can do this in their notebooks privately or by talking with a friend as they do it.

- Write about themselves
- Describe who their family is
- Write a poem or a song
- Draw a picture of the people that they love
- Tell them they can stick pictures of people they love in there
- They can write letters to people whom they miss in their lives

Support wall:

- While participants are working, go around with post-its and ask them if they can think of anyone who supports them and makes them feel happy
- For each person, they can write a name on a post-it.
- Stick each of these post-its on one wall. Try to spread them all out.

Music and Meditation centre:

- HIS students will have a set up

where participants can sit and listen to peaceful music and write in their memory books, or watch a slide show.

Other Art Outlets:

- A few HIS students can also set up a station where they can encourage participants to draw collaboratively. Allow this art work to be more abstract. Ask them to do things like draw what “happiness” feels like and what “sadness” looks like. You can also ask them to draw anything they like about Chiedza. Working together is important for them as they can begin to see ways they are connected to others. **SHARE YOUR OWN FEELINGS** – this will help them to understand their own.

CLOSING UP THE SESSION:

- Applaud their energy and their enthusiasm
- Remind them that they can continue to build on these memory books
- Suggest people they might want to share them with
- Draw their attention to the “support wall”. They should be able to see how many different people support and love them. Remind them that these people are always there for them.
- Close with an uplifting song.... (I am sure the facilitators will have some excellent ideas of these).

My Falling Leaves:

On each of the leaves write a memory or experience that you want to leave behind you and let go of. Writing it down and then letting it go helps. If you want you can then throw this paper away or burn it.



"Dealing With Emotions"

THINGS TO REMEMBER

- As I grow up I am likely to feel some difficult emotions
- It is helpful to share my difficult emotions with friends, or family.
- I can should try express my feelings as a way to make them hurt less. I can draw or sing, or pray or write.
- I must remember the support I have around me and draw on it.
- I must remember that I am also a support for others too

"Dealing With Emotions"

THINGS TO REMEMBER

- As I grow up I am likely to feel some difficult emotions
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Module 10

DISCLOSURE



LEARNING GOALS:

By the end of this Module, participants will be able to:

- ❖ Know what disclosure is and how might impact their lives
- ❖ Understand the ways that it is important for them to protect others and that their HIV status can hurt others if they do not disclose it and they should protect other people
- ❖ They should also understand that people talk and truth is distorted so they have to think carefully about who they tell and how and why
- ❖ Remind them about myths surrounding HIV and how these create stigma and therefore why disclosure is such a difficult thing
- ❖ They should not feel ashamed of their status and know that it is private information that they do NOT have to share.

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Small group work
- Games
- Case studies

WHAT DO WE NEED?

- Flip chart
- Markers
- Hand outs (disclosure circles)
- Tape or stikki stuff
- Red cards

SESSION OUTLINE

1. **BEGIN (9:00 – 9:10)**
 - a) Welcome and name tags
 - b) Small warm up exercises and energizers
2. **WHISPERS GAME (9:15 – 9:45)**
 - a) Break into small 4 groups
 - b) Play trust game
3. **INFORMATION SESSION ON HYGIENCE (10:50 – 11:50)**
 - a) In large groups talk about what “disclosure” is
 - b) Make chart showing pros and cons of disclosure
 - c) Talk about the right to privacy & disclosure
 - d) Introduce ideas of dating and “love relationships” with regards to disclosure
4. **TEA (10:30 – 11:00)**
5. **SMALL GROUPS – RELATIONSHIP BUILDING (11:00 – 11:30)**
 - a) Gather in large group after tea, give instructions, then break into the 4 smaller groups
 - b) In each group read one or two of the ‘case studies’ and talk about if the person should disclose or not and WHY
6. **PERSONAL WORK – DISCLOSURE CIRCLES (11:30 – 11:45)**
 - a) Break into small groups and ask them to fill in ‘disclosure circles’
7. **SESSION WIND UP AND CLOSE (11:45– 12:00)**
 - a) Thank everyone, wind up and close.

SESSION GUIDE FOR FACILITATORS

1 – BEGIN (15 mins)

Welcome everybody back and do a few energisers or dances to get every day warmed up. You can do things like these – or anything that will lift energy:

- Ask each person to tell the person next to them something good that happened in the last month
- Get everyone to jump as high as they can
- Pass the clap game
- Sing a song

2 - THE TRUST GAME (30 mins)

INTENTION:

The goal of this game is to show the participants how hard it is to trust people and what a scary thing it is. However when we do trust people sometimes it works out ok. The point here is for them to know that the people HERE are people that they can trust and therefore can be truthful with. They need to think about other people in their lives they trust whom they can talk to and be respected.

HOW TO GET STARTED:

Break into small groups ANY trust game:

- Put up obstacles and blind-fold a person and in pairs get one blind person to be lead through the obstacles by one person who can see. Then swap.
- Get the group to form a strong web and allow one participant at a time to FALL and be caught by the rest of the group.

Once you have played this for a short while, and then as a group you can ask the following questions:

- What does it feel like to have to trust other people?
- Who do you trust?
- What does it feel like when people trust you?

At this point you can explain the fact that learning whom to trust is hard. It is wise to be cautious about this but also, when you are open and truthful often people you love will catch you when you fall and when you need them.

CLOSING

You must always close an event by explaining the things we learnt. You can use sentences like:

- “Trusting is hard and we must think about whom we trust”
- “People often know when you don’t trust them and so will not trust you back – it is a two way thing.”

3 - INFO GIVING (45 mins)

INTENTION:

The goal here is to meet back in a big group and begin to share some of the ideas that came out in the smaller groups and then expand. You want to explain what disclosure is, why it is good but also why people need to be

cautious about it. The participants should begin to think about the different people that they could or should tell about their HIV Status. At this point you might also begin to introduce the idea of love relationships. With these ideas in the open, you can share some of the main reasons why people DO

and people DO NOT disclose their status. Try, as much as possible, to keep it factual and objective.

RUNNING THE SESSION:

- Come back into large group
- Welcome everyone back and thank them for the work they have been doing
- Remind them it is a good idea to take a few notes throughout the session
- Explain the goal of this session:
 - “In this session before we break for tea, we will be discussing what disclosure is and when to tell people your HIV status. We learned last week that some people discriminate against people with HIV and so we need to think about ways to tell people who need to know but also to keep private and personal facts to yourself”
 - Tell them what disclosure is:
 - “To disclose means to tell something. Here we are talking about telling people that you are HIV positive.”

Explain to everyone that their HIV status is their personal information and they do not ever have to tell anyone their status.

- However – you also want to try and explain that there IS NOTHING to be ashamed about!
- Ask [participant why they might every tell someone their status. In a broad way you are looking for answers like:
- My HIV status might be dangerous for someone else and I want to protect them
- I want people to know what my life is like
- It is respectful to tell other people your status.
- Ask the participants if they can think of instances where they should tell someone their status – where it is a responsible thing to do. You might need to help get the ball rolling to suggest different

scenarios and ask them to say whether or not they might need to disclose their status (try keep the focus positive). What about a teacher / family member / doctor / friend / boyfriend or girlfriend?

- In each case you might want to suggest ‘PROS’ and ‘CONS’. You will have good experiences and knowledge from your personal lives and work lives. As much as possible share these stories, as they will help the participants think about the consequences.

A career or family member?

- PRO so that they can help you stay healthy and take your medication on time
- At school to a teacher or a head-teacher? –
- PRO they will be supportive and respected when you need to take treatment or if there are regular absences from school
- CON they might treat you differently or tell too many people, so you need to decide WHICH teacher is a trustworthy person who you feel comfortable with knowing your status

A close friend?

- PRO you can share your feelings with them and they can support you when you need support emotionally
- CON if they don’t know much about HIV they might not know how to treat you and make you feel different

A boyfriend or girlfriend?

- PRO they will know everything about you and there will be trust and honesty between you. If you do get to the point where you are having sex you can protect yourself and your partner by having protected sex (tell them that you will talk more about this in the next session) CON if the relationship is still new and it might scare them if they do not have the facts about HIV.

An employer?

- PRO if your job involves some risk of fluid sharing (like you are a nurse) you will be able to keep yourself and other people protected if your status is known. There are many health workers who are HIV positive and
- CON a narrow-minded employer might see them as a risk and not want them to work for them if they are HIV positive. Remind them again that an employer does not have the right to demand their HIV status – this is always YOUR choice to disclose or not.

What they will begin to see is that disclosure is a very difficult because of the myths about HIV out there and the ways truth is distorted. There are very good reasons to disclose your status and most of them are about keeping yourself and other protected and healthy. In general the rule should be about TRUST.

WRAPPING UP THE SESSION:

- Thank everyone for their input
- Invite them to go outside, have tea and play a game
- We will start again in 30 mins

TEA BREAK- 30 mins

4 – DISCLOSURE IN RELATIONSHIPS (30 mins)

INTENTION:

The goal of this session is in small groups to look at some examples of situations and think about whom they COULD tell if they needed to and whom they SHOULD tell -out of responsibility. The smaller groups should allow space for questions and concerns and as much as possible these should be open for the participants to ASK as much.

- Make sure the case studies you use are relevant to the age groups you are working with/
- Use the case studies here and ask questions like:
 - Do you think this could be a true story?
 - What should ... do?
 - How could you help....?

RUNNING THE SESSION:

- Welcome everyone back from tea
- Remind them that we are talking about “DISCLOSURE” and break into the small groups which are age specific
- The goal here is to discuss specific situations, ask and allow participants to express their own feelings about disclosure.
- Here are a few situations to talk about – but also share personal experiences as much as you can. It is empowering for the participants to see how other people have dealt with similar problems and the ‘real’ is much more powerful than the ‘hypothetical’.

Chabala is **10 years old** and found out that he is HIV-infected at a VCT clinic 2 months ago. He returned for a second visit to the ART clinic, and says that he has not yet told anyone about his HIV status because he is too ashamed and scared to tell his family.

Josephine is a **12-year-old** female orphan with HIV that lives with her maternal aunt and uncle. Josephine just started a new school and is afraid that she will be thought of as different from the other kids if anyone finds out she is living with HIV. She has not disclosed her status to any one at school.

Lelemba is a **16-year-old** girl who was perinatally infected with HIV. Lelemba mentions that she really wants to disclose

her status to one of her male friends at school. Lelemba likes this boy very much and she knows that he likes her, but she is nervous about her friend's reaction. They have been arguing recently because Lelemba has been avoiding him. She asks your opinion about what to do.

An **18-year-old** named Isaac tested positive for HIV about 2 years ago. He takes good care of himself and feels fine. He got tested because his girlfriend at that time found out she was HIV-infected. He has since changed girlfriends and has not

told his new girlfriend about his HIV status. He comes to the clinic for his regular appointment, but wants to talk with you about how to tell his girlfriend that he is living with HIV.

WRAPPING UP THE SESSION:

Once you have been through a few of these scenarios explain that it is a good idea for each of them to think about who in their lives they would like to tell and who is less important. Explain the 'disclosure circle' to them.

5- DISCLOSURE CIRCLES (20 mins)

INTENTION:

The goal here is for the participants to have some time to fill in their disclosure circles and ask questions if they need to. They do not need to finish them now and can do so at home.

different for everyone and it is private and personal

RUNNING THE SESSION:

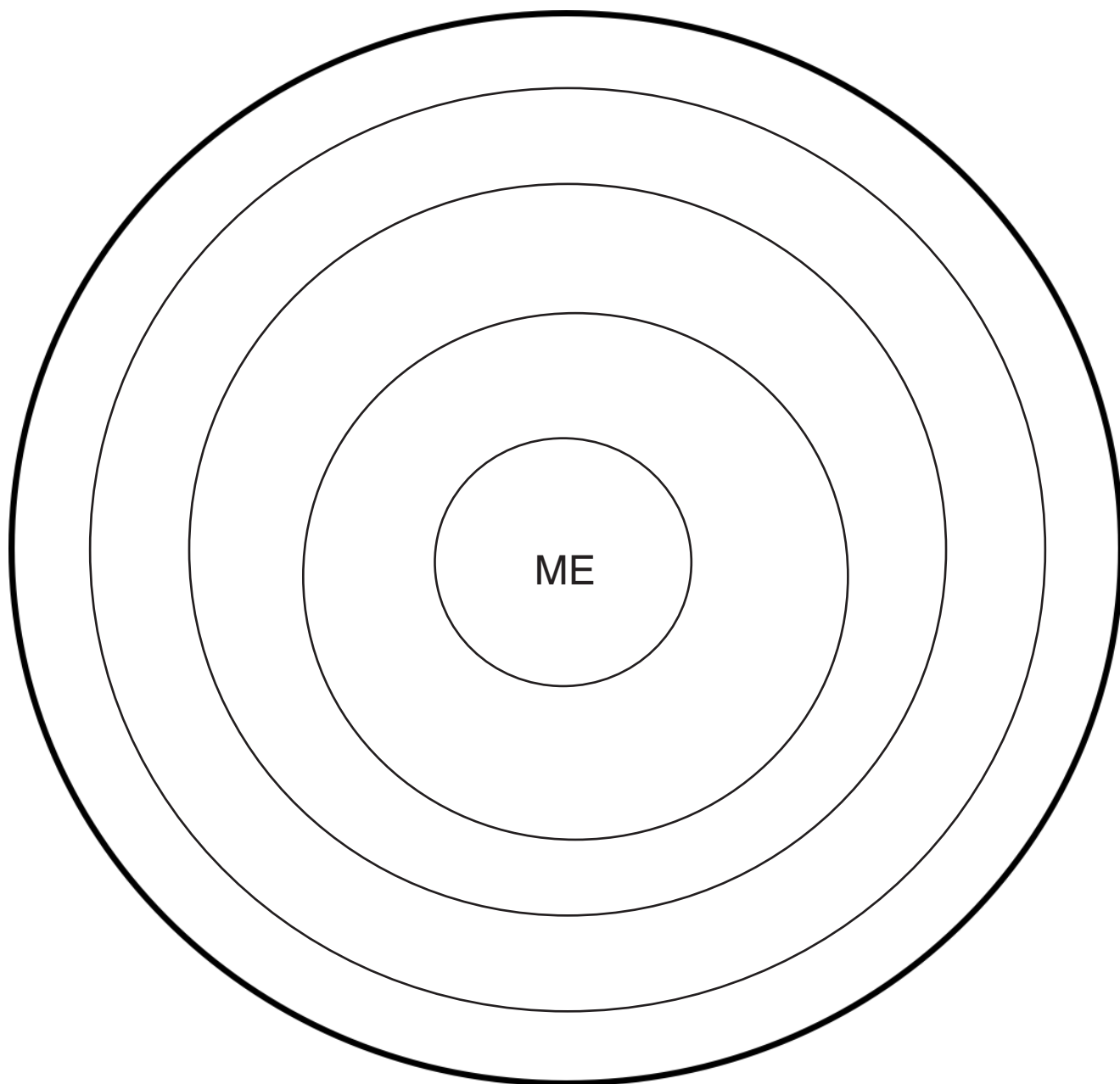
- Stay in the small groups and go over the disclosure circle
- Give "Disclosure Circle" handout for their books and ask them to fill it in with names of the people they think should be in each circle FOR THEM
- They can begin this work now and complete it at home
- Remind them that this will be

WRAPPING UP THE SESSION:

- After about 15 – 20 mins call them back to the big group.
- Thank all participants for their input and energy
- Remind them that their status is personal and private and like anything personal they have to think about who they share it with
- Remind them to post any questions in the post box to be answered later
- Ask them to fill in feedback form
- Perhaps close with a song or a dance of some kind



My Disclosure Circle



"Disclosure"

THINGS TO REMEMBER

- I do NOT have to disclose my status to anyone I don't want to
- Sometimes disclosing my status to people I care about will help them understand me better
- Sometimes when I disclose I might also have to help educate people who don't know much about HIV
- I should think about the people I disclose to and how I tell them
- When I am in a loving relationship I should be able to share my status

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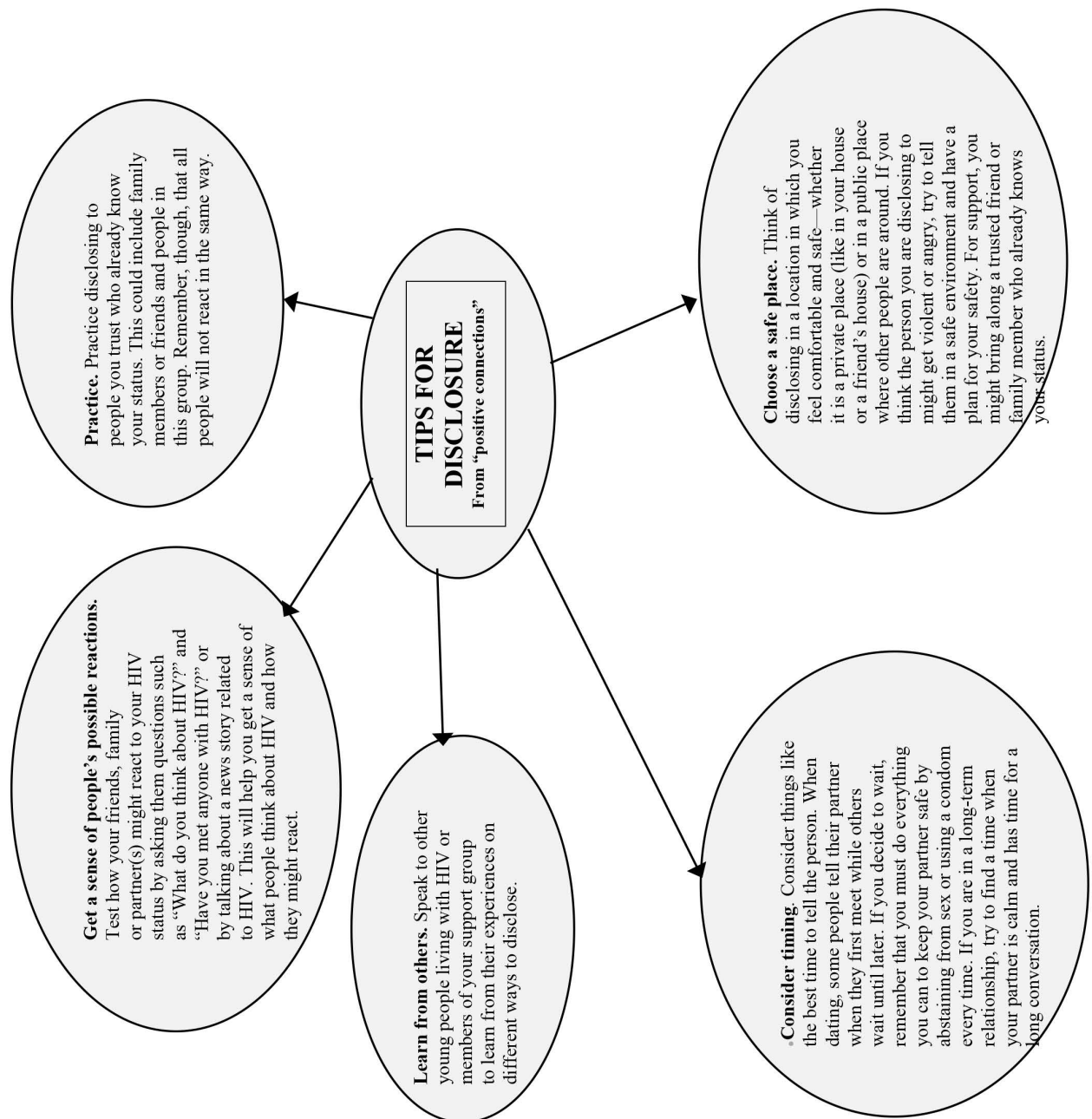
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- When I am in a loving relationship I should be able to share my status

Be ready for a conversation about HIV after you disclose. Your partner(s) might have questions about living with HIV, such as the risk of transmission and how to practice safer sex. They might also have questions about the source of your infection and about your relationship. Try to have some printed materials about HIV facts that you can give. A counselor can also help with this.

Remember that disclosure is a process.
More often than not, disclosing is a process rather than a one-time event. Expect several conversations. Your partner(s) might need time to deal with their emotions. They might have new questions about HIV.

Plan to be with people you trust after you disclose. You can celebrate a positive outcome or get support for dealing with a negative outcome.



Module 11

HOPES, DREAMS, AND GOAL SETTING



LEARNING GOALS:

By the end of this Module, participants will be able to:

- ❖ Understand what hopes or dreams are
- ❖ Set realistic goals and think about ways to achieve them
- ❖ To know who they can turn to when they feel stuck or lost
- ❖ See that they each have potential and promise and individual

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Brainstorming
- Small group work
- Games
- Worksheets

WHAT DO WE NEED?

- Flip chart
- Markers
- Hand outs
- Tape or stikki stuff
- Sports stuff

SESSION OUTLINE

1. **BEGIN (9:00 – 9:10)**
 - a) Welcome and check in (registration)
 - b) Small warm up exercises and energizers
2. **QUICK RECAP (9:15 – 9:20)**
 - a) What have you learnt from the last session?
3. **SESSION ON HOPES AND DREAMS (9:20 – 10:00)**
 - a) (10mins) Discussion about what hope and dreams are & visualization
 - b) Presentation from previous Chiedza participant (10mins)
 - c) Some time to make plays for the party (20mins)
4. **BREAK/GAMES/TEA (10:00 – 10:30)**
 - a) Play some ball games
 - b) Have tea
5. **ROTATING SESSION WITH HIS STUDENTS (10:30– 11:30)**
 - a) Break into 3 groups and spend about 20 minutes in each session
 - TREE OF LIFE – FRUITS & GIFTS
 - COMMUNAL DRAWING
 - P.E GAME – PUSHING YOUR LIMITS
6. **SESSION RECAP AND PARTY PLANNING (11:30 – 12:00)**
 - a) Thank everyone for all of their input
 - b) Congratulate them on everything they have learnt
 - c) Remind them to keep their dreams in focus
 - d) See you at the Closing Ceremony.

SESSION GUIDE FOR FACILITATORS

1 – THE INFORMATION SESSION:

INTENTION:

The goal of the session is to help the participants to see that each one of them has the potential to become something and someone important in the world. Whether this be somebody's husband or wife, a parent, a support to others, a teacher, or even something much greater. The goal here is to help them to see themselves as important people and to help them to see ways that they can have dreams and those dreams can come true.

Hopes and Dreams:

- Ask participants to find a space on the floor and to lie down comfortably and to close their eyes. Read the following to them (perhaps in Shona?):
- Take time to listen to your breath. Breathe in and out slowly, paying attention to your body. As you lie there think about who you will be in 10 years' time. Will you be tall or short? What will your hair look like? Where will you be? Who are you with? Imagine yourself 20 years older. Imagine you are walking in down a road. Feel the sun on your body. Feel the road beneath your feet. Look down the end of the road and imagine it ends somewhere. Where does it end for you? Where will you be going? Is it a school? Is it your home? Is it a work place? If that place could be ANYTHING or ANYWHERE, what do you wish it could be?
- Ask the participants to sit up and to stretch. Tell them that the things they imagined could be true. Tell them that to do this is to dream – it is to look at the future and imagine what the future could be. Tell them that dreams are good for you heart, but they require some hard work in making them come true.
- Now introduce old Chiedza participant and ask her to tell about what her dreams were and how she made them come true.
- After Chiedza graduate has spoken, remind each participant that they all have natural gifts and talents that they must nourish in order to help their dreams come true. They must use these talents (such as being good with people, or being good at Maths, good at caring for people). Remind them that dreams also require hard work, passion and dedication.
- INTRODUCE PARTY IDEA
 - Give them details about the Christmas party (where to meet for bus etc)
 - Tell them that one thing that would be great for the party, is for the different groups to put on a role play or something to show WHAT THEY HAVE LEARNED.
 - They can break into groups and work on these ideas now and over the tea break

2 – ROTATING SESSIONS

INTENTION:

The intention of the rotating session with the HIS students is for the participants to now have a deeper engagement with the ideas and the information from the first session.

Welcome all participants back from tea and explain that they will each be doing three different activities. They must break into their groups, each group with a facilitator to be with them and some HIS students. Each small group session should be about 20, but no

more, allowing participants time to do every exercise. The focus of all of the activities is to help them think about what their goals are and how to achieve them

ROTATION 1 – TREE OF LIFE: GIFTS

- Remind them of the Tree of Life ideas – their root as places they come from., the trunk being their youth and the things that made them who they are; their broken branches and scars being the hurt and sadness they have lived.
- Now remind them that ALL trees bear fruit. Some, like a mango tree, have big and juicy fruit, but some have simple small seeds, like a msasa, which fall to the ground and slowly grow into something really majestic
- Ask them to think a little bit about what gifts they have. If anyone feels up for it they can share these. If they are stuck ask them if any of them are good friends to others. Do any of them enjoy reading books? Are any of them really good at sport? Help them see that the natural gifts they have can help them in their lives.
- Not ask them to pick a dream they have about their future. In their books ask them to write what that dream is. Then ask them to think about what they need to make this dream come true. What things do they already have (like dedication, passion, love etc.) and what do they need to get (education, friends etc).
- Give them time to write these in their books. Try and use the format of the worksheet attached.

ROTATION 2 – COMMUNAL DRAWING

- Stick lots of pieces of paper together – either on a wall or on a few desks put

together. Even across the middle of the floor.

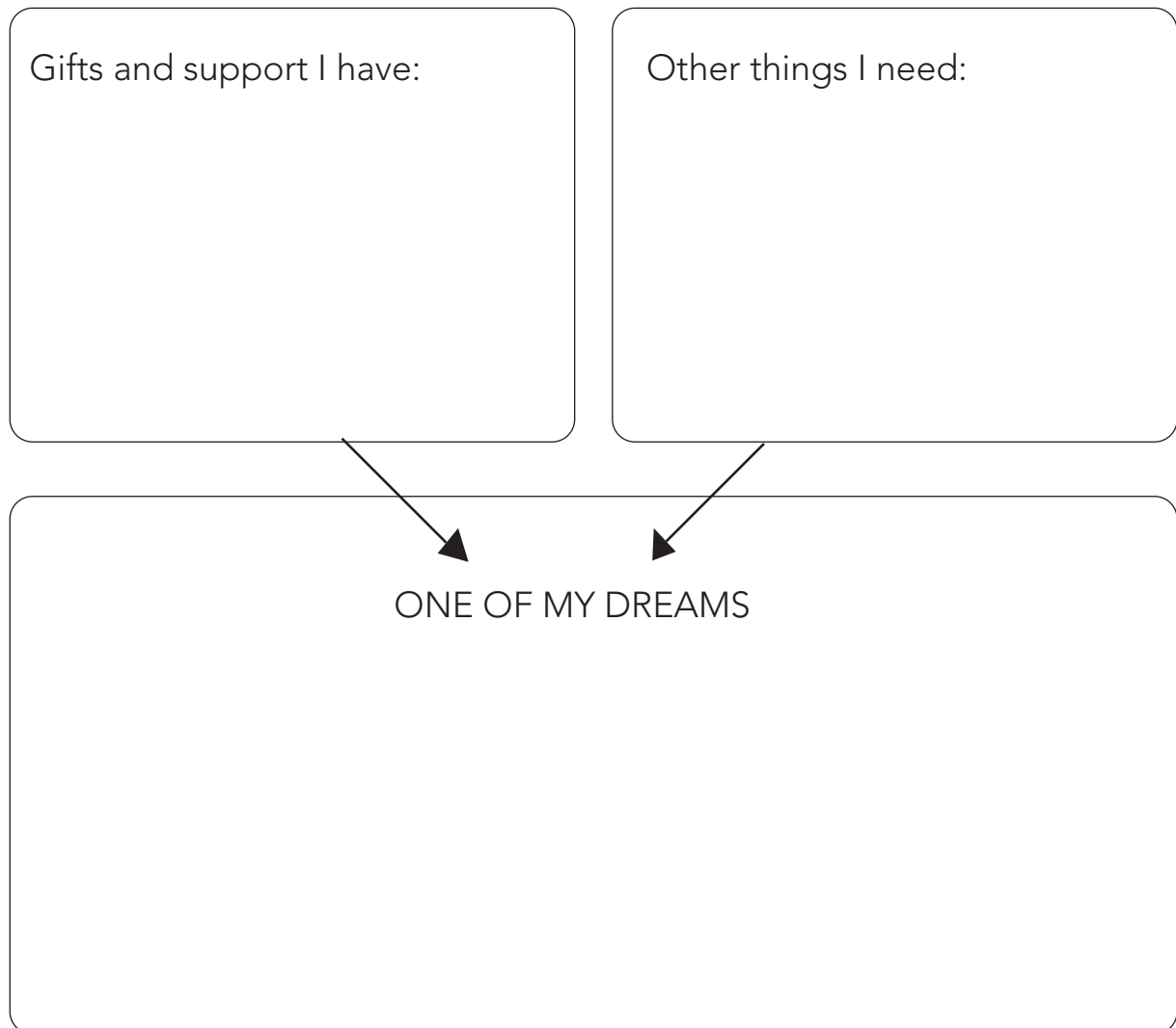
- Have art supplies ready.
- Tell participants that the goal here is to fill the entire paper with things they dream about. Encourage them to draw big and bold.
- If you can draw there too – to show them that one should never stop dreaming, that will encourage them.
- Each group will add to this, making a large mural, which will show them all the beautiful things they dream about and how important they are in making the world a better place.
- In some ways this can be a private and quiet exercise – but it can also be collaborative and noisy. Judge the mood and encourage them either way.

ROTATION 3 –P.E GAME: PUSHING YOUR LIMITS

- Participants will go outside and learn a new skill – dribbling a ball, throwing a Frisbee etc
- Initially they will just be shown how to do it from afar and then told to do it
- They might struggle. If you see them struggling ask “do you need help?”
- Give them some tips on ways to get better
- Suggest they ask others for help
- If they are good already – encourage them to help others who are less strong
- Help them see that with some practise they will get better

***** This can be changed as you see fit, but main goal is that to get good at something and to achieve – you need to practise.

GOAL SETTING AND DREAMING



CLOSING UP THE SESSION:

- Tell them that the next session will be a closing ceremony at HIS. They must be at the collection spot in town (Corner Samora Machel and Chinhoyi Streets) by 8:30 in order to be here on time. If they would like to put on a play or something – to show what they have learned at Chiedza, we would all like to see it. There is a little bit of time left over for you to plan these with other people.
- Help them see what it was they were doing
- They all have gifts that they already have that they can use to help them get far in their lives – these are the fruits that their trees **ALREADY** bear
- Show them the large poster covered with all the drawing and dreams of all the participants. Remind them that in working together and in taking the time to share their dreams with other people, they are more likely to make things change in the world and make their lives more beautiful
- Help them see that, just like when they play sports, they may start off feeling like they can never do it, but if they work hard, practice a lot, ask for support and listen to advice, they will get better and better.
- Thank everyone for their time and energy in this session

Module 12

SPORTS DAY & CLOSING CEREMONY



LEARNING GOALS:

By the end of this Module, participants will be able to:

- ❖ To celebrate all the things they have learnt over the year
- ❖ To work as teams in some team building sports
- ❖ To receive certificates of module completion.

HOW WILL WE TEACH THEM?

- Interactive trainer presentation
- Large group discussion
- Team work
- Ceremony

WHAT DO WE NEED?

- Certificates
- Games – sport stuff

SESSION OUTLINE

1. **BEGIN (9:00 – 9:10)**
 - a) Welcome and check in (registration)
 - b) Small warm up exercises and energizers
2. **TEAM ACTIVITIES (9:10 – 10:15)**
 - a) Break into teams
 - b) Compete at different activities
3. **BREAK – HEALTHY SNACKS (10:10 – 10:45))**
4. **THE FINAL (10:45– 11:15)**
 - a) Final team activities
5. **CLOSING CEREMONY (11:15 – 12:15)**
 - a) Play some ball games
 - b) Have tea
6. **LUNCH (12:15– 12:45**

