

MODULE 4: VALUES & VULNERABILITY

Lesson 1: What Do You Value?

Purpose:

Participants examine their values and consider which values are most important to their families--and themselves. With these values in mind, they try out some new decision-making skills.

Objectives:

- ❖ Participants are aware of what they value most;
- ❖ Participants link their values to planning for their futures;
- ❖ Participants can apply an outcome-oriented approach to solving problems.

Time: 2 hours

| TOPIC | TIME | METHOD | MATERIALS |
|-------------------------|------------|-------------------------------|------------------------------|
| Your Family Values | 45 minutes | Individual & Small Group Work | List of values, pens & paper |
| Values for Boys & Girls | 30 minutes | Same Sex Group Work | List of values, pens & paper |
| Making Decisions | 45 minutes | Decision-Making Scenarios | Outcome Focus questions |
| Doing Things A New Way | 15 minutes | Weaker Leg Game | Footballs |

MODULE 4: VALUES & VULNERABILITY

Lesson 1: What Do You Value?

Key Message: Some social expectations make women very vulnerable to HIV/AIDS.

Key Skill: Challenge traditions that put girls at risk.

Every culture gives certain roles to men and women. In many societies, these expectations put women at special risk for HIV infection. For example, the expectation that men have authority over women can make it impossible for a woman to talk to her husband about being tested for HIV. Without the right to address this issue, many women are powerless to avoid infection from their husbands. Consequently, rates of HIV infection in many African countries are much higher among married women.

Women do not have as much decision-making authority as men do. They often do not have the right to decide whether or not to have sex, to use a condom, to get pregnant or to be tested for HIV. Because women are considered to belong to their husband, their bodies are considered his property as well. Rape is not conceivable when a husband owns his wife.

Differences in power and authority are often expressed in violence toward women. Violent behavior may be physical, sexual or emotional. Sexual violence includes unwanted touching, incest, rape and sex with children. Violent behavior reinforces male dominance and keeps women both

dependent and afraid. In most cases, women's weak social position prohibits them from refusing sex, practicing safer sex and getting tested for HIV. The result of all these factors is rapidly escalating rates of HIV infection among young women.

Certain social expectations can also have a negative impact on men. Expectations that men should have many sexual partners or have partners outside of marriage can increase their exposure to HIV. Likewise does the assumption that men need and desire multiple partners. The belief that men should always be strong may prevent men from going to a health clinic for treatment as it might be considered a sign of weakness. Expectations that men are the family's sole decision-makers make men overlook better decisions like avoiding frequent pregnancy, using contraception or getting tested for HIV.

Because many social and cultural expectations make people more vulnerable to HIV, dialog with family and community is an important step toward changing harmful traditions and protecting everyone from HIV

MODULE 4: VALUES & VULNERABILITY

Lesson 1: What Do You Value?

ACTIVITY

YOUR FAMILY VALUES

Purpose: Begin to think consciously about family and personal values

Age Group: All ages

Materials: List of values on flipchart, pens & paper for participants

Time: 45 minutes

Preparation: Create a list of topics related to values. These might include:

- *Finishing school*
- *Getting married*
- *Drinking alcohol*
- *Remaining a virgin until marriage*
- *Supporting the family*
- *Going to church/mosque*
- *Having money*
- *Being submissive (girls); aggressive (boys)*

Delivery:

1. Explain that values are our ideas about what is right and wrong; worthwhile, or desirable. Stress that a person's values are important and influence the choices they make. Different people have different values.
2. Explain that family is among the most powerful sources of people's values. Children learn what their family values. When they grow up,

they pass on many of the same values to their children.

3. Post the list of topics. Give participants 5 minutes to write down how their family feels about each topic.
4. Divide into small groups. Ask participants to share her/his family's values on each topic. Give the groups 15 minutes to talk. When time is up, ask each group to report. After each report, allow other participants to comment about the topics.
5. Conclude the activity with the following discussion points:
 - Were you aware of your family's values on all these topics?
 - Were there any common messages among the families in this group?
 - Are there family values that no one speaks openly about, but are clear anyway? Which ones? How do you get the message about these values?
 - What is a family message that you want to pass to your children? Why?
 - Is there a family message you will not communicate to a son or daughter? Why?

Adapted from *Choose a Future!* CEDPA, 2001

MODULE 4: VALUES & VULNERABILITY

Lesson 1: What Do You Value?

ACTIVITY

VALUES FOR BOYS AND GIRLS

Delivery:

1. Explain that in the previous exercise we looked at family values in general. In this next exercise we will look at family values specifically for boys and girls. We'll look at how they are different and what that means for your future.
2. This time, divide the participants into small groups of boys or girls. The groups will consider the same list as the previous exercise.
3. Each has 10 minutes answer these questions:
 - How is each value different for boys and girls? Why?
 - Consider the last value, "being submissive (girls) or aggressive (boys)" and give some examples of these expectations, both in the home and outside the home.
 - Do the men in your family give you different messages than the women? On what topics?
4. Reconvene after 10-15 minutes and ask each group to share their answers.
5. When all groups have presented, ask:
 - How do expectations for boys help them have more power than girls do?
 - How do the expectations for girls make them more vulnerable to HIV infection? (Carefully consider education and submissiveness.)
 - What are the consequences of one group (men) having much more power than another (women)?
6. Conclude by explaining that differences in social expectations for boys and girls have a tremendous impact on their health, their lives and future opportunities.

ACTIVITY

DECISION-MAKING SCENARIOS

Purpose: To enable participants to practice decision-making.

Age Group: Children 11 years and older

Materials: Outcome focus questions written on a large paper or chalkboard

Time: 45 minutes

Delivery:

1. Divide participants into small groups (5-8 people). Ask them to brainstorm: What is decision-making? What and who influences you to make certain decisions?

MODULE 4: VALUES & VULNERABILITY

Lesson 1: What Do You Value?

2. After a few minutes, have each group present its ideas to the others.
3. Reintroduce the **Outcome Focus** model of decision-making.

This involves thinking through five sequential steps in order to make an effective decision:

Outcome Focus Questions

- What do I want?
- How many different ways are there to get there?
- What else will I have when I get there?
- What support do I need?
- What is the first thing I need to do now?

4. This approach gives people more positive feelings and enthusiasm to do something about an issue than focusing on the problem.
5. Break into small groups. Give each group paper, pens and one of the following situations.

Frederick is in secondary school with his girlfriend Halima. He wants to have sex, but Halima is not certain she wants to. Help Halima to make her decision.

Peter's best friend, Rashid, has been selling goods stolen by his cousins to make extra money. Rashid has asked Peter to sell some of the goods, in exchange for half of the profits. Help Peter to make his decision.

6. Ask each group to use the Outcome Focus questions to identify the problem facing the character, his possible options, and next steps. Groups should then decide on the best option and present their ideas to the larger group.
7. Conclude with the following discussion questions:
 - Is this a helpful approach to decision-making?
 - Why is it sometimes difficult to think logically about the choices we face?
 - What are some situations where effective decision-making is crucial to protecting yourself from HIV/AIDS?

MODULE 4: VALUES & VULNERABILITY

Lesson 1: What Do You Value?

ACTIVITY

THE WEAKER LEG

Purpose: To demonstrate how changing behaviour can be uncomfortable

Age Group: Children age 7 to 10 years

Materials: Footballs, cones or something to mark playing areas, board and chalk

Time: 30-40 minutes

Preparation:

1. Conduct this session outdoors so that participants can kick footballs and play using their weaker leg.
2. Set up a line of cones, each a meter apart. Have participants use their less dominant foot to dribble a ball in and out through the cones, turning with that foot at the end and coming back through. Increase the speed and decrease distance between the cones to increase the level of difficulty.
3. Have participants form two groups: those with a dominant right foot and those with a dominant left foot.
4. Tell participants they will do a series of short football drills using only their weaker leg.
5. Set up a goal or a target. Have participants take penalty shots (from a still ball) or dribble through some cones then take a shot. Make a specific target, for example, the top right corner of the goal; one

meter high mark on the wall. Have them use only their non-dominant foot.

6. Have participants each describe their best football move. Then have them perform it using the other foot. End the practice after 15-20 minutes.
7. Pose these discussion questions:
 - How did it feel to play with your weaker leg?
 - What would make you to use this leg? What would keep you using only this leg?
 - How does this exercise relate to doing things in a new way?
 - What does this have to do with HIV/AIDS?
8. Conclude with these key messages
 - Players often change and improve their sports technique. At first these changes can feel uncomfortable, but in the end the change is often for the better.
 - Young people are changing their ideas and behavior about sex to stay healthy. At first the changes may seem difficult, but they can help you stay healthy for the long run.

Adapted from *Grassroots Soccer, 2004*

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

Purpose:

Participants imagine the future they desire and think about the challenges they must overcome to get there. They consider staying safe from HIV infection as an important aspect of their future.

Objectives:

- ❖ Participants can describe the future they desire;
- ❖ Participants can apply goal-setting to achieving their desires;
- ❖ Participants consider avoiding HIV to be very important in achieving their goals.

Time: 3 hours

| TOPIC | TIME | METHOD | MATERIALS |
|---------------------------------|------------|--------------------------------|--------------------------------------|
| Imagining Your Future | 2 hours | Group Work: Your Future Island | Paper & pen |
| Setting Long & Short Term Goals | 1 hour | Small Group Work | Outcome Focus questions; paper & pen |
| Roles & Expectations | 30 minutes | Small Group Work | Paper & pen |
| Role Models* | 45 minutes | Work in Pairs | List of questions |

*With young children, substitute this activity for Setting Long & Short Term Goals

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

ACTIVITY

YOUR FUTURE ISLAND

Purpose: Participants imagine the future they desire.

Age Group: All ages

Time: 2.5 hours

Materials: Paper, pens drawings of the flood, boats and island (See Appendix 3)

Preparation: Do this activity after discussing being on a boat of safety. Based on your group, decide whether to describe Kofi, Dora or Comfort's future island. Choose the character your participants will relate to best.

- Kofi is for mixed groups and works particularly well for men and boys who like football.
- Dora is for groups with mostly women and girls.
- Comfort is for people who are or may be living with HIV or support groups for people living with HIV/AIDS.

PART 1: EXAMPLE FUTURE ISLAND

Delivery:

1. Choose the character that best fits your group. Hold up the character's drawing and ask the participants to give him or her a name. Use this name in the scenario.
2. Read the character's present situation to the participants.
3. Continue by describing their particular future island and how this helps them. Describe the island with emotion and feeling. Show the excitement the character feels thinking about their goal.

4. After reading the narrative, pick up a different character and ask the group to imagine what his or her future island might be like.
5. The next step will be to transition from these characters to each person thinking about his or her own future.

PART 2: IMAGINING YOUR FUTURE ISLAND

Delivery:

1. Present this lesson to participants in a soft, relaxed and emotional tone. Pause between sentences, so they have time to think about the questions you ask.
2. *Visualizing our future is very powerful. We can use our hopes and dreams to avoid risky behavior and reach a satisfying future. Now let us think about our own futures, our own life stories.*
3. Ask participants to close their eyes, sit back and relax, and follow along imagining their future islands.

You can each create your own future island. Your island is how you would like things to be at some point in the future. Choose a time maybe two or three years from now. What does your island look like? How will using the boats allow you to get here? Which boat have you chosen to begin the journey? Imagine yourself arriving safely, getting out of your boat and walking on to the island. You are there on your island. Who is

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

there with you? Who do you live with? Who are your friends? Do you have a special friend of the opposite sex? Are you married? Do you have children?

Look around your island. What do you see? What do you hear? What smell is there? Maybe there are some things you can taste, drink or eat. How do you feel? What are you doing on your future island? What skills have you developed? What is important to you here? Who are you on this island?

4. Afterwards, ask participants to relax for a minute and then open their eyes.
5. Give each person a piece of paper. Have them draw themselves on their island as they imagined it.
6. After several minutes, ask a couple of volunteers to show their drawings and briefly describe their future islands before proceeding.
7. Return to the activity asking the group to close their eyes once more and saying:

Look again at your future island. Imagine once more how good it is to be there. Picture what you can see, hear the sounds around you and notice that you feel great being there. Now come back to today, and ask yourself three questions:

- *How will I get to my future island?*
- *Which boat will I start the journey on?*
- *What is the first thing I need to do now to start moving towards my future island?*

Just think about these questions for yourself.

8. Explain that when people share their future islands and ideas for getting there they can help and support each other on that journey.
9. Now divide participants into groups of 2-5 people.
10. Ask participants to share their visions with each other. Have them answer the three questions. Ask them for ideas how they can help each other on the way. Explain that some young people have found it useful to agree with friends to make an oath, for example of abstinence for a period of time, and to support each other in keeping it.
11. Trainer's Note: For younger children, it can be helpful for them to develop and share their future islands with their teachers and their parents.
12. Come back to the larger group and ask for examples of ways people will support each other.
13. Let participants take their drawings home with them. Suggest that they post it on the wall to remind them of their beautiful future.

PART 3: OVERCOMING CHALLENGES ON THE WAY TO YOUR FUTURE ISLAND

Delivery:

1. Explain that the path to your future island will not always be easy sailing. There are bound to be challenges and dangers. Situations will arise where it may

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

- be difficult to stay on the boats because of the many pressures to have risky sex.
2. Divide into groups of 5 - 8.
 3. Ask groups to brainstorm some of the dangers and difficulties they may encounter on their way to the future islands, and make a list of up to 10 difficulties.
 4. Then ask each group to choose 3 difficulties and brainstorm strategies for overcoming them.
 5. Invite each group to share their ideas.
 6. Lay out both bridges on the ground, about a foot apart, with a crocodile between them.
 7. Ask a participant to put the drawing of their future island on the ground beyond the blue end of the white/blue bridge.
 8. Ask the person to cross the bridge beginning at the white end. The object is to reach their island. They can use just one of the bridges or use both. The important thing is to stay out of the water.
 9. When they get across, have everyone applaud. If they fall off, try again until they do

Adapted from *Journey of Hope, Ghana Users' Guide*, Government of Ghana, JHU/CCP, Potential Unlimited International, USAID, UNAIDS, 2001

THREE FUTURE ISLANDS: KOFI, DORA & COMFORT

SCENARIO 1: KOFI'S FUTURE ISLAND

KOFI'S PRESENT SITUATION

Pick out the card character of the young man with the yellow tie, one hand in the air, the other on his lap. (He often gets put on the Condom Boat.) We call him Kofi, but ask participants what his name is, and use the name they give him. Read the following aloud:

Let's take Kofi for example. Kofi is handsome and witty. He gets on well with a group of friends. He plays football for the local team. He is unemployed and jobs are very hard to find. He sees no real future for himself. It is hot and boring sitting on the boats that seem to be floating and going nowhere. Kofi sees some of his friends playing together in the water. It looks far more fun and refreshing in the water—better than "eating a banana with the skin on". He knows the water is dangerous, but has heard that the Condom Boat he's on sometimes leaks and is not 100% safe anyway; so he thinks he may as well risk it and dive in.

Now describe Kofi's future Island and how this helps him. Continue the narration and place the card characters on the cloth as described below. As you describe Kofi's future island, put feeling and emotion into it, so that you show the excitement Kofi might actually feel when scoring that winning goal.

Kofi is about to throw himself into the water when he looks up and notices an island far away.

Stick the card with the island on the top right corner of the cloth, or just show the participants the island.

He looks closer and there on the island is a large football stadium.

Stick the picture of the football stadium on the island.

He recognizes that it's his local football stadium. His favorite football team is playing there. He is actually there on the football pitch playing on the team.

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

Stick the picture of the football player on the stadium.

He can taste the sweat pouring down his forehead. He runs forward and scores the winning goal. He hears the crowd cheering loudly. His friends are waving and clapping. He feels totally exhilarated. He leaves the stadium and goes home a very happy young man.

Stick the picture of the house and family on the island.

As Kofi approaches home, his young son runs out to greet him and gives him a big hug. On his future island he is now married with two healthy children. Kofi enters his house and as he embraces his wife he feels her warmth and love. It's a wonderful feeling.

Then Kofi looks back down at the water. With this beautiful island of the future in mind, the idea of going swimming now seems crazy, and far too risky. He is determined to stay safe on the boats and direct them purposefully towards his island.

Transition: Pick out a female character and continue the story.

Then Kofi turned to his friend Adjoa and said to her excitedly, "Look over there! It's a beautiful island. There's a football stadium in the middle of it and I am playing for my team. I have just scored the winning goal!"

"But I don't like football," said Adjoa. "That's my future island," said Kofi. "Your future island will be different, and personal to you."

Ask the participants:

- What do you think Adjoa's future island is like?
- What does she want her future to be like?
- What will she be doing on her future island?
- What skills has she developed?
- Who else is there with her?
- What is most important to her?
- Which boat or boats will she travel on to get there?

Select one or two other card characters and ask the same questions about them.

SCENARIO 2: DORA'S FUTURE ISLAND

DORA'S PRESENT SITUATION

Pick out the picture of the young woman with the bag hanging over her right shoulder. (She often gets put on the Abstinence Boat.) We call her Dora, but ask participants what her name is, and use the name they call her. Read the following aloud:

Dora is living with her parents and several younger brothers and sisters. Her parents have been struggling to look after all their children and pay their school fees. She has a boyfriend named Kwesi. Although Kwesi comes from a poor family and earns very little money, they get on well together. They have agreed they will not have sex yet. They do enjoy time together talking, laughing, kissing and cuddling.

Put the card character of Dora on the Abstinence Boat.

Dora's mother has been complaining that she does not bring any money home. Dora notices that some of her friends who have sugar daddies dress much better than she does. As she walks down the road alone, an elderly man called Seto stops his car and offers her some money if she will go out with him. She turns him down as she has several other times. She knows about the risk of HIV and has heard that sugar daddies often refuse to use condoms during sex. On the other hand, Dora is getting fed up with being poor. She wants to help her family and get some new clothes for herself. She thinks, "Maybe just this once..."

Describe Dora's future island and how this helps her. Continue the narration and place the card characters on the cloth as described below. As you describe Dora's future island, put feeling and emotion into it, so that you show how happy and proud Dora feels about her sewing business and her family.

Dora is about to get in the car with Seto and risk having unprotected sex. She is about to dive into the water with all the dangerous creatures. But just before she dives in, she looks up and notices an island far away.

Stick the card with the island drawing on the top right corner of the cloth, or just show the participants the island.

She looks closer, and there on the island she can see a small sewing business. There are two women working with sewing machines to make beautiful dresses. They are very busy.

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

Show participants this drawing of the sewing business.

She is there too, talking to them and encouraging them. It is her sewing business. She can see a big sign saying "Fancy Dressmaking - Proprietor Dora Jouray". She hears people telling her that the quality is excellent and the clothes are beautiful. The business is earning enough for her to look after her family and give some money to her parents. This makes her feel very happy and proud.

She finishes work and heads for her house at the back of the sewing business. On her future island she is now married to Kwesi and they have two young children.

Stick the picture of the house and family on the island.

They are all healthy and eating well. As she approaches, her young son runs out to greet her. She goes inside and she and Kwesi embrace each other. It feels wonderful.

Then Dora looks back down at the water. With this beautiful island in mind, the idea of going swimming now seems crazy, and far too risky. She is determined to stay safely on her chosen boat and direct it purposely towards her island.

She looked directly at Seto and said firmly, "No thank you. When you ask such things I feel bad, because I am a young woman and you are old enough to be my father. I do not want such a friendship with you and I would like you to go away and not bother me again." The man looked embarrassed and left.

Transition: Pick out a female character and continue the story.

Then Dora turned to her friend Joyce and said to her excitedly, "Look over there! It's a beautiful island. I've got my own sewing business and everyone likes the beautiful dresses we make."

"But I don't like sewing," said Joyce. "That's my future island," said Dora. "Your future island will be different, and personal to you."

Ask participants:

- What do you think Joyce's future island is like?
- What does she want her future to be like?
- What will she be doing on her future island?
- What skills has she developed?
- Who else is there with her?
- What is most important to her?
- Which boat or boats will she travel on to get there?

Select one or two other card characters and ask the same questions about them.

SCENARIO 3: COMFORT'S FUTURE ISLAND

COMFORT'S PRESENT SITUATION

Pick out a female card character, such as the nurse. It should be one the participants can relate to. We call her Comfort, but ask participants what her name is, and use the name they call her. Read the following aloud:

Let us take Comfort as an example. Comfort is married with two children. Her life has been good until recently. She has stayed faithful to her husband. But sometimes he goes away on business for several days, and she suspects he has other girlfriends. She knows about the dangers of HIV and AIDS and ways of preventing infection. She has tried discussing this with her husband and has suggested using condoms or going for an HIV test, but he gets angry and refuses to talk anymore.

Eventually she decides to go for an HIV test on her own and finds she is living with HIV. She told one friend, and now everyone knows. Her husband who is living with HIV blames her and threatens to throw her out of the house. Her friends and relatives refuse to visit with her or talk to her. She wants someone to give her a sympathetic hug, to put a hand on her shoulder, but nobody will touch her. She feels very depressed and thinks to herself, "I have no future. Let me throw myself into the mouth of a crocodile."

Continue the narration and place the card characters on the cloth as described below. As you describe Comfort's future island, put feeling and emotion into it, so that you show how happy and proud Comfort is of what she has done for her children.

Stick the card with the island drawing on the top right corner of the cloth, or just show the participants the island.

But just before Comfort despairs, she sees an island off in the distance. She blinks and looks again. There on the island she can see herself and her two children inform of her beautiful, small house.

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

Put the picture of the house and family on the island. Continue to describe Comfort's future island.

Her children are now two years older and both are at school. They are well fed and healthy and tell her about all they have learned at school. She has a big smile on her face and she feels proud of them as she watches them play and laugh. She knows it's possible to live for many years with HIV before getting sick and dying. On her future island, she is still looking quite fat and healthy.

She has set up a small seamstress business and earns enough money that way. She has agreed with an uncle that if she becomes ill and dies, he will look after her children and their education. Her neighbors come over greet her warmly and give her a juicy pineapple. She has been working with local community and youth groups to educate people about HIV and AIDS. Because she is living with HIV, she finds that people listen to her seriously and really respect her for doing this.

With this future island in mind, Comfort feels much more positive about life. She is now determined to make things happen as they are on her island. She decides either to abstain from sex or to use a condom every time. This is both to protect other people and to avoid getting more HIV in her body.

Transition: Pick out a male character and continue the story.

Then Comfort turned to her friend who is also living with HIV, and said to him excitedly, "Look over there! It's a beautiful island. My children are well fed and healthy and doing well in school. Everyone in the community respects me for teaching them how to protect themselves from HIV. " "But I don't like have any children," said her friend. "That's my future island," said Comfort. "Your future island will be different, and personal to you."

Ask participants:

- What do you think his future island is like?
- What sort of future can he have even though he is living with HIV?
- What does he want?
- Who else is there with her?
- What is most important to her?
- How does he relate to his friends and family?

Select one or two other card characters and ask the same questions about them.

ACTIVITY

SETTING LONG & SHORT TERM GOALS

Purpose: Give participants practice setting long and short-term goals

Time: 60 minutes

Materials: Flip chart, markers, chalk

Preparation: Prepare a large version of the Long & Short Term Goals table on paper or chalkboard

Delivery:

1. Begin with the idea of your future island. Suggest that we are much more likely to achieve our goals if we plan for them, and then follow that plan to completion. This session will give you some new tools for reaching your goals.
2. Discuss and write the meanings of "Short-Term Goal" and "Long-Term Goal" on the board.

Short-Term Goal:

A project you can complete within six months. Examples include: "I am going to pass my exams in two months"; or "I am going to knit some table coverings to sell at the market."

Long-Term Goal:

A project you can complete in a year or more. Examples include: "I am going to go to University to become a doctor"; or, "I am going to have three children who will go to good schools."

3. Post these outcome focus questions on the board:

OUTCOME FOCUS QUESTIONS

- **What do I want?**
- **How many different ways are there to get there?**
- **What else will I have when I get there?**
- **What support do I need?**
- **What is the first thing I need to do now?**
- **What's my completion date?**

4. Use "pass my exams" as an example. Answer each question.
 - **What do I want?** Write one short-term and one long-term goal. Suggest, "Pass my exams" as an example of a short-term goal. What about a long-term goal?
 - **How many different ways are there to get there?** I can learn my math and English to do well on the exam. I can get help from my brother in subjects where I'm weak. I can set aside time to study each night.

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

- **What will I have when I get there?**
In our example, "I will be able to proceed to the next grade and then have a chance at a University scholarship. My family will be very proud of me."
 - **What support do I need?** "I know that my mother and my teacher really want me to do well, so I will ask them to check in with me to make sure I am studying and achieving some success."
 - **What's the first thing I need to do?** "First, I will create a study schedule for myself. Then I will register for the exam with the school. Then I will begin to study three hours each day until the exam."
- **What's my completion date?**
When will I achieve this goal?
"The exams are being held in three months, so I will be finished on ____." (Write in the date of the exams in this section)
5. Ask participants to pick out on an important short-term and long-term goal for themselves.
 6. With these goals in mind, have each participant answer each of the posted questions.
 7. After a few minutes, invite participants to share their goal plans with two other people.
 8. Debrief in the larger group.

ACTIVITY

ROLES & EXPECTATIONS

Purpose: To point out how some roles make girls more vulnerable to HIV

Age Group: Children 11 years and older

Materials: Chalkboard or paper and pens

Time: 30-60 minutes

Delivery:

1. Explain that every culture gives different roles to men and women. These roles change as a person gets older. For example, roles young men and fathers are quite different.
2. Divide the participants into 4 mixed groups. Explain that each group will have 20 minutes to discuss society's roles and expectations for their specific age/sex group.
3. Assign each group to be one of the following: older men, younger men, older women, and young women. Ask each group to come up with a list of what society expects for their group.
4. Each group should also consider their group's risk of HIV List these ideas as well.
5. After about 20 minutes, ask each group to briefly report their ideas to the larger group.
6. After all the groups have presented, lead a discussion about this topic, especially the link between expectations and vulnerability to HIV. For example, the expectation that women should not discuss sex may deny them the chance to negotiate safer sex.

MODULE 4: VALUES & VULNERABILITY

Lesson 2: Achieving Your Goals

7. Refer to the text at the beginning of Values & Vulnerability. Be sure to address these issues, especially those related to violence against women. To add balance, be sure to address expectations that increase men's vulnerability.
8. Ask how any of these expectations can be used to help fight against

HIV/AIDS. Are there positive aspects of these expectations that can help in this fight?

9. Summarize by saying that honest dialog with family members and the community can bring about change for good.

ACTIVITY

ROLE MODELS

Purpose: To encourage children to develop ideas about what who they want to be like when they grow up

Age Group: All ages

Materials: Flipchart paper, markers

Time: 30-60 minutes

Preparation: This activity can also be assigned as homework and participants can make presentations at the following session.

Delivery:

1. Explain that there are many jobs that you can choose in the future that will allow you to be happy and to support your family. If you make good choices and work hard you can achieve your goals.
2. Split the participants into groups of 2-4. Each group is responsible for interviewing at least five people about their jobs. They should ask these questions:
 - What do you do each day?
 - What is your favorite part of your job?
 - How did you get this job?
 - What skills does a person need to do this job?

3. Teams should interview people with different jobs. Here are some ideas:

- Tailor
- Nurse
- Imam or Minister
- Professional Footballer
- Soldier
- Bank Teller
- Butcher
- Artist
- Accountant
- Traditional Healer
- Mechanic
- Midwife
- Policeman
- Teacher
- Farmer
- Shop Owner
- Factory Worker
- Computer Technician

4. Have each group report their findings to the whole group.
5. Follow the presentations by asking:
 - Based on these interviews, what ideas do you have about your future profession?
 - What steps will you need to take to have this profession?