Keeping Girls in School

An initiative addressing sexual and reproductive health with girls in Grades 7 to 9

FACILITATOR’S MANUAL FOR HEALTH EDUCATION SESSIONS

Use with the Poster Pack for Health Education Sessions
Acknowledgements

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These health education training materials support the implementation of the Department of Basic Education’s Integrated School Health Programme (ISHP).

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This programme further supports the Department of Basic Education’s Strategic Plan on HIV, STIs and TB, 2012 – 2016.

Comments and suggestions are welcome and should be sent to the Director General, Department of Basic Education, for the attention of the Health Promotion Directorate, Private Bag X895, Pretoria, 0001.

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Acronyms

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<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ARVs</td>
<td>Antiretroviral drugs</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>HCT</td>
<td>HIV Counselling and Testing</td>
</tr>
<tr>
<td>ISHP</td>
<td>Integrated School Health Programme</td>
</tr>
<tr>
<td>SRH</td>
<td>Sexual and Reproductive Health</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
</tbody>
</table>

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>abstention (also abstinence)</td>
<td>not taking part in something, e.g. sex</td>
</tr>
<tr>
<td>conception</td>
<td>getting pregnant</td>
</tr>
<tr>
<td>contraception</td>
<td>medicine or a device that stops you from getting pregnant</td>
</tr>
<tr>
<td>masturbation</td>
<td>when you stroke or touch part of your own body to become sexually excited and have an orgasm</td>
</tr>
<tr>
<td>puberty</td>
<td>the time in life when a boy or girl becomes sexually mature and can have a baby</td>
</tr>
<tr>
<td>rape</td>
<td>any sexual act, or attempted sexual act that involves someone putting a penis or a finger or any object into the mouth, anus or vagina of someone else against their will</td>
</tr>
<tr>
<td>reproduction and reproductive system</td>
<td>the system in your body that allows you to have a baby</td>
</tr>
<tr>
<td>sexual coercion</td>
<td>being forced into sexual contact that you don’t want</td>
</tr>
<tr>
<td>sexual consent</td>
<td>agreeing to have sex</td>
</tr>
<tr>
<td>sexually transmitted infections (STIs)</td>
<td>sicknesses you get from having sex with an infected person</td>
</tr>
</tbody>
</table>
These health education sessions have been developed to support the implementation of the Integrated School Health Programme (ISHP). Introduced in 2012, the ISHP is a joint programme of the Departments of Basic Education, Health and Social Development that addresses the health priorities of South African school children and youth.

**ISHP background and objectives**

The overall objective of the ISHP is to guide the provision of a comprehensive, integrated school health programme that is provided as part of the Primary Health Care package within the Care and Support for Teaching and Learning (CSTL) framework.

Specifically, the ISHP aims to:

- address the existing and future health needs of school-going children and youth
- reduce health barriers to learning for school goers
- facilitate access to health and other services where required
- support learners staying in school and performing to the best of their abilities.

Government is developing school health services in support of children’s health throughout their school years, from the moment they start school to Grade 12. School health services will comprise health education, health screening and some on-site health services. Government wants each and every learner to benefit from the ISHP. During the first phase of the ISHP, the programme targets learners in Grades 1, 4, 8 and 10. Over time, all learners will be involved in the programme.

**What is health education?**

Health education involves providing a target audience with key messages on topics that directly affect their current or future health. These messages promote certain behaviour and actions. They are also aimed at preventing the target group from being affected by common health concerns and at encouraging target groups to use state health services for check-ups and treatment. With learners of school-going age, health education provides the best opportunity to influence the immediate and long-term health behaviour of children and youth.

Health education is incorporated into the school curriculum and provided through the Life Orientation learning area. It is also a critical part of the ISHP, which recommends that additional school-based activities should supplement life skills teaching, especially in secondary schools where timetables may not allow enough time to fully address issues related to sexual and reproductive health (SRH) and other issues.
This manual contains guidelines for five health education sessions to guide teachers and health promoters addressing sexual and reproductive health (SRH) topics with learners. The materials discussed in this manual are age-appropriate for girls in Grades 7, 8 and 9.

The SRH topics covered in this manual are firmly located within the ISHP package of School Health Services for Grades 7 – 9. This is illustrated in Table 1 below.

**Table 1:**
Extract from ISHP package of school health services identifying priorities for Grades 7–9

<table>
<thead>
<tr>
<th>Schooling Phase</th>
<th>Health Education Topics</th>
</tr>
</thead>
</table>
| **Senior phase** (Gr. 7–9) | Sexual and reproductive health:  
  • Menstruation  
  • Contraception  
  • STIs including HIV  
  • MMC & Traditional  
  • Teenage pregnancy, CTOP, PMTCT  
  • HCT & stigma mitigation |

These same topics are also part of the Curriculum Assessment Policy Statement (CAPS) for Life Orientation in schools.
How many sessions are there?
There are five sessions.

How long are the sessions?
Each session is 60 minutes long. You will need to manage the time well and pay attention to the recommended time per section of the script. This is shown by the clock icons. Many parts of the content covered only allow for brief discussion. If you have more than 60 minutes, you can be more flexible with your time and allow longer discussion time.

What are the session topics?
The topics cover sexual and reproductive health (SRH). They have been developed in support of the ISHP package of school health services and the Curriculum Assessment Policy Statement (CAPS) for Life Orientation for Grades 7, 8 and 9.

The five sessions deal with the following topics:

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>Puberty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2:</td>
<td>Teenage pregnancy</td>
</tr>
<tr>
<td>Session 3:</td>
<td>Contraception</td>
</tr>
<tr>
<td>Session 4:</td>
<td>Sexually Transmitted Infections (STIs) including HIV</td>
</tr>
<tr>
<td>Session 5:</td>
<td>HIV Counselling and Testing (HCT)</td>
</tr>
</tbody>
</table>
3: Planning and preparation

What materials do you need?

You need the following for each session:

- Blank flipchart paper and marker pens or blackboard and chalk
- Prestik or masking tape for flipchart pages
- Session posters (each topic has its own set of posters) – in the poster pack
- Session facilitator notes (aims, checklist, overview, session script) – in this manual
- Copies of attendance register and session report – Appendix 2 and 3 in this manual
- ISHP leaflet about the topic. One for each learner

What preparation must you do?

You need to prepare well for each session. Here is a checklist to help you:

<table>
<thead>
<tr>
<th>A week before the session</th>
<th>Read all the facilitator notes for the session. Look at the posters that go with it. Think about how you will run the session. Practise running the session, making sure you know how to use the posters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The day before</td>
<td>Confirm the session with your contact person at the school. Go over the session again. Make sure you are confident with the steps outlined in the script.</td>
</tr>
<tr>
<td>On the day</td>
<td>Make sure you have the ISHP leaflets, attendance register and session report.</td>
</tr>
<tr>
<td></td>
<td>Arrange chairs in a circle.</td>
</tr>
<tr>
<td></td>
<td>Put up your posters for the session (poster pack). Put up the blank flipchart (and pens) or make sure you have access to a blackboard (and chalk). All of these must be placed so that everyone can see them.</td>
</tr>
</tbody>
</table>
4: Facilitating the sessions

This section has information for facilitating each of the five sessions. It has tips for facilitating the sessions, information about the poster packs, and your session notes and scripts.

Tips for facilitating sessions

Becoming a good facilitator takes practice. Here are some tips for facilitating sessions. They will give you a good idea of what is expected of you.

1. Know where you want to go in the session, but be flexible
   As you lead a group discussion, keep focused on the topic. If the group goes in a different direction, ask a question to get the discussion back on track. Some ways to save time during discussions are: limiting feedback to two or three people; asking learners not to repeat what someone else has already said.

2. Keep the whole group involved
   Be aware of learners who dominate the discussion and those who remain quiet. Avoid picking on a quiet learner. Instead, you could ask all the learners to discuss a question in pairs, so everyone has the opportunity to speak, even if it is just to one person.

3. Start from where learners are
   Find out what learners already know about a topic. From this, you will be able to build on their knowledge through discussion and group interaction.

4. Encourage discussion
   Time is limited, but wherever possible, ask before you tell. Ask questions and encourage discussion about the posters and the information on them rather than just reading out the information.

5. Ask open-ended questions
   Open-ended questions are questions that can’t be answered with ‘Yes’ or ‘No’. Sometimes that can be the end of the discussion. Open-ended questions help to get discussions going better because learners are encouraged to explain what they are thinking. Examples of open-ended questions are: ‘Why do you think this is so?’; ‘Can you make any suggestions for solving this problem?’

6. Practise active listening
   Active listening is when you repeat in your own words what you think the person is saying. Sometimes it is difficult for a learner to explain her thoughts and feelings clearly, especially when she is in a large group or when she feels strongly about an issue. Active
listening is a way of helping her to explain more clearly, so that you and the group understand what she means.

7 Use short prompts to encourage everyone to contribute
Prompts show that you are listening and concentrating on the discussion. You can use words or phrases like: ‘Tell me more’; ‘I’m listening’; ‘Mmm’; ‘Yes, would you like to expand on that?’; ‘Would anyone else like to comment?’; ‘Thank you for your contribution’.

8 Stay neutral
Do not take sides during discussions, even if you have strong opinions on the topic. You want group members to feel comfortable sharing what they think, rather than imposing your opinions.

9 Be generous with thanks and praise
Praise learners for participating regardless of what their comments were. And never make fun of what anybody adds to the discussion. Remember the group is supposed to be a safe space, where learners receive support and respect from you.

10 Create a ‘parking lot’
Learners may say interesting and important things during a discussion, but there may not be enough time to deal with them properly in that discussion. The ‘parking lot’ is a flipchart page or section of the blackboard where you can write down a few words to remind everyone of the topic, so that you can return to it later – maybe in another session. This is also a way of thanking learners for their ideas, even if you can’t discuss them at that moment.

11 Respect confidentiality
The group should provide a safe space for learners to share their experiences. But they might not want outsiders to know their personal stories. Confidentiality around people’s personal stories should be one of the ground rules that you set with the group during your introduction.

12 Keep order in the group
Those who behave badly in sessions should be gently controlled. But paying a disruptive learner too much attention may encourage her behaviour, so you need to deal with it tactfully. Perhaps ask another learner to sit near the learner who is misbehaving. Try using humour to deal with the situation. After the session, you could talk to the learner privately about the problem in a calm, assertive way.

13 Recognise learners who need support
Remember that some learners may be dealing with emotional situations at home or in school. Their feelings may come to the surface during the discussions in the group.

Some ways that people show their feelings in groups are:

- being unusually quiet and withdrawn during group activities
- being restless or sleepy, unable to focus, needing to leave the room more often than usual
• being disruptive, usually either by arguing and fighting, or by joking and teasing
• telling stories starting with, ‘I have a friend who…’
• taking a long time to leave the room at the end of the session; finding reasons to chat
  with other learners or waiting to talk to you.

If you see any of these signs, follow up after the group session with a private, simple and
concrete offer to help. Say something like: ‘It seemed to me that you were [sad, angry,
upset, depressed, etc.] today. Are you alright? Is there anything you would like to share
with me?’

14 Help where you can

What can you do about the emotions individuals are feeling? Both during and after
sessions, you can listen, sympathise, support, and assure the person there is nothing
wrong with having these feelings.

15 Refer individuals for help when necessary

Sometimes learners with problems need professional help. You are not a counsellor, but
you can play an important role in helping learners get help when they need it. Make sure
the person is referred to a professional for help.

Poster packs

The poster packs for each session contain between four and six posters that you will use as a
visual aid during each session. The posters are designed to stimulate discussion or reinforce
key messages. The session script has clear prompts to you as to when you should use the
posters. Make sure you understand how the posters link with the content of the script. When
you are preparing for the session, practise using the posters together with the session script.

Session 1 Puberty
Session 2 Teenage Pregnancy
Session 3 Contraception
Session 4 STIs including HIV
Session 5 HIV Counselling & Testing (HCT)
Session notes and scripts

Each session is structured in the same way, like this:

- Session title
- Aims of this session
- Session preparation checklist
- Notes for the facilitator
- Overview of posters and messages in the session
- Session script

Each session script has the following sections:

- Welcome to the session
- Introduction to the session (including aims)
- Inputs and activities for each poster in the session
- Summary and conclusion

The scripts contain clear instructions to you on what to say and do during the sessions.

When you see text in a shaded box like this one, you know it is what you must say to the group. These shaded boxes might also contain questions that you should ask of the group, as well as answers to the questions.

The following icons are used:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>shows the words that you say</td>
</tr>
<tr>
<td>5 min</td>
<td>tells you how long that part of the session should take</td>
</tr>
<tr>
<td>Turn to Poster 1.</td>
<td>tells you that you need to turn to the next poster in the poster pack for the session</td>
</tr>
</tbody>
</table>
Welcome to the five health education sessions! Your session-by-session notes and scripts start here…
Aims of this session
This session will cover the following issues:
1. Explain what puberty is
2. Discuss the changes that happen to girls and boys during puberty
3. Explain how menstruation and pregnancy work
4. Talk about how to take care of one’s body during menstruation

Session preparation checklist
For this session, you need the following.
Tick each item when you have it. (✔)

<table>
<thead>
<tr>
<th>Item</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of ATTENDANCE REGISTER (Appendix 2)</td>
<td></td>
</tr>
<tr>
<td>Book-label-sized stickers for stick-on name tags for everyone in the group; and a koki pen to write on them</td>
<td></td>
</tr>
<tr>
<td>PUBERTY NOTES and SCRIPT FOR HEALTH EDUCATORS</td>
<td></td>
</tr>
<tr>
<td>PUBERTY FLIPCHART</td>
<td></td>
</tr>
<tr>
<td>Blank FLIPCHART paper and marker pens or chalk for blackboard</td>
<td></td>
</tr>
<tr>
<td>Copies of PUBERTY LEAFLET for everyone in the group (when available)</td>
<td></td>
</tr>
<tr>
<td>Copy of SESSION REPORT (Appendix 3)</td>
<td></td>
</tr>
</tbody>
</table>
Notes on facilitating the session on Puberty

This session deals with the changes that happen to girls and boys during puberty.

All the information you need to conduct this session is in the Puberty script.

At the end of every section of the script there are key messages that summarise what you have been talking about. The flipchart containing six posters is there to help you to get these messages across. The following overview shows how the key messages and posters relate to each section of the session.
Overview of the posters and messages in the session

**Poster 1**  PUBERTY

Puberty is a time of great change, so most learners will identify with the girl on the poster asking ‘What’s happening to me’. It’s good to begin this session by assuring them that what they are going through is completely normal.

**Key messages**
- Changes to your body, mind and the way you feel during puberty are normal.
- Puberty does not happen overnight. Different people go through puberty at different times.

**Poster 2**  CHANGES DURING PUBERTY

Use this poster to demonstrate the physical changes that happen to both girls and boys during puberty.

**Key messages**
- Your body will change in many ways as you move from being a child to an adult.
- Boys and girls both go through these changes.

**Poster 3**  YOUR MENSTRUAL CYCLE

Use this poster to take learners through the menstrual cycle step by step. Before you begin, show them where the female reproductive system is situated by pointing to it on the figure on the left hand side of the poster.

**Key messages**
- Every month, your body will produce an egg that travels out of your body through your vagina in menstrual blood. This is called having a period.
- Once you have started having periods, you can become pregnant if you have sex without using contraception (medication or a tool that stops you from falling pregnant).
Go through the physical and emotional changes the learners may experience before and during their periods. Then use the poster to discuss more practical issues.

**Key messages**

- Your period will not be regular at first. Be prepared for this and carry a tampon, pad or cloth with you at all times.
- Clean yourself well during your period and change your tampon, pad or cloth regularly. Wrap and throw away the used pads and tampons in a bin.

Allow the learners to spend some time looking at the poster. Ask for volunteers to point to each girl and read what she is saying to the rest of the group. Encourage them to share their own thoughts and feelings about growing up.

**Key messages**

- During puberty you will feel better able to make decisions for yourself.
- You may have many mixed feelings and emotions. Sometimes it may be hard to think straight.
- You may disagree with your family and prefer to be with your friends.
YOUR FUTURE STARTS NOW

Summarise the session by reading all the key messages as they are set out in the script. While you are doing this, learners look at the key messages on the poster.
Welcome

Welcome the learners to the session. Introduce yourself and tell the group about the work you do. Explain that you give talks on sexual and reproductive health in schools. If the group is not too big ask everyone to give their names.

A good way to relax everyone is to use an energiser (see the list of ideas for energisers in Appendix 1).

Introduction to session on Puberty

Read out the aims of the session.

Today, we are going to talk about PUBERTY. The session will cover the following issues:
1. What puberty is
2. The physical changes that happen to girls and boys during puberty
3. How menstruation and pregnancy happen
4. How to take care of your body during menstruation
5. Other changes that happen during puberty

Show the group the leaflet on Puberty and say:

I will give each of you a copy of this leaflet at the end of this session. It covers the same information that we will discuss today.

Turn to Poster 1.
Puberty is a time of great change in your life. It can sometimes be difficult but it's a normal part of growing up.

Point to POSTER 1 (cover sheet) of the flipchart and say:

Have a look at these pictures here. What are the girl and the doctor saying?

Allow two learners to provide the answers:

The girl is saying, ‘What’s happening to me?’ The doctor answers, ‘You are going through puberty. Your body is telling you that you are growing up.’

Between the ages of 8 and 18, girls and boys notice changes in their bodies. Sometimes these changes can be surprising and worrying if you don’t know what is going on.

What is happening is called puberty. Puberty is a time of great change as you move from being a child to being an adult. You develop mentally, emotionally, socially and physically. All of this affects your behaviour too. Sometimes you will still feel like a child and at other times you will feel like an adult.

We are all different and we all develop at our own pace, but puberty is a normal part of growing up and we all go through it.

Let’s start by talking about the changes that happen to our bodies during puberty.

Summarise by giving the key messages.

Changes to your body, mind and the way you feel during puberty are normal.

Different people go through puberty at different times.

Turn to Poster 2.
Changes during puberty

Introduction:

During puberty, your body grows faster than at any other time in your life except when you were a baby. Your hormones become very active and your body's reproductive system starts to mature. These physical changes can happen quickly or be spread out over a number of years.

Let's share ideas on what happens to your body during puberty.

Point to the drawing of the naked girl and boy in POSTER 2 and say:

There are changes that happen to girls.
- Can you give examples of changes to a girl's body during puberty?

Boys' bodies also change during puberty.
- What changes happen to a boy's body during puberty?

Now let's think about both girls and boys.
- Which of these changes happen to both boys and girls?

Allow the group to identify changes for each category:
- Correct them if anyone mentions something that is not true.
- Explain more fully where the meaning is not clear enough.
- Add any changes that are not mentioned by the group.
During the course of discussion, cover the following changes:

**Changes for both girls and boys**
- Boys and girls feel tired a lot.
- They grow taller and put on weight.
- They can be clumsy as their bodies grow and change shape.
- Hair grows under the arms and around the sexual organs.
- They sweat and the smell (odour) of the body is stronger.
- Hair on arms and legs gets thicker and darker.
- Face and body may get pimples because the body is making more oil.
- Sexual desire (sexual feeling towards another person) increases.

**Changes for boys**
- Boys start to produce sperm.
- Penis and scrotum (balls) get bigger and change shape.
- They start to have erections (when the penis gets stiff and points upwards).
- Hair grows on the chest and face.
- The voice gets squeaky, then begins to ‘break’ and become deeper.
- Muscles show more clearly.

**Changes for girls**
- Breasts get bigger. Sometimes one grows faster than the other.
- Hips get wider and the body gets curvier.
- The amount of thick fluid (discharge) that comes from the vagina increases.
- Menstruation (having a period) begins.

End by giving the key messages.

- Your body will change in many ways as you move from being a child to an adult.
- Boys and girls both go through these changes.
Your menstrual cycle

Say:

Once a month, the female’s body releases an egg from the ovaries and it travels along the fallopian tubes towards the uterus.

Show how the egg moves from the ovary towards the uterus. Say:

If you have sex without a condom, the sperm (from the male) travels from the vagina and into the uterus. If the sperm joins with an egg and fertilises the egg, you become pregnant and a baby grows in the uterus.

Show how the sperm travel from the entrance of the vagina to the uterus. Say:

If the egg is not fertilised by a sperm, it is pushed out of the body through the vagina in menstrual blood. This happens once a month and is called menstruation or your period.

End this section by summarising the key messages:

Once a month, your body releases an egg from your ovaries. If it is not fertilised, it is pushed out of your body through your vagina in menstrual blood. This is your monthly period. Once you start having periods, you can become pregnant if you have sex without using contraception (something that stops you from becoming pregnant). A teenager’s body is still developing and is not ready for pregnancy.

Turn to Poster 4.
Important things to remember about periods

Say the following:

We are going to talk a bit more about periods now.

You should be able to do all of your normal activities when you have a period.

For a few days before a period, you might notice changes in your body, like feeling swollen, having sore breasts, feeling tired, being constipated, getting pimples, having a headache and having strong feelings (sad or angry). This is also normal. It is caused by the hormones in your body changing when the egg is travelling through your body.

Point to POSTER 4.
Run through the following:

Here are some important things to remember about periods.

You can absorb the blood that comes out of your vagina with pads or cloths on the inside of your panties or with tampons which you need to put into your vagina (after you have taken the plastic off).

Point to the girl in the bottom left corner of the poster and say:

You must change your pad or tampon at least twice a day and throw the used one away in the dustbin afterwards. If you use cloths, you must also change them twice a day. Wash them out well with soap and water and make sure they have dried properly before you use them again.
At the beginning, your period will not happen every month. So you may not know exactly when you will have the next one. Always carry a spare cloth, tampon or pad with you so that you are not caught by surprise. Once your menstruation cycle becomes regular, you can use a calendar to work out when you will get your period.

During your period, you might get cramps in your belly. To help ease the cramps, you can take a mild painkiller (like Panado) or put a hot water bottle on your lower belly or lower back.

It is important to keep clean during a period, so you should wash very well using soap and water.

When you have your period, you might have mood swings and feel happy, sad and angry in a short time. Sometimes you may not know why you have these feelings.

Just because you are having your period and can fall pregnant, does not mean that your body is fully mature yet and ready for a baby.

Remember, once you start having your period:

- Your period will not be regular at first. Be prepared for this and carry a tampon, pad or cloth with you at all times.
- Clean yourself well during your period and change your tampon, pad or cloth regularly. Wrap and throw away used pads and tampons in a bin.
Changing thoughts and feelings

Introduce with the following:

Other parts of you also change. We are now going to look at how your mind, feelings and social world change during puberty.

Point to POSTER 5 and read messages out. Then say:

What are these girls saying? Do you sometimes feel like this?

Allow the group to discuss what the girls are saying. Encourage them to talk about their own thoughts and feelings about growing up. Then reinforce with the following:

First let’s talk about the changes that happen to the way you think.

- You become more independent and more able to think for yourself. You begin to think about what your values are and what the results of your actions will be.
- Being able to think for yourself and knowing what your values are makes it easier for you to set goals for your future and make decisions that will help you to reach them.

Your feelings also begin to change.

- You start to understand yourself better. This means that you are becoming more aware of who you are and what makes you special.
- You may have mood swings and feel happy one moment and then very quickly, become sad or angry. Sometimes you may not know why you feel these emotions.
- Because of the big changes happening in your body you may sometimes have bad feelings about how you look and what sort of person you are.
Some people think they need to change who they are, or how they look, to be happy and fit in. But we are all different and there are things about ourselves that we can never change. For example, shoe size or height.

If you compare yourself to others and worry about what you are not, it can really get you down. It is important to find your strengths and talents and to love yourself. Even though it might not feel like it now, it is 100% true that hating yourself and wanting to be someone else is a waste of the person you are.

Your social life will change too.
- Because you are becoming more independent, you may develop closer relationships with your friends than with your family. Your friends may also influence you more than your family.
- You may feel embarrassed by your family and even argue with them, but it is important to show respect and to listen to their ideas, even if you don’t agree with them.

End this section by giving key messages:

During puberty:
- You will feel better able to make decisions for yourself.
- You may have many mixed feelings and emotions. Sometimes it may be hard to think straight.
- You may disagree with your family and prefer to be with your friends.

Turn to Poster 6.
Conclusion

End the session by reading the key messages

To summarise our session today:
- Your body will change in many ways as you move from being a child to an adult.
- Changes to your body during puberty are normal.
- Puberty does not happen overnight. Different people go through puberty at different times.
- Menstruation or getting your period is one of the big changes that happens for girls.
- Be prepared for your period by carrying a tampon, pad or cloth with you at all times.
- When you start having your period, you can become pregnant if you have sex without using contraception.
- Love yourself. Wanting to be someone else is a waste of the person you are.

Also add the following:

You might have a lot more questions about all the changes you are going through during puberty. Remember that you are not alone: all women go through these changes that you are going through.

There are many people you can ask for information or advice. You can come to speak to me once we have finished this session. You can also speak to a friend, family member, teacher or health educator. You can also phone one of the helpline numbers on the leaflet.

Hand out leaflets to all present. Thanks the group for their participation and close the session. Stay for 15 minutes after the session in case any of the girls wants to talk to you.
Aims of this session

This session will cover the following issues:

1. Why teenage pregnancy is not a good idea
2. How to avoid getting pregnant
3. What you should do if you think you may be pregnant
4. What your options are if you are pregnant
5. Managing your pregnancy in order to stay in school

Session preparation checklist

For this session, you need the following. Tick each item when you have it. ✅

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Notes on facilitating the session on Teenage pregnancy

This session deals with teenage pregnancy.

All the information you need for this session is in the Teenage pregnancy script. However, as many of the issues covered in the series are linked, you may sometimes find it useful to refer to information from some of the other sessions. Places where you may want to do this are clearly marked in the script.

At the end of every section of the script there are key messages that summarise what you have been talking about. The flipchart containing six posters is there to help you to get these messages across. The following overview shows how the key messages and posters relate to each section of the session.
Overview of the posters and messages in the session

**Poster 1  TEENAGE PREGNANCY**

This poster focuses participants on the problems and worries young women might have about being young and pregnant. Use it to kickstart a discussion about what it feels like to be young and suddenly discover that you are pregnant.

**Key messages**
- Your future starts now. Wait before you have a baby.
- Having a baby is a life-changing decision that takes up a lot of time, energy and money.

**Poster 2  TEENAGE PREGNANCY IS NOT A GOOD IDEA**

The information on the poster summarises what you will be talking about in this section. You can refer participants to the summary while you are giving them the reasons why getting pregnant when they are still at school is not a good idea.

**Key messages**
- Being pregnant and having a baby has big consequences for any girl.
- Your body is still growing and developing and is not yet ready for pregnancy.
- Once you start having your period, you can become pregnant if you have sex without using contraception.
- Think carefully before you decide to have sex. Just because you are having your period and can get pregnant does not mean you are ready to have a baby.
Use this poster to discuss the two ways of avoiding pregnancy, i.e. abstention or contraception. If learners have questions, you may need to refer to the session on contraception for further information. Advice on what to do if they are raped is also included. Although contraception is just one of many concerns for rape victims, it’s a good idea to raise the issue at this point. You may need to explain what the ‘morning-after’ pill is and why it’s so important for them to get to the clinic as soon as possible.

**Key messages**

- Not having sex is the best protection against pregnancy.
- If you are having sex, always use contraceptives to prevent pregnancy.
- Use double protection to prevent both pregnancy and STIs.
- If you are raped you need emergency help. Tell someone you trust and go to the clinic urgently (within 72 hours or three days of the rape).

This is about the main warning sign that you may be pregnant: Sex + no period = chance of pregnancy. In this section you’ll talk about what learners should do if they think they might be pregnant.

**Key message**

- If you have had unprotected sex, you could be pregnant. Do pregnancy and HIV tests at the clinic.
If a learner finds out she is pregnant she will need to make important decisions about her life. This poster summarises the decision-making process and the very important key message: Whatever you decide, don’t give up on your education.

Other key messages
- Get advice from a health worker on what you can do if you are pregnant.
- Also talk to someone you know and trust, as well as a teacher.

Summarise the session by reading all the key messages as they are set out in the script. While you are doing this, learners look at the key messages on the poster.
Welcome

Welcome the learners to the session. Introduce yourself and tell the group about the work you do. Explain that you give talks on sexual and reproductive health in schools. If the group is not too big ask everyone to give their names.

A good way to relax everyone is to use an energiser (see the list of ideas for energisers in Appendix 1).

Introduction to session on Teenage pregnancy

Read out the aims of the session.

Today, we are going to talk about TEENAGE PREGNANCY.

The session will cover the following issues:

1. Why teenage pregnancy is not a good idea
2. How to avoid getting pregnant
3. What you should do if you think that you may be pregnant
4. What your options are if you are pregnant
5. Managing your pregnancy in order to stay in school

Show the group the leaflet on TEENAGE PREGNANCY and say:

I will give each of you a copy of this leaflet at the end of this session. It covers the same information that we will discuss today.
Teenage pregnancy

Point to POSTER 1 (cover sheet) of flipchart showing a girl with many thought bubbles with questions in them.

Have a look at this picture. Tell me what you see in the picture. What is this girl thinking about? What is she looking at?

Allow three responses from members of the group. Summarise the responses of the group:

The girl is a teenager. She looks worried and confused. She is pregnant. She is thinking about many things.

She has to make some big decisions:
- How will I carry on with school?
- How will my future change?
- Who will help me look after my baby?
- How will I support my baby?
- What will my friends say?
- Am I old enough to be a mother?
- How am I going to tell my family?

These are the type of questions that face a girl who falls pregnant.

End by giving the key message:

Having a baby is a life-changing decision that takes up a lot of time, energy and money. We will start by looking at why teenage pregnancy is not a good idea and how to avoid getting pregnant.

Turn to Poster 2.
Teenage pregnancy is not a good idea

Why is it important to avoid getting pregnant while you are still growing and at school?

Having a child at a young age is much worse for girls than for boys.

Point to POSTER 2, which explains why teenage pregnancy is a bad idea. Go through the following points, linking them to the points on the poster as you go.

- Pregnancy forces you to interrupt your schooling. You may need to be out of school for up to two years.
- Having a baby will change your plans for the future. Bringing up a child is a long-term responsibility that lasts for many years.
- The body of a young woman is not fully developed and pregnancy places pressure on this growing body.
- There is a special risk of high blood pressure.

Share the following:

During puberty, your body’s reproductive and sexual organs are still developing. Your body still has to grow and develop a lot before it is fully mature and ready for pregnancy. This means that you are not ready to have a baby yet. You can get pregnant any time that you have unprotected sex (that is, sex without using contraception). This includes:

- the first time you have sex (even if you have not had sex before)
- even if your partner withdraws before he ejaculates / before you finish
- if you have sex during your period.
End by giving key messages:

To summarise:

- Being pregnant and having a baby has big consequences for any girl.
- Your body is still growing and developing and is not yet ready for pregnancy.
- Once you start having your period, you can become pregnant if you have sex.
- Think carefully before you decide to have sex. Just because you are having your period and can get pregnant does not mean you are ready to have a baby.

Turn to Poster 3.
Preventing pregnancy

Ask the group:

Can anyone tell us how you can avoid pregnancy?

Allow two or three girls to answer. If anyone gives an incorrect answer, explain that it is not correct.

Discuss the poster message as follows:

Point to the picture on the left-hand side of POSTER 3 (marked ABSTAIN FROM SEX).

There are two ways to avoid getting pregnant.

- You have a right to say no to sex. You can abstain. That means not having sex until you are older.
- You can still do safe things with your partner, like kissing, hugging and touching.

Point to the picture on the right-hand side of POSTER 3 (marked USE CONTRACEPTION).

- If you decide to have sex, always use contraception so that you don’t get pregnant. Contraception is medicine or a device that stops you from becoming pregnant. You may have heard that condoms are a good way to stop you from getting pregnant.
- This is true. But you must use them properly. You can ask your health worker to show you how.
- It is even better if you use dual protection. This means using a condom and another contraceptive so that you can prevent both pregnancy and sexually transmitted infections (STIs), such as HIV.
- We will discuss contraception in more detail in a different session.
What to do if you have been raped

It is very important that you get help urgently if you have been raped. Tell an adult that you trust what has happened.

Make sure you go to the clinic immediately. They may give you treatment themselves or they could take you to a Thuthuzela Care Centre, which is a special centre that is specially equipped to deal with rape. You will be given:

- counselling
- an emergency contraceptive (the morning-after pill)
- medication to stop you from getting HIV
- treatment to prevent other STIs.

End by giving key messages:

To summarise about avoiding pregnancy:

- Not having sex is the best protection against pregnancy.
- If you are having sex, always use contraceptives to prevent pregnancy.
- Use dual protection to prevent both pregnancy and STIs.
- If you have been raped you need emergency help to prevent pregnancy. Tell someone you trust and go to the clinic urgently (within three days after the rape).

Turn to Poster 4.
Knowing if you are pregnant

We are going to talk about how you can find out if you are pregnant. During pregnancy, a female does not get her period each month.

Point to the text immediately below the heading on POSTER 4 of the flipchart.

If you have had sex and you do not get your period when you are expecting it there is a chance that you might be pregnant.

The only way to be sure is to have a pregnancy test.

Now let’s talk about what you should do if you think you may be pregnant:

- Don’t panic.
- Talk to someone you trust about your concerns.
- Go to the clinic as soon as you can. You can ask a close friend or peer educator to go with you if you are scared or shy to go alone.
- You can get a free pregnancy test done at the clinic. This will show very early whether you are pregnant.
- The test is quick. You will get the results within 30 minutes of doing it.
- The health worker you talk to will help you decide what to do next. She can also answer your questions about things that are worrying you.
- She will also suggest you do an HIV test. You will find out more about this in the session on HIV counselling and testing.
Share these key messages:

Remember: if you think you may be pregnant:

- Go to the clinic for a test as soon as possible.
- You can use the clinic whatever your age.
- Health workers have to observe patient confidentiality and they are not allowed to tell anyone about your pregnancy without your permission.

Turn to Poster 5.
Making decisions

Now we will talk about what happens if you find out that you are pregnant. It’s your body. You have the right to choose what your future will look like.

On POSTER 5, point to the girl.

This girl is pregnant and is asking, ‘I am pregnant. What can I do?’

Point to the health worker.

The health worker is answering, ‘Don’t keep it a secret. Talk to someone you trust about your options.’

Why you should tell someone if you are pregnant?

- Sometimes girls are ashamed or scared when they know they are pregnant so they keep their pregnancy a secret.
- It is not a good idea to do this. The longer you wait, the less choices you will have. And after some months, you won’t be able to keep it a secret anymore because you will look pregnant.
- It is much better to talk to someone you trust as soon as possible.

The reasons for this are that you can share your concerns, ask for advice to help you make decisions and plan how you will deal with the pregnancy. It is very hard to do this alone because these are big decisions.

Once you have spoken to the health worker, speak to someone you know well and who can support you, such as

- a good friend
- a peer educator
- someone in your family.
You will also need to let your class teacher or a peer mentor at your school know if you are going to have a baby. This will help the school to plan your education with you and provide you with support.

Your health worker will tell you about the following options:

Point to ‘Stay pregnant’.

**You can stay pregnant.**
If you decide to have the baby, get health care during the pregnancy and after the birth. It is free. Get checked often. If there are problems, the earlier they are found, the easier they will be to solve.

The health worker will:
- make sure your blood pressure does not get too high
- give you advice on what food to eat
- give you vitamins to keep you and your unborn baby strong
- give you emotional support and answer your questions.

Now let’s discuss what your options are if you decide to stay pregnant.

Point to ‘Keep the baby’.

**You can keep the baby.**
If you decide to keep your baby, you and the father need to plan how you will look after the baby, and be responsible parents. OR...

Point to ‘Adoption’.

**You can give the baby up for adoption.**
If you decide to give the baby up for adoption, you will not be able to see it again. There are many couples in South Africa who can’t have babies who are waiting to adopt a baby. The baby you give birth to will be given to one of these couples to bring the baby up as their own child. OR...

Point to ‘End the pregnancy’.

**You can end the pregnancy.**
This is called terminating a pregnancy or having an abortion. It is legal in South Africa and is free and safe at government hospitals and clinics. You must do it before you are 12 weeks pregnant.
• It is very important that you discuss your options with the health worker.
• Once you know what your options are, you will need to think hard about what you want to do next.
• Having a baby is a very big responsibility. Think carefully about your education and what you want from your future.
• With this in mind, ask the health worker to help you make a plan for the option you have chosen.
• You also need to think about the price of having a baby. A child support grant can’t cover all of the costs. Think about how you will pay for food, clothing, equipment, health care and schooling for your child.
• You will need to tell your family that you are having a baby and see how they can support you.

What about school?

4 min

Now, we are going to talk more about being pregnant at school.

• Your education is important because it affects your options for the future. This is why the best choice for you is to stay in school and finish your education.
• Many girls think that they can’t attend school anymore if they fall pregnant. This is not true.
• Even if you are pregnant, you should carry on going to school for as long as possible before the baby is born. Get advice from your clinic on how long you can carry on attending school before the birth.
• The longer you stay out of school once you have had a baby, the more difficult it will be for you to complete high school. So it is very important that you go back to school again as soon as possible after you have had your baby. You can only return to school once you have made arrangements for your baby to be safely cared for while you are at school.

Share these key messages:

• Get advice from a health worker on what you can do if you are pregnant.
• Also talk to someone you know and trust, as well as a teacher.

Then point to the key message at the bottom of POSTER 5. Share it:

Remember: If you are pregnant:
Whatever you decide, don’t give up on your education!

Turn to Poster 6.
Summary and conclusion

End the session by reading the key messages:

To summarise our session today:

- Your future starts now. Wait before you have a baby.
- Having a baby is a life-changing decision.
- Once you start having your period, you can become pregnant if you have sex without using contraception.
- Just because you are having your period does not mean that your body is fully mature yet and ready for a baby. Avoid getting pregnant while your body is still growing and developing.
- The best way to avoid pregnancy is not to have sex.
- If you are having sex, always use contraception to prevent pregnancy.
- Condoms are a good way of preventing both pregnancy and STIs. Ask your health worker to show you how to use them properly.
- If you have had unprotected sex and think you might be pregnant have pregnancy and HIV tests at the clinic.
- If you are raped, you need emergency help. Tell someone you trust and go to the clinic urgently (within 72 hours or three days after the rape).
- Get advice from a health worker on what you can do if you are pregnant.
- Also talk to someone you know and trust, as well as a teacher.
- Keep going to school for as long as possible while you are pregnant.
- Go back to school as soon as possible after the baby is born, but first make sure your baby will be well looked after while you are at school.
Also add:

- You may feel too scared or embarrassed to ask for help if you think you are pregnant. Don’t be! The sooner you go to the clinic for a pregnancy test, the better.
- There are other people you can ask for information or advice. You can come to speak to me once we have finished this session. You can speak to a friend, family member, teacher or health worker. You can also phone one of the helpline numbers in the leaflet.

Hand out leaflets to all present.

Thank the group for their participation and close the session.

Stay for 15 minutes after the session in case any of the girls want to speak to you.
Aims of this session
This session will cover the following issues:
1. The risks of having sex
2. Contraceptives and how they work
3. Your rights and responsibilities around contraception

Session preparation checklist
For this session, you need the following.
Tick each item when you have it. (✔)

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Notes on facilitating the session on Contraception

This session deals with contraception.

All the information you need for this session is in the Contraception script. However, as many of the issues covered in the series are linked, you may sometimes find it useful to refer to information from some of the other sessions. Places where you may want to do this are marked in the script.

At the end of every section of the script there are key messages that summarise what you have been talking about. The flipchart containing five posters will help you to get these messages across. The following overview shows how the key messages and posters relate to each section of the session.
Overview of the posters and messages in the session

**Poster 1**  CONTRACEPTION

The young couple on the poster are thinking about having sex. An umbrella is normally used to protect us from rain. In this picture it represents the couple’s desire to protect themselves from pregnancy and STIs like HIV. You may need to explain this to learners.

**Key message**

- Contraceptives prevent pregnancy, but no sex is the best way to prevent pregnancy and HIV.

**Poster 2**  HAVING SEX IS RISKY

The poster summarises the risks involved in having sex: pregnancy and STIs. This is a good place to start the discussion, because the contraceptives that we discuss during the rest of the session help to protect from one or both of these.

**Key messages**

- Having sex carries the risk of pregnancy and STIs.
- Abstaining from sex is the best way of preventing pregnancy and STIs.
- You can get pregnant if you have sex without using contraception.
- If you decide to have sex, plan ahead. Get contraceptives from the clinic before you have sex.
The poster shows pictures of different types of contraceptives and emphasises the main message of the session: condom + other type of contraception = dual protection from STIs and pregnancy.

**Key messages**
- Always use two contraceptives:
  - the male or female condom and
  - one of the other contraceptives shown on this poster.
- Find out how to use contraceptives properly and always use them in that way; otherwise they will not protect you.
- Health workers are there to help you. Ask them for the advice you need.

The girl in the poster is holding a placard listing health rights and responsibilities. Point to these as you go through them with the learners. Some learners may be embarrassed or scared to ask the health worker at the clinic for advice and treatment. Make sure they understand that she is there to help them.

**Key messages**
- Take responsibility for your sexual health by abstaining for as long as possible.
- If you decide to have sex, plan for it and learn how to use contraception correctly.
YOUR FUTURE STARTS NOW

Summarise the session by reading all the key messages as they are set out in the script while the learners look at them on the poster.
Circulate the attendance register and name tag stickers before you begin.

Welcome

Welcome the learners to the session. Introduce yourself and tell the group about the work you do. Explain that you give talks on sexual and reproductive health in schools. If the group is not too big ask everyone to give their names.

A good way to relax everyone is to use an energiser (see the list of ideas for energisers Appendix 1).

Introduction to session on Contraception

Read out the aims of the session.

Today, we are going to talk about CONTRACEPTION. The session will cover the following issues:
1. The risks of having sex
2. Contraceptives and how they work
3. Your rights and responsibilities around contraception.

Show the group the leaflet on Contraception and say:

I will give each of you a copy of this leaflet at the end of this session. It covers the same information that we will discuss today.
Contraception

Point to POSTER 1 (cover sheet) of flipchart showing a couple holding an umbrella over their heads.

Have a look at the picture here. This couple is planning to have sex. Why do you think they are holding an umbrella over their heads?

Answer: In the same way that an umbrella protects you from the rain, contraceptives protect you from pregnancy. Some also protect you from STIs.

Point to the couple on the poster and read their questions. Say:

During this session today, we will be discussing contraceptives. I will be giving information to help this couple answer their questions.

Summarise the main message as follows:

Remember, no sex is the best way for you to prevent pregnancy and HIV. We will start by looking at the risks of having sex.

Turn to Poster 2.
Having sex is risky

Point to the picture of the girl who is pregnant in POSTER 2.

Deciding to have sex is not a simple matter.
If you have sex, there are two risks:
1. You can get pregnant.

Point to the text below this picture.
2. You can get a disease (called a sexually transmitted infection or STI). HIV is one of these diseases.

• This is why it’s a good idea not to have sex until you are older.
• If you do have sex, there are ways that you can prevent pregnancy and disease. You should use contraceptives.
• The reasons why you should not get pregnant when you are young are covered in the session/leaflet on teenage pregnancy so I won’t repeat them here.

Abstaining from sex and planning before you have sex

• The best way to prevent pregnancy is to abstain from sex. This means not having sex (no contact between the man’s penis and the outside and inside of your sexual organs). No sex is also the best protection against STIs including HIV.
• Can anyone in the group share with us what safe things you can do with your partner if you are abstaining?
Allow for up to four responses. If an incorrect comment is made, then correct the comment. Summarise with the following:

- If you are abstaining, you can kiss, touch with hands and hug.
- If you do decide to have sex, look after your health. Think carefully about it. Talk to someone you trust about it, like a peer educator or a friend.
- Get contraceptives from your clinic before you have sex.

Summarise the main messages as follows:

- Abstaining from sex is the best way of preventing pregnancy.
- You can get pregnant if you have sex without using contraception.
- If you decide to have sex, plan ahead. Get contraceptives from the clinic before you have sex.

Turn to Poster 3.
Contraceptives stop you from getting pregnant. This means that you can decide when you are ready to have a baby. They can also help you to stay healthy because some contraceptives can prevent STIs from spreading between people who are having sex.

Why is it important to know about contraceptives? Because once you are old enough, and once you decide that you are ready for sex, you will know which ones are right for you, and you will know how to use them properly.

How do contraceptives help you to reach your goals for the future?

- They prevent pregnancy and disease.
- They allow you to complete your education.
- They let you plan well for the future.

Different types of contraceptives and how they work

Women release an egg every month. When you start having your periods, you will know that your body has started releasing these eggs.

When a male’s sperm joins (fertilises) the egg, a woman gets pregnant.

Different contraceptives work in different ways to prevent a woman from getting pregnant.

Let’s talk about the different types of contraceptive and how they work. Some contraceptives stop the egg and the sperm from reaching each other, for example, the condom. This is a picture of the male condom.
Point to the picture of the **male condom** on POSTER 3.

A man rolls a condom onto his penis and keeps it on during sex.

It stops the sperm from going into a woman and joining (fertilising) the egg.

You can only use it once.

This condom is easy to get even when the clinic is closed because spaza shops and cafes sell it.

Point to the picture of the **female condom**.

This is the female condom.

A woman places the condom in her vagina before sex and that stops the sperm from entering her and joining (fertilising) the egg.

You can only use it once.

Point to the text in red: ‘Prevent pregnancy and STIs’, and say:

Male and female condoms are good at preventing STIs as well as pregnancy. This means that you should always use a condom.

Now let’s look at other contraceptives you can use with a condom. These contraceptives work on the hormones in your body to prevent pregnancy.

Point to the **sub-dermal implant** picture and say:

The sub-dermal implant is a very small tube that is put just under the skin of a woman’s upper arm by a doctor. It is so small that you can’t actually see it.

It stops her ovaries from releasing an egg every month. If there is no egg for the sperm to join, there can't be a pregnancy.

It prevents pregnancy for up to three years.
Point to the picture of the contraceptive pills and say:

This is the pill.

The pill stops a woman’s ovaries from releasing an egg every month.

If you use the pill, you have to take it every day. If you miss even one day, you can get pregnant.

Point to the picture of the syringe and medicine used for the contraceptive injection and say:

The contraceptive injection (also called ‘the injection’) stops a woman’s ovaries from releasing an egg every month.

It lasts for eight to twelve weeks.

Point to the ‘morning-after’ pill picture and say:

The ‘morning-after’ pill is NOT to be used in place of other contraceptives. The ‘morning-after’ pill is used in emergencies only, like when a girl or woman has been raped.

It works by stopping the sperm from joining the woman’s egg.

If you are raped, then you need to start using this within three days (or 72 hours) after the rape happened. If you start it later than that, it won’t work.

Dual protection

Point to the text on the poster that says: ‘Get dual protection: Use a condom and another contraceptive’ and say:

A girl who is having sex needs to be very responsible. Not only can you get STIs from sex, you can also get pregnant. When you decide to have sex, make sure you use dual protection.

Then point to the text on the poster that says: ‘One of these + One of these’ and say:

This means using a condom – male or female – plus another type of contraceptive.

It is YOUR body and using contraceptives puts YOU in control over when you have a baby.
You should always use a condom to prevent STIs, together with another contraceptive.

Where can you get contraceptives? Visit your clinic.
- Speak to a health worker about starting contraception.
- The health worker will examine you, discuss your options, advise you on the best contraceptives to use, explain how the contraceptives work and give you the contraceptives.

End with the key messages:

Always use two contraceptives:
- the male or female condom and
- one of the other contraceptives shown on this poster.

Find out how to use contraceptives properly and always use them in that way, otherwise they will not protect you.

Health workers are there to help you. Ask them for the advice you need.

Turn to Poster 4.
Rights come with responsibilities

Turn to POSTER 4 and point to each right under RIGHTS as you mention it.

You have the following rights:
- Confidential health care. This means that your health worker is not allowed to tell other people about what you tell her without your permission.
- Health information, advice and treatment about contraception and your sexual health. You can get this at the clinic.
- Free contraception from your clinic.

You already know that if you have rights, they go hand in hand with responsibilities. Now we are going to look at your responsibilities around contraception.

Point to each responsibility under RESPONSIBILITIES as you mention it.

You have the following responsibilities:
- Look after your sexual health. Abstain for as long as possible. If you decide to have sex, plan for it. Get contraceptives from the clinic before you have sex.
- Learn how to use contraceptives. Your health worker will advise you about this.
- Use your contraceptives correctly otherwise they won’t work.

Summarise the key messages as follows:
- Take responsibility for your sexual health by abstaining for as long as possible.
- If you decide to have sex, plan for it and learn how to use contraception correctly.

Turn to Poster 5.
Summary and conclusion

End the session by running through the key messages as follows:

- Abstaining from sex is the best way of preventing pregnancy.
- You can get pregnant if you have sex without using contraception.
- If you decide to have sex, plan ahead. Get contraceptives from the clinic before you have sex.
- Always use two contraceptives: the male or female condom and one of the other contraceptives shown on this poster.
- A good combination for a young woman is the sub-dermal implant and the condom. It puts her in control over when she has a baby.
- Always use the contraceptives in the right way otherwise they will not protect you.
- Health workers are there to help you. Ask them for the advice you need.
- Take responsibility for your sexual health by abstaining for as long as possible.
- If you do decide to have sex, plan for it and learn how to use contraception correctly.

Also add the following:

If you are planning to have sex, be prepared. Get condoms and another contraceptive from your clinic. If you have any questions, you can go to the clinic and speak to a health worker.

You can also phone one of the helpline numbers on the back of the Contraception leaflet.

Hand out leaflets to all present. Thank the group for their participation and close the session. Stay for 15 minutes after the session in case any of the girls want to speak to you.
Aims of this session
This session covers the following topics:
1. What a Sexually Transmitted Infection (STI) is
2. How to prevent STIs
3. Signs of STIs and what to do if you think you have one
4. How HIV spreads
5. Things that do not spread HIV

Session preparation checklist
For this session, you need the following.
Tick each item when you have it. (✔)

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Notes on facilitating the session on STIs including HIV

This session deals with STIs including HIV.

All the information you need to conduct this session is in the STIs including HIV script.

At the end of every section of the script there are key messages that summarise what you have been talking about. The flipchart containing six posters is there to help you to get these messages across. The following overview shows how the key messages and posters relate to each section of the session.
Overview of the posters and messages in the session

**Poster 1  STIS INCLUDING HIV**

The poster very clearly shows how easy it is for STIs to spread among people who are having unprotected sex. When you have finished explaining this section to learners, let them have a closer look at the poster. They can follow the arrows in order to see for themselves how STIs spread.

**Key messages**
- STIs are infections you get from having sex.
- STIs are spread through unprotected sex with an infected person.
- HIV is an STI.
- Never have unprotected sex. No to a condom = yes to an STI.

**Poster 2  WHAT IS SAFE AND UNSAFE?**

It is a good idea for the learners to discuss each question that the girls on the poster are asking before you give them the answers. This way you can correct any wrong ideas they might have.

**Key message**
- Stay safe from STIs. Abstain or use a condom every time you have sex.
When you are going through the signs of STIs listed on the poster, be prepared to stop and answer any questions the learners might have. For example you may have to explain what a genital wart is or show them where their glands are situated.

**Key messages**
- You can’t always tell if you have an STI or not.
- All STIs can be treated and many can be cured.
- Untreated STIs can make you sick and make you vulnerable to HIV.
- Test for STIs including HIV if you have had unprotected sex.
- If you have an STI, both you and your partner must go to the clinic for treatment.
- HIV attacks the immune system of the body and makes it weaker over time.
- HIV is a very serious disease and needs to be treated with ARVs.

Learners often don’t really understand how HIV is spread and you may find that they may be even less clear about the things that don’t pose a risk. Be prepared to answer their questions and correct any wrong ideas.

**Key messages**
- HIV spreads mostly through unprotected sex.
- You can protect yourself from STIs including HIV by:
  - abstaining from sex until you are older
  - using a condom every time you have sex.
After reading each question on the poster, allow a little time for the learners to discuss it. Listen carefully to their answers and correct any wrong ideas they might have.

Key messages

- Females are at higher risk of getting HIV than males.
- Always use a condom during sex, whether your partner is circumcised or not.
- All STIs can be treated and many can be cured. Test for STIs including HIV if you have had unprotected sex.
- Protecting your own health also protects the health of the person you have sex with. This helps to prevent STIs spreading between people.

Summarise the session by reading all the key messages as they are set out in the script. While you are doing this, learners look at the key messages on the poster.
Circulate the attendance register and name tag stickers before you begin.

Welcome

Welcome the learners to the session. Introduce yourself and tell the group about the work you do. Explain that you give talks on sexual and reproductive health in schools. If the group is not too big, ask everyone to give their names.

A good way to relax everyone is to use an energiser (see the list of ideas for energisers in Appendix 1).

Introduction to session

Read out the aims of the session.

Today, we are going to talk about sexually transmitted infections, including HIV.

When I say STIs, I am talking about sexually transmitted infections.

The session will cover the following topics:
1. What an STI is
2. How to prevent STIs
3. Signs of STIs and what to do if you think you have one
4. How HIV spreads
5. Things that do not spread HIV

Show the group the leaflet on STIs including HIV, and say:

I will give you each a copy of this leaflet at the end of this session. It covers the same information that we will discuss today.
What are sexually transmitted infections and how are they transmitted?

Let’s start by talking about what sexually transmitted infections or STIs are.

- They are sicknesses you get from having sex with an infected person. They can infect both females and males.
- The infection lives in sores and blisters on the sexual organs and in body fluids: semen, the fluids in the vagina and blood.
- The most common STIs are gonorrhoea, syphilis, genital warts, herpes and HIV.

How does an STI pass from one person to another?

- You get an STI if you have unprotected sex with someone who is already infected. The STI can get passed on when the body fluids of two people come into contact.
- You can get an STI if you have unprotected sex even once.
- The more people you have unprotected sex with, the more chance you have of getting an STI.

Point to POSTER 1 and say:

See how easy it is for STIs to pass from one person to another when they are having unprotected sex.

- On the top line, only one person has an STI.
- On the second line, he has passed it on to his girlfriend.
- On the third line, another girl that he has sex with has the STI and has passed it on to her boyfriend.
- By the bottom line, all six people now have the STI.
How to prevent STIs

For the following activity, learners work in pairs but if you are working with a large group, let them work in small groups of three or four. Put them in groups before you begin.

Your body is precious and you should try to protect yourself from getting STIs.

Let’s think for a minute about how STIs are passed between people.

Does anyone have an idea about how you could protect yourself from getting an STI? Talk to [the person sitting next to you/your group] about how you think people can protect themselves from STIs.

Allow discussion in pairs/groups for three minutes. If they are working in pairs and anyone does not have a partner, ask her to join two other girls.

After three minutes, call the group back together and continue as follows:

We are going to go around the room to hear one answer from each pair. You can give the same answer as other pairs/groups if that is what you came up with.

Go around the group, hearing just one answer from each pair/group. Say:

Thank you for all those answers. To summarise, the two main ways you can protect yourself are:

- You can abstain from sex and concentrate on finishing your education. The time to enjoy sex with the right partner will come when you are older and ready to make a good decision.
- If you do have sex, always wear a condom.

Summarise the key messages as follows:

STIs are sicknesses you get from having unprotected sex with an infected person.

HIV is an STI.

Never have unprotected sex. No to a condom = yes to an STI.

Turn to Poster 2.
What is safe and unsafe?

During this activity point to each teenager as you ask the question. Then allow the group to discuss the question before giving them the answer.

Point to the first teenager and say:

This girl asks, ‘Am I safe if I don’t have sex?’
- Yes, she is correct.

Point to girl 2.

This girl says, ‘My boyfriend and I always use a condom when we have sex. Are we safe?’
- Yes: they will be safe as long as they use the condom correctly every time.

Point to girls 1 and 2, and say:

So these two girls are safe from STIs. But let’s look at the other three girls.

Point to the third girl, and say:

This girl says, ‘I have only had sex once. We did not use a condom. Am I safe?’
- This one had unprotected sex, even if it was only once. You can get an STI any time if you have unprotected sex.
Point to the fourth girl on the poster, and say:

This girl says, ‘I have been with my boyfriend for a long time. We use a contraceptive but not condoms. Am I safe?’
- This girl believes she is safe because she is going steady with her boyfriend. But it is possible that he got an STI from someone else before he became her boyfriend.

Point to the fifth girl and say:

This girl says, ‘I have had a few boyfriends. We use condoms most of the time, but not always. Am I safe?’
- This girl is having sex with different boys. The more people you have sex with, the more chance you have of getting an STI, especially if you have unprotected sex.

Point to girls 3, 4 and 5, and say:

So these three girls are all at risk of getting an STI.

Protecting your own health also protects the health of the person you have sex with. This helps to prevent STIs from spreading between people.

Summarise the key messages as follows:

Stay safe from STIs. Abstain or use a condom every time you have sex.

Protecting your own health also protects the health of the person you have sex with. This helps to prevent STIs spreading between people.

Turn to Poster 3.
Signs that you may have an STI

Different STIs have different signs. We are now going to look at some of the common signs of STIs.

Point to the list of signs on POSTER 3 and say:

Here is a list of them:

- sores, blisters, rashes, swelling or warts around the vagina or penis
- unusual smell or fluid from the vagina or penis
- itching, burning or pain around the vagina or penis
- burning or pain when urinating
- swollen or sore glands
- pain in the stomach
- sometimes people can be infected with an STI and have no signs

A person can have an STI and still look healthy. Some STIs have no signs at first. You may not know you are infected for a long time.

If you have had unprotected sex, the only way to know whether you have an STI is to go for tests.

Now let’s look at what you should do if you have any signs or think you may have an STI.

- Don’t let shame or shyness stop you from getting help.
- Also, don’t ignore the signs because STIs don’t go away by themselves. Go to your clinic immediately.
- The sooner you are checked, the faster the treatment can begin to work if you do have an STI.
- All STIs can be treated with medicine and many of them can be cured.

If you have an STI, you must tell the person you had sex with so that he can also go to the clinic for treatment. If he doesn’t get treatment then he may infect you again. Ask your health worker to give you advice about this.
What about HIV?

We are going to talk about HIV now.

HIV is the most dangerous of all STIs because, while it can be treated, there is no cure. It is the biggest cause of illness in South Africa.

When HIV enters a person’s body, it attacks the immune system which is responsible for protecting your body from all sorts of diseases. This makes the body very weak.

After some time, when the body is too weak to fight infection, lots of different diseases invade it. This stage of the sickness is called AIDS.

HIV can be treated with special medication that needs to be taken every day. This medication is called antiretrovirals or ARVs.

End the section by summarising the main messages as follows:

You can’t always tell if you have an STI or not.

All STIs can be treated and many can be cured.

Untreated STIs can make you sick and make you vulnerable to HIV.

Test for STIs including HIV if you have had unprotected sex.

If you have an STI, both you and your partner must go to the clinic for treatment.

HIV is an STI that attacks the immune system of the body and makes it weaker over time.

HIV is a very serious disease and needs to be treated with ARVs.
How does HIV spread?

So how does HIV spread? Talk to the person sitting next to you about ways that HIV can spread and also things that don’t spread HIV.

Give the pairs three minutes to discuss this; then take one answer from each pair. If you have a large group let them work in small groups of three or four rather than in pairs.

Go through each point under the heading ‘HIV spreads through’ on POSTER 4 as follows:

HIV spreads:
- through body fluids like blood, semen, vaginal fluids and breast milk.
- by having unprotected sex. There is a high risk of HIV spreading when fluids mix between two people during unprotected sex. And it’s especially important not to have sex when you are having your period as HIV can spread very easily through menstrual blood.
- from mother to child during pregnancy, childbirth or while breastfeeding. This is called mother-to-child transmission.
- through sharing needles (for injections) or blades (for shaving) or toothbrushes with infected blood on them.

Go through each point under the heading ‘HIV does not spread through’ as follows:

HIV does not spread through:
- sneezing, breathing or coughing on someone
- toilet seats, shared swimming pools, baths or showers
- eating food prepared by someone who has HIV, or sharing cups, plates and eating utensils
- mosquitoes and other insects and animals
- tears, saliva (spit) or kissing and hugging someone
Ask the group:

Does anyone want to ask a question?

Allow for up to three questions, and answer each one in turn.

How to prevent HIV

You protect your body from HIV the same way that you do for any other STI:
• You abstinence from sex.
• If you do have sex:
  – always wear a condom, even if you have a steady boyfriend or only have sex once
  – do not have sex with many different partners, especially not those who are five years or more older than you.

End this section by summarising the main messages as follows:

HIV spreads mainly through unprotected sex.
If you are not having unprotected sex, it is quite hard to get HIV.

You can protect yourself from STIs including HIV by:
• abstinence from sex until you are older
• using a condom every time you have sex.

We are now going to look at some questions that people often ask about STIs.

Turn to Poster 5.
Questions about STIs

Read each question on POSTER 5 and allow learners to discuss it before you read the answer to them, as follows:

Point to question 1.

This teenage girl is saying: ‘Can I tell if someone has an STI?’

After discussion point to the answer.

No. There are often no signs of an STI. At the start of infection, HIV has no signs.

Point to question 2.

Why do other STIs open the door to HIV?

After discussion point to the answer.

People with STIs often have sores and blisters. HIV spreads easily through blood and broken skin.

Point to question 3.

Can females get HIV more easily than males?

It is very important that the girls understand that they are at much greater risk of HIV than boys. If you want to go into it in greater detail refer to the session on HCT for more information (see POSTER 3 of HCT).
After discussion point to the answer.

Yes. This is because their sex organs take up a bigger surface of skin than men’s. So there is more opportunity for HIV to enter their bodies.

Point to question 4.

My friend just heard that she is HIV positive. I am so scared. Does this mean that she is dying?

After discussion point to the answer.

No. There is no cure for HIV but people living with it can live for a long time if they look after themselves.

Your friend will need to take ARVs every day to help her body stay strong.

She also needs to be very careful not to spread the HIV to other people when she has sex.

Point to question 5.

If a male is medically circumcised, does this mean he cannot get HIV?

Many men mistakenly believe that if they are circumcised they will not get HIV. During the discussion it’s important to emphasise that circumcision does not prevent HIV.

After discussion point to the answer.

No. Even though medical circumcision reduces the chance of getting HIV, it does not prevent HIV. Always wear a condom during sex.

End this section by summarising the main messages as follows:

Girls are at higher risk of getting HIV than boys.

Always use a condom during sex, whether your partner is circumcised or not.

All STIs can be treated and many can be cured. Test for HIV and other STIs if you have had unprotected sex.

Protecting your own health also protects the health of the person you have sex with. This helps to prevent STIs spreading between people.

Turn to Poster 6.
Summary and conclusion

End the session by running through the key messages:

We have reached the end of our session. Just before we close, I want to summarise our session today:

- An STI is an infection you get from having sex.
- You can’t always tell whether you have an STI or not.
- You can protect yourself from STIs by:
  - abstaining from sex until you are older
  - using a condom every time you have sex.
- Test for STIs if you have had unprotected sex.
- If you have an STI both you and your partner must go to the clinic for treatment.
- Protecting your own health also protects the health of the person you have sex with. This helps prevent STIs spreading.
- HIV is an STI that attacks the immune system of the body and makes it weaker over time.
- HIV spreads mostly through unprotected sex.
- If you are not having unprotected sex, it is quite hard to get HIV.
- HIV is a very serious disease and needs to be treated with ARVs.
- Girls are at higher risk of getting HIV than boys.
- Always use a condom even if your partner is circumcised.
- Protecting your own health also protects the health of the person you have sex with. This helps to prevent STIs spreading between people.

Also add the following:

Remember! Protect yourself from STIs including HIV by:

- abstaining from sex until you are older
- using a condom every time you have sex.

If you have any questions, you can go the clinic and speak to a health worker. You can also phone one of the helpline numbers on the back of the STIs including HIV leaflet.

Hand out leaflets to all present. Thank the group for their participation and close the session.
Stay for 15 minutes after the session in case any of the girls want to speak to you.
Aims of this session
This session covers the following topics:
1. HIV and the risk for girls
2. Who should get tested?
3. Why you should know your status
4. What the HIV test is and how it works
5. What it means if you are HIV positive or negative

Session preparation checklist
For this session, you need the following.
Tick each item when you have it. (✔)

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Notes on facilitating the session on HIV Counselling and Testing (HCT)

This session deals with HIV Counselling and Testing (HCT). The key message of the session is that everybody who is sexually active needs to know their HIV status.

All the information you need is in the script that follows these notes.

At the end of every section of the script there are key messages that summarise what you have been talking about. There are seven posters to help you to get these messages across. The following overview shows how the key messages and posters relate to each section of the session.
Overview of the posters and messages in the session

**Poster 1** HIV Counselling and Testing (HCT)

This poster sets the scene by stating the main message, which is that everyone should know their status. Learners think about why that is important.

**Key message**
- Know your status – get tested.

**Poster 2** HIV IN SOUTH AFRICA

This section deals with the spread of the disease in South Africa and the poster shows clearly that one in ten South Africans has HIV. The visuals show that HIV does not discriminate and that young, old, rich or poor people can be infected with HIV. It also makes the point that while HIV can be spread in different ways, it is mainly spread through sex.

**Key messages**
- HIV is a very serious disease that is widespread in South Africa.
- Having unprotected sex greatly increases your risk of getting HIV.

**Poster 3** WOMEN ARE MORE EASILY INFECTED THAN MEN

This poster discusses the idea that women are biologically more vulnerable to HIV than men and gives information about the number of women living with HIV in South Africa.

**Key message**
- Females have a greater chance of getting HIV than males.
**Poster 4**  
**YOUNG WOMEN ARE EVEN MORE AT RISK**

This poster, showing three young women, is used to discuss why young girls in particular are vulnerable and points to ways they can protect themselves through their sexual behaviour.

**Key messages**
- Girls should delay the first time that they have sex.
- Girls should not have sex with men five years or more older than them and not with more than one partner in the same period of time.

**Poster 5**  
**KNOW YOUR STATUS: TAKE THE HIV TEST**

This poster is used to discuss a lot of information, not only about who should be tested and why, but also about the HIV test itself, so this section should be completed slowly and carefully. The poster provides a very brief summary of the HIV testing process.

**Key messages**
- Everyone should know their status.
- If you are having sex you should get tested for HIV every year so that you know your status.
- Knowing your HIV status means that:
  - If you are positive, you can look after yourself, get treatment and not spread HIV to others.
  - If you are negative, you can take steps to stay that way.
- You have the right to confidential testing, advice and treatment.
Your Test Results

This poster addresses what the results of an HIV test mean and gives advice on what to do if you test positive and if you test negative.

Key messages

• An HIV test will tell you whether you are HIV positive or HIV negative.

• The health worker who counsels you is there to support you.

• If you are HIV negative, take action to stay negative.

• If you test positive:
  – Your health worker will talk to you about what to expect and give advice on how to live a healthy life with HIV.
  – Know that you can stay healthy for many years.
  – Take care not to spread HIV during sex.
  – Look after your body well.

• Protect yourself and others. Know your HIV status!

Your Future Starts Today

Summarise the session by reading all the key messages as they are set out in the script. While you are doing this, learners look at the key messages on the poster.
Welcome

Welcome the learners to the session. Introduce yourself and tell the group about the work you do. Explain that you give talks on sexual and reproductive health in schools. If the group is not too big ask everyone to give their names.

A good way to relax everyone is to use an energiser (see the list of ideas for energisers in Appendix 1).

Introduction to session on HIV counselling and testing

Read out the aims of the session.

Today, we are going to talk about HIV COUNSELLING AND TESTING. We often refer to this as HCT. The session will cover the following issues:
1. HIV and the risk for girls
2. Who should get tested?
3. Why you should know your status
4. What the HIV test is and how it works
5. What it means if you test positive or negative for HIV

Show the group the leaflet on HCT and say:

I will give each of you a copy of this leaflet at the end of this session. It covers the same information that we will discuss today.
HIV Counselling and Testing (HCT)

Point to the flipchart POSTER 1 for this session.

Have a look at this poster. The girl is saying, ‘I know my status. My future starts now’.

Ask each of the following questions, allowing two or three responses each time. Adapt the answers in brackets.

- What does the girl mean when she says this? (She means that knowing her HIV status will allow her to make plans for her future, whatever the results of the test are.)
- The girl looks quite happy. Why do you think that is? (She is happy because it feels good to be in control of her life. Even if she is HIV positive she knows that there are things she can do to keep herself healthy.)
- Where can you see a symbol on the poster that tells you it is about HIV? What does it mean? (The red ribbon is the symbol of people all over the world who are aware of HIV and go for regular HIV testing.)

End the discussion by giving the key message:

Know your status – get tested.

During this session today, we will talk about the HIV test and how it relates to your life.

Let’s start by discussing why everyone in South Africa is talking about HIV.

Turn to Poster 2.
HIV in South Africa
Why does everyone worry so much about HIV?

HIV is an epidemic. This means that many, many people are infected and dying from it. It is the one of the worst epidemics the world has ever known. HIV is the most serious disease in South Africa. In 2011, 5.6 million people in South Africa were living with HIV. This means that South Africa has the most people living with HIV of any country in the world. One out of every ten people has HIV.

Point to the red figures on the poster representing the one in ten people that are infected.

We are all affected by the disease, whether we are infected or not. This is because it is not only a health problem but also has a big effect on society and our country. Once you have HIV, you have it for life because there is no cure. It is also very difficult to stop because of the way that it spreads and because many people feel it is shameful and keep it secret. The best defence is to understand the disease, change our behaviour if necessary, and live a healthy lifestyle.

Point to the sentence ‘HIV is mainly spread through sex’.

HIV is mainly spread through sex. Anyone who has unprotected sex risks becoming infected with HIV.

Summarise the key messages as follows:

HIV is a very serious disease that is widespread in South Africa. Having unprotected sex greatly increases your risk of getting HIV.

Turn to Poster 3.
Young women at risk
HIV and young women

We are going to look now at HIV and young women.

Women are more easily infected than men. This is because the vagina has a larger surface area for the infected body fluid to enter through than the penis does.

Surveys in South Africa show us that many more young women have HIV than young men.

Point to the single red male figure and then the four red female figures and say:

For every male aged 15 – 24 years with HIV, there are four females who have the disease.

Point to the single red pregnant woman and say:

One in every five pregnant women aged 15 – 24 is HIV positive.

End by giving the key message:

Females have a greater chance of getting HIV than males.

Turn to Poster 4.
Young women are even more at risk

What puts young women at special risk of getting HIV?

- Having sex at a young age. You should delay having sex for as long as possible.
- Having sex with older men. Stick to a boyfriend who is no more than five years older than you.
- Having sex with more than one partner in the same time period. Stick with one partner only.

Summarise the key messages as follows:

- Girls should delay the first time that they have sex.
- Don’t have sex with older men or with more than one partner in the same period of time.
- Always use a condom when you have sex.

Turn to Poster 5.
Know your status: take the HIV test
Deciding to go for the test

Point to the word ‘Who?’ and say:

An HIV test is not just for special cases. Everyone needs to know their status.

It is especially important to be tested if:

- you have had unprotected sex
- you have had a sexually transmitted infection (STI)
- you have had sex with more than one partner
- you do not know the HIV status of your partner
- you are not sure if your partner is faithful
- you have experienced sexual abuse.

Point to the word ‘Why?’ and say:

Why is it important to know your status? It's important because:

- If your test is positive you can look after yourself so you do not get sick.

When you first get HIV, there are no signs that it is in your body. You do not feel sick. It is only after some time – it can be years – that you start to feel sick and then, if you do not get treated, you could die.

Because you do not feel sick in the early stages, the only way to find out if you have HIV in your body is to have a test.

If you are tested and find out you are HIV positive, you can take steps to make sure you stay healthy before you even start feeling sick. You can live a long life with HIV in your body, but you need to get treatment and look after yourself properly.
• If you are HIV positive and know your status you can also make sure you do not pass it on to others.

If you have HIV in your body and don’t know about it, you can easily pass it on to others without knowing that you are doing it. If you have unprotected sex, you can give another person HIV.

• If your test is negative you can take steps to stay that way.

South Africa has more people living with HIV than any other country in the world. All South Africans, together and as individuals, need to take action to stop new HIV infections.

The first step is for everyone to know their status around HIV. This means knowing if you are HIV positive or HIV negative.

The HIV test

Getting tested for HIV means finding out if you have HIV in your body or not. You can do the test at your clinic. Sometimes there are also special days in your community where the HIV test is available.

• The test is free.
• It is not painful.
• It is a quick test that takes only about one hour in total.
• The test is private. You decide who to tell about taking it.
• There are three parts to the test:

Pre-test counselling
This means that a health worker will talk to you about how the test is done, how you protect yourself from infection and what the test results mean. She will tell you that the results of the test are confidential (no-one will be told about them except you).

Actual test for HIV
The test is a quick prick on one of your fingers. It is not painful and it only takes a few minutes. The blood from your finger is tested to see if HIV is in your body.

Post-test counselling
After the test, you will have post-test counselling to explain what your test result means. Your health worker is there to provide you with support and help you take the next step towards making sure you have a healthy future.
Summarise the key messages as follows:

If you are having sex you should get tested for HIV every year so that you know your status.

Remember: Knowing your HIV status means that:
- If you are positive, you can look after yourself, get treatment and not spread HIV to others.
- If you are negative, you can take steps to stay that way.

You have the right to confidential advice and treatment.

Turn to Poster 6.
Your test results

Point to the top left-hand message on the flipchart and read it out:

If you test positive it means the virus is in your body. If you test negative it means it is not.

What happens if you test negative?

Even if you test negative, you will still be given information on HIV prevention.

Your health worker will talk to you about living a healthy lifestyle and how to make a plan to stay safe and free from HIV.

Go back for a second HIV test. Why?

- It can take six weeks for HIV to show up in a test, which means that even if you have HIV, you might test negative during the first six weeks. This six-week period is called the ‘window period’.
- If you could have been exposed to HIV during the six-week period before the test, you should go back to the clinic for another test six weeks after the first one.
- This test will confirm whether you are negative or not.

Take steps to make sure that you stay negative.

- The safest choice is to abstain from having sex.
- If you are having sex, use a condom every time. You can get free condoms from any government clinic.
What happens if you test positive?

We are going to talk now about what it means if you test positive for HIV.

Testing positive does not mean that you have AIDS. People who are HIV positive can stay healthy for many years and may not even need medicine right away. But this does not mean that you should ignore your result.

The clinic will do another test to make sure of the result.

Your result is confidential, which means that no-one will know about it except you and the health worker.

Your health worker will talk to you about what to expect and give advice on how to live a healthy life with HIV.

Your health worker can help you to find out about living a healthy lifestyle, getting treatment and being responsible about sex.

Take good care of your body: eat well, get exercise and take your medication.

Learn how to prevent other people from getting HIV from you. Be very careful that you don’t pass on HIV during sex.

Ask your health worker where you can meet other people who are HIV positive and the same age as you are.

Summarise the key messages as follows:

An HIV test will tell you whether you are HIV positive or HIV negative.

The health worker who counsels you is there to support you.

If you are HIV negative, take action to stay negative.

If you test positive, your health worker will talk to you about what to expect and give advice on how to live a healthy life with HIV.

People who are HIV positive can stay healthy for many years.

If you are HIV positive:

- Take care not to spread HIV during sex.
- Look after your body well.

Protect yourself and others. Know your HIV status!
Summary and conclusion

To summarise our session today:

- Know your status – do an HIV test.
- HIV is a very serious disease that is widespread in South Africa.
- HIV is mainly spread through sex. Having unprotected sex increases your risk of getting HIV.
- Females have a higher chance of getting HIV than males.
- Girls should delay the first time that they have sex.
- Don’t have sex with older men or with more than one partner in the same period of time.
- If you are having sex you should get tested every year so that you know your status.
- Knowing your HIV status means that if you are positive, you can look after yourself, get treatment and not spread HIV to others. If you are negative, you can take steps to stay that way.
- You have the right to confidential advice and treatment.
- An HIV test will let you know whether you are HIV positive or HIV negative.
- The test does not hurt.
- The health worker who counsels you is there to support you.
- If you are HIV negative, take action to stay negative.
- If you test positive, your health worker will talk to you about what to expect and give advice on how to live a healthy life with HIV.
- People who are HIV positive can stay healthy for many years.
- If you are HIV positive, look after your body well and take care not to spread HIV during sex.
- Stopping HIV starts with you. If you are sexually active, go for a test.
Also add the following:

If you are having sex, go for an HIV test at least once a year.

You can get advice and help from the health worker at the clinic.

You can also phone one of the helpline numbers in the HIV Counselling and Testing (HCT) leaflet.

Hand out leaflets to all present. Thank the group for their participation and close the session.

Stay for 15 minutes after the session in case any of the girls want to speak to you.
## Appendix 1: Energisers and games

### 1 Name games and getting-to-know-you

| **Ball throwing** | If you have a big group, divide it into smaller groups of about ten. Each group needs a ball.  
The members of each group stand in a circle. One person begins by calling someone’s name and throws the ball to them. This person then calls another name and passes the ball to that person. |
| **Positive names** | Ask participants to find a positive adjective that starts with the same letter as their first name. Give examples, such as “Brilliant Bongane” or “Joyful Jabu”. Give everybody a turn to share their positive label with the rest of the group. (If the group is too big, divide it into smaller groups.)  
Once everyone has introduced themselves in this way, ask whether anyone would like to try to say each person’s name and their positive adjective. If anyone can do it, reward them with a sweet or chocolate. |
| **Star getting-to-know-you activity** | Draw a star with five points on the board or on a piece of paper big enough for everyone to see. Explain to the participants that each of the five points will represent one of the following bits of information:  
1. Number (e.g. 2)  
2. Colour (e.g. red)  
3. Place (e.g. Butterworth)  
4. Name (e.g. Mandla)  
5. Date (e.g. 12 May)  
Explain that these are all significant to you in a certain way. They need to guess what the significance of each bit of information is to you. For example, they could ask whether 2 is the number of children you have.  
They then draw their own stars with five bits of information, and with a partner take turns to guess each other’s information.  
You could ask for one or two volunteers to do this with the whole group. |
### Head-to-tail words game
Participants stand in a circle. Moving clockwise, each has a turn. The first player says a word and the next player has to say a word that begins with the last letter of the previous word. Each time, the response must be made within 5 seconds. If a player takes longer, he/she is “out” and sits down. No word may be repeated.  
(“Out” means the person must sit down.)

### Finger count
This is an easy, fun activity that promotes teamwork.
- Participants divide into groups of four.
- Each person in the group places one fist in the centre of the circle. On the count of three, everyone shows between one and five fingers (but without saying in advance how many they are going to show).
- The aim is to get to a total of 11 fingers showing in the group.
- Participants keep trying until they get it right!

This can also be done with two fists, aiming for 23.

### CAT test
Tell participants that you are going to do a “Cat” test with them. Explain that this is a Cooperation Achievement Test. Now ask the group to get comfortable and to close their eyes. Explain that their challenge is to count to 10 as a group, but there are rules:
1. Everyone must keep their eyes closed.
2. No two people may speak at the same time.
3. Nobody may speak except to say a number.
4. If two or more people speak at the same time, the group has to start again.
5. You will say “go” for them to start.

Allow a few minutes for the group to try this. They’ll see it is not so easy! Sometimes a group gets it right on the first try— if so, congratulate them, but generally, groups struggle to get it right.

When the time is up, ask the group what made it difficult to cooperate (or how they cooperated without using eyes or mouths.) Discuss this in relation to communication and cooperation, and what makes communication effective.

### Thumbs up
Stand in front of the group or in the middle if the group forms a circle.
- Everyone holds both their thumbs out in front of them (including you).
- Tell the participants to do as you say, and not as you do.
- Alternate quickly between holding your thumbs up and thumbs down.
- Most times say “Thumbs up” when your thumbs are up and “Thumbs down” when they are down, but sometimes say the opposite of what you are doing.
- Someone is out if they hold their thumbs up when you say “Thumbs down” and vice versa.
- Through a process of elimination, you try to end up with one winner.
| **“Simon says”** | Stand in the front of the group, or in the middle.  
• Tell the participants to follow what you are doing. If they do something that you do not tell them, they are out and must sit down.  
• Touch parts of your body and say, for example, “Simon says, touch your nose.” As you say this, touch that part of your body.  
• Every now and again, say, “Simon says, don’t touch your ....”, but touch that part of your body anyway.  
• Anyone who follows what you do rather than what you say, and also touches that part of their body, is out. |
|---|---|
| **Yes/No game** | Players divide into two equal lines facing one another in pairs.  
• Everyone in the one line has to say “Yes!” in many different ways, while the other line is trying to persuade them “No!” also said in as many ways as possible. After a while they swap: the “Yes” line must say “No” and the “No” line must say “Yes”. At the end they can discuss how it felt, and which one was easier to say. |
<p>| <strong>Group counting</strong> | Can be played by the whole group, or smaller groups. Participants sit in a circle. The idea is to count from one, with only one person at a time, at random, saying each number. The first player says “one”, someone else “two” and so on. Anyone can say the number, but if more than one person says it, the group must start from one again. |</p>
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<th><strong>3 Energisers</strong></th>
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| **Clap patterns** | Everyone stands in a circle.  
• The facilitator turns to the person on their right and claps any pattern (e.g. clap, clap, clap-clap!).  
• Once that person has learnt the pattern, they join in and they both clap the pattern two or three times.  
• Then that person turns to the person on their right and passes the same clap pattern on.  
• Once that pattern is going around, the facilitator can start another pattern and start circulating it in the same way.  
In this way, many different patterns are going right around the circle at the same time. |
| **Zoom** | Participants sit or stand in a circle. Everyone must look to their left. You, the facilitator, start by looking quickly to the person on your right and saying “Zoom”. This person looks quickly to the person on their right and says “Zoom”. The next person does the same and so on, until the “Zoom” has been passed right around the room. |
| **Fruit bowl** | Participants form a circle with their chairs. There needs to be one less seat than there are participants, so that one person has no seat, and stands in the middle of the circle. Each person is then allocated the name of one of three fruits e.g. apple, pear, banana.  
The person in the middle calls out one of the fruit names, and everyone it applies to has to find a new seat as quickly as possible. The aim is to avoid being caught without a seat. That means that the person in the middle aims to find a seat too. Instead of calling out one of the three fruits, the person in the middle can also choose to call out “fruit bowl”, in which case everybody has to run and find a new seat. |
| **Making a storm** | Everyone sits in a circle. The aim is to make the sound of a storm by copying what the person on your right does.  
• You, the facilitator, start by rubbing your hands together.  
• The person to the left joins in. Then the person on that person’s left joins in, and so on, until the whole group is rubbing their hands together.  
• Next, you repeat the process, this time snapping your fingers.  
• When the whole group is snapping their fingers, you start clapping your hands.  
• Repeat with slapping your thigh and, finally, stamping your foot.  
• Then work backwards—from stamping your feet, go to slapping your thigh, then clapping your hands, then snapping your fingers, then rubbing your hands together.  
Finally, the storm is over. |
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School stamp

Signature:_______________________________________
1. What was the topic of today’s discussion?

☐ 1. Puberty  
☐ 2. Teenage pregnancy  
☐ 3. Contraception  
☐ 4. STIs including HIV  
☐ 5. HIV Counselling and Testing (HCT)

2. How many girls talked about the topic during today’s session?

☐ Only one or two talked about the topic  
☐ Some girls talked but most were quiet  
☐ Most of the girls talked about the topic  
☐ Everyone talked about the topic

3. Please tick the parts of the session you were able to complete today:

☐ Attendance  
☐ Welcome  
☐ Introduction to session  
☐ Poster discussions  
☐ Summary and conclusion

4. Which parts of the session did you not complete today? Why were they not completed?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Please write down anything important that came up in today’s session. (e.g. topic was confusing, learner reported sensitive experience that needs to be followed up)

________________________________________________________________________

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