1. GETTING STARTED.
2. KNOWLEDGE OF HIV/AIDS.
3. ABSTINENCE: CAN YOU DECIDE NOT TO HAVE SEX?
4. PRACTICAL HELP FOR DELAYING SEX.
5. THE DANGERS OF CROSS. GENERATIONAL SEX.
6. LIFE SKILLS.
7. PEER EDUCATION
8. GO-GETTERS PEER EDUCATOR GUIDELINES.
9. PEER EDUCATOR POCKET GUIDE
How to use this Manual

This manual has been organized into topics, sessions and activities. It is always a good practice to follow the order of the manual. You can however repeat a session in order to bring out a desired objective. The program is flexible, so feel free to experiment, but keep in mind the needs of the participants and the overall objectives of the program. Once a topic/session has been covered you could mark the session/topic as completed, for example you could put a tick on the session in the table of contents.

Each session has an overview, objectives, time, materials list, directions, conclusions, and monitoring and evaluation.

- The overview gives a general picture of what the session will cover.
- The objectives identify what we hope to achieve by conducting this session. It is always good practice for the facilitator to share the session objectives with the group.
- The time is the estimated time it takes to conduct the session.
- For each session, various materials have been suggested. Plan ahead, so that you will have obtained the suggested materials or substitute with something similar.
- Directions are given on how to conduct the session.
- Conclusions are suggested to help summarize the lessons learned and key message of the session.
- Once the session has been completed, please take a moment to fill in the session evaluation sheet, and send it to the University Go-Getters Coordinator. This will help the program team improve the sessions and materials.

We hope you find this manual helpful. We are very interested in learning from you on how to improve it, so please feel free to contact Twebese and Assumpta at any time if you have a question or suggestion.

*Phone numbers: 041-232905/ 041230080/ 031351117*
1. GETTING STARTED.

Overview
This session introduces the Go-getters program to the participants. The goal is for them to understand what the Go-getters program includes, how to get involved and how it benefits them.

Objectives
By the end of this session participants should be able to:

- Explain the Go-getters program
- Define “trust” and “confidentiality” in the context of the session.
- Agree on a set of ground rules to be used for sessions.

Introduction
Begin by introducing the Go-getters program:

The Go-getters program is an interactive education program that is in response to shocking statistics that show that HIV prevalence is 5 times higher in girls aged 15-19 than in boys the same age. It is believed that relationships between young girls and much older men (Sugar Daddies) are responsible for this disparity to a great extent. This program therefore aims to empower young girls with the ability to recognize their worth, plan for their future and to be ‘Go-getters’ (aggressive and enterprising persons). Once this has been achieved, the appeal of Sugar Daddies should reduce considerably as these girls will recognize their lives as worth than material things. They will be more focused on the long term. This program directs towards;

- Learning vital life planning skills such as decision-making, negotiation skills, thinking skills, relationship skills and emotion management skills.
- Developing skills that can help delay sexual activity as a way of preventing HIV/AIDS and pregnancies.
- Developing skills that would help young girls reject cross-generational sex.
- Gaining knowledge on HIV/AIDS related issues such as facts about HIV, risk perception for HIV and transmission of HIV.

The participants are actively involved as the program is activity/entertainment orientated. Participants will be required to discuss issues in groups and enthusiastic individuals will be rewarded with prizes.

Activities involved;

- Trained peer educator will take participating girls through a “Life Skills Curriculum” and help them through planning for their dream career.
- Every month, a young successful career woman will give a presentation on how she got to where she is and will give you the tips on how to get there too
- Participating girls will be given the opportunity to do internship (work experience) in a company that serves their interests e.g. Marketeers may get the opportunity to do internship at Coca Cola.

Activity 1: Expectations

Objective: To share expectations of the Go-getters program
Time: 30 minutes
Materials: Blank half-sheets of paper or cards, pens/pencils, tape, flipchart or chalkboard

Directions:
1. Give each person two blank half-sheets of paper and a pen.
2. Ask each person to think about what they hope to get out of this program. Have them write (or draw) one expectation that they have for the training program on each sheet of paper.
3. As each person finishes writing, tape each piece of paper onto the board or flipchart under the heading, “Expectations.” After everyone has given his or her expectations, add your own, as the facilitator.
4. Briefly review the list of expectations. Ask participants to decide together whether all are within the scope of the training program. If there are different “themes,” cluster similar expectations.
5. Write this list on a flip chart paper and pin it on the wall. Refer back to it throughout the training sessions.

Activity 2: Establishing trust and confidentiality

Objective: To define ‘trust’ and ‘confidentiality’ in the context of the training program

Time: 25 minutes

Materials: Blackboard and chalk, or flipchart and markers

Directions:
2. Ask the group to count off from 1 to 5. All the ones will be in one group, the twos in another, the threes in another and so on.
3. Ask each small group to discuss the following situation:

   Imagine that you have some kind of health or social problem that you feel embarrassed about. You want to seek some advice from a friend or health worker. What qualities would you look for in the person whose advice you seek? You should not mention the name of the person to whom you would turn; you should just concentrate on the qualities of that person.

4. Call everyone back into the large group and ask each group to describe the qualities that were discussed. As each group lists a quality, write it on the blackboard or flipchart.
5. When everyone has finished, review the list together. Point out that we all seek the same kinds of qualities in people to whom we want to turn when in need, and that we all have secrets or embarrassing feelings that we would like to share with someone else who we feel could comfort or help us.
6. Finally, explain to the group that our greatest source of learning comes from our shared experiences, and the more that we feel we can trust each other; the more we are all likely to learn from one another’s experiences. Encourage everyone to think carefully before talking about details of your discussions outside the workshop.
Activity 3: Ground rules
Objective: To agree on a set of ground rules for group interaction
Time: 20 minutes
Materials: Blackboard and chalk, or flipchart and markers

Directions:
1. Explain that Go-getters sessions are the group’s time together and that in order to make the best of this time, it is useful for everyone to agree to some group rules. Ask participants to suggest rules they think might be appropriate. As rules are suggested, write them on the flipchart or blackboard.
2. Once all of the rules have been written down on the flip chart, ask the group to go through them again together. Does everyone agree on these rules?
3. Post the flip chart paper in an area that is easy to see. If there is no permanent area, ask one participant to take responsibility for the flip chart. Ask her/him to bring it to each of your meetings so that you always have it on hand to refer to.

Exercise 4: Electing Leadership

Objectives: To let the participants elect among themselves whom they would like to represent them in time keeping, welfare as well as a coordinator

Materials required: Flipchart, markers

Duration: 20 minutes
1. Set-up a flip chart and ask the participant whom they would like to nominate for timekeeping; welfare person and the coordinator
2. Voting of the nominees by show of hands should take place with the facilitators doing the counting of hands and writing the elected participants on a flipchart.
3. The whole process should be agreed upon by all participants.

Exercise 4: Discussion Starters.

Brain storming exercise
1. Why do youth have sexual relationships with older men?
2. What are the consequences of having sex with older men?
3. What are healthy relationships?
4. Give characteristics of healthy relationships.
5. Do you think dating a sugar Daddy is healthy?

Conclusions
- Summarize the key messages from each activity.
- Tell the participants the date and place for the next session meeting.
Go-Getters Activity Monitoring Form

Date of activity: ________________________________
Location: ______________________________________
Facilitator: ____________________________________

Describe the activity (refer to session # if necessary):
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6. What were the positive aspects of this activity?

7. What were the negative aspects of this activity?

8. What would you do differently next time?

9. What were some of the questions raised by Go-Getters from this activity?

10. Other comments or suggestions?

After completing each session, please send this form to the University Go-Getters Coordinator
2. FACTS AND MYTHS ABOUT HIV/AIDS

Overview
This session concentrates on revealing the truth about HIV/AIDS. It addresses the concept: **AIDS is a problem and I have the power to do something about it.** Remember to adapt the statements in this session to the facts and myths most prevalent in and relevant to your community.

Objectives
By the end of the session, the majority of participants will be able to:
- Recognize the seriousness of HIV/AIDS in their community.
- Clarify facts and myths about HIV/AIDS

Exercise: Kituufu Kikyamu

Time
- 2 Hour

Materials
- Tape
- Two posters: one with “KITUUFU (True)” and the other “KIKYAAMU (False)”

Directions
1. Tape the posters on opposite sides of the room.
2. Have participants stand in the middle of the room.
3. Read a myth or a fact out loud and ask the participants to go stand under the sign that reflects their answer. For example, those who think the statement is false will go stand under the “False” sign and those who think it is true will go stand under the “True” sign.
4. Ask a couple of people to justify their answer and try to convince as many people over to their side.
5. Go to the next statement and repeat steps 2 – 4.

Facts (which are TRUE)
1. HIV/AIDS is a growing problem in developed countries.
2. Although expensive, there are medicines that can slow down HIV progression.
3. In Uganda, girls aged 15 –19 are 4-6 times more vulnerable to HIV infection than their male counterparts.
4. Although treatments to slow the progression of HIV/AIDS exist, there is still no cure for AIDS.
5. Although HIV transmission is a risk for everyone, women and girls are more vulnerable to HIV infection than men and boys.
6. If a pregnant woman has a sexually transmitted infection (STI), her unborn child can be harmed by it
7. HIV+ people can still live normal, healthy lives.
8. It is possible for an HIV+ woman to have an HIV- child
9. You can get infected with HIV or STIs the first time you have sex
10. If in a long-term and faithful relationship, one should still get an HIV test
11. Anyone can get infected with HIV
12. Babies can get infected with HIV from drinking their HIV+ mother’s breast milk.
13. My body and health is my responsibility

**Myths (which are FALSE)**

1. AIDS mostly affects older people.
2. Since everyone who has AIDS, dies of AIDS, it is better not to know if you have it.
3. Being HIV positive is the same as having AIDS
4. You can be cured of HIV by having sex with a virgin/children
5. If a man has given a girl a lot of money or a cell phone, she can’t say “No” when he wants to have sex with her.
6. Only prostitutes get infected with HIV.
7. Taking a man’s money, gifts and material things gives him the right to control you.
8. People in the United States have access to medicines that can cure them of AIDS.
   No one has AIDS in Uganda.
10. Traditional healers (or religious leaders) in our country have a cure for AIDS for all people.
11. It has recently been proven that HIV does not cause AIDS.
12. Having sex once cannot cause HIV infection especially if the girl is not having her period.
13. Not having sex can cause cancer.
14. After both partners test negative for HIV, they can have sex without a condom.
15. If an HIV positive man had unprotected sex with a young girl and older woman, the young girl is at a higher risk of contracting HIV.
16. You can know an HIV positive person by looking at his or her size.
17. “Circumcision is condom enough."
18. Having sex while standing can not expose you to getting HIV/ pregnant
19. Sleeping with a girl who is in her periods for the first time cures HIV
20. If you are saved you can get cured from HIV/AIDS
21. If a man withdraws before ejaculation, there is a reduced risk of transmission.
22. If you squat after sex, the semen comes out and you can’t get HIV.
23. If you wear 4 condoms then you cannot get HIV

**Conclusions**

Don’t believe all the rumors about HIV: there is no cure. There are many misconceptions, but it is important for one’s safety to keep the facts straight. Protect
yourself. Abstinence is the best protection. If you choose to be faithful, you MUST get tested first.
Go-Getters Activity Monitoring Form

Date of activity: __________________________________________
Location: _________________________________________________
Facilitator: _______________________________________________

Describe the activity (refer to session # if necessary):
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6. What were the positive aspects of this activity?

7. What were the negative aspects of this training?

8. What would you do differently next time?

9. What were some of the questions raised by Go-Getters from this activity?

10. Other comments or suggestions?

*After completing each session, please send this form to the University Go-Getters Coordinator*
3. HIV TRANSMISSION AND PREVENTION

Overview
Education about transmission of HIV is the first step in its prevention. Participants need to be clear on how the virus is contracted, how it spreads and how to protect themselves.

Objective
By the end of this session participants should be able to:
- Visualize how quickly HIV is spread
- Identify methods of prevention
- Describe the modes of transmission for HIV

Activity 1: Prevention

Time:
- 1 Hour

Materials
- Flipchart paper/markers or chalkboard/chalk
- Manila paper to make cards for Activity 1
- Poster paper and pens

Directions

1. Cut out small cards from Manila paper. There should be as many as the number of participants.
2. Divide the cards in the ratio 3:4:5. For example, if you had 12 participants, 3 would have a red “X”, 4 would have a “C”, and 5 would be blank.
3. Each of the participants should receive one card. They are not to look at their cards. They should keep their cards folded in their hands. Tell the players that they should move around the room and greet three people. They should remember whom they greeted, however they should not look at anyone’s card.
4. After the greetings, ask everyone to sit down. Now, each person should look at his/her card. On a flip chart, put a red “X.” Ask everyone who has a red “X” to stand. Inform the group that these people have HIV. Anyone who greeted the people should also stand up. These people are also infected. Again, anyone who has greeted any of the new ones standing must also stand up. All those standing are infected with HIV. Continue with this a few times until just about everyone is standing.
5. Put ‘C’ on the flip chart. Ask if any one has this symbol on his or her card. Tell these people that they can sit down. Tell the group that these people have used a condom. They are not infected. Any one who was infected by one of the people who used a condom may also sit down.
6. Ask the group what they learnt from this game. Put their answers on the flipchart or blackboard. Possible answers will be:
   - HIV can be transmitted very quickly and easily
   - You cannot tell if someone has HIV
   - Using a condom can reduce your risk of HIV
   - Having contact with one person is the same as having contact with all of the partners of that person.

7. Ask the group how they could have avoided infection in this game, other than using condoms. Possible answers will be:
   - They could have refused to play (abstinence)
   - They could have insisted on seeing their partner’s cards (testing)
   - They could have only greeted one partner (risk reduction – being faithful).

Remind the group that they must check the card before being faithful with that partner (testing).

Conclusion
HIV is a serious infection that spreads quickly. There are ways of reducing the risk of HIV infection by protecting oneself, either through wearing a condom, being faithful with one partner where both parties are tested, or abstaining, which is the safest method.

Activity 2: Immune system game

Objective:
- Describe in general terms what HIV does to the human body.

Materials required:
- Flipchart paper/chalkboard, markers/chalk

Duration:
- 30 minutes

Directions:
1. Begin by playing a game. Ask for one volunteer to stand in the front of the room. This person is the baby elephant.
2. Ask for six more volunteers. These volunteers are the adult elephants. Their job is to protect the baby elephant. They should form a circle and join hands around the baby elephant. To show them the importance of their job, the facilitator should try to hit the baby elephant – you will find that the adult elephants quickly get the point and close ranks to avoid attack. The adult elephants should stand very close to the baby elephant.
3. Now, ask for four or five more volunteers. These people are the lions. Their job will be to attack the baby elephant (just touch – if they manage to touch the baby elephant, this counts as an attack).
4. When the facilitator says ‘Go!’ the lions should try to attack the baby elephant. Let this go on for about 30 seconds – until the baby elephant has at least one contact from the lions – but the baby elephant should not be hurt.
5. Now ask the following questions (the volunteers should stay where they are):
   - **What is the baby elephant? What does the baby elephant represent?**
     **Answer:** The baby elephant is the human body.
   - **What are the adult elephants?**
     **Answer:** The adult elephants are the immune system. Their job is to protect the body from invading diseases.
   - **What are the lions?**
     **Answer:** (There may be a few people who say that the lions are HIV. That is not so; ask another person to try to tell you the meaning of the lions). The lion stands for the diseases, illnesses and infections that attack a person’s body.

6. The facilitator now goes to each of the lion volunteers, one by one. Say, ‘these diseases, such as tuberculosis (touch the first volunteer), malaria (touch the second), diarrhea (touch the third), and cholera (touch the fourth) may attack the human body, but are they usually able to kill the human body? The answer should be ‘no’. Diseases or germs attack the human body every day, but the immune system (point to the adult elephants) manages to fight them off and protect the body. The human body might get sick (such as the hit or kick that the baby elephant suffered) but it does not die, because the immune system is strong.

7. The facilitator continues, ‘but suppose I am HIV. I come to this body (the baby elephant), and I attack and kill the immune system.’ At this point, the facilitator should touch all but two of the adult elephant volunteers and ask them to sit down. Touch each person as you remove them, acting as if HIV is killing the immune system. The facilitator continues, ‘Now, will the baby elephant be protected? Will the human body be safe with the immune system gone?’ Next the facilitator should again tell the lions to attack (touch only) on the word ‘Go!’ The lions are able to easily get to the baby elephant this time! Stop it before too much damage is done.

8. Summarize the idea that HIV has killed the immune system. This lack of an immune system makes it possible for diseases like tuberculosis, diarrhea, and so forth, to actually kill the person, rather than just make the person sick.

9. To be sure people have understood, ask ‘Does HIV kill the person?’ They should say, ‘No, the diseases killed the person.’ Ask someone to tell you the difference between HIV and AIDS.

10. Refer again to the ‘Who Has HIV/AIDS’ illustration in the resource packet. Ask participants to pick out who has HIV (they should say that it is impossible to know).

11. Refer again to the ‘Symptoms of HIV/AIDS Infection’ illustration in the resource packet. Explain that once the body’s immune system is compromised and diseases/infections begin to attack the body, the person has full-blown AIDS and will begin to exhibit any or all of these symptoms.

12. Go over ‘Facts to Know about HIV/AIDS’ and ‘Local Resources’ in the resource packet and answer any questions the participants have.
Go-Getters Activity Monitoring Form

Date of activity: ________________________________

Location: ________________________________

Facilitator: ________________________________

Describe the activity (refer to session # if necessary):

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TOTAL

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Rate the Session:
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6. What were the positive aspects of this activity?

7. What were the negative aspects of this activity?

8. What would you do differently next time?

9. What were some of the questions raised by Go-Getters from this activity?

10. Other comments or suggestions?

*After completing each session, please send this form to the University Go-Getters Coordinator.*
Overview
Another kind of stigma exhibited among young people is the stigma on abstinence. Many feel or are made to believe that it is not fashionable to abstain from sex until marriage. This session lets them see the advantages of abstinence as a method of HIV prevention.

Objectives
By the end of this session, participants should be able to:
- List two advantages and two disadvantages of each of the three methods of HIV prevention (abstinence, faithfulness, condom use)

Time:
- 1 Hour

Materials
- Flipchart/markers or blackboard/chalk
- Manila cards

Directions
- Briefly state the methods of prevention of sexual transmission of HIV: abstinence, faithfulness, and condom use. Write the following table on the board or flipchart:

<table>
<thead>
<tr>
<th>Method</th>
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<th>Disadvantages</th>
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<td>Condoms</td>
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- Ask for six volunteers. Ask each volunteer to defend the point of view that you will assign them:
  1. Pro-Abstinence
  2. Anti-Abstinence
  3. Pro-Faithfulness
  4. Anti-Faithfulness
  5. Pro-Condom
  6. Anti-Condom

- Explain that each volunteer’s job is to defend his or her case. For example, start with the person who is for abstinence; have her speak for one minute about why abstinence is the absolute best method of prevention. After one minute is up, the person who is against abstinence will then have one minute to give all of the reasons why abstinence is the worst method of prevention. Each
person should try to be as convincing as possible, because there will be a vote at the end!

- As volunteers state their cases, the facilitator should write the main points they bring up in the spaces on the advantages/disadvantages table.
- When everyone has finished, take a vote on which person presented his or her case the most convincingly. Vote by the level of applause for each person.
- Review the advantages/disadvantages table with the participants. Ask if there is anything else that anyone would like to add on the advantage or disadvantage side. If the following points are not brought up, bring them up:

  ♦ Abstinence does not mean never having sex; it means delaying sex until the person is ready or married. A disadvantage of abstinence is not ‘never having children’ because the person will, when ready, have sex. They might say that an advantage of abstinence is that the person is sure that s/he will have children only when s/he wants to have them.
  ♦ A major disadvantage of faithfulness for adolescents is that they cannot practice true faithfulness. As adolescent relationships constantly form and break-up, the fundamental concept of faithfulness collapses. Be sure to explain this, and to emphasize that faithfulness only works in a committed, monogamous relationship such as marriage. The two partners must first be tested, and then be 100% monogamous with one another. Because most young people are not in this situation, faithfulness is not usually a good method of prevention for them. Faithfulness is something they might have as a goal once they decide to be part of a lasting, committed partnership. For the purposes of this course, we will focuses on building the skills necessary to protect oneself through delay of sexual activity and abstinence.

- Add that each person must decide which method will work best for him or her at this moment in his/her life, and that this decision must be based on his or her own values, not the values of another person (such as a friend or boy/girlfriend). Ask for questions and feedback.

Conclusion
Abstinence is the absolute safest method of protection from HIV. If young people do choose to engage in sexual intercourse, it is vital that they protect themselves by using a condom. Faithfulness is important, but doesn’t apply to adolescents; it is more applicable in long-term monogamous relationships such as marriage.
Go-Getters Activity Monitoring Form

Date of activity:______________________________________________
Location:____________________________________________________
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8. What would you do differently next time?

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10. Other comments or suggestions?

After completing each session, please send this form to the University Go-getters coordinator.
5. RISK PERCEPTION FOR HIV

Overview
By judging the risk of different situations, young people are empowered to make the right decisions concerning their safety. Knowing the risks is reinforced by the facts and assessing risks will help keep participants from becoming paranoid about getting infected with HIV.

Objective
By the end of this session participants should be able to:
• Identify low- to high-risk sexual behaviours
• Describe the dangers of relying on ‘luck’ for staying healthy.
• To help participants reflect on their own sexual behaviour with regard to risk taking.

Activity 1: Low risk- High risk!

Time:
• 1 Hour

Materials
• Flipchart/markers or blackboard/chalk
• Poster paper and pens
• Hand out of risk statements

1. The facilitator should arrive with the following list and give one to each participant.
   • Using toilets in a public washroom
   • Hugging or comforting someone living with HIV/AIDS
   • Having sex without a condom
   • Dry kissing (no exchange of saliva)
   • Having sex using the same condom more than once
   • Sharing needles or razorblades for piercing or scarification
   • Abstaining from sexual intercourse
   • Sitting next to an HIV+ person in the lecture room.
   • Being bitten by a mosquito
   • Having sex using a condom properly
   • Eating food prepared by an HIV+ person
   • Body to body rubbing with clothes on.
   • Drinking alcohol
   • Having sex with a condom and the condom breaks
• Giving or receiving a backrub or massage
• Riding in a bus or taxi with an HIV+ person
• Cleaning up spilled HIV+ blood without wearing gloves
• Swimming in a public pool.
• Being faithful to your partner when both of you are tested
• Wet (deep) kissing
• Going to discotheque (e.g. Angenoir or Silk)
• Getting an injection at a private clinic that cleans its needles with water
• Going out with Sugar “Daddies”
• Having sex with a fat, loaded popular man.
• Oral sex

Add any activities that might be appropriate for the group’s level and environment.

2. Ask participants to read the list to themselves and note on paper the activities that they are now engaged in or that they might have done in the past. Urge them to be completely honest when answering; their answers will not be collected, they will be only for their own personal use.

3. Explain to the group that some activities have no risk at all, others have a low risk, and still others are high-risk activities. Review the ways that HIV/AIDS is transmitted and go over the following definitions for the levels of risk activity. Make sure that everyone understands these levels before proceeding:

• NO RISK – No risk of getting HIV/AIDS. There is no receipt of blood, semen, vaginal fluids, or maternal body fluids.
• LOW RISK – Low risk of getting HIV/AIDS. There is a slight possibility of exchange of blood, semen, vaginal fluid, or maternal fluid. Or a possibility of engaging in unplanned sex.
• HIGH RISK – High risk of getting HIV/AIDS. There is a strong possibility of exchange of blood, semen, vaginal fluid, or maternal fluids.

4. Go over each statement with the entire group. Reach an agreement on the levels of risk. There may be a great deal of debate on some of the activities. Use this exercise to launch a full discussion of risk activities and different levels of risk.

**Activity 2: Repeated Risk Game**

**Materials:**
- Three small bags or containers
- 18 note-sized cards

**Time:**
- 1 Hour
Directions:
1. After prioritising the list, emphasise that many times we know the risks involved in living a particular behaviour but we still do think we will be “lucky” to escape (not get HIV or pregnant)
2. Prepare 18 cards or papers (six for each bag) and mark nine of them “X” and nine of them “O”
3. Put three cards with “X” and three cards with “O” in each bag
4. Draw the following table on a blackboard or flipchart:

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5. Break up into three smaller groups and give each group a bag with the six, marked cards inside. Tell the group that this is a game about taking risks, whether it is risking pregnancy or becoming infected by HIV or an STI. The message is that the more often you take a risk; the more likely you are to lose. Emphasize that ‘luck’ changes without warning; it is not a basis for avoiding negative consequences.
6. Tell each group to take one paper out of their bag (without looking inside).
7. If a group gets an ‘O’ paper; they were lucky this time: no pregnancy or HIV/STI. If a group gets an ‘X’ paper, they took a risk and lost: pregnancy or HIV/STI.
8. Write the results from the round on the chart (above).
9. Tell the groups to put the ‘X’ and ‘O’ papers back in their bags.
10. Have them draw five more times, each time writing the results in the table and having them return the papers to their bags before drawing again.
11. Discussion:
   - Are some groups luckier than others?
   - Does a group’s luck change frequently?
   - Were any of the teams ‘unlucky’ on the first try?
   - What does this tell us about the wisdom of taking repeated risks?

Conclusion
Activities may have different levels of risk, but repeatedly exposing oneself to anything with risk means increase the probability of being exposed. Also, levels of risk for activities are uncertain, especially when it comes to being faithful and trusting your partner.
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3. ABSTINENCE: CAN YOU DECIDE NOT TO HAVE SEX?

Overview
In Uganda, HIV is mainly transmitted when one has unprotected sex with an infected partner. The best way to prevent HIV is to abstain from sex.

Objectives:
• List reasons to delay sexual activity.
• Be ready to educate others about delaying sex.

Time:
• 1 Hour

Materials:
• Flip chart/ Black board
• Markers/ Chalk.
• Scenarios cards.
• T-shirts/ caps

Directions:
1. Spend a few minutes introducing the idea of delaying sex / abstinence. (Until after marriage, until older, until more responsible, When a relationship with boyfriend for over one year, Boy you have just met, relationship with a married man or older man, lecturer, and so forth.)
2. Explain that we are now going to read out a common situation between people in relationships. As they readout the scenarios on the handout, the group should think about reasons why these people should delay their sexual activity.
3. Make two lists: ‘Reasons for Saying Yes’ and ‘Reasons for Saying No’. What are some reasons to have sex in this situation? What are some reasons to delay sex in this situation? Lists might look something like this:
**Reasons for saying YES**
- They should prove their love for each other
- The relationship might end otherwise
- Curiosity about sex
- ‘Every one is having sex’
- It ‘feels right’
- One partner convinces the other that there will be no problem
- Both are comfortable with the decision

**Reasons for saying NO**
- Risk of pregnancy
- Risk of STIs
- Family expectations (not to have sex)
- Friendship (allow it to grow)
- Other forms of affection possible
- Religious values (Don't approve of sex before marriage)
- Not ready (Perhaps too young)
- Not with the right person
- Fear of violence (being forced to have sex)

Go through these lists with the group. What are the good and what are the less convincing reasons? What might be the consequences of each situation? What reason might be the strongest or most important of them?

4. Now focus your attention on the “Reasons to say No” list and attempt to expand on it with the group.
5. List any additional reasons to delay sex that the group suggests. Strive to come up with a working list that you and your group will agree on as good reason to delay sex.

**Top ten reasons to delay sex**
- Fear of pregnancy, “No sex” is 100% effective in preventing pregnancy.
- Fear of STDs or HIV/AIDS, HIV and other STDs are transmitted through sexual intercourse.
- Family expectations, Parents expect “no sex” until marriage.
- Fear of violence, in a sexual situation, there is a possibility of being forced to have sexual intercourse.
- Friendship, Allow time for the friendship to develop.
- Drinking involved, Alcohol can lead to poor decision (such as having sex without a condom)
- Religious values, Values may say “No sex” before and outside marriage.
- Not ready, you feel too young or just not ready.
- Waiting for the right person, you want the person to truly love you before you have sex.
- Wait until marriage.
4. Now, tell the participants to group themselves into pairs and develop a simple skit about negotiating abstinence.
5. Allow them to act the skit before others. The best pair should be rewarded with either a T-shirt or a cap.

**Conclusion**
Saying no to sex is the best option for young people to protect themselves from HIV, however it is a struggle to hold on to principles when pressured. Be strong and remember that no one else decides when you are ready. Sex is not the only way to show affection for a partner.

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**Facilitator:**

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_after completing each session, please send this form to the university Go-Getters Coordinator_
4. PRACTICAL HELP FOR DELAYING SEX

Overview
Although young people may know the reasons for delaying sex, sometimes this can be difficult, especially when both partners love each other and truly want to more be intimate and physical. It may be helpful to come up with some strategies to make delaying sexual activity easier. “How can you avoid situations that may lead you to have sex with your partner? Are there any steps you can take?” This session will help young people explore practical options.

Objectives:
By the end of this session, participants should be able to:
- Identify strategies to help in delaying sex.
- Rehearse to negotiate sexual delay in variety of situations.

Time:
- 1 Hour

Materials:
- Flip chart
- A separate sheet of paper with each scenario written on it.

Directions:
1. Split participants into three small groups. Give each group one of the following situations
   - Peter and Liz have been seeing each other for six months now. They have not had sex yet, but it is difficult to control their sexual feelings for each other. Liz has promised herself not to have sex until she is married, and so far Peter has respected that wish. Liz has been thinking about how much she likes Peter. One of their friends who lives on his own is going to have a party. Liz and Peter are invited. Peter says he will bring some beer and that maybe they could stay all night. Liz thinks about her promise to herself but also thinks it would be great fun to be alone with Peter.
   - Patrick is a happily married man with children, however he is also dating Jackie a University student who is 20 Years his junior and they love each other so much. Patrick has invited Jackie to his house for he afternoon. Patrick knows that his wife will not get back until evening. This could be the time to have sex with her for the first time. Jackie has been learning about pregnancy, HIV/AIDS, and STIs. Although she is not sure she wants to have sex, she feels Patrick would like to and fears he will break up with her if she does not sleep with him.
   - Fatima met Abraham a prominent businessman in a dance club. She was attracted by his looks and dancing ability. After greeting her, he gave her a present- “for future friendship”, he said. This went on for about 2 weeks. He then invited her for a day at the beach. Although Fatima is attracted to him,
she feels uncomfortable about the situation. She worries, as she must give him an answer soon.

2. Ask the group to read their situation together and come up with some suggestions to help the two people delay sex. What are some ways for them to avoid sexual situations? What will make it easier for them to delay sex? (Give 10 minutes)

3. After the groups have finished working on their suggestions, ask each group to present the scenario and their list of ideas on how to delay sex to the whole group (5 minutes per group). Discuss these strategies together and come up with a list that the whole group agrees on (it may be a good idea to pin-up a copy of this list in the area where you usually meet). Lists may include:

**Help for Delaying Sex**
- Go to parties and other events with friends
- Decide how far you want to ‘go’ (your sexual limits) before being in a pressure situation, e.g. kissing
- Decide your alcohol/drug limits before a pressure situation arises or do not use alcohol or drugs at all
- Avoid falling for romantic words or arguments such as “But I love you”
- Be clear about your limits. Do not give mixed messages or act sexy when you don’t want sex
- Pay attention to your feelings. When a situation is uncomfortable, leave.
- Get involved in activities (church, sports, clubs, hobbies)
- Avoid hanging out with people who might pressure you to have sex
- Be honest from the beginning by saying you do not want to have sex
- Avoid going out with people you cannot trust
- Avoid secluded places where you might not be able to get help
- Do not accept rides from those you do not know or cannot trust
- Do not accept presents and money from people you cannot trust or do not know
- Avoid going to someone’s room when no one else is home
- Ask a trusted friend to support and encourage your decision, and to ‘look out’ for you if you are worried that you might not be able to control a situation
- Explore ways of showing affection other than sexual intercourse

4. The final suggestion on the list may raise a number of questions or a great deal of interest. If the group wants to talk about different ways to show affection other than sex, take this opportunity to explore what the group believes to be other options. Spend time creating such a list and analysing the suggestions for possible risk activity. This may lead you to further discussions about alternatives to sex, as well as risk behaviour and the different levels of risk.

5. During the final 20 minutes or so, ask each group to role-play their situation using some of the suggestions they brainstormed together. For example, if Patrick decides he does not really want to have sex but doesn’t want to be teased by Jackie either, what might he say and do? Encourage the audience to coach the actors if they get stuck.
Conclusion
Analysing pressure scenarios is a good way to prepare for real life. Participants leave this program with many skills to help them protect themselves, one of the most important skills being the ability to abstain.
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15. Other comments or suggestions?

*After completing each session, please send this form to the University Go-Getters Coordinator*
5. THE DANGERS OF CROSS GENERATIONAL SEX

Overview.
This session concentrates on the danger of Cross Generational Sex. It addresses reasons why young girls go out with sugar daddies and the dangers of this practice.

Objectives
By the end of the session, the majority of the participants will be able to:
- Recognize the dangers of Cross Generational Sex

Activity 1: Discussion

Time
- 1 Hour

Material
- Flip chart
- Markers
- Picture code. (Poster sized illustration without words showing situations about which people have strong feelings, In this case an illustration of a much older man and a young girl)

Directions
1. Place the picture code (older man and school girl) where it can be seen properly on the wall.
2. Ask the group questions to stimulate discussion:
   - What is happening in the picture?
   - Does this happen in real life?
   - Why is this happening?
   - What does the picture make you feel?
   - Do any problems arise from this situation?
   - Do any good things arise from this situation?
   - What can be done about it?
3. At the end of the discussion summarize what has been said by asking the following questions.
   - Ask participants what they understand by Cross Generational Sex. Ask a few participants to define it.
   - Ask participants to brainstorm on the reasons why young girls move out with older men (Sugar Daddies)
Activity 2: Long term consequences vs. short term gratification

Time:
- 1 Hour

Materials:
- Flip Chart
- Markers
- Cue Cards

Directions:
1. The following questions are to be read out to the group and participants encouraged to debate what in their opinions are the answers. Once a question has been extensively debated read out the answers (here in italics) having let the group know that these are answers that young girls who have had sugar daddies have given.

(The responses below where given by girls aged 14-19 who have had sex with older men)

Q.1: What kind of gifts do young girls receive from Sugar Daddies?
Ans: Perfume, food, phones, airtime,

Q.2: What do these men expect in return?
Ans: “Sex of course, they don’t give things for free”
   “Because there is nothing you can give back to him for everything that he has given, sex is the only way”.
   “Some act like gentlemen and want to test the minds of the girl and so take their time, but the result is always sex. There is no way some one can spend on you over 300,000/=, the main thing is sex”.

Q.3: What happens if a girl refuses to have sex with him?
Ans: “At times the man can really plan for you if he knows that you go clubbing, he can give guys money, they take you to some dangerous places and beat you up or even rape like you"

   “If you refuse this big man, he can do you bad”
   “It is common for girls who refuse sex to be raped”
   “Some of the girls are young and they really want the money but do not know what to do, so when they reach there they just cry and of course the man forces them into sex”.

Q.4: What are the risks involved in getting into these relationships?
Ans: “You may end up as a single parent, when you get pregnant and the man dumps you”
   “You could get acid poured on your face by the wife of the old man and you get deformed for life”
“Some times other girls may admire the man and they may want to take him away and so plot something dangerous for you”
“You may get pregnant and also HIV/AIDS”
“When you get pregnant you may lose your studies”
“You may lose your dignity”
“Unwanted pregnancies which may lead to loss of life when you try to abort”
“Psychological torture”

Q.5: Do girls in these relationships think about the HIV status of these men?
Ans: “No. It is business, you give me what I want and you get what you want”
“Some of them do not consider HIV because they are young and want something from the sugar daddies so they just go in”

Q.6: Do girls go for HIV testing with these men to find out their status?
Ans: “In most cases it is rare”
“Even if they allow, some [men] forge their results”
“No they do not!”
“You tend to fear them because they are like our fathers, so it is difficult to push them around and how can you move with him to the testing center because you have to be two people, they will say he’s your dad!”

2. Ask the participants what out of the girls’ responses shocked them the most?
3. Ask the participants to refer to the reasons why the girls got into these relationships in the first place. Ask them to discuss whether it was worth it in the long run.
4. Develop a list of pros and cons of getting into these relationships with the participants to compare the short-term benefits and the long-term consequences. Write their responses on a flip chart.

**Conclusion**

Explain that Cross Generational Sex is very dangerous, as it can lead to contracting HIV. If you practice it, you are at a high risk of catching HIV. It is a lot harder for young girls to negotiate with older men for various things including safer sex. Sugar Daddies; no matter what they say, often have other girlfriends and wives too.
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10. Other comments or suggestions?

After completing each session, please send this form to the University Go-Getters Coordinator
6. LIFE SKILLS

a) Accepting Responsibility for Our Actions

Overview
We all make mistakes. Denial, anger, guilt and hopelessness are common reactions after making a bad decision. Participants need to learn how to deal with the past, and use it to learn for the future.

Objectives
- By the end of this session participants should be able to use a four-point plan to accept responsibility and to regain control of a negative situation that has resulted from a decision.

Time:
- 1 Hour

Materials
- Flipchart/blackboard,  
- Markers/chalk

Directions
1. Explain that even with all of the best intentions, there will be times that we will cave in to peer pressure or make a bad decision. Often when this happens, we feel uncomfortable about it but don’t really know what we can do about it. It is often easier to blame someone else, or to say that things were out of our control, than it is to take responsibility for what we have done. But then, are we in control of the situation, or is the situation in control of us? Taking responsibility means controlling the situation; we minimize damage and maximize our chance to have a similar situation turn out well in the future.

2. Write down these four words on the flipchart/blackboard: Acknowledge, Accept, Act and Ascertain

3. Propose the following four-point plan and ask for feedback about it:
   a. **Acknowledge** what we have done.
   b. **Accept** responsibility for it.
   c. **Act** appropriately to limit the damage done (have any necessary conversations, sort out the mess, contribute materially to make up for something, etc).
   d. **Ascertain** that we won’t repeat out mistake by thinking of how we will respond in the future if the same situation presents itself.

4. Ask the participants to divide into pairs. Each person should take a minute to think of a recent situation in which they regretted saying or doing something and then handled the situation badly. It can be a situation with anyone – a friend, teacher, boyfriend or girlfriend, or family member. Ask participants to take turns with the following exercise:
Describe the situation to their partners
Explain how she handled it
Did she blame someone else? If so, who?
Explain how she feels about it now
Describe how she might have handled it better, using the four-point plan described above.

5. Encourage the listening member of the pair to help with suggestions if the one talking feels stuck on the last two points of the four-point plan. Ask participants to take care that they make constructive suggestions and don’t become too critical of the participant. Call time so that each person has 5 minutes as the talker.

6. Tell everyone to return to the group. Ask if anyone would like to share what he or she just spoke about. If so, ask the person to explain quickly what they discussed, and then ask the rest of the group what they think of what the participant chose to do and perhaps to make alternative suggestions.

7. Encourage participants to try out this four-point plan for themselves over the next few weeks and to note whether it helps them to improve situations or to feel better about having made a bad decision.

Conclusion
Moving on and learning from our mistakes helps us make better decisions in the future. Preparing for the next time so we don’t repeat our mistake is an important life skill, and also relates to keeping oneself from being repeatedly exposed to risky situations.

b) Thinking Skills

Because thinking skills are an integral part of communication and decision-making skills, it is best to weave thinking skills into all of the other lessons. This can be done by adding ‘questions of the day’ or ‘debates’ in every session.

The Devil’s Advocate Game

Overview
This session sets out to teach participants how to think. Although such a basic idea may be ridiculous as a focus for your Life Skills session, it is especially important for young people to learn how to think critically. The skills to develop answers to difficult questions, to debate and create strong arguments, and to assert their ideas clearly without backing down can serve them well in risk situations, especially those involving peer pressure.

Objectives
By the end of this session, participants will be able to:
- List effective strategies for persuading or convincing others.
- Describe their personal debating style.
Material

- Handout: Devils Advocate Game statements. (Each numbered statement is a separate card)

Time

- 1 Hour

Directions

1. Explain that today’s exercise is to help us focus on how to think and debate well. Each pair will get two statement cards. One member of the pair will read the statement; the partner should disagree with the statement.

2. Each of them should continue to develop better and better arguments, one of them defending the statement and the other disagreeing with it. They should continue until they have exhausted all angles of the argument before moving on the next statement. This time the other partner should read the statement.

3. Ask two volunteers to come to the front of the room and demonstrate the exercise.

4. When it is clear that everyone understands, distribute two statements handout to each pair. Participants may then work on the exercise.

5. After the exercise, reconvene as a large group and process some of the strategies used to defend the strategies used to defend the argument. How did the participant attempt to win? What kind of strategies did they use to confuse or convince their partner? Ideas might include
   - Relying on facts instead of opinion.
   - Speaking louder than the other.
   - Trying to reach a compromise by agreeing with part of the other person’s statement.
   - Presenting possible consequences to some of the statements.

Devil’s Advocate statements.

- *It is fine for a boy to experiment with sex before marriage, but if a girl experiments, she is a prostitute.*
- *The community should take some action to prevent HIV/AIDS.*
- *Teaching about condoms in schools is the best way to stop the spread of HIV/AIDS and STI’s*
- *Pursuing education is the best way to for a woman to be independent.*
- *Using a condom will stop you from experiencing real sexual feeling*
- *Older men sleeping with young girls is a factor that has lead to the spread of HIV in the younger generation*
- *Having a relationship with a Sugar Daddy gives you a fuller life.*

Conclusion

Point out that it is more effective to use thinking skills to take the opposite perspective from the one the person really believes. For example, forcing one to defend the idea that “*It is fine for a boy to experiment with sex before marriage, but if a girl experiments,*
Taking the opposite perspective forces the person to actually think arguments through, rather than base what she says on emotion or opinion. It also helps the person see life in other peoples' perspective.
Go-Getters Activity Monitoring Form

Date of activity: __________________________________________________________

Location: ________________________________________________________________

Facilitator: ______________________________________________________________

Describe the activity (refer to session # if necessary):

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8. What would you do differently next time?

9. What were some of the questions raised by Go-Getters from this activity?

10. Other comments or suggestions?

*After completing each session, please send this form to the Go-getters university coordinator*
c) Relationship Skills

Overview
It is important to spend some time talking about the whole idea of love and relationships. Questions like “what is love?” and “what qualities would I look for in a partner/husband?” can help a young person to visualise what they want, so they can avoid unhealthy relationships. (Cross Generational Sex). It is unusual to talk about these subjects in our culture but the young people are interested in them. This session provides a forum for such discussion.

Objectives
By the end of this session participants will be able to:
- Define the term love.
- Describe the difference between love for family members, a friend and partner
- List the qualities they expect from family, friends, and a partner.
- List their own responsibility in love relations between family, friends and partner.

Material
Paper and pens

Time
2 hour

Directions
1. Introduce the session by telling participants that many of us have the dream that they will find a good partner with whom to share our lives. We will be exploring these hopes in this session.
2. Ask participants to give you a word or expression that mean “Love”
3. Ask if every one agrees with the words or expressions. Do these words or expressions apply to the love someone has for their partner alone, or can they be used to describe feeling between boyfriends and girlfriends, brothers and sisters.

Exercise 1: Love between friends or family members

Time:
- 30 minutes

Directions:
1. Ask participants to divide into pairs
2. Ask each pair to describe to each other three qualities that they show to a close brother, sister, or friend whom they particularly love.
2. Now ask them to describe three qualities they expect from the same brother, sister or friend who loves them.
3. Call everyone back in a large group and ask participants to share their thoughts and ideas. If there is general agreement move on. If not, encourage participants to discuss the different views further in a large group.

Exercise 2: Love between Partner.

Time:
- 30 minutes

Directions:

1. Next ask each pair to describe to each other three qualities that they show to a partner whom they love.
2. Now ask them to describe three qualities they would expect from the partner who loves them.
3. Call everyone back in a large group and ask participants to share their thoughts and ideas. If there are some clear differences in the qualities of love described between partners and those described for sisters, brothers, or friend point these out to participants.
4. Ask them to define these differences very clearly. Encourage them to try to explain why these differences exist.
5. After the two exercises, ask the participants the following questions
   - In this culture, does love equal to sex?
   - Does love equal to marriage?
   - If love does not equal to marriage, what are the minimum levels of respect you think each member of the couple should show each other.

Exercise 3: Qualities I want in a romantic relationship

Time:
- 30 minutes

Directions:

1. Have the pairs meet once again. This time, they should each list five qualities that they would look for in a relationship. What would their ideal partner be like? Encourage them to list what they would most want (If their dreams were to come true) In a boy friend.
2. Call the participants in a larger group and ask them to share their ideas about the qualities of an ideal relationship. You may find that the idea of money or nice clothes, and so forth, comes up; you may wish to challenge them, by referring to the session of “The dangers of cross generational sex”. Are all people with money good to their partners? Does having money mean that you are a good person?
3. By digging more deeply, this can be a great exercise for making the participants think more thoroughly about what they want from a partner. It can be helpful at the end for you to ask:
   - Is any one in a relationship currently? Do your partners meet all the qualities you wish for in relationship (It is not necessary for the members to answer this question, it is just “food for thought”)
   - Is this the person you want to spend the rest of your life with? If not are they protecting themselves to make sure that they will not be “trapped” into a situation for the rest of their lives (early pregnancy, infection with HIV/AIDS, being caught and guilt)
   - Would it be more helpful for you to wait a few years to make sure that you stay with the type of person that you have described as having qualities you admire?

**Conclusion**

Encourage the participants to always think about their relationships objectively. We sometimes think we are in perfect relationships yet there are other options out there that would match best what we want. It is safer to avoid early sexual involvement and avoid disappointment and regret. Is this person “the one” and will they meet our standards for a lifetime? Or is he married and simply using you for fun. As girls we should know our worth and choose partners who reflect this.
Go-Getters Activity Monitoring Form

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Facilitator: _____________________________________

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After completing each session, please send this form to the University Go-getters coordinator.
d) Emotion Management Skills

Objectives
By the end of the session, participants will be able to:

• List a number of emotions that may have an influence on the development of life skills.
• Identify strategies to effectively manage emotions

Time
• 1 Hour

Materials
• Flip chart/ Board
• Markers or chalk
• Tape
• Flip charts-about eight with the following phrase written on them:
  o How do you manage your……………..?

Exercise 1: OH! HENRY! (30 minutes)

Directions
1. Have someone define the word “emotion” and write the answer on the Flip chart or board, or you can simply use the word “feelings” throughout the session.
2. Introduce the idea or emotions with a quick exercise, “Oh Henry!”
3. Invite the participants to stand in a circle, remind them that there are many ways we can communicate – even with our bodies and our tone of voice. Explain that this activity will illustrate how different uses of our voices and bodies can communicate many different things to people.
4. Show how you can say the phrase “Oh Henry!” with many different emotions—with anger, with joy, with fear, with laughter etc
5. Going around the circle, each participant will say the phrase “Oh Henry!” using different body languages, tones, and facial expressions to communicate different emotions. This is a very lively exercise. Have fun with it!
6. After this exercise, brainstorm on the flipchart or board the different emotions that were expressed in the exercise. Some of the emotions listed might be as follows. Sadness, anger, pain, fear, grief, anxiety, joy, love, passion, confusion, depression, jealousy, annoyance, happiness, misery, disappointment and guilt

Exercise 2: Managing Emotions Gallery Walk (1 Hour)

Directions
1. Spend a few moments discussing how some of the emotions listed might translate into risky behaviour.
2. Some of these emotions, such as joy or happiness, may be better expressed openly than others. Ask participants the emotions this culture teaches us to control or manage.
3. Next, place a tick on those emotions that are considered culturally inappropriate to show as adults. How can learning to manage emotions help to reduce risk behaviour.

4. Emphasise that, it is not easy to manage extremely strong emotions such as anger, passion, sexual feeling, or jealousy, but it is very important that we develop strategies to do so.

5. Reveal the list of emotions that the participants brainstormed/ listed and fill them in the blanks on phrases on the 8 flip charts.

6. Place the flipcharts around the room taped on the wall or tables, you will have different flip charts in the room that read something like these examples.
   - How do you manage your anger?
   - How do you manage your happiness

7. For about 15 or 20 minutes, ask participants to move thought the room and write on the flip charts what their strategies are for managing the listed emotions. An example of one of the completed flipcharts might be

   **How do you manage your anger?**
   - Count to 10
   - Walk away and come back to the situation later
   - Stop and analyse why I am really angry.
   - Think about the situation in the perspective of another person
   - Pray/ Meditate
   - Think of a funny story.
   - Try to communicate and resolve the situation peacefully.

8. After this exercise, ask participants to take a gallery walk of the flip charts walking to and reading each of them in turns, learning the perspectives offered on managing emotions.

9. After the Gallery walk, have all participants sit down and ask the following questions;
   - *What were some of the best ideas?*
   - *Were any ideas unrealistic?*

**Conclusion**

At the end of the session, ask participants to stand and state the emotion that they are most committed to learning to control, along with 2 strategies that they will attempt to use to control those feelings.
Go-Getters Activity Monitoring Form

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Facilitator: ____________________________________

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e) Self Esteem – Value Yourself

Overview
When young girls lack something, it can lead to them developing relationships with older men to provide for their needs. The motivations of the older men usually revolve around sexual gratification in exchange for material goods such as phones, cash and even food. This session is aimed at teaching young girls to value themselves and to help them believe that they are worth a lot more than materialistic things that never last.

Objectives
By the end of this session, participants will be able to:
• Define the term Self-esteem.
• List qualities they most admire about themselves.
• List areas in which they would like to improve.

Exercise1: What is Self-esteem? Where does it come from?

Time
• 30 minutes

Materials
• Flipchart/board
• Markers/chalk
• Paper and pens
• Handouts, Self esteem Quiz.

Directions
1. Brainstorm a meaning for the term “Self-esteem” What does it mean? List the answers on a flipchart or board. Possible answers might include.
   • How you see yourself.
   • Believing that you are worth a lot.
   • Confidence
   • Prideful behavior (You may wish to redirect this if it comes up)

2. Ask participants where they think self-esteem comes from. Brainstorm about possible sources of self-esteem and jot them down on a flip chart or board. Ideas might include:
   • How your parents raise you/ treat you.
   • Belief in God
   • Image of girls in the community.
   • Treatment by brothers, sisters, other family members
   • Personal reflection of our lives, and so on.
Exercise 2: Who Am I? (1 Hour)

Take a moment to look at your image. What are the most important parts of you? How do you see your self?

Directions
1. Ask participants to write 10 sentences that start with the words “I am …………” For example I am an intelligent girl.
2. Emphasize that this exercise will not be collected but is for their personal use.
3. Next, suggest that participants put a check mark next to the thing they like about themselves. Put a question mark on the things they would like to change.
4. By looking at their lists, would participants say they have good self-esteem or that they need to work on developing their self-image a little more? (Participants do not need to answer this question loudly. It is a self-check.)

Exercise 3. Self esteem Quiz.

Directions
1. Distribute the self-esteem quiz and advise participants to take a few moments to reflect upon each of the statements.
2. They will decide whether each statement describes how they feel about themselves. They will write the number on the scale that best reflects how they feel about the statement.
3. They need write only one number for each statement, when they are finished, they need to add up all their numbers to get an overall score
4. Emphasize that the score is not intended to say that anyone is better than anyone else. Rather, it is a way to begin thinking about there own feeling about their worth.
5. *Remind them that no one else will see their answers; they should therefore be as honest as possible.*
6. Mention that it might be helpful for those who scored in the lower levels to think about the reasons that we listed for people to have self-esteem. Where do their poorer self-image come from?
7. This exercise provides an opportunity to begin to question your feelings about your own worth.
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<th>Undecided</th>
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<td>I never pretend to be what am not to please other people</td>
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<td>I can make my mind up and stick to it.</td>
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<td>I have no difficulty making friends with people of the opposite sex.</td>
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<td>I have no trouble controlling my feelings.</td>
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8. You can now reveal the suggested score flip chart or distribute the hand out. Give them a few minutes to read and reflect on the paragraph that matches their score.

Suggested Scores
- **Over 50**
  You have a really good image of your self. This attitude should make you a very self-confident person who is not easily misled by others.
- **Over 40**
  You are probably like most young people. You have a positive self-image but sometimes you have doubts about the kind of person you are. Some times you don’t like yourself very much.
• **Over 30**
  You may need to develop your attitude in some areas. Learn to think positively about yourself. Feel proud about the good things about yourself and try to improve the on those things that you don't like but think you can change.

• **Under 30**
  You have a negative self-image. You must try to like the person you are and to resist being misled by others to avoid ending up in trouble. If you do not have a positive self-image, other people may not like you either. Try to look at the good qualities about yourself and appreciate “You”

**Conclusion**
In life, we should always value ourselves because its through this that we can stand firm on the decision about what is good for our lives. When we value ourselves, we cannot be misled.
Go-Getters Activity Monitoring Form

Date of activity: ____________________________________________
Location: ____________________________________________
Facilitator: ____________________________________________

Describe the activity (refer to session # if necessary):
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6. What were the positive aspects of this activity?

7. What were the negative aspects of this activity?

8. What would you do differently next time?

9. What were some of the questions raised by Go-Getters from this activity?

10. Other comments or suggestions?

*After completing each session, please send this form to the University Go-getters coordinator.*
f) Planning for your dreams. (1 Hour)

Overview
This session is intended to help participants begin to create an action plan for their dreams. Participants are guided into the process of achieving their dreams and encourage them to incorporate this process into their dreams.

Objectives
- Define the concept dreams.
- Identify their dreams
- Identify action plan for attaining the dreams.

Time
- 1 Hour

Material
- Flip chart/ Board
- Markers/ chalk
- Handout: What are my dreams? – Dream worksheet
- Paper and pens

Directions
1. Brainstorm on what participants think dreams and aspirations mean.
2. Ask participants if they have dreams they would like to achieve in life.
3. Tell participants to list these dreams on paper.
4. Next, distribute copies of dream worksheet. To each participants. Ask participants not to fill them in at this point.
5. Using a sample dream to guide you, go through each section of the worksheet. Explain the heading and provide examples.
6. Review the steps until it seems clear that the participants understand the use if the dream worksheet.
7. Provide some quiet time for participants to reflect on an important dream. Encourage all participants to plan the achievement of this dream using the worksheets. Check in with the participants individually to ensure they understand the exercise.
8. After the above exercise, invite the participants to stand and read out their dream plan to the group. Successful completion of the steps will help you to evaluate the participants’ understanding of the session.

Conclusion
Planning dreams carefully and following specific steps can help you achieve what you need in life.
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<td>Benefits of reaching my dream</td>
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<td>What might stand in my way?</td>
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<td>4</td>
<td>What do I need to learn or do?</td>
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<td>Who will encourage me?</td>
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<td>Plan or action/ steps I will take.</td>
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Exercise 2: Lifeline Cost/Benefit Analysis

Objectives
• Gain perspective on how having sexual relationships with Sugar Daddies can be dangerous to our lives, and can stop us from achieving our dreams.

Materials required
• Flipchart paper/markers and tape
• Chalkboard/chalk

Time:
• 30 minutes

Directions:
1. Draw 2 horizontal lines on the flipchart/blackboard.
2. The top one is called the “Lifeline.” From left to right put tick marks and numbers from 20 to 80 in increments of 10.

   20 30 40 50 60 70 80

   This represents a person’s age from now until 80 years of age.

Ask the participants to think about all the things they have done or want to do during their lifetime – milestone events. Ask for volunteers to share some of their activities (e.g., finish school, get married, have a family, buy a house, see their children get married). Ask them to make an age estimate of when they think they will achieve that. Write these at the right age on the lifeline.

3. The second line is the “Cross Generational sex line.” On the left side write “Never” and on the right side write “Ever.”

   Never   Ever

Ask how many of them have “never” practiced cross Generational sex and mark that number under the never side. Ask how many have “ever” practiced or are practising it and mark that number under the ever

4. Ask the participants to think about what kind of impact practicing cross Generational sex would have on the lifeline. Then ask what kind of impact not practicing cross Generational sex would have on the lifeline.

Key Points:
• Practicing Cross Generational Sex can contribute to shortening the lifeline. Not practicing Cross Generational Sex can contribute to you making it to the end of the lifeline.
“Sometimes” practicing cross generational sex just once is as good as “ever”, because all it takes is one encounter with an HIV+ sugar daddy to become infected. So try as much as possible to avoid cross Generational sex.
Go-Getters Activity Monitoring Form

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Facilitator:______________________________________________________________

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*After completing each session, please send this form to the University Go-getters coordinator.*
7: PEER EDUCATION

Objectives
• To equip participants with skills to conduct peer education sessions

Materials required
• Flipchart paper/markers and tape
• Chalkboard/chalk

Time:
2 Hour

Exercise 1: Who is a peer? (Brainstorm on the characteristics)
Peers have the following characteristics

- Have shared characteristics such as age, gender, ethnicity, culture and place of residence.
- Similarities in experience including life style.

Roles and responsibilities of a peer educator

These roles can be categorized as;

- Peer support role, which places the peer educator and other young people as equals.
- Peer leadership role, which is more directive.

Roles of peer educators

- Identification and referral of youths with problems to center
- Counseling and guidance
- Promotion of life skills among youths
- Involvement in activities that improve his or her life style
- Acting as a link in relationship and problems between affected groups

Exercise 1: Qualities of a good peer educator. (30 minutes)

1. Tell Participants to pair up and discuss the qualities of the person they would turn to if they had a problem; they should just concentrate on the qualities of that person.

7. Call everyone back into the large group and ask each group to describe the qualities that have discussed. As each group lists a quality, write it on the blackboard or flipchart.

8. When everyone has finished, review the list together. Point out that we all seek the same kinds of qualities in people to whom we want to turn when in need, and
that we all have secrets or embarrassing feelings that we would like to share with someone else who we feel could reassure or help us.

9. Finally, explain to the group that our greatest source of learning comes from our shared experiences, and the more that we feel we can trust each other; the more we are all likely to learn from one another’s experiences. Encourage everyone to think carefully before talking about details of your discussions outside the workshop.

10. The participants then give their understanding of a peer, peer education and the roles of peer educators in society.

Qualities of a good peer educator

The facilitator should have his or her own qualities listed down so as to compare with that given by the participants.

- Good role model in society
- Creative
- Non judgmental
- Practices confidentiality of the client’s information
- Knowledgeable and friendly
- Credible and influential
- Conversations with friends

What is Peer Education?
E.g. that peer education is the process of imparting knowledge and practices by a peer educator to people of the same age, interests and social background.

Conclusion
Peer educators are a more credible source of information than are adult educators, because they communicate in readily understandable ways and serve as positive role models while dispelling misperceptions. Therefore we need to join hands and talk to our fellow peer about the dangers of cross-generational Sex in the fight against HIV/AIDS.
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Facilitator:_____________________________________________________________________

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*After completing each session, please send this form to the University Go-getters coordinator*
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<td>PEER EDUCATOR REMINDERS</td>
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<tr>
<td>STEPS FOR RUNNING ACTIVITIES</td>
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<td>GROUND RULES</td>
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<td>METHODS FOR DEALING WITH PROBLEMS IN GROUPS AND DIFFICULT PARTICIPANTS</td>
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<td>QUESTIONING SKILLS</td>
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<td>LEARNING DEVICES</td>
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<td>HANDLING DIFFICULT QUESTIONS</td>
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<td>PEER EDUCATOR COMMUNICATION SELF EVALUATION</td>
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A Go getters Peer Educator's role is to help participants by staging scenarios, posing questions, listening, learning, sharing information, and probing and gently challenging beliefs and opinions, to not only learn but also begin to process and incorporate what they have learned into their daily lives.

Important peer educator qualities include:

- Consideration and empathy
- Commitment and responsibility
- Understanding and patience
- Flexibility, creativity, and initiative
- Desire to learn/self educate
- Minimal need for praise to know he/she is doing a good job
- Having good, clear language skills
- Maintaining the respect of peers
- Honesty
- Credibility, upholding to the best of his/her abilities the intent of the program
- Discretion and maintaining confidentiality
- Diplomacy
- Ability to recognize and work on overcoming personal prejudices.

The peer educator's core responsibility will be facilitating informal discussions. An informal discussion is a form of participatory learning. It relies on a guided discussion in a safe, open conversation environment in which participants experiment with ideas and opinions and learn from each other. Informal discussions are minimally structured to allow freely flowing ideas, yet benefit from the guidance of a skilled peer educator and conversation-stimulating activities or key questions. No notes are kept, consensus is not a goal and there is no definitive result or output from the discussion.

The following basic guidelines implemented by the peer educator facilitate the implementation of the group discussions. Attachments follow the guidelines to provide examples and useful suggestions.

**Peer Educator Reminders**

- **Make the group welcoming.** Have members of the group introduce themselves if they do not know each other. There are many good icebreakers available. Name tags are good to use, particularly if the attendees are different from session to session

- **Keep the group informed.** Always tell the participants what the topic schedule is for the session and post it on flipchart paper. The group will help you keep to the time and to the topic.

- **Sit together.** Make sure the room is set up with chairs in a circle, and there is a flipchart is available as well as resources specific to the session, such as TV, VCR, tape, handouts, paper, and pens. Inherent to being a peer
educator is that you are among peers. The peer educator should also be seated in the circle for discussion, except when needing to write on the flipchart. Resist the urge to stand and lecture. If working with another peer educator, one can be the transcriber when necessary and the other always sitting.

- **Keep to the time.** This is a studying and peer educators should endeavor to start on time and end on time. Beginning late will cause people to arrive late for their next obligation and going late makes them dread the sessions. Value the time and make the most of it.

- **Keep the conversation alive.** While a session may seem to be going very well and could go long it is better to stop it while it is still a good discussion and has not fizzled. Signs of a good discussion to maintain are:
  - Questions are being answered.
  - Individuals are learning.
  - People who don't normally speak up are speaking up.
  - Incorrect statements need clarification.
  - Difficult aspects have been broached and merit covering.

  Move to the next activity when:
  - Topic has been covered.
  - Individuals give non-verbal and verbal signs that they have grasped the concepts.
  - Same individuals keep talking.
  - Conversation is off topic.

  Don’t expect to change long-held views in the course of a session. Silence may not mean move to the next topic/question and peer educators should resist the urge to fill the silence. Silence can mean people are thinking or that they are working up the nerve to respond. The silence may be uncomfortable, but wait a full minute before you talk. Usually someone else will start to talk first.

- **Stay on topic.** A useful device to keep people on topic is to affirm the off-topic subject and note it on a flipchart with a commitment to revisit the topic in the series or address it directly with the interested individual.

- **Stick to the Education Session Guide format.** Each session leads into the next session, building the understanding of the group participants. If information is not covered the next session has no foundation. It is encouraged that peer educators provide feedback to their coordinator about any problems or recommendations they encounter with the Education Session Guides.

- **Keep it confidential.** See the Ground Rules Tool. Peer educators set the example for confidentiality and remind the group that conversations remain in the room. Participants need to feel they are in a “safe” place before they can open up.

- **Keep it civil.** Peer educators will be put in a situation from time to time where they must skillfully help participants listen to each other. Move away from negative thinking or steer participants away from hurtful behavior.

- **Let the participants find the answer.** Peer educators do not need to ask all the questions that dig deeper nor do all the explaining. Often participants will
naturally do this if a little patience on the part of the peer educator will allow this to come out. More often this will come as sessions go by and participants have gained trust in the process.

- **Be realistic.** Peer educators may never know the fruits of their labors. They may never receive positive feedback. They may never have someone say their lives have been changed because of a peer educator. Peer educators plant seeds and let people make their own decisions.

- **Know your group.** Be aware who is in your group, existing relationships, ages, and general knowledge on HIV/AIDS. Try to help the group to see they are on equal footing learning about HIV/AIDS. If necessary, use “Title Throw-Away” activity to help remove hierarchy issues.

- **Know what you don’t know.** You do not need to have all the answers. If you do not know something say, “Does anyone have any experience with (issue)?” or “I will look that up and get back to you.”

- **Keep the group involved.** Use a talking stick or tokens to get people to talk and others to listen. Talking sticks are held to signify who has the floor and keep people from speaking over each other. A token card represents one chance to talk. Token cards given to each person at the start will encourage those who do not usually talk to speak up and keep those who speak too much from doing so. Gracefully use reflective listening to redirect the floor away from someone who has dominated the conversation.

- **Handle difficult situations gracefully.** Some people will make the sessions difficult and over time experience will best help you to deal with these situations. In the meantime, a list of suggestions of how to is provided later in these Guidelines.

- **Be sensitive.** Always speak with such sensitivity as if someone in the room is HIV-positive, has a family member who is HIV+ or is dating a sugar daddy. Remind the group that people present may be HIV-positive or be close to someone who is and that remarks should not be insensitive.

- **Stay non-judgmental.** Do not use judgmental comments about risky behaviors, such as infidelity, sexual practices, alcohol use, and other behaviors. Let the participants arrive at their own conclusions through the activities.

- **Walk your talk.** Be aware that colleagues are watching your behavior to see if it matches what you are promoting as a peer educator.

- **Give plenty of positive feedback/reinforcement.** This is especially important for volunteers for role-plays, responses to questions and for brainstorming participation.

- **Peer educators must resist dominating the time by sharing their own experiences and knowledge.** Peer educators use their training and skill to help the individuals in the group to grasp the concepts through open discussion.

- **Follow the activity guidelines as much as possible.** During discussion questions, answers that are unclear or off target should be probed to lead the group along in learning. Probing too much, however, can make individuals uncomfortable. Redirect the question to someone else by asking who can
help add to the answer, rephrase the question, or break it down into smaller elements. See questioning skills section later in these Guidelines.

- **Practice better listening in daily conversations.** See listening skills section later in the Guidelines.

- **Activities use devices to stimulate thinking on the part of the group members.** Recognize how these are used and make the most of them. For example, brainstorming, where all ideas are acceptable, allows participants to express their creativity and negative feedback can suppress that creativity. “Triggers” permit participants to share their own perspectives or what they imagine, and if a peer educator rushes to the “punch line” participants are denied thinking or internalizing the information it takes to process their response. Again, negative feedback can squelch future participation. Open-ended questions are important for stimulating thinking and discussion and declaring answers to be right or wrong can also inhibit participation. When there is a right or wrong answer, an incorrect answer is a great opportunity to ask additional open-ended questions and helps to lead the group toward a better understanding of the point.

- **Be prepared for questions the group might bring up.** Try to learn as much as possible about all the issues surrounding HIV/AIDS and Cross Generation Sex. See the difficult questions and situations section later in these Guidelines.

- **Dress the part.** As a peer educator it is usually important to dress as a peer, like the group participants. If they are not wearing suits, then a suit is inappropriate. If they are in their work clothes, then work clothes are appropriate.

**Steps for Running Activities**

- Read the activity completely and carefully, well in advance.

- Prepare overheads and gather or duplicate any materials you might need.

- Clearly describe the purpose of the activity, the skill to be practised and the methods that will be used.

- Follow the Activity guides carefully. As the key discussion questions lead into each other be sure to use them.

- Let volunteers know how much time they have to practice each part of the activity and identify the roles they may need to assign within the small groups, such as recorder or reporter.

- If applicable, be sure to let the group know before you begin that you will ask them for their reactions, conclusions and recommendations regarding an activity.

- Be prepared for questions the group might bring up and be somewhat flexible. Do try to maintain the schedule and cover the material.

- Answer all questions and get clarification if necessary. Make sure the group knows how to ask anonymous questions.
GROUND RULES

To be posted and reminded of at each session:

• We value and respect each other’s opinions.
• We treat each other in a positive way and are considerate of each other’s feelings.
• Everyone will be given an opportunity to talk.
• Everyone will participate fully and freely.
• Everyone has a right to “pass”, that is, to decide not to discuss a personal issue.
• Only one person speaks at a time, not interrupting others.
• No put-downs or insults to others. No negative comments.
• Keep on the topic, no side discussions or other topics.
• Be on time; maintain punctuality.
• “What you hear stays here.” Information should be confidential.

The group may want to add rules, however, too many are difficult to maintain.

METHODS FOR DEALING WITH PROBLEMS IN GROUPS AND DIFFICULT PARTICIPANTS

1. Create “Ground Rules” for the group during the first session and refer to them when there is a problem.
2. Acknowledge and validate feelings, such as, “I know you’re upset, and I understand how you feel.”
3. Be aware of whether you are raising your voice in tone or loudness. Doing so may only escalate the situation.
4. Listen carefully.
5. Try to keep the interaction positive.
6. If there are disruptions, politely remind the group that there is a task or problem to solve as well as a time limit.
7. Talk privately to the person causing the problem. Review the basic group rules and how the person’s behavior is negatively affecting the group. Request his/her support and cooperation for the next time the group meets.
8. Respond to those who interrupt by saying, “Excuse me. Just a reminder that everyone in the group has a right to speak without being interrupted.” Or, “Excuse me, please let . . . . finish before speaking.”
9. If the behavior is so disturbing that it cannot be ignored, address it in the group. Criticize what is being said or done (not the person responsible for the disruption). Point out how the behavior blocks the groups from functioning well.
10. At the end of a group session, lead a discussion about how the group is doing. Try to do this in such a way that feelings are not hurt.

1 Adapted from Peace Corps Manual
2 Adapted from EI and WHO and the Peace Corps Manual
QUESTIONING SKILLS

Each activity has questions that lead the group through the education process. Peer educators must be prepared to ask additional questions or redefine questions to fit the group. The following are useful strategies for helping participants to give thoughtful consideration to ideas and, perhaps, speak up. Peer educators must take care to not answer their own questions.

Redirecting questions
When an activity question is not being responded to or it takes the group off topic, the peer educator can:
- Ask the question in a new way—rephrase it.
- Open the question up to all participants to answer.
- Break the question down into smaller elements, such as multiple questions that work toward the larger question.

After acknowledging an individual’s comment, then ask the group:
- How would others handle…?
- What are other responses someone might have to…?

Open-ended and closed-ended questions
Open-ended questions call for involved responses. They are good for generating discussion and deeper thought. The converse, closed-ended questions, call for responses that are usually yes, no or a specific answer. They are good for verifying what you heard someone saying or taking a poll, for example. Most of the activity questions are already devised to be open-ended questions that engender conversation.

Open-ended questions
- What did we see/experience here?
- Could it happen here? What would it look like here?
- What problems can this cause?
- What can we do as individuals and as a community to overcome these problems?
- How would you like to see this resolved?

Better questions lead participants and help them focus their thinking
Try phrasing questions beginning with the words “What,” “How,” “Describe,” “If, “Share,” “In what ways,”:
- “Can anyone tell us about an experience you had that you think might have put you at risk of catching HIV?” or “Think of an experience you had that put you at risk,” rather than, “Do you believe that you are at risk of getting HIV? Why or why not?”
- “What would happen if you asked your partner to get an HIV test?” “What are the characteristics of a person who is trustworthy?” “What makes you trust someone?” and “What would make you stop trusting your partner?” rather than “Do you trust your partner? Why or why not?”

Close-ended questions limit answers to just yes and no and beginning with the words, “Do you…?” “Can you…?” “Is the…?”
Probing questions
These questions just dig deeper, especially when the peer educator feels the group is giving part or expected answers. They also show the peer educator is listening and makes participants feel welcome to comment and open up.

- What else did we experience?
- What other problems can this cause?
- What if…?
- Tell me more.
- Please expand on that idea.

Stimulating thinking or discussion without divulging very personal experiences
These can be used when a question is important to consider but the answer is too private to share personally in a group.

- A question can call for silent reflection.
  “Think of your last sexual encounter. What could you have done differently to convince your partner to use a condom?”
- A question can substitute the participant’s opinion for a fictional person’s:
  “If you were Jon, what would you have done differently to convince his partner to use a condom?”

Inappropriate questions
Some questions/comments are inappropriate just as if they would be our society and they stifle participation and peer educator credibility, such as:

- Questions that infer judgment.
  “You didn’t…?!”
- Questions that belittle or insult participants.
- Questions that are invasive.
- Questions that infer someone is HIV positive or negative.

Do ask “Would someone who has ever dated a Sugar Daddy share their experience?” rather than “Who has ever dated a Sugar Daddy?” and then looking for a show of hands.

Some questions are inappropriate at the first sessions but as the group evolves and more trust is developed the peer educator can gauge the receptivity to deeper questioning.

Learning Devices

The education sessions use a variety of devices to help participants to consider new ideas. The following outlines the main activities used.

Brainstorming is a group technique for generating ideas quickly and spontaneously. When conducted properly, it enables students and adult learners to respond creatively, without fear of being judged. It also allows the teacher to determine participants’ level of knowledge and/or opinions about a certain topic and to tailor the educational activity to the needs of the learners. It is a very simple process that involves stating a question or issue and asking for ideas from
everyone. Usually, ideas are recorded on a board or sheet of paper so that they can be used later.

You may want to go over a few ground rules about brainstorming before you begin:

- All ideas are welcome.
- The main objective is to generate as many ideas as possible.
- There is no discussion after each answer; the purpose is to get all ideas first.
- Ideas will not be judged as “good” or “bad.”
- Building on the ideas of others is fine.
- It is all right to have periods of silence when people are thinking.

You may want to explain that brainstorming is effective when you want to:

- Gather a lot of ideas quickly.
- Encourage participation who are hesitant to speak up during discussions.
- Explore sensitive or controversial issues.

**Role-playing** is a method of acting out a real-life situation. It allows us to practice translating knowledge into action. A situation or idea is described to the role players, who then enact the roles according to how they think those people would feel and behave in that situation.

The major steps to carrying out a role-play are:

- Describe the situation briefly or provide a written script.
- Choose role players or ask for volunteers and assign a role to each one. You may want to select participants who are outgoing and energetic if you are not asking the whole class to participate, or involved yourself in one of the main roles.
- Give them instructions on what to do or think about during the role-play.
- Try to avoid assigning students negative roles, unless you feel it is necessary in order to address the issue at hand.
- Use “props” such as hats or cards with names, if possible. Even the simplest props can make a difference.
- Use humour, if possible.
- Ask participants to end the role play when they think the situation has resolved itself, has become repetitive, and/or when time has run out.
- Have participants discuss what happened during the role-play. Ask how each of the role players felt, why they think it turned out the way it did, and what they might have done differently.
- The discussion after the role play is as or more important as the role play itself as it helps participants gain more insight into the situation.
- Praise all efforts.

Explaining role-plays to your group you might say:

“Role playing is a teaching method that can help you understand what it feels like to be in a certain situation and to practice how to handle yourself in that situation. By participating in a role-play, you can learn about how you might behave and feel in a situation, how the other person might react, and how your words and actions can affect the outcome of the situation. It gives you a chance to practice communication and negotiation skills and to get others reactions, without any fear of failure or negative consequences.”
• You may consider having woman-to-woman role-plays, depending on participants’ level of comfort with mixed gender pairs.
• Don’t force anyone to join you. If no one volunteers right away, play both roles yourself to give the group an example of what a role play is.3

Discussion Triggers – A “trigger” encourages independent thought on the part of the participant without a particular preconceived conclusion on the part of the curriculum designer or group facilitator (peer educator). Characteristics of a trigger are that it is ambiguous, permitting a variety of interpretations; it is unresolved, permitting a variety of outcomes; is realistic in that the viewer can image him/herself in that situation or image someone else in it; and it does not moralize or teach a lesson. Triggers used in the education series include skits, images and photos and videotape. Peer educators do not judge interpretations to be correct or incorrect but they do probe and challenge participants to expand their perception and thought process.

REFLECTIVE LISTENING SKILLS4

• Listen carefully to what the person is saying and sometimes even echo the statement by leading with:
  o It sounds like you…
  o You raise an interesting point that…
  o What I’m hearing you say is…
  o You mean that…
  o You seem to be telling me/us that…
  o Let me see if I am following you. You said…
• Make sure you do give the participant a chance to clarify, if necessary
• Restate and make the question legitimate by stating, for example, “That’s a good question” or “Thank you for asking that question.”
• Ask for clarification if you don’t understand.
• Try to keep your answers as clear and simple as possible.
• Check to be sure people understand your response by asking such questions as, “Have I made myself clear?” or “Did I answer your question?”
• Correct any misunderstandings, errors or omissions.
• It’s okay not to know the answer. If you don’t know the answer, say so and let the person know you will make every effort to get an answer.

HANDLING DIFFICULT QUESTIONS5

Ideally, participants will have questions and questions are a sign that they are actively engaged. Some questions are likely to be difficult and reviewing and taking some time to consider this list of challenging questions can help to reduce the surprises for the peer educator.

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4 Adapted from EI and WHO

5 Adapted from EI and WHO
• Where does AIDS come from?
• Have you been tested for HIV yourself?
• Have some members of your family died from AIDS? How many?
• Why can't the government offer free medication to people suffering from AIDS?
• Why do people think AIDS is a gay disease?
• Why do people think having sex with a virgin can cure HIV infection? Is that true?
• I think AIDS and HIV is a lie that the US and western cultures have made up to scare people. What do you think? I don't believe any of this.
• Why do people think condoms don't work?
• My religion says I shouldn't use condoms. It's against our religion.
• Are all Sugar Daddies HIV positive
• Have you ever dated a Sugar Daddy?
• What if I get married to a man who is 20 years older than me. Is that Cross Generational Sex?
Some sample responses to difficult questions and situations:  

Possible difficult situations

- Peer educator feels unprepared to answer specific questions because they do not have sufficient information.

- Peer educator feels uncomfortable talking about certain sensitive issues with mixed genders.

- Participants make jokes about others and/or the peer educator.

- A participant mentions to a peer educator that he/she heard he/she is HIV+.

- During a role-play or group discussion, a student becomes upset or anxious.

What could a peer educator do or say?

- It's okay not to know the answer. You might say, “I don't know the answer to that, but I'll try to find out and let you know” OR “Let's see if we can find the answer together.”

- It's okay to feel embarrassed or uncomfortable. Don’t try to pretend you are not when you are. You might say, “It isn't easy for me to answer that question, but I'll try” OR “This is difficult for me to talk about, but it is too important not to talk about it.”

- Start the session by saying it is often embarrassing to talk about these issues, and that when people are uncomfortable they may laugh or make jokes to cover up their nervousness.

- You may choose to ignore a situation by saying ‘okay’ and going on with the discussion.

- Be assertive in responding to a breach of the group rules. You may tell the student that you do not wish to discuss information about your personal life in class, and that no one in the class should feel that they need to talk about things they don't want to discuss.

- If the participants’ anxiety is obvious to everyone in the group, you might remind participants that no one should feel that they have to participate in something that makes them feel uncomfortable, and then ask another participant to take his/her place. After the session, you may want to approach the participant privately to see if he/she wants to talk or learn about services that may help him/her.

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Possible difficult situations

• Participants remain silent out of embarrassment

• Participants try to shock or amuse others or the peer educator by describing sexually explicit behaviours

What could a peer educator do or say?

• Use teaching methods that encourage participation, such as role-plays and/or brainstorming. You may want to call on a participant whose attentiveness; facial expression, eye contact or other non-verbal signal communicates interest.

• Remind participants to be considerate of others in the room and their feelings. It might be important to separate males from females during certain exercises.

• Don’t be overly critical of participants’ comments, even if they may seem inappropriate. This may discourage others from being open and honest.
1. Rate each of the following skills using the key below:

1 = Never true  2 = Sometimes  3 = Often  4 = Always true

☐ I do not interrupt others in my group.
☐ My voice is appropriately pitched (not too loud, not too soft).
☐ I do not dominate the conversation (giving others a chance to speak).
☐ I talk an equal amount compared to others.
☐ I look people in the face.
☐ I do not criticize (put down) others.
☐ When listening, I show my reaction to the speaker (e.g., by nodding).
☐ I express what I feel, not only what I think.
☐ I face the speaker and avoid crossing my arms or turning away from him/her.
☐ I ask or encourage others to speak.
☐ I respond to the speaker, showing interest.
☐ I do not interrupt others to make my point.
☐ I pay attention to the speaker the entire time he/she is talking.
☐ I ask questions to show interest in what the speaker is saying.
☐ I evaluate what a speaker says and how he/she says it rather than judging the speaker himself/herself.

2. Add your scores for the items and identify where you stand on the score chart below:

15–27 points = Poor  28–39 points = Fair
40–47 points = Good  48–60 points = Excellent

3. List your communication strengths:

4. List the communication skills you need to improve:

7 Adapted from Peace Corps Man