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FROM THE AMERICAN PEOPLE

Resiliency Coach's Guide

For a Sport-Based HIV/AIDS Prevention and Youth Life
Skills Intervention



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Introduction

What is the Grassroot Soccer Program?

The Grassroot Soccer (GRS) program is a series of activities that allows youth to explore issues relating to HIV/AIDS and gain the skills necessary to lead healthy lives. These skills include critical thinking, communication, self-esteem, and decision-making, among others.

Grassroot Soccer is an international health organization that educates and empowers youth through HIV/AIDS prevention programs taught by role models in the community such as soccer coaches, teachers, and professional soccer players. Grassroot Soccer requires active participation and creates a safe, “team-based” environment in which participants can share their feelings, beliefs, and ideas about HIV/AIDS.

Grassroot Soccer’s HIV/AIDS prevention curriculum was developed in early 2003, following extensive consultation with the Zimbabwe Ministry of Education, the United States Centers for Disease Control and Prevention, behavioral scientists, and educational consultants. Using lessons learned from formal and informal evaluation during the pilot phase of its project, Grassroot Soccer continually improves its curriculum to focus on the most important behaviors that influence healthy decision making for youth.

What is *resiliency*?

In 2006 GRS piloted a project designed to improve the effectiveness and scope of its curriculum and training of trainers, as well as to continue to contribute to the field of Sport For Development (SfD). GRS selected its best trainers, including teachers, coaches, and Peer Educators to participate in the GRS Resiliency Project. GRS trained these experienced trainers to deliver an “improved” GRS curriculum to youth. This guidebook is a result of the evaluated results of both the TOT and the training of the youth.

Resiliency as defined by Grassroot Soccer is:

Seeing your strengths and building your skills so that you can stay strong and bounce back when things don't go your way.

Why is resiliency important?

We believe that youth inherently possess resiliency skills, but there is often a need to recognize and practice them. We also believe that a resilient youth is more likely to avoid HIV infection and live a healthy life. A GRS trainer can play an important role in helping to foster these strengths and developing them in youth so that they will respond appropriately in a stressful situation. Zambian youth face several stressful situations, including the death of one or more parent, disease, poverty, abuse, alcohol, etc. Through this programme, GRS aims to give youth the tools to live healthy lives and continue to thrive, even if they are faced with these situations.

How does the program work?

Trainers are trained by Grassroot Soccer through a Training of Trainers (TOT) course to facilitate fun activities that give students HIV/AIDS knowledge and resiliency messages.

After completing the initial Resiliency TOT, Grassroot Soccer coaches graduate to become qualified HIV educators, role models, and leaders. Students that graduate from the GRS Resiliency Programme become Grassroot Soccer graduates and are encouraged to educate their peers and others in the community.

How do I run GRS?

This curriculum clearly outlines six (6) training sessions to run with participants. You can run the sessions as suggested or adapt the program to suit your schedule. It is recommended that the activities are done in the order that they are listed in this guidebook.

Remember to prepare at least one (1) day before the session to make sure you understand the activity and have all the materials ready. Just like playing football, you will get better at running these activities the more you practice them! The GRS Resiliency programme will require a great deal of preparation, monitoring and communication. **It is very important that you understand the materials and have a strong grasp of all of the concepts covered in the curriculum.**

After completing all of the activities in this curriculum trainers may work with students to plan and conduct a graduation ceremony. This is an important activity in itself and should serve as a celebration of accomplishment and practice for youth to “Take Action In The Community.”

Tips on How to Use the GRS Curriculum

- Prepare for any class session by reviewing the activities ahead of time and practicing what you are going to say.
- Pay attention to the **Goals** and **Key Messages** at the beginning of each session. These are used to guide you through the reasons for doing a certain activity. Before you begin an activity, make sure that you understand these goals and think about how you will deliver the message to the youth. When you finish any activity you should make sure that youth have learned these things.
- **Coach's Tips** at the end of some of the activity are designed to help you run each activity successfully. Read them when you are planning an activity, not as you are doing it.
- **Discussion Points** at the end of some activities are meant to serve as a guide for group discussion. By asking the right questions you can help participants discover the answers for themselves. If they do not know the answer, then you should be sure to answer any questions that they still have.
- Whenever you conduct a group discussion, try to write participants answers on a flipchart or a chalkboard so that they can follow each other's ideas.
- Participants ask many questions. Make sure you are knowledgeable about HIV/AIDS before teaching this course. If you don't know the answer to a question it is much better to be honest and tell participants that you will find out, than to make up an answer that is incorrect.
- Lack of materials is no excuse not to play any of the games. Be creative! If you can't find the materials listed you should think about other things that you can use as replacements. For example, if you don't have cones for Risk Field you can use stones. If you lose some tennis balls for juggling, you can use socks.
- When participating in any form of Grassroot Soccer program, you are responsible for keeping **Monitoring Records** for the group you work with in your GRS Monitoring Book. The first day of a new program you must record the full names of all participants in your book. Each week after you must roll call to see which participants are present and then tick off which game they are completing in your book. After each session, you are asked to fill out specific questions that will help us make our programme better. After the sixth week, those participants who have completed the activities will be eligible for a GRS Graduation Certificate.
- Write down any lessons you learned or ideas of how to make the activities better and share them with other coaches. That way we can learn from our mistakes and from each other.

Grassroot Soccer HIV/AIDS Prevention Curriculum Objectives

Grassroot Soccer seeks to reduce the spread of HIV/AIDS by using role models and peer educators to teach youth about developing healthy life skills and making healthy decisions.

Overall Course Objectives:

- To encourage increased understanding and open dialogue about HIV/AIDS
- To diminish the stigma associated with HIV/AIDS
- To educate and empower youth to make informed decisions related to HIV/AIDS
- To help participants learn about AIDS prevention techniques, including abstinence, faithfulness and correct and consistent use of condoms
- To inform youth about services available in communities, including voluntary counseling and testing and treatment centers
- To address issues of gender and roles that people play in relationships
- To provide youth with the skills to stay strong and bounce back when things don't go their way
- To empower youth to deliver their own HIV prevention messages to the community

Goals:

- Make youth comfortable talking about difficult issues, and engage them in meaningful discussions
- Provide youth with more information about the choices they make
- Make youth aware of risky behaviors associated with HIV/AIDS
- Provide an environment that is fun, memorable, and interactive
- Help children learn by using soccer and sports related themes and activities.
- Deliver activities that develop key behaviors in youth that will help them prevent HIV/AIDS
- Focus on basic elements of prevention - education, behavioral change, voluntary testing and counseling

The Program will be a “win” if:

The Participants:

- Rates of infection decline
- Adopt safer sex behaviors
- Delay first sexual intercourse
- Learn their HIV status and live according to their results
- Make healthy and informed choices for themselves
- Feel proud of what they did, have a sense of accomplishment
- Feel empowered by their knowledge and understanding of HIV
- Value their own life
- Actively teach others in the community
- Feel empowered to stay strong and healthy

The Coaches / Role Models:

- Learn the value of doing community work
- Feel proud about their contribution to society
- Develop skills for career advancement

- Have fun while teaching and learning

GRS Resiliency Programme Format

Introduction

The GRS Resiliency programme follows a slightly different format than our usual HIV/AIDS prevention interventions. There are basic themes and concepts that are addressed throughout this program. The best trainers will regularly touch on these themes and review key concepts.

1. **Resiliency:** Throughout the six-week course, we are trying to build resiliency skills in our students. We are defining resiliency as “seeing your strengths and building your skills so that you can stay strong and bounce back when things don’t go your way.” Throughout all of the activities, we will be incorporating resiliency messages as well as HIV/AIDS messages. We will be attempting to build resiliency in youth through the “4 Ways to Stay Strong.”
2. **4 Ways to Stay Strong:** GRS has developed these 4 themes based on research of literature and experience with relating sports themes to life skills. On the first day of the intervention trainers should introduce the “4 Ways to Stay Strong” and make a poster that will serve as a reminder for learners about the key themes.
 - I. **Use your Strengths:** This involves improving a student’s self esteem and confidence through things like constructive praise, vocabulary development, and providing a positive outlook. Youth are encouraged to identify things they like to do, are good at, and learn fast and use these skills to stay healthy and strong.
 - II. **Plan your Next Move:** This involves helping young people to think about their future and realize that they can achieve success by making the right choices in life. Students will learn skills that will help them to strategize and achieve goals that they set for themselves.
 - III. **Build your Support Team:** This involves using the concept of teamwork and joining the GRS “team” to show youth the value of surrounding themselves within a positive community of peers and mentors. GRS will help youth to recognize who are positive teammates and where to find them in the community.
 - IV. **Take Action in the Community:** GRS will help youth to get active in their community. These types of activities may include: peer education, playing of sports, organizing events, and mobilizing their peers, etc.
3. **Celebration Circle:** At the end of each session, you will conduct a “Celebration Circle” with your students. A Celebration Circle is an easy way to make students feel good about what they are accomplishing in the GRS programme and to give them the opportunity to practice praising each other and themselves.
4. **Praise Points:** Throughout the six-week programme, you should be constantly looking for ways to provide specific praise for your students for their hard work. This will take practice to get good at, so we have included a list of “Praise Points” in this curriculum.

5. **Coach's Voice:** This is the "Coach inside your head," or the voice that helps you make good decisions. Students are encouraged to practice using their Coach's Voice during the programme and in real life to help them when they are faced with tough decisions. Encourage your students to think about their Coach's Voice during discussions about decision making

6. **Making Lists:** Making lists is a very important part of this programme. List making is a skill that helps students see all of their choices and think about the consequences before making a decision. We will have a special celebration any time a list is made in this programme!

7. **Homework:** Each session requires that the students complete homework. The homework is very important in strengthening the new resiliency messages. At the end of each session, you will give the students their homework assignments. At the beginning of each session, you will quickly review the previous homework assignment.

8. **Graduations:** Graduation is one of the most important activities for empowering youth and giving them a sense of accomplishment. In the GRS resiliency curriculum we also use the graduation in order to help students to practice taking action in their community by planning the event and taking ownership of making it a success.

Praise Points

What is praise?

Praise is encouraging your students by showing them approval and recognizing their accomplishments. Praise from a teacher or coach is very important to young people and is important in building resiliency. Giving praise is a skill that you have to practice to become good at, so practice as much as possible.

How can I praise my students?

You are already familiar with one form of praise, the “Kilo.” The Kilo is a great way to give instant praise for positive behavior, including answering a question, completing an activity, learning a new word, etc.

In this pilot project, we are asking you to continually give your students praise. You can praise the entire group and individual students. We want you to be very specific with your praise. Instead of just saying good job, tell the student exactly what he or she did well. You will get to practice this skill at the end of every session.

Example: *You showed great persistence today. You didn’t answer a question correctly the first time, but you kept trying and got it right. I am proud of the way you performed today.*

When can I praise my students?

The following are a list of situations where you will have the opportunity to praise your students. Look for these situations and others so you can praise them during the activities and in the Celebration Circle.

- A student who is normally quiet attempts to answer a question
- The entire class completes their homework
- A student continually has good eye contact with the teacher
- A student listens to his or her teammates
- A student shares something personal during discussion
- Students help each other to complete the activities
- A student asks an interesting question
- A student shares a fact about HIV/AIDS
- Students support each other
- More...

You can also refer to your vocabulary list for ideas on how to praise students. Strengths or qualities such as persistence, commitment, and resilience are great things to praise your students for.

Sample Praise Words

- Disciplined
- Helpful
- Persistent
- Caring
- Confident
- Skillful
- Talented
- Courageous
- Thoughtful
- Supportive
- Brave

The 10 *BEs* for Successful Facilitation

1. ***BE*** exciting!

- The participants will be twice as emotional as you are. If you are excited, the participants will be twice as excited. If you are boring, the participants will be twice as bored.



2. ***BE*** an elephant!

- **An elephant has big ears:** Listen to what the participants say and they will listen to you.
- **An elephant has a small mouth:** Remember the 10% Rule. A good facilitator should speak only about 10% of the time. When a question is asked, throw it back to the audience to get everyone involved. A good facilitator stimulates conversation; you don't always need to give a right or wrong answer.

3. ***BE*** a role model!

- Participants will follow what you do even more than what you say. If you give a lesson on avoiding alcohol and your participants find you drunk at the bar, they will be more likely to start drinking than avoiding it.
- Do "Head, Shoulders, Knees, Toes" song to demonstrate that people you work with are more likely to follow what you do rather than what you say.

4. ***BE*** neutral!

- Don't impose your values on the participants. Many topics you may facilitate are very sensitive topics that often involve religion and family values. As a facilitator, allow people to share their values without favoring any.

5. ***BE*** prepared!

- Prepare at least the night before your sessions. This includes gathering all materials that you could possibly need, reviewing the curriculum, and finding out answers to any questions you weren't able to answer from the previous session.

6. ***BE*** in constant eye contact with all participants!

- Demand eye contact from all the participants. In many cultures, youths are not supposed to look adults in the eye. If the participants are looking at you, they are listening. If they are looking at the ground, they are not listening.
- If you are outside, make sure the sun is at the participants' backs and in your eyes.
- It helps to be at eye-level with the participants. If they are sitting, sit with them. If they are running around, run with them.

7. ***BE*** honest!

- Answer all questions as honestly as possible. Don't feel bad if you don't know the answer to a question. Just say you don't know, but will do everything possible to find out.

8. ***BE*** at the same level as the participants!

- If the participants do not feel comfortable talking about a certain topic, let them laugh about it. If they are allowed to laugh, they will be more likely to talk about it.

- Speak at the same level as the participants. Do not use big words that they will not know. If they do not speak English well, use local language or use a translator.
- Always be aware of who your audience is. For example, if you are working with a group of orphans, don't talk about the family support network.

9. BE consistent!

- It is easy to teach to the best students. Make sure you are getting participation from all the students. Even if you have to give them very easy questions to answer, make sure you get everyone involved.

10. BE gender-sensitive!

- It may take a lot more work to get girls to participate. If you are not reaching the girls, you are only reaching half of your audience. Activities that involve sport will often be more familiar to the boys, but the girls can learn just as much if they are encouraged to participate.

*****Resiliency Bonus BE: BE the Praise Police!**

- Always remember to give specific praise to your students throughout this program. It may be difficult at first, but it is a skill you can learn and you will start to enjoy it.



SESSION 1

- Categories
- Coach's Story
- Team Contract/4 Ways to Stay Strong
- Team Handball
- Celebration Circle

Session Goals:

- Introduce students to Grassroot Soccer
- Explain the Team Contract and have the students sign it
- Introduce the “4 Ways to Stay Strong”
- Introduce the concepts of “making lists” and the “coach’s voice”

Key HIV-AIDS Themes:

- All of us are impacted by HIV/AIDS
- We can avoid getting HIV/AIDS if we make healthy choices
- We can help our community by educating others about HIV/AIDS

Key Resiliency Themes:

- There are 4 specific skills that I can use that will help me make tough choices and stay strong, even when things don’t go my way
- If I listen to and train my “Coach’s Voice” I will always have an important opinion and voice that will help me make healthy choices

New Vocabulary:

- Resilient
- Commitment
- Coach’s Voice
- Peer Pressure

Schedule:

| Time | Activity | Materials Needed |
|---------------------|---------------------------------------|---|
| 20 min | Categories | <ul style="list-style-type: none">• List of “Categories” |
| 10 min | Coach’s Story | <ul style="list-style-type: none">• A written copy of your Coach’s Story |
| 25 min | Team Contract & 4 Ways to Stay Strong | <ul style="list-style-type: none">• Poster paper• Markers• 4 Ways to Stay Strong Poster |
| 15 min | Introduction of “Making Lists” | <ul style="list-style-type: none">• None |
| 40 min | Team Handball | <ul style="list-style-type: none">• Soccer ball• Cones or something to mark the field and goals• L/Z rags for team identifier |
| 10 min | Celebration Circle | <ul style="list-style-type: none">• None |
| Total Time: 2 hours | | |

Activity #1: Categories

Goals:

- Students feel comfortable making their own decisions

- Students practice making decisions amongst peers
- Students begin talking about peer pressure
- Students have fun and are introduced to the GRS method of learning while playing
- The problem of HIV/AIDS in Zambia is introduced
- Test and teach knowledge about infection percentage in Zambia

Key Messages:

- Although it is often difficult, it is okay to make your own decision and stand alone, regardless of what your friends are doing (Your choice is YOUR choice)
- About 20% (About 2 out of 10) of all people in Zambia are infected with HIV/AIDS.
- HIV/AIDS is avoidable, but we have to take care of ourselves and make our own decisions to remain HIV-free.

Activity Overview:

Youth move around as a group and make different choices about their favorite things, and group themselves with those that like the same thing. At the end, the group is gathered to discuss about decision-making and also about the danger and prevalence of HIV.

Facilitation Steps:

Step 1: Introduce the Activity

- Invite the group to stand in a circle around you.

Step 2: Explain:

- *The team will be playing a quick game that will help everybody get to know each other and have some fun. The game will also help us think about the effect of HIV/AIDS on society and the decisions we make.*
- *The game is called “Categories.” I am going to state a category. For example, I may say: ‘Favorite color.’ When I say ‘Go!’ then you will need to move around the room yelling your favorite color and try to find everybody else in the class who has the same favorite color as you.*
- *We will play until everybody has found the right group to be in or is standing on their own, if they’re the only one whose favorite color is blue, for example.*
- *When I say ‘Stop!’ everybody should stop talking and bring your attention back to me. We will see what types of groups we have and then play another round with a new category.*
- Don’t just go where all of your friends go, make sure to think about what your favorite thing is and make your own decision.
- This is not a race but your goal is to find your groups as quickly as you can. Any questions?

Step 3: Play the Activity

- Play the first round of the game. Once everyone has found their place in a group, call everyone's attention back to you. Ask each group, in turn, to shout out their category ("Blue!" "Red!" etc.)
- After all the groups have introduced themselves, call out another category

Possible Categories:

- Favorite Toothpastes
- Favorite Soft Drink
- Favorite Subject in School
- Favorite Football Team
- Favorite Football League
- Shoe Size/style
- Number of Siblings in Your Family (count yourself as 1)

Step 4: Demonstrating the Local Infection Rate

- After the last category, ask the group these questions:
 1. How many of you have been told about HIV/AIDS?
 2. Where have you heard about it?
 - Television, classes, radio, posters, friends
 3. What percentage of Zambians they think are infected with HIV.
- Ask for 5 volunteers.
- Tell the participants that they should pretend that the 5 volunteers represent 5 average adults from your country. Ask participants: Of the five adults represented here, how many would statistically be infected with HIV in X country? (eg. in Zambia/South Africa it would be 1 person. In Swaziland/Botswana it would be two).
- Explain what this means to the students: One in every five people you meet is *statistically* infected?

Step 3: Discussion Points

- Stop the activity (with the participants still standing in their groups from the last category announced) and ask the following questions:
 - Was it easy to be the only person in a category? Was it easier to follow our friends?
 - It is often easy to just follow your friends in this game, even when they are doing something you don't agree with. When your friends are doing something dangerous (like drinking, sex without correct and consistent use of a condom, etc.), it might be easier to just follow them and do the same.
 - Sometimes it can be difficult, but it is okay to make your own decision. If you want to stay healthy and stay alive, you must be prepared to stand alone sometimes
 - Life is all about making choices. In this game you had to make many choices about things you like. If you want to avoid HIV, what choices can you make?
 - Abstain, Be Faithful, Use Condoms correctly and consistently
 - If you make healthy choices, you can avoid HIV/AIDS
 - How serious do you think the HIV/AIDS situation is in Africa?
 - Again, what is the percentage of people in (X) Country who are infected?

Coach's Tips:

- Before each category is yelled out, have everyone run around...not in a circle or straight line, but at random. Ask each participant to try a funny run or a warm up exercise like "knees up" while they run. Then when you call out the category they have to scramble more to find their group.
- Encourage each group to cheer for their category: For favorite soft drink, for example, you would have one group chanting, "Sprite! Sprite! Sprite!" and one chanting, "Coke! Coke! Coke!"
- Make sure participants are silent while they are running around so they can hear which category is called.

Additional Activity:

You can play a similar game where you yell out numbers and students have to join hands in groups of that number. The last group to get together, or any group that doesn't have the right number has to do five press-ups. This is a fun way to introduce the ideas of communication (joining into the groups) and consequences (press ups for being last).

Activity #2: Coach's Story**Activity Goals:**

- To learn about coach's personal story, values and why they are teaching this class
- For students to start to make a personal connection with their coach / Trainer
- To highlight the important role that a coach can play in students' lives
- To bring a personal story to the AIDS crisis
- For the coaches to convey why this program is important to them, that the coaches care about the kids in the class

Key Messages:

- Teaching this class is important to each coach for personal reasons and I, as a coach, want to make a positive difference in students' lives

Activity Overview:

The coaches take 5-7 minutes to talk with students about their own life, particularly how they got to where they are today. The coaches focuses on choices they made when they were the same age as the students, why teaching this course is important to them, and the positive impact that their own coach and role models have made in their lives.

Facilitation Steps:**Step 1: Prepare your Coach's Story**

- Before you come to class, prepare your Coach's Story using the following information
- You may want to write down your Coach's Story the first few times you do it so you don't forget anything important

Recommended Things to Say for Your Coach's Story:

Name, Age

Team I play for and position/Job I have

Married/Single?

I made it to this level of soccer/work by _____

- Working hard
- Making healthy choices
- Believing in myself
- Getting support from friends and family (Be sure to discuss some of the important people in your life who have helped you. Be specific and make sure to name at least one friend who made a positive impact in your life)

I'm here teaching this course because _____

- I'm concerned about the future "stars" of Zambia
- HIV/AIDS has affected me and those around me. Share a personal story if possible.
- I want to help you be able to achieve your goals

I am looking forward to this course because _____

- I think we'll learn a lot from each other
- We're going to have fun doing it
- I am excited to get to know you and for all of us to become friends with each other

If you have any questions for me throughout the next two weeks, feel free to ask.

Step 2: Delivering your Coach's Story

- Tell your Coach's Story to your whole class
- Have your assistant coach(es) prepare Coach's Stories as well

Activity #3: Team Contract

Activity Goals:

- Emphasize the fact that students are joining a "team" of others who are committed to learning about HIV/AIDS and growing up healthy and strong
- Introduce the "4 Ways to Stay Strong" and the terms "resilience" and "resiliency"
- Encourage students to feel proud of being a part of the Grassroot Soccer team

Key Messages:

- As soccer players we sign a contract that says we will play by the rules. Everyone on the Grassroot Soccer team should always feel comfortable, respect each other, participate in activities, and share information with their friends and family.

Activity Overview

Students join the Grassroot Soccer team by agreeing to follow four simple rules in the program.

Facilitation Steps:

Step 1: Preparing the Team Contract and “4 Ways to Stay Strong” Poster

- Prepare a poster with the words **Comfort, Participation, Respect, and Share** on it.
- Prepare a second poster that is titled, “**4 Ways to Stay Strong**” with the phrases **Use Your Strengths, Plan Your Next Move, Build Your Support Team, Take Action in the Community** on it.
- Put up Posters so that all the students can see them

Step 2: Introducing the Team Contract

- Explain:
By participating in the GRS course you are joining a team of young people around the world who have pledged to remain HIV free, to help stop the spread of HIV/AIDS, and help those who are infected.
- Ask participants:
 1. What is a contract?
 2. Why do professional football players sign contracts?
- Explain:
Just like a professional football player, we are going to sign this contract. It will require us to play by certain rules, rules that will help us to learn more, make friends and have a positive experience.

Step 3: Explaining the Contract

- Explain what each rule means in detail. Consider asking the students to give you their definition of what each word means “on the field.” Then you can explain what it means “off the field” (in the GRS program)
 1. **Comfort** – Participants should always feel comfortable sharing their views on HIV/AIDS, sex, and other topics.
 2. **Participation** – On a football team, the only way to get better is to play hard in practice. On the Grassroot Soccer team, the only way to learn is to participate in the sessions.
 3. **Respect** – Everyone in the program will respect each other. Students will respect each other and the teacher and the teacher will respect the students. Nobody will be laughed at in the Grassroot Soccer program.
 4. **Share** –Share all the information you learn from the Grassroot Soccer program with your friends, family, neighbors, EVERYBODY! Not everyone in your community is as fortunate as you to go through the Grassroot Soccer programme. You must use your knowledge to teach others

Step 4: Introduce the “4 Ways to Stay Strong”

- Explain:
This course is all about making healthy choices that can help you to stay strong and prevent you from getting HIV/AIDS. There are four skills we are going to teach you. These skills will help you be a better football player, but also will help you to stay strong so you can make positive choices for yourself.

- Introduce the “4 Ways to Stay Strong”. Have students try to explain what they think each skill means “on the field,” and then you can explain what it means in life (“off the field”)
 1. **Use Your Strengths**- Knowing what you are good at (not just football skills) and being able to use your strengths to stay strong and help you make healthy decisions
 2. **Plan Your Next Move**- Continuing to avoid challenges, knowing how you will handle tough situations, setting goals and making a plan for success
 3. **Build Your Support Team**- Having a positive and strong support network (of family, friends, etc.)
 4. **Take Action in Your Community**- Giving back to the community, taking responsibility for teaching what you learn (on the field and off the field).

Step 5: Explain Resiliency

When we know our strengths and build these skills, they help us to stay strong and bounce back if things don't go our way. There is a word for this. It's called being “resilient.” It is one of the most positive ways someone can describe themselves.

- *Can anyone think of any examples on the soccer field of a player who stayed strong or bounced back when something bad happened?*
- *Everybody here is already resilient. This course will help you to learn more about what your strengths are, build your skills and make you even stronger than you are, so you can make healthy choices for yourself.*

Step 5: Signing the Contract

Explain:

- *Now you are going to be invited to sign the contract, to show your commitment to playing by the rules stated and working the skills. Before anyone signs the contract ask the group: What does the word “commitment” mean?*
- *Commitment means that you do everything you can to meet a goal. You “do what you say you are going to do.”*
- *What types of commitments do people make in life? (Examples include: commitments to your teammates, committed relationships, marriage, etc. Make a point to highlight that a committed relationship (being faithful) is an important way to reduce the chances of getting HIV).*
- *The “commitment” we are asking as part of the GRS Team is to do your very best to play by the rules of our program and to work on building your skills. We have to play by the same rules too. So, to show our commitment, we are going to sign this contract.*
- *Have all coaches sign the poster first to show participants that they have decided to sign the contract.*
- *Invite participants to come to the front of the class to sign the contract, but make sure that it is clear that signing is their choice.*

Step 6: Concluding the Team Contract Activity

Tell participants that you will keep the contract and the 4 Ways To Stay Strong on the wall for the whole programme to remind them of their commitment.

Activity #4: Team Handball

Activity Goals:

- Learn the many positive roles that a coach can play in our lives (on and off the field)
- Introduce and explain the concept of the “Coach’s Voice”

Key Messages:

- You can help yourself with strategy and decision making if you listen to your own “Coach’s Voice”
- Having friends and team members to coach and support you helps you be resilient

Activity Overview:

Two teams will play a competitive game by passing the ball with their hands from person to person. The only way to score is by heading the ball into the goal. Each player will have a “coach” who offers support and suggestions during the game.

Facilitation Steps:

Step 1: Preparing the Game

- Mark the boundaries for the field. Mark two goals as well. (Consider using shoes or rocks to mark the goals.)
- Create two teams of equal numbers of players.
- Ask each team to come up with a team name
- Ask one partner to be “A” and the other to be “B.” Make sure that all students know their partner’s name.

Step 2: Explaining the Game

Explain that each team will have the “A’s” play first, against each other. The game is called “Team Handball”

Team Handball Rules

1. Both teams are trying to score goals on the other team.
2. Players on the same team may pass the ball from person to person with their hands. The ball may not touch the ground.
3. If a player has the ball she may take no more than three steps before having to pass the ball.

4. If a player takes more than three steps or if the ball touches the ground it goes to the other team.
5. A goal is scored by passing to a teammate who then heads the ball into the goal. (Without goal posts, use the height of the goalkeeper to determine the height of the goal. Any goal that scores below the height of the goalkeeper with his/her arms stretched above his/her head can be the goal height)
6. Defensive players can steal the ball in the ball in air, but cannot touch the other players or take the ball out of a person's hand
7. If a defensive player knocks the ball to the ground, then the ball goes to the defensive team.
8. Important Note: You may want to consider adding in a rule that addresses the gender bias that can happen in games, where the boys only pass to each other. You may want to make a rule that a goal cannot be scored unless at least two boys and two girls have caught the ball.

Step 3: Introduce the “Coach” role.

Explain:

All of the B's, your job is to play the coach, specifically for your partner who is playing. You have to support them during play by clapping for them and giving them encouragement. There will be a time out where you can talk with your partner and coach him/her. During the time out, you will talk about 2 things with your player:

- *Tell them what they are doing well. Encourage them to continue doing these things*
- *Tell them what they need to improve on and how they can do it.*

Give the B's specific things to say to their teammates when they are coaching. Make sure they praise their teammates for making nice passes, playing defense, trying to get all of their teammates involved, and communicating well. You can refer to your list of Praise Points for help.

Step 3: Playing the First Round of the Game

- Play the game for 3 minutes. After this time, call time out.
- Announce that now each coach will have 1 minute with their player, to offer support, ideas, strategy, etc. for the next period of the game.

Step 4: Playing The Second Round of the Game

- Play the game again for 3 minutes. Pay attention to what kinds of new strategies/play happen.
- After 3 minutes, stop the game again. Gather the entire group together in a circle for discussion. (Note: Encourage the partners to stand/sit next to each other)

Step 5: Discussion Points and Learning about Coach's Voice

- Ask the group the following questions:
 1. What are some of the ways you improved your game from the first round to the second round? Answers could include:
 - We used more teamwork
 - We communicated better

- We played with more confidence
 - We looked around to see more of the field and who was open for a pass
 - We played harder on defense
 - I stayed calm when someone was defending me
2. How did it feel to give praise and advice to your player?
 3. How did it feel to receive praise and support from your coach?
 4. What are the things that a coach can do for a team during a match and practice?
Answers could include:
 - Help a team see more of what is going on in a game
 - Offer praise, support and motivation
 - Teach new strategies
 - Help me to focus and not get distracted or down on myself if I make a mistake
 5. When could a coach to help us in life too (off the field)? Answers could include:
 - A “life coach” could help me the same way a soccer coach does, with praise, ideas, suggestions, support
 - A “life coach” could help me make good decisions
 6. What would a coach tell you when you if you were being pressured to have sex or drink beer? Answers could include:
 - My coach would tell me to avoid the situation
 - My coach would tell me to be confident and do what I think is best
 7. What type of person in the community would make a good “life coach?”
 - Sports coach
 - Teacher
 - Friend or peer
 - Family member or relative
 8. There is one more person who can be your coach. Do you know who it is?
 - The answer is, “You!” This is called your “Coach’s Voice”

Step 6: Introduce Coach’s Voice

- Explain:
A coach can be a very positive and important person on the field. The coach has special skills that help us make better choices, play harder, improve our skills, help us achieve more than we may think we can achieve and to face challenges with more confidence.
- *Your “Coach’s Voice” is a coach inside your own head that will always help you make good choices. You have many important choices you make in your life every day, like what kind of activities you participate in, how you study, peer pressure, having sex, etc. And it is very important to always pay attention to what your “Coach’s Voice” tells you.*
- *The “Coach’s Voice” is like having a caring adult or friend around to keep you on track. (You may want to talk about the angel and the devil on your shoulder like in cartoons). Throughout the program we are going to help you to hear your positive “Coach’s Voice” and plan to teach you how to always make sure you are listening to it, to help you make positive choices for yourself. **To use your “Coach’s Voice” stop, think, and make a list before making an important choice.***

Activity #5: Celebration Circle

Activity Goals:

- Finish the session on a positive note
- Provide examples of appropriate and specific praise and encourage students to practice praising
- Review new vocabulary that has been learned during the day
- Formally introduce the concept of celebrating (after each match and session); reinforce the importance of celebrating successes as a team
- Reinforce the “team” aspect of the program

Key Messages:

- There is always a reason to celebrate
- Saying positive things about each other makes us feel good and helps that person understand what their strengths are

Activity Overview:

Students practice giving and receiving praise by praising each other and themselves. The coach also offers praise to the students as an example.

Facilitation Steps:

Step 1: Preparing the Activity

- Invite the group to make a circle.

Step 2: Review New Vocabulary (Coach’s Voice, Strategy, Strength, Commitment, etc.)

Step 3: Introduce “Praise”

Explain:

Praise is encouraging people by letting them know what they did well. Praising someone is more than just saying “good job.” Giving praise is letting people know exactly what they did well and making them feel good about themselves. When you praise someone, you want them to know how much you appreciate what they are doing. Praise can come from your teacher, your peers, even yourself.

Step 4: Introducing the Activity

Explain:

At the end of each session we do several things as a team before we finish. We:

- Review new words and information we learned
- Praise each other
- Celebrate our strong team

Step 5: Praising and Celebrating

Explain: *Everyone did a great job today in our session. Let’s think about some of the work that people did and praise them for it. Praise is letting people know you what they did well and why you appreciate them. I want you to practice giving praise to your teammates. When you are praising someone, make sure to have eye contact and be very specific. Praise will come from the following three sources:*

1. **From the coach:** *First I will praise each of the volunteers for what they did well today*
2. **From another participant:** *One of you will praise our volunteers for what they did well today*

3. **From themselves:** *Each of the volunteers will tell the group what they did well today. I want everyone in the group to think about how they would praise themselves*

Invite two volunteers into the circle for each of the steps.

Remember to give very specific praise to the volunteers. You can praise the volunteers for many different things including:

- Listening during an activity
- Active participation
- Asking questions
- Supporting teammates
- Having good eye contact

Use praise words that highlight a specific skill and strengths. **Sample words are located on page 11.**

After each praise, make sure to give a big “Kilo!”

Session #1 Homework

Homework #1:

Think about people you know in your community (friends, family, etc.) who are role models for you of making a positive “commitment” in their lives. (Remember to have the group re-state what a commitment means). This could be someone who has committed to a profession or craft, someone in a committed relationship, etc. Select two people like this and ask them one or more of the following questions:

1. What does the word commitment mean to you?
2. What type of commitment have you made to get where you are today?
3. What are some of the positive things that have happened to you because of this commitment you made?

Homework #2:

Use the skills you learned in the Celebration Circle to praise your favorite football player. Think about why that person is your favorite and write short letter praising that person. (if you do not know any football players or have a favorite player, you can think about one of your other role models.)



SESSION 2

- Lions and Zebras
- Fact/Nonsense Round 1
- Juggling My Life
- Celebration Circle

Session Goals:

- Demonstrate that we can make choices that can protect ourselves from getting HIV
- Emphasize that choosing to have sex is an important decision and should be considered seriously before making a choice
- Teach the concept of “Plan Your Next Move” as an important way to “stay strong”
- Teach the “4 Steps to Healthy Decision Making”

Key HIV-AIDS Themes:

- In life, to live healthy you have to protect yourself from HIV, pregnancy and STI’s
- The more comfortable you can be talking about HIV and other important topics the better you can protect yourself
- It can be challenging to juggle the many responsibilities and choices you have in life, even without choosing to have sex
 - Sex is something you can choose to do, you don’t have to do it

Key Resiliency Themes:

- “Plan Your Next Move”
- In life, one of the best ways to stay strong and healthy is to “plan your next moves”

New Vocabulary:

- Strategy
- Decision
- Consequence

Schedule:

| Time | Activity | Materials Needed |
|-------------|-------------------------|---|
| 10 min | Homework Review | <ul style="list-style-type: none">• None |
| 30 min | Lion and Zebra Tag | <ul style="list-style-type: none">• Disks, cones, or stones• 8 Soccer balls or a strip of material/rag for every player |
| 20min | Fact-Nonsense (Round 1) | <ul style="list-style-type: none">• Fact-Nonsense Questions• “Fact” and “Nonsense” cards for each team• Poster paper• Markers |
| 40 min | Juggling my Life | <ul style="list-style-type: none">• 9 juggling objects per team (tennis balls work well, but anything that is not too small or too hard can work. Eg. oranges)<ul style="list-style-type: none">○ 6 juggling objects labeled (using tape & marker) with things people do in life (eg. School, church, friends, sports, family, eat, sleep, bathe, etc)○ 3 juggling objects labeled (using tape & marker) with consequences of sex: “HIV/AIDS,” “Pregnancy,” and “STIs” |

| | | |
|--------|--------------------|--|
| | | <ul style="list-style-type: none"> • One juggling object that is differently shaped and difficult to juggle labeled “SEX”(Soccer balls are ideal, but even a banana can work). • Poster: “4 Steps to Healthy Decision Making “ • Flipchart • Tape • Markers |
| 10 min | Celebration Circle | <ul style="list-style-type: none"> • None |

Activity #1: Homework Review

Start the session by inviting one or more students to share what they did for the homework. Be sure to offer praise to the students for doing the homework and talking about it in the class.

Activity #2: Lion and Zebra Tag

Activity Goals:

- Teach participants how skills on the football field relate to skills in life
- Teach “Plan Your Next Move”
- Teach participants particular skills to use to **avoid** HIV infection
- Emphasize abstinence and correct and consistent condom use as ways to prevent getting HIV

Key Messages:

- In this game, players must protect their rags or ball from their opponents and move away from pressure.
- In life one of the best ways to stay strong is to take the time to “Plan Your Next Move”
- In life you can protect your body from HIV by abstaining from sex and using a condom correctly every time you have sex.

Activity Overview:

In a small space, players (Zebras) will run around with either a ball at each Zebra’s foot or else rags hanging from their pants (if you do not have enough soccer balls) and try to avoid having their ball kicked out of the circle or their rag stolen by the player(s) without rags (Lions). As a player’s ball is kicked out of the circle or his/her rag is stolen, that player also becomes a Lion and steals other players’ rags.

Facilitation Steps:

Step 1: Preparing the Activity

- Have all the participants form a circle that other players must stay inside of during the game.

Step 2: Introducing the Game

- Explain:
For this game, participants inside the circle must run around without going outside the circle. They should imagine that they are “Zebras” in the bush. One person will be the “Lion.” The

lion will enter the circle and try to kick the balls out of the circle or take the Zebras' rags. The Zebras must try to protect their soccer balls or rags so the Lion doesn't eat them. If a Zebra loses his/her rag, he/she must join the Lion and try to get the other Zebras' rags. The last Zebra is the winner.

Step 3: Playing the Game

- Start the game by selecting about 9 students to play (one Lion and 8 Zebras). Encourage everyone else to form a circle around the players and cheer their friends on during the game
- Start the game by having the Zebras run around inside the circle. After about 30 seconds, yell, "HERE COMES THE LION!!" When only one or a couple Zebra's are left, stop the game and declare them the winner/s.
- First, release the "Zebras" and encourage them to run around. Then, release the "Lion." When only one Zebra is left, stop the game and declare him/her the winner. Play several rounds.
- As players are playing, say:
"Protect the ball/ rag by using your body as a barrier. "
"Learn to avoid the Lion by making smart decisions. Avoid danger areas!"
"Concentrate and focus"
"Coach yourself. Listen to your coach's voice."
"Plan your strategy. Think about how you can stay in the game."
- Play the game one more time, but this time, the "Zebras" will represent people in the community and the "Lion" is HIV. Make sure to state that this person represents the virus, not someone who is HIV positive. When the person representing HIV is about to enter the circle, shout "HERE COMES HIV!!"

Step 4: Discussion Points

HIV/AIDS Questions

- Some people were very good at this game. What did they do to avoid the Lion and HIV?
 - They concentrated and stayed away from danger situations. If you want to **avoid** HIV, the best way is abstain.
 - They used their body as a shield to protect the rag when they couldn't avoid the Lion or HIV. If you can't abstain, you can use a condom correctly and consistently to protect your body from HIV.

Explain:

*All of these ideas you mentioned are great "strategies." What is a **strategy**?*

- In real life, will there be someone to yell "HERE COMES HIV!!" when you get into a dangerous situation? What type of dangerous situations can you avoid if you want to live longer?
- What kinds of behaviors put you at risk during this game? What kinds of behaviors put you at risk of HIV/AIDS in real life?
- What would your Coach's Voice tell you to do in a situation where you are faced with a dangerous situation?

Resiliency Questions

- *We discussed last time we met about the “4 Ways to Stay Strong,” does anybody remember what those are? (Remind the group of what they are. Refer to poster on the wall)*
- *In your own words, what does “Plan Your Next Move” mean? How did you use this skill in the game we just played?*
 - *It means knowing what you are going to do next, not just what you are doing now.*
- *How could Planning Your Next Move help us in making healthy choices?*

Step 5: Discuss

- Explain:
As we’ve discussed, there are many benefits to taking the time to make a plan, on the field and especially off the field. Planning Your Next Move is a skill that the best players use. The best players don’t just think about what they are going to do with the ball now, but what they are going to do next. And the best players don’t just see dangers right in front of them, but they look up and see the whole field when they plan their next move.

Coach's Tips

- Make sure the area is not too small so the game is finished very fast, or too big so the lion gets tired and cannot get anyone out.
- Make sure that players understand that HIV does not infect everyone in the community. In this game almost everyone ends up getting infected, but in real life only some people are infected
- Make sure to ask how they are using their coach’s voice.

Activity #3: Fact-Nonsense

Facilitation Steps:

Step 1: Preparing the Activity

- Divide students into teams (no more than 10 people per team, 5-7 per team is ideal). Ideally one Coach should be assigned to each team to facilitate discussion.
- Make a scoreboard with flipchart paper or on the chalkboard. Each team should decide on their team name. Assistant coaches should write down these team names on the flipchart paper or chalk board.
- Have each team select a team name and team captain who will hold up the Fact/Nonsense card. Hand the card to the team captain. Tell the students that they will play this game various times in Grassroot Soccer and will remain with this team for the entire programme.

Step 2: Introducing the Activity

- Explain:
I am going to read statements about HIV/AIDS. Some of these are facts and others are nonsense. After I read a statement you must decide as a team whether it is fact or nonsense. You will have at least 30-60 seconds to discuss each answer (the amount of time

allotted varies depending on question). When I say so hold up your card that says Fact or Nonsense. If your team has the correct answer you get one point. We will play this game each day for the rest of the sessions and keep the same teams each time. The team with the most points at the end wins! It is important for you to discuss why your answer is a fact or nonsense, because I will ask bonus questions to see who really understands.

Step 3: Playing the Activity

- Begin to play the game by reading the questions from your Fact Nonsense Coach's Guide (See Appendix). All answers are underlined after the question. Once you've finished each question and awarded points to the winning team, read the follow-up questions. Teams should also get one point for a correct answer to a bonus question.
- While playing the game, make an effort to keep scores close and fair by asking teams to answer bonus questions that need points. Once all the questions are finished you can praise the winning team, but stress that we are all winners because we all learned.
- Make sure that students not only know the answers, but also understand reasons why. The most important point is that getting HIV/AIDS is a RESULT of bad decisions, not a question of bad luck. For the bonus homework, inform the students that they have learned a great deal from this activity and that they should feel comfortable sharing this knowledge with others. They can talk to anyone: parents, siblings, friends, grandparents, etc.
- Record the scores and announce them to the class. Let them know that they will continue the game next class.

Week 2 Fact/Nonsense Questions

1. Having HIV is the same as having AIDS. **Nonsense**

Explanation: HIV is a **virus**.

AIDS is a "**syndrome**" that you get once your body is too weak to fight HIV anymore.

HIV stands for **Human Immunodeficiency Virus**.

AIDS stands for **Acquired Immuno-Deficiency Syndrome**.

Bonus: *What does HIV do to your body?*

Destroys your immune system.

Explanation: When someone contracts HIV (the virus), it takes a long time for them to develop AIDS (the syndrome) and show symptoms.

Explain that the immune system is the part of our bodies that enables us to fight common illnesses such as a common cold or flu. People who are HIV positive cannot fight things like a cold or flu as well as people who are HIV negative.

2. The most effective way to avoid HIV infection is to abstain totally from sex. **Fact**

Bonus: *What does it mean to "totally abstain from sex"?*

It means to not have sex at all or to stop having sex.

Bonus: *What does it mean to be “mutually faithful partners”?*

Mutually faithful partners are two people who have sex with each other, but nobody else. That means no other girlfriends or boyfriends! If both partners are not infected with HIV, this is one option to avoid the virus.

Bonus: *What is sex?*

Traditional sex is when a man’s penis enters the vagina of a woman. Anal sex is when a man’s penis enters the anus of another woman or man. There is also oral sex where a man or woman uses their mouth to provide sexual pleasure for another person.

3. The only way to know whether or not you have HIV is to go for testing. **Fact**

Bonus: *Where can you go for testing?*

VCT, hospital, clinic, New Start Center

Bonus: *If you get tested for HIV, will other people find out?* **No**

The results of your HIV/AIDS test are a secret between only you and the counselor.

Bonus: *Can you get HIV/AIDS from being tested?* **No**

The doctor will always use a **brand new** needle that has not been used by anyone else.

Bonus: *Can you get HIV/AIDS from donating blood?* **No**

Explanation: You can’t get HIV from donating blood because the doctor or counselor will always use a new or sterilized needle. Also, the doctor or counselor will **take** blood from you; you do **not** receive someone else’s blood.

Activity #4: Juggling My Life

Activity Goals:

- Students think about what is important to them
- Students think about the consequences of having unprotected sex.
- Students feel empowered to make healthy choices for themselves understand what a choice is, and that they make choices in life
- Demonstrate that its okay to make mistakes (And that learning from mistakes can actually become a strength and make you stronger)

Key Messages:

- We all have busy lives without having sex.

- Sex is usually a choice; it is not something you have to do.
- All choices have consequences
- Everyone makes mistakes. You can correct a mistake in school or when playing soccer. If you make just one mistake with sex, you could get HIV/AIDS and die, have a child, or get an STI.
- Know the facts and learn the necessary skills before you make the big decision to have sex.

Activity Overview:

Participants stand in a circle and juggle objects as a team that represent things that people do in life. Then a larger object is added that represents sex and along with it, three consequences that can come as a result of choosing to have sex. After playing the game for a while, two lists are made: things we have to do in life; and things we choose to do in life.

Assistant Coach Roles:

Direct one assistant coach to each small group. (Note: Each group will be 8-12 students). Give the assistant coach the objects needed to lead the activity. You can provide the directions to the groups and on your signal the assistant coaches can assist by starting the passing of the objects and collecting them in between rounds. Be sure to explain to assistant coaches in advance of the game how the game progresses, especially how the game falls apart at the end.

Facilitation Steps:

Step 1: Preparing the Activity

- Before the activity, write SEX on the football and the three consequences (HIV/AIDS, pregnancy, and STIs) on the tennis balls.
- Put up the “4 Steps to Making Healthy Decisions”
 1. Stop and Think
 2. Who can I ask and talk with to get help with my decision?
 3. What do I believe is the right decision for me?
 4. What did I learn from this decision?
- Divide class into groups of 8-12 participants. Each group should have a bag of 9 juggling objects that you can give to the assistant coach. There should also be one odd-shaped juggling object, something that looks different than the other objects and is difficult to juggle (soccer balls work well).
- Each group should stand in a circle. Participants should be standing arms length apart.

Step 2: Introducing the Activity

- Introduce the game:

I want everyone to put their hands up. I am going to throw this ball to someone else in the circle. I will call out their name first so they know it's coming. Once that person catches the ball, they will call out someone else's name and throw the ball to them. That person will then put their hands down. As the activity continues, only throw the ball to someone who has their hands up. The goal for the first part of the activity is that everybody catches the ball only once before it comes back to me. It is important that you remember who throws you the ball and to whom you throw it. You will throw the ball to the same person every time.

This game is called Juggling My Life. We are going to work together as a team to keep these balls in the air. Each ball represents a different thing that you do in your life. Can someone

tell me something that you do everyday? (Examples are: go to school, do sports, do homework, see family, hang out with friends, etc.)

First we are going to try juggling our lives with only one ball. Everyone put your hands up. When someone says your name and throws you the ball, catch the ball, call out someone else's name and throw the ball to them across the circle. Keep your hands down after you throw the ball. Only throw the ball to someone who still has their hands in the air. Everyone should only catch the ball once.

Step 3: Playing the Activity

- After a student tells you one of the things that they do in life and have the assistant coach write it on a piece of tape and stick it to the ball.
- Instruct the assistant coach to throw the first ball around the circle. If participants make mistakes, remind them of the rules of the game. It may take a few tries with the first ball before the ball can smoothly go around to all participants.
- Throw the first ball around the circle. It will take a few tries with the first ball before all students are able to remember who to throw it to each time.

Step 4: Continuing to Play the Activity

- Once the students have the hang of it you can add a second ball. Be sure to ask what another important part of their life is and write it on tape on the ball.

Step 5: Explain

- During the game, stop action and ask the group/make the following coaching points:
 - It is important to concentrate and to communicate with one another, just like in life.
 - Is it OK to make a mistake in life?. In life we all make mistakes. What happens when you drop a ball or make a mistake with any of these balls? You must just pick the ball up and continue to play. (eg. you fix the mistake that you made with your friends or at school.)
 - During play, ask players to share with the group what they are hearing their coach's voice say that is helping them to focus on the game.

Step 6: Introducing the "Sex Ball"

- After the group is successfully juggling 4-6 balls (family friends, school...) stop the game and tell students it is time to try to juggle a different kind of ball. Introduce the sex ball and tell students "You are at an age where you will begin to feel pressure to add sex to your lives. Let's see what happens when we do."

Step 7: Playing the Game Again with the New Balls

- Begin to juggle the balls again. This time add the sex ball. Soon after you should also add three more balls (HIV/AIDS, pregnancy, STIs). This will be too many balls for the students to handle and the game will fall apart.
- Stop the game and ask students to tell you what balls they have in their hands. Ask them why you added HIV/AIDS, STI, and pregnancy. Explain to them that if you make a mistake in life with sex then you can get these things.

Step 8: Discussion Points

- Stop the game as participants are juggling, and have them pick up any balls that are on the ground. Go around and ask them to read the balls that they are holding.

Discussion points:

1. What are some things you have to do? (School, homework, family, friends, eat, bathe, etc).
2. What are some things you choose to do? (Read, watch television, play sports, go to church, etc.)
3. What are three things you need to consider if you decide to have sex?
4. Do we all get to choose whether or not we have sex? What happens sometimes so that people do not have a choice? (eg. rape, financial needs, molestation, etc).
5. Is the pressure to have sex at a young age greater for boys or girls? Where does that pressure come from? (Encourage the group to think about why the pressure to have sex might be greater for girls than boys, as well as why there are more negative consequences for girls than boys) Do girls have the same rights as boys to say no to sex (See what the group says, but make sure to make the point that the answer is YES!)
6. Did we make mistakes when we were juggling the balls? What did you do when you made a mistake? Just like in life, when we made mistakes in the game, we corrected them and continued on. What is different about sex? What happens when we make a mistake with sex? We can die! Therefore when we choose to have sex we must be sure that we are not making a mistake. Sex is a very important choice. How do we protect ourselves when we decide to have sex?
7. When is pregnancy NOT a negative consequence of having sex? (when you are ready to have children).

Step 9: Further Discussion

- In life we are faced with many choices. Everything we decide to do comes with consequences. It is important to consider ahead of time what will happen whenever we make a choice. If you cross a street without looking for cars you may get run over. It is the same if you decide to have sex without protecting yourself, you may get pregnant, STIs, or HIV/AIDS.
- In the last session we learned that one of the four ways we “stay strong” is to “Plan Your Next Move.” In this activity you always have to be planning your next move and in life, you have to do the same, especially when it comes to making important decisions (about sex, school, etc.)
- In Grassroot Soccer, there is an easy four-step tool to help you make decisions. It goes like this (Show poster)
 1. *Stop and Think*
 1. Who can I ask and talk with to get help with my decision?
 2. What do I believe is the right decision for me?
 3. What did I learn from this decision?
- Ask the group:
 1. Why is it so important to stop and think before making a big decision?
 2. How can it help us to talk to our friends/team before making a big decision?
- Remind students that they can make choices that help them to be safer, stronger, and healthier and that this 4 step decision making tool can help them to make better.

Coach's Tips:

- All throws must be underhand.
- The ball always returns back to you the coach after everyone in the circle has thrown the ball.
- Make sure each student calls the name of the person they are throwing to throughout this entire activity. This helps keep the balls in the air and also makes it more fun once there are many names being called at once.
- When making the lists during the follow-up discussion, write SEX in bigger letters and even a different color than the rest of the things on the list so it stands out (along with its consequences).
- During the discussion, emphasize that SEX is a choice, not something that you have to do. It is up to you whether or not you decide to have sex. Whether you are a man or a woman, no one can choose for you. **If someone does choose for you it is illegal and it is not your fault, but you may still become a victim of the consequences.**
- The Steps To Decision Making Homework assignment is a good follow up after this activity.
- When just juggling the things that you do each day, give enough time between each ball so that participants don't feel to rushed to catch and throw the balls. Make it easier to juggle the things that are done each day. When you introduce the sex ball, throw the balls more frequently so that it's more difficult to juggle successfully. Do this subtly so it's not obvious to participants.

Activity #5: Celebration Circle

This activity should be run the same way at each session. See a full description of the activity on Page 25.

Session #2 Homework

1. Do we have control over whether or not we get HIV/AIDS? YES or NO? Why or why not?
2. Is getting HIV/AIDS a question of bad luck? YES or NO



SESSION 3

- Fact/Nonsense Round 2
- Sky Ball
- My Supporters
- Take Action Planning Session 1
- Celebration Circle

Session Goals:

- Teach the importance of “building your team” as an important way to “stay strong”
- Identify positive qualities of potential friends
- Teach the concept of stigma and that we can help our community by caring for those that are stigmatized by HIV-AIDS

Key HIV-AIDS Themes:

- People with HIV/AIDS are often deserted and stigmatized
- People with HIV/AIDS need our support and love
- We can teach others about HIV/AIDS and to care for those infected and affected

Key Resiliency Themes:

- “Build Your Team”
- In life, everyone needs supporters. Having a strong support team can help me on and off the field, keep me strong and help me bounce back if things don’t go my way
- I have a responsibility to teach others about what I learned in the GRS program

New Vocabulary:

- Strategy (Review of this word)
- Stigma
- Discrimination

Schedule:

| Time | Activity | Materials Needed |
|-------------|---------------------------------|---|
| 5 min | Homework Review | <ul style="list-style-type: none">• None |
| 15 min | Fact-Nonsense (Round #2) | <ul style="list-style-type: none">• Fact-Nonsense Statements• Poster paper• Markers |
| 40 min | Team Sky Ball | <ul style="list-style-type: none">• 4-rag balls (or soccer balls)• 4 bed sheets (or large material)• Decision Making poster (4 Steps) |
| 35 min | My Supporters | <ul style="list-style-type: none">• None |
| 15 min | Take Action Planning Session #1 | <ul style="list-style-type: none">• None |
| 5 min | Praise-Celebration Circle | <ul style="list-style-type: none">• None |

Activity #1: Homework Review

Start the session by inviting one or more students to share what they did for the homework. Be sure to offer praise to the students for doing the homework and talking about it in the class.

Activity #2: Fact-Nonsense

Facilitation Steps:

Divide the group into the same teams as the week before and continue the game with new questions.

Week 3 Fact/Nonsense Questions

4. If I decide to have sex, using condoms correctly every time can help protect me from getting HIV/AIDS. **Fact**

Explanation: Condoms are over 90% effective, if used correctly (follow directions on the package) and every time, they can protect you from getting HIV. Remember that abstinence is the most effective way to avoid HIV, but if you cannot abstain, you can use condoms to avoid HIV infection.

Bonus: *Do condoms have tiny holes that HIV can pass through?* **No.**

Condoms are made of rubber that does not have any holes. The only way that condoms will allow HIV to pass through them is if they are damaged in some way.

5. A person who is infected with HIV cannot live a normal life. **Nonsense**

Explanation: It is possible for a person to live for many years with HIV if they take care of themselves and with modern Antiretroviral Therapy (ARV), people can often live indefinitely with HIV

Bonus: *What can a person with HIV do to live healthy and for longer?*

Follow the doctor's instructions, eat healthy foods, exercise, practice safer sex to avoid re-infection, and receive love and support from family and friends.

Bonus: *Is treatment for HIV available in X country?* **Yes**

Explanation: ARV drugs are available for people in X country. It is often more difficult for people in the rural areas to access them though and you have to get tested to see whether or not you will need them.

Bonus: *Can a person with HIV be infected again?* **Yes**

Yes, a person with HIV can get another strain of virus which will make that person get sick faster and make the virus harder to control with medicines. Having sex with someone who has a higher viral load than yourself can increase the rate of your infection

Activity #3: Team Sky Ball

Activity Goals:

- Emphasize the importance of teamwork and communication to "win"
- Introduce the Skill: "Build Your Team"
- Review and practice 4 Step model from Healthy Decision Making

- List why it's important to have friends
- List qualities of a "good friend" (or "caring peer")
- List ways to make friends and challenge participants to use these skills to make new friends in the program (Build Your Team)

Key Messages:

- To build a strong support team, you need good **communication, listening and strategy.**
- I can use the time in this program and the skills I learn to make friends

Activity Overview:

In teams of 6 to 8, students try to launch a soccer ball (or rag ball) into the air with a large piece of cloth, such as a sheet.

Facilitation Steps:

Step 1: Preparing the Activity

- Divide the group into teams of 6 to 10 participants. Provide each team with a ball and sheet

Step 2: Introducing the Activity

Explain:

We are going to learn a fun and exciting game called: "Sky Ball." The goal of the game is to work as a team to try to launch the ball from one team to another.

Step 3: Explain the rules:

1. Everyone has to keep their hands on the material.
2. You may use other parts of your body (head, chest, foot, shoulders) to help with the catching of the ball (as long as your hands stay on the sheet).

Step 3: Practicing the Game

- Announce that the teams will have approximately 5 minutes to practice their throwing and catching skills.
- While the teams are practicing, visit with each team and offer coaching (and praise), saying things like:
 - *How is your team communicating?*
 - *How is your current **strategy** working?*
 - *What do you want to improve?*
 - *Listen to your coach's voice, what ideas does your coach's voice have that could help your team?"*

Step 4: Preparing to Play Catch with Another Team

- Stop the practicing and gather all of the teams together. Ask the group the following questions:
 1. Who remembers what the word "**strategy**" means?
 - A strategy is a plan of action that helps everyone understand the next moves
 2. What are some strategies that your team is using to help you succeed in this activity? (
 - We communicated to plan which way the team would move to catch the ball

- We counted to three so we would all launch the ball at the same time
3. How did listening to your Coach's Voice help you to help your team?
 4. How are you overcoming challenges in this activity?

Step 5: Playing Catch with Another Team

- Explain that now that the teams have been mastering the skill of throwing and catching, their skills will be put to a new test. Each team is going to play catch with another team.
- Pair the teams together and move them approximately 5 meters apart.
- Encourage teams to play catch (Note: Don't keep score yet. They are still working on this new skill and the competition might add too much pressure. If the groups are succeeding at throwing and catching, you can consider adding more of a challenge. See "Variations of this Activity" below).
- Allow teams approximately 8-10 minutes to play.

Step 6: Explain

1. In life, one of the 4 ways to stay strong is to "Build Your Support Team." What do you think that means?
2. How important was communication in this game? Is communication just talking?
 - No, listening to each other is an important part of communication
3. In life, who are the people that we could have on our support team?
4. Why is it especially important to have a strong peer support team in life?
5. What are the qualities/behaviors you should look for in a friend?
6. What are some qualities/behaviors you should avoid when looking for a friend?

Step 8: Transitioning to the Next Activity

- Explain:
Next we are going to look at the impact that different types of support teams have on someone with HIV/AIDS.

Variations of this Activity:

Once the teams are succeeding at throwing and catching to each other, consider one of these variations

- Challenge two teams to see how many throws they can make in a row
- Challenge all three teams to play catch and see if they can pass it all the way around.
- Challenge teams to see how far they can stand away from each other and still make a successful throw-catch
- Challenge teams to see how high they can launch the ball and still catch it
- Challenge teams to see how accurate they can be with their throws, by measuring how far the catching team has to move to make the catch
- If the teams are very good at the activity, challenge them by using a tennis ball which is harder to throw and catch.

Activity #4: My Supporters

Activity Goals:

- Learn the word “stigma” and become aware that people who are HIV positive in their communities are often stigmatized
- Identify how stigma and discrimination towards HIV positive people exists in their lives and how to combat it
- Students learn best ways to support someone who is HIV-positive.
- Identify the supporters in their own lives and reinforce the importance of having a strong “support team” in your life
- List several ways that they can make friends (supporters) and “Build Their Team”

Key Messages:

- In life, everyone needs supporters. If someone has HIV, their supporters often desert them, leaving them feeling alone and helpless.
- We should not be afraid of someone who is HIV positive or treat them any differently. We need to support them and teach others in our communities to do the same.
- There are certain supporters like doctors, nurses, and VCT counselors, who will always support us because they understand the truth about HIV/AIDS.
- We should teach others in the community about how to support someone who is HIV positive. Not everyone is able to go through the GRS program and it is our responsibility to share what we have learned.
- I can build my own support team while by making new friends

Activity Overview:

In small circles, one student at a time leans against the other participants, who support him or her with their hands. Later, participants will discuss stigma against people living with HIV/AIDS and the importance of social support.

Facilitation Steps:

Step 1: Preparing the Activity

Divide participants into teams of 10-15 people each and have them make a circle. Ideally one coach is available to supervise each circle. If there is only one coach, run one circle at a time.

Step 2: Teaching Spotting

Teach the group “spotting.” (*See Coach's Tips for instructions*)

Step 3: Introducing the Activity

- Ask the group:
 1. When you think of “supporters” what do you think of?
 2. At a football match, what do the supporters do for the players?
 3. We are going to create a support system for each other. Are you ready to support each other?
- Arrange each group in a very close circle such that shoulders are touching and there are no gaps between participants.
- Explain:

Each student will now have the opportunity to stand in the middle of the circle and be “supported” by his/her teammates. The person in the middle will need to stand very straight, as if they were an arrow, feet glued to the ground and with their arms folded across their chest, hands on their shoulders.

Step 6: Playing the Activity

- Following the safety instructions below, the group will take their positions and the person in the middle will ask the following two “check in” questions to ensure that the team is truly ready to support him/her:

Are my supporters ready?

“Yes.”(Supporters all put their arms up in the “ready position”)

Can I lean?

“Yes.”

- At this point the student in the middle can start to lean (Make sure the group starts very close to the student in the middle). If the one in the middle feels comfortable, the group can let them lean at more of an angle.

Step 7: Discussing the Activity

- Once all willing participants have had the chance to be in the middle of the circle and lean, ask all the participants to return to their seats and begin the large group discussion. Ask the group:
 1. What did it feel like to be in the middle, the one being supported?
 2. What did it feel like to be one of the supporters?
 3. Who are the people in your life that act as “supporters” for you?
 4. In what kinds of situations in your life do you get help from these people?

Step 8: Discussing Stigma

- Invite a group of 10 participants to join you in the middle of the field/classroom to do the activity again. Ask for a volunteer to stand in the middle and everyone else to take their positions in the circle.
- Assign each person in the circle a role related to the list of supporters. (eg. mother, teacher, neighbor, policeman, etc.)
- Explain:

Let's assume that this group represents a support team. Now, let's imagine that the person in the middle is someone who is HIV positive. Is this a time when this person may need extra support from his friends and family?

These days when people find out that a person has HIV/AIDS, people often start to keep more distance from that person: Friends may fear that they will become infected if they spend time with the HIV-positive person (Instruct some “supporters” to move back a couple of big steps). Parents may be ashamed and refuse to acknowledge them (Instruct some “supporters” to put their arms at their sides). Some people may even reject that person entirely (Instruct several “supporters” to turn around and/or sit down).

- Ask the person standing in the middle:

- *What happened to your support team?(they left him/her. Turned their back on him/her)*
 - *What would happen if you leaned now? (I would fall)*
 - *How would it feel to have HIV and have nobody to support you? (sad, lonely, die faster, etc.)*
- Ask the participants what each of the “supporters” who left the HIV positive person could do to support him or her. While the participants answer, bring the “supporters” back into the circle to show that they are supporting the person who is HIV positive.

Step 11: Discussing the “Stigma” Version of the Activity

- Ask the group:
 1. Put yourself in the person in the middle’s shoes. How would you feel compared to the first time we did the activity?
 2. What are some of the reasons that people do not support the infected and affected? (fear, ashamed, lack of information, etc)
 3. What is **stigma**?
 - “to make someone feel ashamed or discriminated against.”)
 4. How does stigma make the HIV/AIDS problem worse?
 5. How strong is this person’s “team” right now? If they had a stronger support team would their life be different? How?
 6. What are some other things we can do to support someone in our community who is HIV positive?
 7. How comfortable do you feel teaching others in your community about what you have learned in GRS?
 8. What can we do to help change these behaviors in our community?

Optional Discussion Points:

1. How come people who get malaria are not stigmatized? Why are people with HIV stigmatized?
2. How has having this session affected your views on stigma & discrimination related to HIV?
3. Should athletes with HIV or AIDS be seen or treated differently in sports clubs in society? Why or why not?
4. What are some strategies you can use to change people’s beliefs and attitudes about stigma and discrimination related to HIV?

Coach's Tips

- Correct participants who aren’t straight as an arrow when they lean. When their feet aren’t tight together, arms crossed and the whole body stiff, tell them they are not doing “The Worm” and that they should be more like an arrow or statue.
- Some participants will become more and more excited as they get the hang of how to be a supporter. Watch out for excessive pushing from the circle of supporters.
- When doing the final demonstration of stigma with the last circle of ten, be sure the student in the middle doesn’t actually lean when their supporters have all turn their backs, stepped away etc.

Instructions for Teaching Spotting

1. Instruct the group to stand in a circle.
2. Explain that they are going to be doing an exercise that has requires everybody’s focus and attention to being very, very safe.

3. Stand in the middle of the circle and tell the students that you are going to ask them to literally “support” you and keep you from falling to the ground as you lean on them.
4. Ask them how they would want to stand and where their arms should be to be sure to keep you from falling? (demonstrate that if they stand straight, feet together and hands up, that they will simply fall over while trying to catch someone- unstable).
5. Show them that they should be standing: with one foot in front of the other, knees slightly bent, arms up and slightly bent. This way they are in the strongest position possible to catch someone.
6. Select a section of the circle and let them know that you are going to lean gently towards them. Be clear that everyone who is near you should help to catch you (always at least three people catching the person in the middle)
7. Stay standing in a stable stance with your feet and lean your upper body towards them. Coach them on what they are doing well and where they can improve. Work your way around the circle, leaning. It is critical to give each person a chance to feel what it is like to help to catch someone so it is not a surprise when the first student leans.
8. It is recommended not to demonstrate the actual activity by asking for a student volunteer to be the first person to stand in the middle, straight like a board and lean. The reason for this is that you want to be in the circle, helping, but in particular being able to coach all the students on their technique and be on the look out for safety concerns.
9. Finally, put your feet together, cross your arms over your chest and lean the right way to give the group the real experience supporting someone before you give the youth a chance to try.

Important Safety Considerations

- Always encourage at least three students to have their hands on the person leaning to minimize the chance of somebody actually falling (This also minimizes any concerns a student may have that they are too heavy to be supported by their team).
- Remind everyone to keep their knees bent and body loose to act as a “shock absorber” for the person leaning (and its okay to take a step back while catching someone leaning, if that helps to keep balance)
- After several students have tried the activity, the group will begin to get very comfortable in their roles and be excited to have the person in the middle lean a lot. However, it is important to remind them that though the team has experience in their role, it is a new experience for each person in the middle.
- Remember that anyone has the right to pass. Time permitting, encourage everyone to try but not everyone has to (watch out for peer and coach pressure)
- When you decide that the person in the middle’s turn is over make sure that you tap them on the shoulder to signal that they are done (If you don’t do this there is a chance that the student will keep leaning after the team drops their hands).

Activity #5: Take Action Planning Session #1

Activity Goals:

- Provide students with a ‘hands on’ experience of contributing to a “Take Action” project and ‘giving back’ to the community
- Make graduation even better! (more exciting, meaningful, fun) By involving the community more (invite parents, headmasters, friends

- Reinforce peer education and community involvement messages
- Reinforce throughout the curriculum the importance of ‘taking action’ in the community

Key Messages:

- I can make a difference in my community
- I am responsible and can contribute to an important task
- We are a strong team that can achieve a serious goal

Activity Overview:

Students are enlisted to help think of ideas and to then plan parts of the Grassroot Soccer graduation ceremony

Facilitation Steps:

Step 1: Preparing the Activity

- Organize the students so that they are sitting close together to be able to pay close attention to what you say.

Step 2: Explaining Graduation

- Explain to the students what happens at the end of the program. Be sure to make the following points about graduation:
 - It is a celebration of all of your hard work and learning during the program
 - It is an opportunity to show to others in the community what you have learned
 - You will receive a certificate that identifies you as a Grassroot Soccer graduate that can teach others in the community about the dangers of HIV/AIDS.
- Encourage students to ask questions about graduation so they understand what it is and why it’s so important
- Explain that one of the most important parts of Grassroot Soccer (and the fourth way to “stay strong”) is when we “Take Action in our Community.” Each class has the chance to practice this by helping to plan graduation. We will be working for a little bit each week between now and graduation to help make it a huge success!
- Explain that next week everyone will begin to do some serious brainstorming and coming up with lists of ideas for how to make graduation special.

Activity #5: Celebration Circle

This activity should be run the same way at each session. See a full description of the activity on Page 25.

Activity #6: Homework 3

“When I Grow Up” Timeline

Activity Overview:

Students conduct simple interviews of people in the community to learn about the futures that they may have someday and the choices they will need to make in order to survive.

Students work in groups of two or three. Students will make a timeline as a group to help them visualize their goals in life and what choices they have to make to achieve those goals.

Explain:

There are many careers that you can choose in the future that will allow you to be happy and independent. If you make the right choices and work hard you can do anything that you set your mind to. You should now go out into the community and interview people who have various jobs to find out more about what they do and how they got to where they are.

You can interview someone who has any job. Anything at all.

Students should ask the following questions and be prepared to present what they learned at the next class.

- 1. What type of things do you do day to day?**
- 2. What is your favorite part of your job?**
- 3. What do you dislike about your job?**
- 4. How did you get the necessary skills for this job?**
- 5. When did you decide this is the job you wanted?**



SESSION 4

- Fact/Nonsense Round 3
- My Strengths
- Pressure Limbo
- Take Action Planning Session 2
- Celebration Circle

Session Goals:

- Introduce the concept of “Use your Strengths” and how to use the strengths you have to be resilient
- Teach how the pressure to have sex increases as we get older

Key HIV-AIDS Themes:

- Pressure to have sex gets greater as we get older. And the pressure can come from many sources, including friends/peers, our own bodies, media, family, etc.

Key Resiliency Themes:

- I can use my strengths to help me stay strong and bounce back (eg. be resilient)
- Using my strengths can help me avoid negative peer pressure

New Vocabulary:

- Strength
- Persistent
- Helpful
- Patient
- Respectful
- Stigma (Review)
- Resilient (Review)

Schedule:

| Time | Activity | Materials Needed |
|-------------|---------------------------------|---|
| 5 min | Homework Review | <ul style="list-style-type: none">• None |
| 15 min | Fact-Nonsense (Round 3) | <ul style="list-style-type: none">• Fact-Nonsense Statements• Poster paper• Markers |
| 35 min | My Strengths | <ul style="list-style-type: none">• None |
| 25 min | Pressure Limbo | <ul style="list-style-type: none">• Any type of pole (broom, stick, etc.)• Piece of Paper• Markers• Tape |
| 20 min | Take Action Planning Session #2 | <ul style="list-style-type: none">• Poster paper• markers |
| 10 min | Praise/Celebration Circle | <ul style="list-style-type: none">• None |

Activity #1: Homework Review

Start the session by inviting one or more students to share what they did for the homework. Be sure to offer praise to the students for doing the homework and talking about it in the class. Find out who was interviewed and ask the question about whether or not it would have been possible for those people to achieve their goals if they had gotten HIV.

Activity #2: Fact-Nonsense

Facilitation Steps:

Divide the group into the same teams as the week before and continue the game with new questions.

Week 4 Fact/Nonsense Questions

6. If you have unprotected sex only once with someone who is infected, you could still get HIV.
Fact

Explanation: Unprotected sex is sex without correct and consistent use of **condoms**.

Bonus: What ways other than unprotected sex can people get HIV/AIDS? (blood to blood, mother to child).

7. Right now there is no cure for HIV/AIDS. **Fact**

Bonus: *Can HIV/AIDS medicines cure AIDS?* **No**

They can help you live longer and live healthier, but nothing can cure HIV/AIDS.

Bonus: *Can traditional healers and/or religious leaders can cure people of HIV.* **No**

There is no cure for HIV, not in western or traditional medicine. Traditional healers may be able to help a person living with HIV to keep their immune system strong and healthy but they cannot cure a person of HIV. Religious leaders may be able to keep a person mentally and emotionally strong, but they cannot cure a person of HIV.

8. The most common way HIV is spread is through unprotected sex. **Fact**

Explanation: The most common way HIV is spread in Africa is through **unprotected sex**. You can get HIV from sharp objects only if there is fresh blood. HIV can be passed whenever there is blood-to-blood contact, e.g., during traditional rituals where blood from two or more people come into contact. When blood dries, the virus cannot be transmitted.

Bonus: *Can you get HIV from donating blood?* **No**

Explanation: You cannot get HIV from donating blood because the doctor will use a brand new needle and will only take your blood, not give you someone else's blood.

Activity #3: My Strengths

Activity Goals

- Students and coaches introduce themselves in a fun and safe way
- Students learn a new definition of a strength is and identify one unique strength in themselves
- Students learn the strengths of their teammates and coaches

Key Messages

- Everyone has strengths
- A strength is anything I like to do, am good at, or learn quickly

Activity Overview:

Standing in a circle, each person introduces their name and one of their strengths. As they say their strength, they demonstrate that action. After each person introduces themselves, all of the other participants walk into the circle and repeat what that person said together and repeat the action.

Facilitation Steps:

Step 1:

Invite students to stand in a circle.

Step 2: Explain

A strength is anything you like to do, are good at, or learn quickly. All of us have different strengths and nobody's strengths are better or worse than anyone else's. Each of us are going to share one of our strengths with the group.

Each person is going to walk into the middle and say their name and one thing they like to do, are good at, or learn quickly. For example, you might say, "My name is Jon and I like football!" As you say football, pretend you are kicking a soccer ball. Then we will all walk into the middle of the circle together and say "My name is Jon and I like football!" and we will all pretend to kick a soccer ball.

Make sure to encourage people to be creative and that strengths don't have to be sports, but can be anything in the world you like to do, are good at, or learn quickly. Give plenty of "kilos" to make students feel good about their strengths. Ask some students to say something they are good at, some students to say something they like to do, and some to say something they learn quickly.

We will do this for each person. Once someone has said a strength, nobody else can say that strength, so you must be creative and think of a lot of different strengths for yourself.

Step 4: Discussion Points

1. Was it easy to think of your strengths?
2. What are some good strengths to have on the football pitch?
 - Strong
 - Fast
 - Intelligent
 - Good passer
3. A strength can also be a personal quality that you think is important. What are some good personal strengths or qualities to have in life?

- Good listener
 - Respectful
 - Patient
 - Loyal
 - Friendly
 - Persistent (What does this word mean?)
4. Did boys and girls have different strengths?
 5. Are anybody's strengths better than anyone else's?
 - No, everyone has different strengths. Your strengths are your own and you should feel proud of them, regardless of what anyone says.
 6. What are some strengths that will help you stay strong in life and why? (Can be activities or personal qualities)
 - a. Sports, school, activities
 - b. Confidence
 - c. Patience
 - d. Being a good friend
 - e. Avoid dangerous situations
 7. What type of strengths can help you stand up to peer pressure?
 8. How could you "Use your Strengths" to stay healthy and avoid HIV?

Activity #4: Pressure Limbo

Activity Goals:

- Explain where pressure to have sex in society comes from
- Introduce the topic of peer pressure through a fun competition.
- Discuss ways to avoid or cope with peer pressure.

Key Messages:

- Pressure to have sex gets greater as we get older. The pressure comes from peers, partners, ourselves, the media, and even family.
- We can stand up to the pressure to have sex
- Emphasize how strengths can help us to prevent ourselves from getting HIV (particularly not giving in to peer pressure)

Activity Overview:

Players stand in a line, taking turns passing under pole with "SEX" written on it. Each round, the pole gets lower and lower, representing the next years of their lives. (If the players are all in Grade 7, make the second round Grade 8, etc. If the players are on an Under-14 soccer team, make the second round Under-16, etc). Players are only allowed to lean straight back and if they touch the floor, or go under the pole sideways, they are eliminated. The last student who is able to pass under the pole, wins.

Facilitation Steps:

Step 1: Preparing the Activity

- Write “SEX” on a piece of paper and tape it to the pole. Have two coaches or volunteers hold it at a level that all players can easily pass underneath.

Step 2: Introducing the Activity

- Tell the players that they must pass underneath the pole without touching it or touching the floor. Tell the players that they are only allowed to lean backwards, not sideways.
- Tell players that they are trying to avoid sex in this game and that each round represents another year of their life. It gets harder and harder to avoid as we get older because we feel more pressure have sex.

Step 3: Playing the Activity

- Start the game with each student passing under the pole.
- When a student touches the pole or if he or she touches the floor, he or she is eliminated and must stand on the other side of the room.
- Continue the game, lowering the pole each round. Make sure you state which each round represents. (Grade 8, 9,10...)
- Continue until one or two students win.
- Once you have one or two winners you should have the last person try again, only before they go under the pole for the last time they must spin around in a circle 10-20 times. (This should simulate a person being drunk and having a hard time avoiding pressure.)

Step 4: Discussion Points

- Why does it get more and more difficult to avoid sex as we get older?
- From what sources do we receive pressure?
 - Ourselves- our bodies change during these years, making us curious about sex.
 - Friends- Sometimes our peers pressure us to do things that they are doing, like sex.
 - Media- TV and radio portray people at this age having sex. Sometimes it can feel like everyone else is having sex!
- Do girls receive more pressure than boys to have sex? Why?
- How can we avoid unwanted peer pressure to have sex?
 - Hang out with people that won't pressure us.
 - Ask people why they feel the need to pressure us and if they can stop.
 - Focus on other things like football or school when you are around your friends.
- How can some of the strengths we learned about today help us to prevent ourselves from having sex before we are ready?

Activity #5: Take Action Planning Session #2

Activity Goals:

- Provide students with a ‘hands on’ experience of contributing to a “Take Action” project and ‘giving back’ to the community
- Make graduation even better! (more exciting, meaningful, fun) By involving the community more (invite parents, headmasters, friends)

- Reinforce peer education and community involvement messages
Reinforce throughout the curriculum the importance of ‘taking action’ in the community

Key Messages:

- I can make a difference in my community
- I am responsible and can contribute to an important task
- We are a strong team that can achieve a serious goal

Activity Overview:

Students are enlisted to help think of ideas and to then plan parts of the Grassroot Soccer graduation ceremony

Facilitation Steps:

Step 1: Preparing the Activity

- Organize the students so that they are in their “Fact-Nonsense” teams

Step 2: Leading Small Group Brainstorming Discussions:

- Explain:
We are going to take some time to use our brains and be creative. You already know some of what goes on at graduation. Now I want to ask you to think creatively about what ideas you have that could make graduation even better.
- Assign each team to a question and explain that they will have approximately 5 minutes to come up with as many ideas as they can (Note: We are doing list making and should definitely celebrate this fact several times!). The four questions are:
 1. Who could we invite to graduation?
 2. What can we do to get people there?
 3. What should we do to show people what we’ve learned about HIV-AIDS and staying strong?
 4. What can we do to make graduation fun and special for everyone there?
- Make sure that each group has a piece of paper and pen/marker to write with. Encourage each team to come up with the longest list possible.

Step 3: Presenting Team Ideas

Allow each team 2 minutes to present their best ideas. (Make sure that each group is celebrated and praised for their work)

Step 4: Summarizing the Activity

Explain to the teams that the next time they meet they will have the chance to think about and vote on which ideas they may want to try to work on. Be sure to thank the team for their creativity and hard work.

Activity #6: Celebration Circle

This activity should be run the same way at each session. See a full description of the activity on Page 25.



SESSION 5

- Find the Ball
- Fact Nonsense Round 4
- Where Do I Stand?
- Take Action Planning Session 3
- Celebration Circle

Session Goals:

- Reinforce the message that the only way to be sure someone is HIV positive is to go for testing
- Challenge students to make decisions for themselves about important issues related to HIV
- Finalize planning for graduation

Key HIV-AIDS Themes:

- It is not possible to tell someone has HIV/AIDS looking at them
- The only way to know if you are HIV+ is to go for testing

Key Resiliency Themes:

- “Take Action in Your Community”
- Talking to my friends can help me make better choices for myself
- I can use the “Plan Your Next Move” skills in many different parts of my life

New Vocabulary:

- Stigma (Review)
- Testing
- Confident

Schedule:

| Time | Activity | Materials Needed |
|-------------|---------------------------------|--|
| 20 min | Find the Ball | <ul style="list-style-type: none">• 2 tennis balls or other small objects• Markers• Flipcharts |
| 15 min | Fact-Nonsense (Round 4) | <ul style="list-style-type: none">• Fact-Nonsense Statements• Poster Paper• Markers |
| 30 min | Where Do I Stand | <ul style="list-style-type: none">• “Where Do I Stand?” statements.• Flipchart• Markers• Tape• Signs made of paper with “Agree”, “Disagree”, and “Not Sure” written on them.• Microphone (or use a rolled up piece of paper or chalkboard eraser to serve as a “microphone”). |
| 20 min | Take Action Planning Session #3 | <ul style="list-style-type: none">• Poster paper• markers |
| 10 min | Praise/Celebration Circle | <ul style="list-style-type: none">• None |

Activity #1: Find the Ball

Activity Goals:

- Show students that it is not possible to tell if someone is HIV positive just by looking at them.
- Reinforce the topic of stigma in a fun and lighthearted way.
- Discuss voluntary counseling and testing.
- Reinforce the message that you can live a normal life with HIV
- Provide an opportunity for students to practice PYNM tool

Key Messages:

- You can not tell if someone has HIV/AIDS by looking at them
- The only way to tell if someone is HIV+ is to go for testing. We shouldn't discriminate against those who are HIV+.
- There are places in your community where you can be tested confidentially.

Activity Overview:

Students stand in two lines, facing each other. The two teams each pass a ball labeled "HIV" behind their backs. Each line tries to guess who is holding the ball in the other line.

Assistant Coach Roles:

Place the ball in student's hands to start the activity.

Facilitation Steps:

Step 1: Preparing the Activity

- Divide the students into two equal teams. Teams line up shoulder-to-shoulder facing one another across a 5-10 meter space. Have students stand with their hands behind their backs—make sure the line is tight so that no one can see through it

Step 2: Introducing the Activity

- Explain:
I am going to walk behind each team and give you a ball. When you get the ball, start passing it hand-to-hand behind your backs in both directions. This is a competition and you want to make it difficult for the other team to see who has the ball, so you must fake like you are passing the ball, even when you don't have it. Remember to watch the other team as they pass the ball, because you are going to try and pick who has the ball.

I will yell "STOP!" every minute or so at which time you have to 'freeze' and stop passing the ball. Students from both teams are going to try and guess which player from the other team is holding the ball. Once a player from the other team has been selected, that player must show his or her hands to show to she if he or she had the ball. That player then folds his or her arms and selects a player from the other team.

- Tell the group to start passing the ball down the line in random directions, hand-to-hand

Step 3: Playing the Activity

- As the students in the line are passing the ball, yell "STOP!" every minute or so. Then ask the player in front to guess where the ball is. Give him/her 2 or 3 tries. The player will probably not know who is holding the ball. Repeat the activity so that many students get a chance to guess.

Step 4: Discussion Points

- Was it hard to tell who was holding the ball?
- Is it hard to tell if someone has the HIV infection?
- When someone says that it is safe to sleep with a woman because she looks healthy, is that true?
- How can you be sure that someone is HIV-negative? (go for testing)
- If you find out you are HIV positive does that mean your life is going to end soon? What will happen if you find out you have HIV?

Coach's Tips:

- Make sure the line is really tight so you can't see through it.
- As you do more rounds of this game, encourage the students to start pretending they have the ball to make it more difficult.
- Add more balls or objects for larger groups.

Activity #2: Fact-Nonsense

Facilitation Steps:

Divide the group into their original teams and finish the game with the remaining questions. Be sure to declare the winner and celebrate everyone's results in the game. Make sure to ask if there are any remaining questions from anyone about the game or some of the facts they learned about HIV-AIDS.

Week 5 Fact/Nonsense Questions

9. I can avoid getting HIV/AIDS. **Fact**

Explain: The safest way to avoid HIV/AIDS is to totally abstain from sex. If you choose to have sex, you must use a condom correctly and use one every time. (Explain mutually faithful, uninfected again.)

Bonus: *What are the four ways to prevent getting HIV/AIDS?*

(1) Totally abstain from sex; (2) Use a condom correctly every time if you choose to have sex; (3) Have one mutually faithful partner; (4) Avoid all blood to blood contact.

10. I am not affected by HIV/AIDS in my life. **Nonsense**

Explain: HIV/AIDS affects all of us. Even if we are not infected, our friends, family members, and community members are and they need our support and love.

Bonus: *Where can you go for HIV/AIDS information?*

Activity #3: Where Do I Stand?

Activity Goals:

- Students apply their knowledge about HIV/AIDS to form personal opinions about difficult issues relating to HIV/AIDS.
- Students gain comfort sharing their opinions with others.
- Students and trainers listen to and respect others' values and beliefs (practice good "Build Your Team" skills)

Key Messages:

- Values are the beliefs, principles and ideas you form for how to live your life. Values help us define our lives and the decisions we make.
- It is okay to change your mind. Our values constantly change, based on the environment and influences around us.
- There are no right or wrong values. However, it is important to behave in accordance with your values. If your values are different from others, you may have to be prepared to defend your values or walk away from a difficult situation.
- Our values affect the decisions we make and the behaviors that result. We must be aware of the consequences that also go along with our behaviors.

Activity Overview:

The students are asked to consider a series of challenging statements relating to issues of relationships, HIV and decision-making. Three signs will be hung around the room: "Agree", "Disagree", and "Not Sure". Students listen to each statement and decide if they agree with the statement, disagree with the statement, or they are not sure how they feel about the statement. The students stand under their chosen signs. This activity challenges students to "take a stand" on various tough issues relating to relationships, HIV/AIDS, and decision-making. Students and coaches must be able to explain *why* they have chosen where they stand. By hearing different opinions, students are encouraged to practice listening with an open mind, discussing personal issues with peers, and learning from each other.

Assistant Coach Roles:

- Encourage peers to talk and discuss.
- Use a rolled-up piece of paper as a microphone for students to talk into. This will prevent everyone from talking at once.

Facilitation Steps:

Step 1: Preparing the Activity

- Tape the "Agree", "Disagree" and "Not Sure" signs up on opposite walls (note: if the session is outside, tape posters to chairs, goal posts, tree, etc.).

Step 2: Introducing the Activity

- Explain:
Values are the things or ideas that are important to a person. Everyone has different values. Ask them to think about, "What are some examples of values?" Education, health, clothes, money, family, friends, having a boyfriend or girlfriend, religion, having fun, etc.
- Invite all the students to stand up and spread out in the room.

Step 3: Explain

I will be reading you a series of statements. After I read each statement, you will need to move under the sign that describes your opinion on the statement - whether you agree, disagree, or are unsure. Some of the statements might be controversial, and you will likely

have different opinions from some of your teammates. There is no right or wrong answer to these questions. You will need to decide what your own opinion is; do not just follow your friends! You can change your mind at any time and move to another part of the room, but no matter what you decide you should be prepared to explain why you feel the way you do. Everyone can only speak into the microphone, and we must listen to others when they are talking.

Step 4: Playing the Activity

- Select 7 statements from the list of statements on pp 64-65 that you think are the best for your class. After you read each statement and the students have taken their places under the signs, ask for volunteers to explain why they agree, disagree or are not sure about a statement. Students can change their minds at any time based on what their classmates are saying. You can ask follow up questions (some are listed after each statement) to encourage discussion. THE MORE DISCUSSION AND DEBATE THE BETTER.

Step 5: Discussion Points

- Who in our lives help us form our opinions/values? Did your Coach's Voice play in helping you make decisions about where to stand?
- What other things in our lives help form our opinions/values?
- Why is it important to follow our values instead of just doing what everyone else is doing?
 - Was it easy or difficult to make a decision that was different from your friends?
- Did anyone learn anything by discussing these issues with the rest of the class?
- Why is it important to talk about these issues with others? (Reinforce "Build Your Team" message)
- Were there certain questions that you felt very confident in your view? (Why did you feel this way?)
- Is it okay to change your mind after you talk to your friends? (Note: You can raise the point that when you talk to friends you are gaining more evidence/information, which helps you make better choices for yourself. This is part of the "4 Steps to Healthy Decision Making")

Coach's Tips:

- Emphasize the Contract throughout the activity - everyone must RESPECT each other so that everyone can feel COMFORTABLE and PARTICIPATE.
- You may want to put chairs along the line & underneath each sign. Students may get tired if they have to stand the whole time.
- Make sure you use the microphone so that only one player can speak at a time. Try not to let one person dominate the game by answering every time.
- Be sure to explain that there is no right or wrong answer. You want to encourage students to speak about their opinions, but not argue about who is right or wrong.
- Make sure that students are truly thinking about questions and not just following their friends' opinions. Encourage and reward students who have clearly chosen to separate from their friends and stand on their own.
- If students are just following their friends, have them close their eyes while you read a statement. Tell them that if they *agree* they should raise their arms straight into the air, if they *disagree* they should put their hands on their knees, and if they are *not sure* they should put their hands on their hips.
- One coach may need to "play devil's advocate." If students all agree on something a coach can go to the other end of the class and argue the other side, even if he doesn't really disagree.
- Try not to spend too long on any one question.

- Even though there are no right or wrong answers to values questions it is important that the trainer do not allow any incorrect information or myths to be spread. Often times participants will confuse values for incorrect information. The trainer must play the role of providing correct information as much as possible.

List of “Where Do I Stand?” Statements:

- 1. If you educate children about sex they will become more sexually active**
 - Why do so many adults believe that you will become more sexually active?
 - What happens if you do learn about sex?
 - Is it against our culture/religion to talk about sex?

- 2. Everyone has the right to say no to unwanted sex**
 - Do girls have the same rights to say no as boys?
 - Does this change once you get married?
 - Why would a husband or wife deny their partner sexual intercourse? (if you suspect that your husband or wife has been unfaithful then you might be afraid of getting infected with an STI)

- 3. I feel comfortable teaching others in the community about HIV/AIDS.**
 - Who are the people in the community you talk to about HIV/AIDS?
 - Why is it sometimes difficult to talk about HIV/AIDS?
 - Is it easier talking to someone older or younger than you?

- 4. Once a person knows they are HIV+ they should never have sex again**
 - Would your opinion change if the person was using a condom correctly and consistently?
 - Imagine if you were the one infected/ or the uninfected partner!
 - What if both people are HIV+? Is there still a risk (yes, you can infect more HIV and there is still the risk of pregnancy, and giving birth to a baby with HIV)

- 5. Children below the age of 18 should not engage in sexual intercourse**
 - If it's not about age, how do you when you're ready?
 - What's happening to your bodies at this age that makes you start thinking you're ready to have sex? Why are you really not ready?

- 6. It is okay for a girl to date a much older guy**
 - Does your opinion change if he promises her money, food...?
 - How does this lead to the spread of HIV amongst youth?
 - Why are these girls at such greater risk for HIV infection?
 - Is it okay for a guy to date a much older girl?

- 7. If a boy likes a girl, its okay for him to follow her around and even ask her repeatedly to have sex with him**
 - Why do some boys think its okay to treat girls this way?
 - How should a boy treat a girl if he likes her?
 - What can girls do to prevent boys from harassing them or even forcing them to have sex with them?

- 8. It is just as easy for a girl to get a job and support herself as it is for a boy**
 - Why might it be harder for girls?
 - What about with soccer, is there equal opportunity for boys and girls to play and develop their soccer skills?

- Why do girls sometimes have to resort to prostitution in order to survive? Is this wrong?

9. It is important for people to get tested for HIV

- What are reasons why you should?
- What are reasons why you shouldn't?
- What if you're a virgin? Does that change?

10. I would stop being friends with someone if I found out they have HIV/AIDS.

- What if people were making fun of you or telling you not to go near them?
- What if your parents told you not to be friends with them?

11. People who get AIDS deserve what they get

- Is AIDS a punishment for doing something wrong?
- What kinds of people get HIV/AIDS? Just prostitutes and promiscuous people?

12. I'm afraid that someday I could get AIDS

- Do you feel it is something that you can prevent?

13. I wouldn't buy food from someone with AIDS

- Is this a risky behavior?

14. It is okay for a female to carry condoms

- Does it matter what age she is?
- Why is it different for males and females?

Activity #4: Take Action Planning Session #3

Activity Goals:

- Provide students with a 'hands on' experience of contributing to a "Take Action" project and 'giving back' to the community
- Make graduation even better! (more exciting, meaningful, fun) By involving the community more (invite parents, headmasters, friends)
- Reinforce peer education and community involvement messages
- Reinforce throughout the curriculum the importance of 'taking action' in the community

Key Messages:

- I can make a difference in my community
- I am responsible and can contribute to an important task
- We are a strong team that can achieve a serious goal

Activity Overview:

Students are enlisted to help think of ideas and to then plan parts of the Grassroot Soccer graduation ceremony

Facilitation Steps:

Step 1: Preparing the Activity

- Prepare the lists of ideas from the last session. Circle the ideas that you know are most feasible and realistic for the students to work on and have success with.
- Divide the groups into their Fact-Nonsense Teams

Step 2: Introducing the Activity

- Explain:
Today we are going to vote on ideas we like best from our brainstorming meeting last week. Then we will get to work in teams to make a plan for how to use those ideas to help make our graduation great!
- Have each team's captain add up the votes for which ideas each team likes the best and then present those ideas to the larger group.

Step 3: Organizing Planning Time

- Remind students about the importance of the steps of "Healthy Decision Making" and encourage them to ask each other's opinion, make lists, etc.)
- Encourage each team to work together and listen to each other's ideas.
- Remind teams that they will have more time the next week to continue to work.

Activity #4: Celebration Circle

This activity should be run the same way at each session. See a full description of the activity on Page 25.

Session #5 Homework

Assign each team “to do’s” based on their graduation planning, including invitations, planning dramas/songs, etc. Consider assigning each group to meet one time on their own to work on their project for graduation.



SESSION 6

- Fact/Nonsense Round 5
- Best of the Best
- Take Action Planning Session 4
- Celebration Circle

Session Goals:

- Finalize planning for graduation
- Review key aspects of resiliency
- Reinforce key HIV facts and messages from the previous sessions
- Teach strategies for making new friends
- Review the “coach’s voice”

Key HIV-AIDS Themes:

- You should celebrate your accomplishments as an AIDS expert and start thinking about how you will educate people in your community

Key Resiliency Themes:

- If I use the steps of “Plan Your Next Move” and talk to friends who care (“Build Your Team”), I can make a better choice for myself

New Vocabulary:

- Choice
- Consequence

Schedule:

| Time | Activity | Materials Needed |
|-------------|---------------------------------|---|
| 10 min | Homework Review | <ul style="list-style-type: none">• None |
| 15 min | Fact/Nonsense (Round 5) | <ul style="list-style-type: none">• Fact/Nonsense statements• Poster Paper• Markers |
| 40 min | Best of the Best | <ul style="list-style-type: none">• Soccer Balls• Markers• Poster Paper |
| 20 min | Take Action Planning Session #4 | <ul style="list-style-type: none">• Poster Paper• Markers• Tape• Markers |
| 10 min | Celebration Circle | <ul style="list-style-type: none">• None |

Total Time: 1 hour and 35 min

Activity #1: Homework Review

Start the session by inviting one or more students to share what they did for the homework. Be sure to offer praise to the students for doing the homework and talking about it in the class.

Activity #2: Fact-Nonsense

Facilitation Steps:

Divide the group into the same teams as the week before and continue the game with new questions.

Week 6 Fact/Nonsense Questions

1. HIV is present in sexual fluids, but not in the blood.

Bonus: What are the four fluids that HIV is found in? SEMEN, VAGINAL FLUID, BLOOD, BREAST MILK

Bonus: What is **vaginal fluid**? The fluid on a woman's private parts.

Bonus: Can HIV be spread through saliva? NO. HIV can only be spread from kissing if both partners have cuts or sores on their mouths and one is HIV positive. It is safe to kiss someone who is HIV positive if that person doesn't have open sores or cuts.

****COACH'S TIP****

Although HIV is detectable in all body fluids of an infected person (including saliva, urine, etc) the levels are too low transmit the virus. The four fluids above contain high levels of HIV and can transmit the virus.

2. All babies with mothers infected with HIV are born with the virus.

Bonus: What are the three things that can be done to help prevent the baby getting HIV when the mother has HIV?

1. CAESAREAN SECTION

2. NOT BREAST FEEDING OR BREAST FEEDING EXCLUSIVELY FOR THE FIRST SIX MONTHS

3. THE MOTHER CAN TAKE PILLS

Explain: HIV can be spread from a woman to her baby during pregnancy, during BIRTH (because there will be blood to blood contact), and through BREAST FEEDING

****COACH'S TIP****

This topic can be difficult to explain. Refer to APPENDIX 1.

A caesarian section will reduce the contact between the mother's blood and the child's blood.

Using a combination of medicines throughout the pregnancy and birth, a woman who is HIV positive can reduce the risk of her child getting HIV by 70%.

Activity #3: Best of the Best

Activity Goals:

- Review examples of our strengths
- Reinforce the positive outcomes from working on a team (That by ourselves we could not succeed at all of the challenges, but together we can)
- Reinforce list making
- Celebrate all of the different strengths that exist in our team

Key Messages:

- We all have unique strengths
- Working on a team is fun and can challenge you and help you achieve more than you could by yourself

Activity Overview:

The class is divided into teams. The coach offers a challenge to all of the teams and they have to use their creativity, strengths and teamwork to complete the challenges, trying to be the “best of the best.” The game is a similar to a talent show and gives students the opportunity to show their skills in soccer, HIV/AIDS knowledge, and resiliency.

Assistant Coach Roles:

For this activity, the assistant coaches will assist the teams in preparing their performance. They can also serve as “judges.” Instruct them in advance that they are to be judging (in a fun and positive way, not in a harsh and negative way) the different performances/presentations that each team will make. They will be giving praise to the team as a whole and they will give specific praise to at least one participant from each team.

Facilitation Steps:

Step 1: Preparing the Activity

- Divide the class into teams of 6-10 students. (Note: Consider using the “Fact-Nonsense Team Challenge” teams) Have each team sitting together in a circle. Arrange your “judges’ area” an “stage”
- Prepare your “Best of the Best” topics list from the list below

Step 2: Introducing the Activity

- Start the activity by having each team take no more than 30 seconds to come up with a Team Name and Team Kilo remix. When time is up, invite each team to introduce themselves with their Team Name and Team Kilo.

Step 3: Explain

We are going to be playing a game called “Best of the Best!” Since this is our last day before graduation, this game will be like a review and “fun final exam” for the GRS program. It is called “Best of the Best”

First, let me introduce the judges (Take one minute to introduce the assistant coaches as judges)

Here is how the game works:

I will announce a team challenge. The challenge could be related to:

- 1. Soccer Skills*
- 2. HIV/AIDS Knowledge and Prevention*
- 3. The 4 Ways to Stay Strong*
- 4. Just For Fun*

After I announce the challenge I will tell you how many team members can be involved and then give you five minutes to prepare. Once your preparation time is up then each team will perform/present their challenge in front of the judges and everyone else.

If you complete the challenge, the judges will reward your team with a point (remember to always give a point!)

Step 4: Explain

- This is a fun activity that also involves taking risks. You could be in front of the group, you might be trying something that you don't think you can do. I believe you can do it.
- Remember to support your teammates. Some of these activities can be difficult and you will need to support each other.
- There is more to success than getting the highest score. Today is about trying new things, challenging yourself and supporting your team members.
- Remember to listen to your coach's voice. Your coach believes in you and wants you to have fun and grow in this activity. If you are nervous, remember that you have a coach inside of you who supports you, and you have your team who supports you too.

Additional Rules:

1. Once someone has participated in a challenge, they cannot participate again until the majority of the rest of the team has participated.
2. We never "boo" in "Best of the Best" since everyone here is already great and it is a big risk to stand up in front of the group and perform. Therefore, we will give a huge applause to everyone after they perform/present. (Have the group practice this for fun.)

Step 3: Playing the Activity

- Announce the first challenge (Recommended: Start with one that involves several players and has a high "fun" component)
- The judges award praise for each team for each challenge. Have one judge praise the whole team and one judge praise an individual on each team. When you are covering topics related to HIV/AIDS or Resiliency, consider asking follow up questions to test knowledge (for bonus points)
- Conclude the activity with the Team "Kilos" that each team performs for everyone, celebrating the activity and all the great participation.
- Discussion During the Activity:

Many of the challenges can have great discussion points as well. Be sure to take time to ask the groups follow up questions to test their knowledge and for “bonus points” (even though no points are being scored for the activity) Here are some questions to ask:

1. For the “Unique challenges girls face in protecting themselves from getting HIV/AIDS” make sure to mention:
 - Rape and assault
 - Sugar daddies
 - Sex for money
 - Pregnancy
 - Greater chance of getting HIV and other STD’s
2. For the “Ways to Make Friends” be sure to mention any number from this list that the teams do not mention
 - I introduce myself to the other person first
 - I try to help others when I think they need it
 - I say “thank you” when someone does something for me
 - I correct my mistakes without getting upset
 - I play games fairly and follow the rules
 - I say that I am sorry when I think I am wrong
 - I take compliments graciously
 - I share my things with others
 - If I need help, I have no trouble asking for assistance
 - I deal with my anger by not involving others
 - I show others that I understand what they are going through
 - I don’t have a temper when I am upset
 - I try to tell others exactly how I feel
 - I use ways other than fighting to solve problems

Step 4: Discussing Points

1. Do you feel like you were successful?
(Have them use their thumbs to measure success- thumbs up = totally successful; thumbs down = totally unsuccessful; and they can be anywhere in between with how they feel about the team’s success) Count “1..2..3” and then have all the players put out their “thumbometer.”
2. How do you know you were successful?
 - We received praise from the judges and coach
 - We had fun
 - We encouraged everyone to participate
 - We took risks and were creative
3. Can anyone share any examples of seeing someone use their strengths?(Be sure to ask them to share how they know it is a strength (like to do, good at or learn fast)
4. Who can remind the group why it is so important to staying strong in life and bouncing back from tough times to know what you are good at? (If you want to challenge the group, ask them to discuss specifically about how certain strengths that are named by students could help them stay strong in life)
5. Did your teammates support you?

Best of the Best Topics List:

| Soccer Related | HIV/AIDS Related | Resiliency Related | Just For Fun |
|---|--|---|---|
| <ul style="list-style-type: none"> • A great goal being scored (with the announcer giving commentary) • A good soccer coach who praise his/her player for doing a good job and helps him/her to improve | <ul style="list-style-type: none"> • Create a 20 second commercial showing how to prevent stigma of someone who is HIV positive • Prepare a drama about of some of the unique challenges girls face in protecting themselves from getting HIV/AIDS • Create a poem as a group about what you have learned in Grassroot Soccer • Create a drama that shows someone getting tested and finding out they are HIV+ and a person finding out they are HIV-. | <ul style="list-style-type: none"> • Create a drama showing “persistence” • Show someone saying “no” to peer pressure • A 20 second song that talks about teaching peers about HIV/AIDS • Create a 20 second commercial promoting female empowerment • Create a short drama about somebody using their strengths • Demonstrate 3 ways to make friends | <ul style="list-style-type: none"> • Create a Dance Move • Impersonate someone famous and make the audience guess who it is |
| <p>Note: You can vary the number of participants required for each challenge</p> | | | |

Activity #4: Take Action Planning Session #4

Activity Goals:

- Provide students with a ‘hands on’ experience of contributing to a “Take Action” project and ‘giving back’ to the community
- Make graduation even better! (more exciting, meaningful, fun) By involving the community more (invite parents, headmasters, friends)
- Reinforce peer education and community involvement messages
Reinforce throughout the curriculum the importance of ‘taking action’ in the community

Key Messages:

- I can make a difference in my community
- I am responsible and can contribute to an important task
- We are a strong team that can achieve a serious goal

Activity Overview:

Students are enlisted to help think of ideas and to then plan parts of the Grassroot Soccer graduation ceremony

Facilitation Steps:

Step 1: Preparing the Activity:

- Divide the group back into their Fact-Nonsense teams.

Step 2: Presenting a Planning Update

- Ask for the captain of each team to give a one or two minute update on how their planning is going and what they still need help with/time to plan.

Step 3: Continuing to Plan for Graduation

- Encourage the teams to keep working. Visit each team and find out how their progress is going.
- This is the time when the teams can practice dramas, speeches, etc.

Step 4: Final Check in on Graduation Planning

- Leave the last five minutes of the planning for everyone to gather together and do a final report on what is left to work on.
- Assign additional tasks
- Celebrate everyone's hard work and get everyone excited for their graduation (Be sure to remind them how important their "Take Action" work is and what it can do for developing resilience and "staying strong")

Activity #5: Celebration Circle

This activity should be run the same way at each session. See a full description of the activity on Page 25.

Session #6 Homework

Do any final preparations for graduation. This is a graduation to celebrate your accomplishments! Make sure that everything gets done to make it a special day.

GRASSROOTSOCCER

GRADUATION!



Graduation Day

Goals:

- To give players a feeling of accomplishment that will lead to self-efficacy in regards to HIV/AIDS prevention.
- To give players a chance to play and interact with their teachers, peers, and members of the community in an informal setting
- To involve parents and communities in the Grassroot Soccer AIDS prevention campaign

Activity Description:

Students and coaches will meet for an informal celebration for a few hours. Suggested activities include drama performances, poetry, demonstration of a GRS game. Parents and community members will be encouraged to observe and be involved. Students who participated in the course will receive a certificate that deems them graduates of the Grassroot Soccer program. Coaches will be encouraged to say a few words about what a pleasure it was teaching the course and how happy they are that these players will now make healthy and informed choices.

Group size:

30-300

Time Frame:

1-2 Hours

Recommendations:

- The final day may turn out to be the most important in terms of long-term behavior change. The confidence that players will gain as a result of having accomplished something will make them more likely to modify their behavior and make healthy decisions. It will be important for coaches to be available to players and to offer well-deserved positive encouragement.

Appendix A: **Questions and Answers about HIV and AIDS**

What is HIV?

HIV stands for Human Immunodeficiency Virus. HIV is the virus that causes AIDS. Once HIV enters a human body, it multiplies quickly inside the body's cells and attacks the human body's immune system, preventing the body from protecting itself against even the most common illnesses.

Most individuals infected with HIV have no symptoms and feel well. Some develop symptoms that may include tiredness, fever, loss of appetite and weight, diarrhea, night sweats, and swollen glands (lymph nodes) – usually in the neck, armpits, or groin.

What is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome. A person is said to have this syndrome once he or she has a certain amount or level of the HIV in their body and they show very regular signs and symptoms of illness. The time between infection with the virus and the onset of symptoms of AIDS ranges from a few months to 10 years or more. HIV can be passed on at any time after you are infected, not just when you have AIDS.

Because a person with HIV has a weakened immune system, he or she is more likely to get sick than other people. The illnesses that people with HIV/AIDS develop are called opportunistic infections. Many of these illnesses are very serious and need to be treated. Some examples of opportunistic infections are: tuberculosis; diarrhea; pneumonia; candidiasis-yeast infections; lymphoma.

Although there is no cure for AIDS, there are treatments for opportunistic infections that can prolong a person's life when he or she has HIV/AIDS. Proper nutrition, adequate rest and exercise can also help keep a person living with HIV/AIDS healthy longer.

If someone tests HIV negative does it mean they do not have the HIV infection?

Not necessarily, it can take 6 weeks to 6 months after infection before the test detects the signs of HIV in someone's blood; however the person is still infectious to others in this period. There have been exceptional cases where people have taken 6 or even 12 months to develop detectable signs of HIV/AIDS infection.

How is HIV Transmitted?

HIV is found in blood, semen, vaginal secretions, breast milk, saliva and other body fluids of people infected with HIV. HIV is most commonly transmitted by sexual contact, through needle sharing, or from an infected mother to her child.

The risk of infection with HIV is increased by:

1. Having oral, vaginal or anal sex without a latex condom.
2. Sharing needles or equipment to pierce, tattoo, or inject drugs.
3. Having sex with more than one partner.
4. Coming into contact with contaminated blood products through transfusions or medical accidents (very rare).

Most young people who get HIV are infected through unprotected sexual contact.

HIV is not spread by casual contact. Casual contact with HIV-infected persons does not place you at risk for getting the virus. There is no risk of getting HIV from daily contact at work, school, or home.

HIV infection cannot be spread by: shaking hands, hugging, coughing, tears, sweat, sneezing, social kissing, swimming pools, food, mosquitoes, toilet seats, animals, sharing dishes, or air.

Is it true that only people with certain blood types can get HIV?

No. The virus can infect people of ALL blood groups.

Is it true that overweight or healthy looking people cannot have HIV so it is safe to have unprotected sex with them?

No! Not all people with HIV are thin or lose weight. One may have HIV but still remain overweight. Loss of appetite or continuous diarrhea that can cause weight loss may occur at a later stage but many people remain their same weight long after infection.

What if two people are both virgins and decide to have intercourse, do they have to worry about HIV?

Yes. They may have contracted AIDS from somewhere else like their parents. **Also:** *Sex with a virgin does not cure AIDS.*

Can a girl get pregnant or HIV before her first period?

Even if a girl has not had her period, she can still get pregnant. The first period will come about 2 weeks after her first ovulation. If a girl has sex at the time of her first ovulation she can be pregnant before her first period. A girl can get HIV at any age.

Can a man still transmit HIV to a woman if he releases sperm outside the woman's vagina?

Yes. The man may often release semen and sperm before he reaches his orgasm. Withdrawal before ejaculation is not a safe method of protection for the women and provides no protection to the man.

Can washing your sexual organs with soap or alcohol soon after sexual intercourse protect one from getting HIV?

No. Washing the outside of your organs will not prevent you from getting HIV or STDs because the sexual fluids will already have entered your body

How, specifically, does Mother-to-Child Transmission occur, and how can it be prevented?

Mother-to-Child Transmission (MTCT) is the most common mode of HIV infection in infants and children. The transmission of HIV from mother to child can occur during pregnancy, labor, delivery, or breastfeeding when a child is exposed to his/her mother's blood or breast milk. The risk of MTCT can be greatly reduced by doing the following:

1. Encouraging all women of reproductive age to be tested for HIV so that they know their HIV status and can plan accordingly when they are pregnant. Knowing one's status is the most effective way to prevent/reduce the risk of MTCT.
2. Having HIV-positive women use antiretroviral (ARV) medicines during pregnancy to increase their health and reduce the risk of infection to their infants. In the case of most of these medicines, the newborn child must also take the medication during the first week of life.

3. Encouraging HIV-positive women to plan for an elective (non-emergency) caesarean section, which minimizes the amount of maternal blood to which the infant is exposed during delivery. The caesarean must be done before the onset of labor and womb membrane rupture in order to decrease the chance of infection.
4. Encouraging HIV-positive women to speak to their healthcare providers about infant feeding options. Breastfeeding a baby only formula or animal milk can eliminate the chance of HIV transmission through breastfeeding. If a mother decides to feed her child formula or animal milk, she must do this consistently (never mix or switch with infected breast milk) and she must keep all feeding materials clean and sterile to prevent digestive problems for the infant. If an HIV-positive mother chooses to breastfeed, she should do so without mixing between other types of feeding because this will increase the risk of transmission to the infant.

What is the connection between HIV and STIs?

A person with an STI that causes sores or ulcers on the genitals is at a much higher risk of acquiring HIV from an infected partner because body fluids containing HIV can enter the body through the sores or ulcers. Even STIs that do not result in sores and ulcers (i.e.-gonorrhea, Chlamydia) can increase the risk of HIV infection because all STIs increase the number of white blood cells present in the genital tract. This increase in white blood cells will bring genital inflammation and skin damage during sexual intercourse and allow HIV to enter the body more easily.

If you suspect that you have been exposed to an STI, you should go to your local health center, be tested, and get treatment. Many STIs are easy treat and cure. You can substantially lower your risk of contracting HIV if you seek treatment for any STI you may have been exposed to.

How is HIV prevented?

HIV infection is preventable. You can reduce your risk of infection by:

1. **Abstaining from sex.** If you do not have sex, you cannot get HIV. Abstinence is the surest method of preventing HIV infection.
2. **Delaying sex.** The longer you wait to have sex, the less likely you are to get HIV. This is because older people are less likely to get into less safe sexual situations than adolescents and are less biologically vulnerable to infection (in the case of women). Also, the longer you wait to have sex, the fewer sexual partners you are likely to have.
3. **Being faithful to one partner who is also faithful to you.** If you and your partner have both been tested and know that you do not have HIV, then being sexually faithful to each other is a good way to avoid HIV infection.
4. **Using condoms consistently and correctly when having oral, vaginal, and anal sex.** If you use condoms correctly - storing them in a cool, dry place; checking the expiration date on the package before use; putting them on before you start to have sex; and removing them immediately after sex, you can protect yourself against HIV infection.

How do I know if I have HIV?

The only way to know for sure whether or not you have HIV is to get tested. You can get tested at a voluntary counseling and testing (VCT) clinic in your community or a nearby town.

What can I expect if I go for VCT?

If you go to your local VCT center for HIV testing, you can expect the following:

1. You will receive confidential pretest counseling, during which a trained counselor will review your risk with you and help prepare you for your test results, whatever they may be.
2. You will have a small amount of blood drawn for the test itself.
3. You will have to wait while the test is being performed on your blood. In some centers, this can be done in a little as twenty minutes. In other centers, you may be asked to come back later in the day, or one a different day, to get your results. The length of time it takes the center to process your test has to do with the testing methods used and that center, and not with you or your sample. Rapid tests and slower tests are equally accurate.
4. You will receive posttest counseling and be given your results by a trained counselor. Posttest counseling usually involves formulating a plan for the future, regardless of your test results; if you are HIV-positive, you will discuss what you can do to stay healthy as long as possible, and if you are HIV-negative, you will discuss how to continue protecting yourself so you can stay negative.

Can traditional healers treat some of the infections caused by AIDS?

Yes, some of the infections caused by AIDS may respond to traditional medicine, however, many infections caused by AIDS cannot be effectively treated by traditional medicine and AIDS itself cannot be cured.

What can I do if I find I have HIV?

If you find that you are HIV-positive, you will need to live positively in order to stay healthy as long as possible. These days, having HIV/AIDS is not a death sentence: you can live healthily for many years with HIV, as long as you take good care of yourself. Some of the most important things you can do to live positively are:

1. Practice safer sex so you don't infect your partners or become re-infected yourself.
2. Eat a well-balanced diet.
3. Get enough rest.
4. Get enough exercise.
5. Seek regular medical care and follow your healthcare worker's advice.
6. Seek social support: join a support group for people living with HIV/AIDS, stay in touch with your friends and family, etc.

If you can safely disclose your HIV status to your partners (including any former partners), you should - this will allow them to get tested and live positively as well.

You do not need to disclose your status to anyone if you believe that disclosing will endanger you. However, talking to friends and family about your status can help you develop social support, which is an important part of living positively.

Is getting AIDS preventable?

YES!! If it wasn't preventable then we wouldn't be here. Your fate lies in your hands in regards to getting HIV. It's up to you to make healthy decisions that will help you stay alive.

Appendix B: **Resiliency Vocabulary**

1. **Resiliency:** Seeing your strengths and building your skills so that you can stay strong and bounce back when things don't go your way
2. **Skills:** The things a person is good at or does well, naturally or learned. Some skills you might have are football skills, musical skills, or listening skills
3. **Strengths:** Anything you are good at, like to do and learn quickly. Strengths can be physical activities you are good at or personal qualities you are proud of.
4. **Praise** – Praise is encouraging people by letting them know what they did well. Praising someone is more than just saying “good job.” Giving praise is letting people know exactly what they did well and making them feel good about themselves
5. **Commitment:** A responsibility or choice that you have made that you work hard to achieve.
6. **Coach's Voice:** The “coach inside your head” that helps you to make healthy decisions.
7. **Peer Pressure:** When your friends or people the same age as you try to force you or persuade you to do something. There can be positive and negative peer pressure.
8. **Strategy:** A plan for getting something accomplished,
9. **Decision:** The conclusion reached after you consider your choices. There are decisions you can make that will keep you healthy, like abstaining from sex. There are also decisions that can be very dangerous, like drinking beer.
10. **Consequences:** Results of your decisions. There can be positive consequences, like scoring a goal when you decide to train hard. There can also be negative consequences, like getting HIV when you decide to have unprotected sex.
11. **Stigma:** Treating someone poorly or discriminating someone because of something about them you don't approve of.
12. **Helpful:** Eager to please, kind, and supportive
13. **Respectful:** Polite, well-mannered and gracious
14. **Testing:** Going for a voluntary HIV/AIDS blood test
15. **Choice:** The act of selecting or choosing when there are many possibilities