



THE VALUE OF LIFE

A BASIC APPROACH FOR BEHAVIOR CHANGE IN THE PREVENTION OF HIV/AIDS

A training module for secondary school teachers to work with adolescents on preventing HIV/AIDS

This is one in ***a series of training modules*** developed by AVSI to support the work of people dealing with children and communities in war situations. Previous publications were a training manual and a handbook for community volunteer counselors (November, 2000), a training manual and handbook for teachers on psychosocial issues (February, 2003) and a training module on Mine Risk Education (July, 2004).

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A BASIC APPROACH FOR BEHAVIOR CHANGE IN THE PREVENTION OF HIV/AIDS

A Training Module for Secondary School Teachers to work with adolescents on preventing HIV/AIDS

By

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PREFACE

This training module offers a basic approach to HIV/AIDS prevention through understanding the value of life. It is addressed to secondary school teachers to assist them in ways to organize and present *The Value of Life* to their students, as a way to promote behavior change that will encourage sexually responsible behavior, thereby preventing the spread of HIV/AIDS.

Young people need to know how to protect themselves from HIV/AIDS and Sexually Transmitted Diseases (STDs) starting at an early age. Respect for one's body and health (mental, physical and spiritual) begins as the child becomes aware of his/her own body and power to make choices. This awareness continues to develop as the child reaches puberty and adjusts to the physical and emotional changes within. The value that one places on life continues to develop throughout life and influences one's decisions and behaviors.

Schools are key settings to educate youth about HIV/AIDS and to prevent the further spread of the HIV infection. Educators, especially those of secondary schools, can do much to save their students from HIV/AIDS. Through this training we want to create awareness and build teachers' capacity as advocates for the value of life and the need for behavior change among youth as these relate to prevention of HIV/AIDS.

The Ugandan government approach to preventing HIV/AIDS is one that calls for behavior change – the ABC plan (Abstinence, Be faithful, Condom use). Youth are not going to change their behavior only because they fear infection or death from HIV/AIDS. Behavioral change to be lasting needs to be based on true facts, healthy attitudes and sound reasons which are related to values.

The prevention of HIV/AIDS is a call to life – the life of the whole person.

This training module seeks to empower youth and adults to understand what it means to be a person. AVSI embraces a holistic view in which sexuality is part of who we are, but does not define all that we are. This training helps youth to value their sexuality and to develop loving relationships with awareness and responsibility. This approach encourages youth to deepen their understanding of purpose and meaning in life and to critically assess myths and false ideas coming from the common culture.

This training module addresses the value of life as a basis for changing behavior in the prevention of HIV/AIDS.

“ One of the most difficult things in life is not just to influence others; it is to change your character.” *Nelson Mandela*

ACKNOWLEDGEMENTS

Special thanks to Filippo Ciantia, Elena Locatelli, Clara Broggi and Giovanna Orlando for their invaluable suggestions in developing the trainings. Many thanks also to all facilitators and participants who have contributed to the content of this module through their experience and feedback. Special recognition to all the people living with HIV/AIDS and to Meeting Point, a local non-governmental organization (NGO) taking care of them in Kitgum District, from whom we continue learning the real value of life.

HOW TO USE THIS MODULE

This module is designed for training of secondary school teachers to assist them in organizing and presenting *The Value of Life* training to their students, as a basic approach to promote behavior change in the prevention of HIV/AIDS.

This module is divided into three sections:

A INTRODUCTION			
Includes information for teachers about the background of this training, the objectives, the approach and methods used in this training. Practical aspects are covered such as suggestions for how to organize the training, and suggestions for follow-up.	<ul style="list-style-type: none"> — Background — Objectives of the Training — Theoretical Orientation and Participatory Approach — How to Organize the Training — Timetable for Training — Follow-up 	<ul style="list-style-type: none"> 4 5 5 5 5 6 	
B TRAINING SESSIONS			
This middle section describes the specific topics to cover while training secondary teachers in <i>The Value of Life</i> .	<ul style="list-style-type: none"> — Session 1 Basic Facts About HIV/AIDS — Session 2 Choices in the Prevention of HIV/AIDS — Session 3 Behavior Change in the Prevention of HIV/AIDS — Session 4 The Value of Life — Session 5 Needs of a Person — Session 6 World of a Person — Session 7 Freedom — Session 8 Definition of Love — Session 9 Love, Sex and Sexuality — Session 10 Culture, Sex and Sexuality — Session 11 World of an Adolescent — Session 12 True Love — Session 13 Life Skills — Session 14 Approaching Youth About the Value of Life 	<ul style="list-style-type: none"> 7 13 15 18 21 23 25 27 29 33 35 39 42 49 	
C RESOURCE INFORMATION			
This is a reference section which offers additional information and resources to support the work of the trainer.	<ul style="list-style-type: none"> — Energizers — Ideas from Teachers for Follow-up — The Four Friends Story — The Story of Violet — Informational resources 	<ul style="list-style-type: none"> 53 54 56 58 59 	

The material in Section B is the core of the Training Module. It is presented in a similar way on each page of the Module where you will find:

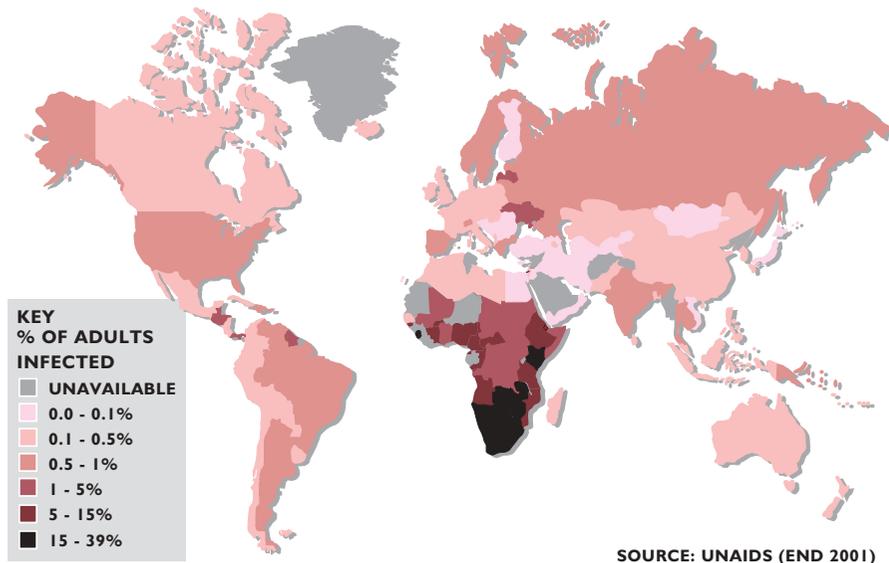
	⇒ The topic of the session presented on this page
	⇒ A picture of the Handbook and Manual for Teachers along with the page number(s). This reminds you to review basic information presented previously
	⇒ “Why this section?” offers important information for the facilitator because it explains the importance of this topic and the reason for presenting it at this stage of the training, as well as how this topic links to other topics
	⇒ Focus points which indicate what participants need to know and also serve as a reference point for the facilitator to remain focused while leading sessions
	⇒ Method of facilitating the focus points to participants – practical examples of how to develop the session with teachers
	⇒ Optional methods of facilitating
	⇒ Additional information for the facilitator, to deepen their understanding of the topic beyond what is shared with participants
	⇒ The message we want to leave with our adolescents
	⇒ Facilitator comments
Sample Responses	⇒ Responses printed in this color indicate participants’ input

INTRODUCTION TO “THE VALUE OF LIFE” TRAINING

Background

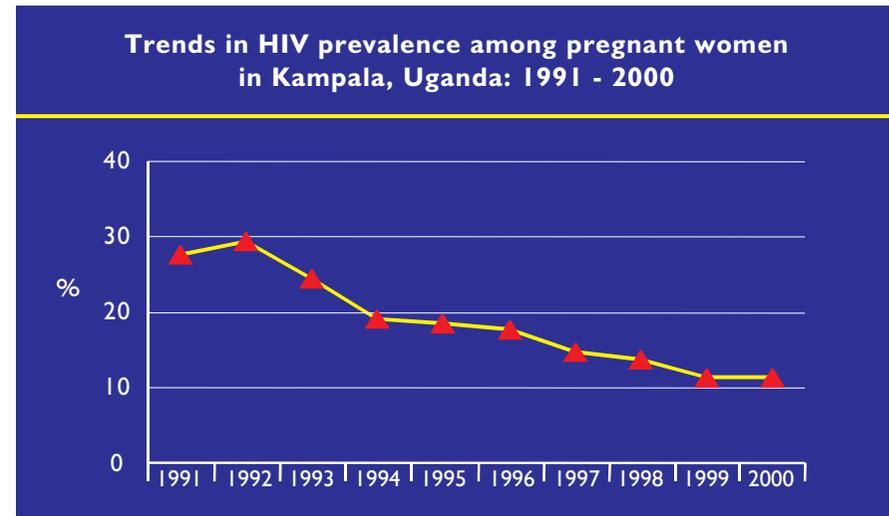
Of the world’s 42 million people living with HIV/AIDS, 29.4 million are in sub-Saharan Africa, making it the most affected region in the world. About 90% of all children infected with HIV are in sub-Saharan Africa. Clearly this is a major epidemic that affects the physical, economic, social and political lives of people in this region in particular.

WORLDWIDE HIV PREVALENCE RATES



AIDS was first recognized in Uganda’s Rakai District in 1982. After more than 20 years, HIV/AIDS is a national epidemic that has caused nearly a million deaths in Uganda in 2001 – the leading cause of death in people aged 15 to 49. Uganda’s national response to HIV/AIDS since 1986 has been one of open recognition and top-level political commitment. Combining this leadership with a multi-sectoral approach succeeded in uniting individuals, community groups, religious institutions, cultural

associations, research institutions, government and non-governmental agencies. As a result HIV prevalence in Uganda dropped from more than 18 percent in 1992 to 6.5 percent in 2001.



Source: STD/AIDS Control Programme, Uganda (2001) HIV/AIDS Surveillance Report

Since the 1980’s, AVSI has been committed to caring for people affected by HIV/AIDS and fighting the epidemic at local, national and international levels. Central to AVSI’s work is the belief that successful prevention and treatment depend largely on personal responsibility and behavior. This, in turn, must be fostered and supported by local communities. For these reasons, AVSI works closely with local support organizations, national research and advocacy bodies, government ministries, and international organizations.

There is much to be done if HIV infection rates are to be further reduced and socioeconomic impacts addressed. There is need for even wider support for people living with HIV/AIDS, greater investment for children who have been orphaned, and expanded efforts to prevent and treat the disease. This training on *The Value of Life* for secondary school teachers is one attempt to prevent the spread of HIV/AIDS among secondary school youth.

Objectives Of Training

Specific objectives of the training are:

- ◆ To develop an awareness of the meaning of life and its overall value
- ◆ To sensitize and impart more knowledge about HIV/AIDS to secondary school teachers and give them skills to handle their adolescents
- ◆ To review some aspects of culture and tradition about sex and love in order to deepen respect for all persons
- ◆ To sensitize the participants about the need for behavior change in order to avoid contracting HIV/AIDS
- ◆ To empower the participants with basic communication skills in order to implement open and frank discussions with adolescents about HIV/AIDS prevention

Theoretical Orientation and Participatory Approach



1-7

The approach and methods used in this training are detailed in the previous manual. It is important for the facilitator to establish the participatory nature of the workshop from the first. This helps to realize the capacities and resources that the participants possess, and to promote open communication among the participants and the facilitators.

How to Organize the Training

After reviewing pages 7, 9 and 10 in the manual for general guidelines in how to organize the training, consider these specific examples of what was done in Kitgum District to organize *The Value of Life* training.

First, a team of 3 facilitators was selected, which included:

- ◆ Technical advisors from AVSI's staff who specialize in HIV/AIDS prevention - either a social worker, nurse, trainer, or health educator
- ◆ Secondary school teachers who had previously attended the 4-day Training for Teachers in psychosocial support (as presented in the Training Manual) as well as this 4-day training in *The Value of Life*

Second, facilitators met together to decide on details of the training, such as:

- ◆ Selection of participants - 20-25 secondary school teachers, preferably at least two from each school so that they can support each other with follow-up activities
- ◆ Dates for the four-day training that coincide with availability of teachers
- ◆ Logistics for the training such as place for training, accommodations for participants, food, transportation, allowances, list of materials, and other details.

Timetable For Training

Below is a sample schedule which may help in organizing your workshop for secondary school teachers.

DAY ONE		DAY TWO		DAY THREE		DAY FOUR	
Introductory Session		Review		Review		Review	
Session 1	Basic Facts About HIV/AIDS	Session 2	Choices in the Prevention of HIV/AIDS	Session 7	Freedom	Session 12	True Love
		Session 3	Behavior Change in the Prevention of HIV/AIDS	Session 8	Definition of Love	Session 13	Life Skills
		Session 4	The Value of Life	Session 9	Love, Sex and Sexuality	Session 14	Approaching Youth About the Value of Life
		Session 5	Needs of a Person	Session 10	Culture, Sex and Sexuality		Work Plan
		Session 6	World of a Person	Session 11	World of an Adolescent		Final Evaluation
Daily Evaluation		Daily Evaluation		Daily Evaluation		Closing Ceremony	

Following are details on specific sessions listed on the Timetable.



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Introductory Session

See Manual for details on organizing the introductory session. This includes registration, participant introductions, housekeeping issues, ground rules, energizer and sharing objectives of the training.

Individual Work Plan

At the end of the training each teacher develops a personal work plan to implement in his/her school. A Community Resilience Dialogue (CRD) work plan includes:

- ◆ What I learned in this workshop
- ◆ What I want to put into practice in my classroom
- ◆ How I will put it into practice (how I will begin, steps I will take)

Many plan to first sensitize their colleagues. Where possible, some plan to promote a discussion group for S5 and S6 boys and girls to encourage sharing and learning about the value of life and how that relates to sex and sexuality.

Final Evaluation

This is a valuable way to get feedback at the end of the training so that improvements can continue to be made. It helps both participants and facilitators to reflect upon the impact of the training. Ask participants to write responses to the following questions on a piece of paper to give to facilitators.

- ◆ Indicate whether you are male or female.
- ◆ What have you learned from this training for yourself and your personal life?
- ◆ How will you implement what you have learned in your school?

Closing Ceremony

See Manual for details.



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Follow-up to the Training

In order to achieve the best possible results with adolescents, teachers need to share what they have learned from this training with other teachers and their students. Follow up of this training is important to support the teachers' efforts and continue to expand ideas on how to implement this training.

In our experience we have found that follow-up is critical to:

- ◆ Encourage the implementation of *The Value of Life* training in schools
- ◆ Support the efforts of the teachers and help them solve problems and address challenges they face in this work
- ◆ Share ideas for implementing the training with adolescents
- ◆ Evaluate the effectiveness of the training, and how it has helped the teachers and their schools
- ◆ Assess future needs of teachers in this valuable work

A few months after the *The Value of Life* training, AVSI conducts follow up sessions to evaluate whether the training objectives have been achieved with the students in the various secondary schools. Questions explored with teachers during follow-up sessions include:

1. How has *The Value of Life* training affected you and/or your students?
2. What have you implemented at your school that you learned from the training?
3. What experiences (challenges as well as successes) would you like to share with your colleagues?
4. What are your future plans and suggestions?

See Resources section, page 54, for details on ideas that teachers have shared with AVSI about their implementation and follow-up in their schools.

BASIC FACTS ABOUT HIV/AIDS



Educate the participants about HIV/AIDS – what it is, how it is spread, popular myths and beliefs, and positive coping mechanisms.



Brainstorming

This session is based on questions and answers about HIV/AIDS. Use brainstorming to obtain participants' views and clarify the facts about HIV/AIDS by giving the right answers. Allow participants time to offer their ideas before clarifying any misperceptions they may have.

Following are optional exercises that should be used for some of the questions in order to keep the interest and emphasize the points in various ways. It is up to the facilitator to decide which one to use with which questions to keep the flow of the discussion. Some suggestions are offered for exercises that fit well with certain questions.

What is HIV/AIDS?

HIV is Human Immunodeficiency Virus. It is a retro virus that enters the body's white blood cells and destroys them. AIDS is Acquired Immune Deficiency Syndrome. It is an infectious disease caused by the HIV virus which gradually weakens the body's defense (immune) system. Acquired means that it is not genetically inherited. Immune Deficiency means it weakens the body's immune system. Syndrome means that it is a collection of signs and symptoms of a disease.

Where did HIV/AIDS come from?

There are **many theories** about the origin of HIV/AIDS. Some of the responses from our participants follow:

- ◆ It was invented in the laboratory from animals
- ◆ In Kitgum and other northern districts AIDS originated from the soldiers
- ◆ In Uganda it originated from Rakai and diffused itself to other districts through truck drivers and sex workers
- ◆ It is a Western disease sent to destroy the developing countries
- ◆ AIDS is an American Ideology to Discourage Sex

Knowledge is necessary for participants to understand the nature of the problem of HIV/AIDS. Knowledge is part of the process leading to behavior change that can help in the prevention of HIV/AIDS.



The various answers given by the teachers at this early stage of the training can help the facilitator assess the extent of the myths surrounding the spread of HIV/AIDS and the need for sensitization among the participants.



Optional Exercises

CONTINUUM EXERCISE

This exercise can be used for any of the questions with Yes/No answers. Identify points along the front line of the room according to the following categories:

Not at all Not likely Unsure Probably Yes Definitely Yes

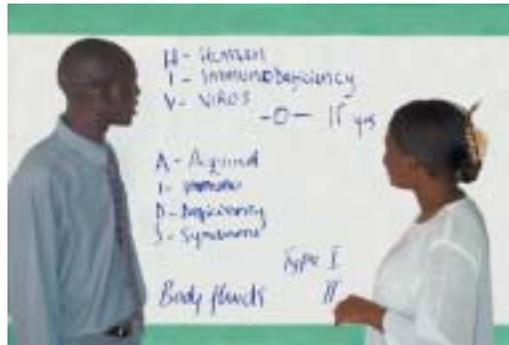
Then direct participants to move to the place on the line that indicates their opinion/guess in response to a given question. This exercise gets people to state their view and see what others think. It also gets people more actively involved in the discussion and can be inserted anywhere that is appropriate.

There is no clear answer to the origin of this deadly disease. It is for experts to track down the origin of the disease so they can gain clues on how to cure or vaccinate against it.

For us at this training, it is most important to face the reality that this disease is with us, and to find out how we can prevent its spread. Our main focus should therefore be to encourage positive behavior change in order to prevent the disease from expanding.

What is the immune system?

This is a system in the body that helps to fight diseases. It is the ability of the body to resist sickness. This system consists of white blood cells that defend our body against infection similar to the way soldiers defend their country.



What is the difference between HIV and AIDS?

The distinction between HIV and AIDS is interesting to note. HIV infection means that the virus is merely present in one's body, can infect others through sex or blood contact, and will eventually develop into AIDS. This period of infection to death can last from 0 - 15 years, but varies from one individual to another. AIDS is the final stage of HIV infection. This is when the body's defenses have been weakened by the HIV virus and the person becomes ill with life-threatening conditions.

What happens when HIV enters the body and where does it go?

HIV enters the white blood cells of the human body that are in the blood, but also in seminal fluids, vaginal fluids, and breast milk. The white blood cells are the preferred place for the HIV virus to grow and multiply. Once they are in the body they settle and increase in number within the cells until they burst, then attack other cells. The more white blood cells burst, the more the virus is released and the number of white blood cells decreases. As a result, the immune system becomes weaker and weaker.

STATISTICS EXERCISE

To illustrate the percentage (%) of people affected by HIV/AIDS or to help participants better understand the statistics presented, try this exercise. Have the entire group stand together, then remove the number in that group who would be affected and have them stand apart. For example, if you have 30 participants, count off 30% (or approximately 3 out of every 10 people). This exercise can show the extent of the problem in an average group of people.

FORCED CHOICE

The questions with Yes/No answers can be transformed into statements and this exercise can be used for a better understanding. Participants are asked to choose whether they agree or disagree with the statement and move to one side of the room or the other. Then each group discusses their reasons for agreeing or disagreeing. Finally each group chooses one person to try to convince people from the other side to join them. If someone changes his/her mind, he/she moves to stand with the other group. At this point, observe which argument has won the most people to their side.

SMALL GROUP DISCUSSION/ REASONING EXERCISE

This exercise is useful nearly at the end of the session to help the participants to apply what they have learned during the session to common myths. Give a series of different statements or myths about contracting HIV/AIDS to different small groups. Participants have to use their knowledge to reason out why or why not a statement is true. Small groups will then gather in the large group to share their results and get feedback.

Some examples of statements that can be presented are:

You can acquire HIV/AIDS by sharing clothes with an infected person; by sharing food; by bathing with or sharing a swimming pool; by sharing a toilet; by caring for a sick person; by burying a person; by plaiting hair; by playing with an infected person; etc.

There is no AIDS in the villages; AIDS is a disease for the rich or for soldiers.

How can the virus enter the body?

The main way of transmission is through infected blood. If my blood enters in contact with infected blood, the virus can enter my body. This happens mainly through sexual intercourse, more rarely through open sores, such as when deep kissing. Other fluids are also infected, like seminal and vaginal fluids and mother's milk.

Do all people with HIV develop AIDS, and if yes, how much time does it take?

Everyone infected with HIV virus will eventually develop AIDS if they live long enough. The time this takes depends on the health of the individual, that is, the strength of the immune system, the quality of nutrition, and the health of one's life style. A person living carelessly is more likely to develop AIDS.

Can you tell by looking at someone if they have HIV/AIDS?

No. If you see someone that appears healthy they can already be infected with HIV. In the first phase after infection, a person has the virus in his/her blood, but he/she does not show any sign of illness. This phase can last more than 10 years, or less than several months. It is only in the later stages of AIDS that one becomes ill.

After you have been infected how long does it take until HIV can be identified in your blood?

This takes approximately 3 months after the initial infection. However, this varies with different people, depending upon their resistance and the health of their immune system.

What are the physical signs of having HIV/AIDS?

There are no physical signs of HIV except for a blood test. Someone with AIDS often exhibits these minor and major signs.

Major signs

- ◆ Lasting fever (more than 1 month)
- ◆ Lasting diarrhea
- ◆ Loss of more than 10% of body weight
- ◆ Tuberculosis or pneumonia

Minor signs

- ◆ Lasting cough
- ◆ Peripheral nerve damage
- ◆ Poor memory and decline in intellectual capacity
- ◆ Herpes Zoster (recurring shingles)
- ◆ Swollen glands
- ◆ Body rashes and skin infections
- ◆ Herpes Simplex (severe cold sores)
- ◆ Mouth and throat thrush
- ◆ Thinning of the hair

What behaviors contribute to the spread of HIV/AIDS?

- ◆ Having multiple sexual partners
- ◆ Having unprotected sex
- ◆ Delay in treatment of STDs
- ◆ Some cultural practices (like wife inheritance, elopement, and use of unclean instruments in traditional practices)
- ◆ Rape and defilement
- ◆ Prostitution
- ◆ Use of unsterilized sharps like needles

If a man withdraws his penis before ejaculation can he infect his partner or be infected?

Yes. Even if withdrawal is done before ejaculation, the transmission of HIV/AIDS can occur. It is therefore dangerous for both partners because the virus is contained in both the vaginal and the seminal fluids. The risk of infection becomes greater if one of the partners has sores or small cuts on the sexual organs. Withdrawal never prevents HIV infection.

Will I get HIV/AIDS infection if I have sex with an infected person without using a condom?

The possibility of infection is high, because sexual intercourse involves physical contact and an exchange of body fluids. Therefore, proper condom usage is the best method of reducing fluid sharing among sexual partners.

Is HIV/AIDS also transmitted through oral and anal sex?

Yes. This is especially so if you have sores at the point of contact. In addition, the skin of the anus is very soft and the probability of getting small cuts during sex is high, especially because there is no natural lubrication during this type of sex. However, even if there is no sore there is still a high risk because the friction that goes on during oral and anal sex may cause sores, hence exposing one to the risk of infection.

Can I get HIV/AIDS through deep kissing?

The chance of getting HIV/AIDS through kissing is minimal. However, if one of the partners has small cuts or sores in his/her mouth, the odds are increased.

Can I get HIV when having sex with a young person?

The likelihood of getting infected does not depend on the age of your partner, but rather on their health. If the boy or girl is infected and you have sex with him/her, you risk infection.

Why is it that married people also get HIV/AIDS?

- ◆ First of all, one or both partners can already be infected before the marriage. There is no certainty until a blood test is done.
- ◆ Lack of fidelity
- ◆ Exposure to un-sterilized sharps
- ◆ Drunkenness leading to poor decisions such as infidelity

Can I get HIV/AIDS by wearing an infected person's clothes?

No. Because the virus dies once exposed to air one will not be infected by wearing an HIV positive person's clothes. However, we should adhere to basic rules of hygiene.

Can I get HIV/AIDS when using syringes of an infected person?

Yes. The possibility of infection is very high. The use of these instruments is dangerous because blood clots remain on the syringes. It is therefore important to not share these instruments and to sterilize them after every use.

Can I get HIV/AIDS through a mosquito bite?

No. A mosquito does not carry the HIV virus.

Can I get HIV/AIDS by eating with an HIV/AIDS-infected person?

It is very difficult to acquire the virus when sharing food unless you all have sores in your mouths and share a spoon and in the process exchange saliva. However, the probability is so low that there is no likely danger of getting infected with the virus when eating with an infected person.

Can I get HIV/AIDS when donating blood or through blood transfusion?

It is important to distinguish between donating blood and being given blood through transfusion. There is very little danger involved in blood donation as long as the health worker uses sterilized instruments. Likewise, there is minimal risk in receiving blood because all donated blood is tested for HIV/AIDS and sterilized syringes are used.

Can contraceptive pills prevent me from infection?

No. This medication prevents women from getting pregnant, but not from infection (HIV or STDs). You can still be infected because sexual intercourse involves an exchange of body fluids such as seminal and vaginal secretions.

Can an HIV positive person bear a child, and can she infect the baby?

An HIV positive mother can bear a child like any other woman, though the probability of infection is great. The baby in the uterus is nourished through the blood of the mother, so if the mother is positive the baby can get the virus. However, not all babies of HIV positive mothers get HIV/AIDS. The rate of infection depends on the viral load in the mother's blood. *The Lancet* (June 14, 2002), an international medical journal, reports that the cumulative transmission rate of HIV from mother to child is 25% to 45% in sub-Saharan Africa. About 1,900 children each day are infected with HIV-1 by their mothers in this region. Infection can take place during delivery and when cutting the umbilical cord. In addition, an HIV positive mother can also infect her child during breast feeding because of the presence of the virus in the mother's milk.



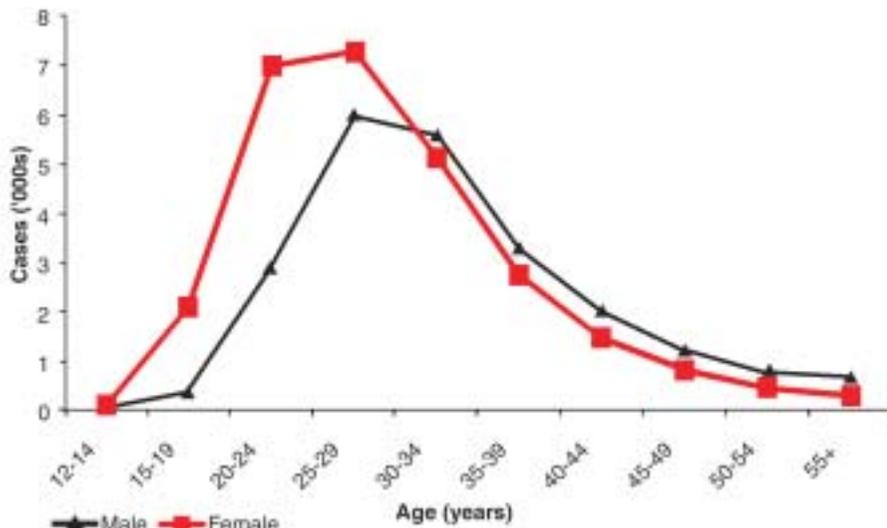
What does the red ribbon stand for?



The red ribbon is a sign of acknowledging the existence of HIV/AIDS and a call for unity in order to fight the disease. People who wear this ribbon want to express their sympathy and respect for all infected people living with HIV/AIDS. It is not an indicator that the person wearing it is HIV positive.

What percentage of the African population is infected with HIV/AIDS?

According to the World Health Organization (WHO) statistics compiled in 2003, Sub-Saharan Africa has 25.0 to 28.2 million adults and children living with HIV/AIDS. This represents about 10 - 30% of all Africans who are infected with HIV. On average, most people that are infected inhabit towns or socially busy places. Many are young people aged 15 - 24. In Uganda, according to UNAIDS/WHO (2003), HIV prevalence has been reduced from 30% a decade ago to 8% in Kampala in 2002. Researchers found that important behavioral changes occurred among the Ugandan population, including an increase in the age of first sexual intercourse, a decrease in indicators of casual or nonregular sexual partners, and an



Distribution of Adult AIDS cases by age and sex

Source: A Ugandan Government Report

increase in condom use with both casual and regular sexual partners (Stoneburner/Low-Beer, *Science*, 4/30, 2004). As of 2003 there are an estimated 1.1 to 1.5 million people living with HIV/AIDS in Uganda. In 2003 there were about 14,000 new HIV infections each day, of which about 12,000 were persons aged 15 to 49 years. Of the new infections about 50% are women and about 50% are 1 - 24 year olds. Two particular areas of concern that need to be addressed are: 1) domestic violence that affects women in marriages; and 2) the accelerated spread of HIV/AIDS in Internally Displaced Persons (IDP) camps by soldiers in the north and southwest of Uganda.

What can I do to protect myself from HIV/AIDS?

There is no vaccination against HIV/AIDS but there are certain modes of behavior which contribute to protecting yourself from HIV/AIDS. These can be summarized as below:

- ◆ Knowledge about the disease
- ◆ Abstinence
- ◆ Faithfulness
- ◆ Use of condoms
- ◆ Refrain from cultural practices that increase your risk of contracting HIV/AIDS (such as wife inheritance, elopement and circumcision)
- ◆ Early treatment of STDs

Is there a remedy for HIV/AIDS?

To date there is no cure for HIV/AIDS, though many researchers are doing their best to discover one. There are medicines which cure some of the diseases which attack the person with an immune system weakened by HIV/AIDS. There are also antiretroviral (ARV) drugs which can temporarily help improve the condition of a person suffering from the disease, by slowing the development of HIV/AIDS. There is no Western or local medicine that can definitively cure HIV/AIDS.

Is it true that having sex with a virgin can heal you from HIV/AIDS?

No. This is a myth; one can never get cured from HIV/AIDS. There is absolutely no cure for the infection. If you carry HIV/AIDS or an STD, by having sex with a virgin you will endanger her life.

Can someone under ARV treatment still spread the virus?

Yes. ARV treatment controls the illness but does not eliminate the infection, which can still be spread to others.

How can I find out if I am positive or negative?

The only way to find out is by testing your blood which shows whether antibodies against HIV exist in your blood. It is vital to note that HIV and the antibodies only become visible in human blood three months after infection. Tests done before this period of time normally do not show any results.

Why is it that the HIV test is not available in rural areas?

The equipment used for testing is very expensive and has to be well cared for. However, the VCT (Voluntary Counseling and Testing) programs are now in place to do the mobile tests and counseling.

If I have HIV/AIDS what should I do?

First of all, talk to your partner - he/she needs to be informed since it may affect his/her health as well. Also talk to people with similar problems or to a trained counselor. Observe good health, eating habits, and good hygiene. Treat any form of illness and stop any abuse of alcohol or drugs.

What are the consequences of a negative result?

Once we are sure of our status we should try as much as possible to refrain from things or habits which expose us to the virus. We should endeavor to take the necessary precautions to avoid catching the virus.

Do HIV/AIDS test results tell the truth?

Yes. The prospect of receiving wrong results is very low if the test is done at least three months after infection. In the first three-month period there are no signs of the virus in the blood and tests in the clinic cannot tell us whether there is an infection. This is a very dangerous period because one can be regarded as healthy, yet he/she is not.

How should we interact with people who have HIV/AIDS, and what kind of care do they need?

A person who has HIV/AIDS is a person like any other person. He or she may need attention and consolation since there is no cure for this disease and because there has been stigma and judgment attached to HIV/AIDS. We can reach out to them and assist them with meeting their basic needs such as adequate diet and proper hygiene. Our concerned actions can lighten the burden for them and their families. Remember that a person living with HIV/AIDS has human rights like any other person.

How do we show love to the infected person? How can we care for them?

The same way you show love to anyone who is not a sexual partner.

- ◆ Visit the person
- ◆ Hug or touch the person in safe ways
- ◆ Include the person in family and community activities
- ◆ Listen to them
- ◆ Let them know they are not alone
- ◆ Take them meals



What is the general impact of HIV/AIDS on family, community and nation?

- ◆ Loss of lives
- ◆ Poverty
- ◆ Loss of parental care
- ◆ Fears and trauma
- ◆ Economic dependence
- ◆ Slows development due to the drain on resources



This can be done in group work with each group focusing on either family, community or nation. All answers given are taken as good answers.

CHOICES IN THE PREVENTION OF HIV/AIDS



HIV/AIDS is a serious problem for our community.
Our behavioral choices can affect our vulnerability to this virus.



Plenary discussion

Present to participants the following questions and discuss:
 AIDS causes many victims and changes the social structure of the community just like a war.

Once participants learn the basic facts and information about HIV/AIDS, they become responsible for their lives and choices. This session explores ways to actively approach the prevention of HIV/AIDS.

What are the differences and similarities between War and AIDS?

WAR

- ◆ War can be ended
- ◆ War can be seen
- ◆ They use different tools:
 - guns and violence

AIDS

- AIDS cannot be cured
- AIDS is a silent killer that cannot be seen
- Invisible virus and relationships

How can you protect yourself in these two situations?

WAR

- ◆ Sleep in safe places
- ◆ Don't go where rebels are
- ◆ Lay down when caught in gunfire

AIDS

- ◆ Avoid casual sex
- ◆ Don't have sex with soldiers
- ◆ Use condom if you do have sex

What is your responsibility for your life?

- ◆ Choose how to behave
- ◆ Change my behavior
- ◆ Have the will to follow my beliefs/values
- ◆ Value my life



In any situation there are actions that we can choose to take, others that we cannot. In any case we can become more active participants in our lives. We can make choices for a safe and healthy life.



Teaching

How is it possible to become a more active participant in my life?

To become a more active participant I can:

- 1. Learn as much as I can about the facts and issues involved in my choices. ——— Knowledge**
Information is the beginning of understanding exactly what our choices involve.
Knowledge helps us to develop thoughtful attitudes.
- 2. Examine my own thoughts and feelings on the issue. ——— Attitude**
Are they constructive? Do I need to change my position?
Education can lead to a positive change of attitude which has a long-term effect.
Through thoughtful attitudes we can develop appropriate and positive behaviors.
- 3. Evaluate my behavior as to whether it contributes to a safe and healthy life. ——— Behavior**
Do I need to change my behavior?
Constructive behavior contributes to a safe and healthy life. Behavioral changes are necessary to stop the spread of the disease.



Through my knowledge, attitudes and behavior I can make choices for a safe and healthy life.

BEHAVIOR CHANGE IN THE PREVENTION OF HIV/AIDS



Prevention of HIV/AIDS mainly involves behavior changes.

The most important behavior changes in preventing HIV/AIDS can be summarized by: **A - Abstinence**

B - Be faithful

C - Condom use

Behavior change is the main way to prevent HIV/AIDS. Participants are led to understand and manage their behaviors in order to live a positive and healthy life.



Brainstorming

Through which behaviors can we reduce and control the spread of HIV/AIDS?

- ◆ Abstinence
- ◆ Faithfulness
- ◆ Use of a condom consistently
- ◆ Prompt treatment of STDs
- ◆ Blood test before marriage
- ◆ Avoid sharp instruments / sterilize them between uses
- ◆ Wear protective rubber gloves when handling blood or helping an injured person
- ◆ Mother To Child Transmission (MTCT) – antenatal care and alternatives to breast feeding



The most important behaviors can be summarized by A B C:



Abstinence



Be faithful



Condom Use



Teaching

Behavior change includes **A B C**:

A - Abstinence

This is the choice to abstain from sexual activity before marriage. It involves self-control or exercising reason over feelings. Youth can choose to commit to this until they marry. Abstinence from sexual activity is a safe way to protect oneself from HIV/AIDS.

B - Be faithful

Stay with only one sexual partner. In being faithful, we also practice abstinence from sexual activity outside of marriage. Fidelity to one man or one woman is a safe way of avoiding AIDS and preventing its spread. Also, it is important to avoid the risk of cultural practices such as wife inheritance when one of the partners is already infected.

C - Condom Use

Use condoms safely and consistently.



Brainstorming

Can a condom completely protect you from HIV/AIDS?

No. It is not 100% safe because:

- ◆ It can break and tear during use
- ◆ If not used properly it can fail
- ◆ Condoms may not always be available in rural communities
- ◆ There might be no consistency in its use - a new one must be used EVERY time a person has sex
- ◆ Condoms can be poor quality (expired or weakened by storage conditions)



Condoms may reduce the chance of being infected, but they do not prevent the chance of contracting HIV/AIDS.



Teaching and Discussion

THE STORY OF THE BLACK MAMBA

Imagine you live in Chinanga Village but you go to Twalishuka School five kilometers away. Two paths lead to the school from your village. One winds along a stretch of stones, and goes through an old village site before it takes you to the school grounds, but it is generally a clear path. The other goes through a plantation of oranges, mango and banana trees and passes by a beautiful but bushy source of the Pagen stream where a black mamba has made its nest and creeps silently all around the neighboring area. In just one week three people - a grade seven boy, a woman and an elderly man from Chinanga Village - died after being bitten by the poisonous reptile as they passed by. The only protection you carry with you is a knife.



Plenary Discussion

Which path would you take and why?

- ◆ The short path is better because it is quicker and more pleasant
- ◆ It makes sense not to take the path that risks death; I would choose the safer path even though it is longer



The two paths represent your choice about how to confront or avoid HIV/AIDS. Once you have learned the dangers of this infectious disease you have to decide which path you will take. You can choose either the longer but surer way to safety, or the one that leads to the nest of the black mamba, which represents AIDS. The knife you carry is like a condom to defend yourself against the dangerous mamba/AIDS. It is your choice whether to risk taking the dangerous path with the mamba/AIDS and only a knife/condom for protection.

To help you decide which path you would take, consider the following:

What would you advise your best friend to do?

Would you take your child along the path you choose for yourself?



We have seen that there are three different tools to fight HIV/AIDS. Each tool, ABC, gives a different degree of protection. Clearly if A (Abstinence) and B (Be Faithful) are not applied, then one definitely needs to use C (a Condom). However the core of the problem in preventing HIV/AIDS is not the choice you make, but the reason behind your choice.



To change behavior is the best protection.

THE VALUE OF LIFE



Invite participants to notice what they value about their own lives.

Encourage participants to reflect on the impact of careless behavior on their lives.

Explore what is necessary to restore oneself and one's relationships after a mistake that results in damage.

Experience and investigate the importance of trust in relationships.

Attachment to life belongs naturally to every human being. If there are no mental health diseases or misleading ideologies, a person desires to live and not to die. Here the training reaches the core of our approach – the meaning and value of life. Having explored how this affects one's choices and behavior, it is now time to explore the personal aspect of valuing one's own life.



Brainstorming

All human behaviors are motivated by reason as well as by instinct. Can you give some examples?

Sample Response

An adolescent decided not to have sex with her boyfriend because she wanted to finish her education before becoming pregnant.

Why have a goal like abstinence or faithfulness?

- ◆ To avoid AIDS
- ◆ Not to die
- ◆ To prevent pregnancy



This means that we want to live and not to die. Life is important. In order to love life it is necessary to love something that makes life valuable and lovable always, even when it has a "wounded face."

Role Play

"PRECIOUS POT" EXPERIENCE

Ask all participants to stand in a circle and show the assembly a very beautiful pot.

"Imagine that this pot which you will receive in your hands represents your life, something very precious. When it is your turn to take the pot you are invited to express something about the good way you are taking care of your life, through words, movement, and how you handle the pot."

Pass the pot to each person in turn so each can express something about his/her life.

- ◆ This is my life and I will not compromise anything for it
- ◆ I am a strong person and I cherish my life
- ◆ My life is precious and should be handled carefully
- ◆ This is my unique life
- ◆ My life is so beautiful



After all participants have handled the pot, two facilitators take the pot and toss it back and forth, moving recklessly with it, talking about negative behaviors (such as smoking, playing with sex and drinking) and ignoring the pot. Eventually the facilitator drops the pot which falls and breaks.

Ask the participants to go back in silence to their seats. Allow them a few minutes to think and write their thoughts and feelings in their books.



Group discussion

Ask participants to share their responses and list them on a blackboard.

What did you observe? What happened inside you?

- ◆ Lost hope and got confused
- ◆ Felt sorry and was heart broken when the pot broke
- ◆ Life is precious and must be guarded well
- ◆ Life once lost will never be the same
- ◆ We should not be irresponsible people if we want to live happily
- ◆ Felt guilty for failing to advise the others who were playing with the pot
- ◆ One's life is also important to the community



Life is a gift. I am an active participant in my life and growth, and I am responsible for how I handle this gift. I am the one who takes care of my life through what I choose. Every choice has its consequences, positive or negative. We are the ones who make the choices. We need to learn to make the best decisions in each situation.

What are you feeling about the broken pot? What should we do with it?

- ◆ Life can never be the same again after a calamity befalls you
- ◆ It takes time and effort to recover, but we can recover with strong resilience
- ◆ We need courage to cope with problems
- ◆ Forgiveness – we need to forgive ourselves and others in order to recover well
- ◆ In order to make proper recovery we need to learn from our past mistakes
- ◆ We need to be there for persons who have fallen and help them in their recovery process



Sometimes a person can die because he/she was reckless with life just as we can be reckless with HIV/AIDS. Imagine that this pot is a damaged person, wounded from mistakes made in life, but still alive.

Invite all participants to gather around the pot, and take a piece of the broken pot. Ask what they can do together to benefit this person. Generally participants begin rebuilding the pot as much as possible with tape. This can be done while singing a joyful song.

What can we conclude from this experience of the precious pot?

- ◆ Life can never be the same again after a mistake
- ◆ It does not look like the original one, but it can become useful for other purposes
- ◆ We need to keep hope and try to repair what has been destroyed
- ◆ A lot of time and effort is necessary for recovery
- ◆ We need to be there for persons who have fallen and help them to recover
- ◆ God is always ready to forgive us and to create something new with what we are or remain with



FC

The pot, like life, after restoration is not the same again and does not look like the original one. But it can be useful for new purposes. Help from the community to find new purpose is a very important aspect of the recovery process for a person.



My life is valuable and I can choose how to live it.



Energizer

TRUST CIRCLE

Participants form a circle, shoulder to shoulder. One person stands in the middle of the circle, straight but relaxed, arms at the side, knees and hips locked, and feet on the ground. Then this person closes his/her eyes and slowly leans to one side or the other. The participants in the circle support the person by reaching out and lightly pushing him/her with their palms. In this way the person in the middle can be supported and passed around by the group. It is important for the person in the middle to remain relaxed while standing firmly on his/her feet (with straight knees and hips), and for group members to be responsible for gently supporting him/her so he/she does not fall to the ground.

How did you feel about being pushed around?

- ◆ Fear that you may not be supported
- ◆ The feeling is great once you are sure of support
- ◆ We like it when we are supported
- ◆ We should always be there for one another
- ◆ Burdens once shared become lighter

How did you feel about supporting the person in the middle?

- ◆ Responsible to care for the person
- ◆ Difficult task
- ◆ Careful of person
- ◆ Tiresome after a while
- ◆ Lighter when the burden was shared
- ◆ Valuing life

FC

Support is important to help those affected by HIV/AIDS to recover and do their best. Through positive living people can remain alive longer and support their families. Life is full of problems; sometimes we fall and need help to recover.



4

13-14



NEEDS OF A PERSON

This section is an adaptation of *Needs of a Person* in the handbook and manual for teachers).

Needs are those things we must have in order to grow, develop and live a healthy, satisfying life. In the process of our growth and development we have many needs and desires which can be grouped as material, social and psychological needs.

Psychological or inner needs are sometimes overlooked yet these needs are important to understanding how to help others.

Why is life so important? What gives value to my life? To know that something is precious I must understand its value. The value of my life is built on the foundation of my needs, like the bricks of my house.



Brainstorming

What are examples of some of our material, social and psychological needs?

Material Needs



Food
Shelter
Clothing
Medical Care
Security / Protection
Money / Possessions



Social Needs

Family
Friends
School
Religion
Culture
Community
Activities



Psychological Needs

Parental Love
Parental Care
Values / Beliefs
Spiritual Guidance
Sense of belonging
Recognition
Respect
Independence
Love / Companionship from Partner
Responsibilities
Peace
Unity
Freedom



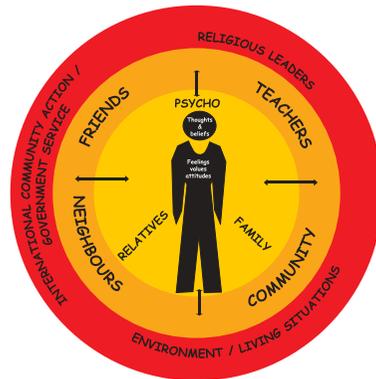
Ask group for comments and observations on the displayed list.

The group is usually surprised to notice that the list of psychological needs is longer than the others. Stress the point that naturally we tend to look at material needs first to solve our problems. Most of the time we forget about our social and psychological needs which can be even more important than the material ones.



Teaching

The definition of Psychosocial is introduced at this point to reinforce the importance of social and psychological needs as part of the person.



PSYCHO refers to the mind and soul of a person. This involves internal aspects such as feelings, thoughts, beliefs, attitudes and values.



SOCIAL refers to a person's external relationships and environment. This includes interactions with others, social attitudes and values (culture) and social influences of family, peers, school and community.



The internal (psycho) and the external (social) interact and influence each other. When viewed this way, every behavior, good or bad, has a reason behind it linked with needs that are met or unmet.

Ask participants to give examples of interaction between psychological and social aspects. If not expressed by participants, include an example concerning a person living with HIV/AIDS.



The basic human need is to love and to be loved. This need gives value to our lives and is satisfied through relationships. This is why it is important to have good relationships with people I can trust, people with whom I can share an experience of true love and faithfulness.



The basic human need is to love and to be loved.



11-12

21-22

This section is an adaptation of *The World of a Person* in the handbook and manual for teachers

WORLD OF A PERSON



The person builds inner resources and resilience through relationships, activities and spirituality.

Awareness of one's inner resources contributes to one's value for life and sense of purpose.

When a person makes choices that meet his/her needs, he/she develops resilience. This process builds a person's self awareness, self confidence and understanding of the value of life.



Teaching

Use the pyramid model to illustrate the world of a person. (See *Manual for Teachers*, p. 55, for directions on how to construct a pyramid.)

Another way to look at how we build our inner resources is to look at what makes up our world. Each of us develops resources through our relationships, activities and spirituality.

Through RELATIONSHIPS:



I HAVE

- Parents
- Family
- Friends
- Teachers
- Religious leaders
- Community

I BUILD

- Trust
- Love
- Identity
- Sense of belonging

THROUGH RELATIONSHIPS
I BUILD MY PERSON

Through ACTIVITIES:



I CAN

- School
- Work
- Everyday activities

I BUILD

- Competence
- Confidence
- Initiative

THROUGH ACTIVITIES
I BUILD MY PERSON

Through SPIRITUALITY:



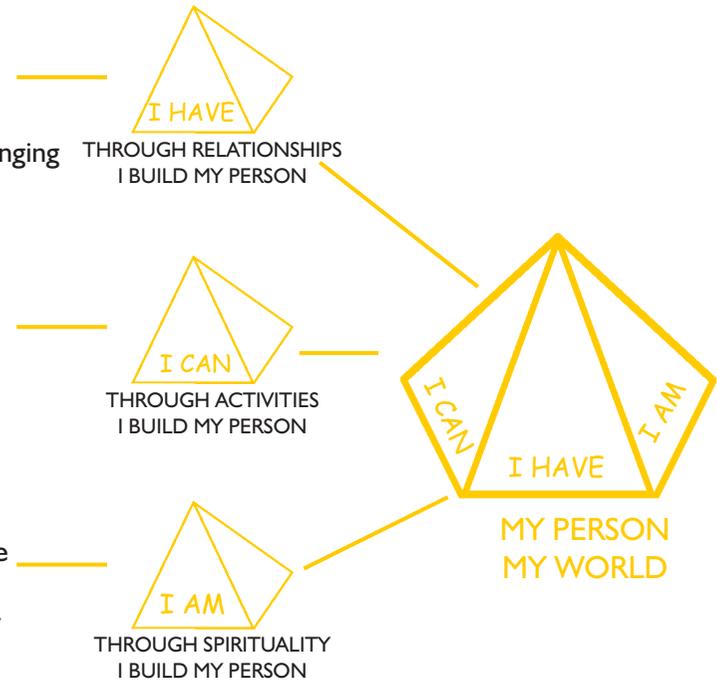
I AM

- Values
- Beliefs
- Culture

I BUILD

- Self esteem
- Purpose in life
- Identity
- Responsibility

THROUGH SPIRITUALITY
I BUILD MY PERSON



A community also builds resources together:



WE HAVE
WE CAN
WE ARE

FC

By knowing who I am, I have and I can, I better understand the value of my life. If I understand that my life is important and is of value, I can also understand that the lives of others are important, because all are of value.



If I take care of my life - if I love myself - I make choices which build healthy supportive relationships.



FREEDOM



Create a group definition of freedom that includes consideration for the rights of others.

Freedom may mean something different for adolescents than for adults.

Group work



FREEDOM EXERCISE

Declare: "Freedom is to do whatever I want or like to do."

Participants divide themselves into two groups according to those who agree or those who disagree with this statement. Each group has to come up with arguments and justifications for the position they choose to support. After five minutes the two groups face each other and debate with the hope of convincing the other group to agree with their chosen position.

This session explores the meaning of freedom. It helps teachers think about how to guide adolescents to responsibly use their freedom.

Do not agree with the statement

- ◆ It can become oppressive once argued in that way
- ◆ We should try not to offend others or violate their rights in order to please ourselves
- ◆ We need to always observe the law; therefore freedom not protected by the law is not free
- ◆ Freedom should be defined in relation to others
- ◆ Freedom is respect for human life

Agree with the statement

- ◆ Freedom is doing your will
- ◆ One person's idea of freedom is not another's idea of freedom
- ◆ Total freedom does not exist
- ◆ No restrictions
- ◆ People interfere only because of jealousy

After the discussion the group can conclude with a common definition. For example:

"Freedom is the right to do what pleases you as long as you can do so without interfering with others and while giving consideration to the norms of society."

Suggest that participants use this exercise with their students. Give the following question to introduce participants to the point of view of adolescents:

Is freedom different for adults than for adolescents?



We can help our students by defining freedom as doing what we want to do, as long as there is consideration of others' rights. Mainly we must help them focus on the importance of freedom as the human capacity to make choices for life.

FC Freedom involves love, respect and responsibility. I choose freely to respect my life as well as the lives of others. Freedom is linked with love and being responsible.



Additional Questions for Discussion

How can the discipline you require in your class be something in favor of the freedom of your students?

In your educational activities do you encourage your students to use their freedom in making choices? If yes, give examples. If no, why not?



Freedom is awareness of the deepest needs of our hearts.

DEFINITION OF LOVE



Explore the different meanings of love for both adolescents and mature adults.

Brainstorming



What is love?

- ◆ Deep affection towards someone or something
- ◆ Love is accepting someone as he/she is
- ◆ Having trust and faith in a person
- ◆ Intimate feeling towards another person
- ◆ Love is sharing another's burden
- ◆ Love is forgiveness
- ◆ Love is having a good relationship

What is love according to your students? (Their perspective is based on their level of development.)

- ◆ Relationship between a man and a woman
- ◆ Sense of being friendly and nice to one another
- ◆ Sexual relationship
- ◆ A feeling of attraction between boys and girls that needs to be proved by sexual intercourse
- ◆ Romance
- ◆ Acceptance by the opposite sex
- ◆ Sex and material things

F.C

Let's summarize the different types of love:

- ◆ Companionship and sharing among close friends
- ◆ Affectionate relationship among members of the same family
- ◆ Sexual attraction between a man and a woman that can lead to sexual intimacy (intimate love)
- ◆ Unselfish love or compassion – the determination to love no matter what happens, love that does not expect anything in return



Optional Discussion Questions

- When students say that love is a relationship between a boy and a girl, how can we broaden the meaning of love?
- How can we encourage adolescents to become aware of other types of love than the sexual/intimate one?
- How can we explain that love involves respect and responsibility?

Love involves the person totally (reason, feelings, mind, body and spirit) and is key to human growth. This session focuses on understanding the meaning of love. It explores love from two perspectives - the mature approach of adults and the growing awareness of adolescents.





Energizer

This exercise can help participants to use the word “love” with different meanings. At the same time they experience that “love” implies someone to love and someone who loves you.

Have the group stand in a circle, then throw a ball to someone else in the circle and say “I love (*name of that person*) because he/she is (*tall, kind, funny, sexy, quiet, beautiful, etc.*).”

Continue passing the ball until everyone in the circle has been “loved.”



Love involves the person totally - reason, feelings, mind, body and spirit.

LOVE, SEX AND SEXUALITY



Explore the context of sexual attraction in order to understand that sex is only one aspect of love.

Sexuality involves more than sex - it is a person's way of being in his/her body and of relating to the world.



Role play

Ask for two volunteers, one man and one woman, to sit facing the group. Ask each in turn to remember the first time in their life that they fell in love with someone. Then write their responses on paper.

What attracted you to that person? What did you like in that person?

Female volunteer

- ◆ Color (black beauty)
- ◆ Tall
- ◆ Style of walking
- ◆ Quiet person
- ◆ Gentle
- ◆ Smart

Male volunteer

- ◆ Lovely appearance
- ◆ Breasts
- ◆ Shape of body
- ◆ Education
- ◆ Humble
- ◆ Polite



As we can see we are attracted not only by the physical appearance of the person, but also by the qualities of this person. Many qualities (such as ideas, values, attitudes, mind and spirit) cannot be seen or touched in a physical sense, but they can be experienced. We cannot reduce a person to one aspect or the other, just as we do not fall in love for only one aspect of the person. Whatever aspect initially attracted us, over time we grow in love with the person as we exercise our freedom by making choices that help us grow in love.



Brainstorming

What is the difference between sex in animals and in humans?

Animals operate solely by instinct. Humans operate by reason in combination with instinct.

What is sex?

- ◆ One's gender, either male or female
- ◆ Sexual union or intercourse (if seen from this perspective it relates to the instinctual aspect)

Sex is one aspect of love, and sexuality includes more than sex. These concepts of sex and sexuality need to be understood so that we can help our youth learn that love and sex are not the same thing.

What is sexuality?

- ◆ A feeling or activity relating to sexual desire
- ◆ A feeling of companionship
- ◆ The general behavior of a person whether male or female
- ◆ A way of being in one's body in the world



Sexuality involves all the characteristics of being a male or a female - how we feel, perceive reality, and behave as an expression of the specific gender to which we belong.

Being sexual means:

- ◆ Feeling beautiful or handsome
- ◆ Feeling good about oneself
- ◆ Having high self-esteem
- ◆ Feeling emotional closeness to someone
- ◆ Enjoying being touched or hugged
- ◆ Beginning to have sexual feelings

Why are we humans sexual?

- ◆ Gradual growth and development
- ◆ The way we are made by God
- ◆ The way we naturally grow and develop as humans



As human beings, sex is part of our sexuality, which is an expression of our personality. Sexuality includes the way we look, smile, move our body, act, feel, think, reason, and do things according to our gender.



Energizer

Invite a few women and a few men to walk across the room in front of the group so that all can notice the way people move, look, and interact – an expression of their sexuality.

Teaching

In the Bible, Book of Genesis, it says:

“God created man in the image of himself, male and female. God created them and blessed them. Be fruitful and multiply. This is why a man leaves his father and mother and joins himself to his wife and they become one body.”

In the Qur'an, chapter 49, it says:

“O mankind, We created you from a single male and female, and made you into nations and tribes that you may know each other. Verily, the most honored of you before God is the most righteous of you. And God is Knower, Aware.”

God showed that sexuality is good and created by God, according to God's plan. We are fully human when we live our sexuality joyfully, by manifesting it in creative skills, thinking, acting, service, and in physical intimacy (according to our belief, usually within marriage). Through the use of **role plays** we can show our students that having a relationship does not only mean having sexual intercourse. There are many ways to love and to express our sexuality.



Sex is an expression of our sexuality, which is natural to us as human beings.



Brainstorming

In order to help our youth understand sexuality, we consider some questions.

Why do we people wear clothing?

- ◆ To hide our nakedness
- ◆ For protection
- ◆ For identity (school uniforms)
- ◆ For fashion
- ◆ To look smart and attractive
- ◆ Response to weather
- ◆ Display of social status
- ◆ According to community demands/out of respect
- ◆ For ceremonies and special occasions



Men and women are proud of their bodies and physical characteristics. We like to dress fashionably, and to decorate the face and hair. We want others to notice us. However we do not want to be chosen only for our sexual aspect. We want to be accepted, to be looked at and encountered as a whole person. The sexual aspect of my body is part of me, but it is not all of me.

Recall the needs of the person and the “precious pot” experience.

How do you feel when a person has sex with you and then leaves?

- ◆ Neglected and embarrassed
- ◆ Used/exploited
- ◆ Abused
- ◆ Fearful of disease
- ◆ Hidden bad intention
- ◆ Robbed
- ◆ Raped
- ◆ Happy/enjoyed it
- ◆ Fooled
- ◆ Flattered
- ◆ Been tested

What is my real desire?

I want to be appreciated for all that I am, for more than just my sexual aspects. When sexual intercourse is finished without appreciation of my entire person, I feel used, exploited and reduced to an object. It does not make me happy or satisfied.

In the Bible God says:

“It is not good that man should be alone. I will make him a companion to help him.”

In the Qu’ran (9,71):

“And the Believers, men and women, are protecting friends to one another.”

We (men and women) are looking for a companion, not just for a sexual partner. If I have sex for only the physical aspect, then I am behaving as an animal. Yet as a human being I am different from animals because I also have the freedom to reason and to control my instinct.

For example **I may have the instinct to**

beat my wife

kill the enemy

eat in a compulsive way

but I can control

my disappointment and anger

my desire of revenge

the feeling of hunger

Just as I can control different emotions and urges, I can control the instinct to have sex as soon as I am attracted to someone.



**In having sex we want more than to simply satisfy our instinct.
We want to be loved for our entire personality.**

CULTURE, SEX AND SEXUALITY



Culture and tradition are closely linked to the way we perceive sex and sexuality.

By understanding the influence of culture and tradition we are free to change our views.



The role of the facilitator in this discussion is critical. He/she needs to feel very open and free to speak about sex. He/she needs to be very sensitive to participants and promote respect, listening, a non judgmental attitude, compassion and forgiveness towards one another.



Brainstorming

To feel used or exploited by sexual intercourse can happen even during marriage. A woman can feel raped by her husband. What do you think about this? Why is this happening?

- ◆ When there is disagreement about sex
- ◆ Lack of faithfulness in the home
- ◆ Alcoholism
- ◆ Culturally men want to engage in penetration quickly without affectionate ways
- ◆ Even the word “rape” is not in the culture, but most women agree that there is rape in a married couple when the consent of the woman is not given for sex
- ◆ Women need to be prepared by men for sexual intercourse. Women enjoy sex if there is the context of a relationship that is kind and includes sharing of feelings, open communication, expression of emotions, and real dialogue as a couple. Women prefer quality rather than quantity.
- ◆ If there is a problem in the couple, men have the tendency to solve it by sexual intercourse. Women want to solve it first through open communication and sharing feelings before they can be ready for sexual intercourse.
- ◆ Men tend to think that women say “no” to sex with their husband at times as a way to punish the man and wound him, even when the man does not know the reason.
- ◆ Culturally, a woman is not supposed to ask for sex – this is taboo. At the same time a woman is not allowed to reject the sexual advances of her husband because this could bring confusion in the home.

Culture and tradition profoundly influence our thinking, attitudes and behaviors regarding sex and sexuality. It is important to give participants the opportunity to discuss a subject that is usually considered a taboo. Sharing ideas in a mixed group allows participants to listen to the views of the opposite sex and to clarify misunderstandings and misinterpretations that can come from culture and tradition.



The way to express one's sexuality is different for men and for women. In order to better understand each other and meet our needs for satisfaction and happiness, we need to grow in dialogue and sharing between partners.

If lovemaking is a problem in your home, what could you do to address the problem?

- ◆ Open communication
- ◆ Acceptance of one's mistakes
- ◆ Forgiveness
- ◆ Seek counseling
- ◆ Transparency
- ◆ Faithfulness
- ◆ Sharing ideas and problems of the family
- ◆ Respect for each other



The sexual act should satisfy both partners. It is not selfish; both should be happy. An aspect of culture that may interfere with this is male dominance of women.

Should adolescents have many sexual partners?

List advantages and disadvantages.

Advantages

- ◆ Following traditional beliefs or culture
- ◆ Experience will make you a better sexual partner
- ◆ If a boy plays with sex his penis will grow bigger
- ◆ Boys need to prove their manhood
- ◆ Girls want to be reassured of their beauty and prove their womanhood
- ◆ Material gain
- ◆ Security
- ◆ Sexual satisfaction
- ◆ Prestige

Disadvantages

- ◆ May not be ready physically for sex
- ◆ May not be ready psychologically for sex
- ◆ Exposure to STDs and HIV/AIDS
- ◆ Many girls are spoiled and remain single parents
- ◆ May be disappointed or let down by unfaithfulness
- ◆ Danger of early pregnancy and early parenthood
- ◆ Social rejection
- ◆ Drop out of school
- ◆ Prostitution



Cultural beliefs need to be discussed among men and women, and with adolescents. For teachers this can be a way to begin a dialogue on sex and sexuality with their students. It is important for teachers to understand the adolescents' perspective in order to be effective in approaching them.



Cultural beliefs influence our sexual behavior and need to be discussed.

WORLD OF AN ADOLESCENT



Review *World of an Adolescent* in Handbook for Teachers, and the Manual for Teachers.



Adolescence is a difficult stage of passing from childhood to adulthood. It entails physical changes and sexual attraction which bring insecurity and anxiety.

In their search for identity and stability amid the confusion, adolescents communicate in unique ways such as rebellion, criticism, withdrawal, and risky behavior.

Adolescents need positive responses from adults - a balance between structure and freedom to express their feelings - in order to gain stability.

If adolescents receive a positive response they are able to develop new inner resources such as identity, purpose in life, independence, responsibility and the ability to endure problems.

Through exploring the needs, changes and challenges that adolescents face, we can know how best to approach them and communicate with them. Understanding this life stage also informs us about their perceptions of love, sex and sexuality - and how to help them develop their values for life and relationships.

Brainstorming



Who is an adolescent?

- ◆ Person who is no longer a child and not yet an adult
- ◆ A person at puberty
- ◆ Child is ages 1- 12; adult is above age 19; so adolescent is ages 12 - 18 (with individual variations – some earlier and some later)

Group work



In growing up and going through puberty, we experience changes that can be categorized as **Physical, Social and Mental**.

Divide participants into three groups and assign each group to list the changes in one of the categories. Then let each group present to the entire group. Ask for any additions from other groups as each category is presented.

PHYSICAL CHANGES

Growth of pubic hair
Profuse sweating
Body smell
Pimples on the face
Physical attraction to others

For Boys

Deepening of voice
Muscles develop
Wet dreams
Beard grows

For Girls

Enlargement of breasts
Menstruation begins
Hips widen

SOCIAL CHANGES:

Relationships

- Friendships
- Intimate friends
- Attraction to opposite sex
- Form peer groups
- Recognition
- Dress to fit fashion of peers

Activities

- Physically active
- Engage in recreation
- Need for adventure
- Easily influenced by their environment
- Trained in new roles in community



MENTAL CHANGES

- Emotional and moody
- Rebellious
- Mental confusion
- Lack of respect
- Sexual feelings
- Negative attitudes to advice
- Awareness of own physical & emotional self

- Creative and innovative
- Curious, inquisitive
- Sense of adventure
- Sense of independence and freedom
- Impulsive
- Seek the meaning of life and death



Teaching

An adolescent is searching for his/her identity in the midst of all these changes. He/she is seeking answers to many questions that are linked to the three main aspects of the world of the person: relationships, activities and spirituality.

- | | | |
|-----------------------------------|-------------|----------------------|
| What would I like to be? | How? | Spirituality |
| What would I like to have? | How? | Relationships |
| What would I like to do? | How? | Activities |



The above questions cause a conflict between one's desire or wish and the reality:

- I could be - but I am**
- I could have - but I have**
- I could do - but I can**



Step by step the adolescent has to construct the ideal image of him/herself, the dream of who he/she wants to be, along with the concrete reality of who he/she is, externally and internally. The adolescent is torn between being a child and an adult. He/she does not understand what to do with sexual feelings and physical changes in the body. Moreover he/she is impatient, because he/she wants to realize as soon as possible his/her desires and dreams. The adolescent can be impulsive and can engage in risky behaviors like smoking, drinking alcohol, or having sex as soon as he/she feels attracted to someone. The adolescent usually does not consider the consequences of his/her actions and does not fully understand the meaning of life, love and sex.

As adults, parents and teachers, we can help students to confront reality, to compare what they would like to have, to be and to do with what they can have, can be and can do in the present. **“Being able”** does not mean **“I am capable right now”**. We can try to understand adolescents and encourage them to be patient and realistic.



Role Play

SCENARIO

Fifteen year old James is in S2 at Kitgum High School. He is a very good student. He often escapes to YY Okot Girls’ School to meet his girlfriend. The teacher knows that the disciplinary committee wants to suspend James for his actions.

A participant is invited to act as a teacher and approach another acting as James to show how to address this problem. The group observes and then discusses. If the first role play does not reach a satisfactory solution, different participants are asked to assume the roles and continue the role play.

What did you notice in each role play?

Positives

- ◆ Teacher wanted to confirm the truth of what happened with James
- ◆ Teacher wanted to help James
- ◆ Need to create an atmosphere of trust
- ◆ Be friendly and approachable
- ◆ Created a friendly atmosphere
- ◆ Listened to James

Negatives

- ◆ Approach of teacher was harsh, dominating
- ◆ Teacher made James think teacher was a spy
- ◆ Authoritative instead of counseling
- ◆ Student appeared tense
- ◆ A lot of beating around the bush
- ◆ Question after question left little time for James to speak



Note differences and positive approaches.

Teaching



In order to gain the attention of youth we should have a realistic approach. From the example of this scenario we can see the following:

1. Understand the background to the problem, because behind every action there is a cause.
2. Help the adolescent to discover him/herself.
3. Be present and listen to what the adolescent has to say.
4. Be open to his/her ideas and be non judgmental.
5. Ask open-ended questions and give the adolescent plenty of time to explain his/her action.



6. If necessary offer open suggestions or possible solutions.
7. Help the adolescent explore the advantages and disadvantages of each solution, desire or option she/he has in mind. This is a way to confront desire with reality so that she/he can become aware of what is possible in the present situation.
8. Help him/her prioritize choices.
9. Help the adolescent make the best decision in a given situation, based on valuing his/her life and the lives of others.
10. Abstinence may be an issue to consider with one's boy or girl friend. They could explore the consequences of having sex now.
11. Rather than to give advice, it is helpful to discuss, talk, and look at the advantages and disadvantages of various solutions offered by the adolescent. This promotes a sense of responsibility and assists him/her in learning to evaluate options and make personal decisions.
12. Follow up with the adolescent to find out how his/her plan is working.

The approach to an adolescent should be as realistic as possible. There may be times that he/she does not agree with you. What do you do then? You should accept his/her decisions, then help him/her understand and accept the consequences of these actions.

If the student chooses:

1. A positive solution and follows that decision
2. A positive solution, but does not follow that decision
3. Rejection of your efforts, or negative actions

Your response can be:

- approval and motivation
- maintain a good relationship, find out what happened, and try new approaches
- accept the adolescent's choice but inform him/her of the consequences of that choice



It is important not to respond aggressively, no matter what choices or actions the adolescent takes. Even if he/she rejects your help, try to maintain a good relationship and follow up with the student who may want your help in the future.



'I am able' does not mean 'I can do it right now.'

TRUE LOVE



- ◆ Explore the meaning of true love through reflection on what participants consider to be important in love.
- ◆ There is an advantage to abstinence for a while in order to reach one's long-term goals.

This session helps the participants to expand and deepen the meaning of love, and to explore what true love means. This can help adolescents to broaden their understanding of love beyond merely sex.



Brainstorming

When we are adolescents we feel attracted to the opposite sex. We fall in love and we want to love, involving ourselves right away in a sexual relationship.

Is it really true love? How do we prove our love? What is true love?

- ◆ Responsibility
- ◆ Involves values in sexuality
- ◆ Love for the whole person
- ◆ Abstinence for a while



Individual work

Ask participants to draw a large triangle on a page. Explain that this is a “Love Pyramid” to be divided into 4 levels. Participants then write what they consider to be the most important to them in love, beginning at the foundation of the pyramid. These can be values or qualities that they consider important. They then continue filling in additional levels of the pyramid with what they consider important in love.



Plenary Discussion

Share the individual work in the large group and record answers on a large pyramid for all to see.

Level 1

Trust, Acceptance, Forgiveness, Respect, Faithfulness, Responsibility, Belonging

Level 2

Family background, Education, Marriage, Children, Common goals, Sexual satisfaction

Level 3

Material support, Good relationships with family members and neighbors, Cooperation

Level 4

Self confidence, Stable family, Happiness, Peace and security, Commitment, Respect



The Love Pyramid helps us to understand what “true love” entails. It is more than sex, as adolescents tend to view it. This exercise can be used with students to help them attach various values to love.

Introduce **The Four Friends** story to participants by distributing some copies and using the illustrations that you can find in the Resource section page 56. Participants can take turns reading the story.



Brainstorming

What lessons can we learn from this story?

- ◆ Do the right thing at the right time in the right place
- ◆ Risky behavior can lead to death
- ◆ The advice of friends is valuable
- ◆ True love has characteristics

According to this story can you describe “true love”? What are some of the characteristics not already mentioned in the Love Pyramid?

Some characteristics of “true love”

- ◆ True love waits - it is patient
- ◆ It does not mean material things
- ◆ True love is abstinence for a while in order to reach some goal
- ◆ True love is forgiving - the capacity to give support or help even after mistakes
- ◆ It is self respect, self control and respect for others
- ◆ True love means faithfulness and being trustworthy
- ◆ True love considers the future, not just the present

The Four Friends story can be used with students to show that love does not mean simply having sex. The story can promote good discussion about the meaning, motivation or reasons for attitudes illustrated by the different behaviors among the four friends.

What are the advantages of abstinence for a while?

Advantages

- ◆ Allows time to plan for the future
- ◆ Good for a while in order to reach some goals first
- ◆ Prevents dropping out of school
- ◆ Avoids early or unwanted pregnancy
- ◆ Protects one from STDs and HIV/AIDS
- ◆ Helps build patience and self-control



Sex and love do not have the same meaning. When early sex is practiced there is little commitment and responsibility. It is based mainly on physical involvement and does not consider our ability to develop a deep relationship which includes dialogue and sharing. These are necessary to know the other person’s character and personality.



Abstinence is difficult but possible, when the reasons for the choice are clear.

Why is it so important to explore the meaning and value of true love?

- ◆ It helps youth to value their sexuality
- ◆ It helps youth develop psychologically as well as physically in preparation for sex
- ◆ Falling in love can be automatic, but the degree of love expressed can be managed through self control



Even if an adolescent is physically ready to have sexual intercourse he/she is not psychologically ready for a deep relationship. Adolescents are still looking for an identity and may use a partner to affirm themselves. Falling in love is a first step in discovering oneself, in understanding the value of loving and being loved. However, to develop a quality relationship takes time and effort. Abstinence is important not only as prevention of HIV/AIDS but more so for a greater benefit: the achievement of true love.

How can we as teachers help adolescents discover the meaning and value of true love?

- ◆ Use the Love Pyramid and the Four Friends Story to share with them perspectives on true love.
- ◆ Show interest and appreciate our adolescents as they discover themselves. Let them know that their lives are precious and this will help them look at themselves in a more positive way and feel loveable.
- ◆ Listen to them as they share their thoughts and feelings. Offer a supportive relationship.
- ◆ Encourage them to explore the advantages and disadvantages of their choices.
- ◆ Explain that love is a process of life in which step by step one can reach true love. Falling in love is only the first step, and does not necessarily involve a sexual relationship.
- ◆ Share that through the first experience of falling in love one discovers what it means to be loved, and learns how to love. Falling in love does not mean that one is ready for true love, or that this partner is the right one.
- ◆ Ask them to consider abstinence for a while, not only for prevention of HIV/AIDS, but for the greater benefit of understanding and seeking true love in a quality relationship.



LIFE SKILLS



- ◆ Life skills are the tools which one can use to help reach one's goals and pursue one's purpose in life.
- ◆ Highlight some of the life skills and the advantages they possess.
- ◆ Learn and practice some life skills.

**Teaching**

Through knowledge I become more conscious of how precious life is and its value. As a result, I want to defend and care for my life, and make responsible choices. Some of these choices may involve changing my behavior. Life skills can be useful tools to support and maintain behavior changes.

**Brainstorming****What are some examples of Life Skills?**

- ◆ Self awareness (knowledge of one's strengths and weaknesses)
- ◆ Self confidence (feeling good about one's abilities)
- ◆ Self esteem (feeling good about oneself/ self worth)
- ◆ Coping with emotions, stress and sadness
- ◆ Self discipline
- ◆ Knowing and living with other people
- ◆ Effective communication (say what you mean and mean what you say)
- ◆ Assertiveness
- ◆ Resistance to peer pressure
- ◆ Negotiation (stating one's own position and building mutual understanding)
- ◆ Critical thinking
- ◆ Effective decision-making
- ◆ Empathy (understanding another person's concerns, worries, fears and needs)

How can life skills help an adolescent?

- ◆ Practice healthy behavior like abstinence from sex
- ◆ Avoid risky behavior
- ◆ Make positive decisions and choices

Now look more closely at some of the life skills.

Now that we have explored the value of life and its role in affecting our behavioral choices, it is useful to learn life skills - tools that can help us enact our values. Life Skills are presented at the end of this training on the Value of Life because they add practical skills for adolescents to implement their values and thus reach the goal of behavior change.

Self Awareness

These are some exercises to help our students better understand themselves - their qualities, talents, gifts and ambitions.



Individual work

IDENTITY CARD

Each individual creates an identity card on a sheet of paper, as suggested here:

Name _____
Sex _____ Age _____
Village/Town _____
Special Gifts / Talents _____

Expectations in Life _____



Plenary Discussion

Some participants share with the group some of their gifts and talents, and their expectations in life.

Special gifts/talents:

- ◆ Life
- ◆ Sports
- ◆ Strength
- ◆ Artist/drawing
- ◆ Writing
- ◆ Love
- ◆ Games
- ◆ Teacher
- ◆ Music
- ◆ Drama

Expectations in Life:

- ◆ Good wife/ raising a good family
- ◆ Good administrator
- ◆ Live long
- ◆ Education
- ◆ Good businessman
- ◆ Peace and security
- ◆ Lead a spiritual life
- ◆ Have a good job
- ◆ To die at any time



Group exercise

To gain a better knowledge of myself, I need to know myself but also to know what others say or think about me.

IDENTITY CIRCLE

One volunteer sits in front of the group facing them. The facilitator draws a large circle with a smaller circle inside (containing the person's name). This inner circle represents the person and segments of the outer circle represent what others know about the person.

Ask the volunteer

How can you describe yourself, in terms of qualities, roles, values, beliefs or talents?

Responses are written in sections around the outer circle. For example, the volunteer could say: teacher, husband, father, brother, kind, tolerant, forgiving, social, faith, good memory.

Then ask the group

Are there any other values or qualities you (the group) see in him/her?

Use a different color marker to record the group's responses on the outer circle. For example, the group might add: healthy, humble, inquisitive, intelligent, emotional, honest, sexy, confident, understanding, God-fearing, handsome, drunkard.

Ask the volunteer

How do you (the volunteer) feel about what people think about you?

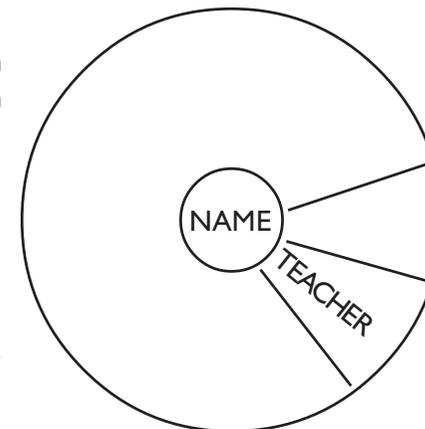
Explore both the positive and negative comments.

Ask the group

Do you notice any difference between the identity card exercise and the identity circle exercise?

FC

The identity card shows how I perceive myself alone. The identity circle exercise includes how others perceive me. This can help a person better understand him/herself. The volunteer discovers more about his/her world (I am, I can, I have) from looking at the completed circle. He/she also discovers how much his/her friends appreciate him/her. This builds confidence and self esteem as well as a sense of belonging and responsibility.



How I perceive myself and how others perceive me leads to a deeper self awareness.



Optional Exercise to Cope and Reorganize

This exercise is similar to the previous Identity Circle and can be used with a participant who has passed through a difficult situation. Proceed as above, including positive and negative life experiences in the circle (for example, abduction, death of a loved one, loss of a friend, etc.)

As human beings when we are passing through a difficult situation we tend to focus on the subsequent pain and loss. For a while we are blind, forgetting the rest of our lives.

This exercise, with the contribution of friends, can help the person to remember all of his/her qualities, beliefs and values (I am), abilities (I can), and important relationships (I have). In addition, looking at the completed circle can help the person understand that the painful situation is only a part, not all, of the circle of his/her life.

This rebuilds confidence and self esteem, as well as hope and courage to continue living.

Assertiveness

Assertiveness begins with self awareness. When I am aware of who I am and what I want, I can choose the best behavior to express my values and beliefs.

Brainstorming



What is assertiveness?

- ◆ Saying “NO” and meaning it
- ◆ Being principled
- ◆ The behavior of a self confident, positive person who does not hurt others with his/her attitudes
- ◆ Respecting the rights of oneself and of others
- ◆ The determination to do or achieve a desired goal despite the obstacles one faces
- ◆ The ability to do something based on one’s values, despite external pressure

Role Play



Behavior of a person can be grouped in three ways: **Passive, Aggressive, Assertive.**

Ask participants to walk around the room in silence - first in a passive way.

After a few moments, ask them to begin walking in an aggressive way.

Finally ask them to walk in an assertive manner.

Discuss how it felt to walk in these various ways, and ask the difference.

PASSIVE

Aimless
Boring
Careless
Lazy
Not mindful
Reluctant

AGGRESSIVE

Tense
Hostile
Violent
Reckless
Careless
Fearful
No concern for others

ASSERTIVE

Confident
Careful
Responsible
Determined
Courageous
Aware
Considerate

There are three basic behaviors in society:

1. **Passive** - This is the behavior of a person who does not react to people but allows things to happen that may violate the rights and feelings of her/himself and of others.
2. **Aggressive** - A person behaving in this manner wants to dominate others and is determined to win at any cost, often violating other people's rights and feelings.
3. **Assertive** - This is the behavior of a self confident, positive person who knows what he/she wants, but also shows concern for others and respect for their rights and feelings.

Return to the **The Four Friends Story** in the resource section. Try to identify the attitude toward life of each of the four friends - Peter, Christine, Thomas and Margaret.

- ◆ Who was Passive? Margaret
- ◆ Who was Aggressive? Peter
- ◆ Who was Assertive? Thomas and Christine planned and achieved their goals

Try to identify other skills used by Thomas and Christine.

Assertiveness includes many other life skills that we put into practice including:

- ◆ Self discipline
- ◆ Resistance to peer pressure
- ◆ Respect for myself and others
- ◆ Critical thinking
- ◆ Effective communication
- ◆ Negotiation
- ◆ Coping with emotions
- ◆ Decision-making



These are some aspects of assertiveness. Becoming an adult we gradually develop these skills and we become responsible for our lives. Adolescents need to develop their life skills in order to become responsible adults.

Making Decisions



The Story of Violet presents a typical situation that youth may face, as well as the common occurrence of the sugar daddy or mammy. This story can help students understand that they are responsible for their own choices. They can choose wisely if they reflect on the advantages and disadvantages of each option.

STORY OF VIOLET

Read the Story of Violet that you can find in the Resource Section, page 58.



Plenary Discussion

Imagine the feelings and internal conflict in Violet as she faces the choice of whether to enter the car or not.

What should she do? Accept and enter, or refuse to enter the car?

If she chooses to enter the car, what are the advantages and disadvantages?

Advantages

- May get money
- Easy transport
- Pride of moving by car
- Time is saved
- Companionship

Disadvantages

- May not reach her destination in time
- She might be trapped
- Might be raped
- Could have problem with auntie
- Possibility of STD or HIV/AIDS

If she chooses not to enter the car, what are the advantages and disadvantages?

Advantages

- Maintain self respect
- Become assertive
- Get home in time
- Be honest with Auntie
- Confidence building
- Avoid infection or pregnancy

Disadvantages

- No chance for money
- No ride even though tired
- Will never know what might have been

Which is the best decision for Violet?

Allow group discussions which usually leads to the conclusion that the best decision for Violet is:

To refuse the man because he cannot be trusted.



Teaching

When making a decision one should consider the following points:

- ◆ Follow your conscience
- ◆ Reflect on the advantages and disadvantages of each choice
- ◆ Take responsibility by following your principles
- ◆ Be clear about how far you want to go in a sexual relationship
- ◆ Follow through on your decision

Effective Decision-making

These are steps of effective decision making followed in response to the story of Violet.

- D** - Define/describe your own problem in your own words
- E** - Explore the different ways that can be used to deal with this problem - look at different possible solutions
- C** - Choose the most appropriate option
- I** - Identify the advantages and disadvantages of that option
- D** - Do it - implement that option
- E** - Evaluate how effective was that option

(A step that can be added is to adjust your plan as needed.)



It is important to rely on positive visions and principles in order to make the best decisions, especially when you find yourself in difficult situations.



WAYS OF APPROACHING YOUTH

- ◆ Define the elements of effective communication with adolescents.
- ◆ Practice the four major communication skills - listening, checking understanding, asking questions, and answering questions.



Brainstorming



One key element of approaching adolescents is using effective communication.

What is effective communication?

- ◆ A way that one gets information from one place to another
- ◆ Passing of information from one person to another
- ◆ Flow of information from sender to receiver, and back
- ◆ Transmitting ideas or feelings from one person to another
- ◆ A process of passing information from one media to another (i.e., drawing posters, writing letters, sharing a song)



Teaching



Students need our assistance to cope with reality. Effective communication enables one person to share his/her problems and to consider how to cope with them.

4 MAJOR COMMUNICATION SKILLS

1. Listening
2. Checking understanding
3. Asking questions
4. Answering questions

Now explore each of these communication styles in turn.

This session is specifically dedicated to teachers.

After exploring the value of life, the world of the adolescent and some life skills, participants now focus on how they as teachers can best approach and assist adolescents to develop life skills and support behavior change.

Listening

Use the following role play to help participants experience and understand what “listening” means.



Role play

A. Get into pairs, then try discussing a problem you have, with both of you talking at the same time. After a minute discuss with the entire group:

How did you feel when you tried to share your problem?

- ◆ It was impossible
- ◆ Chaos, could hardly think

B. In the same pairs, tell one to talk while the other listens. Before they begin, listeners are called aside and secretly told to act distracted and not listen to the talker. After a minute of the pairs’ work, ask again:

How did you talkers feel when you tried to share your problem?

- ◆ Felt bad because the other was laughing
- ◆ Felt the other person didn’t care

C. Still in pairs, the second person now talks while the other listens. This new group of listeners is called aside and secretly instructed to respond positively to the talkers, using all their listening skills. After a minute, ask again:

How did you talkers feel when you tried to share this time?

- ◆ Comfortable
- ◆ Respected

What helped you feel comfortable sharing your problem?

- ◆ The other was attentive
- ◆ Smiling and friendly
- ◆ Felt support
- ◆ Quiet
- ◆ Appropriate eye contact
- ◆ Interested
- ◆ Nodding





Teaching

One way to remember the rules of good listening is by the acronym ROLES:

- R** - Relaxed
- O** - Open posture
- L** - Lean forward
- E** - Eye contact, as appropriate
- S** - Sit near the person

Checking understanding

How does one check understanding?

- ◆ Ask the person
- ◆ Check their body language
- ◆ Reflect back what the person said

Asking questions

Explain the difference between open vs. closed questions. Open questions ask for information or explanations; closed questions require only a “yes” or “no” answer.

Allow plenty of time for the person to explore and express their feelings openly, and then answer the question.

Answering questions

Give these rules for answering questions the person may have:

- ◆ Use simple language
- ◆ Be direct in answering the question
- ◆ If you don't know the answer refer the person to someone who can help
- ◆ Don't add a lot of extra information - stay focused on what they want to know

In summary, the ways of approaching youth can be described as:

- A** - Appropriate time
- I** - Information
- D** - Discussion, both talking and listening
- E** - Encourage self awareness



Brainstorming

What are the qualities a teacher needs to help students make healthy and positive choices in their lives?

- ◆ Approachable, friendly
- ◆ Good role model
- ◆ Knowledgeable
- ◆ Calm
- ◆ Confident
- ◆ Care for the individual, be empathetic
- ◆ Talk openly and honestly
- ◆ Be patient and non judgmental
- ◆ Appreciate the youth's point of view
- ◆ Use "I" and not "You" messages
- ◆ Offer good options
- ◆ Show interest in what they are saying



This is an additional discussion question that can be explored with the participants.

What do you think about a teacher who engages in sex with a student?

- ◆ It is sometimes difficult to resist temptation
- ◆ Teachers need to be professional
- ◆ Try to help your colleagues
- ◆ You as an adult are responsible for any sexual relationship (you can't say that the student lured you)
- ◆ Avoid circumstances that could lead to sex with a student - don't meet alone, don't drink together, don't see students at your home

What are the roles of parents?

- ◆ Engage in open discussions
- ◆ Be positive role models
- ◆ Reinforce positive behavior to help guide their adolescents
- ◆ Encourage the youth to develop their abilities in various areas

What are the roles of students themselves?

- ◆ Build self awareness
- ◆ Build self confidence
- ◆ Increase self esteem
- ◆ Communicate positively
- ◆ Base their decisions on values
- ◆ Avoid risky behavior
- ◆ Keep company with good friends
- ◆ Form clubs or associations to support those trying to prevent HIV/AIDS

ENERGIZERS



TOUCH WHERE I TOUCH While jumping up and down, chant and follow leader, touching that part of your own body which the leader calls out. This can help adolescents become more comfortable with their bodies. (Examples include: nose, ears, thighs, stomach, ankles, chest, bum, wrist, breast, neck, foot, tongue, etc.)



THE LION HUNTS Show participants the limits of the area in which they are free to move. Put some pieces of paper around on the floor and indicate that these represent huts. One person is chosen to be the “lion.” Direct everyone to move around until the lion roars, then rush for safety. The lion “eats” anyone who is not safe in a hut. As participants are eaten by the lion they leave the play area. Keep reducing the number of “huts” to keep it interesting.



CONTAGIOUS DISEASE Limit the area in which participants are free to move around. Then state, “I have a contagious disease and if I touch you, you will get it. You will die unless you pass it along to someone else.”

RELAY GAMES IN TEAMS



THEME SONGS, such as, “Love is the greatest thing” and “The shepherd’s song”



RAIN, WIND, STORM, SUN Everyone stands in their place. When the leader says, “rain”, everyone stomps their feet. When the leader says “wind”, everyone waves their hands above their heads and says “woooooaaaaa”. When the leader says, “storm”, everyone stomps their feet, waves their hands above their head, and says “woooooaaaaa”. When the leader says “sun”, everyone stretches their arms slowly above their head and says “ahhhh”.



THE TRAIN Participants form two circles, one inside the other. There is one extra person in the outside circle. Those in the inner circle stand facing outward, while those in the outer circle move around in the same direction, one behind the other, pumping their arms and making a train sound: “jiggy, jiggy...” The conductor/facilitator repeats “The train is moving, the train is moving...” then suddenly announces “The train is stopped!” At this point those in the outer circle pair up with someone in the inner circle. The person who cannot find a partner is the next conductor.



POLICEMAN AND RING LEADER Group stands in a large circle and one person is chosen to be the “policeman” and leaves the room. Someone in the remaining group is appointed to be the “ring leader.” This person leads the group in various actions (such as clapping, tapping the toes, slapping the thighs, etc.). Others in the group follow his/her lead, trying to conceal the ring leader’s identity from the policeman. The policeman returns, stands in the center of the circle, and looks around to try to discover who is the ring leader, as the motions of the group change. Once the ring leader is caught by the policeman, he/she becomes the new policeman and the game continues as the group secretly chooses a new ring leader.

IDEAS FROM TEACHERS FOR FOLLOW UP IN THEIR SCHOOLS

Some of the ideas that teachers shared during follow up sessions are listed below.

How the Value of Life workshop helped the teachers and their schools

- ◆ Developed a better understanding of the danger of HIV/AIDS
- ◆ Increased awareness of the value of life
- ◆ Offered a way to sensitize students and other teachers on prevention measures
- ◆ Changed behavior of both teachers and students to avoid infection with HIV/AIDS
- ◆ Helped students focus and have better concentration on education rather than on love affairs (using the Four Friends Story)
- ◆ Equipped participants with skills for effectively handling adolescents
- ◆ Improved teachers' patience, tolerance and confidence in handling adolescents
- ◆ Improved attitude of teachers toward the students which led to change in disciplinary approach
- ◆ Improved student cooperation with teachers and regular school attendance
- ◆ Offered tools for effective decision-making
- ◆ Improved listening skills

How teachers implemented the training in their schools

- ◆ General sensitization twice a week
- ◆ Individual talks with students who have particular problems (guidance and counselling of students)
- ◆ Classroom discussions on basic facts about HIV/AIDS and prevention
- ◆ Involved local health care workers in providing the sensitization on HIV/AIDS
- ◆ Debates on "AIDS is better than war" to help students realize that they can become active participants in their lives by making choices that reduce their exposure to HIV/AIDS
- ◆ Drama about "the reckless life" using the "pot experience" was presented during assembly
- ◆ Essay writing as a class about "true love waits", based on the Four Friends Story
- ◆ Drawings by students on the theme "Fight Against AIDS" to show how the world is addressing the HIV/AIDS problem
- ◆ Poems written in class and recited during assembly
- ◆ Bible sharing on "what God wants us to do with our lives" in relation to the value of life
- ◆ Teachings about particular values of life, such as respect
- ◆ Involve parents in the guidance and counseling of students
- ◆ Due to school schedules, most activities were integrated into existing school programs
- ◆ Encourage students to read "Straight Talk" (a newsletter answering adolescents' questions about sex and sexuality)



Future plans and suggestions

- ◆ General meeting for students to share information
- ◆ Seminar for the whole school
- ◆ Bulletin on the notice board about the value of life
- ◆ School debates
- ◆ Enlist the support of the director for implementing *The Value of Life* training in the school
- ◆ Compose songs and drama to sensitize students in the school and the community
- ◆ Develop Peer Support group, and/or Peer Counselors
- ◆ Promote parent/child communication
- ◆ Learn more about the value of life and HIV/AIDS from AVSI facilitators
- ◆ Search for adequate resources, both locally and elsewhere, to facilitate activities (i.e., resource books for students, videos, tapes of radio shows, etc.)
- ◆ Offer video shows that relate to HIV/AIDS prevention
- ◆ Invite AVSI to visit the students and possibly organize a workshop for them
- ◆ Seminar on “Traditionalism and Modernity” to explore the cultural relation to prevention of HIV/AIDS
- ◆ Sensitization of the wider community
- ◆ Form a team of trained teachers to visit other schools
- ◆ Involve the Peace Club (or other clubs that the students want to form) in activities such as:
 - Rhymes recited
 - Poems
 - Speeches
 - Drawing
 - Drama/Plays
 - Riddles and Proverbs
 - Charity work
 - Debates and conversations
 - Songs
 - Dances
 - Case studies
 - Newsletters

AVSI encourages the on-going creation of new ideas for sharing *The Value of Life* with others. Please share your ideas with others so that we can all improve this program and reduce the impact of HIV/AIDS.



STORIES WITH PICTURES



The Four Friends Story

Peter, Margaret, Thomas and Christine were four good friends. They had all been going to school together since Primary 1. Peter and Margaret liked each other very much, as did Thomas and Christine. Both couples dreamt about getting married someday, after they had finished secondary school.

One day at school, the teacher announced that they would be having a special lesson about the new disease called AIDS. Some of the pupils had already heard a little about it, but no one was really sure about the facts. The lecture about AIDS was very interesting. The teacher explained that by following one simple rule you could almost always avoid this terrible disease. He said that by choosing just one person for marriage you would not get this illness. He explained that though AIDS can spread in other ways, it is usually spread by people who had sex with many different people.



Soon after the lesson Peter and Thomas were talking about what the teacher said about AIDS. Thomas was surprised when Peter said he didn't believe what the teacher said. Peter said that to prove you were a man you should have sex with as many women as possible. An older boy had told Peter that all sex diseases could be cured easily with one big injection. Thomas reminded Peter that AIDS could not be cured at all and that it caused a painful death.



Thomas tried as hard as he could to convince Peter that he was wrong. Thomas knew that it was exactly Peter's kind of thinking that causes AIDS to spread very rapidly. Thomas kept trying until Peter got angry with him and left to go talk with some other friends. Thomas realized that these friends were the ones who had been the source of Peter's mistaken ideas. Peter's friends had all dropped out of school several years earlier and spent most of their time sitting around drinking beer and talking about women. Thomas went to his other friends who were serious with their studies.

Strangely enough, while this was happening, Margaret and Christine were having a very similar conversation. Christine was shocked to find out that Margaret had already started having sex with several older men who were buying many nice things for her. In spite of all her arguments, Christine couldn't convince Margaret that she had to believe what they had been taught.



Several years went by and the two couples went their separate ways. Thomas and Christine fulfilled their expectations: Thomas went on to medical school and Christine trained as a midwife. They had to work hard but they enjoyed their work. Soon Thomas asked Christine to marry him.



Neither Peter nor Margaret finished school since they thought it was a waste of time. Peter found odd jobs from time to time but most of his money was wasted on drinking at the bars. He knew that people said this was dangerous but he didn't care any more. Margaret made her living by having sex with rich politicians and businessmen who would pick her up in their Mercedes. She was very unhappy but didn't know how else she could make money.





One day Margaret found out that she was pregnant. She thought about having an abortion but she knew that it was dangerous. As her pregnancy progressed, she slowly became sicker and sicker. She started to cough and have fever every night. Instead of gaining weight she actually lost weight as the baby grew. By now, none of her rich friends would have anything to do with her. By chance, she went to the hospital where Christine was doing her training. When Margaret saw her she begged Christine to help her.



After examining Margaret, Christine thought from her medical experience that Margaret had AIDS. Blood tests proved that her old friend was dying of AIDS and that nothing could save her. It was very difficult, but Christine summoned her courage and sat down to tell Margaret. Through her tears, Margaret cried: "If only I had listened to you when we were back in school!"



Soon after she had her baby, Margaret died. Margaret's auntie agreed to care for the baby even though it was sick. Thomas and Christine told the auntie they would help her care for the baby as much as possible to give the child a chance at survival.



One day after the funeral, Peter came to see Thomas. Peter told Thomas that he had been tested for HIV virus and that the infection was present in his blood. Although he was not having any symptoms, Peter was very scared and asked Thomas what he should do. Thomas told Peter to stop having sex with all women to keep him from spreading AIDS. Thomas told Peter to stop smoking cigarettes and greatly reduce the amount of alcohol he drank. He encouraged him to eat a healthier diet and take daily exercise. All these things might help Peter's body resist infection for as long as possible. These were all difficult changes for Peter to make but he was determined to try his

best after hearing Margaret's fate. Thomas was very sorry for Peter and he promised to help him with his struggle for life.

In his spare time Peter now began to study as much as he could about AIDS. When attending a community lecture about AIDS one day, a man at the back of the crowd told Peter he did not believe what he heard about AIDS. Peter gave the man a private man-to-man talk about AIDS and convinced the man to change his ways and understand the truth about AIDS. Peter was determined to live as long as he could and to help as many people as possible to avoid his own terrible fate.



*Taken from **SEX, LOVE, LIFE** by Association of Lay Missionaries (ALM), Youth and AIDS Project, page 42-48. This story was originally taken from the Uganda School Health Kit on AIDS Control, MOE, MOH (AIDS Control Programme), UNICEF Kampala, Uganda. Illustrations by Acha Graphics.*

Story of Violet

Violet was a double orphan living with an auntie in town. She was fifteen. Her auntie wanted her to go to the market every morning to sell fruit.

One day Violet was walking back home thinking about the fact that she had sold only a few mangoes and the money collected was very little. She was worrying especially because her auntie had told her that she needed money badly that day, to give it back to somebody from whom she had borrowed it.

A car passed and stopped in front of Violet. She did not know the driver personally. The only thing she knew was that he was a very generous man, especially towards young girls. The man opened the car and said: "Let me give you a lift. You look very tired."



VIOLET IS AT A DECISION POINT

There are two possible choices for her:

She agrees to get into the car

or

She refuses to get into the car

What should she do?

Taken from **SEX, LOVE, LIFE** by Association of Lay Missionaries (ALM), Youth and AIDS Project, page 85. Illustration by Acha Graphics.

INFORMATIONAL RESOURCES

WEBSITES

INEE

Inter-Agency Network for Education in Emergencies

www.ineesite.org

Straight Talk Foundation

www.straight-talk.or.ug

Uganda Ministry of Health

AIDS Control Programme

www.health.go.ug

UNAIDS

Joint United Nations Programme on HIV/AIDS - UNICEF, WFP, UNDP, UNFPA, UNODC, ILO, UNESCO, WHO, World Bank

www.unaids.org

Women, Children, and HIV

Resources for Prevention and Treatment

www.womenchildrenhiv.org

World Health Organization

Fact Sheets available

www.who.int

BOOKS

Growing up with Poetry

An Anthology for secondary schools

Heinemann Educational Publishers (1989), Oxford, England

PIASCY

Presidential Initiative on AIDS Strategy for Communication to Youth
Resource book for primary school teachers

Ministry of Education and Sports/Straight Talk Foundation, Uganda (2003)

Sex, Love, Life

Association of Lay Missionaries (ALM) Youth and AIDS Project

P.O. Box 480150, Chinsala, Zambia

Printed by Mission Press, P.O.Box 71581, Ndola, Zambia

(March, 2002)

The Fountain Youth Survival Kit for Schools: A Teacher's Handbook on HIV/ AIDS prevention in schools

Student's resource book for secondary school age group;

Fountain Publishers (2002), Kampala, Uganda

The Teenager's Toolkit

Youth-to-youth peer education activities for sexual and reproductive health

Unicef-Uganda, PO Box 7047, Kampala, Uganda

The Risk of Education

Luigi Giussani

The Crossroad Publishing Company, New York, 2001

