



**STRAIGHT TALK FOUNDATION-PLAN UGANDA ADOLESCENT
INTERVENTION FOR GIRLS 10-15 YEARS**

Kamuli district

Training guide 2012

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ABBREVIATIONS

WHO	World Health Organisation
AIDS	Acquired Immuno-Deficiency Syndrome
ARVs	Anti-retroviral
ASRH	Adolescent Sexual and Reproductive Health
HIV	Human Immune-Deficiency Virus
PEP	Post Exposure Prophylaxis
MP	Menstruation Periods

TOPIC ONE: UNDERSTANDING ADOLESCENCE

Objectives

1. To discuss the physical, social and psychological changes that occur in girls during adolescence
2. Discuss how to manage the body changes that occur in girls
3. To demystify the myths and misconceptions associated with body changes
4. To discuss how to manage menstruation

Questions

1. What is adolescence?
2. What are body changes?
3. What changes do girls experience during adolescence?
4. Are you happy with your body changes?
5. How can we handle body changes?
6. What does society say about different body changes?
7. Do you have any questions about body changes?
8. who do you share with issues related to body changes

Notes: Adolescence is a period of change from childhood to adulthood characterized by physical, social and psychological changes. According to WHO adolescence begins from 10-19years. Adolescence is that time when a young person is becoming an adult and her body begins to prepare for adulthood. The person goes through many physical, emotional, and psychological changes and begins to experience and express many different feelings. This is a normal and vital part of development and, although it has its difficult times, it is also a period that is filled with excitement and fun as we begin to explore and discover our abilities and ourselves.

Physical changes that occur during adolescence

- Breasts grow
- Development of sweat glands
- Vaginal lubrication occurs
- Menstruation and ovulation occur
- Underarm and pubic hair grow
- Vaginal and cervical secretion increase
- Body height and weight increase
- Voice changes
- Skin problems may develop
- Attraction to boys

Key messages

- Adolescence is natural and normal part of life, every girl goes through it. Some girls begin earlier than others.
- Your body, your skin, your body shape are all changing during adolescence. Each of us changes in different ways. That is normal.
- Body changes are normal but they do not happen at the same time to everyone. Lets compare two girls who have the same age
- Girls should feel good about their body changes and respect each other. Be proud of who you are. People's bodies differ. There is no "perfect" or "normal" body.
- Girls' breasts enlarge, breasts continue to become fuller and rounder until maturity is reached.
- The size of breasts differs between girls: small, big, flat and hanging. All breasts shapes are normal and beautiful.
- Hair begins to grow under the arms. Hair also appears round the pubic area called pubic hair.
- Having breasts does not mean you are ready for sex.
- One of the changes girls face is that their reproductive system becomes active in preparation of becoming pregnant. The lips of the vagina grow bigger and may change shape slightly.
- Early marriage and early pregnancy are dangerous to health and wellbeing of young girls and it is against the rights of girl child.
- Virginity is healthy and safe. Girls should resist the pressure from peers and boys to play sex. Remember! It takes one sperm and one egg to make a baby.

MENSTRUATION

1. What is menstruation?
2. Is menstruation normal?
3. What problems do you face during menstruation?
4. What do people in your community say about menstruation?

Case study one

Tessa did not go to school during the week when she had menstruation. There was no private latrine in school only for girls where she could change her pads. Once she went to school and the blood came through her clothes. The boys bullied her and laughed at her. Tessa, is missing her classes and this is affecting her grades. What can she do?

Case study two

My first period came when I was 12. I was very frightened because I didn't know how I could have hurt myself so far inside. I was scared. It was the weekend and I was at home. I pinched my mother's cotton wool and plaster and put them in my panties. Before long I removed the plaster because it was very uncomfortable. I was worried. The bleeding had not stopped so I added more cotton wool. At night when I bathed and saw there was no fresh blood, I was happy and relieved. I did not use any cotton wool.

In the morning I cried when I saw the blood on the sheets. I then started thinking I may have some bleeding disease. I went to buy my own cotton wool because I thought my mother would notice that hers was less than it was before. On Monday, I told my best friend at school. Her first question was, "Did you sleep with a boy?" I cried. The blood stopped coming on Tuesday. I had done my best not to leave any traces of my disease in the house and at school. I waited for the next weekend to come and went to visit my Aunt Mary. She was the only person I could trust. I knew I could talk to her about the bleeding. When I finished telling my aunt what had happened she said, "Nora, you are a woman now—just like me." She then told me in great detail about periods, pregnancy, sexual intercourse, and having babies. All the way she sounded as if these were really normal things. I was surprised but felt good. She even asked if I had any questions. At the end she said that I must not talk to anybody about the things she told me, except for my closest friends or people that I trust. She especially said that I shouldn't tell Mama until she has had a chance to speak to her. I am lucky to have such a loving aunt. I just wished that my mother had prepared me for this important event, so that I wouldn't have been so scared.

Why did Nora tell her mother about bleeding?

Why did Nora cry when her friends asked if she had slept with a boy?

Questions

1. Why do girls need to learn about menstruation before they reach adolescence?
2. How can we manage menstruation periods?
3. Hygiene during menstruation?
4. How can you make pads?, (Demonstrate how to make a local pad)

Material needed

1. Some piece of cotton cloth preferably soft cotton e.g T shirt material, or “Jinja” material
2. A pair of scissors/a razor blade
3. Needle and thread

Procedure

- Out of the big material of cotton, cut two small pieces of cloth 16 cm by 7 cm
- Use a ruler to measure the size
- Sew the two pieces of cloth leaving an opening at the top. Cut two or four small strings from the cloth to hold the pad
- Sew the strings to either side of the pad and to tie the underwear/knickers
- Cut a strong polythene sheet to shape of the pad. Insert it at the bottom of the pad
- Get a small piece of cotton cloth and push them inside the sewed piece, on the top of the polythene sheeting
- Insert the old small pieces into the sewed cloth to make it absorbent
- Now your home made sanitary pad is ready for use
- Each time you finish using a piece/pad, make sure you wash it very clean. Remove and wash inside the materials separately from the outer material using soap and enough water. Dry all the material under the sun and leave them to dry completely.
- Make at least 6 home made pads for use and you can also carry some clean ones with you to school for changing.

Another method of making pads

Another method is just to tear clean pieces of cotton e.g. “Jinja” material. Fold them properly such that they are thick to absorb blood and use them. After using them wash, dry and iron them. They will be ready for use again. When full you change it. If at school put it in a “kaveera” [plastic bag] until when you get home and wash it.

Key messages

- Menstruation usually begins between the ages of 9-16yrs and may end at the age of 50 yrs.
- Menstrual blood is a wall that has been built in the uterus to form a sac to protect baby. When you don't get pregnant the wall collapse and comes out as blood through the vagina.
- Menstruation is part of life and is very normal. This blood is not dirty and each month about 3-5 tablespoons comes out from the vagina.
- Some girls bleed 3 days others 5 days, so you won't experience the same as your friend.
- The menstrual cycle is about 21-35 days but for younger girls the cycle may not be regular. This may take two to three years to stabilize.

- Girls need to learn about monthly periods before they reach puberty. Girls who have not been told about this can be scared when they start their first period.
- Most adolescents go through the same physical changes but they do not happen to everybody at the same time. Some girls may start menstruation later than their peers.
- Some girls may experience stomach pain during their periods.
- If you had unprotected sex and have regular cycle otherwise but miss a period you may be pregnant. Take a pregnancy test and seek advice at a health centre.
- During your menstruation period you may have discomforts and pain but these are normal.
- You may have pains in the lower abdomen called menstrual cramps these are caused by contraction of his uterus.
- Exercise, take a warm bath, place a hot water bottle or warm towel on the abdomen and lower back [a hot water bottle can be any plastic bottle with a lid] get a friend to massage your back, if very severe consult a medical person to take pain killers.
- You may also have some discomforts in your legs, back, feel fatigued or tired, and even have mood swings.
- Exercise, before or during your periods helps the body to relax.
- It may take a while to get use to periods. But periods are a sign of that your body is working and it is normal and healthy part of being a female.
- Hygiene during menstruation. Always use sanitary pads to absorb the blood. You can make your own pads with a piece of clean cotton cloth. These pads can be used again but remember to wash them with soap and water after use. In some places, one can buy pads that can be thrown away after use.
- You can use sanitary pads, cotton wool wrapped in gauze or piece of clean cloth.
- Don't use toilet paper it may cause irritation and at times infection.
- Change whenever you feel it is full but 2-4 times is acceptable.
- Dispose used material in pit latrine
- Girls, communicate to your parents about menstruation is nothing to be ashamed about.

TOPIC TWO: EARLY PREGNANCY

Objectives

1. To discuss consequences of pregnancy at a young age
2. Discuss how to prevent unwanted pregnancy
3. To discuss myths and misconceptions around pregnancy
4. To discuss what to do if I am pregnant

Questions

1. Do you know how a girl becomes pregnant?
2. When is the right time to get pregnant?
3. What are the signs of pregnancy?
4. What should I do if I think/suspect I am pregnant?
5. How can one avoid becoming pregnant?
6. What should you do if you are pregnant?
7. Discuss consequences of early and unwanted pregnancy?

TRUE OR FALSE

IS THIS TRUE, DISCUSS	FACT
A girl cannot get pregnant if she is having sex for the first time.	THIS IS NOT TRUE. Any girl can get pregnant even if it is the first time if both partners are fertile and neither of them is using contraception.
A girl cannot get pregnant if she plays sex while standing, since sperm cannot swim upwards and they will just flow out.	THIS IS NOT TRUE. Sperm have the power to swim upstream in the female reproductive system and if they meet with the egg, pregnancy can occur.
if a girl drinks a concentrated tea solution immediately after sex, she cannot conceive	THIS IS NOT TRUE. Concentrated tea has no effect whatsoever on sperm or eggs.
if a girl plays sex immediately before/after her menstrual period, she cannot get pregnant.	THIS IS NOT TRUE. The fertile period of a female depends on the length of her menstrual cycle.
A woman cannot get pregnant if she thoroughly washes her vagina immediately after sexual intercourse.	THIS IS NOT TRUE. Sperm move fairly fast. Sometimes even if the woman washes immediately, the sperm will already have gone far and can cause pregnancy.
Oral contraceptive pills prevent pregnancy if swallowed immediately before playing sex, even if a girl/woman has not taken them before.	THIS IS NOT TRUE. For the pills to prevent pregnancy they must be taken every day at the same time of the day, and be taken for a certain number of days or weeks before having sex (ask your trained provider).

Key messages

- Pregnancy happens when a boy's sperm cell fertilizes a girl's egg cell.
- When a boy and a girl have unprotected sexual intercourse, there is a chance of causing a pregnancy. Remember one time is enough!
- Pregnancy happens if a female and male have unprotected sexual intercourse and the sperm from the male's body meets an egg in the female's body. This is called fertilization.
- The female must be near the time in her menstrual cycle when she releases a mature egg from her ovary into her fallopian tube (the process is called ovulation). Every month girls ovulate.
- Female eggs are released once a month. If an egg meets a sperm and becomes fertilized it will normally attach itself in the womb and it will take nine months for a baby to grow in the womb.
- The male must have an erection and must ejaculate inside, or at the opening of, the female's vagina. – Many sperm must travel up to the fallopian tube, where a single sperm must join with the egg (fertilization), and the fertilized egg must travel down to the female uterus, and become attached to (implanted in) the uterine wall
- During unprotected sexual intercourse the boy ejaculates semen with sperm into the girl's vagina. The sperm cells swim via the uterus into the fallopian tube. The sperm can live from 3 to 5 days.
- A missed period does not always mean that the girl is pregnant. Adolescent girls can have irregular menstrual periods for several years. This means a girl's period can be late or she may miss a month for no reason at all. Discuss this with a health worker.
- If you are unmarried or young girl, having a baby can be very difficult. Lots of girls leave school when they get pregnant. Girls should go back to school after they had their baby.
- Expecting a baby can be a wonderful thing. Everyone loves babies. However babies are also hard work and every baby deserves good care.
- If the reason or timing of a pregnancy is wrong it's even harder to give a baby the love and care it needs. To find if someone is pregnant can be done by a pregnancy test. You can do a pregnancy test at a clinic or hospital.
- If you are pregnant produce your baby at a hospital-its safer when giving birth
- If a girl gets pregnant, she could continue with school after she had the baby.
- Early pregnancy can lead to fistula or even death
- Drinking herbs cannot prevent pregnancy
- The only way to prevent pregnancy is to delay sex

What to do in case of early pregnancy

- Talk to a counselor or someone you trust e.g your mother, teacher, auntie, cousin etc
- Apologize to your parents/guardian and ask them to give you another chance to go back to school after one year
- Go for antenatal services, to ensure that you have a healthy pregnancy. You will also benefit from PMTCT in case you are HIV positive
- Feed on a balanced diet to stay healthy

Note: Never choose to abort, you could die. Abortion is illegal in Uganda and could earn you 25 years in jail

TOPIC THREE: LIFE SKILLS

Objectives

1. Define life skills
2. Practice application of key life skills

What are life skills?

Skills refer to the ability to use knowledge to do something. By life skills we refer to those abilities/tactics needed by an individual to operate effectively in society, and to be constructive.

Personal and social skills required by young people to function confidently and competently with peers and with other people within the society

Life skills are what enables an individual to adapt to changing situations and deal positively and effectively with the challenges and demands of everyday life.

Knowing and living with one self

- Self awareness
- Self esteem
- Coping with emotions
- Coping with stress

Knowing and living with others,

- Interpersonal relationship
- Friendship formation
- Empathy
- Assertiveness
- Effective communication
- Negative peer resistance
- Negotiation
- Non violent conflict resolution

Skills of making effective decisions

- Critical thinking
- Creative thinking
- Decision-making
- Problem solving

Self Awareness; Refers to an individual knowing his strengths and weaknesses, knowing who he/she is (e.g. boy/girl, students, poor family), knowing his/her feelings, physical characteristics. This knowledge enables one to take action or choice that is positive

Self Esteem; This refers to the way an individual feels about or accepting herself/himself. It's awareness of one's worth as a unique and special person in your own right and great potential. In other words self-awareness leads to feeling good in an individual (self esteem). However, note that the people he/she lives with can affect an individual self-esteem, and it can be positive (high) or negative (low).

Coping with emotions: This refers to being in control of feelings e.g. love, anger, sexual erection/arousal, fears, excitements. This is important in that uncontrolled emotions are not good for adopting positive/good strategy/behavior/actions for healthy lives or solving problems. Many times they cause regrets afterwards. Imagine what happens to a girl with uncontrollable love for her boyfriend and yet she is also under sexual pressure!

Coping with stress: It is all about managing problem(s) positively. Sometimes refers to as being happy when you have reasons to feel bad. Examples of stress in adolescents are; your partner cheating on you, breakage of relationship, family misunderstanding, lack of school fees, exam pressure, failing exams, back biting/bullying, death of family members. Failing to cope with stress can also result into regrets like failing to cope with emotions

Interpersonal relationship; This refers to getting along or coexists amicably with others positively irrespective of one's background like; family status, what class you is in/education, tribe, and religion. Adolescents form deep and one-to-one relationships with those whom they love and whom they make commitment. It is in the context of this relationship that adolescents must express their sexuality in a healthy manner.

Assertiveness; Refers to the ability or competence to express one's feelings, needs or desires openly and directly, but in a respectful manner. Examples; rejecting undesirable sexual advance from your partner, standing up for one's beliefs without putting down others in the process.

Effective communication: It is important in re-enforcing assertiveness. Effective communication refers to ability to express yourself to your partner/colleagues clearly without contradictions. In life skills, it emphasizes the use of body language to send the exact messages being sent by verbal expressions (words of mouth). It involves among others; active listening, effective use of verbal and body language, observation, respect for others' feelings. Although, good does not guarantee an end to problems, it goes a long way toward improving relationships and minimizing possibilities of conflict.

Peer resistance; Refers to ability to consciously refuse/reject the desire to go along with the crowd. It includes refusing to do undesirable activities without feeling that you MUST be part of it. Peer resistance is against the background that majority adolescents say or do things because their friends are doing so. To have peer resistance skills means you have values/beliefs/principles that help you stand against conflicting practices or pressure from friends. It means you do thing while guided by your own values. Adolescence is a period of great desire to belong and to be like the other group members. However, if the group is turning to risky behaviors and influences, peer resistance is a very important skill for young people.

Negotiation: This refers to coming to a compromise or an agreement with a partner/friend(s). But, note that the reason why you were not in compromise or agreement is that you had different values/principles. So, compromise means dropping some of your values/principles. Are you ready to that anyhow? That is where life skills are coming in for you. Do not drop principles/values without evaluating consequences that may come afterward. In other words, negotiation must be based on looking at which principles to drop and take. Examples for adolescents; discussing sexual intercourse, talking about becoming love partners.

Critical thinking: refers to ability to turn minds before doing anything in a given situation, weighing the advantages and disadvantages of each solution one would take. Adolescents are confronted by multiple and contradictory issues, messages, expectations and demands of a situation and challenges that confront them. And many do things without thinking about the resultant effects. Remember that for any action/behavior you take, the consequences have bearing on you. For example, for early sex desire, one must look at advantages and disadvantages of sexual intercourse and also that of abstinence, and assess and judge situations that may be risky.

Decision-making: This is ability to make choice or select/pick among many solutions/alternatives generated by critical thinking. It assumes that decision-making is based

on the one with more advantages, and the selected solution/alternative has more advantages than disadvantages over the rest. In ASRH, it means that solution selected promotes healthy sexual behaviors.

Problem solving: This refers to ability to identify, cope with and find solutions to difficult or challenging situations. Problem solving is related to making decision and the two may often overlap. It is only through practicing making decisions and then solving problems that adolescents can develop the skills necessary to make healthiest sexual choices for themselves.

Application of life skills

Case study one

A girl of 15 years and in P.6 staying in the village with both of her parents. Her boy friend would want to have sex with her. Her elder sister got pregnant and was expelled from school and home as well. No one knows the where about of the sister

Case study two

Kintu is a boy aged between 13-16 years and goes to a day school. He lives in a slum area. He stays with his married brother in this one room and in a neighbor hood of a gang of prostitutes. He normally has deep conversations with these prostitutes. His brother works up country and therefore comes home only during the weekends.

Case study Three

Sara is a girl aged between 10-14 years stays with a mum who sales local brew in the Kibaati suburb. She is not in school. As part of her contribution to the family she is expected to help in serving the customers who come to her Mother's home whether her mother is around or not. She has learnt how to converse with them as part of the customer care skills.

Discussion Questions for the scenarios;

1. What skills are required to be developed?
2. What factors surrounding the young people increase vulnerability and the requisite skills to be able to cope?
3. What factors facilitate or hinder the development of the intended skills?

Delaying sex and staying in school

1. Questions
2. Why do some girls have sex?
3. What are the dangers of early sex?
4. What is the importance of early sex?
5. How can one delay sex

Key messages

- Sex is normal but it is for adults, wait until you are an adult
- Delaying sex will help you to meet your future goals
- Early sex can lead to STIs like HIV
- Early sex can lead to early pregnancy and so dropping out of school

Managing sexual feelings

- It is natural and normal for us to feel sexually aroused by something or someone. This can happen at any time and does not mean that we are looking for sexual intercourse. The way

people dress; smile, walk, talk, etc can stir feelings inside others that are often thought of as sexual.

- Sex begins in the mind, keeping the mind busy by doing sports, taking a walk, having a cold shower, reading, watching a movie that is not pornographic, being assertive and saying no to early sex, avoid peer pressure, avoid moving lonely during dark places, avoid gifts from people who coarsen you for sex and be active in your religion

TOPIC FOUR: GIFTS AND BAD TOUCHES

Questions

1. Mention some of the bad touches you see in your school and community?
2. What can you do in case someone touches your private parts?
3. Why do some strangers give gifts to young girls?

Key messages on bad touches

- Say no to bad touches
- Shout for help in case someone touches your private parts
- Report to your teachers or parents in case someone touches your private part
- Tell the person in the face never to touch you or else you will report him/her
- Avoid walking at night and alone
- Say no to gifts from strangers
- Report to your teacher or parents in case a stranger gives you a gift
- Run away if a stranger calls you for a gift
- Accepting gifts from strangers can make you to get raped

Song on bad touches: chorus

These are!

My private partsx3

These are!

My private parts

No one should touch them

TOPIC FIVE: PREVENTION OF HIV AND AIDS

Guiding questions

1. How is HIV transmitted?
2. How can HIV be prevented?
3. Mention body fluids that contain HIV and those which do not?
4. How can we tell that a person is suffering from HIV?
5. How can you care for an HIV infected friend?

Key messages

1. HIV is a virus that causes AIDS while AIDS is a group of diseases that attack the body when the immune system has been weakened
2. HIV does not kill but AIDS kills
3. We should care and support people with HIV because they are still very important
4. HIV cannot be spread through handshakes, sharing chairs, clothes etc
5. It is only blood, semen and vaginal fluids that contain HIV. Sweat, saliva, mucus, tears, urine and feces do not contain HIV
6. Mosquitoes do not transmit HIV
7. Do not give nicknames or tease HIV positive pupils because it can make them feel bad and drop out of school
8. Be friendly to your fellow pupils who are HIV positive. Play with them, remind them to take their drugs, share eats with them among others.

Positive living

Positive living refers to being free from illness, being productive, able to stay emotionally and physically healthy.

It means defeating HIV by feeding on a balanced diet, practicing safer sexual practices or abstaining, practicing good hygiene, staying active, and going for routine medical check up to avoid illness.

Adherence to ARVs is very crucial in positive prevention scientists tell us that it does not only reduce the viral load but reduces infecting others by over 90%

There is no cure for AIDS; however there are ways to treat the symptoms. The fact is that HIV cannot kill if one manages it well not to develop into AIDS.

Importance of Anti-retroviral therapy

- ART (anti-retroviral therapy) is a combination of medicines that slow down HIV from spreading in the body. ART helps the immune system get strong so it can fight infections and illness. ART is not a cure for HIV.
- ART reduces the numbers of HIV in the blood, but cannot eliminate it.
- ART does not prevent against re-infection from HIV.
- Although anti-retroviral therapy can prevent some of the serious illnesses that often come with AIDS, there are some challenges that HIV-positive individuals must be prepared for:
- Duration: ART is a lifetime commitment. People on ART will need to swallow pills every day according to a strict schedule.
- Adherence: Skipping only a few of these pills can trigger the development of new strains of HIV that is immune to these drugs. These new strains could eventually lead to death.

- Costs: Anti-retroviral drugs can be very expensive and many people cannot afford them.
- Side Effects: headaches, dry mouth, skin rash, diarrhea, anemia, dizziness, hair loss, tingling in the hands and feet, nausea and vomiting, unusual or bad dreams, feeling tired, and feelings of sadness or worry.

5 Ls of positive living include:

- Believe in yourself – you can do it
- Learning all you can
- Listening to your doctor
- Leaning on others – counseling, support from friends and families
- Letting be – accepting the situation you are in.

Post Exposure Prophylaxis (PEP)

PEP is an emergency treatment given to people who have been accidentally exposed to HIV either through rape, defilement or contact with infected blood.

Key messages

- PEP must be administered within 72 hours (3 days) for it to be effective.
- PEP can be found in government aided health centers.
- PEP should not be abused by people who intentionally have unprotected sexual intercourse with HIV infected people because it has serious side effects and with time its effectiveness can be reduced if over used

For Young positives

- HIV young positives can live normal and healthy lives if they take good care of themselves for example feeding on a balanced diet, taking their drugs, abstaining from sex.
- Pupils with HIV should never fear to talk about their status.
- They should sensitize their friends about HIV
- Join groups of other positive people to educate others.
- They should keep visiting health centers whenever they are not feeling well.

Note: People with HIV can live healthy and productive lives. They can live longer just like those without the virus. For example they can perform well in class, they can dig, they can do sports etc. We should always be friendly to people who are HIV positive. Young people should abstain from sex

TOPIC SIX: HEALTHY RELATIONSHIPS AND FRIENDSHIP FORMATION

Questions

1. What is a relationship?
2. Types of relationships
3. What are the qualities of a good and bad relationship?
4. How do you end a bad relationship?
5. What are qualities of a good friend?
6. What are qualities of a bad friend

Key messages

- Being attracted to someone is part of starting and building relationships and friendships
- If a relationship is leading you into sexual intercourse then it is a bad relationship
- If a relationship is making you to miss school then it is a bad relationship
- If you are facing violence, then it is a bad relationship a relationship is making you to perform poorly in class then it is a bad relationship
- You can end a bad relationship by being assertive
- You can keep a good relationship without having sex by exchanging gifts, reading books together, visiting each other, playing together, sharing eats etc
- A bad friend is one who engages in risky behaviour for example engaging early sex, vulgar words, smoke, steal etc
- A good friend is one who develops your personality e.g respects, cares etc

TOPIC SEVEN: GOAL SETTING

Questions

1. What is a goal?
2. What are qualities of a good goal?
3. What is the importance of goal setting?

Key messages

- A goal is something that you want to achieve or accomplish. It can be something to do, someplace to go or something to have.
- Goals give us a sense of direction
- To set a goal, we must gather information and make decisions and choices. We must learn about what we want to achieve.
- Goals should be specific, practical and have a deadline.
- A goal should be realistic and easy to manage makes achieving it easier and creates confidence to make other, greater goals.
- Thinking about the expected benefits can be motivating.
- To help reach a goal, it is helpful to have a plan with steps to achieve it, and also think about possible difficulties and how they can be overcome.

Exercise

1. What is your future goal?
2. What will you do to achieve your goal?
3. What challenges/problems are you likely to face?
4. How will you overcome the challenges?