

PEACE CORPS SKILLZ

COACH'S GUIDE



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Introduction

PEACE CORPS SKILLZ

Peace Corps SKILLZ is a culture, mindset, and toolkit for educators to use when teaching young people about HIV and AIDS and life skills. Peace Corps SKILLZ creates simple and powerful connections between soccer and life. The Peace Corps SKILLZ approach helps young people have meaningful and relevant discussions about life, take small steps to achieve their goals, stay strong when faced with challenges, and protect themselves and others from HIV and AIDS. Peace Corps SKILLZ uses soccer language, metaphors, and activities to address key behaviours that drive the spread of HIV in Africa, such as unprotected sex, multiple sexual partners, older sexual partners, and gender-based violence.

Peace Corps Volunteers (PCVs) and their local counterparts are engaged as “Peace Corps SKILLZ Coaches” to deliver the curriculum in various settings including schools, sports teams, and other youth groups. This Coach’s Guide includes 11 60-minute practices with guidelines for Peace Corps SKILLZ Coaches to adapt the curriculum for their community.

PEACE CORPS

The mission of Peace Corps (PC) is to promote world peace and friendship by helping countries to meet their need for trained men and women, to promote a better understanding of Americans on the part of the peoples served and, to promote a better understanding of other peoples on the part of Americans. In the 1960s Senator John F. Kennedy challenged students at the University of Michigan to serve their country in the cause of peace by living and working in developing countries. From that inspiration grew an agency of the federal government devoted to world peace and friendship. Since then, more than 200,000 Peace Corps Volunteers have served in 139 host countries to work on issues ranging from AIDS education to information technology and environmental preservation.

GRASSROOT SOCCER

Grassroot Soccer is an HIV prevention organization that uses the power of soccer to educate, inspire, and mobilize communities to stop the spread of HIV and AIDS. GRS trains soccer stars, coaches, teachers, and peer educators to deliver an interactive HIV prevention and life skills curriculum to youth, providing them with the knowledge, skills and support needed to live healthier lives. GRS and its partners have provided comprehensive HIV prevention and life skills education to over 400,000 youth in 19 countries since 2002 and GRS aims to reach 1 million youth by 2014.

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Peace Corps SKILLZ Coaching

The Intervention

The Peace Corps SKILLZ intervention is designed for 10-19 year-olds. It is delivered by 2 to 3 coaches (1 PCV and 1 or 2 counterparts) and consists of 11 hour-long practices, a graduation ceremony, and optional practices. A player must attend at least 7 of the 11 practices to be considered a graduate.

Taking Attendance

Taking attendance at EVERY practice is 1 of the most important things Peace Corps SKILLZ coaches do. Without taking careful attendance records there is no way to know how many kids have been reached through Peace Corps SKILLZ, and whether or not the programme is successful.

The Big 5

When delivering a practice, use the facilitation tools in the Peace Corps SKILLZ coaching resource and always keep the Big 5 in mind:

- ① *Share information about HIV and AIDS*
- ② *Create Safe Space*
- ③ *Build Personal Connections*
- ④ *Give Powerful Praise*
- ⑤ *Spark Vital Conversations*

Using The Coach's Guide

Learning to use the Coach's Guide

- Read through each practice twice the day before so that you are properly prepared.
- Look out for the different pieces of the Coach's Guide explained below:

ACTIVITY NAME (TIME OF ACTIVITY)

1// Major step

- Instructions you **READ** to yourself
 - Things you **SAY** to the players
 - ✓ Responses you might **HEAR** from the players

KEY MESSAGE

Important information players need to know.
Read these messages directly to players.

★ **Take a Stand and Fact/Nonsense** statements: Statements that are read aloud to players.

Coach's Tips: Helpful advice from real SKILLZ coaches.

Spaces for coaches to write notes or coach's stories to share with players:

Practice Structure

ACTIVITIES:

PRE-PRACTICE (15-30 MIN)

- Arrive early to the field to prepare and organize for the practice and informally interact with players.

WARM-UP (10 MIN)

1// Energizer

- A quick energizer, local game or song to get players excited for the practice.

2// Recap last practice

- Quickly review key messages from previous practice.

3// MicroMove review

- 2-3 quick questions to review.

4// Take a Stand

- 1-2 controversial statements used to get players debating.
Use Take a Stand to introduce the theme of the practice.

ACTIVITY (10 – 40 MIN)

- Sport-based activity to teach and generate discussions about healthy behaviours.

COACH'S STORY (5 MIN)

- Personal story from Peace Corps SKILLZ Coaches about their real life experiences related to the practice theme. Coaches prepare and practice their Coach's Stories before the practice. Coach's Stories are only included in selected practices, but Coaches should always feel free to share their own experiences.

Cool Down (10 min)

1// Fact/Nonsense

- 2-3 statements that small teams of players must decide are “fact” or “nonsense.” Fact/Nonsense reinforces the key messages from the practice and dispels HIV myths.

2// MicroMove

- Simple tasks players can complete to reinforce their learning and to teach others. MicroMoves generally work best with younger players (10-14).

3// Review Key Messages

- Review the name of the practice and what players learned. Keep in mind the practice goals and the key messages.
- Remind players when the next practice will be.

4// Attendance Register

- Spend 1 minute recording who is present and who is absent in your attendance register.

5// SKILLZ Cheer!

- Come up with a unique and exciting cheer or pick 1 powerful word from the day that the players can cheer to finish the practice. Be creative and extra-energetic!

Post-Practice (15-30 min)

- Coaches meet 1-on-1 with any players that want more information or want to discuss privately.
- Peace Corps SKILLZ Coaches hold a debrief session, identifying their successes and challenges from the practice.

1// Join The Peace Corps SKILLZ Team!

GOALS – BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain why they cannot tell if someone has HIV by looking at them.
- ✓ Identify 2 ways to support someone who is HIV-positive.
- ✓ Identify 3 people they can go to for support.
- ✓ Locate HIV testing services in their community (if available).

MATERIALS

- 2 tennis balls with “HIV” written on each (if you don’t have tennis balls, use any other type of small ball or even make 1 out of rags or plastic bags. You can even use small stones or pieces of fruit!)
- Flipchart paper

LOCALISE

- Fill in the contact information of local HIV testing at the end of the instructions for Find the Ball. Provide your players with as much information as possible, including the exact location and hours of the facility, the rules regarding age requirements and parental consent, even the names of counselors, etc. If players are interested in testing, further explain the testing process, including pre- and post-counseling, how long it takes to get results, cost, confidentiality, etc. The more information you can provide, the better!
- If there are **zero** HIV testing services available in your community, you can emphasize the stigma and discrimination messages more in these activities. However, it is always valuable to teach young people about HIV testing because services may become available or players may move to an area where testing is available.
- Find out local myths about HIV-positive people to provide as examples in the activities.
- Find some real examples about people with HIV who have been both stigmatized and supported.

SCHEDULE

- Warm Up (10 min)
- Intro to Peace Corps SKILLZ (5 min)
- Peace Corps SKILLZ Contract (10 min)
- Find the Ball (25 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Take a Stand

- Explain that Take a Stand is a quick activity done at the beginning of every Peace Corps SKILLZ practice to help us warm up our minds and introduce the topic of the practice.
- Explain that you will now be reading a controversial statement and players will take about 10 seconds to decide if they agree or disagree with the statement.
- Tell players that there are no right or wrong answers in Take a Stand. The purpose is to get players questioning their beliefs and debating with each other!
- Instruct players to close their eyes. Explain that if you agree, put your hands on your head. If you disagree, put your hands on your hips.

Coach's Tip: This will encourage players to take a stand on how they really feel and not just follow their friends.

- Read the statements below, 1 at a time. After the players take a stand, ask a couple players on each side to explain their reasoning.
- Try to spark a vital conversation by encouraging conversation, laughing, arguing and debating. Welcome players to raise their voices and challenge each other.

- ✪ (Warm-up) Manchester United is the best team in the world.
- ✪ HIV is a big problem in my community.
- ✪ I would go for an HIV test.

Coach's Tip: See your Coaching Resource for more information on sparking a vital conversation.

- These conversations are not over! Today we will play some games to continue talking about these important issues. We will learn some facts that might influence our opinions.

INTRODUCTION TO PEACE CORPS SKILLZ (5 MIN)

- Lead a quick 1-minute energizer, local game or song with the players to get players excited for the practice. Develop something creative and fun!
- Welcome the players and get them excited about Peace Corps SKILLZ.
 - In Peace Corps SKILLZ, we use soccer as a way to start discussions about things that are important in our lives like sex, HIV, relationships, and our futures.
 - SKILLZ is different than school. We will have fun, talk about what is really happening in our lives, and work to find answers together.
 - We will be together for 11 practices or more, and at the end we will celebrate with a graduation.
- Introduce the SKILLZ terms 'kilo', 'yebo,' and a simple "call and response" to get players' attention instead of yelling. Refer to the SKILLZ DVD to see these in action.

Celebrating a KILO in Nigeria



KILO!

A short celebration of praise for an individual or group.

A KILO consists of claps, cheers, and shouts. Introduce a KILO by naming the person or group you will be praising. Be creative! Use KILOs throughout SKILLZ to help establish culture.

YEBO! How participants in SKILLZ say Yes.

CALL & RESPONSE! Instead of shouting, use a fun trick to get participants' attention. For example, say, "If you hear my voice clap once!" "If you hear my voice, clap twice!" "If you hear my voice, don't clap!"

SKILLZ CONTRACT (10 MIN)

- Ask the players:
 - What is a contract?
 - ✓ An agreement, understanding, or commitment.
 - Why is it important to sign a contract?
 - ✓ A contract is important because it allows everyone to know what is expected of them and what they have committed to do.
- Explain
 - Over 400,000 young people throughout Africa have graduated from programmes like Peace Corps SKILLZ, and each of them signed a contract.
 - Joining the Peace Corps SKILLZ team is a choice; not something you have to do. If you want to be on the Peace Corps SKILLZ team, you must sign the contract.
 - Signing the Peace Corps SKILLZ Contract means that all coaches and players agree to always do 3 things.
- Show players the Peace Corps SKILLZ Contract and ask them to explain each part:
 - Respect:
 - ✓ Care for and support each other.
 - ✓ Accept everyone on the team, regardless of sex, race, religion, language, nationality, or sexual orientation.
 - ✓ Treat each other as young adults, not as children.
 - Participate:
 - ✓ Attend all 11 practices.
 - ✓ Have a positive attitude and take part in all activities and discussions.
 - ✓ Ask and answer questions whenever possible – even after the practice!



o Lead:

- ✓ Share what you learn in Peace Corps SKILLZ with your family and friends.
- ✓ Be a captain in your community and let your healthy behaviours be an example for others.

Coach's Tip: Invite players to add or edit the Peace Corps SKILLZ Contract because this is their team!

- Sign the Peace Corp SKILLZ Contract first with the other coaches.
- Invite the players to sign the Peace Corps SKILLZ Contract and welcome them to the Peace Corps SKILLZ Team!

FIND THE BALL (25 MIN)



US Men's National Team playing Find The Ball with children in Cape Town

1// Ball is just a ball

- Divide players into 2 sex-balanced teams.
- Instruct teams to stand shoulder to shoulder (like a wall in soccer), facing each other 5m apart. Players stand as close as possible to each other and put their hands behind their backs.

- Explain the rules:
 - This game is a competition between the 2 teams. Behind their backs, each team will secretly pass the ball back and forth.
 - After 30 seconds, I will yell “stop!” and each team will guess which player on the other team is holding the ball.
 - The team that guesses correctly wins!
- Give teams about 30 seconds to pass the balls.

Coach's Tip: Encourage players to sing a song while playing, and fake pass the ball, make faces, etc. to try and trick the other team. HAVE FUN!!!

- Stop the game and instruct 1 player to guess which player on the other team is holding the ball. Act as a soccer announcer as guessing goes back and forth until somebody finds the ball (scores a goal).

Coach's Tip: Walk behind each team to identify which player is holding the ball so they can't cheat!

- Play 2-3 rounds.

Coach's Tip: Once players have been chosen, instruct them to show their hands and cross their arms across their chests so players know not to guess them again.

2// Player holding the ball represents a person with HIV



US Men's National Team playing Find The Ball

- Show players that the balls have “HIV” written on them.
- Explain to players that they will play 1 round pretending the person holding the ball is HIV-positive.

Coach's tip: Make sure the players understand they are just pretending they are HIV-positive!

- Instruct the teams to play again. The first team to score 2 goals wins.

🗨️ Discussion:

- o How did you try to guess who was holding the ball?
- o Can you tell if someone has HIV by looking?

KEY MESSAGE

YOU CANNOT TELL IF SOMEONE HAS HIV JUST BY LOOKING AT HIM OR HER.

- o What are some of the myths you have heard about the way HIV-positive people look?
 - ✓ Loss of weight, hair is falling out, skin is changing colour, rashes, etc.
- o Why are these myths?
 - ✓ These can be symptoms of many different illnesses, not just HIV.
 - ✓ A fat or healthy looking person can be HIV-positive; A skinny or sick looking person can be HIV-negative!
- o How can you be sure of your HIV status?

KEY MESSAGE

THE ONLY WAY FOR SOMEONE TO KNOW HIS OR HER HIV STATUS IS TO GO FOR HIV TESTING AT HIV COUNSELLING AND TESTING (HCT) CENTRES, HOSPITALS, OR CLINICS.

- o Where can you go for HIV testing in your community?

WRITE DOWN THE NAMES, CONTACT INFORMATION, AND HOURS of OPERATION OF HIV TESTING FACILITIES IN YOUR COMMUNITY:

Cool Down (10 Min)

1// MicroMove

- Explain MicroMoves:
 - MicroMoves are short activities that you can complete with friends and families to help you use the new information you've learned in Peace Corps SKILLZ!
 - Complete your MicroMove before the next practice so you can share your experience with your teammates!
- Explain the MicroMove #1:
 - Tell a friend or family member that going for an HIV test is the only true way to know your status.

2// Review Key Messages

- Review the name of the practice and what players learned. Keep in mind the practice goals and the key messages.
- Remind players when the next practice will be.

3// Attendance Register

- Spend 1 minute recording who is present and who is absent in your attendance register.

4// SKILLZ Cheer!

- Come up with a unique and exciting cheer or pick 1 powerful word from the day that the players can cheer to finish the practice. Be creative and energetic!

2// Avoid Risks!

GOALS: BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain why multiple sexual partners, unprotected sex, older sexual partners and mixing sex & alcohol are high risk behaviours.
- ✓ Describe the consequences that HIV and AIDS have on an individual and his or her friends, family, and community.

MATERIALS

- 3 or 4 soccer balls
- 15 to 20 cones
- Risk Field cards (Unprotected Sex, Multiple Partners, Older Partners, Sex & Alcohol)
- Whistle

PREPARATION

- Set up 2-4 Risk Field lines, depending on the size of the group and your materials. Allow about 1 metre between each cone.
- Prepare and attach the Risk Field cards to the middle line of cones. If you do not have printed activity cards, make your own.
- Prepare a story about a risk you've avoided in life and make notes in the Coach's Story section of this practice.

SCHEDULE

- Warm Up (10 min)
- Risk Field (35 min)
- Coach's Story (5 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

- Run a quick 1-minute energizer to get the players excited.

2// Recap last practice

- Bring the group back into a circle and recap the activities and key messages of the last practice.

3// MicroMove review

- Review MicroMove #1:
 - Tell a friend or family member that going for an HIV test is the only true way to know your status.

🗣️ Discussion:

- What did your friends or family members say?

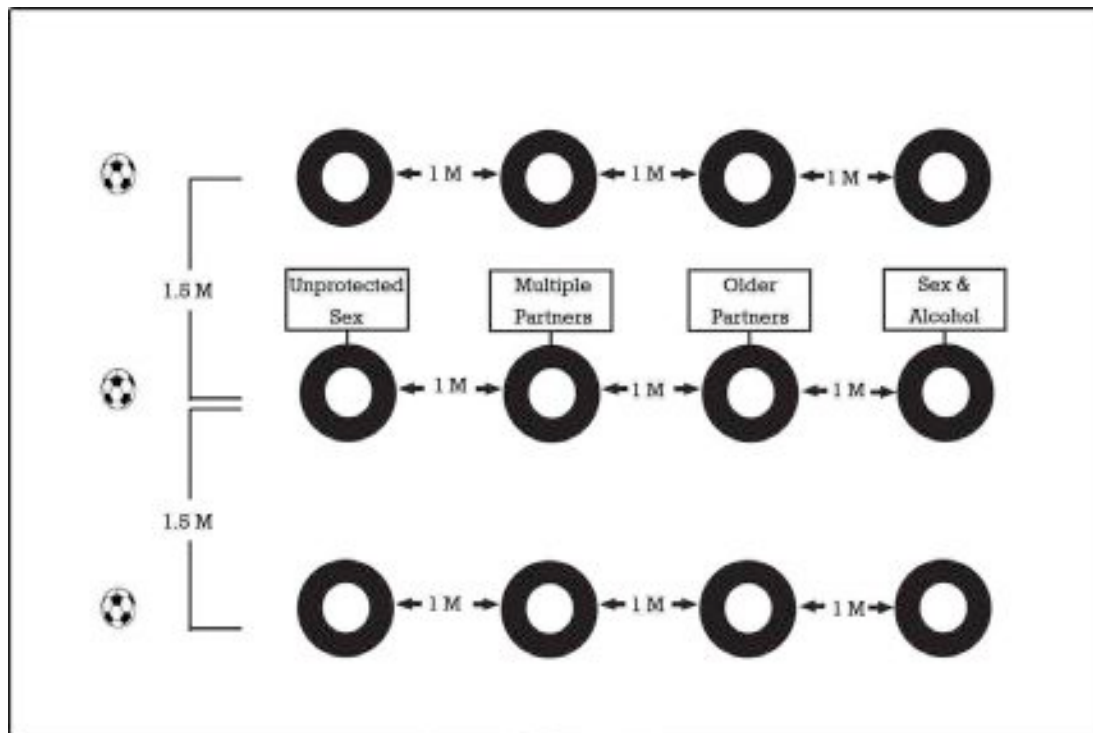
4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🗳️ It is normal for people in my community to have more than one sexual partner.

- Why or why not?

RISK FIELD (35 MIN)



Set up Risk Field Activity

1// Set up the game

🗣️ Discussion:

- What is a risk?
 - ✓ Something that can put you in danger
- What is a consequence?
 - ✓ A result or outcome
- Explain that in this game we are going to look at some of the risks in our lives that can lead to HIV.
 - What are some of the risks for HIV in our lives?
 - ✓ **Unprotected Sex:** Sex without a condom.
 - ✓ **Multiple Partners:** Having more than 1 sexual relationship at the same time.
 - ✓ **Older Partners:** Having a sexual partner 5 or more years older than you.
 - ✓ **Sex & Alcohol:** Having sex after drinking puts you at risk of making poor decisions.

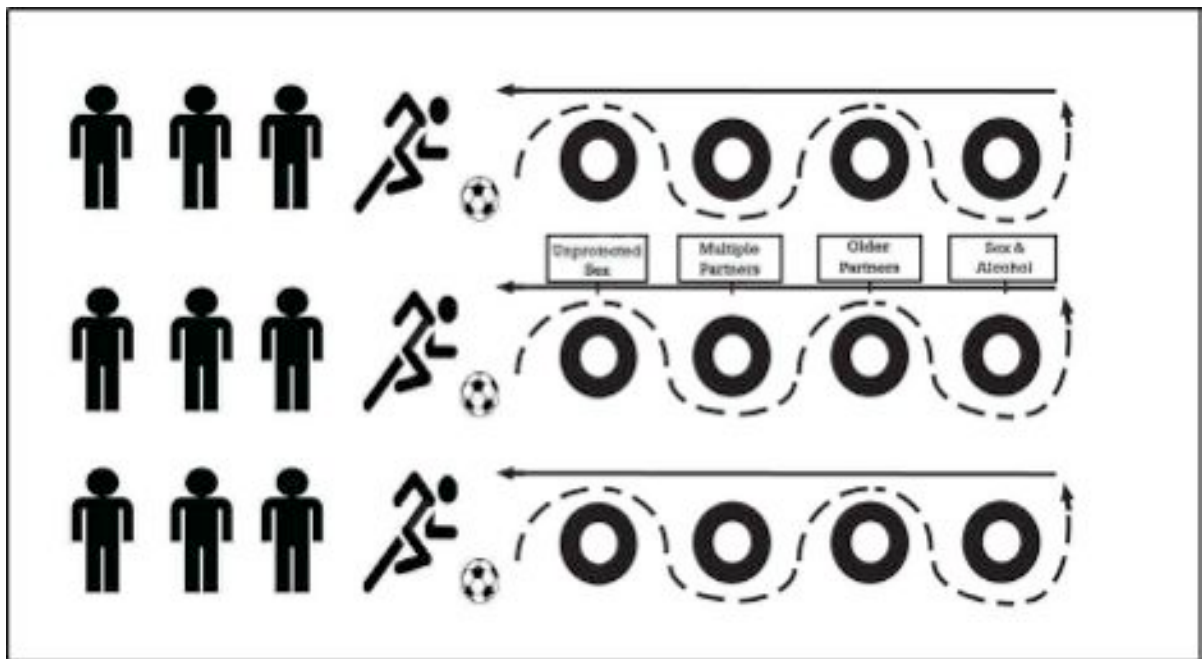
Coach's Tip: As players name the risks, add those cards to the risk field.

- Divide the players equally into the number of teams you decided to use.
- Instruct each team to choose a team name.
- Instruct each team to stand in a straight line behind the first cone.

KEY MESSAGE

THERE ARE MANY RISKS IN LIFE THAT CAN LEAD TO HIV INCLUDING: UNPROTECTED SEX, MULTIPLE SEXUAL PARTNERS, OLDER PARTNERS, AND MIXING SEX AND ALCOHOL.

2// Play with exercises for the individual



Risk Field Activity

Coach's Tip: Encourage all players to participate. If any player feels uncomfortable or is unwilling to play the game, find ways for him/her to stay involved. Players can lead cheers for their team, set up the field, or prepare discussion questions. Find creative ways to keep them engaged!

- Explain and demonstrate the rules of the game:
 - This game is a race between the different teams.
 - Each player dribbles the ball between all 4 cones and makes a good pass to the next player on your team.
 - Each cone represents the major HIV risks in your lives. Touching a cone represents getting HIV.
- Continue instructions:
 - Be careful to avoid touching the cones! If you touch a cone, you must stop and do an exercise before continuing to play.
 - After you have passed the ball to your teammate, run to the end of the line and sit or squat down.
- The first team with all members sitting is the winning team.
- We will play 3 rounds.
- Support your teammates by clapping, calling their names, and cheering.
- Instruct players to decide on an exercise that everyone feels comfortable doing, such as push-ups, star-jumps, or squats.
- Play the 1st round of the game.



🗣️ Discussion:

- In this round, the consequence of hitting a cone was doing an exercise. In life, what are the possible consequences if you have unprotected sex, multiple sexual partners, older sexual partners, or mixing sex & alcohol?
- What are the consequences of getting HIV for the individual?

3// Play with exercises for the team

- Explain the rules for Round 2:
 - We are going to play the game again, but now if you touch a cone, **you and everyone on your team** must stop and do the exercise before you can continue dribbling.
- Play the 2nd round of the game.

🗣️ Discussion:

- Were you more careful not to touch a cone this round? Why?
- In this round, the consequence of hitting a cone was your whole team doing an exercise. In life, who are your teammates that will be affected if you get HIV?
- If a friend or family member gets HIV, what are the consequences on the people that support them?
 - ✓ Sadness, stress, or depression.
 - ✓ Financial pressures.
 - ✓ Stigma or discrimination.

4// Play with exercises for everyone

- Explain the rules for Round 3:
 - We are going to play the game again, but now if you touch a cone, **everyone will stop and do the exercise**. This means you, your whole team, the other teams, your coach, and anyone else present!
- Play the 3rd round of the game.



SKILLZ Coach does push-ups with players

🗣️ Discussion:

- In this round, were you more careful not to touch a cone? Why?
- In this round, the consequence of hitting a cone was everyone had to do an exercise. In life, how is the entire community affected if 1 person gets HIV?
- How did it feel to have your teammates cheering for you in this game? Why is it important in life to build your team with strong teammates that help you avoid risks?

KEY MESSAGE

HIV HAS SERIOUS CONSEQUENCES FOR YOU, YOUR FAMILIES AND FRIENDS, AND THE WHOLE COMMUNITY.

Discussion:

- Why is unprotected sex a big HIV risk?
 - ✓ In Africa, HIV is most commonly spread through unprotected sex.
- Why are multiple sexual partners a big HIV risk?
 - ✓ The more sexual partners you have, the greater chance 1 of them has HIV.
 - ✓ If you have more than 1 partner, they probably have more than 1 partner too!
 - ✓ People often don't always use condoms with all their partners.
- Why are older sexual partners such a big HIV risk?
 - ✓ Older partners have likely been sexually active for longer than you. This means that they have had more sexual partners, which makes them likely to have HIV and STIs.
 - ✓ Older partners are likely to have other sexual partners besides you.
- Why is it risky to mix sex & alcohol?
 - ✓ Even having 1 or 2 drinks can make you less likely to make healthy decisions like using condoms or being faithful to 1 partner.
 - ✓ Even if you haven't been drinking, it is risky to have sex with someone else who has been drinking because it's harder to negotiate for safe sex.
 - ✓ Rape is more likely to occur if there is alcohol involved.
- What do you think is the biggest HIV risk for your generation? Why? How can we change this?

KEY MESSAGE

**BUILD YOUR TEAM IN LIFE WITH STRONG SUPPORTERS
THAT HELP YOU ABSTAIN FROM SEX OR TO PRACTICE SAFE
SEXUAL BEHAVIOURS.**

COACH'S STORY (5 MIN)

- Ask players to get comfortable so they can listen to your Coach's Story.

Coach's Tip:

Coach's Story is a personal story that has specific goals:

① *To show players that HIV/AIDS is not just on the radio and TV - it affects all of our lives.*

② *To create a safe, comfortable space for players to speak openly about sensitive/taboo issues like HIV & AIDS, sex, gender, and alcohol.*

③ *To show players why their coaches joined Peace Corps SKILLZ and how they are taking control of HIV in their own lives.*

Share honestly from your own experiences and be as real as possible. Coach's Stories are often very sensitive and private, so consider using fake names of the people in your story.

- WRITE NOTES FOR YOUR COACH'S STORY HERE

WRITE NOTES FOR YOUR COACH'S STORY HERE

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #2:
 - Draw a map of your community that includes risky and safe places. (Do this with your star supporter or other players in Peace Corps SKILLZ if you can!)

- ✪ Make a list of risky places in your community and a list of safe places.
- ✪ Draw your home (or where you stay) in the centre of the page.
- ✪ Do your best to draw these risky and safe places in relation to your house based on where they actually are.
- ✪ Use the actual name of the place or space to label the drawing.

- Finally, come up with ways to avoid running into these risky places.

Coach's Tip: Make a Risk Map and share it as an example!

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

3// Know the Game!

GOALS – BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Name 2 myths and 2 facts about HIV and AIDS.
- ✓ Name 3 ways to avoid getting or spreading HIV.

MATERIALS

- Fact/Nonsense Cards (1 per group of 4 players)

PREPARATION

- Review the Fact/Nonsense statements so you are familiar with the information.
- Prepare Fact/Nonsense cards. If you do not have printed activity cards, write 'FACT' on 1 side of a piece of paper and 'NONSENSE' on the other.

SCHEDULE

- Warm Up (10 min)
- Fact/Nonsense (40 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove #2:
 - Draw a map of your community that includes risky and safe places.

🗨 Discussion:

- Ask players to share their Risk Maps. Ask them what makes a place risky and how they can avoid these places.

Coach's Tip: Your players will put a lot of effort into their maps, so make sure to recognize their hard work. Collect their maps and make comments on the back or hang them in the classroom.

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🗳 I know enough about HIV.

- Why or why not?

FACT/NONSENSE (40 MIN)

1// Set up the game

- Divide players into teams of 4 players.
- Instruct each team to select a team captain.



Coach's Tip: If there is 1 girl in a group she should be the team captain. If there is only 1 boy in a group he should be the team captain.

- Hand out a FACT/NONSENSE card to each team captain.

Coach's Tip: You can also use "thumbs up/thumbs down" instead of Fact/Nonsense cards.

- Explain and demonstrate the rules:
 - I am going to read a statement and you will have 30 seconds to discuss the statement with your team.
 - Everyone on your team needs to participate to decide if the statement is FACT (true) or NONSENSE (false).
 - When I say "1-2-3, cards up!" the team captain will raise the card to show either FACT or NONSENSE.
 - I will check with 1 or 2 teams to explain their answers before I read the correct answer.
 - After reading the answer, I will ask a discussion question. This question doesn't have a right or wrong answer. Think about the way people act in real life.

2// Play the game

- Play the game using each of the following statements.

Coach's Tip: To make the explanation more interactive, ask a number of quick questions to cover the content.

⊛ You can only get HIV through blood-to-blood contact.

✓ **NONSENSE**

- ✓ **Explain:** There are 4 body fluids that can spread HIV: blood, semen, vaginal fluid, and breast milk.
- ✓ Vaginal fluid is the liquid that is found in a woman's vagina.
- ✓ Semen is the sexual fluid that comes from a man's penis.

- o Does everyone understand what semen and vaginal fluid are?

⊛ The most common way HIV is spread in Africa is through unprotected sex.

✓ **FACT**

- ✓ In Africa, HIV is most commonly spread through unprotected sex with someone who has HIV.
- ✓ Sex is the penetration of a man's penis into a vagina or anus. Unprotected sex means sex without a condom.
- ✓ HIV can also be spread through blood-to-blood transmission and mother-to-child transmission.

- o **Discuss:** Are people more comfortable talking about blood-to-blood contact or unprotected sex? Why?

Coach's Tip: Allow for discussions to continue for as long as you think they are helpful for the players. However, always keep track of time and plan accordingly.

★ Abstinence is the most effective way to avoid HIV.

✓ **FACT**

✓ **Explain:** Abstinence means not having sex at all. The most common way HIV is spread is through sex, so the most effective way to avoid HIV is to abstain.

o **Discuss:** What advice would you give to a person your age who wants to abstain from sex?

★ You can avoid HIV by having 1 mutually faithful partner.

✓ **FACT**

✓ **Explain:** “Mutually faithful” means 2 people who only have sex with each other and no one else.

✓ You can avoid getting HIV if you have only 1 mutually faithful sexual partner that is HIV-negative.

o **Discuss:** Why do some people have more than 1 sexual partner?

★ Condoms don't work.

✓ **NONSENSE**

✓ **Explain:** Sex with a condom is much less risky than sex without a condom. Using condoms correctly and consistently can protect you from getting HIV by up to 90%.

✓ Condoms can also help prevent pregnancy and some STIs.

o **Discuss:** If condoms can help prevent HIV, why do people not always use them?

★ The older your sexual partner, the more likely you are to get HIV.

✓ **FACT**

✓ **Explain:** People just 5 years older than you are much more likely to have HIV than people your own age. This is because people 5 years older are likely to have had more partners in their lives.

✓ This is especially important for girls your age who often have older male sexual partners.

o **Discuss:** Why do people have older partners if it puts them at a higher risk of getting HIV?

KEY MESSAGES

- ① IN AFRICA, HIV IS MOSTLY SPREAD THROUGH UNPROTECTED SEX.
- ② HAVING MULTIPLE SEXUAL PARTNERS, AN OLDER SEXUAL PARTNER, OR BEING IN AN ABUSIVE RELATIONSHIP PUTS YOU AT HIGH RISK FOR CONTRACTING HIV.
- ③ YOU CAN AVOID GETTING OR SPREADING HIV BY ABSTAINING FROM SEX, HAVING 1 MUTUALLY FAITHFUL, UNINFECTED PARTNER, USING CONDOMS EVERY TIME YOU HAVE SEX, AND GOING TO SEE A HEALTH CARE WORKER IF YOU HAVE AN STI.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #3:
 - Have a conversation with a friend or family member about the most important facts from today.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

4// Stop the Spread!

GOALS – BY THE END OF THE PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Understand how HIV spreads quickly through unprotected sex with multiple sexual partners.
- ✓ Identify 3 ways to reduce getting or spreading HIV.

MATERIALS

- 1 Whistle
- 1 Stopwatch
- 9 cones (use rocks, bottles, pieces of cloth, or sticks if you don't have cones)

LOCALISE

- Research appropriate information in your community to include into this practice. Find out how people talk about multiple sexual partners and abstinence in your community.
- For a group of younger players (ages 10-14) emphasise the abstinence messages.

PREPARATION

- Set-up 3 “stadiums” (3 cones in a very small triangle) set apart by approximately 20 metres

SCHEDULE

- Warm Up (10 min)
- HIV Transmission Tree (40 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove #3:
 - Have a conversation with a friend or family member about the most important facts from today.

✿ Discussion:

- What were the most important facts you learned last week?
- How did your friends or family respond to you?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

- ✿ People with HIV can still achieve their goals in life.
- ✿ I have someone I can talk to about HIV.

HIV TRANSMISSION TREE (40 MIN)

1// Go to 3 soccer matches

- Ask the players:
 - What does the word “transmission” mean?
 - ✓ Transmission is passing or spreading between people.
 - HIV can be “transmitted” during unprotected vaginal or anal sex between 2 people.
- Explain and demonstrate the rules of the game:
 - You will travel to 3 soccer stadiums to watch a soccer match. At each stadium you will meet **1 different** person.

Coach's Tip: Find out what the most popular teams and stadiums in your area or use famous stadiums around the world like Wembley, Old Trafford, Nou Camp, Soccer City, etc. Make it fun!

- You will meet someone for just 1 minute; share your name, your favourite soccer team, your favourite Peace Corps SKILLZ activity, and what you learned from that activity.
 - You will meet **1 different** person at each stadium. Remember who you met at each stadium!
- Start the game.
- As you play the game, remind players of the instructions and emphasize that they meet someone different at each stadium and remember who they meet.

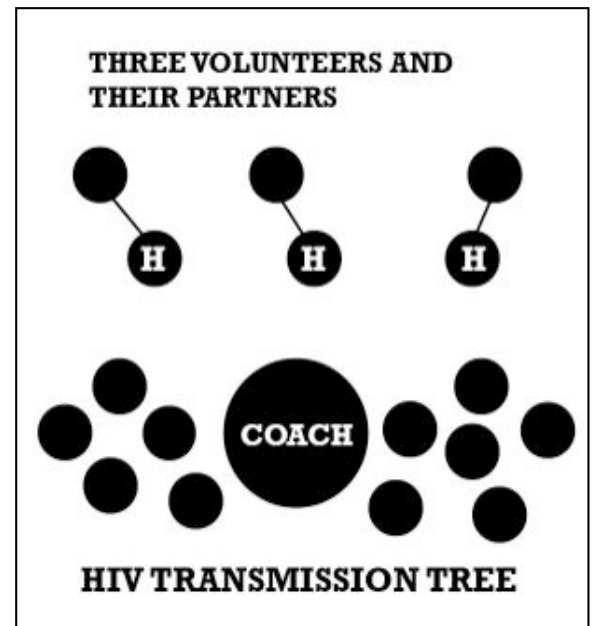
Coach's Tip: Have players cheer or sing songs as they “travel” to each match to keep their excitement high. Examples of fun ways to travel include: pretending to ride in a plane, bus, taxi, bicycle, etc.

2// Build the Transmission Tree

- Explain:
 - We are going to **pretend** that each person you met at the stadiums represents a partner that you are having unprotected sex with.
 - How many sexual partners they had in this game?

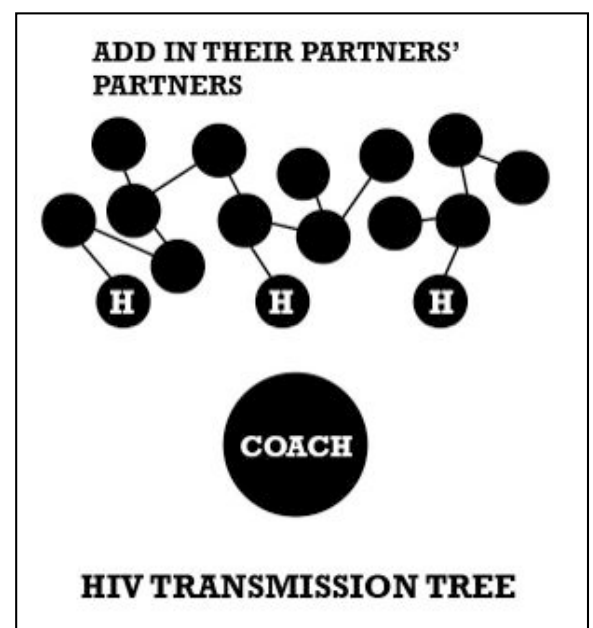
✓ 3.

- Ask 3 volunteers to step forward.
- Explain that we will **pretend** that these 3 volunteers were HIV-positive at the beginning of the activity. We will just **pretend**!
- Instruct any players who met 1 of these players at a stadium match to come forward and place a hand on the shoulder of that person.
- Continue to build the human tree in this way until everyone who met someone different at each stadium is connected in the HIV Transmission Tree.



🗣️ Discussion:

- What can happen if you have unprotected sex with someone who is HIV-positive?
- How many people were infected at the beginning of the activity?
 - ✓ Only 3 people
- How many people were infected at the end?
 - ✓ Everyone!
- What were the 2 risky behaviours that led to HIV spreading so quickly throughout the group?
 - ✓ Unprotected Sex and Multiple Concurrent Partners.



KEY MESSAGE

**HIV SPREADS QUICKLY WHEN PEOPLE HAVE
UNPROTECTED SEX WITH MULTIPLE SEXUAL PARTNERS.**

- What does it mean for partners to be *mutually faithful*?
 - ✓ Both partners only have sex with each other and don't have sex with anyone else.

KEY MESSAGE

**YOU CAN AVOID HIV BY HAVING 1 MUTUALLY FAITHFUL
UNINFECTED SEXUAL PARTNER.**

- What can happen if 1 partner in a sexual relationship is unfaithful and has sex with someone else?
 - ✓ If someone is not faithful, both partners are at risk for getting infected with HIV.
 - ✓ Having sex with someone is like having sex with our partner's past as well as their current sexual partners, and their partners' partners!
- How can we know the HIV status of our partner before having sex? (**HINT:** What did you learn in Find the Ball?)
 - ✓ The only way to know your partner's HIV status is to go for HIV testing together!
- What about the other players who didn't meet with anyone else at the stadiums or soccer matches? Why are they not in the Transmission Tree?
- What does it mean to *abstain* from sex? How does it prevent you from being in the Transmission Tree?
 - ✓ In Africa, HIV is most commonly spread through unprotected sex, so the most effective way to avoid HIV is to abstain from having sex.

KEY MESSAGE

ABSTINENCE IS THE MOST EFFECTIVE WAY TO AVOID HIV.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #4:
 - Teach a friend or family member about what A, B, and C's are: ***Abstain, Be faithful, and Condomise.*** Tell them how these 3 moves can stop the spread of HIV.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

5// Risky Partners!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Name 3 reasons older sexual partners put them at high risk of getting HIV.
- ✓ Explain why having less power than their partner puts them at high risk for contracting HIV.
- ✓ Give a real life example of how they can stand up to the pressure to have older partners.

MATERIALS

- 1 pole or string
- 1 “HIV” card

LOCALISE

- Find the HIV prevalence rates of people in your country at different ages and share this information with your players.
- Research common gifts that are offered to young people in exchange for sex.

PREPARATION

- Attach an “HIV” card to the centre of the pole or string
- Write your Coach’s Story and practice delivering it before the practice.

SCHEDULE

- Warm Up (10 min)
- HIV Limbo (35 min)
- Coach’s Story (5 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove #4:
 - Teach a friend or family member about what A, B, and C's are: ***Abstain, Be faithful, and Condomise.*** Tell them how these 3 moves can stop the spread of HIV.

🗣️ Discussion:

- Who did you teach and why?
- How did it feel to teach others about HIV?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🗳️ It is okay for a 16 year-old girl to date a 21 year-old guy.

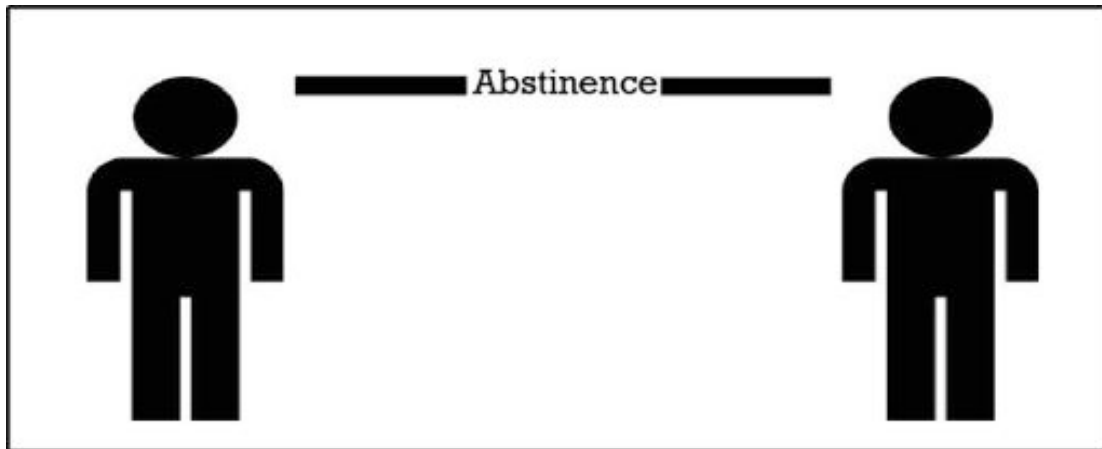
- How about a 30 year-old guy?

🗳️ It is okay for a 16 year-old guy to date a 21 year-old girl.

- How about a 30 year-old girl?

HIV LIMBO (35 MIN)

1// Play representing abstaining from sex



HIV Limbo: Abstinance

- Instruct 2 players to hold the pole about head-high.
- Instruct the other players to stand in a line in front of the pole.
- Explain and demonstrate the rules:
 - You will “limbo” under the pole. Bend straight back and walk forward.
 - If you touch the pole, fall, or bend to the side you will be eliminated.
 - If you are eliminated, you can always rejoin the game in the next round.
 - We will play several rounds.
- Show the players that the pole says “HIV” and explain:
 - We are going to pretend that if you cannot “limbo” under the pole you have been infected with HIV.
 - For this round we are going to pretend that we are all abstaining from sex.
 - Let’s see how hard it is to avoid HIV!
- Play the game. As you do so, sing a song to keep it fun for the players.



Coach's Tip: ALL players should be able to limbo underneath the pole in this round. Make sure the game gets harder each round.

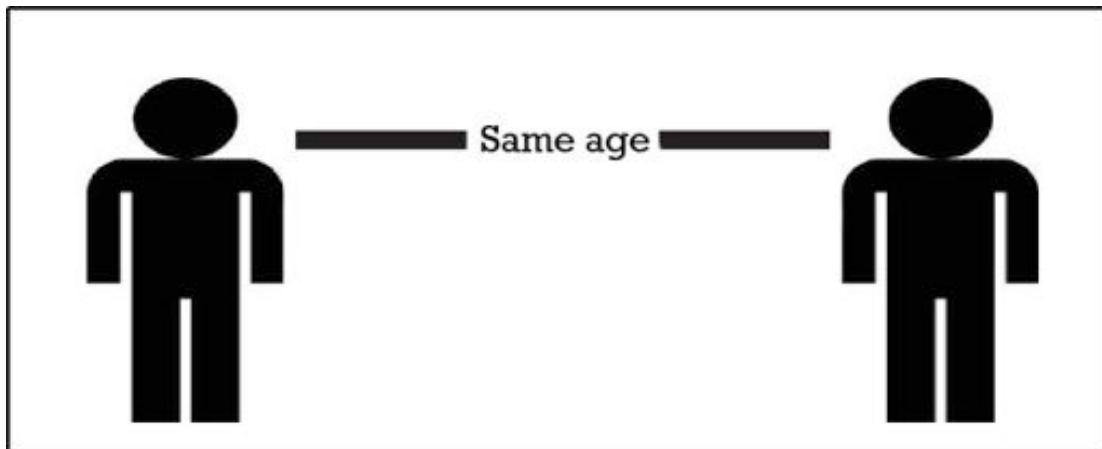
🔊 Discussion:

- Why was it easy to avoid getting HIV when you were abstaining from sex?
 - ✓ The most common way HIV is spread in Africa is through unprotected sex, so the most effective way to avoid getting HIV is to abstain.
 - ✓ Some people your age have HIV even if they are abstaining from sex because of sexual abuse, mother-to-child transmission, or blood-to-blood contact.

KEY MESSAGE

NOT HAVING SEX IS THE SAFEST WAY TO AVOID HIV.

2// Play representing a partner of the same age



HIV Limbo: Same age

- Ask new players to hold the pole and explain the rules for Round 2:
 - We are going to play the game again, but now we are going to pretend each of you has a sexual partner that is the same age as you.
- Lower the pole slightly and play Round 2. Instruct players who can't limbo under the pole to stand to one side.

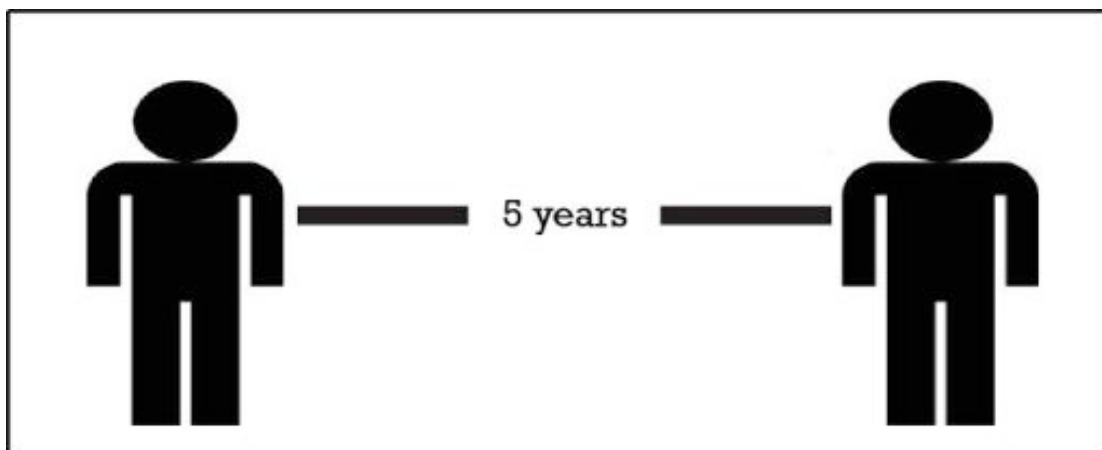
Coach's Tip: MOST players should be able to limbo underneath the pole in this round.

🔊 Discussion:

- Who was able to make it under the HIV pole?
- What are the benefits of dating someone your own age instead of someone older?
 - ✓ You will have similar interests, listen to the same music, watch the same movies, etc.
 - ✓ You are more likely to have equal power in a relationship with someone your own age.
 - ✓ People your own age are much less likely to have HIV!

Coach's Tip: Make sure players understand that unprotected sex with ANYONE, even if they are the same age as you, is always a risk.

3// Play representing a partner that is 5 years older than you



HIV Limbo: 5 years

- Ask new players to hold the pole and explain the rules for Round 3:
 - We are going to play the game again, but this time we are going to pretend each of you has a sexual partner that is 5 years older.
- Lower the pole to about upper stomach-height so it is difficult to limbo underneath. Play Round 3.

Coach's Tip: MOST players should NOT be able to limbo underneath the pole in this round.

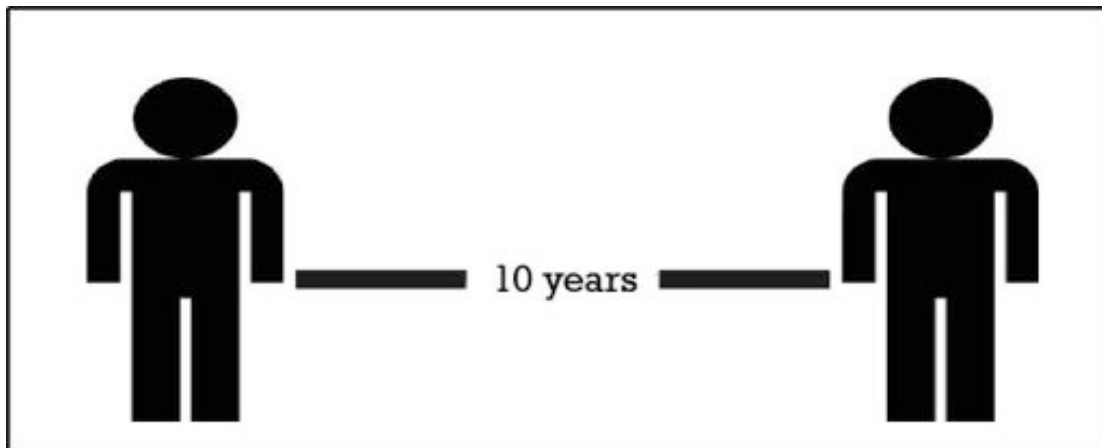
🔊 Discussion:

- Who was able to make it under the HIV pole?
- Why do you think it is more difficult to avoid HIV when you have a partner who is 5 years older than you?
 - ✓ Older sexual partners are more likely to be HIV-positive because they are likely to have had more sexual partners.
 - ✓ Older partners are also likely to have other sexual partners besides you.

KEY MESSAGE

IF YOU CHOOSE TO HAVE SEX, IT IS MUCH LESS DANGEROUS TO HAVE SEX WITH SOMEONE YOUR OWN AGE THAN TO HAVE SEX WITH SOMEONE OLDER.

4// Play representing having a partner that is 10 years older than you



HIV Limbo: 10 years

- Ask new players to hold the pole and explain the rules for Round 4:
 - We are going to play the game again, but this time we are going to pretend each of you has a sexual partner that is 10 years older.
- Lower the pole to about waist-high so it is very difficult to limbo underneath. Play Round 4.

Coach's Tip: NO players should be able to limbo underneath the pole in this round.

Discussion:

- Why do people in our communities, especially girls, have older partners? Where does this pressure come from?
- Why is it dangerous to accept gifts, like money or cell phones, from an older partner?
 - ✓ Accepting gifts often means you have less power to say no to sex (or anything else) in the relationship.
- What does it mean to have less power in a relationship?
- Why is it dangerous to have less power than our partners in a relationship?
 - ✓ If you have less power in a relationship, it is harder to influence healthy decisions, like using condoms or being mutually faithful.
- How can our generation stand up to the pressures to have older partners?

KEY MESSAGE

IF YOU HAVE LESS POWER IN A RELATIONSHIP, IT IS HARDER TO MAKE HEALTHY DECISIONS, LIKE USING CONDOMS OR BEING MUTUALLY FAITHFUL.

- How can we stand up to the pressure to have older partners?

COACH'S STORY (5 MIN)

- Ask players to get comfortable so they can listen to your Coach's Story. Refer to Practice 2 for additional instructions.
- Write the answers to the following questions to help guide your Coach's Story.

Have you ever been pressured to do something you didn't want to, like having an older partner or multiple partners? How did you deal with the pressure?

How have you seen older men pressure younger girls to have sex in your community?

Why do girls in your community often have older sexual partners? What can we do about it?

🔊 Discussion:

- Does anyone have questions about my Coach's Story?
- Why do you think I have told you this story?
- If you want to ask me more questions about my Coach's Story, we can talk about it anytime before or after the practices.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #5:
 - Tell a friend about the risks and dangers of having an older sexual partner and accepting gifts for sex.

2// Review Key Messages

3// Attendance Register

4// SKILLZ Cheer!

6// Understand HIV!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain how HIV attacks the body and how the immune system works.
- ✓ List 3 things an HIV-positive person can do to live a longer life.
- ✓ Explain how HIV and antiretroviral drugs (ARVs) work.

MATERIALS

- 1 Soccer Ball
- “Human”, “Immune System”, “HIV” and “ARV” cards. If ARVs are not available in your community, make a “Healthy Lifestyle” card.

LOCALISE

- Find out if ARVs are available in your community. If ARVs are not available, emphasise the other things a person with HIV can do to live a healthy, longer life (eating healthy foods, getting 30 minutes of exercise each day, drinking plenty of water, receiving support from family members and friends, avoiding alcohol, visiting a healthcare worker regularly, etc).
- When working with a younger team (10-14 years), review what “sex” means.

PREPARATION

- Set up a circle of cones about 8 metres across, so the “throwers” can’t get too close to the player in the middle.
- Write “Human”, “Immune System,” “HIV” and “ARV” cards on pieces of paper if you don’t have cards.

SCHEDULE

- Warm Up (10 min)
- HIV Attacks (40 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove #5:
 - Tell a friend about the risks of having an older partner and accepting gifts for sex.

🗨 Discussion:

- Why is it dangerous to have an older sexual partner?
- What would you say to an older person that offers you gifts for sex?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🌟 People with HIV can live a healthy life.

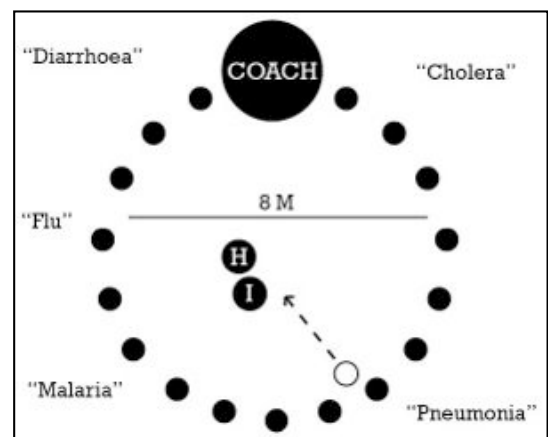
HIV ATTACKS (40 MIN)

1// Introduce the game

- Instruct players to stand in a circle 8 metres across.
- Ask players what the “H” in HIV stands for. Give 1 player the “Human” card to wear, and instruct him or her to stand in the middle of the circle.
- Ask players on the outside of the circle to name germs and diseases (Flu, TB, malaria, common cold, pneumonia, diarrhoea, etc.). Explain that they represent these germs.
- Ask players what part of the human body protects us from germs and diseases (Immune system). Give 1 player the “Immune System” card to wear, and instruct him or her to stand in the middle of the circle.
- Explain the rules:
 - Germs throw the ball from between their legs with 2 hands to hit the Human softly below the waist. Germs can also pass the ball to each other.
 - The Human cannot move.
 - The Immune System will protect the Human from the Germs like a goalie in soccer (knocking the balls away before they hit the human).
 - The Germs will count how many times they can hit the Human in 1 minute.

2// Play with Human, Germs/Diseases, and Immune System

- Play the first round. Make sure the Germs throw the ball from between their legs and not over their heads.



🔍 Discussion:

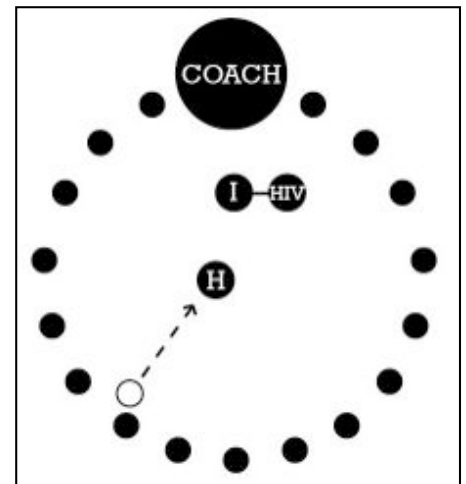
- How many times was the human hit?
- Was it easy to hit the human? Why?
- What does the immune system do for the human body?
 - ✓ Protects the body from germs and diseases.

KEY MESSAGE

THE IMMUNE SYSTEM PROTECTS THE BODY FROM GERMS AND DISEASES.

3// Play adding HIV

- Explain that we are going to pretend that the Human has had unprotected sex with someone who has HIV and is now HIV-positive.
- Give 1 of the players in the group the “HIV” card to wear, and explain that he or she represents ‘HIV’.
- Instruct “HIV” to hold the hands of ‘Immune System’ behind his or her back (strong but not rough).
- Instruct players to play with the same rules for Immune System, Human, Germs, and HIV.



🔍 Discussion:

- What does HIV do to the human body?

KEY MESSAGE

HIV WEAKENS THE IMMUNE SYSTEM, ALLOWING GERMS AND DISEASES TO ATTACK THE HUMAN BODY.

- HIV is most commonly spread through unprotected sex. What does “sex” mean?
 - ✓ The penetration of the penis into a vagina or anus.
- Is HIV the same thing as AIDS? What do HIV and AIDS stand for?
 - ✓ No.
 - ✓ HIV stands for Human Immunodeficiency Virus. HIV is the virus that causes AIDS. Many people do not feel sick when HIV is in their body.
 - ✓ AIDS stands for Acquired Immune Deficiency Syndrome. AIDS is when the HIV virus has destroyed the immune system over time. This weakens the immune system, making it unable to fight off germs and diseases that make the person sick.
- How long does it take HIV to cause the disease called AIDS?
 - ✓ If an HIV-positive person does not take their medication they will progress from HIV to AIDS very quickly. Anywhere from 2 to 10 years!

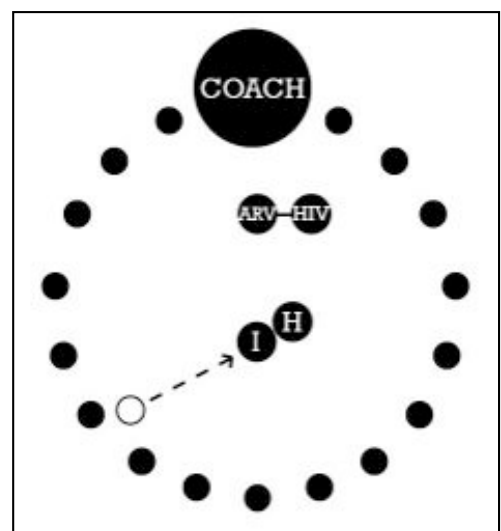
KEY MESSAGE

WITHOUT TREATMENT, HIV USUALLY PROGRESSES TO AIDS WITHIN 2 TO 10 YEARS, AND EVENTUALLY KILLS.

4// Play adding ARVs

Coach's Tip: If ARVs are not available in your community, play adding "healthy lifestyle" instead of ARVs.

- Tell a story of the Human going to get an HIV test, and finding out that he or she is HIV-positive.
 - If the immune system is weak, what medication will the person need to stay healthy?
 - ✓ ARVs!



- Give 1 player the “ARVs” card to wear and explain that he or she represents anti-retroviral drugs (ARVs) for HIV.
- Instruct ARVs to hold the hands of HIV behind his or her back (strong but not rough). This puts the virus to sleep!
- Tell HIV and ARVs to walk around the Human, doing nothing to the Immune System, like the HIV is sleeping!
- Instruct players to play with the same rules for Immune System, Human, Germs/Diseases, and counting.

🗣️ Discussion:

Coach's Tip: Encourage players to come to you before or after practice if they ever have questions they don't feel comfortable asking in front of the entire team.

- How many times was the human hit?
- Was it easy or difficult to hit the Human? Why not?
- What do ARVs do? What happens to the immune system with ARVs?
 - ✓ ARVs put the virus to sleep. The immune system is no longer under attack from HIV because HIV is sleeping. The immune system is able to grow strong again.
- Do ARVs cure HIV?
 - ✓ No, but they stop HIV from multiplying in your body as they make the HIV “sleep.”
- What does it mean to adhere to ARVs? Why is it important to adhere to ARVs?
 - ✓ To take your medication at the correct dose that is prescribed at the time that is prescribed without missing doses.
 - ✓ If you do not adhere, HIV can “wake up” and start damaging the immune system again making the person sick again.

- Can ARVs be difficult to take? Why?
 - ✓ Yes, they can be very difficult to take. It is hard to remember to take medication every day at the right time.

KEY MESSAGE

ARVs ARE NOT EASY TO TAKE, BUT THEY FIGHT HIV AND CAN HELP HIV-POSITIVE PEOPLE LIVE MUCH LONGER AND HEALTHIER LIVES.

- What else could an HIV-positive person do to live a longer, healthier life?
 - ✓ Eating healthy foods, getting 30 minutes of exercise each day, and drinking plenty of water.
 - ✓ Receiving love and support from family members and friends.
 - ✓ Avoiding alcohol, drugs, and negative influences.
 - ✓ Visiting a healthcare worker regularly.

KEY MESSAGE

A HEALTHY LIFESTYLE CAN HELP AN HIV-POSITIVE PERSON LIVE A LONGER, HEALTHIER LIFE.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #6:
 - Teach a friend or family member what you learned from HIV Attacks, including 3 things that HIV-positive people can do to live a longer, healthier life.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

7// One or None!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain why abstinence is the safest method to avoid getting and spreading HIV.
- ✓ Explain why having more than 1 sexual partner at the same time puts you at risk for getting HIV.
- ✓ Explain a “Sexual Network” and how it can spread HIV.

MATERIALS

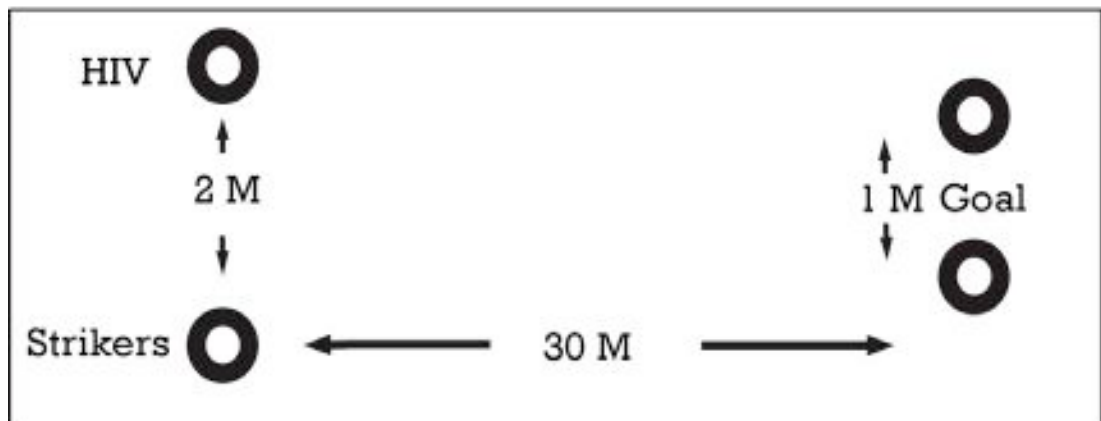
- 4 cones (use rocks, bottles, pieces of cloth, or sticks if you don't have cones)
- 3 or 4 soccer balls (use handmade balls made from rags or plastic bags if you don't have soccer balls)
- Break Away Cards or pieces of paper that display: *HIV* and *Striker*

LOCALISE

- Find out how people talk about multiple sexual partners and abstinence in your community.
- For a group of younger players (ages 10-14) emphasise the abstinence messages throughout this practice.

PREPARATION

- Set up the Break Away field:



Breakaway Set up

SCHEDULE

- Warm Up (10 min)
- Break Away From HIV (30 min)
- Sexual Network (10 min)
- Cool Down (10 min)

ACTIVITIES

WARM UP (10 MIN)

1// Energizer

- Lead a quick 1-minute energizer.

2// Recap last practice

- Bring the group back into a circle and recap the activities and key messages of the last practice.

3// MicroMove review

- Review MicroMove #6:
 - Teach a friend or family member what you learned from HIV Attacks, including 3 things that HIV-positive people can do to live a longer, healthier life.

🗨 Discussion:

- Who did you teach and why?
- How did it feel to teach others about HIV?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

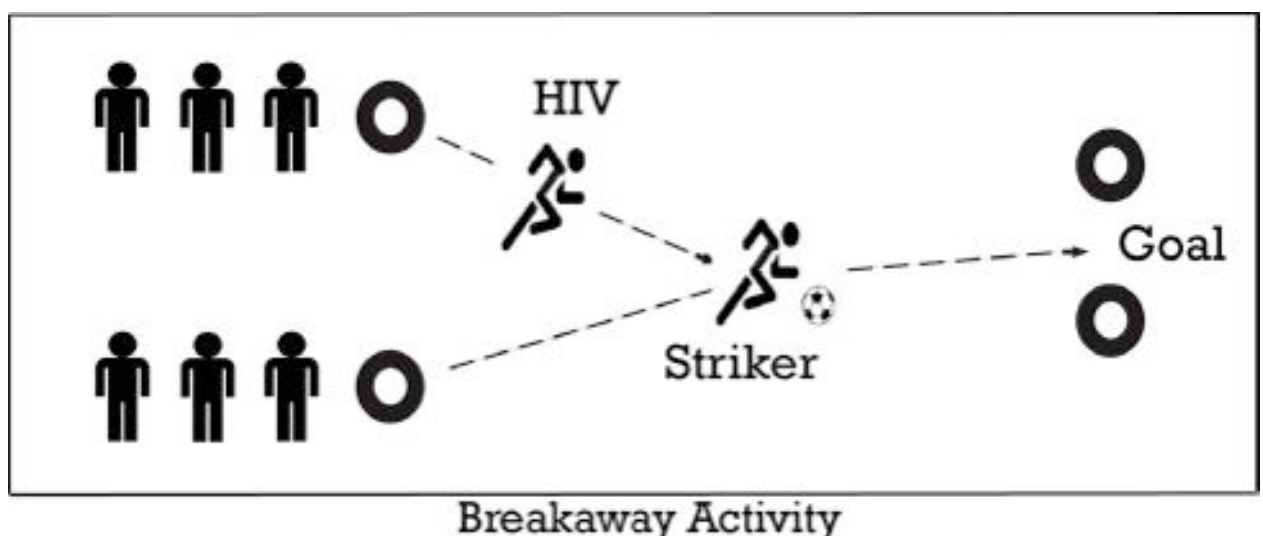
- ✪ It is cool for a guy to have more than 1 sexual partner
- ✪ It is cool for a girl to have more than 1 sexual partner.

- Is it different for girls and guys? Why?

BREAK AWAY FROM HIV (30 MIN)

1// Introduce the Game

- Ask the players to explain what a “break away” is in soccer. Instruct 1 player to demonstrate dribbling down the field and into the goal.
- Divide players evenly between the 2 starting cones.
- Label 1 cone with the HIV card. Explain that the players in this line will represent “HIV” and the players in the other line will be the Strikers.
- Explain the rules and objectives of the game:
 - The striker will try to dribble through the goal.
 - The HIV will try to touch the striker before he reaches the goal.
 - Reaching the goal represents achieving your goals in life. Being touched by the HIV represents getting infected with HIV.
 - The ball that the striker dribbles represents a sexual partner.
 - Before each break away I will ask, “Striker, are you ready? HIV, are you ready?”
 - On the 1st whistle the striker will dribble towards the goal.
 - On the 2nd whistle the HIV will chase him or her.



2// Play with no soccer balls: Abstaining!

- Take away the soccer balls and explain the 1st round:
 - In this round, the striker will NOT dribble a soccer ball. This represents abstaining from sex.
 - Let's see how easy it is to reach your goals in life if you abstain from sex!

Coach's Tip: When starting a break away, stand with your arm in front of HIV so that they cannot leave early. When you blow the second whistle, lower your arm and let HIV chase the striker.

- Demonstrate this step with 1 or 2 pairs. It is not necessary for all players to complete this round.

Coach's Tip: This should be easy for the strikers. Most strikers should NOT be tagged!

🗨️ Discussion:

- What are some of your goals in life?
- Why is abstinence the most effective way to avoid HIV?
 - ✓ The most common way HIV spreads is through sex, so the easiest way to avoid HIV is not to have sex.



KEY MESSAGE

NOT HAVING SEX IS THE SAFEST WAY TO AVOID HIV.

3// Play with 1 soccer ball: sex with 1 partner

- Explain the rules for the 2nd round:
 - In this round, the striker will have to try to reach the goal while dribbling 1 soccer ball. This represents having 1 partner.

- Let's see if it's more difficult to reach your goals in life if you're having sex!
- Demonstrate to the players how to dribble:
 - Keep the ball within 2 steps and stay in control of the ball at all times.
 - Pick your head up every couple seconds and try to use both feet and different parts of your feet.

Coach's Tip: Use your judgement to keep the breakaways fair. If players are equally fast, you can blow the 2nd whistle quickly. If the striker is very slow, give them a big head start before starting the defender!

- Allow each player to play once.

Coach's Tip: Only SOME strikers should be tagged!

🗣️ Discussion:

- Was it easier to reach the goal in the 1st round with no sex or the 2nd round with 1 sexual partner?
- If you got HIV, would you still reach your goals in life?
 - ✓ Maybe, but it would be more challenging.

4// Play with 2 balls: sex with 2 partners

- Switch the lines so that the defenders from the last round become strikers.
- Give 2 soccer balls to the first striker in line and explain the 3rd round:
 - In our communities, some people have more than 1 sexual partner at the same time. This means they may have 2, 3, or 4 different people that they are in a sexual relationship with.
 - In this round, the strikers must try to dribble 2 balls at the same time. This represents having 2 sexual partners at the same time.
 - Let's see if you can reach your goals in life with multiple sexual partners!
- Allow each player to play once.

Coach's Tip: Almost EVERY striker should be tagged!

🔊 Discussion:

- How many people were able to reach the goal in this round?
- Why did the risk of HIV increase as the number of sexual partners increased?
 - ✓ The more sexual partners you have, the greater chance 1 of them has HIV.
 - ✓ If you have more than 1 sexual partner, your partners probably have more than 1 sexual partner as well!
 - ✓ People often do not use condoms consistently with all of their partners.
- What would happen if we played with 3 balls?



KEY MESSAGE

IF YOU DO CHOOSE TO HAVE SEX, YOU CAN PROTECT YOURSELF BY USING CONDOMS AND HAVING 1 MUTUALLY FAITHFUL PARTNER THAT IS HIV-NEGATIVE.

SEXUAL NETWORK (10 MIN)

1// Demonstrate everyone having 2 sexual partners

- Review Sexual Network:
 - What did we learn in HIV Transmission Tree about Sexual Networks?
 - ✓ Your Sexual Network includes all the people you are connected to through sex!
 - ✓ If only 1 person in your Sexual Network has HIV, you are at high risk of getting HIV.
- Form a strong circle and instruct everyone to hold hands.
- Explain that we are going to **pretend** that each person you are holding hands with represents a sexual partner.
- Tell players to **pretend** that you (the Peace Corps SKILLZ coach or teacher) are HIV-positive.
- Lift both arms and hands up in the air.
- Instruct players to lift their hands if the player they are holding hands with has his or her arm up in the air. This represents someone becoming infected with HIV.
 - Look around! Who is at risk of getting HIV?
 - ✓ Everyone! We are all connected because we all have more than 1 sexual partner at the same time. If only 1 person here has HIV, we are all at risk.
- Instruct players to drop their arms.



2// Demonstrate a few players reducing their partners

- Instruct 2 players to let go of 1 of their partners. Make sure these players are no longer holding a hand with that partner!

Coach's Tip: Tell 2 players with 1 partner to put 1 hand on their head so everyone can see that they only have 1 sexual partner.

- Raise your hands again and tell players to lift their hands if the person they are holding hands with has put their hands up.
 - What happened when a few people dropped 1 of their sexual partners?
 - ✓ The chance of spreading HIV was reduced for some players.
 - How does reducing your number of sexual partners lower your chances of HIV?
 - ✓ Every time you drop a partner, you drop all the people in their Sexual Network as well.
 - ✓ If you have 3 sexual partners and reduce to 2, your HIV risk is reduced; if you have 1 sexual partner and reduce to no partners, your HIV risk is reduced.

KEY MESSAGE

REDUCING YOUR NUMBER OF SEXUAL PARTNERS REDUCES YOUR CHANCE OF GETTING HIV.

Coach's Tip: Make sure players understand that partner reduction can reduce HIV risk for anyone who is sexually active.

3// Demonstrate mutually faithful partners

- Play again, but this time instruct all players to hold hands with just 1 other partner, so that everyone has just 1 mutually faithful sexual partner.
- If there is an odd number of players tell that 1 player that he or she represents someone abstaining from sex.
- Raise your hand and demonstrate how HIV could only be spread to your 1 sexual partner and to nobody else!



Coach's Tip: The only people holding their hands up should be you and the player you are holding hands with.

- o What happened when everyone had just 1 mutually faithful partner?
 - ✓ The spread of HIV was stopped!
 - ✓ HIV could only be spread to 1 other person.

KEY MESSAGE

YOUR SEXUAL NETWORK INCLUDES ALL YOUR SEXUAL PARTNERS PLUS ALL YOUR PARTNERS' PARTNERS. THE BIGGER YOUR SEXUAL NETWORK, THE GREATER CHANCE YOU WILL GET HIV.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #7:
 - o Teach a friend about a sexual network and why having multiple sexual partners at one time is so dangerous.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

8// Cut and Cover!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain how being circumcised and using condoms correctly when having sex can protect you from HIV.

MATERIALS

- 4 cones (use rocks, bottles, pieces of cloth, or sticks if you don't have cones)
- 1 soccer ball (use handmade balls made from rags or plastic bags if you don't have soccer balls)
- 4 Circumcise & Condomise cards or pieces of paper labeled: **Circumcised, Uncircumcised, Condom and No Condom**

PREPARATION

- Set up a goal 6m wide and a penalty spot 6m away.
- Prepare your Coach's Story with your partner.

LOCALISE

- Research appropriate information in your community about how common male circumcision is in your area, both traditionally and medically.
- If circumcision is too sensitive of an issue to discuss with your players or if you have a group of all girls, replace this practice with "Supplement 2// Shoot-Out" in the back of this guide.

SCHEDULE

- Warm Up (10 min)
- Circumcise & Condomise (35 min)
- Coach's Story (5 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

- Lead a quick 1-minute energizer.

2// Recap last practice

- Bring the group back into a circle and recap the activities and key messages of the last practice.

3// MicroMove review

- Review MicroMove #7:
 - Teach a friend about a sexual network and why having multiple sexual partners at one time is so dangerous.

🗣️ Discussion

- What is a sexual network? Why is it dangerous to have multiple sexual partners at the same time?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🗳️ It is a man/boy's responsibility to carry condoms.

- Why or why not?

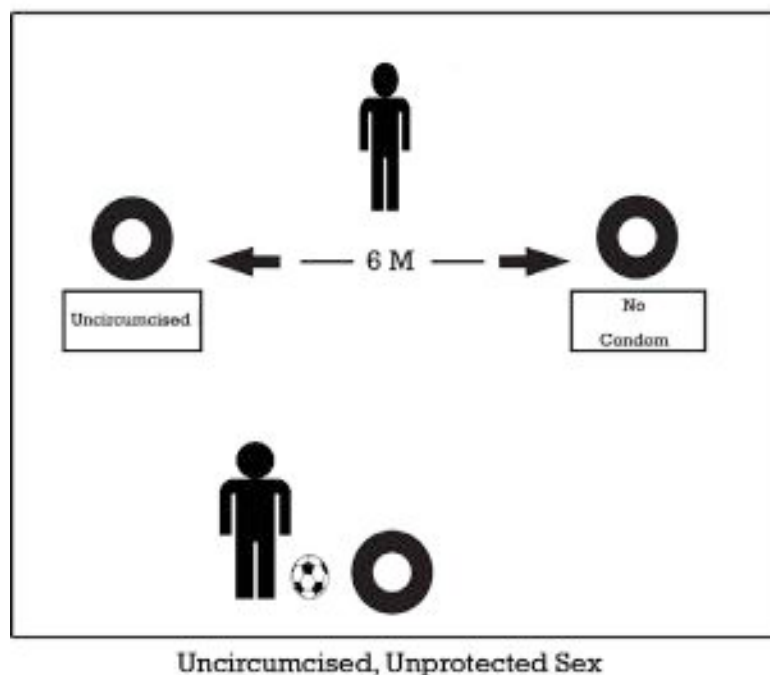
CIRCUMCISE & CONDOMISE (35 MIN)

🔊 Discussion:

- What does it mean to use condoms correctly and consistently?
 - ✓ Properly following the directions for condom usage.
 - ✓ Using a condom every time you have sex.
- What does circumcision mean?
 - ✓ The removal of the foreskin from the male's penis. The foreskin is the skin that covers the tip of the male's penis.
 - ✓ Circumcision has nothing to do with culture. People in many different cultures all over the world circumcise.

Coach's Tip: Peace Corps SKILLZ coaches respect cultural values and beliefs about circumcision. This activity is about the health benefits for males, not about the cultural practices associated with male circumcision.

1// Uncircumcised, Unprotected sex



- Explain that in this game the players will be competing in a penalty shoot-out.

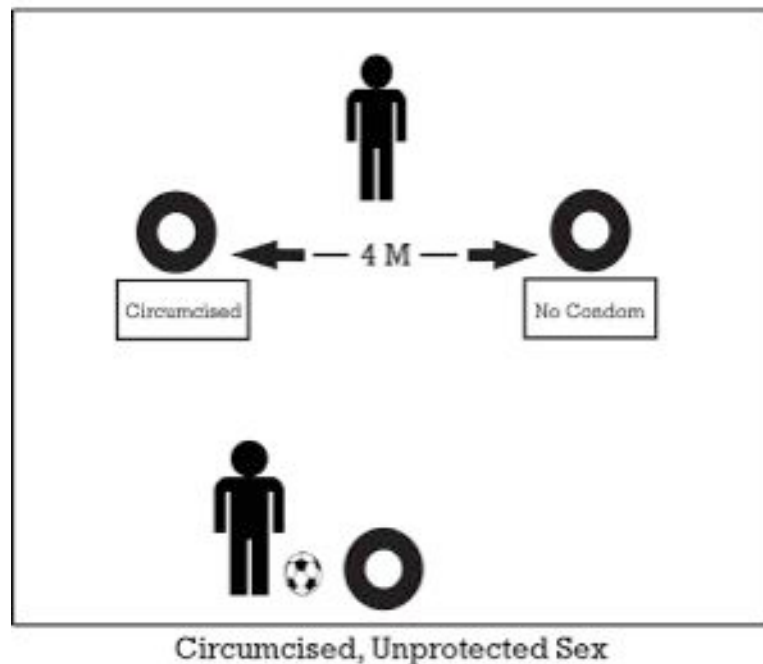
- Form 2 equal teams and instruct each team to pick a team name, a goalkeeper, and the order of penalty shooters.
- Place the “uncircumcised” and “no condom” signs on or near the goal.
- Explain and demonstrate the rules:
 - The goalkeeper represents an uncircumcised male having unprotected sex and is trying to avoid getting HIV.
 - The shooter represents a sexual partner with HIV.
 - Each goal represents an HIV infection.
 - The shooter may not walk up to the ball to shoot. He must be standing still, place his foot next to the ball, and shoot.
 - The shooter must shoot the ball on the ground.
 - The goalkeeper cannot move forward until the ball is kicked.
- Play the first round so the first 2 shooters of each team shoot against a goalkeeper on the other team.

Coach's Tip: It should be easy to score!

🗨️ **Discussion:**

- Was it easy to score a goal?
- Why is it easy for an uncircumcised male to get HIV from having unprotected sex?

2// Circumcised, Unprotected Sex



- Explain:
 - In this round, we will make the goal narrower. This represents the goalkeeper being circumcised but having unprotected sex.
 - Circumcision lowers a man's chance of getting HIV from a female by up to 60%.
- Reduce the goal from 6m to 4m wide.
- Place the “circumcised” and “no condom” signs on or near the goal.
- Allow each team to take 3 shots on the opposing goalkeeper.

Coach's Tip: It should be easy to score!

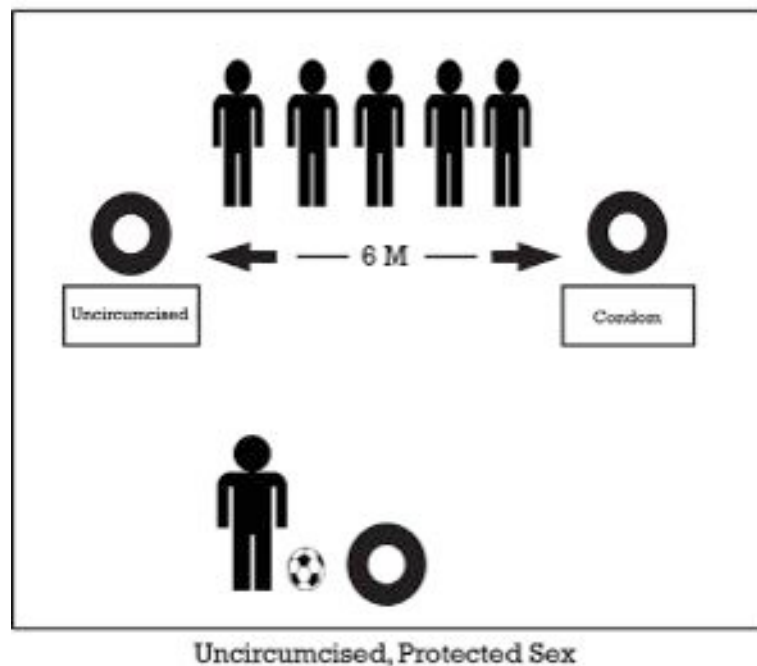
🗨️ Discussion:

- Was it harder or easier to score this time? Why?
- Will circumcision protect you 100% from HIV?
 - ✓ No, it's still possible to get HIV, but it is much safer than not being circumcised.
- Does male circumcision protect women from contracting HIV?
 - ✓ Circumcision has been shown to help protect men from HIV. It has not been shown to help protect women.

KEY MESSAGE

**MALE CIRCUMCISION REDUCES FEMALE TO MALE HIV
TRANSMISSION BY UP TO 60%.**

3// Uncircumcised, Protected sex



- Explain:
 - In this round the goalkeeper's team can play with 5 goalies. This represents correct condom use every time when having sex.
 - Using condoms correctly and consistently can protect you and your partner from getting HIV by up to 90%.
- Increase the goal from 4m to 6m wide.
- Replace the "no condom" sign with the "condom" sign.
- Allow each team to take 3 shots on the opposing goalkeeper.

Coach's Tip: It should be difficult to score!

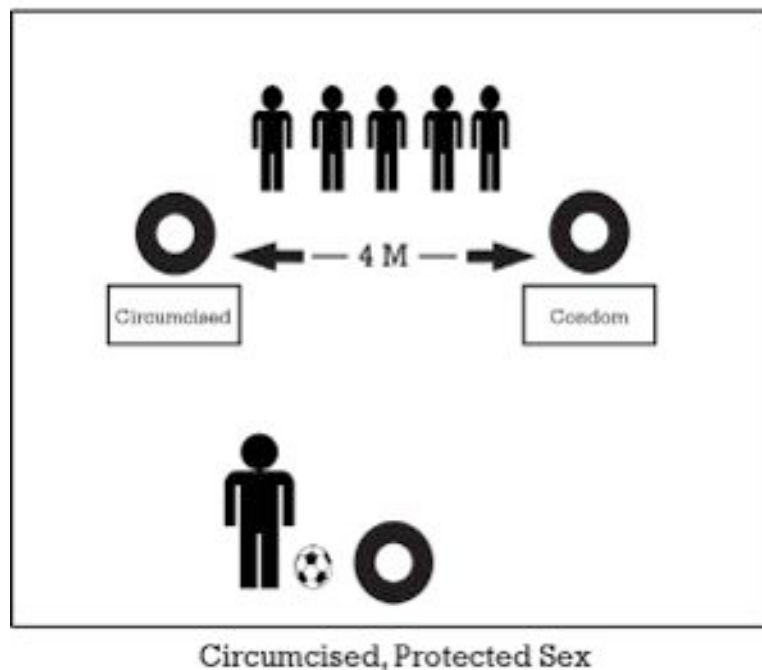
🔦 Discussion:

- Was it harder or easier to score this time? Why?
- Will using condoms protect you 100% from HIV?
 - ✓ No, condoms are not 100% safe, but it is much safer to have sex with a condom than without one.
- Does anyone have any questions about condoms?

KEY MESSAGE

**USING CONDOMS CORRECTLY EVERY TIME DURING SEX
REDUCES HIV TRANSMISSION BY UP TO 90%.**

4// Circumcised, Protected sex



- Explain:
 - In this round, the goalkeeper will represent being circumcised and using a condom correctly every time during sex!
 - This means that we will play with a smaller goal and the defending team will be allowed to play with 5 goalies.
- Reduce the goal from 6m to 4m wide.
- Let 1 or 2 players on each team try to score on the goalkeeper.

Coach's Tip: It should be VERY difficult to score!

🗨️ Discussion:

- Was it harder or easier to score this time? Why?
- What does this tell you about life?
 - ✓ If you choose to have sex, being circumcised **and** using condoms correctly can protect you from HIV.
- If condoms and circumcision protect you from HIV, why don't all men use condoms and get circumcised?
- What should a girl do if her partner refuses to use condoms?

KEY MESSAGE

**IF YOU CHOOSE TO HAVE SEX, GETTING CIRCUMCISED
AND USING CONDOMS WILL HELP YOU AVOID HIV.**

COACH'S STORY (5 MIN)

- Ask players to get comfortable so they can listen to your Coach's Story. See Practice 2 for instructions.
- Write the answers to the following questions to help guide your Coach's Story.

Have you or someone you know been circumcised? Why did you or that person decide to get circumcised?

If using condoms every time is so effective in preventing HIV, how come people don't use them every time they have sex?

How can we use condoms more frequently?

🗣️ Discussion:

- Does anyone have questions about my Coach's Story?
- Why do you think I have told you this story?
- If you want to ask me more questions about my Coach's Story, we can talk about it anytime before or after the practices.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #8:
 - Talk to a friend about the benefits of using condoms or circumcision.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

9// Listen to Each Other!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Distinguish between sex, gender, and gender norms.
- ✓ Identify 1 gender norm that puts pressure on the opposite sex.
- ✓ Identify 1 gender norm that puts pressure on their own sex.
- ✓ Identify 1 way that men can support and empower women.
- ✓ Identify 1 way that women can support and empower men.

MATERIALS

- 1 chair for each player, if possible

PREPARATION

- Find a safe space that allows for open conversation and where all players can hear each other.
- If possible, set up 2 circles of chairs for the players, one inside the other.



Chair set up for Gender Stadium

SCHEDULE

- Warm Up (10 min)
- Gender Stadium (40 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove #8:
 - Talk to a friend about the benefits of using condoms or circumcision.

✿ Discussion:

- How can circumcision protect males from getting HIV?
- How can condoms protect males and females from getting HIV?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

- ✿ Men should always please their partners.
- ✿ Women should always please their partners.
- ✿ People should talk about sex before having it.

GENDER STADIUM (40 MIN)

Coach's Tip: Gender Stadium can be a very sensitive activity. Review the Peace Corps SKILLZ Contract with your team so players feel comfortable.

🔊 Discussion:

- What is the difference between your sex and your gender?
 - ✓ Sex: The biological and physical attributes that make you male or female.
 - ✓ Gender: The roles and behaviours that society considers appropriate for men and women.
- What are gender norms?
 - ✓ Gender norms are things society expects of people because of their sex.
 - ✓ Examples: Women are supposed to cook for men, men are supposed to earn money for the family.
- Sometimes people use gender norms to justify harmful behaviour, such as rape, abuse, or discrimination.
- Gender norms can be questioned or changed if you don't agree with them!



Gender Stadium discussion

1// Guys as the stars

Coach's Tip: If you are paired with a coach of the opposite sex, have the female coach facilitate the discussion with the girls and the male coach facilitate the discussion with the guys.

- Divide the players into a group of guys and a group of girls.

- Instruct the guys to sit in a small circle and the girls to sit in a larger circle around them. The circle should be big enough where all the guys can sit comfortably and can hear each other but small enough that it feels closed off from the outside.
- Explain the rules of the game:
 - In this game we are going to examine gender norms in our community and culture.
 - In this round the girls on the outside of the circle are the spectators in the stadium and the guys are the stars that they came to see.
 - I will read questions that the guys will discuss by themselves while the girls listen.
 - **Girls:** You cannot speak during the first round. Listen closely to what the girls say. You will get a chance to be the stars during the next round.
 - **Guys:** Your job is to speak to each other as if the girls were not present. You are protected by your circle, so feel free to share how you really feel. There are no right or wrong answers! If you like what someone else says, you can snap your fingers.
- Use the following list of questions to guide the conversation. Allow for discussions to continue as long as they remain focused on gender norms. You may not get to all the questions. Keep in mind you will spend the same amount of time with the girls.

- ✪ What do you enjoy most about being a guy?
- ✪ What is the most difficult thing about being a guy?
- ✪ What would you tell women to help them better understand men?
- ✪ What is one thing you would never want to hear said about a man again?
- ✪ What are men and women responsible for in a relationship? What would you change?
- ✪ How does alcohol affect relationships?
- ✪ What makes people violent in a relationship?
- ✪ What can men do to support and empower women in your culture?

2// Girls as the stars

- Switch the roles. Bring the girls to the middle and instruct the guys to sit along the outside of the circle. Remind the guys to silently listen to the girls.
- Use the following question to guide the discussion. Use the same guidelines as for the guys.

- ✧ What do you enjoy most about being a girl?
- ✧ What is the most difficult thing about being a girl?
- ✧ What would you tell men to help them better understand women?
- ✧ What is one thing you would never want to hear said about a woman again?
- ✧ What are men and women responsible for in a relationship? What would you change?
- ✧ How does alcohol affect relationships?
- ✧ What makes people violent in a relationship?
- ✧ What can men do to support and empower women in your culture?

3// Girls and Guys communicate together

- After you have finished Gender Stadium with the guys, instruct all the players to form a big circle so that the entire group can talk.

🗣️ Discussion:

- Now that players have listened to the opposite sex, encourage them to have a discussion **together**.
 - After listening to them what would you like to tell members of the opposite sex?
 - What can we do to make it easier for males and females to communicate and listen to each other?
 - Now that we've discussed gender norms, what are some gender norms that you would like to see changed in your community?

KEY MESSAGES

- ① **GENDER NORMS ARE THINGS THAT SOCIETY EXPECTS OF PEOPLE BECAUSE OF THEIR GENDER. THEY NEVER EXCUSE VIOLENCE OR MAKE IT OK.**
- ② **WE HAVE THE POWER TO QUESTION AND CHANGE GENDER NORMS THAT WE DO NOT AGREE WITH IN OUR COMMUNITIES.**
- ③ **IT IS IMPORTANT THAT MALES AND FEMALES LISTEN TO EACH OTHER AND COMMUNICATE WITH EACH OTHER.**

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #9:
 - Talk to someone of the opposite sex for just 5 minutes. Use strong eye contact and try to listen more than you talk. You can talk about school, sports, the news, or anything else that is important to the both of you.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

10// Build Your Team!

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Identify 2 ways to support someone who is HIV-positive.
- ✓ Identify 3 people they can go to for support.
- ✓ Identify how stigma and discrimination make the HIV problem worse.

MATERIALS

- None

PREPARATION

- Prepare a safe space for My Supporters activity

SCHEDULE

- Warm Up (10 min)
- My Supporters (40 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove #10:
 - Talk to someone of the opposite sex for just 5 minutes. Use strong eye contact and try to listen more than you talk. You can talk about school, sports, the news, or anything else that is important to the both of you.

🗣️ Discussion:

- Who did you talk to?
- How did it feel to talk to someone of the opposite gender?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🎲 I would tell my friends if I had HIV.

- Why or why not?

MY SUPPORTERS (40 MIN)

1// Play as just supporters and leaners

- Select 8 to 10 players to form a small circle to demonstrate the activity.



My Supporters demonstration set up

- Emphasize safety and ask for players' focus and attention.
- Instruct and demonstrate how to support:
 - Stand close to one another with 1 foot towards the middle of the circle, 1 foot back, knees slightly bent.
 - Put your hands at chest-height, palms out, and close to the person in the middle.
 - Gently pass the leaner around the circle. Do not push. There should be at least 6 hands on the leaner at all times.
- Instruct and demonstrate how to lean:
 - Stand with your arms across your chest.
 - Lean with your feet together and your body straight, "stiff like a tree, not soft like a snake."



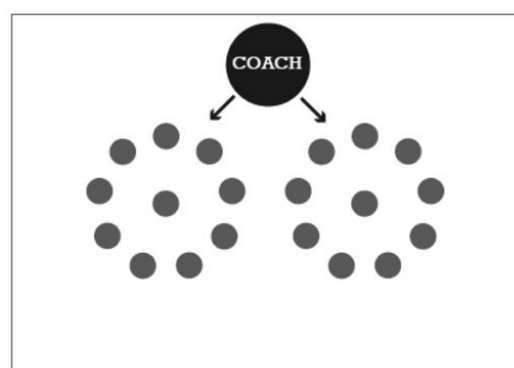
SKILLZ Coach demonstrates how to lean and support in My Supporters

- Before leaning, ask the Supporters these questions:

- o Leaner: “My Supporters, are you ready?” Supporters: “Yebo!”
- o Leaner: “*Can I lean?*” Supporters: “Yebo!”
- o Some of us will get a chance to be both a Supporter and a Leaner.

Coach's Tip: Demonstrate this activity with yourself as a leaner first to provide a strong example of how to lean.

- Divide players into teams of 8 to 10.
- Play the game.
- After a few people have had the chance of being the Leaner, bring the group back together.



My Supporters set up

🔥 Discussion:

- o How did it feel to be a Leaner?
- o How did it feel to be a Supporter?
- o When do we need support in life?
 - ✓ In the bad times: when you are sick, sad, angry, need help, need someone to talk to, etc.
 - ✓ In the good times: when you are happy, proud, want to share a success, want to laugh, etc.
- o What makes a strong supporter?

2// Role-play abandoning someone who is HIV-positive

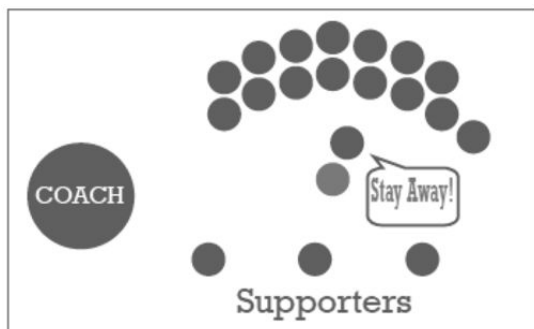
- Ask for a *coach* to volunteer. Give this person a fake character name and instruct him or her to stand in front of the group.

Coach's Tip: Make sure that a coach, not a player, volunteers as the character who is HIV-positive.

- Instruct the players in the audience to identify their supporters in life. (Examples: father, doctor, friend, coach, religious leaders, etc.). As they do so, assign these roles to volunteers, and ask them to make a support circle around the HIV-positive character.

Coach's Tip: Make sure that 2 of the supporters are the doctor and the SKILLZ Coach. These supporters will never leave the individual.

- Explain:
 - We are going to pretend that the Leaner (the volunteer) is HIV-positive.
 - We are going to look at how people in the community negatively react when they learn someone is HIV-positive.
- Instruct 2-3 players in the audience to give directions to the Supporters that would stigmatize or fail to support the HIV-positive character. Have the Supporters act these out.
 - Example: The father is embarrassed that his daughter has HIV, so he says, "You are a disgrace to our family! You have embarrassed us. Think of what people will say when they find out you are HIV-positive!"



- As the Supporters act out their responses, instruct them to turn their back on the support circle.
- Leave the doctor and the Peace Corps SKILLZ Coach facing the Leaner and explain why they will never leave the HIV-positive character.

- The doctor will not abandon someone with HIV. They will always be there to support him or her through medication and counselling.
- The Peace Corps SKILLZ Coach will also never turn their back on someone with HIV. They will always be there to talk with and be your friend.

🔊 Discussion:

- Why do people in our communities abandon those who have HIV?

- What are stigma and discrimination?
 - ✓ Stigma means judging a person because of 1 trait. For example, thinking a person is bad because he or she has HIV.
 - ✓ Discrimination means treating a person or group unfairly. For example, not hiring someone for a job because he or she is HIV-positive.
- How do stigma and discrimination affect people's decisions to test for HIV?
 - ✓ People are more afraid to test because of stigma and discrimination.

Coach's Tip: Make this clear! Stigma and discrimination are big factors that affect people's decisions to get tested for HIV. If people are scared to test then there are more people who don't know their status and potentially living with HIV.

3// Role-play supporting someone who is HIV-positive

- Ask a few players in the audience to name ways in which the Supporters could help and support the person with HIV.
- As they explain how to support him or her, instruct the Supporters to turn around and tell the Leaner how they are supporting them.
 - Example: How can the father support his daughter with HIV?
 - ✓ By going with her to the doctor so she isn't scared. (The father returns to support circle.)

🔊 Discussion:

- Why is it important to support someone living with HIV?
- What are some ways you can support people living with HIV?
 - ✓ Encourage them to follow their treatment, eat healthy foods, get exercise, and regularly visit the doctor or nurse.
 - ✓ Play soccer with them, listen to them, eat with them.
 - ✓ Make plans for the future; HIV is not the end of your life!

KEY MESSAGES

- ① **WE ALL NEED TO BUILD OUR TEAM WITH STRONG SUPPORTERS TO STAY STRONG IN LIFE.**
- ② **WE SHOULD CARE FOR PEOPLE WITH HIV BECAUSE THEY NEED OUR LOVE AND SUPPORT TO STAY STRONG.**
- ③ **STIGMA AND DISCRIMINATION IMPACT THE SPREAD OF HIV BECAUSE PEOPLE ARE LESS LIKELY TO GET TESTED OR FOLLOW TREATMENT.**

Cool Down (10 min)

1// MicroMove

- Explain MicroMove #9:
 - Identify 1 of your strongest supporters. Tell him or her how their support helps to keep you going.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

11// Red Card!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Identify situations in their lives that put them at a high-risk of getting HIV.
- ✓ Explain ways to deal with high-risk situations.
- ✓ Use the Red Card to generate discussion with peers about HIV and risky behaviours.

MATERIALS

- Red Cards (1 per player). If you don't have Red Cards, make some out of red paper or write "Red Card" on pieces of paper.
- Red Card scenario scripts
- Props (optional)



LOCALISE

- There are a few Red Card scenarios provided as examples, but issues such as migration, traditional views of sex, the role of women, and poverty create unique HIV situations in every community. Use your knowledge of your community to slightly alter the Red Card scenarios to make them more accurate and fun, but do not create whole new scenarios.

PREPARATION

- Prepare a Red Card role-play with another coach depicting a risky situation for HIV and the proper use of a Red Card in response. Make sure your role-play follows the same guidelines as the players' role-plays.
- Review Fact/Nonsense or the HIV Experts section in your Coaching Resource (or other HIV info). Make sure you understand why unprotected sex, older partners, multiple partners, and gender-based violence put you at risk for HIV.
- If you do not have role-play scenario cards, write the situation on the front of a sheet of paper and the character actions on the back. (See next page).

SCHEDULE

- Warm Up (10 min)
- Red Card (40 min)
- Cool Down (10 min)

RED CARD SCENARIOS

Returning Boyfriend

- ⚠ A girl is waiting for her boyfriend to come home after working in the mines for the last 3 months. When he arrives, he brings her some food and a small gift and tells her he wants to have sex. She asks him if he has had sex with other girls when he was away and he refuses to answer. She tells him if they are going to have sex, he'll have to wear a condom. He gets very upset and tells her to be quiet. She refuses to have sex with him and gives him a Red Card for unprotected sex.

- ✓ **Girl gives boyfriend a Red Card for unprotected sex!** (Other dangerous behaviours include: multiple partners, sex for gifts)

Older Guy with a Car

- ⚠ Two girls are walking home from school one day. A car rolls up and stops next to them. A well-dressed older man rolls down the window starts talking to the girls. He calls them closer to the car, offers them a ride home and tells them they can make a call from his cell phone. The girls tell him they are not interested and give him a Red Card for older partners.

- ✓ **Girls give the man a Red Card for older partners!** (Other dangerous behaviours include: sex for gifts)

Student and Teacher

- ⚠ A male teacher tells a female student to stay behind after everyone has left. He tells her she has to be his girlfriend if she wants high marks in his class. She gives him a Red Card for being too old and taking advantage of his position of power.

- ✓ **Girl gives teacher a Red Card for older partners!**

Gender-based Violence

- ⚠ A boyfriend and girlfriend are hanging out listening to music. Their friend shows up and she has bruises on her arms and face. They ask what happened and she says, "It's nothing." When they confront her about being hit by her boyfriend she says that he only hits her because he loves her. The couple comfort their friend and then confront the violent partner and say that violence is a sign of weakness in a man.

- ✓ **Couple gives the man a Red Card for gender-based violence!**

WARM UP (10 MIN)

1// Energizer

- Lead a quick 1-minute energizer, local game or song with the players to get them excited for the practice. Work with your partner to create something creative and fun!

2// Recap last practice

- Bring the group back into a circle and recap the activities and key messages of the last practice.

3// MicroMove review

- Review MicroMove #10:
 - Identify 1 of your strongest supporters. Tell him or her how their support helps to keep you strong.

🗨 Discussion:

- Who did you choose as 1 of your strongest supporters? Why?

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

🗨 Girls and guys face the same pressures to have sex.

- Why or why not?

RED CARD (40 MIN)

1// Introduction

- Ask the players:
 - What is a Red Card in soccer? What does it mean?
 - Can anyone think of a time they saw a famous player receive a Red Card?
 - How does it feel to get a Red Card in soccer?
 - ✓ Embarrassing, disappointing to your teammates, puts your team at risk of losing!
- Explain that in Peace Corps SKILLZ we use Red Cards to identify risky situations for HIV, educate others about HIV risks, and start conversations about sensitive issues such as sex and HIV.
- Perform the Red Card role-play you have prepared. Make sure it is well rehearsed and clearly focuses on 1 of the key behaviours (multiple sexual partners, older sexual partners, or gender-based violence).

🗣️ Discussion:

- When was the Red Card used in the role-play?
- Why did the character give a Red Card?
- Why is this situation related to the risk of getting HIV?
- Does this situation happen in our communities?
- What can you do if you find yourself in a similar situation?

2// Role-play practice

- Explain that in this activity the players will practice making their move so that they can avoid HIV in real life situations.

IMPORTANT COACH'S TIP:

Do not allow players to act out negative behaviours, such as alcohol abuse or gender-based violence. Stop the role-play if you see players acting out alcohol negative behaviours. There is a risk of making these behaviours seem acceptable or funny. Instead, encourage players to act out the *negative* effects of these behaviours.

- Explain the instructions:

- o Each group will be given 'scripts' that will tell you the story for the role-play.

Coach's Tip: When working with group with low literacy, read the script to each group.

- o You will have 3 minutes to plan what your characters do and say and 7 minutes to practice your role-play. Make sure you practice the role-play, don't just talk about what you will do.
- o Each member of the group needs to participate; Guys can play girls and girls can play guys.
- o Each role-play can only last 3 minutes.
- o Instead of giving many Red Cards throughout the scene, your role-plays should build up to 1 big Red Card. Be sure to explain why the Red Card is being given.
- o You are giving Red Cards when faced with a dangerous situation, NOT to make fun of someone who is HIV-positive.

Coach's Tip:

Review some role-play tips:

1. *Speak in a loud, clear voice and always face the audience.*
2. *Make your role-play entertaining! Use emotions! Be dramatic! Be funny!*
3. *Keep it brief. Focus on the high-risk behaviour and why you use a Red Card in that situation.*
4. *Use your local language and terms. Speak the way you would when you are with your friends.*

- Divide the players into teams of 3 to 4. Give each group a script for 1 situation. Make sure the players understand the high-risk behaviour in each situation.
- Give players 10 minutes to prepare and practice their role-plays.

Coach's Tip: Check in with each group to address any misinformation and make sure they are focusing on the risk specific to their role-play.

Example: In a role-play about older sexual partners, make sure the role-play does not focus on testing or condoms.

4// Role-play theatre

- Bring the group back together. Pick 2 or 3 groups to perform in front of the whole group. If time allows, invite all groups to perform.
- During the performance, encourage the players watching to silently give Red Cards during the role-play performances when they see a high-risk behaviour.
- To keep all players engaged, “Freeze” the role-plays occasionally and ask observing players to explain what is happening in the role-play.
- After each role-play, ask the follow-up questions.
 - When was the Red Card used in the role-play?
 - Why did the character give a Red Card?
 - Why is this situation related to the risk of getting HIV?
 - Does this situation happen in our communities?
 - What can you do if you find yourself in a similar situation?

KEY MESSAGE

- ① **MAKE YOUR MOVE! STAND UP TO HIV RISKS IN YOUR COMMUNITY.**
- ② **USE THE KNOWLEDGE AND SKILLZ YOU LEARNED FROM THE PROGRAMME TO START CONVERSATIONS WITH FRIENDS AND FAMILY MEMBERS ABOUT DIFFICULT ISSUES LIKE OLDER PARTNERS, MULTIPLE SEXUAL PARTNERS, AND GENDER-BASED VIOLENCE.**

Cool Down (10 min)

Coach's Tip: Red Card performances often take up an entire practice. Feel free to skip Fact/Nonsense for this practice.

1// MicroMove

- Explain MicroMove #10:
 - o Use your Red Card to start a conversation with a friend about HIV.
 - o Invite 1 family member or friend to your Peace Corps SKILLZ graduation.

2// Review Key Messages

- Also, remind players when graduation will be!

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

12// Make Your Move!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- Explain how they will apply their knowledge from Peace Corps SKILLZ.
- Express their dedication to the Peace Corps SKILLZ movement.

OVERVIEW

- The Peace Corps SKILLZ graduation is a very important practice. Players will be very proud of their experience and it is important to publicly recognize their effort and dedication. There are many ways to celebrate the graduation and there are some examples provided below.

PREPARATION

- Hold a planning meeting with your players to find out how they would like to celebrate their graduation.
- Meet with other Peace Corp SKILLZ coaches, school principals, teachers, and individuals from sports clubs, drama clubs, and any other relevant organizations.
- Decide on a date, location, and time.
- Prepare and rehearse before the graduation. Activities should focus on how players will use the knowledge they gained in Peace Corps SKILLZ and how their generation will make a difference in the fight against HIV & AIDS.
- Invite parents, friends, coaches, teachers, and other community members. Send invitations at least 1 week before the graduation.

SUGGESTED GRADUATION ACTIVITIES

✪ Peace Corps SKILLZ demonstration:

- ✓ Players practice and demonstrate their favourite Peace Corps SKILLZ activity.
- ✓ Have a group of students volunteer to facilitate a practice with the Peace Corps SKILLZ Coaches as some of the players.
- ✓ Push the volunteer players to prepare for the activity the way you would and play the role of a very active “super” player to excite the rest of the group!

✪ Red Card role-play:

- ✓ Players practice and perform their favourite Red Card scenarios or make up their own.

- ✓ Make sure that the volunteer players show you the skit ahead of time so you can give them suggestions and ensure that it is an appropriate skit.
- ✓ Encourage players to pick skits that are relevant to what they have just learned in Peace Corps SKILLZ (i.e. Multiple partners, Older partners, Circumcision.).

✪ Peace Corps SKILLZ poetry, speech, song, or dance:

- ✓ Help players write poems or speeches about what they learned in Peace Corps SKILLZ.
- ✓ Give them a list of topics if they are struggling to come up with ideas.
- ✓ Help players to organize a time and place to practice their performance before the graduation.

✪ Public praise:

- ✓ Prepare and praise each player for the growth and change you've seen in them.
- ✓ Write up your praise in advance and really think about the strengths of the players in your intervention.

✪ Peace Corps SKILLZ Graduation contract:

- ✓ Ask players to develop their own Peace Corps SKILLZ contract on how to take action in the community.
- ✓ Have your players brainstorm achievable goals they can perform in their community before making the contract.
- ✓ Give them examples of some things you have done yourself or things you see others doing to make an impact in their community.

✪ Guest speakers:

- ✓ Ask if important people in the player's schools; principals, teachers, and other adults would like to make a speech at the graduation. Look for adults that the players look up to and you can easily identify them as positive role models.

Coach's Tip: Take pictures or video footage of your graduation to share with other PCVs or community members that will lead future SKILLZ programmes.

Overview:

Supplemental Practices

Players must complete at least 7 of the 11 practices to be considered a Peace Corps SKILLZ graduate but it doesn't have to stop there! Use these additional Peace Corps SKILLZ practices to keep players engaged.

SUPPLEMENT 1: JUGGLING MY LIFE

- Theme: Pregnancy
- Juggling My Life can be extremely valuable for girls. It allows girls to talk about pregnancy and other issues specific to being a girl.

SUPPLEMENT 2: SHOOT-OUT

- Themes: Multiple sexual partners, condoms.
- Use Shoot-out as a replacement for Circumcise & Condomise if the topic of circumcision is too sensitive to discuss with youth or you are working with an entirely female Peace Corps SKILLZ team.

SUPPLEMENT 3: TEAM HANDBALL

- Themes: Communication, gender.
- Team Handball allows players to learn and practice communication skills. Team Handball works best with smaller (under 20 players) mixed-gender groups.

SUPPLEMENT 4: MAN & WOMAN SUMMITS

- Themes: Gender-based violence, substance abuse.
- Man & Woman Summits allow guys and girls to discuss gender-based violence with members of their own sex and make "laws" to stop it in their communities. Man & Woman Summits work best with mixed-gender groups of older players (15-19).

SUPPLEMENT 5: THE GATES

- Themes: Multiple sexual partners, communication.
- The Gates focuses on the positive actions that people in a mutually faithful relationship can take to remain HIV-free.

Supplemental Practices FAQs

- What's the point of supplemental practices?
 - The purpose of the supplemental practices is to enhance a player's knowledge by continuing Peace Corps SKILLZ. These 5 supplemental practices build upon the key messages within the first 11 sessions and would be very helpful to your players!
- How/when do I use them?
 - Use supplemental practices after you have completed all 11 practices. Facilitate these activities if you have players that want to stay engaged or if you think your players need more information on key themes.
- Do I have to use them?
 - No, you do not need to use the supplemental practices. They give you the opportunity to run extra practices with the players. It is important to decide if supplemental practices are right for you and your players.
- Can I substitute supplemental practices for main Peace Corps SKILLZ practices?
 - Yes, but only Circumcise and Condomise and Gender Stadium.
 - ✓ Substitute **Shoot Out** for **Circumcise and Condomise** (condoms).
 - ✓ Substitute **Man/Woman Summit** for **Gender Stadium** (gender).
- Are there practices I *can't* substitute with a supplemental activity?
 - Yes! All practices besides Circumcise and Condomise and Gender Stadium. It is important to stay true to the original 11 practices in Peace Corps SKILLZ! Supplemental practices are there to build upon previous experiences in Peace Corps SKILLZ.

Supplement 1//

Healthy Choices!

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain how being sexually active can bring negative consequences to their lives.
- ✓ Explain that sex is a choice, it is not something they *have* to do.
- ✓ Explain the importance of seeing a health care worker if they think they are pregnant or have contracted HIV or an STI.

MATERIALS

- 8 tennis balls (or any type of small, soft ball):
 - 3 labeled with things young people have to do (school, chores, family/friends, eat, sleep, etc.)
 - 2 labeled with things young people choose to do (sports, dancing/singing, TV/radio, etc.)
 - 1 labeled with “Pregnancy”
 - 1 labeled with “HIV”
 - 1 labeled with “STI”
- Soccer ball labeled “sex” (or a larger ball made from rags or plastic bags)

LOCALISE

- Research PMTCT (Prevention of Mother to Child Transmission) services available in your community, such as ARVs, Caesarean section (Caesar or C-section), and formula (breast milk substitute). Learn as much as you can about PMTCT and let your players know where they can go for more information.
- Find out common chores and recreation activities for young people in your community to write on the tennis balls.

PREPARATION

- Write your Coach’s Story and practice delivering it before the practice.
- Prepare the tennis balls. Note that the consequence balls (pregnancy, HIV, STI) should look different than the other balls. Use different colour balls or use a different colour marker to label them.

SCHEDULE

- Warm Up (10 min)
- Juggling My Life (35 min)
- Coach's Story (5 min)
- Cool Down (10 min)

ACTIVITIES

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review MicroMove and discuss previous MicroMove.

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

- ✪ Pregnant teens should continue going to school.
- ✪ Teenage fathers should play an active role in caring for their children.

JUGGLING MY LIFE (35 MIN)

Coach's Tip: Juggling My Life works best with 20 players or fewer. For bigger groups, run Juggling My Life with 2 smaller groups or just do one group at a time.

1// Introduction

- Explain to the players that this game is about juggling all the things we do in life.
- Ask the players the following questions. As they answer, show them the related tennis balls.
 - What are the things we have to do in life?
 - ✓ School, eat, homework, church/mosque/temple, washing, cooking, etc.
 - What are the things we choose to do in life?
 - ✓ Sports, watch TV, music, dance, etc.



2// Establish the Passing Order

- Explain and demonstrate the rules of the game:
 - The purpose of the game is to keep all of these things up in the air by juggling as a team.

- Softly throw the ball underhand to someone across the circle (not next to you). Say that person's name before you throw the ball.
 - You will throw the ball to the same person every time. Remember whom you throw the ball to and whom you receive the ball from.
 - If you drop a ball, pick it up and continue playing.
 - If the person you throw the ball to drops a ball, wait for her to pick it up and throw it before you throw another ball to her.
- Guide the players to set up their pattern.
 - 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.
 - Remember who you throw the ball to and who throws the ball to you!
 - Put your hands down after you throw the ball.
 - Only throw the ball to someone who still has her hands up.
 - Everyone should only catch the ball once.
 - The last person to get the ball will then throw it to me.
- After setting up the order, instruct the players to use their right hand to point at the person they throw the ball to, and their left hand to point at the person they receive the ball from.

2// Juggle with 1 ball

- Play with 1 ball until players feel comfortable. Make sure players know to whom they are throwing the ball and who is throwing it to them.

3// Juggle All The Things In Our Lives

- Explain to the players:
 - We are now going to juggle the things we have to do in our lives and the things we choose to do in our lives.
- Play the game introducing all of the balls you identified earlier. If players drop a ball, instruct them to pick it up and keep playing.

🔍 Discussion:

- Was it easy to juggle all these balls? Why or why not?
- In the game, what happens when you drop a ball?
 - ✓ You pick the ball up and continue to play.
- If you make a mistake in life with a friend or in school, how can you correct it?

4// Introduce Sex and Consequences

- Introduce the “Sex” ball.
- Play the game just as before, but this time, after throwing out all the tennis balls, throw out the sex ball followed by the consequence balls.
- Stop the game once the sex ball gets back to you.

Coach's Tip: The purpose of this step is to show how introducing sex to our lives complicates everything else. It is OK if there are too many balls to handle and the game falls apart!

- Play several rounds.

Discussion:

- o What do the balls you are holding say? Why were HIV, pregnancy, and STIs introduced *AFTER* sex?

KEY MESSAGE

HIV, STIs AND PREGNANCY ARE CONSEQUENCES OF SEX. IT IS IMPORTANT TO CONSIDER HOW EACH OF THESE WOULD AFFECT YOUR LIFE BEFORE CHOOSING TO HAVE SEX.

- o Why does life get so much more complicated when we choose to start having sex?
- o Can you easily correct the consequences of sex, such as HIV, STIs, and pregnancy?

KEY MESSAGE

SOME STIs CAN BE CURED AND SOME WILL STAY WITH YOU FOR THE REST OF YOUR LIFE. IT'S IMPORTANT TO SEE A HEALTHCARE WORKER IMMEDIATELY IF YOU THINK YOU MIGHT HAVE AN STI.

- o How can things like school, friends, and family be affected when you start having sex?

KEY MESSAGE

HAVING SEX IS A CHOICE. YOU CAN CHOOSE WHEN YOU HAVE SEX, WHO YOU HAVE SEX WITH, AND HOW YOU WILL PROTECT YOURSELF DURING SEX.

- o Sex is a choice. Why do some people feel like it is something they have to do?

- Besides physical changes, how do you know you are ready to have sex?
 - ✓ Your partner respects you and listens to you.
 - ✓ You talk about consequences of sex like pregnancy, HIV, and STIs.
 - ✓ You can talk about things like HIV testing, using condoms, and being mutually faithful.
- Why is it important for a girl or woman to see a health care worker if she thinks she might be pregnant or have HIV or an STI?
 - ✓ If you are pregnant it is important to start getting proper care so that your baby will be healthy.
 - ✓ If you have HIV or an STI it is important to start getting treatment so that you can take care of the symptoms and not pass it to your child.
- Can an HIV-positive mother give birth to a baby without HIV?
 - ✓ Yes! As long as she takes the proper precautions, an HIV-positive mother can give birth to a baby without HIV.

KEY MESSAGE

AN HIV-POSITIVE MOTHER CAN GIVE BIRTH TO AN HIV-NEGATIVE BABY IF SHE TAKES PROPER PRECAUTIONS.

- These precautions include:
 - ✓ HIV-positive pregnant women can take ARVs such as Nevirapine during their pregnancy.
 - ✓ HIV-positive pregnant women can get a Caesarean section to reduce the transmission of blood and fluids to the baby during birthing.
 - ✓ If HIV-positive, it can be very dangerous to feed a baby BOTH breast milk and formula. It is VERY important to talk to a health care worker about feeding options.

COACH'S STORY (5 MIN)

- Ask players to get comfortable so they can listen to your Coach's Story. Refer to Practice 2 for instructions.
- Write the answers to the following questions to help guide your Coach's Story.

Share a story about someone you know whose life has been changed as a result of sex. How has pregnancy, HIV, or STIs affected their education, friends, or family?

Sex is a big choice! How do you know you are ready to have sex?

Who do you go to for help when making a big choice? How does that person help you? Have you ever made the choice to delay having sex?

🔊 Discussion:

- Does anyone have questions about my Coach's Story?
- Why do you think I have told you this story?
- If you want to ask me more questions about my Coach's Story, we can talk about it anytime before or after the practices.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove:
 - Talk to a mother or father in your community and ask how his or her life changed after having a child.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

Supplement 2//

Shoot-out

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Describe 1 benefit of using condoms.
- ✓ Describe the benefits of having just 1 mutually faithful partner.
- ✓ Name 1 way they will protect themselves from getting or spreading HIV.

MATERIALS

- 3 cones (use rocks, bottles, pieces of cloth, or sticks if you don't have cones)
- 3 soccer balls (use handmade balls made from rags or plastic bags if you don't have soccer balls)
- 4 Cards or pieces of paper labeled: **Condom, No Condom, 1 Partner, 2 Partners**

PREPARATION

- Set up a goal 6m wide and a penalty spot 6m away.
- Prepare your Coach's Story.

LOCALISE

- If circumcision is without question too sensitive of an issue to discuss in your Peace Corps SKILLZ team, use this practice as an alternative for Practice 9 (Circumcise & Condomise). This practice may also be appropriate for a team of all girls or a team with very few guys.
- Find out where condoms are available in your community. See if health facilities provide free or reduced price condoms and find out which shops sell condoms.

SCHEDULE

- Warm Up (10 min)
- Shoot-Out (35 min)
- Coach's Story (5 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review and discuss previous MicroMove.

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

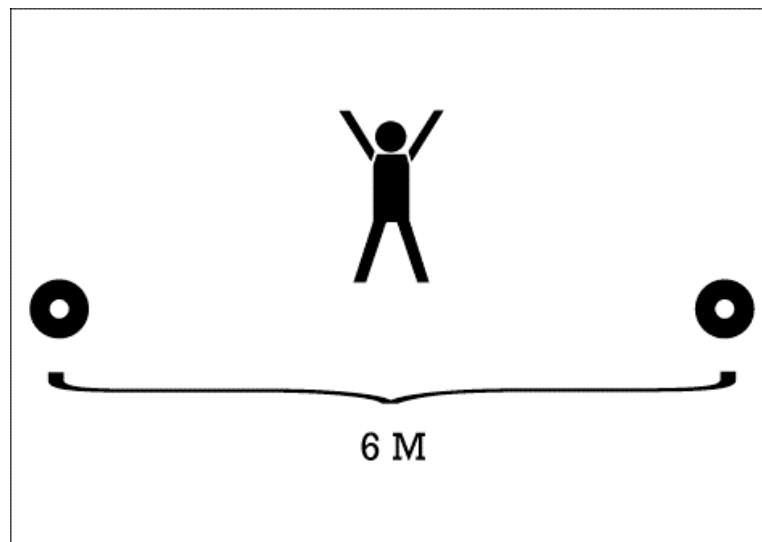
- ✪ Everybody should use a condom each and every time they have sex.
- ✪ It is a man/boy's responsibility to decide if he should use a condom.

SHOOT-OUT (35 MIN)

🔊 Discussion:

- Remind players that the safest way to avoid HIV is to abstain from sex. This game is about ways to protect yourself if you choose to have sex.
 - What are some ways to protect yourself from HIV?
 - ✓ Abstaining from sex, using condoms, and having 1 uninfected mutually faithful partner.
 - What does it mean to use condoms correctly and consistently?
 - ✓ Properly using a condom EVERY time you have sex.

1// Unprotected sex, 2 partners



- Explain that in this game the players will be competing in a penalty shoot-out.
- Form 2 equal teams and instruct each team to pick a team name, a goalkeeper, and the order of penalty shooters.
- Place the “many partners” and “no condom” signs on or near the goal.

- Explain and demonstrate the rules:
 - The goalkeeper represents someone having unprotected sex who is trying to avoid getting HIV.
 - Each shooter represents a sexual partner who might have HIV.
 - Each goal represents an HIV infection.
 - The ball must stay on the ground to count as a goal.
 - The goalkeeper cannot move forward until the ball is kicked.

Coach's Tip: It should be very easy to score in this round. Feel free to make the goal wider or move the shooters closer to the goal.

- Play the first round so the first 2 shooters of each team shoot against a goalkeeper on the other team at the same time!
- Let the teams switch, and allow 2 shooters to shoot at the same time against the other team's goalkeeper.

🗣️ **Discussion:**

- Was it easy to score a goal?
- Why is it easy to get HIV if you are having unprotected sex with more than 1 person?

KEY MESSAGE

IT IS VERY HARD TO AVOID GETTING HIV IF YOU ARE HAVING UNPROTECTED SEX WITH MULTIPLE PARTNERS.

2// Unprotected sex, 1 partner

- Explain:
 - In this round, we will remove 1 shooter. This represents the goalkeeper staying faithful to just 1 partner but still not using condoms.
- Place the “1 partner” and “no condom” signs on or near the goal.
- Allow each team to take 2 shots on the opposing goalkeeper but 1 at a time.

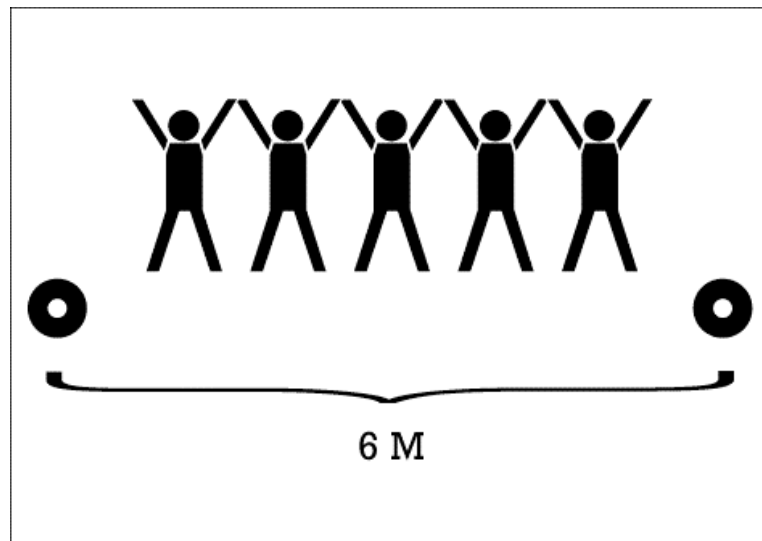
🔊 Discussion:

- Was it harder or easier to score this time? Why?
- Will staying faithful to 1 person protect you 100% from HIV?
 - ✓ No, it's still possible to get HIV, but it is much safer than having many partners.

KEY MESSAGE

YOU CAN REDUCE YOUR RISK OF GETTING OR SPREADING HIV BY HAVING 1 MUTUALLY FAITHFUL PARTNER.

3// Protected Sex, 1 Partner



- Explain:
 - In this round the goalkeeper's team can play with 5 goalies. This represents correct condom use every time when having sex.
 - Using condoms correctly and consistently can protect you from getting HIV by up to 90%.
- Place the "1 partner" and "condom" signs on or near the goal.
- Allow each team to take 3 shots on the opposing goalkeeper.

Coach's Tip: It should be almost impossible to score in this round.

Discussion:

- o Was it harder or easier to score this time? Why?
- o Will using condoms protect you 100% from HIV?
 - ✓ No, condoms are about 90% safe, but it is much safer to have sex with a condom than without one.
- o Does anyone have any questions about condoms?
- o What else does this activity tell you about life?
 - ✓ If you choose to have sex, being faithful to 1 partner *and* using condoms correctly can help protect you from HIV.

KEY MESSAGE

**YOU CAN PROTECT YOURSELF FROM HIV IF YOU HAVE
ONLY 1 MUTUALLY FAITHFUL PARTNER AND USE
CONDOMS EVERY TIME.**

- o If condoms and staying faithful protect you from HIV, why don't all people use condoms and stay faithful to just 1 partner?

COACH'S STORY (5 MIN)

- Ask players to get comfortable so they can listen to your Coach's Story. See Practice 2 for instructions.
- Write the answers to the following questions to help guide your Coach's Story.

How have you chosen to prevent getting or spreading HIV? How did you come to this decision?

What advice would you give to your players on how they can decide how to protect themselves?

What would you tell a sexual partner that is not faithful to you or refuses to use condoms?

Discussion:

- o Does anyone have questions about my Coach's Story?
- o Why do you think I have told you this story?
- o If you want to ask me more questions about my Coach's Story, we can talk about it anytime before or after the practices.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove:
 - Talk to a close friend about the benefits of using condoms and having a mutually faithful relationship.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

Supplement 3// Team Handball

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Describe ways to effectively communicate with someone of the opposite gender.
- ✓ Name 3 ways to support someone of the opposite gender.
- ✓ Name local services for victims of gender-based violence.

MATERIALS

- 2 soccer balls (use handmade balls made from rags or plastic bags if you don't have soccer balls)
- 8 cones (use rocks, bottles, pieces of cloth or sticks if you don't have cones)
- 10 bibs or jerseys (if you don't have bibs or jerseys, use strips of cloth players can wear as headbands or anything else that clearly differentiates teams).

LOCALISE

- Team Handball works best with mixed-gender groups. If you are working with a single-gender team, discuss ways players can improve their communication skills in general and push them to think of ways they can improve communication with the opposite gender.
- Find out local resources for victims of rape and abuse, such as the police department, hospitals, rape crisis centres, etc.

PREPARATION

- Set up field about 25m by 50m with a small goal at either end.

SCHEDULE

- Warm Up (10 min)
- Team Handball (40 min)
- Cool Down (10 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review and discuss previous MicroMove.

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

- ✪ It is just as easy to talk to a girl as it is to talk to a boy.
- ✪ Men and women should have equal power in a relationship.

TEAM HANDBALL (40 MIN)

Coach's Tip: Team Handball works best with teams of 7 - 10 players. Split the group to play 2 games if you have more than 20 players.

1// Play the 1st half with no communication

- Separate players into 2 equal teams.
- Pair players off in mixed-gender partnerships (1 boy with 1 girl).
- Explain the rules for 1st half:
 - Players on the same team pass the ball to 1 another with their hands.
 - To score, a player passes the ball to a teammate who heads the ball through a goal.
 - Defensive players may not make body contact or touch the ball when it is in the hands of the attacking player.
 - No goalkeepers are allowed.
 - Halves are 5 minutes, halftime is 2 minutes.
- Explain that the ball goes to the other team if:
 - The ball touches the ground or goes out of bounds.
 - The defensive team hits the ball to the ground.
 - The attacking player with the ball does not use a pivot foot.
- Explain that players are not allowed to communicate in the first half:
 - You are not allowed to talk to each other, call for the ball, make noises, whistle, etc. Your team will lose possession if you communicate with each other.
 - While you are playing, watch your partner closely in the first half. Watch for the positive things your partner does and things he/she can improve. Partners will get 2 minutes at halftime to talk to each other about strategy.
- Play the 1st half.

2// Halftime

- Instruct players to give praise and advice to their partner for 2 minutes:
 - Walk to a place where you and your partner can have a private conversation.
 - Respect what your partner has to tell you. Make sure you listen as well as talk.
 - Make eye contact with your partner and you can put your hand on his/her shoulder, if you feel comfortable.
 - Be positive! Focus on things your partner did well.
 - Tell your partner how she/he can improve in the 2nd half.

3// Play the 2nd half with communication

- Explain the rules for the 2nd half:
 - Players are allowed to communicate in the 2nd half by calling for the ball, celebrating, supporting their teammates, etc.
 - Teams will make a team name and a team celebration when a goal is scored.
 - Teams are allowed to discuss strategy, including assigning positions.
 - Praise your partner throughout the half.
- Give teams 2 minutes to discuss a team name, team celebration, and strategy before the 2nd half.
- Play the 2nd half.

🗣️ Discussion:

- What did you talk about at halftime with your partner?
- How did it feel to communicate with someone of the opposite gender? Was it easy or difficult? Why?

KEY MESSAGE

GUYS AND GIRLS CAN LISTEN TO EACH OTHER AND RESPECT EACH OTHER, EVEN THOUGH IT CAN BE DIFFICULT.

- Was the game more fun in the 1st half or 2nd half? Why?
 - ✓ The first half was confusing, difficult, frustrating, etc.
 - ✓ In the 2nd half you could call for the ball, make a plan to score.
 - ✓ In the 2nd half, teams were allowed to discuss strategy.
 - ✓ In the 2nd half you had a coach cheering for you and supporting you.
- Why is communication important in life?
 - ✓ Communication helps you to learn things, make smart decisions, make friends, etc.
- Who do you communicate with?
 - ✓ Friends, family, teammates, etc.
- Think about what you did at halftime. What kinds of things are important to remember when communicating?
 - ✓ Respect your partner's opinions.
 - ✓ Listen to your partner.
 - ✓ Make eye contact with your partner.

KEY MESSAGE

WHEN COMMUNICATING WITH SOMEONE OF THE OPPOSITE GENDER, REMEMBER TO: ① FIND A SAFE PLACE TO TALK, ② LOOK HIM/HER IN THE EYE, AND ③ DON'T JUST TALK, LISTEN TO WHAT EACH OTHER HAS TO SAY!

- Why can it be difficult for guys and girls to communicate with each other?
 - ✓ You might feel shy, awkward, or uncomfortable.
 - ✓ Guys and girls can be afraid of getting rejected.
 - ✓ Friends might laugh at you.
- It was very important to show respect to your partner in this game. How do men and guys sometimes disrespect women and girls?
 - ✓ Rape, verbal or emotional abuse, violence, neglect, discrimination, etc.

- How can we stand up for women and girls to prevent abuse and disrespect?
 - ✓ Listen to women and girls as equals.
 - ✓ Report any form of abuse to someone you trust.
- What can you do if you or someone you know is the victim of rape or violence?
 - ✓ Tell an adult you trust, e.g.: a coach, teacher, or school counselor.

Fill in contact info of local services for victims of rape or violence and share this info with your players.

KEY MESSAGE

**IN LIFE, WE CAN ALL STAND UP FOR GIRLS AND WOMEN
TO STOP GENDER-BASED VIOLENCE.**

COOL DOWN (10 MIN)

1// MicroMove

- Explain MicroMove:
 - Use your communication skills once this week with a friend and teach him or her how about strong communication.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

Supplement 4// Man & Woman Summits

GOALS – BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- ✓ Explain why the use of force and/or violence against women is ALWAYS wrong.
- ✓ Identify 2 ways they will stand up to violence against women and girls.
- ✓ Explain the connection between alcohol and violence in relationships.

MATERIALS

- Woman & Man Summit question slips for both sexes
- 2 pieces of flip chart paper and 2 markers

LOCALISE

- Research laws on gender-based violence in your community.
- If you do not have a female Peace Corps SKILLZ coach, do not split the sexes for the Summits. You can combine the sexes and conduct a “Youth Summit”. A male Peace Corps SKILLZ coach should not work with an entirely female group.

PREPARATION

- Talk with the other coaches to decide who will work with the girls and who will work with the guys.
- If you do not have Woman Summit and Man Summit question cards, write the questions (see next page) on paper and use scissors to cut them up.

SCHEDULE

- Warm Up (10 min)
- Man Summit/Woman Summit (40 min)
- Cool Down (10 min)

MAN SUMMIT QUESTIONS

- ✧ Why do some men hit women?
- ✧ Why do men drink? Why do women drink?
- ✧ How does abuse of women contribute to the HIV problem?
- ✧ How would our community be different if men of my generation stopped abusing women?
- ✧ My father hit my mother and she never complained so how can it be wrong?
- ✧ What should I do if a woman I know is being abused?
- ✧ Why are domestic violence and rape so common in Africa? How can we stop violence and rape?

WOMAN SUMMIT QUESTIONS

- ✧ Why do some men hit women?
- ✧ Why do men drink? Why do women drink?
- ✧ How does abuse of women contribute to the HIV problem?
- ✧ How would our community be different if women from our generation stood up to abuse of women? How can we stop abuse?
- ✧ My partner makes me have sex with him, even when I say no. Is this rape? What should I do?
- ✧ What should I do if I am being abused? What should I do if a friend is being abused?
- ✧ My father hit my mother and she never complained so how can it be wrong?

WARM UP (10 MIN)

1// Energizer

- Lead a quick 1-minute energizer.

2// Recap last practice

- Bring the group back into a circle and recap the activities and key messages of the last practice.

3// MicroMove review

- Review and discuss previous MicroMove.

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

✪ I would do something if I knew my neighbour was hitting his girlfriend.

- Why or why not?

MAN SUMMIT (40 MIN)

1// Divide the Sexes

- Split the players into a group of guys and a group of girls.

Coach's Tip: If you do not have a female SKILLZ coach, do not split the sexes for the Summits. You can combine the sexes and conduct a "Youth Summit". A male SKILLZ coach should not work with an entirely female group.

- If you are in charge of the girls, follow the instructions for Woman Summit. If you are in charge of the guys follow the instructions for Man Summit.

Coach's Tip: The Man and Woman Summits happen at the same time!

2// Man Summit group preparation

- Divide the group into teams of 3 or 4.
- Give each team a 1 or 2 question slips depending on the size and number of teams you have.
- Explain the instructions for the small groups:
 - Read the question with your teammates.
 - As a group, discuss the question. Talk about what you have seen and heard in your community and how it makes you feel. Allow everyone to share his feelings and opinions.
 - After 5-7 minutes, you will present a summary of your discussion to the other men.
- Go over the ground rules
 - Violence against women and rape are always wrong. It is wrong in Peace Corps SKILLZ, it is illegal throughout Africa, and it is never acceptable. It is not okay to make comments that promote violence against women here or in the community.

- Give teams 5-7 minutes to prepare. As they do so, visit each team to make sure they understand the questions and to encourage everyone to be involved.



Players discuss their question in Man Summit

3// Guys start the summit

- Bring the group back together and introduce the “Man Summit.”

Coach's Tip: When introducing The Man Summit, use lots of energy and pretend you are hosting a meeting of important African leaders. Refer to the players as “men” for this practice.

- Explain to the players:
 - As the next generation of African men, you have been brought here to discuss the complexities of what it means to be a man in your community.
 - Violence against women is never acceptable. It is our job as the future leaders to stand up against violence.
- Start off the Man Summit with the following questions.
 - What does it mean to be a man?
 - How does a real man handle problems in their lives?
 - How does a real man handle problems with women?

- After finishing these questions, allow groups to read the questions they were given and present their answers.
- After each group has completed their presentation, allow the other groups to respond and debate. Encourage players to share their experiences and feelings and to make suggestions on how to address the problems.

4// “Man Laws”

- After the discussion, ask the group to decide on 2 to 3 “Man Laws”, which all men in their generation should agree to in order to stop gender-based violence. Encourage your “men” to make their laws as positive and productive as possible.
- Ask a player to write the “Man Laws” on a piece of paper.

WOMAN SUMMIT (40 MIN)

1// Woman Summit group preparation

- Divide the group into teams of 3 or 4.
- Give each team a question slip.
- Explain the rules.
 - Read the question with your teammates.
 - As a group, discuss the question. Talk about what you have seen and heard in your community and how it makes you feel. Allow everyone to share her feelings and opinions.
 - After 5 minutes, you will summarize your discussion to the other women.
- Go over the ground rules.
 - Violence against women and rape are always wrong. It is wrong in Peace Corps SKILLZ, it is illegal in this country, and it is never acceptable. It is not okay to make comments that promote violence against women here or in the community.
- Give teams 5 minutes to prepare. As they do so, visit each team to answer any questions and to make sure everyone is involved.

2// Girls start the summit

- Bring the group back together and introduce the “Woman Summit.”

Coach's Tip: When introducing The Woman Summit, use lots of energy and pretend you are hosting a meeting of important African leaders. Refer to the players as “women” for this practice.

- Explain to the players:
 - As the next generation of African women, you have been brought here to discuss the complexities of what it means to be a woman in your community.
 - Violence against women is never acceptable. It is our job as the future leaders to stand up against violence.
- Start off the Woman Summit with the following questions.
 - What does it mean to be a woman?
 - How are men and women supposed to interact in our community?
 - How are men and women supposed to interact in a relationship?
- After finishing these questions, allow the groups to read the question(s) they were given and present their answers.
- After each group has completed their presentation, allow the other groups to respond and debate. Encourage players to share their experiences and feelings and to make suggestions on how to address the problems.

3// “Woman Laws”

- After the discussion, ask the group to decide on 2 to 3 “Woman Laws,” which all women in their generation should agree to in order to help stop gender-based violence. Encourage your group to make their laws as positive and productive as possible.
- Ask a player to write the “Woman Laws” on a piece of paper.

🔊 Discussion:

- Bring the guys and girls back together into a strong circle to share their Man Laws and Woman Laws with each other.

Coach's Tip: Keep the discussion between guys and girls positive and focused actions everyone can take to address gender-based violence. Don't let the discussion become an argument about who's to blame.

KEY MESSAGES

- ① VIOLENCE AGAINST WOMEN, INCLUDING PHYSICAL ABUSE AND RAPE, IS ALWAYS WRONG.
- ② YOU HAVE THE POWER TO STAND UP FOR OTHER WOMEN AND GIRLS AND STOP GENDER-BASED VIOLENCE IN YOUR COMMUNITY.
- ③ BUILD YOUR TEAM WITH STRONG SUPPORTERS WHO TREAT WOMEN WITH RESPECT AND WHO DON'T ABUSE ALCOHOL OR DRUGS.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove:
 - Talk to a same-sex role model, like a teacher, coach, or relative, about where they have seen violence against women in the community and what can be done about it.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

Supplement 5// The Gates

GOALS: BY THE END OF THIS PRACTICE, PLAYERS SHOULD BE ABLE TO...

- Name 3 healthy things mutually faithful partners can do to protect themselves from HIV.
- Explain why waiting 6 weeks or more to have sex with a new partner reduces the chances of getting or spreading HIV.
- Explain why trust and communication are important for a healthy relationship.

MATERIALS

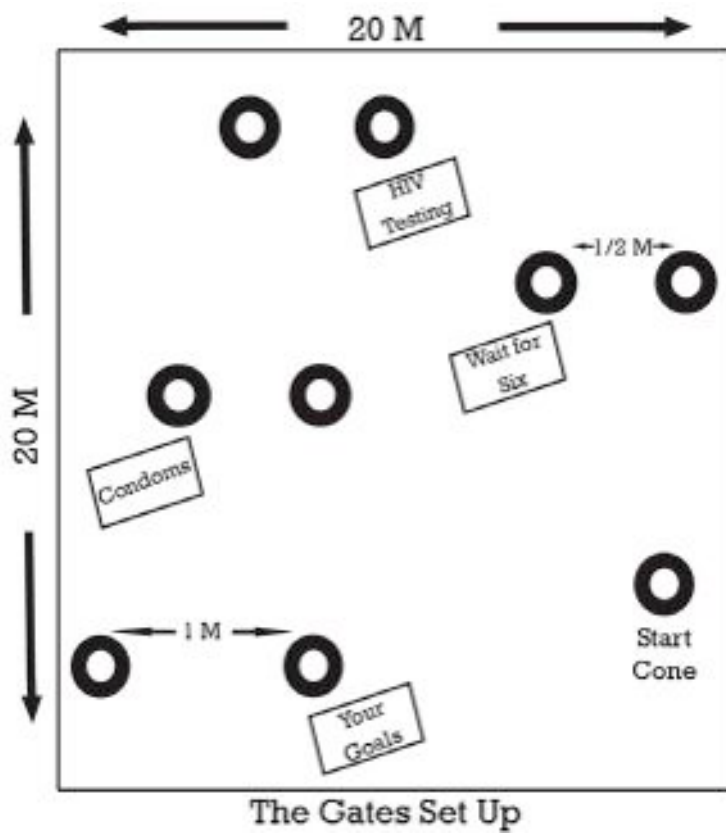
- 18 cones (use rocks, bottles, pieces of cloth or sticks if you don't have cones)
- 2 soccer balls (use handmade balls made from rags or plastic bags if you don't have soccer balls)
- "Wait For 6", "HIV Testing", "Condoms", and "Your Goals" cards

LOCALISE

- If HIV testing is unavailable, emphasize the importance of using condoms and waiting for 6-8 weeks to have sex in a mutually faithful relationship. You can also replace "HIV Testing" with "Avoid Alcohol" and discuss the benefits of avoiding alcohol in a relationship.

PREPARATION

- Set up 2 Gates fields next to each other.



SCHEDULE

- Warm Up (10 min)
- The Gates (35 min)
- Cool Down (15 min)

WARM UP (10 MIN)

1// Energizer

2// Recap last practice

3// MicroMove review

- Review and discuss previous MicroMove.

4// Take a Stand

- Explain to players how to play Take a Stand. Refer to the directions in Practice 1 if needed.

- ✪ Communication is the most important part of a relationship.
- ✪ It is okay to have many sexual partners, if you use condoms with all of them.

- Why or why not?

THE GATES (40 MIN)

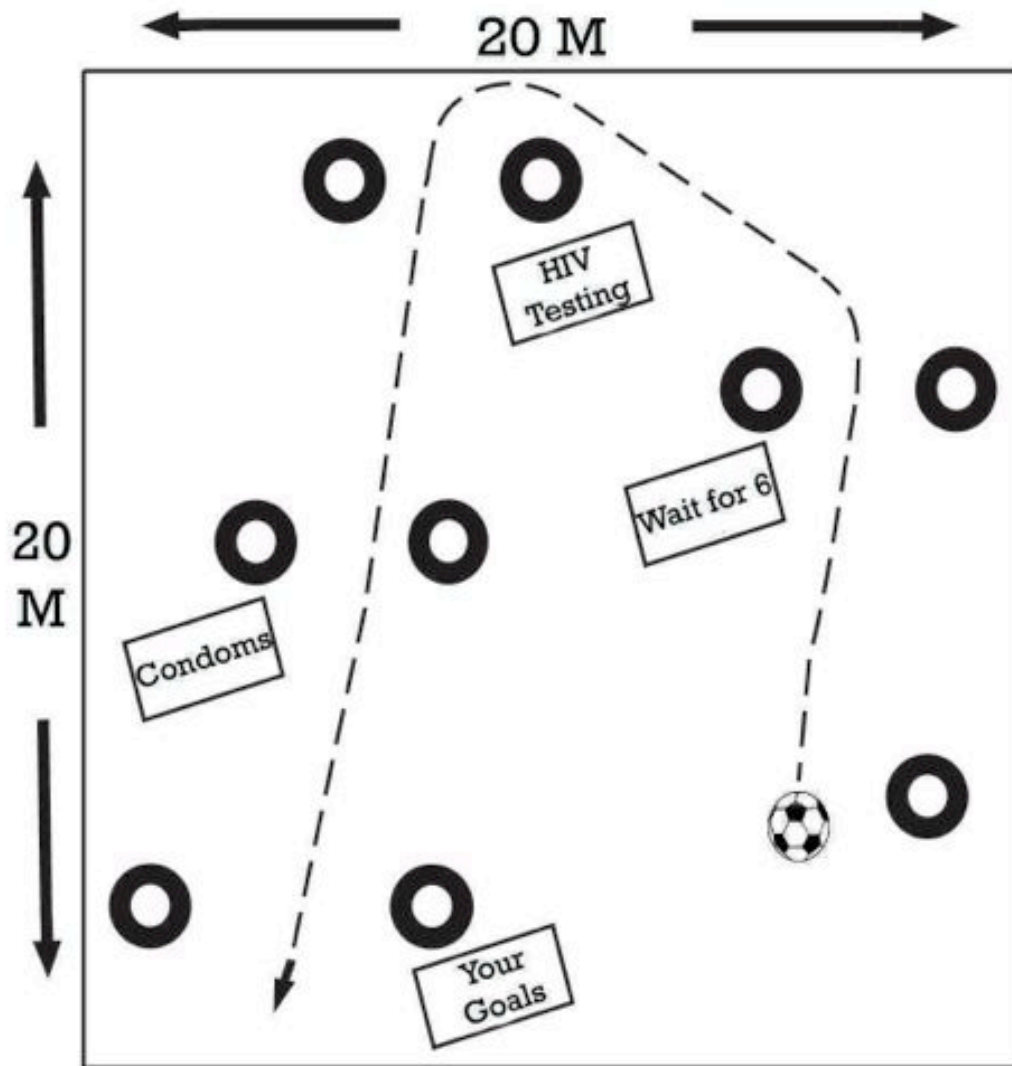
1// Play with the entire group

- Divide players evenly between the 2 fields.
- Introduce and explain the healthy behaviour associated with each gate:

Coach's Tip: Walk the group to each Gate as you explain its importance (HIV Testing, Condoms, etc.). This will make it more interesting for the players.

- Waiting for 6 - 8 weeks (2 months) to have sex:
 - ✓ The level of HIV in the body is highest within the first 6-8 weeks of infection. If you and your new partner wait 6-8 weeks or 2 months before having sex, the risk of spreading HIV between you will go down.
 - ✓ HIV tests are not as likely to detect the virus in the first 6 - 8 weeks or 2 months. (This is the "danger zone.")
 - ✓ Waiting between sexual partners gives you time to think about whether you really want to have sex and to talk about important issues like HIV testing, condoms, and being mutually faithful.
- Going for HIV testing:
 - ✓ Going for HIV testing *with* your partner and sharing your results.
- Using condoms:
 - ✓ Using condoms each and every time you have sex.

Coach's Tip: Use a time limit to make the Gates activity more fun for the players. Give teams 2 to 3 minutes to complete each round.



The Gates Activity

- Explain and demonstrate the rules of the game:
 - Lock arms with all of the members of your team and form a circle. Just like in the Sexual Network activity.
 - The game is a race between the teams on each separate field.
 - Your goal is to dribble the ball, with your partners or Sexual Network, through each one of the gates.
 - Each player must touch the ball and EVERYONE on your team must go through each gate.
 - The first team to have all members pass through all the gates wins.
 - The last gate at the end represents achieving your goals in life!

- Explain to the players that we are going to pretend that every member on their team has 2 sexual partners, so their team represents a Sexual Network.
- Play the first round as a Sexual Network.

Coach's Tip: During the round, take note of the players who missed the Gates. Explain to the players that missing the Gates is a risky sexual behaviour. Example: Not using a condom or not getting tested with all your sexual partners.

🗣️ Discussion

- What are some of your goals in life? How can it be difficult to achieve your goals if you have more than 1 sexual partner at the same time?
- Why was it difficult to dribble through all the gates when your entire team was linked together in a Sexual Network?
- What can happen in life if someone in your Sexual Network doesn't wait for 6 to 8 weeks (2 months), go for HIV testing, or use condoms?

KEY MESSAGE

HEALTHY BEHAVIOURS LIKE WAITING FOR 6-8 WEEKS (2 MONTHS) BEFORE HAVING SEX, GOING FOR HIV TESTING, AND USING CONDOMS CAN BE VERY DIFFICULT TO DO IF YOU HAVE MORE THAN 1 SEXUAL PARTNER.

2// Play with groups of 4

- Now divide players on each team into **lines** of 4 (**not circles**).
- Explain the rules:
 - In this round, we are going to pretend that some people in your Sexual Network reduced their number of partners, so now your Sexual Network has only 4 people.
 - Like in the last round, each player must touch the ball and all the players must pass through each gate.

- Once your line of 4 has completed all the gates, pass the ball to the next line of 4. The team that finishes first is the winning team.
 - Let's see if it's more difficult to make healthy decisions and reach our goals if our Sexual Network has 4 people!
- Allow each line of 4 to play once and keep time!

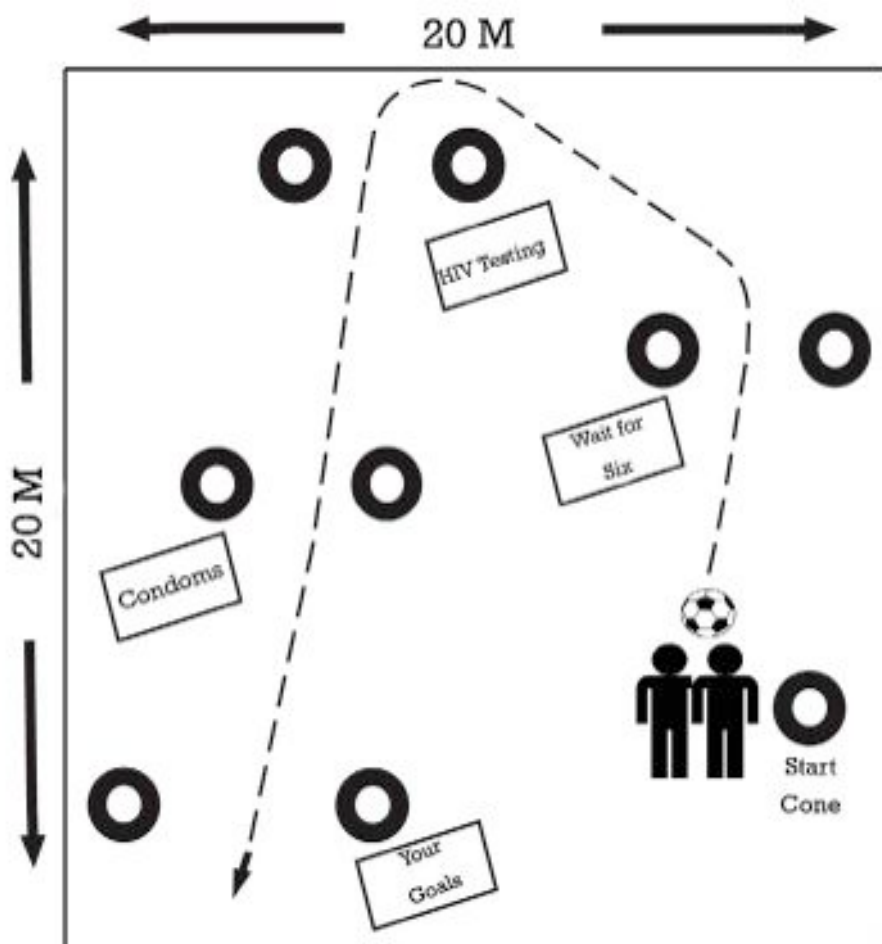
🔍 Discussion

- Was it easier or more difficult to get through the gates when you were in a group of 4?
- Why can reducing your number of partners help stop the spread of HIV?

KEY MESSAGE

YOU CAN REDUCE YOUR RISK OF GETTING HIV BY REDUCING YOUR NUMBER OF SEXUAL PARTNERS.

3// Play with mutually faithful partners



The Gates Activity

- If possible, divide players on each team into mixed-sex pairs (1 boy with 1 girl). Players should lock 1 arm with their partner of the opposite sex.
- Explain the rules:
 - We are going to play again, but this time we are going to **pretend** that each of you has only 1 mutually faithful partner.
 - You will have 1 minute to talk with your partner and make a plan on how you will move through the gates. Practice using your *Strong Communication Skills* and respect what your partner has to say.
- Allow pairs to communicate together and make a plan or strategy for 1 minute. Walk around to make sure they are talking to each other.
- Allow each pair to play the game once, keep time and bring a lot of energy to the final round!
- After each pair goes through the gates, have them pass the ball to the next pair on their team.

🗨️ Discussion

- What did you and your partner talk about when you made a plan for this last round?
- Why is trust and communication so important in a mutually faithful relationship?
- What are some ways that we can build trust and communication in our relationships?
- Why is it important for *both* partners to wait 6-8 weeks (2 months) between sexual partners?
- Why is it important for *both* partners to go for HIV testing?
- Why is it important for *both* partners in a relationship to agree to use condoms each and every time they have sex?
- How can you **Make Your Move** to have a healthy and equal relationship?

KEY MESSAGE

TRUST AND COMMUNICATION ARE NECESSARY IN A HEALTHY AND EQUAL MUTUALLY FAITHFUL RELATIONSHIP.

Cool Down (10 min)

1// MicroMove

- Explain MicroMove:
 - Talk to a same-sex role model, like a teacher, coach, or relative, about where they have seen violence against women in the community and what can be done about it.

2// Review Key Messages

3// Attendance Register

4// Peace Corps SKILLZ Cheer!

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