



# MANUAL FOR *peer-educators*



Western Cape  
Government



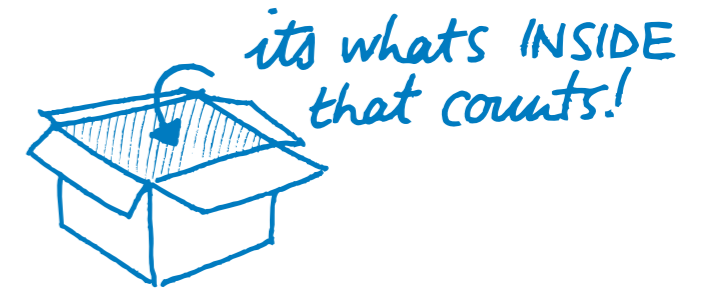
Investing in our future  
**The Global Fund**  
To Fight AIDS, Tuberculosis and Malaria



*life choices*



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# INTRODUCTION



## DEAR PEER-EDUCATOR

This is the place to be! Whether you are a newcomer or playing the game for the second year, welcome to the Life Choices family!

Over the next year, we will work together towards our vision of 'starting a movement of young people who foolishly pursue their purpose and are surrounded by supportive environments'.

We are happy to introduce you to the Western Cape Peer-Education programme and the Dream2Be game.

Life Choices is certain that YOU can make a positive difference in your life, your school and society. Believing that you have unlimited potential, working hard and leading others will bring you close to achieve your dreams and to realize your full potential.

So welcome to Grade 9, the second year of the Western Cape Peer-Education programme, a programme with a difference.

This is your peer-education tool kit. In this kit you will find necessary things to keep playing the game. Stick to these guidelines to ensure your success.

## THERE ARE A FEW RULES TO PLAY THE DREAM2BE GAME:

### JOB 1:

Make the activities fun for members and the Peer-Education experience fun for yourself.

### SAY AUNTIE:

Know when to ask for help. It is a sign of strength and wisdom to admit that you need assistance. Do not hesitate

to say to people, "I don't know the answer but I will find out and get back to you".

### 10 AND 90:

Effective performance is 10% talent and 90% preparation. Remember the importance of good preparation.

### BE REAL:

Honest and concrete feedback improves everyone's performance.

### DREAM BIG:

We believe in your unlimited potential. You can do anything you put your mind to. Remember you are your own limitation, so go for it and set your potential free.

### SHHHH:

As a peer-educator you will be exposed to private and sensitive matters. KEEP THEM SAFE. If you want to talk about the issue with someone with more experience avoid using the names of the people involved in order to keep it confidential.

### PROVE IT:

Every task that you perform as a peer-educator needs to be recorded in order for you to score points. So get to know the tools, use them and score high.

### FREE PLAY:

Remember you play the game as you please. You decide which activities you want to play and get points for. IT'S FREE WHEEL!!!

Treat this tool kit with the utmost respect and don't forget to ask questions if you get lost. We hope that for the next year, we will have lots of fun together as we learn and grow.

*Good Luck!*

# WHAT EXACTLY IS DREAM2BE?

## DREAM2BE IS MORE THAN JUST A GAME, IT IS HARD WORK!

Through the year many of you may feel excited and others overwhelmed by the amount of work involved in the Peer-Education Programme. This is a new year and that means new responsibilities and tasks, the game now picks up pace!

So yes, you will still have fun, get to meet new people, and make your dreams come true... and yes it is hard work if you want to achieve something at the end of the day!

Dream2Be is a game that will challenge you to be the best you can be... There will be tasks to fulfill that will take you out of your comfort zones... You may have to talk to large groups, sing and dance, play games, go on outings and be a listening ear for those in need.

Yet, throughout all of this there is growth and we hope that at the end of the game you come out a better, stronger and wiser person.



*You play the game as you please:  
how much you put in is how much you  
will get out!!!*



# WHAT ARE MY ROLES AS A PEER-EDUCATOR?



“Be the CHANGE you want TO SEE in THE WORLD”  
MAHATMA GANDHI

Life Choices believes in this philosophy too. We believe that in order to make a change we have to live that change. For example, if we want to live in an honest world we need first to be honest. If we want to live in a world where people respect each other then we need to start by respecting others. The list goes on and on. As a peer-educator we expect you to have the attitude that “IT STARTS WITH ME FIRST”.

Through the year you will be assigned tasks that will help you influence and assist those around you. Through the process you will also be helping yourself. As a peer-educator you are the most important element in the programme. You have been carefully recruited and trained. Through your hard work you will be able to fulfill the four roles of a peer-educator:

## THE BEST

Be the Best that You Can Be!

As a peer-educator you will be working closely with peers who may look up to you, for this reason it is important to be a positive role model. Try to ABIDE by the rules set out by the school and the Dream2Be game as much as possible. We know that this is a process so we expect that it may take you some time, but we ask that you embrace this role as much as possible.

## A FREAK

Freak Peers Out!

Many of our activities involve peer-educators having fun with peers while at the same time UNSETTLING them. You do this by asking good questions and getting peers to question their own perceptions and their own way of thinking. This can be achieved through activities like: Talk<sup>5</sup>, Heart2Heart and more! In this way, peer-educators are able to share information and educate peers in a structured way.

## A LOOKER

Eyes Open & Mouth Closed!

RECOGNISE peers in need and refer them for help. This involves getting to know the learners that you work with and recognising when they need someone to talk to, or when they need to be referred for help. But remember to always keep the matter confidential!!!

# TIME TO PLAY...



“Time to Play...” is when peer-educators perform activities to score points and to make a difference in their peers’ lives.

In general, peer-educators play activities in a group and only when you are striving to get extra points; “Reaching for the Stars” bonus; and Heart2Heart can you do individual activities.

A key element to the success of any activity that you play is PID. PID stands for **Preparation, Implementation and Documentation:**



## PREPARATION:

Do you remember **10 and 90** from the beginning of this kit? Well, good performance is 10% talent and 90% preparation. It is very important for peer-educators to plan, prepare and rehearse their plays well. This will ensure the successful implementation of the activities.

## IMPLEMENTATION:

This is when peer-educators play the different activities. These activities should not feel like school to peers. They should be more fun, more interactive, and perhaps more noisy! Peer-educators need to have high-energy levels and make the activities extremely interactive for peers. Peer-educators should always remember to ask themselves this question: “Who should be the ones feeling clever at the end of the discussion?”

For that to happen, peer-educators must continually and consistently refer questions back to the group, and only in the end should the peer-educators give peers the answers. But do not forget to “Say Auntie” if necessary. It is a sign of strength and wisdom to do so. Do not hesitate to say to people, “I don’t know the answer but I will find out and come back to you”.

Do not forget that at the end of the activity, peer-educators should “Be Real”. Honest and concrete feedback after running an activity will improve everyone’s performance the next time you play. It can also help you score more points through the “Excellence” bonus

## DOCUMENTATION:

### PROVE IT!

Every task that you perform as a peer-educator needs to be RECORDED PROPERLY in order for you to score points. So get to know the tools, use them properly and score high.

# TIME TO PLAY

If peer-educators want to continue in the game they must perform the following three activities - **Talk<sup>5</sup>, Heart2Heart & Find my Friend!** In each activity, peer-educators are requested to play it well and do their best.

Beware if you miss out on an activity you will be jeopardizing your spot in the game as you will be losing points!

In this kit, you will find the 5 lessons to play Talk<sup>5</sup>, Heart2Heart, Google It! and the explanation to 'Find My Friend' activity. These activities are designed for implementation by you, the peer-educator as part of a comprehensive HIV prevention and risk reduction education intervention.

**GLOSSARY:**

**What are trigger questions?**

Trigger questions are questions that you can ask while debriefing an activity to help you make the group or an individual think about questioning their social norms. It is not your job to tell them what the right thing is but to question them so that as a group they themselves can come to the right conclusions. You can find some examples of trigger questions in your sessions.

Enjoy!

# READY, SET, GO!

*Ready, Set, Go!* meetings happen after school on days when the *Life Choices* facilitator is at your school. Each meeting takes around one hour.

These meetings are aimed at helping peer-educators prepare to play...

During these meetings peer-educators will practice activities, plan as a team and support each other.

*So, make sure you know the dates and the times of these meetings!!*



# FUN GATHERINGS

*Fun Gatherings* will be the most fun you can possibly have while learning. They are designed to equip you with all the skills necessary to perform Dream2Be tasks.

*Fun Gatherings* happen once a year for two consecutive days. On Gatherings you will get the chance to meet peer-educators from other schools and play fun and interactive games. Who knows you might make friends for life.

**DATES FOR YOUR GATHERINGS:**

1st Day	2nd Day



*Sign the Attendance Register and show up on time in order to score all the points!*

# TALK<sup>5</sup>



**Talk<sup>5</sup>** is a set of 5 discussion sessions that you and 3 other peer-educators will conduct with your class during Life Orientation periods.

The **Talk<sup>5</sup>** sessions are designed by *Life Choices* but you are free to spice them up. The purpose of this activity is for you to create awareness and to unsettle your peers about issues that are important and of concern in their communities. You, as peer-educators should try to build a relationship based on mutual trust with the learners. In this way, you will provide a good support system for young people who are in the second year of High School.

## WHAT IS IMPORTANT FOR PEER-EDUCATORS TO KNOW ABOUT TALK<sup>5</sup>?

- A **Talk<sup>5</sup>** is an interactive session that lasts for a school period (30 – 35 minutes).
- One of the most important aspects of any **Talk<sup>5</sup>** is for peer-educators to negotiate with Educators at your school. You must negotiate with your Grade 9 class' Educator to have 5 school periods per year allocated during which you can hold your **Talk<sup>5</sup>** sessions and reach your class.
- A **Talk<sup>5</sup>** should be run by a maximum of 4 peer-educators, 3 of whom run the **Talk<sup>5</sup>** while the 4th serves as the “*Eyes & Ears*” of the group during the activity (the observer).

It is critical that peer-educators stay within the allocated time frame for each of the **Talk<sup>5</sup>** sessions. There are two reasons for this. First, and perhaps most importantly, there will not be enough time to cover everything you prepared for a session if some sections take too long so you won't reach all the goals of the session. Secondly, if an activity drags on for too long some participants may get bored.

## WHAT IS THE PEER-EDUCATORS ROLE IN A TALK<sup>5</sup>?

The peer-educators's role is to:

- Research the topic
- Plan and prepare the contents of the **Talk<sup>5</sup>**
- Negotiate with Educators
- Implement the **Talk<sup>5</sup>**
- Review the **Talk<sup>5</sup>**
- Collect and complete all **Talk<sup>5</sup>** tools
- Build a trusting relationship with your peers.

## IMPORTANT:

While it may be difficult to run sessions with your own class, relax! Remember you are just a peer bringing useful information to the class, and the Educator plus your Facilitator will be present to support you.

Peer-educators should always remember this question: “*Who do we want to feel clever?*” At the end of the day, we want our peers, and the group as a whole, to feel clever. For that to happen, peer-educators must continually and consistently refer questions back to the group, and only in the end should peer-educators summarize or conclude what has been discussed in the session for the group.

## SO, WHO SHOULD TALK THE MOST?

The peers or learners because peer-educators are organizing this activity for them! However, peer-educators should not allow peers to leave the room believing something that is not true or unhealthy, whether it was said as a fact or simply as someone's opinion. It is up to YOU as peer-educators to make sure members leave your **Talk<sup>5</sup>** with the correct information and are empowered to adopt healthy attitudes and behaviours.

## HOW TO SET UP A TALK<sup>5</sup>?

Peers and peer-educators should sit in a circle facing each other if they can. It is best if there are no tables or desks, but the critical thing is that you are all on the same level and accessible to one another. This will facilitate a productive **Talk<sup>5</sup>**.

We understand that in a classroom setting this can be difficult, particularly in light of time constraints but if you can quickly change the desk arrangement into a workstation layout, it would be ideal. A **Talk<sup>5</sup>** should NOT feel like school to peers. Though there will be times when peer-educators need to establish order or keep some members from being naughty or distracted, a **Talk<sup>5</sup>** should be fun and interactive so that peers want to be there.

## HOW TO MANAGE A TALK<sup>5</sup>?

As a peer-educators you may not have the authority of an Educator, but you often have your peers' trust, and this gives you the advantage in maintaining order. Don't forget that often peers who misbehave have a need for attention, but for the benefit of the group, these peers must be gently controlled.

## BEHAVIOUR MANAGEMENT STRATEGIES INCLUDE:

- Have one of your fellow peer-educators (probably the “*Eyes & Ears*” peer-educator) sit near the member who is misbehaving.
- Never pay too much attention to the disruptive member as this often encourages further misbehaviour. Ignore the member as much as you can.
- Use humor to manage the immediate situation. Then, after the **Talk<sup>5</sup>**, have the peer-educator who the member is most likely to respect spend some time forming an alliance with the member to prevent future incidents.
- Discuss in the group how this member's behaviour is keeping the group from its business and its fun.
- Take the member out of the room, ask him/her if there is something wrong, and if he/she does not provide a reason for his/her behaviour, invite him/her to come back into the group if he/she can behave appropriately. If he/she can not commit to behaving appropriately during the **Talk<sup>5</sup>** ask him/her to not rejoin the group until he/she is ready to behave.

- “*Say Auntie*”: ask your Facilitator for help.

## PLANNING A TALK<sup>5</sup>

When planning a **Talk<sup>5</sup>** it is important to plan how you intend to impact your group based on the nature of the class you will be working with. After all, each class is different and you need to make sure that you plan the session in such a way that impacts your class the best...here is some steps and guidelines to help you with this process.

The nature of each **Talk<sup>5</sup>** is structured around discussions and debates, this can be a very difficult process to run, but it gets better with practice. To get you started here is some guidelines on running discussions and conversations with groups.

## BEFORE THE SESSION:

1. **KNOW WHERE YOU WANT TO GO WITH THE DISCUSSION**, but be flexible. Before you start the **Talk<sup>5</sup>**, ask yourself the following questions:

- What is the point of this discussion?
- What do I want my class to get out of it?
- When will I know to end the discussion?

As you lead the discussion, pay attention to whether the discussion is allowing you to address the topic that you wanted to address. If not, ask a new question to bring the group back on track. Sometimes the discussion will address the topic, but the group's answers might be different from what you were expecting. Again, try to ask a question to help the group get back on track. If that fails, end the discussion and move to the next step in the session plan.

2. **START FROM WHERE PEOPLE ARE**. When you are planning the **Talk<sup>5</sup>**, take some time to think about what the class might already believe or know about the topic.

- What attitudes do they have?
- Do people their age usually have accurate facts about this topic?
- What have they seen older people do, or heard them say about it?
- What questions might class members have about this topic?

Asking yourself questions like this can give you an idea of how to start discussions.

3. **DURING THE TALK<sup>5</sup>...ASK OPEN-ENDED**

**QUESTIONS:** Open-ended questions are questions that you cannot answer with one word, like 'yes' or 'no'. Open-ended questions help get conversations going because class members have to explain what they are thinking.

Questions that can be answered with 'yes' or 'no' or another short answer are called closed-ended questions. Here are some examples showing a closed-ended question and then an open-ended way of asking about the same topic:

- Close-ended: Was Thandi right to be angry?
- Open-ended: What do you think of Thandi's reaction?
- Close-ended: Can young people help to make the communities a better place?
- Open-ended: What do you think the role of young people can be in their communities?
- Close-ended: Do you agree that abstinence is the best way for young people to stay free of HIV?
- Open-ended: How can young people stay free of HIV?

4. **PRACTICE ACTIVE LISTENING.** Rephrase what people say (when needed) to make sure that you and the rest of the group understand the point. Sometimes it will be difficult for class members to explain what they are thinking especially when they are in a large class, or when they are very passionate about the issue. When that happens, you can help the class member by repeating what they said in different words. That way, she/he has a chance to correct you if that was not what was meant, and the rest of the class have a second chance to understand what was said.

5. **STAY NEUTRAL.** Do not take sides during discussions, even if you have a strong opinion on the topic. You want the class members to feel comfortable sharing what they think, whatever it is. If they feel that you take sides, they might be less open, or they might say what they think you want to hear- and not what they really think.

6.

7. **BE GENEROUS WITH THANKS AND PRAISE.** Some class members will speak more clearly and more convincing than others. Still, praise people for participating regardless of what their comment was. And never make fun of what anybody adds to the discussion- remember that the group is supposed to be a safe space, where participants receive support and respect from each other and from the peer-educators.
8. **KEEP TRACK OF IMPORTANT POINTS** that come up during the discussion. Take notes, either for yourself on a piece of paper, or for the whole group on a flipchart. Use these notes to summarize key points at the end, so that everyone has a clear idea of what to take away from the discussion.
9. **CREATE A PARKING LOT FOR ISSUES** that come up but that are not really part of this discussion. During a good discussion, many times things are said that are interesting and important, but you do not have the time to address it during the particular session, or you have other important things under discussion. The 'parking lot' is just a sheet of paper where you can write down a few words to remind yourself of the topic, so that you may return to it later- maybe in a different session. This is also a way of thanking participants for their ideas even if you cannot discuss them at the moment. The parking lot can also help you to prepare for future sessions because you can figure out how to include issues that came up in the last session.



## HOW DO PEER-EDUCATORS RECORD WHAT HAS BEEN ACHIEVED?

Each **Talk<sup>5</sup>** has its own documents and tools that need to be completed whenever you conduct a **Talk<sup>5</sup>**. Some tools need to be filled in before your **Talk<sup>5</sup>** and others after the event. All of them are important and must be completed and handed to your facilitators so that they have proof that your **Talk<sup>5</sup>** took place and you can score points.

### HOW DO PEER-EDUCATORS RECORD:

The Log Sheet is a summary of the **Talk<sup>5</sup>**. It proves that you conducted the **Talk<sup>5</sup>**. An Attendance Register needs to be attached to the **Talk<sup>5</sup>** Log Sheet. It is a list of all the people who attended your **Talk<sup>5</sup>**. Without these two forms, the activity will not be counted and you will not receive your points.

### THE PLAN AND REVIEW SHEET:

This tool helps you to plan your **Talk<sup>5</sup>** in detail. It prompts you to think about and decide on things such as: the topic of your **Talk<sup>5</sup>**, what material/resources you will need to make your **Talk<sup>5</sup>** a success, the different tasks for which each peer-educator will be responsible, and more. After conducting the **Talk<sup>5</sup>** there is space on this tool to review how the activity took place, what went well and what can be improved upon. This form helps you to assess yourself and shows you where and how to improve.

### “EYES & EARS” TOOL:

This tool is completed by the peer-educator who was chosen to be the “Eyes & Ears” (the observer) while your group is running the **Talk<sup>5</sup>** session. After the **Talk<sup>5</sup>** has been run, take a few minutes to sit together and debrief about how the **Talk<sup>5</sup>** went. The “Eyes & Ears” peer-educator leads the debriefing session. He/she will start by asking the rest of the peer-educators to complete the **Talk<sup>5</sup>** review form. After everyone has finished, the “Eyes & Ears” peer-educator starts the discussion by asking the following questions: How do you feel about the activity you just ran? What went well and what could be improved upon for next time?

After this, the “Eyes & Ears” peer-educator gives honest and concrete feedback about what he/she observed during the activity. As the “Eyes & Ears” peer-educator, you should always start with something positive (something you can honestly praise) and continue by giving feedback about what could be improved upon next time. All this is done in a respectful and uplifting manner so that you build each other, rather than break each other down. The “Eyes & Ears” tool could be used to guide the discussion with the group. The overall goal is that as a group you learn from this **Talk<sup>5</sup>** session and improve for the next. During the year peer-educators will be able to organize five **Talk<sup>5</sup>** sessions. The role of the “Eyes & Ears” peer-educator should rotate among all members of your group so that everyone in the group is given the opportunity to be the “Eyes & Ears”. Points will only be given once your facilitator receives complete proof of the implementation of your **Talk<sup>5</sup>**. The “Excellence” bonus will only be given by an Educator who was present during your **Talk<sup>5</sup>** and signs the form (attendance register),

**TALK<sup>5</sup> LOG SHEET**

<b>FOR OFFICE USE ONLY:</b>		Quality control information
<b>M&amp;E:</b>	<b>Supervisor:</b>	
Name: _____	Name: _____	
Sign: _____	Sign: _____	
Date: _____	Date: _____	

School: \_\_\_\_\_ Facilitators: \_\_\_\_\_  
 Date: \_\_\_\_\_

Names of peer-educators who delivered the *Talk<sup>5</sup>* session:

	Name	Contact details	Excellence bonus*	Time of Arrival
1				
2				
3				
4				
5				

\*Average - 0 points; Good - 1 point; Excellent - 2 points

Number of learners that attended the **Talk<sup>5</sup>** session: \_\_\_\_\_  
 Topic of session: \_\_\_\_\_

Overall comments from the Educator:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

No. of Class: \_\_\_\_\_

Facilitators' signature: \_\_\_\_\_

**Please attach attendance register to this form.**

Educator's signature: \_\_\_\_\_

**SCHOOL STAMP:**

Contact no.: \_\_\_\_\_



**TALK<sup>5</sup> ATTENDANCE REGISTER:**

<b>FOR OFFICE USE ONLY:</b>		Quality control information
<b>M&amp;E:</b>	<b>Supervisor:</b>	
Name: _____	Name: _____	
Sign: _____	Sign: _____	
Date: _____	Date: _____	

School name: \_\_\_\_\_ Time started: \_\_\_\_\_  
 Session topic: \_\_\_\_\_ Time ended: \_\_\_\_\_

Date: \_\_\_\_\_

	First Name:	Last Name:	Date of Birth:	M/F	Grade/class:	Signature:	Contact Number:
1							
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20							



**“TALK 5” SESSION PLAN:**

This part is completed **BEFORE** a **Talk<sup>5</sup>** session is delivered. Complete with the group of peer-educators who will be delivering the session.

Topic:  
\_\_\_\_\_

Date session is to be delivered:  
\_\_\_\_\_

How long will the **Talk<sup>5</sup>** last?  
\_\_\_\_\_

Where will the **Talk<sup>5</sup>** be delivered?  
\_\_\_\_\_

Names of peer-educators who will deliver the **Talk<sup>5</sup>**:  
\_\_\_\_\_  
\_\_\_\_\_

Equipment or resources that will be needed:  
\_\_\_\_\_  
\_\_\_\_\_

How will the **Talk<sup>5</sup>** session be introduced and who will do it:  
\_\_\_\_\_  
\_\_\_\_\_

What will the main content of the session be and who will facilitate it?  
\_\_\_\_\_  
\_\_\_\_\_

How will the **Talk<sup>5</sup>** session be summarised and concluded and who will do it?  
\_\_\_\_\_  
\_\_\_\_\_

**“TALK 5” SESSION REVIEW:**

Form to be completed **AFTER** a **Talk<sup>5</sup>** session is delivered. Complete with the group of peer-educators who delivered the session.

How long did the **Talk<sup>5</sup>** session last?  
\_\_\_\_\_

What are your overall impressions of how the session went?  
\_\_\_\_\_  
\_\_\_\_\_

How did you work as a team?  
\_\_\_\_\_  
\_\_\_\_\_

How did the learners respond to the session?  
\_\_\_\_\_  
\_\_\_\_\_

What would you do differently next time you deliver a **Talk<sup>5</sup>** session?  
\_\_\_\_\_  
\_\_\_\_\_

No. of learners attended:  
\_\_\_\_\_

**“EYES & EARS” TOOL:**

Name of <i>Talk<sup>5</sup></i> session:	_____
Date of session:	_____
School name and class targeted:	_____
Name of “ <i>Eyes &amp; Ears</i> ” peer-educators:	_____
Name of peer-educators implementing:	_____

From your observation, describe briefly what worked well in this **Talk<sup>5</sup>** session:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

From your observation, describe briefly what did not work as well as it should have:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you think the team worked well together? Please explain:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What was the most meaningful or useful thing you learnt as a member of this team?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you feel the team had enough support from your facilitators to effectively deliver the **Talk<sup>5</sup>**? Briefly explain your answer. If **NO**, please make recommendations as to how you could be better supported.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the lessons learnt with this **Talk<sup>5</sup>** that the team should have in consideration for the next time they plan & organize a **Talk<sup>5</sup>** session?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Peer-educators signature: \_\_\_\_\_

Date: \_\_\_\_\_

# TALK<sup>5</sup> LESSON 1: PROTECTION BE SAFE



35 – 40 minutes

## PURPOSE:

Young people are an enormous resource to their peers. Their peers know what youth are thinking and doing before adults do. It is critical that they recognise and accept the role they can play in helping each other to keep safe and healthy.

## OUTCOMES:

By the end of the session, learners in your class should be able to:

- Know who their peer-educators are.
- Feel at ease with peer-educators.
- Know the difference between protection and interference.
- Illustrate the ways in which people protect one another, how we feel about being protected and how we feel about protecting others.
- Know that protecting your friend is good if they are about to get into trouble.

## MATERIAL NEEDED:

- Cards with the Protection or Interference scenarios and questions.
- Flipchart, kokis and pens.
- Attendance register and all the other tools.



## SESSION:

### INTRODUCTION (10 minutes)

Introduce yourselves as the Life Choices peer-educators for this class. Explain to the class that you will be conducting 5 to 6 lessons for the year and today is the first one of the set. During the lessons you will be discussing issues that affect young people's lives and you will be making a follow-up about the 5 lessons they received last year.

Explain that today we are starting the lesson with an ice-breaker (peer-educators choose an ice-breaker they feel their class will enjoy and practice this ice-breaker with Life Choices Facilitator before **Talk**)

After the ice-breaker, thank the class and tell them that it is great to be running this session with them today.

Another peer-educator can do this activity. Start by asking the class to please sign the Attendance Register that is going to start to go around the classroom (explain the different parts of the attendance register before passing on the register).

Before we start with the topic of today, we would like to suggest 3 rules for the 5 sessions we will spend with you (show flipchart):

- Respect
- Maximum Participation
- One Person at a Time

Peer-educator explains each rule and makes the sign that goes with it.

- **Respect (peace sign)**  
As a group we will find value in each member. If any of us feels that somebody is not being respectful we will make the peace sign.

- **Maximum Participation (fist)**  
We would like to encourage everyone to participate because each opinion is a valuable opinion. If we feel that only a few people are participating, we will show the fist sign.
- **One person at a time (shhhhhh sign – one finger in front of the mouth (no noise)).**  
This goes hand and hand with respect. Every time a person wants to talk he/she must raise his/her hand and when given the opportunity, the rest of the group listens. If we feel that many people are talking at the same time we will show the Shhhhhh sign.

### Ask the class if we can all agree on these rules? Allow for 2 or 3 answers or for a big YES.

Put the flipchart on the class in a safe space. You can refer to these rules throughout the 5 sessions that you will be running. If someone breaks one of these rules you can remind them with the signs and that you have all agreed on them together.

### JUST ENOUGH TO HELP (25 minutes)

In this activity you will need the 'Protection or Interference' scenario cards.

#### Scenario 1

Lerato, Sthembile's girlfriend tells him that she is concerned that he is not attending to his schoolwork and will not pass his Matric unless he starts getting serious.

#### Scenario 2

Karen, Mark's sister tells him that she is worried about his drinking.

#### Scenario 3

Scott suggests to Phillip that he talks to a counselor because he is been getting into a lot of fights and it seems something is bothering him (though Scott doesn't know what it is).

#### Scenario 4

Sandra warns Rosina to be careful where she goes and what she does with Neville.

#### Scenario 5

When Thabo, sick and acting crazy from drugs, refuses to go to the hospital, Lukas calls an ambulance.

## STEP ONE: INTRODUCING THE ACTIVITY

Peer-educator explains to the class that we are now going to do some group work. I am going to divide the class in small groups and each group will discuss a scenario where they will decide if the scenario is a protective or an interference action. Each group will be reporting back to the class in the end of the discussion.

## STEP TWO: WORKING IN GROUPS

- Divide the class into groups and make sure that each group has 5 or 6 learners so that the group is small enough to have everyone involved in the discussion and activity. There are 5 'Protection or Interference' cards but you can repeat the cards in case your class has too many learners.
- Give one of the 'Protection or Interference' card to each group.
- Give each group 30 seconds to read their own card silently. Ask each group to choose a representative that will summarise their discussion to the class in the end of the activity.
- Read the first question out loud to the class: "In which situations would this be considered protection?" (give 3 minutes to discuss the question within the group)
- Then read: "In which situations would it be considered interference?" (give 3 minutes to discuss the question within the group)
- Read: "Do the ages and relationship between the two people involved matter? In which manner" (give 3 minutes to discuss the question within the group)
- Then read: "Is the protector likely to be thanked for helping? Is she/he taking a risk?" (give 3 minutes to discuss the question within the group)
- Read: "Is there any way to help someone who has not asked for help and does not want it?" (give 3 minutes to discuss the question within the group)

## STEP THREE: CLASS DISCUSSION

Ask one person from each group to stand and read out their card. Give each group 2 minutes to report-back to the larger group a summary of their discussion (in case there is more than one group with the same card, ask one group to present and the other to add anything that was discussed differently in their group).

### After each presentation ask the class as a whole some of the following questions:

So, what does the rest of the class thinks?  
Is this card interference or giving help?

Is that what everyone thinks? Let's hear your ideas.

After class discussion, affirm and acknowledge group presentation with a special clap before proceeding to the following group.

## CONCLUSION OF THE SESSION

(10 minutes)

To conclude this activity, ask learners if anyone would like to describe an experience where they were glad someone protected them? (**allow 2-3 learners to share**). Ask the class if they think is OK for someone that CARES to talk to them about things he/she is concern about in their life?

Is a real friend or someone that loves you, a person that always agree with your actions? Or are they people that have honest conversations with you even when they know that those conversations might not be easy and they might even up-set you.

There is a song called 'Honesty' and the words of the song go like this ... "Honesty is such a lonely word, everyone is so untrue. Honesty is hardly ever heard. But it is mostly what I need from you."

Honesty is the best policy. Honesty makes you feel good about yourself and creates trust in others. If you really CARE you will be honest with people around you.

There is always a reward for doing the right thing and believe it or not, just doing the right thing is a prize on its own.

Explain to the class that you have come to the end of the session. Thank them for the session and ask to two or three people "what do you take with you from this session?"

Once again thank them and explain that you will be back with another session soon. Also mention that they are more than welcome to talk to any of you about the programme or any other thing at any time.

*Honesty is the best policy. Honesty makes you feel good about yourself and creates trust in others. If you really CARE you will be honest with people around you.*

## TOLL FREE NUMBERS

### SUBSTANCE ABUSE

National Drug Line:	0800 601 011
Cape Town Alcohol & Drug Hotline:	0800 435 748
National Substance Abuse:	0800 121 314
Nor Anon: (support groups for the families of drug addicts)	0881 296 791
Substance Abuse Helpline:	0800 121 314
Toughlove:	0861 868 445

### CHILD ABUSE

Childline:	0800 055 555
Safeline: (counseling and support)	0800 3553

### SUICIDE

Suicide Hotline:	0800 567 567
Bipolar Helpline:	0800 908 090

### HIV/AIDS

AIDS Help line:	0800 123 22
HIV 911: (referrals to local resources)	0860 448 911

### TEEN PREGNANCY

Teen Pregnancy:	0800 035 553
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### SEXUAL ORIENTATION

Gay and lesbian network:	0860 333 331
Triangle Project:	021 712 6699 (not free)

### GENDER VIOLENCE

STOP Gender Violence:	0800 150150
Human Trafficking:	0800 737 283

### DEPARTMENT OF EDUCATION HELPLINE

Department of Education Helpline:	0800 202 933
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# TALK<sup>5</sup> LESSON 2: SUBSTANCE ABUSE



35 – 40 minutes

## PURPOSE:

Young people are on a stage of their life where they like to try new things. Surveys have shown that 49% of youth will experiment with illegal substances during their teenage years. This session aims at exploring what substance abuse is, its effects and its dangers.

## OUTCOMES:

By the end of the session, learners in your class should be able to:

- Understand the difference between substance use and abuse
- Understand the disadvantages of taking substances that makes us feel sexy and as if we haven't any responsibilities
- Look at situations where we are in danger of misusing substances and having sex

## MATERIAL NEEDED:

- Attendance Register
- Flipchart
- Markers
- Four Debate Cards



## SESSION:

### INTRODUCTION

(5 minutes)

Greet the class, and ask them how they are doing (start passing the attendance register around and remind the class to sign). Note: make sure when the attendance register is passing around someone is keeping an eye on it.

Ask the group if they remembered what we spoke about last session? (**Allow for 2 or 3 answers**). Acknowledge their answers and say that last session we talk about protection versus interference. Well done!

**Say to the class that today our session is about substance abuse. Ask the class:**

- What it means to you when you hear the phrase 'substance abuse'? (allow for 2 or 3 answers)
- Which substances do you think are commonly abused? (allow for 3 or 4 answers)

Affirm their answers and explain that people uses substances such as alcohol, tobacco, dagga, over the counter medicines and recreational drugs such as cocaine and 'tik' to feel good or forget their problems for a while. Explain that today we are going to talk about substance use in a form of debate.

### ACTIVITY 1: GROUP DISCUSSION

(25 minutes)

**You have 10 minutes per group debate:**

1. Divide the class into four groups and give each group a debate card (To argue in favour of using alcohol / To argue against using alcohol / To argue in favour of using marijuana and other types of drugs / To argue against using marijuana and other types of drugs)

2. Ask the groups debating on alcohol to sit in the middle or in front opposite each other and to make their opening arguments, each trying to persuade the other to agree with them.
3. When the groups have run out of arguments invite the audience to add any opinions and discuss them.
4. Ask each side to sum up their arguments.
5. Ask the audience to vote on the motion by the show of hands for each of the groups. Clap for the winning team.
6. Close this debate by adding any correct factual information that might have been missed. And conclude by saying alcohol is the most abused substance among young people. There are young people who are already addicted to alcohol in high school and who find it difficult to function in school and home without a drink.
7. Repeat the process with the groups arguing about marijuana and other drugs (repeat point 2, 3, 4, 5).
8. Close this debate by adding any correct factual information that might have been missed. And conclude by saying people often like the feeling drugs give them when they first start using them, their feelings can range from happy, confident, lively, relaxed to excited. After a while they feel sad as the drug wears off making them to use again. Drugs don't make problems to go away they often make problems worse.

## ACTIVITY 2: SUBSTANCE USE & SEX

(10 minutes)

- Ask seven people to volunteer to the next activity.
- Give a special clap for their courage and invite them to come to the front of the class. Ask them to form a line.
- Open a flipchart that has the heading - 'Places where people use alcohol or other drugs'.
- Explain to the volunteers that you would like each of them to write down a place where they think or have heard or seen young people using alcohol or dagga or any other drug.
- Give a marker to the first participant and let him/her to write down. When she or he is done he/she can give the marker to the next volunteer and sit down. Encourage them to write different places.

- When everyone is done. Read the places loud and clear to all the class.
- Ask the class the following questions (allow for 2 or 3 answers in each of them):
- Which of these places are young people likely to have sex after getting high or drunk? (You could ask place by place and allow class to answer yes or no)
- What are the dangers of having sex when you are high or drunk?
- What can people do to avoid these dangers?

## CONCLUDE BY SAYING ...

When most people talk about substance abuse, they are referring to the use of illegal drugs. Most professionals argue that any use of illegal drugs is by definition abuse. Those drugs got to be illegal in the first place because they are potentially addictive or can cause severe negative health effects; therefore, any use of illegal substances is dangerous and abusive.

Illegal drugs are not the only substances that can be abused. Alcohol, prescription and over-the-counter medications, inhalants and solvents like glue and nail polish, and even coffee and cigarettes, can all be used to harmful excess. Theoretically, almost any substance can be abused. When people uses a substance they normally become addicted to it and are unable to function normally without taking it.

I would like all of you to picture a drug user or an alcoholic. Can be somebody you know or you have seen in your community or on TV. Think about how they look, how they spend their time, think about their families. Have we all pictured someone?

### My question for each of you and I don't need you to answer ...

- Would you like to be like them?
- Would you like to waste your life, your potential on that manner?

Taking substances can be dangerous not only because of the physical impact they can have on your body, but they can also limit your ability to set limits and function. Be aware of your environment, and realize when you are in danger.

It is easy to say no to substance use altogether than is to give them up when we have grown to like and need them.

So let us all say NO to drugs, avoid having friends that use substances and stop hanging out in places where temptation is high!!!!

## LESSON AID:

Substance abuse can simply be defined as a pattern of harmful use of any substance for mood-altering purposes.

But the broad range of substance abuse in today's society is not that simple.

There are substances that can be abused for their mood-altering effects that are not drugs at all - inhalants and solvents like glue, nail polish -- and there are drugs that can be abused that have no mood-altering or intoxication properties, such as anabolic steroids (used in bodybuilding).

Generally, when most people talk about substance abuse, they are referring to the use of illegal drugs. Most professionals in the field of drug abuse prevention argue that any use of illegal drugs is by definition abuse. Those drugs got to be illegal in the first place because they are potentially addictive or can cause severe negative health effects; therefore, any use of illegal substances is dangerous and abusive.

Others argue that casual, recreational use of some drugs is not harmful and is merely use, not abuse. The most vocal of recreational drug use are those who smoke marijuana (dagga). They argue that marijuana is not addictive and has many beneficial qualities, unlike the "harder" drugs.

But recent research has shown that even marijuana may have more harmful physical, mental, and psychomotor effects than first believed. Research has proven that marijuana users can become psychologically dependent, and therefore addicted.

Illegal drugs are not the only substances that can be abused. Alcohol, prescription and over-the-counter medications, inhalants and solvents, and even coffee and cigarettes, can all be used to harmful excess. Theoretically, almost any substance can be abused.

For many substances, the line between use and abuse is not clear. Is having a couple of drinks every day after work to unwind use or abuse? Is drinking two pots of coffee in the morning to get your day started use or abuse? Generally in these situations, only the individual himself can determine

where use ends and abuse starts. Remember addiction means that you are unable to function normally without taking a drink or drugs.

- People abuse substances such as alcohol, tobacco, dagga, over the counter medicines and recreational drugs such as cocaine and 'tik' to feel good or forget their problems for a while.
- People often like the feelings drugs give them when they first start using them, their feelings range from happy, confident, lively, relaxed to excited After a while they feel sad as the drug wears off prompting them to abuse again.
- These substances are harmful to the body. Drugs can cause organ failure, brain damage, wrinkles, ageing, mood alteration (depression, aggression, paranoia, etc) and other complications.
- Drug dependency is when a person's mind and/or body develops an obsessive need for it.
- It is easy to say no to substance use altogether than to give them up when we have grown to like and need them.

## MYTHS AND FACTS

**This section is an additional resource and can be used to explore how much you really know about substance abuse.**



### Alcohol is addictive, but is not a drug.

**Myth:** Alcohol is a drug because it is a substance that affects your mind and body and can also be addictive.

### More young people use alcohol than dagga.

**Fact:** Alcohol is the most abused substance among young people because it is accessible in most communities. According to the 2002 Youth Risk Behaviour Survey, 49% of young people that were surveyed reported to be current users of alcohol compared to only 13% who were currently smoking dagga.

### Driving after using dagga is much safer than driving after drinking.

**Myth:** Like alcohol, dagga affects motor coordination, slows reflexes and affects the way we see things around us. Any of these changes increases the likelihood of an accident while driving.

### Coffee, tea and many fizzy drinks contain drugs.

**Fact:** Coffee, tea and many fizzy drinks contain caffeine, which is a stimulant. Caffeine is addictive and headaches are a common sign of withdrawal.

### A young person can never be an alcoholic.

**Myth:** There are many young people who are already addicted to alcohol in high school. These are young people who find it difficult to function in school without taking alcohol on a daily or weekly basis.

### Cigarette smoking can be addictive.

**Fact:** Cigarettes are highly addictive because they contain nicotine. It is very difficult to stop smoking once you have started. People who smoke get yellow staining of teeth and bad breath what is also not very pleasant.

### Many people addicted to drugs reported that dagga was the first step to their addiction.

**Fact:** Dagga is viewed as a 'gateway drug', it opens the way to use other drugs.

### Alcoholism is a disease.

**Fact:** Alcoholism is a disease and once a person becomes an alcoholic, they need to undergo treatment. They can't just stop on their own without being in a treatment programme because withdrawal symptoms can be dangerous to their health. Alcoholism is also related to the genes make, so if a person has alcoholism in his/her family this person is at high risk of also becoming an alcoholic if they drink.

### Drugs help people handle their problems.

**Myth:** Drugs help people to forget about their problems or reduce pain caused by problems, but the problems don't go away, they often get worse.

### Inhalants are basically harmless even though people make a big deal about them.

**Myth:** Using Inhalants such as glue, cleaning fluids (thinners) or nail polish remover can be extremely dangerous. Unlike most drugs, inhalants can cause permanent damage to organs like the liver and the brain.

### A cup of coffee and a cold shower will sober someone who is drunk.

**Myth:** Only time can bring on sobriety to a drunken person. It takes the liver a bit of time to process alcohol.

### Alcohol only affects some people and not others.

**Fact:** There are many factors that influence how alcohol affects the individual, these include body weight, amount of alcohol consumed, the presence of other drugs in the

system, the general health of the individual at the time and how recently the person has eaten. In general when you take a drink, alcohol slows your reaction time. An athlete, dancer or driver may lose normal ability and performance may be negatively affected.

### Sharing needles to inject drugs with your friends does not put you at risk of contracting HIV if you don't have sex.

**Myth:** HIV can be transmitted through sharing the same needle with someone who's HIV status you don't know.

### Alcohol is a sexual stimulant.

**Myth:** Alcohol is a depressant and can actually depress sexual response, i.e. may cause men not to have an erection. Alcohol only lessens sexual inhibitions and makes you do things you wouldn't do when you are sober but this can be dangerous as it may lead you to have risky sex which may lead to HIV infection or to be/make someone pregnant. In general, any kind of drug reduces a person's sexual response thus causing premature ejaculation in some cases and making people unable to have an orgasm.

### Tik is not addictive if you only take it occasionally.

**Myth:** Tik is made from a substance called crystal methamphetamine, which is highly addictive because your body builds tolerance to it very quickly, people only have to use it once and then they're hooked.

### Dagga is not addictive.

**Myth:** A lot of people believe that it is not addictive; however, research has shown that it is addictive as people like feeling 'high' and they get addicted to the temporary feeling of 'high'.

### It is better to avoid sex when you have been drinking or are high on drugs as this impairs your judgement and you might not use a condom.

**Fact:** It is better to have sex when you are sober because it is easy to negotiate condom use or say no to sex if you don't want it; alcohol and drugs make it difficult for one to know what they want.

# TALK<sup>5</sup> LESSON 3: MAKING GOOD DECISIONS



35 – 40 minutes

## PURPOSE:

The purpose of this session is to learn to make effective decisions and to equip learners with the necessary skills to make good decisions in difficult situations. It's also about knowing that making decisions is based on a process, to know the process and to apply it into their lives.

## OUTCOMES:

By the end of the session, learners in your class should be able to:

- Understand the three Cs of decision making.
- Know the reasons for making the choices that they make.
- Understand that all their decisions have consequences.

## MATERIAL NEEDED:

- Attendance Register.
- Blank cards for participants to use.
- Prepare the decision-making handouts (A4) prior to the lesson.
- Prepare the decision-making flipchart prior the lesson.
- Kokis and prestick.

## SESSION:

### INTRODUCTION

(5 minutes)

Greet the class, and ask them how they are doing (start passing the attendance register around and remind the class to sign). Note: make sure when the attendance register is passing around someone is keeping an eye on it.

Ask the group if they remembered what we spoke about last session? **(Allow for 2 or 3 answers).**

Acknowledge their answers and say that last session we talk about substance use. **Well done!**

Peer-Educator explains to the class that it is not easy to make decisions because some of the decisions we make have negative consequences. However, some decisions are not very serious, but today we are just going to focus on the decisions that have serious consequences because they require a lot more thought. Today we are going to look at the process that one has to go through in order to make a difficult decision.

### ACTIVITY 1: DECISIONS REFLECTION EXERCISE

(5 minutes)

1. Distribute the cards to everyone in the class
2. Ask them to write down on the card a serious decision that they or their friends are facing currently. Ask them to choose one decision where the consequences matter ... like deciding whether or not to smoke because your friends are smoking and you feel left out or whether they feel that they are being picked on by a teacher and whether to confront the teacher (show these examples on a flip chart). Please, write down the decision on the cards and do not write your name. Collect all the cards into a hat or a bucket. One Peer-Educator choose five or six cards from the hat depending on the number of groups you would like to have in the class. Make sure the statements are different. At the same time another Peer-Educator divides the class in small groups.

**ACTIVITY 2: DECISION MAKING GROUP WORK**  
(20 minutes)

1. Give each group a decision card and a handout page.
2. Ask the participants to discuss the decision in their groups using the steps of decision-making process in their handout. Read the handout loud so that everyone understands. Ask if anyone has any question. Explain that the group needs to come to an agreement on the decision. After the discussion each group will present to the class their process of thinking using the three C's methodology (Give groups 5 to 10 minutes to discuss). Note: Peer-Educators should move around the small groups to make sure that everyone is working on the exercise. One Peer-Educator should stick up the decision making flip-chart in the wall so that can be seeing by everyone.
3. When all groups are done, ask each group to present. Make sure presentations are not longer than 2 minutes. Each group should start by reading the Challenge - decision making card (make sure all class heard the decision). After they should explain their three Choices and the positive/negative consequences of each. In the end they should explain which choice they opted for and why. Peer-Educator thanks each group with a special clap and asks the class if they would like to add anything to this scenario. Note: In case the Peer-Educator feels that the decision was not the best, Peer-Educator should challenge the group. Remember you know the difference between a positive and a negative choice and how to weight your choices. A choice is only positive if it is moral and shows concern for yourself and other people.

**ACTIVITY 3: CLASS DEBRIEFING**  
(10 minutes)

Conclude the session by asking the following questions to the class:

1. Are we able to guess negative consequences before making the decision so that we might choose something else? **Ask for examples.**
2. If we agree that we have those capabilities, why do you think we still make unhealthy choices? (Possible answers: peer-pressure, lack of self believe, don't care attitude, feeling like a hero (it will not happen to me), etc).

3. When facing a tough choice that you know in your heart is not the right one, how could you find support for this challenge? (Possible answers: talking to someone you trust, reading about people in similar situations, etc)

**CONCLUDE THE SESSION BY SAYING:**

In life we are going to be faced with decisions every single day. Some of those decisions will be light or easy and others will be so serious that they could affect the rest of our lives.

When facing a serious decision is important to think twice and weigh all consequences. STOP and think if the choice you want to go for is moral and shows concern for yourself and other people.

If you find yourself with doubts talk to someone you trust or do some research about the matter before making the choice.

Remember we all have the power within us to choose the right things. **There is no excuse!**

That's the end of today's session. Ask if there is anything of the session they will be able to use in their lives. Ask 2 or 3 people to share. Thank the learners.



**THREE C'S TO GOOD DECISION-MAKING**

Use the following STEPS to make your decision.

**1. Challenge (or decision) you are facing**

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**2. Choices you have:**

Choice 1:

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Choice 2:

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Choice 3:

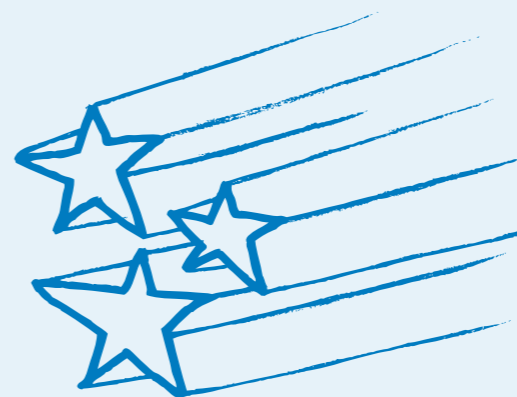
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3. Consequences for each choice:

	Choice	Positive	Negative
1			
2			
3			

**4. What is your decision?**

You'll need to do some thinking about which choice is the best for you to make right now. Remember your choice should be moral and show concern for yourself and other people.

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**5. What are your reasons?**

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# TALK<sup>5</sup> LESSON 4: BOYS, GIRLS & GENDER



35 – 40 minutes

## PURPOSE:

The purpose of this session is to examine gender stereotypes and cultural practices which increase vulnerability to HIV transmission. The objective is for members of the group to arrive at a new understanding of sexual health based on gender respect.

## OUTCOMES:

**By the end of the session, learners in your class should be able to:**

- Distinguish between gender and biological sex.
- Determine what part gender plays in sexual stereotyping.
- Identify and evaluate gender stereotypes which feed into inequalities between women and men, which also increase the risk of STI and HIV transmission and abuse.

## MATERIAL NEEDED:

- Attendance Register.
- Flipchart paper.
- Poster/chart written prior to the lesson.
- Kokis and prestick.

## SESSION:

### INTRODUCTION

(5 minutes)

Greet the class, and ask them how they are doing (start passing the attendance register around and remind the

class to sign). Note: make sure when the attendance register is passing around someone is keeping an eye on it.

Ask the group if they remembered what we spoke about last session? (Allow for 2 or 3 answers). Acknowledge their answers and say that last session we talk about **decision making**. Well done!

Today session is on gender and we will be talking about what makes us think men and women should act in a specific way and how that affects us in relation to HIV.

### ACTIVITY 1: GENDER STEREOTYPES

(30 minutes)

1. Ask all the participants to sit in same sex groups and to list 7 things, on a flipchart 'how men are expected to act and behave in society'. Then ask them to do the same, on another flipchart for women (**give 5 minutes for the activity**).
2. Once participants have had sufficient time to get a few thoughts down ask people to go back to their seats and ask each group to present. Ask each group to stick their first flipchart – how men are expected to act and behave. Let both groups present. After ask for the second flipchart – how women are expected to act and behave - to be stuck on the wall and also both groups to present. Thank each of the groups with a special clap.
3. In the bigger group explain to the participants that together we are going to write in front of each statement a B for biological make up (e.g. breast-feeding, being pregnant, etc) and a S for what society tell us (show the meaning of B and S in a flipchart). Read the first statement and ask the class B or S. Write it in front of the statement. You might find out that some people are confused with some statements. Ask participants to explain their different answers. Note: If you get also confused ask for support from

- your Facilitator. In both flipcharts you might have similar statements; there is no need to go through all statement in the second flipchart. Work only with new statements.

#### 4. Ask the class the following questions:

- How do these expectations/beliefs come about in society?
  - Do you remember the first time you realised that boys and girls were different? Would someone like to share that experience (how old were you, who told you, what was said?)
  - Are society's expectations of each gender correct and acceptable? Why
  - Can gender expectations make people vulnerable to HIV, STI's and abuse? Please give some examples
5. Peer-Educator asks the bigger group to help circle in RED any statement on the flipcharts that can put women or men at risk. Note: Browse through each of them by asking the class how? If the class misses any risk statement challenge them. Thank the class with a special clap.

### ACTIVITY 2: CONCLUSION

(5 minutes)

Peer-Educator asks the class how can gender stereotypes be challenged or changed?

#### Conclude by saying:

It is important that we appreciate the positives of being a woman and a man but at the same time it is also important that we are bold enough to identify what needs to be changed.

The fact that girls and boys are raised very differently affects what we perceive our roles in society to be and in the long run affects our own behaviour. This can limit ourselves and at the same time be used by many people to justify bad/unhealthy behaviors. We should not allow society to determine who we are, how we should behave and to increase risk in our lives. We all have unlimited potential to become whatever we want to be and we all have the capacity to distinguish what works for me and what I should just let go and change.

That's the end of today's session. Ask if there is anything of the session they will be able to use in their lives. Ask 2 or 3 people to share. Thank the learners.

## LESSON AID

### SEX

Sex the biological differences between the male and the female body parts and reproductive roles (e.g. women are able to give birth to babies while men cannot). We are born with it.

### GENDER

Gender is a set of socially constructed ideas of what being a man and what being a woman is. This includes the characteristics and roles that society and culture impose and which determines the way in which men and women interact with each other and what men and women can and cannot do. These definitions change over time and from society to society. For example, a Muslim wife may have a vastly different role from a Christian wife. We are taught our gender; we are not born with it.

Let's clarify. One example of a sex difference between the male and female is that women have the capacity to breastfeed their babies while men cannot. An example of a gender difference is the belief that women can cry but men shouldn't cry. There is nothing that biologically prevents men from crying, but it is viewed by society as 'unmanly' for a man to cry.

#### From an early age children are taught different things:

1. Children are taught that boys and girls have different responsibilities. For example the kind of household chores that girls are expected to do, compared to boys – girls work inside the house and boys outside or, girls should serve boys.
2. Girls and boys are taught to behave differently. For example girls are not encouraged to play games like football, which involve vigorous physical activity and physical contact with each other and boys are often not allowed to play with dolls.
3. Girls and boys are expected to think differently. For example girls are expected not to talk back or express their opinion but boys are encouraged to speak up and often.

Ethnic group, class and other differences affect what girls and boys are taught about gender too. The fact that girls and boys are raised very differently affects what we perceive our roles in society to be and in the

long run affects our own behaviour. This can limit ourselves and at the same time be used by many people to justify bad/unhealthy behaviors.

#### SOME DANGEROUS GENDER-BIASED & CULTURAL BELIEVES:

- Disobedient women should be beaten or disciplined by men.
- There is no such thing as rape in marriage; once a woman is married to a man he has “access” to her regardless of how she feels about sexual intercourse or acts at that time.
- Men are more valuable than women. Women should feel blessed if a man wants them.
- The best thing can happen to a woman is to get married. Women can not survive on their own.
- Payment of lobola – men feel like they own their wives and so will treat them as possessions and not as equal human beings.
- Men are sexual beings with a higher sexual drive that they can’t control.
- Wife inheritance. This is the belief that when a man dies any of his brothers or father may “inherit” the surviving spouse in order to carry on the family name.
- Early marriage – this puts the younger girl at greater risk of STI and HIV infection not only because they are expected to perform ‘womanly duties’ but also because their genitalia may be under developed.
- Dry sex (using herbs to dry vaginal fluids during sex), where men want vaginal tightness for sexual pleasure. However dry sex is uncomfortable and often painful for both parties. The increased friction causes abrasions on the vaginal wall thereby increasing the chances of contracting HIV and other STI’s.

*It is important that we appreciate the positives of being a woman and a man but at the same time it is also important that we are bold enough to identify what needs to be changed.*



## TALK<sup>5</sup> LESSON 5: TALKING ABOUT SEX



35 – 40 minutes

### PURPOSE:

The purpose of this lesson is to dispel embarrassment and encourage openness to talk about sex in relationships. To look at the advantages and disadvantages of having sex.

### OUTCOMES:

By the end of the session, learners in your class should be able to:

- Be confident to talk about sex.
- Be able to make informed decisions about whether or not to have sex.
- Understand the risks associated with having sex.

### MATERIAL NEEDED:

- Attendance Register



### SESSION:

#### INTRODUCTION

(5 minutes)

Greet the class, and ask them how they are doing (start passing the attendance register around and remind the class to sign). Note: make sure when the attendance register is passing around someone is keeping an eye on it.

Ask the group if they remembered what we spoke about last session? (Allow for 2 or 3 answers). Acknowledge their answers and say that last session we talk about **Boys, Girls & Gender**. Well done!

### ACTIVITY 1: TALKING ABOUT SEX

(30 minutes)

1. Ask for two people to play the role of a boy and a girl who are thinking about whether to have sex or not. Note: Peer-educators know their own class they could have identify two people before the class and ask them (make sure they are not shy) to volunteer for the activity and explain the activity before hand.
2. Invite the pair in front and ask the class to give different names to the personages they are going to play. Choose a name for the girl and a name for the boy. Explain that they have the same age that everyone around. Ask them to leave the class and get into their roles. They should agree on their past, how long they have know each other, how and where they got together and how they feel about each other.
3. Ask the rest of the class to sit in pairs and discuss what questions would you need to answer to make good decision about wether to have sex or not (give 5 minutes for the discussion). Tell them to remember their questions so that they can ask the boy and girl who are making the decision.
4. Invite the couple to join the group and to sit in the ‘hot-seat’ (two chairs in front of the class, where people can see them). Explain that the class is going to help them to make a decision of whether to have sex or not by asking them some questions.
5. Ask the group to make sure they **ask questions to both the boy and girl**, because they should make the decision together.
6. Also ask the group to ask **open questions** and do not tell the couple the answers that they want to hear. Tell them not to ask moral questions, for example, “Don’t you think that is wrong to have sex before marriage?”,



instead ask: “What do you think about having sex before marriage?”. **Ask the class to try and ask questions who follow the question the person before them asked.** For example: “Do you want to have a child with this person?” If the answer is NO, ask: “What are you going to do to prevent pregnancy if you have sex?”

7. Introduce the couple with their new names and ask them to stay in their role.
8. Open for questions from the class. Ask people to raise their hand and you will decide who should go first.
9. When people have asked all the questions that they can think of, **ask any of the following questions that they have left out if needed:**
  - Why are you thinking in having sex with this person?
  - If you do have sex, what will be your reasons for doing it?
  - Where would you have sex?
  - Would you still have sex if you were high from drinking alcohol or using drugs? Why or why not?
  - Do you want to have a child with this person? Does he or she want to have a child with you?
  - If you don't want a child, what will you do to avoid pregnancy?
  - Methods of avoiding pregnancy can fail. If this happens, what will you do?
  - How would your life change if you have to bring up a child at this time?
  - Will you share the responsibility? How do you know he is saying the truth?
  - Could either of you have HIV or another STI?
  - How many sexual partners did you have before?
  - Do you know your HIV status?
  - What would you do to protect yourself from HIV?
  - How would your life change if you got infected with HIV?
  - Who would support you?
10. When they have answered all the questions, ask the couple to go away for five minutes to decide as a couple if they would like to have sex or not.
11. When the couple is out, ask the class to decide whether they think they should have sex or not based on the couples response. Ask each member of the class to weigh the good points about having sex against the

bad points, and see which one ‘weights more’ (give the class one minute to think in silence).

12. Ask the class to vote and count the votes – couple should have sex, couple should not have sex, I don't know because I still don't have enough knowledge.
13. Invite the couple back to give their decision and the reason for it. Tell them how the group voted. Deroll the couple and welcome the real people back and give them a special clap.

### ACTIVITY 2: CONCLUSION (5 minutes)

#### Peer-Educator ask the class:

- How easy or difficult was it for you to think about and talk about issues related to sex and sexual risk? Why
- Do you think is important to have honest conversations about this topic between couples? Why
- Do you think people should get advice for someone trust worthy before having sex? Why or why not is important


### CONCLUDE BY SAYING:

You are the only one who has the power over what happens to you because only you have control over your body.

Defenitly there are many things to be considered before having sex. Before even thinking on sex there is no doubt each of us should get more information about reproduction, contraceptives, HIV, condoms and even the psychological consequences of sex at our age.

In the end is you choice, so make sure you choose wisely.

That's the end of today's session. Ask if there is anything of the session they will be able to use in their lives. Ask 2 or 3 people to share.  
Thank the learners.

KNOW YOUR STATUS. 

## LESSON AID: ABOUT YOUR BODY

### GET TO KNOW THE FACTS!

Every girl and boy experiences a time in which their body changes from a child's body to an adults' body. If this has not happened to you yet, it will at some point. This period of physical (and emotional) change is called puberty. This process is natural and is nature's way of ensuring that you will be able to have children, if you want.

Even though our bodies may become ready for children, that does not mean that we are ready emotionally or financially to have them. So it's important to start to understand your body, and the changes you are going through, so that you can be better prepared to make the right choices...

## BOYS

### WHAT ARE THE CHANGES THAT WILL START TO HAPPEN TO MY BODY?

- You will start to get taller and your muscles will start to bulk and develop
- Your shoulders will broaden
- Your nipples will get hard, and sometimes hurt for prolonged periods of time, and can even discharge a clear liquid.
- Hair will grow around your penis, testicles, under your arm pits, and on your face, legs, arms and chest.
- Your testicles and penis will get bigger
- Your voice will deepen. You may feel that your voice is uncontrollable but the changes in pitch is just a sign that you are heading into puberty
- Your skin will become rougher, and may develop pimples and blackheads which will appear on your face, neck, back, buttocks and maybe even your arms.
- Your penis will now be able to ejaculate a white creamy substance when aroused (semen).

### WHAT DO THESE CHANGES MEAN?

When your body starts to go through all of these changes it means that you are now ready to produce children.

Semen (cum, ejaculate) is the milky liquid that is released when you ejaculate (cum or have an orgasm). In this semen there is sperm. Sperm is what is needed to fertilize an egg and, in doing so, create new life. This process of sperm joining an egg is called conception. When you ejaculate, you will shoot out about a table spoon of semen. This tiny amount contains up to 250 million sperm cells. A drop of semen, the size of a ballpoint pen head contains 1500 sperm. It takes only one sperm to fertilize an ovum (egg) in a girl or women and make them pregnant.



### WHEN DO THESE CHANGES HAPPEN?

Your body will start to go through changes between the ages of 12 and 14, and sometimes even as early as 10 years old. It doesn't matter when you start to experience these changes. They are perfectly natural. Whether you start to develop early or late your body will mature at some point. In many boys their body doesn't fully mature till they reach age 20+.

### WHAT CAN I DO TO BE RESPONSIBLE AND TAKE CARE OF MY BODY?

Make the decision to wait for sex until you are ready- you can try things like masturbation to satisfy any urges, this is a safe way of pleasuring oneself.

Be sure to practice safer sex if choosing to have sex. This is done by using condoms all the time and sticking to one partner.

## GIRLS

### WHAT ARE THE CHANGES THAT WILL START TO HAPPEN TO MY BODY?

- Hair will start growing under your arms and in your private parts.
- You will start menstruating (having periods)
- Your body shape gradually changes from a girl to a women- hips will broaden, your thighs and buttocks fatten, and you get taller- this is all to get your body ready for having a baby.



**WHAT DOES IT MEAN WHEN I START MENSTRUATE?**

You begin to have periods or menstruate when your body starts to produce eggs, and every month- if they are not fertilized- your body will release these eggs with blood through your vagina.

Ovulation is when an egg gets released. It happens about 14 days before a period is due. At this time your body also produces mucus to help sperm live as long as possible inside of you after sex. If the egg is not fertilized, you menstruate. The lining of the womb collapses and is released together with the unfertilized egg.

A menstrual cycle is the time measured from the first day of a period until the last day before a new period starts. The length of the menstrual cycle varies; it can be as short as 21 days or even as long as 40 days. It is on average 28 days. When you first start getting your periods the time in between menstrual cycles may vary, so it can be difficult to know when you will have your next period.

Once you start having your period this means that your body is now physically able to have a baby.

**WHEN DO ALL THESE CHANGES HAPPEN?**

This can start at about age 10. Every girl will develop at a different age and at a different speed. Some girls only start to develop much later, at the age of 16 or 17. All of this is normal.

The first thing you will notice as you start going through puberty is hair growing under your arms and in your pubic area. Your pubic area is located between your thighs , around the vagina. This area is what people call ‘private parts’. You will notice that your breasts begin to get larger.

**WHAT CAN I DO TO BE RESPONSIBLE AND TAKE CARE OF MY BODY?**

Make the decision to wait for sex until you are ready- you can try things like masturbation to satisfy any urges, this is a safe way of pleasuring oneself.

Be sure to practice safer sex if choosing to have sex. This is done by using condoms all the time and sticking to one partner.

Speak to a nurse at your local clinic about family planning before you decide to have sex.

**FACTS!**

1 in 13 teens has a baby before the age of 17...  
Don't be a statistic!

**HIV / AIDS**

Knowing about HIV and its risks will help you protect yourself from getting the virus, or spreading it to others. So let us start...

**WHAT DOES HIV STAND FOR?**

H	Human	HIV only lives in Humans and you cannot find it in animals, plants or any other thing
I	Immuno-deficiency	Your body's way of fighting sickness is called Immune System that is where the word "Immuno" comes from. "Deficiency" means that there is something wrong or the lack of something. So, your body cannot fight of sickness like it should
V	Virus	This means HIV is a virus. A virus is a very small kind of germ that can cause diseases

**WHAT DOES AIDS STAND FOR?**

A	Acquired	Something we get from someone
I	Immuno	A body's way of fighting sickness
D	Deficiency	The lack of something
S	Syndrome	Collection of signs or sicknesses

**WHAT IS THE LINK BETWEEN HIV AND AIDS?**

In order to develop AIDS a person needs first to have been infected with HIV. AIDS is the last stage of HIV infection. A person infected with HIV can over many years develop AIDS as their immune system weakens and opportunistic infections enter into the body.

**THE BAD NEWS - HIV DOES NOT HAVE A CURE**

However, people that live with HIV can take care of themselves in order to strengthen their Immune System (fence) and live healthy lives for many years. This is called 'Positive Living' and it is a way of managing the disease.

There is also hope for people that reach the AIDS stage. The clinics will give treatment (ARVs) for life in order to help rebuild people's defenses and stop HIV from multiplying and getting stronger.

Remember, HIV testing is the first step in planning your future - whether you have the virus or not.

So now that we know the difference between HIV and AIDS, let us talk about: How can a person get HIV?

**HIV CAN BE TRANSMITTED IN THREE DIFFERENT WAYS:**

**SEX**

Any kind of sex: vaginal, anal, oral and mutual masturbation (sex using your hands). In any activity where you come into contact with someone else's sexual fluids, THERE IS A RISK.



**BLOOD-TO-BLOOD**

Any time a person is exposed to blood from another person and there is an opening (normally in your skin) where infected blood can enter into an uninfected person (e.g. sharing needles, fights, stabbing, accidents, etc).

**MOTHER-TO-CHILD**

HIV can be passed from an infected mother to her baby through pregnancy, birth and breast-feeding.

**REASONS WHY HIV IS STILL SPREADING:**

**ALCOHOL & DRUG USE**

Being drunk or using drugs makes it easier for you to put yourself at risk because when you are drunk/high it might increase your risky sexual behaviour or you might get into fights easily. Reduce your alcohol intake and your drug use.

**EXCHANGING SEX FOR THINGS**

Wanting to be loved or wanting nice things is part of life. But when people feel that they need to have the latest designer clothes or expensive things to feel special or loved, this is a problem. This puts people who cannot afford these things at risk, especially when they are willing to have sex so that they can get gifts, money or acceptance from others. Get your facts straight: Your life is more valuable than anything else. You need to LOVE yourself first before you can love others.

**MANY SEXUAL PARTNERS**

When you have more than one sexual partner at a time or your partner has more than one sexual partner, you become part of what is called a sexual network. If just one person in this sexual network is infected, HIV is easily passed on to everyone else in the network. Remain faithful to one sexual partner, know his/her HIV status, and use condoms at all times.

**NOT KNOWING YOUR PARTNER'S HIV STATUS**

South Africa has almost 6 million people who are living with HIV and most of these people do not yet know they are infected with HIV. Before starting a sexual relationship, go for a Couples HIV Counseling & Testing session. Both

of you will be tested and counseled together and you will be able to plan your future properly.

### NOT BELIEVING YOU HAVE CONTROL

Many people feel as if they are not able to control their future, or have no hope that the future will be good. Because of this, they give up on living healthy lives. You should understand that you are special and you were born for a purpose. Do not throw your life away.

### WHEN MEN & WOMEN ARE NOT SEEN AS EQUAL

Some people in society believe that men cannot control their sexual urges, and this is why their wives or partners often forgive them when they cheat. This is not true: Men are not animals – they choose how they behave. Some women also feel that they cannot challenge and question these kinds of men because the men might become angry, violent or leave them with nothing. Women should get to know their rights and demand that people respect them. Real men PROTECT women.

### SEXUALLY TRANSMITTED INFECTIONS (STIS)

Many people in this country have untreated STIs. It makes it easier to get HIV if you have a STI or you are having sex with someone with a STI (read next section to know why). If you have one STI symptom you need to go to the nearest clinic for help, fast.

*The good news is that HIV can easily be prevented. Get to know your facts and start living your life based on the knowledge you have.*

### STI'S

Sexually transmitted infections are transmitted by having contact with the genitals (penis and vagina) of an infected person. This includes: vaginal, oral anal sex and mutual masturbation. Anyone who has sex can get an STI.

#### SYMPTOMS:

- Unusual discharge
- Unusual smell
- Ongoing burning and/or pain from your vagina, penis or anus.

If you have any of the following symptoms it is important to go to the clinic. Most STIs are treatable in an early stage.

### HOW CAN I REDUCE THE RISK OR PREVENT AN STI?

- 100% STI prevention = Abstinence from sex
- **Reduce the risk of getting an STI by:**
  - Using condoms every time you have sex. This does not prevent Herpes and HPV.
  - Reduce the number of sexual partners

There are different kinds of STIs (e.g. syphilis, gonorrhea, herpes, chlamydia, HIV and many more). Each of them are caused by a different germ.

The good news is that most STI's (other than HIV) can be cured. The earlier you go to the clinic and get treated, the easier it is to cure the infection.

The bad news is that untreated STIs can cause infertility, increase the risk of getting HIV and can cause life-threatening complications.

You can reduce the risk of STIs if you use a condom every time you have sex. But be aware that not all STIs can be prevented with condoms (e.g. Herpes and HPV). If you combine both the use of condoms and reduce the number of sexual partners you have, it will help to minimize your chances of getting STIs even more.

In the early stages most STIs are invisible. You can have a small amount of abnormal discharge and not be aware of it. But even if you cannot see anything, STIs can very easily be passed on to others.

### HIV

HIV is also an STI (even though it can also be transmitted through blood and breast milk). HIV is a virus that damages the immune system. HIV cannot be cured. HIV is treatable if you take care of yourself you can live with it for many years.



### HOW TO PREVENT A HIV INFECTION?

- Know if you are at risk
- Get yourself tested for HIV
- Know your partners HIV status
- Talk to your partner about past and present sexual history
- Seek treatment if you think you have been exposed to other STI's
- Do not abuse alcohol or drugs
- Male circumcision can reduce the risk of infection by 60%

### STIS & HIV

HIV is also an STI (even though it can also be transmitted through blood and breast milk).

If you have any other STI, it makes it easier to get HIV or to give HIV to someone else. This is how:

9. When you have sex with someone who has HIV and who also has an STI, his/her sexual fluids can easily infect you with HIV. This happens because the abnormal discharge from his/her STI contains a lot of HIV.
10. If you have a STI it can make little sores, cuts or breaks in the skin. This is like an open door to your body. Now, HIV can easily enter your bloodstream through these small cuts and breaks.

Get treated for STIs fast! Clinics will give you treatment. If you stop taking the treatment before it is finished, the infection may come back again.

The same applies if you get treated but your sexual partner doesn't, you might re-infect yourself again and again.

### PREGNANCY: HOW CAN I PREVENT IT?

1. **Don't give in to peer pressure**

Do stand your ground and wait with sex till you know you are ready. Everyone develops according to their own pace, both psychically and mentally. Do not push your peers in to something they are not ready for!

### Learn to say NO

This includes saying no to everything you feel uncomfortable with. Whether it is refusing to have physical contact, have sex or have sex without protection, there is nothing wrong with standing up for yourself. The only way to avoid pregnancy completely is to abstain or to combine a condom with birth control.

2. **Use protection**

Remember any type of sexual intercourse can cause pregnancy. The best thing to do would be talk about contraception choices with your partner before having sex.

**Birth control:** The pill or injection: is only 99% effective when used properly. If it is ever missed or taken at the wrong time it may not be as effective. The pill or injections are available for free at the clinic. Birth control does not protect against HIV and other STIs.

**Condoms:** minimize the chances of getting pregnant. However a condom can break if there is too much friction; if it used past its expiry date and is brittle; if it is used incorrectly; or if it is not taken off immediately after intercourse and semen spills. Condoms are given away for free at places such as the health clinic.

**Emergency contraceptive pills or morning after pill:** can prevent you from becoming pregnant, after having unprotected sex. The pill works up to 72 hours (three days) after sex. The emergency contraceptive pill works best if taken within 12 hours of having unprotected sex. The morning after pill is free and available at the clinics.

**If you are not sure about your best options, visit your doctor or nearest health clinic. They are not allowed to tell anyone about what you spoke about, and will give you advice.**

### SEXUAL ABUSE

#### What can you do to prevent sexual abuse?

- Go to a public place when meeting someone for the first time and let someone know where you are going.
- When you go out to travel or walk somewhere, do so with people that you trust and will look out for your safety.

- If you go out for drinks, watch your drink. Don't accept drinks from strangers or leave your drink unattended.
- Avoid travelling home alone especially at night.
- It may not be safe to be intimate with someone if you or they have been drinking or using other substances.
- Call out for help if you suspect you are in danger, don't be afraid to make a lot of noise or to make a scene.
- If you feel that someone you know makes you feel uncomfortable talk to an adult about it.

## WHERE TO GET HELP?

### HEALTH CLINICS:

At the health clinics you can get more information about pregnancy, STI's and family planning. They are youth friendly and offer also free pregnancy tests and morning after pills.

### TOLL FREE NUMBERS:

Teen pregnancy helpline	0800035553
Emergency contraceptive helpline:	0800 246432
National drug line	0800 601011
Cape town Alcohol and drugs helpline	0800 435748
AIDS Helpline	080012322
HIV 911	0860 448 911

(or dial \*120\*448#from your cell phone).



# TALK<sup>5</sup> LESSON 6: RELATIONSHIPS & TEEN PREGNANCY



35 – 40 minutes

## PURPOSE:

The purpose of this lesson is to discuss relationships and teen-pregnancy.

## OUTCOMES:

By the end of the session, learners in your class should be able to:

- To challenge learners about the seriousness of teen-pregnancy
- Illustrate the factors that make a relationship work and what is acceptable and unacceptable behaviour in a relationship.
- Discuss coping strategies for not being in a relationship and for developing friendships.
- Begin to change the social norms so that young people put effort into respecting each other in relationships.

## MATERIAL NEEDED:

- Attendance Register
- Poster



## SESSION:

### INTRODUCTION

(5 minutes)

Greet the class, and ask them how they are doing (start passing the attendance register around and remind the class to sign). Note: make sure when the attendance register is passing around someone is keeping an eye on it. Ask the group if they remembered what we spoke about last session? (Allow for 2 or 3 answers). Acknowledge their

answers and say that last session we talk about **‘Talking about Sex’**. Well done!

### ACTIVITY 1: TEEN-PREGNANCY

(20 minutes)

1. Divide the class in two groups boys in one side of the classroom and girls in the other side.
2. Two Peer-Educators show the poster – “I’ve had my fun with you, I’m done” - in the two sides of the room. Show to the girls and to the boys. Read the say in the poster out loud.
3. Peer-Educator ask the group to talk about what they think or feel about the statement. Ask participants to put their hand up before starting to talk. Preferable you should allow people from each of the sides to have turns.
4. Some trigger questions that you can use in case the group does not discuss enough:

- It’s really only her baby. Why?
- Who has the main role to care for a child the mother or father and why?
- What is the role of a father in the up-bringing of a child?
- How does he know is really his baby?
- What if the girl brings the baby to him and says “I’ve had my fun with you, I’m done ... It’s your baby now!”
- What if the girl brings the baby to her mom or granny and say “I’ve had my fun with you, I’m done.... It’s your baby now!”
- Who is really the victim in this situation? (unborn child)

5. Thank the class for their participation in the discussion and conclude:

It takes two people to make a baby! Even when a couple is not married the father still has legal responsibilities towards his child. Legally he will need to pay maintenance until the child, as an adult, can provide for him/herself. But the role of a father is far bigger than just provide financial support.

To have a child is a huge responsibility and it should be thought and plan very carefully. In an ideal society children should be born in loving and caring environments where both parents share responsibilities in raising the child.

Families are the most important element in the development of a healthy child. They need to provide physical supervision and protection, socialization, finances, love and emotional support, and culture.

Many problems of society today are because families are dysfunctional. Many times children are raised by children or single guardians, they don't even know who is their father and overall families don't take care of children as they should.

My question to the group and you don't need to answer is - how many of us live in this situation? Or how many people we know live on this situation?

Because we are the next generation of parents is our responsibility to STOP this now. We can not do to our children what was done to us.

## ACTIVITY 2: CONCLUSION

(10 minutes)

Peer-Educator asks the class to go back to their sits and talks them through the following questions:

- Do you think the couple knew when they fell in love that this is how they will end up? Why
- What do you think this couple lack? (possible answers: respect, responsibility, honesty, proper planning, information, proper communication among others)
- In a romantic relationship what are the differences between the falling in love stage and breaking up stage?
- What are things that would lead people to break-up?

## CONCLUDE BY SAYING:

People fall in and out of love everyday and there is nothing wrong with feelings changing after some time. The aim of being in relationships is to be happy and if a person feel that it is not working any longer they should move on. The only certainty of when we start a relationship is that we never know how it is going to end up.

However we must commit to do everything under our power to find relationships were we are loved, respected and protected. We must also commit to only have children when we are grown up and can properly care for them. The decision of having a child must be planned and taken by both parents when they are mature enough and ready. Think about this... we (ourselves and our future children) all deserve it.

## ACTIVITY 3: REFLECTION ON THE TALK<sup>5</sup>

(5 minutes)

Peer-Educator informs the class that this was the last **Talk<sup>5</sup>** for the year. We have been with you six times this year.

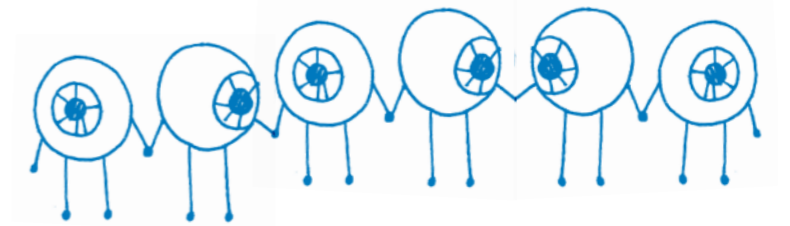
**Before we finish I would like us to reflect in each of the sessions:**

- **1st Session was about Protection – Be Safe**  
Who can tell me something they remember about this session?
- **2nd Session was about Substance Use**  
Who can tell me something they remember about this session?
- **3rd Session was Making Good Decisions**  
Who can tell me something they remember about this session?
- **4th Session was about Boys, Girls & Gender**  
Who can tell me something they remember about this session?
- **5th Session was about Talking About Sex**  
Who can tell me something they remember about this session?
- **6th Session was today and was about Relationships & Teenage Pregnancy**  
Who would like to tell me something they think they will be able to apply in their lives about this session.

On behalf of my group of Peer-Educators and Life Choices it has been a pleasure to work with all of you.

**Thank you.**

# BE A LOOKER DURING TALK<sup>5</sup>



## RECOGNIZING DISTRESS

Remember that some learners could be dealing with emotional situations at home or in school. Their feelings will be stimulated by the discussions in the classroom. In addition to situations and emotions related to HIV/AIDS, they may be dealing with fear, loneliness, family problems, abuse, and the whole range of more common but still painful adolescent issues. Some learners (and for that matter, some peer-educators) might become upset; they may be able to name exactly what they are feeling and where the feeling comes from.

But other learners either will not know, or will not feel free to say, what is troubling them. They will show in their behaviour the distress they cannot put into words. This may take different forms:

- **Being unusually quiet and withdrawn during group activities.**
- **Being unusually engaged and active in group activities.**
- **Being restless or sleepy, unable to focus, needing to leave the room often than usual.**
- **Being disruptive, usually either by arguing and fighting, or by joking and teasing.**
- **Telling stories about "I have a friend who ..."**
- **Taking a long time to leave the room at the end of the class, finding reasons to chat with peer-educators or other members.**

These signals must be recognized as requests for help. They are as far as these peers can go to say, "I am having a hard time and need to talk about it." When a peer-educator sees these signs, he/she needs to follow up after the class with a simple, brief, private and concrete offer for assistance. The best way is to say something like, "It seemed to me that you were (name the behaviour you saw) today and I know from my experience with other peers that

sometimes it's because you may be upset about something. Would you like to talk about it?"

The peer may accept or reject the offer at that moment, but will know that he/she can count on you if needed. And if the peer is in fact not upset at all about anything, he/she will say so; he/she will not be insulted or offended by the offer of help.

## HOW CAN A PEER-EDUCATOR ASSIST A PEER?

What can a peer-educator do about the situation a peer faces? During the **Talk<sup>5</sup>**, the answer is: Get more information and encourage the peer to get help. Outside the **Talk<sup>5</sup>**, peer-educator may be able to assist improve some situations, but will usually need to bring the member to a Facilitator/Educator who can find the appropriate services.

What can a peer-educator do about their emotions their class members are feeling? Both during and after sessions, the answer is: **A lot**. You can listen, support, and make the member feel there is nothing at all wrong with having feelings. The peer-educator can also help peers see when they are hurting themselves or taking risks because of these feelings. A peer-educator can assist peers to see that feeling bad does not have to cause, and does not excuse, doing things that are unhealthy.

What can a peer-educator do about the interpretations peers have of their situations? Here is where a peer-educator can have his/her greatest impact on what young people feel or do. People of all ages do not see 'The Situation.' They see their version of the situation, interpreted according to their limited information, the comments of others, their beliefs, their feelings about themselves, etc. Their interpretation and their

understanding of what they should or can do, is often not accurate and does not feel good. Some people become resilient – they come out of difficult situations with lasting strengths. Others do badly in the same situations. The difference is usually not in the situations they face, but in whether or not they receive assistance in understanding the situation accurately and feel good about themselves in spite of it.

A peer-educator can assist by getting peers to see beyond their own interpretations and emotions and by referring them to professional help if they need it. **Important things for a peer-educator to remember about the meaning of ‘assistance’ include:**

### 1. SEEING PAIN IS NOT THE SAME AS CAUSING PAIN

Peers are already feeling pain. You are just helping them express it, bringing it into the light of day, and therefore allowing them to accept and cope with it. Talking about issues and cry are often the first steps towards improvement.

### 2. HELP IS OFTEN INVISIBLE TO ALL

Peers may become angry, or withdraw, or deny that the feelings or situation exist, or simply ignore your offer of assistance. You may feel you said the wrong thing, or even made the situation worse. But help is a gradual process and the person receiving the help often does not know until much later that he/she used the help. The helper often never finds out at all. Help is very much like planting a seed.

### 3. WHAT YOU SAY IS ONLY PART OF WHAT YOU COMMUNICATE

More important than your words is the concern you show and your message: “Whatever is upsetting you, it’s better to talk about it, and I am ready to listen and will try to assist.”

### 4. RECOGNISE THE LIMITS OF WHAT YOU CAN DO

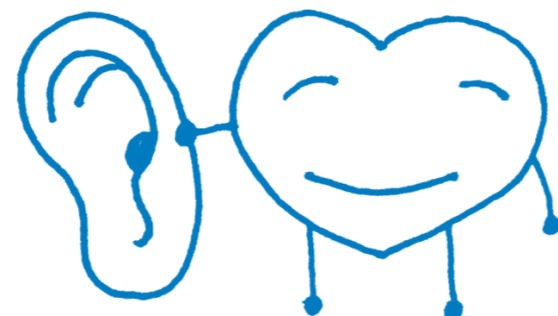
You may not be able to change the situation. You may not be able to help the peer to feel better, or change the beliefs and attitudes that confuse his/her interpretation of the situation. You can only try to assist and support.

### 5. HELP IS OFTEN NOT JUST A CONVERSATION

By listen to a peer and showing that you care is probably one of the most important steps to recovery. However assistance goes beyond talking and peers should always be referred to a facilitator, a specialise services or to a toll free number.



*A peer-educator can assist by getting peers to see beyond their own interpretations and emotions and by referring them to professional help if they need it.*



## HEART2HEART



A Heart2Heart is exactly that - from one heart to another. It is a confidential and nurturing conversation between a peer-educator and his or her peer.

Sometimes life can get hard and all we need is someone to listen to us and understand or simply provide us with more information about how and where we can get help. These conversations are different from ordinary chats in the following ways:

- The peer-educator starts a conversation with his/her peer in order to share some of the knowledge and expertise that the peer-educator has gained in Dream2Be
- A peer-educator starts a conversation because he/she notices that one of his/her peers is upset
- Someone comes to the peer-educator because he/she knows that peer-educators are equipped with the right information on certain topics such as relationships, drugs and more

#### Be aware:

Peer-educators are not professionals (counsellors, doctors, social workers, caregivers, etc.). Your job as a peer-educator is to create awareness amongst your peers around different topics of interest to them and about services available in their communities. Peer-educators should identify peers in need of support and refer them immediately to specialized services where they can be helped. If as a peer-educator you do not know where to refer a peer, don't worry, **“Say Auntie”**. Talk<sup>s</sup> to your *Life Choices* Facilitator or to *Life Choices* Social Worker to get the necessary support.

### WHAT IS THE ROLE OF A PEER-EDUCATOR IN A HEART2HEART?

- Listen with understanding and no judgment
- Give correct information about the topic or **“Say Auntie”**

- Give information about where the person can get help
- Show respect by keeping what he or she was told confidential – Shhhh!!!

#### Be aware:

Some issues (depression, suicide and abuse among others) will need IMMEDIATE referral. Discuss the matter with your facilitator or a professional ASAP.

### HOW DOES A PEER-EDUCATOR RECORD WHAT HAS BEEN ACHIEVED?

*Heart2Heart* has its own special tool. This tool is unique because a *Heart2Heart* is confidential, you cannot record the person's name.

### HOW DOES A PEER-EDUCATOR FILL IN THE HEART2HEART RECORD SHEET?

Start by filling in the name of your school. Each time you conduct a *Heart2Heart* fill in one row with the relevant information.



**COMPLETE ALL THE COLUMNS:**

**Column 1:**

The date that the Heart2Heart took place.

**Column 2:**

The sex (male or female) of the person to whom the peer-educator talked.

**Column 3:**

The date of birth of the person to whom the peer-educator spoke.

**Column 4:**

If the person is in or out of school.

**Column 5:**

The topic about which the peer-educator and person chatted. At the bottom of the page is a list of topics and their codes. For example if the *Heart2Heart* was about HIV/AIDS you would enter the number 1 in this column.

**Column 6:**

Did you refer the person? Yes or no?

**Column 7:**

Where did you refer them to? E.g. Clinic, *Life Choices* Social Worker, etc.

**Column 8:**

Explain the *Heart2Heart* in a few words. E.g. "A girl in my school confided in me the problems she is facing with her boyfriend. Her boyfriend is cheating on her with another girl. I listened to her problem and I tried to help her understand that she deserves a boyfriend who respects her. I referred her to a *Life Choices* Social Worker".

**IMPORTANT:**

When you have 10 *Heart2Hearts* in the form you must close the form to give it to your facilitator.

Fill in the boxes at the bottom TOTAL NUMBER of *Heart2Heart* and TOTAL NUMBER of referrals.

Write your name, the date and sign the form to declare that everything in the form is the truth.

Each term, each peer-educator can complete about 30 *Heart2Hearts*. For every completed form you hand in (that's 10 *Heart2Hearts*) you will receive 2 points. If you do more than 30 *Heart2Heart* per term, you will compete for the "Reaching for the Stars" bonus.

*Points will only be given once your facilitator has received all of necessary proof that a Heart2Heart has occurred.*



**HEART2HEART FORM:**

School name:								
	Date:	Details of peer:			Topic or code: (see codes below)	Did you refer? Yes or No?	Where did you refer?	Explain <i>Heart2Heart</i> in few words:
		M/F:	Date of birth:	In/out of school:				
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

- |              |                           |                    |            |
|--------------|---------------------------|--------------------|------------|
| 1 - HIV/AIDS | 5 - Relationship Problems | 9 - Pregnancy      | 12 - Abuse |
| 2 - VCT      | 6 - Depression            | 10 - Drug/ Alcohol | 13 - Grief |
| 3 - STI's    | 7 - Suicide               | 11 - Gangsterism   | 14 - Other |
| 4 - Rape     | 8 - Family Problems       |                    |            |

Date:	
Total number of Heart2Hearts	
Total number of referrals	

**I declare that everything that I have written in this form is the truth.**

Name of peer-educator: \_\_\_\_\_

Date of birth: \_\_\_\_\_

M/F: \_\_\_\_\_

Signature: \_\_\_\_\_

# YOU ARE Dream2Be's VERY OWN SEARCH ENGINE!

## GOOGLE IT

Google has changed the world. The more you Google, the more you know. Dream2Be has its very own Google search engine: YOU!

Once a term, as peer-educators you go out to different community resources and organizations in your area and find out all you can about the services they offer.

## WHAT IS THE PURPOSE OF GOOGLE IT?

As a group of peer-educator you need to be aware of all resources available to you and to your peers. When peers are in need it is your job as a peer-educator to refer them to the appropriate service.

## THE KINDS OF THINGS THAT YOU WILL BE LOOKING AT ARE:

- The overall feel of the organization/service
- The staff and their attitudes towards young people
- The services offered to teens
- The times at which these services are available to teens.

## HOW DOES A PEER-EDUCATOR RECORD WHAT HAS BEEN ACHIEVED?

Each Google event has its own tools, which need to be filled in each time you go out and *Google it*:

## GOOGLE IT LOG SHEET:

As a group of peer-educators you need to ensure that a *Google it* Log Sheet is completed for each visit. Once completed, the Log Sheet needs to be signed AND stamped (if possible) by a person in the organization that was visited. This needs to be handed in to your facilitator as proof that a *Google it* happened and you can be awarded points for it.

## GOOGLE IT INFORMATION PAGE:

Each peer-educator attending a *Google it* activity should fill out an information page in his/her manual. This information is kept by each peer-educator in their "Dream2Be" manual as a reference site if a peer needs the service.

*Google it* activities are open to all peer-educators and you will get 5 points for every *Google it* you attend.

*Points will only be given once the Google it Log Sheet has been received by your facilitator. You can also get points for being on time for the activity.*



“Google™ it”

## GOOGLE IT INFORMATION PAGE:



Name of Community resource:	
Contact details of resource:	
Date of visit:	
School name:	
Name of peer-educator:	

## Organization details:

Does your organization offer any services for teens?

- Yes   
No

Please describe these services in detail?

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Do teens need to be referred in order to use your services or can they come on their own?

- Yes   
No

What time and days are your services available to teens?

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Are your services free of charge?

- Yes   
No

If services are not free, what are the charges?

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Would your organization like youth to volunteer?

- Yes   
No

Please list the tasks that youth could do if they were to volunteer in your organization?

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Any other question or comments?

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Name of Community resource:	
Contact details of resource:	
Date of visit:	
School name:	
Name of peer-educator:	

**Organization details:**

Does your organization offer any services for teens?

- Yes   
No

Are your services free of charge?

- Yes   
No

Please describe these services in detail?

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If services are not free, what are the charges?

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And if teens use your services, what method of payment do you accept?

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Do teens need to be referred in order to use your services or can they come on their own?

- Yes   
No

Would your organization like youth to volunteer?

- Yes   
No

What time and days are your services available to teens?

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Please list the tasks that youth could do if they were to volunteer in your organization?

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Any other question or comments?

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Name of Community resource:	
Contact details of resource:	
Date of visit:	
School name:	
Name of peer-educator:	

**Organization details:**

Does your organization offer any services for teens?

- Yes   
No

Are your services free of charge?

- Yes   
No

Please describe these services in detail?

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---

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- Yes   
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No

What time and days are your services available to teens?

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Please list the tasks that youth could do if they were to volunteer in your organization?

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Any other question or comments?

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Name of Community resource:	
Contact details of resource:	
Date of visit:	
School name:	
Name of peer-educator:	

**Organization details:**

Does your organization offer any services for teens?

Yes   
No

Are your services free of charge?

Yes   
No

Please describe these services in detail?

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If services are not free, what are the charges?

---

And if teens use your services, what method of payment do you accept?

---

Do teens need to be referred in order to use your services or can they come on their own?

Yes   
No

Would your organization like youth to volunteer?

Yes   
No

What time and days are your services available to teens?

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Please list the tasks that youth could do if they were to volunteer in your organization?

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Any other question or comments?

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School:	
Date:	
Time:	
Facilitators:	
No. of peer-educator that participated:	

Name of organisation visited: \_\_\_\_\_

Telephone no: \_\_\_\_\_

Fax no: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brief description of the organization and the visit:

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Name of contact person: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of contact person: \_\_\_\_\_

**STAMP OF ORGANISATION:**

**NAME AND SIGNATURE OF PEER-EDUCATORS WHO PARTICIPATED IN THE VISIT:**

	Name:	Date of birth:	M/F:	Class:	Time of arrival:	Signature:
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

**FOR OFFICE USE ONLY:** Quality control information

**M&E:** Name: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_  
**Supervisor:** Name: \_\_\_\_\_ Sign: \_\_\_\_\_ Date: \_\_\_\_\_

# FIND MY FRIEND



In this activity each peer-educator will be responsible for a certain number of peers in their class.

The job of the peer-educator is to keep an eye on their “friends” and make sure that they attend school and classes. This does not mean that peer-educators run after their peers.

All it means is that as a peer-educator, you keep an eye on your peers and you monitor their attendance to school. Each week you report to your Life Choices Facilitator any peer you are concerned about because he/she misses too many days or bunks classes.

When you are concerned with a peer, the first step is, talk to her/him and find out what is going on. After if there is a problem that they need help with refer them to the relevant services.

This task helps peer-educators to fulfill their role as a ‘Looker’. In this way you will be identifying and helping your peers who may have difficulties. If done diligently this activity could earn you 20 points per year (2 points per month)!















