A LEADERSHIP TRAINING COURSE FOR YOUNG PEOPLE FROM KEY POPULATIONS AT HIGHER RISK OF HIV EXPOSURE IN THE ASIA-PACIFIC REGION
NewGen

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Lead Author: Helen Cahill

Design and layout: Sally Beadle

Youth LEAD

75/12 Ocean Tower II, 15th Floor
Soi Sukhumvit 19, Klong Toey Nua, Wattana
Bangkok 10110 Thailand

E-mail: info@youth-lead.org

www.youth-lead.org
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For more information about New Gen, contact Youth LEAD:

E-mail: info@youth-lead.org
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Terminology

**Acquired immunodeficiency syndrome (AIDS)** – AIDS is an epidemiological definition based on clinical signs and symptoms. AIDS is caused by HIV, the human immunodeficiency virus.

**Adolescent** – Aged from 10 to 19 years.

**Asexual** – An individual who largely does not experience sexual attraction towards anyone.

**Bisexual** – A individual who is attracted to and/or has sex with both men and women.

**Child** – Under the age of 18 years.

**Concentrated epidemic** – In a concentrated epidemic, HIV has spread rapidly in one or more populations, but is not well established in the general population. Typically, the prevalence is over 5% in subpopulations while remaining under 1% in the general population.

**Dual protection** – Dual protection refers most often to dual method use through the use of male or female condoms, combined with other contraceptive methods such as contraceptive pills or intrauterine devices. Dual protection strategies are intended to prevent both unintended pregnancy and sexually transmitted infections, including HIV.

**Empowerment** – Empowerment is action taken by people to overcome the obstacles of structural inequality that have previously placed them in a disadvantaged position. Social and economic empowerment is a goal and a process aimed at mobilising people to respond to discrimination and achieve equality of welfare and equal access to resources and become involved in decision-making at the domestic, local, and national level.

**Epidemic** – An epidemic is an unusual increase in the number of new cases of a disease in a human population. When an epidemic is restricted to one locale (i.e. among the population of a school, or among a given geographic area) it may be called an ‘outbreak.’ When an epidemic is global, it is often called a ‘pandemic.’

**Epidemiology** – Epidemiology is the scientific study of the causes, distribution, and control of diseases in populations.

**Gay** – The term ‘gay’ can refer to same-sex sexual attraction, same-sex sexual behaviour, and same-sex cultural identity in general. However, it often refers to a male who experiences sexual attraction to, and the capacity for an intimate relationship primarily with, other men.

**Gender and sex** – The term ‘sex’ refers to biologically determined differences, whereas ‘gender’ refers to differences in social roles and relations. Gender roles are learned through socialisation and vary widely within and between cultures. Gender roles are also affected by age, class, race, ethnicity, and religion, as well as by geographical, economic, and political environments. Moreover, gender roles are specific to a historical context and can evolve over time, in particular through the empowerment of women.

**Gender equality** – Gender equality, involves the idea that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, and prejudices. Gender equality does not imply that women and men are the same, but that they have equal value and should be given equal treatment.
**Gender expression** – How an individual expresses their own gender to the world, i.e. through names, clothes, how they walk, speak, communicate, societal roles and general behaviour.

**Gender identity** – An individual’s self-conception as being a man or woman (or both or neither), as distinguished from their biological at birth.

**Generalised epidemic** – In a generalised HIV epidemic, HIV prevalence usually exceeds 1% among the general population.

**Harm reduction** – Harm reduction refers to policies, programs, and practices that aim primarily to reduce the adverse health, social and economic consequences of the use of legal and illegal psychoactive drugs without necessarily reducing drug consumption.

**Heterosexual/heterosexuality** – The term ‘heterosexual’ is used to refer to people who have sex with and/or are attracted to people of the opposite sex.

**Homophobia** – Fear, rejection, or aversion, often in the form of stigmatising attitudes or discriminatory behaviour, towards homosexuals and/or homosexuality.

**Homosexual/homosexuality** – The term ‘homosexual’ is used to refer to people who have sex with and/or sexual attraction to or desires for people of the same sex.

**Human immunodeficiency virus (HIV)** – HIV is the virus that weakens the immune system, ultimately leading to AIDS. In a concentrated HIV epidemic there is still the opportunity to focus HIV prevention, treatment, care, and support efforts on the most affected subpopulations, while recognising that no subpopulation is fully self-contained.

**Incidence** – Incidence is the number of new cases of a particular disease that is occurring within a defined population over a specified period of time.

**Intersex** – Intersex is a set of medical conditions that feature congenital anomaly of the reproductive and sexual system. That is, intersex people are born with sex chromosomes, external genitalia, or internal reproductive systems that are not considered ‘standard’ for either male or female. The existence of intersex persons shows that there are not just two sexes and that our ways of thinking about sex (trying to force everyone to fit into either the male box or the female box) is socially constructed.

**Key populations at higher risk of HIV exposure** – The term ‘key populations at higher risk of HIV exposure’ (or ‘key populations’) refers to those who are most likely to be exposed to HIV or to transmit it, and whose engagement is critical to a successful response to HIV. In all countries, key populations include people living with HIV. In most settings, men who have sex with men, transgender persons, people who inject drugs, sex workers and their clients are key populations.

In other settings, this definition may expand to include mobile populations, incarcerated people, women, Indigenous populations sero-negative partners in sero-discordant couples and others are at higher risk of HIV exposure than other people.

**Lesbian** – A female who experiences sexual attraction to and the capacity for an intimate relationship with other women.
Low-level epidemic – The term ‘low-level epidemic’ is used for HIV epidemics where HIV prevalence has not consistently exceeded 1% in the general population nationally, nor 5% in any sub-population.

Men who have sex with men (MSM) – MSM is an abbreviation used for ‘men who have sex with men’ or ‘males who have sex with males’. The term ‘men who have sex with men’ describes males who have sex with males, regardless of whether or not they have sex with women or have a personal or social gay or bisexual identity.

Millennium Development Goals (MDGs) – The MDGs are eight international development goals that were established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. All 189 United Nations member states and at least 23 international organisations committed to help achieve these goals by the year 2015. The Millennium Development Goals are: 1) eradicating extreme poverty and hunger; 2) achieving universal primary education; 3) promoting gender equality and empowering women; 4) reducing child mortality; 5) improving maternal health; 6) combating HIV and AIDS, malaria, and other diseases; 7) ensuring environmental sustainability; and 8) developing a global partnership for development.

Most-at-risk adolescent – This term was used in the past, and is still used in some settings, to refer to people aged 10-19 engaging in behaviours that put them at risk of HIV transmission. UNAIDS advises avoiding using this term as communities view it as stigmatising. It is more appropriate and precise to describe the behaviour each population is engaged in that places individuals at risk of HIV exposure.

Most-at-risk young people – This term was used in the past, and is still used in some settings, to refer to people aged 10-24 engaging in behaviours that put them at-risk of HIV transmission. UNAIDS advises avoiding using this term as communities view it as stigmatising. It is more appropriate and precise to describe the behaviour each population is engaged in that places individuals at risk of HIV exposure.

People who inject drugs – These are groups of people who inject (intravenous, subcutaneous and intramuscular routes may be involved) drugs. The term ‘people who inject drugs’ is preferable, according to UNAIDS, to ‘injecting drug user’ as it places the emphasis on people first.

People who are engaged in commercial sex – This refers to groups of people who either buy or sell sex, and includes sex workers and their clients.

People who use drugs – A broader term than ‘people who inject drugs’, indicating the consumption of substances which alter the body function physically and/or psychologically through means other than injection.

Post-2015 Development Agenda – A process led by the United Nations that will follow the Millennium Development Goals, which come to an end in 2015. The agenda aims to assist in the definition of the future of the global development framework.

Prevalence – The prevalence is the proportion of a population found to have a condition. It is arrived at by comparing the number of people found to have the condition with the total number of people studied, and is usually expressed as a fraction, as a percentage or as the number of cases per 10,000 or 100,000 people.
**Queer** – A term used to describe persons, politics, or academic theory that challenges social and cultural norms of gender and sexuality.

**Risk** – Risk is defined as the risk of exposure to HIV or the likelihood that a person may become infected with HIV. Certain behaviours create, increase, or perpetuate risk.

**Sex worker** – The term ‘sex worker’ is intended to be non-judgemental and focuses on the working conditions under which sexual services are sold. Sex workers include consenting female, male, and transgender adults and young people over the age of 18 who receive money or goods in exchange for sexual services, either regularly or occasionally.

**Sexual identity** – How individuals identify their own sexuality (usually based on sexual orientation).

**Sexual orientation** – A person’s capacity for profound emotional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender. For example, gay men experience sexual attraction to and the capacity for an intimate relationship primarily with other men. Lesbian women experience sexual attraction and the capacity for an intimate relationship primarily with other women. Bisexual individuals are attracted to both men and women.

**Sexuality** – The sexual knowledge, beliefs, attitudes, values and behaviours of individuals. Its dimensions include the anatomy, physiology and biochemistry of the sexual response system; sexual identity, orientation, roles and personality; and thoughts, feelings and relationships. Its expression is influenced by ethical, spiritual, cultural and moral concerns.

**Sexually transmitted infection (STI)** – An infection that can be transferred from one person to another through sexual contact. HIV is an STI.

**Stigma and discrimination** – Stigma is an opinion or judgement held by individuals or society that negatively reflects a person or group. When stigma is acted upon, the result is discrimination that may take the form of actions or omissions. Discrimination refers to any form of arbitrary distinction, exclusion, or restriction affecting a person, usually but not only by virtue of an inherent personal characteristic or perceived belonging to a particular group.

**Strategic Information** – Strategic information is data and knowledge that guide HIV prevention policy, planning and responses, and monitor progress and accountability in achieving the program goals and objectives. Strategic information could be:

- existing information to define and understand the current situational and behavioural risks and vulnerabilities that increase exposure to HIV and other infections; or

- newly collected information to increase knowledge and fill in informational gaps.

**Surveillance** – Surveillance is the continual analysis, interpretation, and feedback of systematically collected data, generally using methods distinguished by their practicality, uniformity, and rapidity rather than by accuracy or completeness.

**Transsexual** – Transsexual refers to a person who experiences a mismatch of the sex they were born as and the sex they identify as. A transsexual sometimes undergoes medical treatment to change his/her physical sex to match his/her sex identity through hormone treatments and/or surgically.
**Transgender** – A transgender person has a gender identity that is different from his or her sex at birth. Transgender people may be male to female (female appearance) or female to male (male appearance). Transgender is not a sexual orientation; transgender people may have any sexual orientation.

**Transphobia** – Transphobia is fear, rejection, or aversion, often in the form of stigmatising attitudes or discriminatory behaviour towards transgender people, including transsexuals and transvestites.

**Vulnerability** – Vulnerability refers to unequal opportunities, social exclusion, unemployment, or precarious employment and other social, cultural, political, and economic factors that make a person more susceptible to HIV infection and to developing AIDS.

**Young key populations at higher risk of HIV exposure** – Anyone between the ages of 10 and 24 years who is most likely to be exposed to HIV or to transmit it. It is important to consider different needs and vulnerability among different cohorts (i.e. those aged 10-14, 15-19, 20-24).

**Young people** – Aged from 10 to 24 years.

**Youth** – Aged from 15 to 24 years.

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**Sources:**


A BRIEF BACKGROUND

Across the Asia-Pacific region, an estimated 690,000 young people aged 15-24 are living with HIV\(^1\). While the overall prevalence in most countries is low, the epidemic is highly concentrated in young key populations that are at higher risk of HIV exposure. Data from the 2008 Global Commission on AIDS in Asia indicated that in the region, 95% of all new infections in young people are among young people from key populations (YKP)\(^2\). Young people from key populations include: young people who sell sex; young men who have sex with men (MSM); young transgender persons; and young people who inject drugs. Young people living with HIV are also considered in all countries to be key populations.

There have been increasing efforts made in recent years to expand prevention, treatment and care services to key populations, but addressing the specific needs of young people from key populations – and overcoming their particular barriers to services – has remained a challenge, as has ensuring their meaningful and strategic participation in the AIDS response.

In January 2011, Youth LEAD, Asia-Pacific’s network of young people from key populations, held a regional consultation. One of the key concerns that emerged, was the lack of opportunities for YKP themselves to participate effectively and advocate for change in the HIV response.

The materials presented in this manual are the result of an 11-month consultation, writing and piloting process led by Associate Professor Helen Cahill, an expert in health education and participatory curriculum design from The University of Melbourne, Australia. Helen has worked closely with a team of young technical training experts from Youth LEAD to determine specific needs and priorities of young people from key populations in the region and to construct a course that responds to these needs.

New Gen uses an interactive and participatory approach to facilitate emerging young leaders to participate more effectively in the global response to HIV and AIDS.

Young people from, and working with, key populations were meaningfully engaged throughout the process which included:

- A four day writing workshop with Technical Working Group members of Youth LEAD in July 2011;
- A two day sampling of the course at the international congress on AIDS in Asia-Pacific (ICAAP) in August 2011;
- A pilot training of the course in the Philippines in November 2011;
- Revision of the course curriculum in 2012 and development of training materials;
- A regional training of trainers in 2012 with over 30 participants from Indonesia, Myanmar, the Philippines, Singapore and Sri Lanka;
- Country-level trainings in Indonesia, Myanmar, Philippines and Sri Lanka in 2012-2014;
- A second writers workshop in 2013 to review the country roll-outs and consider possible curriculum revisions;
- A second regional training of trainers in 2013 with participants from Bangladesh, China, Fiji, Nepal, and Thailand; and
- Country-level trainings in Brunei Darussalam and Bangladesh in 2014.
The following youth leaders, community advisors, and young people from key populations representing Bhutan, Brunei Darussalam, Cambodia, China, Fiji, Indonesia, Myanmar, Nepal, Pakistan, the Philippines, Republic of Korea, Singapore, Sri Lanka, Thailand and Viet Nam played a vital role as contributors, authors and facilitators: Jeffry Acaba, Iswandy Ahmad, Skand Amatya, Vermont Arvesu, Sally Atyasasmi, Thaw Zin Aye, Thu Yain Pye Aung, Sally Beadle, Rebecca Brown, Sarah Gill, Gaj B Gurung, Kyaw Min Htun, J Lorenz, Igor Mocorro, Gerard D. Ompad, Phillipe Salvador Palmos, Chanthorn Phorng, Mehrdad Pourzaki, Milinda Rajapaksha, T Ali Surya Mihari and Jessica Watts.
NEW GEN COURSE OBJECTIVES

1. To build the advocacy and leadership skills of young key populations at higher risk of HIV exposure

2. To build the institutional capacity of community youth networks and other youth-led and youth-serving organizations, equipping them to better meet the needs of young key populations at higher risk of HIV exposure

3. To equip participants with meaningful skills to integrate relevant topics and methodologies from the training into their existing leadership, advocacy and community support programs
BEFORE YOU BEGIN

This course has been produced with the vision of developing leadership in young people from key populations in the Asia-Pacific region. In order to ensure that each participant in the training is able to grasp the key principles and ideas behind every activity, it is recommended for the trainers to set a comfortable and safe environment where leadership is not just taught but nurtured.

PARTICIPANTS

As the target population for the course is young key populations, it is of utmost importance for the facilitators to understand the dynamics of the group and set the stage for positive interaction and maximum value for all participants.

Although various activities within the curriculum could be adapted to be used with smaller or larger groups, it is advised that, to ensure full participation and engagement the full course is best delivered to a group of 20 to 30 young people.

TRANSLATION

To maintain the quality and consistency in training being provided for young key populations, it is advised the materials are modified and translated and based on the country where it is being implemented. However, as the materials deal with sensitive issues, it is essential that someone experienced in the area of HIV reviews all modified and translated materials to ensure fidelity before the materials are used.

MANAGING TIME AND SPACE

Due to the experiential and active nature of the activities it is necessary to work within a flexible space which can accommodate movement and regrouping of the participants.

Each day of this curriculum incorporates many activities. It is important to manage time effectively to ensure that all activities can be included. This may mean that some activities or games have to be politely stopped in order to move onto the next activity.

MANAGING THE VENUE AND THE EQUIPMENT

It is important to make sure the furniture is set up ready for the workshop. If possible, arrange the furniture so there is a remaining space available for the more participatory tasks. Participants will need to be able to move their chairs to form small groups for the activities.

Read through the activity instructions carefully and use the equipment checklist as a guide to ensure that you have all materials ready for the activity. Some activities require you to photocopy and cut up cards, or to collect products. This can take some time, so best to prepare a few days ahead.

Equipment requiring printing/photocopying are marked with the following symbols:

- Copy
- Copy and cut up
SETTING RULES AND EXPECTATIONS

The facilitator sets the tone for the group. Aim to create a friendly and respectful atmosphere. Use the activity in the first session (Day 1A, Activity 3, Making the group rules) to set up group expectations. Revisit this later if needed.

If you find that participants are not observing the rules, make a direct request.

This might sound like:

*Can we have one person speak at a time during the feedback session please? It is important that we get to hear each other.*

*Let’s make sure we find a way to disagree whilst still respecting the other person.*

*Let’s not make negative race/gender/age-based comments. We should provide respect when referring to others.*

MANAGING PRIVACY AND CONFIDENTIALITY

Since the discussions in the course will be around issues and needs of young key populations, there might be instances where sensitive issues arise. It is very important that the facilitator protects the privacy when discussing matters of such nature. Please refrain from using names of the people in such instances; a third person approach is best suited in these cases. No one should be required to tell their story or to disclose personal matters.

There may be times when you need to remind people about privacy. If you think that someone is about to speak inappropriately about someone else, you may need to interrupt with a reminder. This is called ‘protective interrupting’. See the following examples:

*That was a personal question you asked. Can I remind you that in the course people may volunteer personal information if they wish to but they will not be asked to do so?*

*I have a sense you are about to tell us a sensitive personal story. Can you find a way to tell us this without breaking privacy? You could put it in the third person and say something like – ‘I know of someone who...’*

As the facilitator you have the same right to privacy as the participants. Choose thoughtfully the details of your personal life that are appropriate to share. Consult with your co-facilitator(s) if in doubt.

In addition, when setting the ground rules, ensure that participants understand the importance of maintaining the confidentiality of any personal information shared during the course. The course should be considered a safe space, where any stories, experiences, thoughts and opinions shared during the course, would not be shared outside of the course.

METHODOLOGIES

This curriculum is based on an evidence-base about what works in capacity development education programs. Rather than conventional didactic techniques using PowerPoint and lectures, the curriculum is participatory and experiential in style. This means that engaging in the games and exercises is the way that people learn. The activities involve the participants in doing their own thinking about leadership. They also call upon the participants to use the sorts of skills they will use as leaders – talking, planning, cooperating and presenting. It is important that they do these activities so as to develop their skills and confidence in themselves as leaders.
The games may seem like they are just for fun, but they have four important purposes:

1. They help to build the friendly and supportive atmosphere that is needed if people are to feel included, supported and safe enough to speak up in front of the group.

2. They help to re-energise people who would otherwise get too tired to continue to concentrate.

3. They force people to mix and thus to get the value of learning from others as well as the additional sense of confidence that they can work with anyone regardless of diversity and difference.

4. They are each designed to link to the theme of the following activity and thus are used as a way to get people thinking for themselves about the topic. If learners think for themselves they will retain their learning. If they are only told messages through lectures or PowerPoint they are likely to forget most of what they are told.

Learning outcomes are directly linked to the activities carried out. Therefore, it is important that the messages and meanings of the experiential activities and games are drawn out. Games should be played for a short time, following which trainers facilitate discussion in order to engage participants in thinking about what the games tell us about leadership. Key messages are provided at the end of each game to help facilitators with this discussion.

Facilitators are encouraged to explain the purpose of the activities or the approach so as participants understand why they are working through a participatory approach.

**USING ROLE-PLAY**

The best way to give everyone the chance to develop their skills and confidence through role-play is to have them all working at once. This way, every pair or group can try out the scene without the pressure of an audience. After they have done this you can call for volunteers to role-play in front of the group. When showing scenes to the group, keep the scenarios short. A ‘flavour’ of what is going on in the scene is usually enough to promote discussion. You can then ask for play to stop so you can discuss the scene or use one of the techniques below to develop skills and understanding.

Some useful techniques include:

- **Snapshots**: Ask the group to be ready to re-play their scenes. Take a 10 to 20 second look at each of them.

- **Role-swap**: Show the scene, then ask for a volunteer to swap into a role to show a different possible action that the character could take.

- **Re-play**: This is when you ask the players to try the scene again. This time they may take on the coaching of the observers, or try out a different action. This is a way to develop skills and to learn through experiment.

- **Interview**: After playing the scene, interview the players about what that situation was like for their character. Useful questions include: What was it like to be in that situation? What do you think that character would feel? What would they need? What did they find hard to do?

- **Advice to a character**: After watching a scene or playing a role, ask the player to give some advice to the character to help them deal with their situation. A useful question is: Having acted that role, you have some idea of what that situation may be like. What advice would you give to that character?
• **Coaching:** Ask the observers to give some coaching to the characters so as they can deal more effectively with their challenging situation. Ask for volunteers to come and show the idea in action in the scene, or ask the original actors to re-play the scene whilst trying out some of the coaching.

• **Hidden Thoughts:** After watching the scene, ask for some volunteers to become the hidden thoughts of the characters. Interview each of the hidden thoughts, asking them: *What was that character thinking or feeling but not saying out aloud in that scene? What are they afraid of? What are they hoping for?* Seek multiple answers to each of the questions. This will help to generate a greater depth of understanding and sympathy for the character.

**BUILDING AND MAINTAINING POSITIVE GROUP RELATIONSHIPS**

It is important to set the expectations that the group will work together, mix with each other, and encourage each other to participate. There are many things you can do to help build a friendly atmosphere. Some of them are actions you can take yourself. These actions could include:

• smile and greet individuals as they arrive
• thank people for their contributions
• observe the group and notice who participates
• encourage people to join in
• invite different people to speak
• assist people to group as you set up the activities
• show respect for people’s ideas
• invite people to put forward different opinions
• make sure no one is left out
• make sure no one is ridiculed
• avoid making judgmental comments about people’s answers
• acknowledge that it takes courage to participate
• organise the seating so everyone can feel part of the group
• invite different people to give the feedback from the small groups
• change the people in each group for new tasks

Other methods for building a positive group environment include the use of games, mixing activities and participatory tasks which are designed as part of the curriculum. It is most important not to replace these with lecture-style presentations. These participatory activities give the group members a chance to build their relationships with each other.

Things you can do to make sure the group members build relationships with each other include:

• use the start-up games to set a friendly mood
• use the interactive activities to organise the discussion in the group
• play an extra game or sing a song at the end of the activity to build the group spirit
• use paired conversations when you want to increase the interaction. This will help people to develop confidence and will get everyone involved

When left to choose their own groups, people tend to work with the same people and thus do not improve their connections with others. Many people also face significant fear of social rejection when asked to form their own groups. Playing grouping games to establish groups adds an element of fun. You can number the players or hand out cards and then ask players to group with those with the same number. Alternatively you can guide people into groups.

REFLECTIVE LISTENING SKILLS

Reflective listening is an important skill for the facilitator. When people share a story or idea, try to respond in a way that shows you understood their contribution. This is preferable to making an evaluative comment (such as ‘good point’). Your reflective comment should be a very brief summary (e.g. ‘You have pointed out that we have very little data on this issue’). Alternatively, if you are not sure what the point is that they are making, you can summarise what you think they are saying and check it back with the speaker (e.g. ‘It sounds like you are suggesting that we do not have any data at all – is that what you are saying?’).

DEALING WITH DIFFERENCE IN VIEWS

It is important to set an atmosphere in which people can share different views. They should not feel they all have to agree with each other. The important thing for the facilitator is to open the questions for discussion, to summarise the different views expressed, and to ask participants to think about possible consequences for a range of actions. It is not the facilitator’s job to recommend a particular opinion. However, providing correct information is different. Where there is an evidence base, then that is not the same as an opinion. The facilitator should be able to speak to the evidence-base.

PROMOTING GENDER EQUITY AND DIVERSITY AND DEALING WITH POWER ISSUES

Make sure that you do not make gendered or race-based comments. Some participants may not be aware of (or comfortable with) diversity in sexual orientation and gender identities. Throughout the workshop, the facilitator needs to model a respectful approach to gender and diversity issues. This can be done by the facilitator using language and examples that are not always hetero-normative, i.e. including discussions about relationships between same-sex couples, case studies that include different gender identities, and positive examples of women and girls.

The patterns in gender relationships can be the hardest to change. Some of the participants will be exploring the issue of difference in power or status in their own relationships. The facilitator’s job is to preserve a respectful approach.

The facilitator needs to model, and maintain, value-free language within the workshop setting.

MAKING ADJUSTMENTS TO THE TRAINING PROGRAM

Use your judgment to make adjustments to the training program based on people’s needs. Make sure that your modifications fit with the purpose of the program. Refer to the objectives of the activity to help with this. If shortening the activities, be sure to preserve the participatory nature. Sometimes it will not be possible to cover all of the activities. But a clock or a timer will help you keep track of the time. Let people know how long they will have for the activity.
You can also give a one-minute warning before you call an end to the task. You may wish to consult the participants about whether they need more time. Ask participants to put their hand up if they need more time. Then tell them how much time you will give them. Use your judgment in this. If an activity is working very well, you may wish to let it run longer. Alternatively, if it is not working, shorten it and move on to the next one.

**MANAGING THE KNOWLEDGE COMPONENTS**

It is important to revise the activities and knowledge that you are teaching before the training. Look over the lesson materials, the terminology guide, and the basic HIV information provided and make sure that you understand them. Remember also the need to stay up to date in changing fields such as HIV prevention and care.

**KEEPING UP TO DATE WITH DATA**

Be sure to find the best available statistics to update or to localise the course. Here are some that are useful.

- [www.aidsdatahub.org](http://www.aidsdatahub.org) (for Asia-Pacific)
- [www.unicef.org/infobycountry/index.html](http://www.unicef.org/infobycountry/index.html)
- [www.unfpa.org/youth/dhs_adolescent_guides.html](http://www.unfpa.org/youth/dhs_adolescent_guides.html)

**EVALUATION AND FORMATIVE FEEDBACK**

It is important to get some feedback on the training. Some process feedback can be collected along the way. There are activities in the manual that suggest ways that you can do this in a participatory way so as the feedback comes to the group as well. You may also wish to use more formal feedback forms at the end of the day and the end of the training event. Use the feedback tools to seek input along the way as well as at the end of the training.
# FACILITATOR SKILLS CHECKLIST

This checklist covers some of the basic skills you use in running the activities. Use this list to remind you of your job and to reflect back on how the previous session has gone.

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Actions:</th>
<th>What will help with this?</th>
</tr>
</thead>
</table>
| Communication  
*Getting the message across clearly and making sure people are understood* | • Simplify language in multi-lingual settings, avoid jargon and acronyms  
• Give clear instructions  
• Make sure you can be heard  
• Make sure others can be heard  
• Use reflective listening skills  
• Ask for clarification if you are not sure what someone else is saying | Use the explanations modeled in the session plans |
| Participation  
*Making people feel included and helping them to join in* | • Smile and welcome everyone  
• Set expectations of the way the group will work together  
• Observe the group and notice what people are doing  
• Encourage people to join in  
• Assist people to make groups  
• Show respect for people’s ideas  
• Invite difference of opinion  
• Make sure no one is excluded or ridiculed  
• Thank people for their contributions | Use games to set a friendly mood and a spirit of enquiry into the topic  
Use the structured activities to organise what to talk about and to organise whose turn it is to talk |
| Method and Management of Resources  
*Making the activity work* | • Prepare materials well before the session  
• Set up the furniture in advance  
• Give clear instructions  
• Repeat instructions when necessary  
• Make the difference between opinions and information clear  
• If you don’t know the answer, just say so | Use the sample questions to help guide the discussion |
| Timing  
*Keeping the energy and making sure the whole agenda works* | • Keep track of time  
• Let people know how long they will have for the activity  
• Use your judgement to make adjustments to the program based on people’s needs  
• Make sure adjustments fit with the purpose of the program | If you are working with another facilitator, provide timekeeping assistance for each other |
<table>
<thead>
<tr>
<th>Day 1: Understanding the Situation</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td>Sensitive terms</td>
</tr>
<tr>
<td>Making the ground rules</td>
<td></td>
<td>Stigma and discrimination</td>
</tr>
<tr>
<td>What are your goals?</td>
<td></td>
<td>Match the definitions word game</td>
</tr>
<tr>
<td>Risky behaviours or risky groups?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Day 2: Leadership Strengths</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>Qualities of leaders I admire</td>
<td></td>
<td>The strengths game</td>
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<tr>
<td>What is leadership?</td>
<td></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Day 3: SRHR Knowledge &amp; Skills</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>Talking about fears</td>
<td></td>
<td>Sexuality word game</td>
</tr>
<tr>
<td>Puberty - bodies and minds</td>
<td></td>
<td>Gender roles and stereotypes</td>
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<tr>
<td></td>
<td></td>
<td>Sex, risk, consent and pleasure</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Day 4: Leadership &amp; Advocacy</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>Reflection game</td>
<td></td>
<td>Targeting your audience</td>
</tr>
<tr>
<td>Creating the preferred future</td>
<td></td>
<td>Making an informal speech (elevator speech)</td>
</tr>
<tr>
<td>What makes a good or bad speaker?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Day 5: Leadership &amp; Change</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading a participatory meeting</td>
<td></td>
<td>Setting goals and objectives</td>
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<tr>
<td></td>
<td></td>
<td>My next steps</td>
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<td>D</td>
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<td>----------------------------------------</td>
<td>----------------------------------------</td>
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<tr>
<td>Exploring definitions</td>
<td>Evidence-based interventions</td>
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<tr>
<td>Swap Stats: Getting deeper into data</td>
<td>Group reflection</td>
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<tr>
<td>Using the ecological model to</td>
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<tr>
<td>understand the big picture</td>
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<tr>
<td>Advertising the good leader</td>
<td>Skills of leadership - asking others</td>
<td></td>
</tr>
<tr>
<td>Co-creating leadership role-play</td>
<td>Group reflection</td>
<td></td>
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<tr>
<td>Let’s talk HIV and testing</td>
<td>Condom conversations</td>
<td></td>
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<tr>
<td>What do I do if ...</td>
<td>Group reflection</td>
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<tr>
<td>Preparing a formal speech</td>
<td>Delivering a formal speech</td>
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<tr>
<td>Meeting etiquette</td>
<td>Group reflection</td>
<td></td>
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<tr>
<td>Group reflection</td>
<td>Formal closing</td>
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<tr>
<td>Formal evaluation</td>
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</tbody>
</table>

**BRIEF COURSE OVERVIEW**
DAY 1

Understanding the situation
SETTING UP FOR THE DAY:

1. Organise chairs in a big circle, or if space does not permit, in a horseshoe formation.

2. Post a monitoring tool onto one of the walls (copy the example below on to a large sheet of paper or card). It will remain throughout the five days, however, you will need to remind participants of its function and encourage them to use it at the beginning of each day, as well as checking it during breaks to collect notes that need to be addressed.

3. Note that where facilitators are not seeking specific comments a ‘freedom wall’ can be used instead, allowing participants to post any comments they would like to.

Example feedback monitoring tool:

<table>
<thead>
<tr>
<th>Tell us about it</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>We welcome your feedback and suggestions</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Going Well:</th>
<th>Needs Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions:</th>
<th>Ideas for Improvement:</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
DAY 1A. ACTIVITY 1: INTRODUCTION

15 minutes

Objectives:
» To help welcome people, and to acknowledge support provided by funders and organisers
» To set the objectives of the training

Equipment:
» None required

Method:
1. Facilitators welcome delegates.
2. Facilitators introduce the objectives of the training.

DAY 1A. ACTIVITY 2: NAME ECHO

5 minutes

Objective:
» To help learn names, to have everyone noticed, and to practice skills of speaking up in front of the group

Equipment:
» None required

Method:
1. Explain that the first game will help us to get to know each other and to develop some of our most basic leadership skills.
2. Organise participants to stand in a circle.
3. The first person must say their name loudly, adding a movement (demonstrate). Then the whole group must echo the name and the movement in unison.
4. Go around the circle and give each person a turn as the leader. Encourage everyone to speak up loudly and take a risk.
5. Option: You can add a second rotation where each person must say their name but also add an adjective that starts with the same letter, e.g. Happy Helen, Lovely Linh. They must also do the movement. The group echoes as before.
6. Key messages: Leadership requires us to speak out and take risks in the same way we did in this game. This means that we have to step out of our comfort zone. Leadership also requires that we notice and work well with our team, as we have also done in this game.

**DAY 1A. ACTIVITY 3: MAKING THE GROUND RULES**

- **10 minutes**

**Objectives:**
- To set group rules for the training
- To set group rules for individual work and group work
- To alert participants to the way in which leaders help to set standards, norms and expectations

**Equipment:**
- Marker pens and flip chart
- Ball or stuffed toy

**Method:**
1. Note that in this activity, one facilitator, holding the ball or stuffed toy, will ask the group what ground rules they think are needed to make sure that the training runs well, meets its objectives and in such a way that everyone can participate actively. The groups will think up these rules or expectations. Another facilitator will be responsible for writing down the ground rules on the flip chart.
2. Ask the participants to form a circle, standing.
3. The facilitator holding the ball or stuffed toy will begin by suggesting one ground rule and explain and toss the ball or stuffed toy to any person within the circle.
4. The next person who catches the ball or stuffed toy will be the next to suggest a ground rule and explain it.
5. Do the activity until there is a sense that the ground rules have been made.
6. Ask the group to put up their hands to show if they think they have one more rule or expectations to add.
7. After the activity is complete, the facilitators will share with the participants any of their own additional expectations (see below). And request that any additional ones are added to the ground rules. This will also be the time to add any ground rules or expectations associated with use of the venue.
8. **Key messages:** All groups need rules or expectations to help them stay productive and supportive. Leaders should help to set expectations and help groups to meet them. They should model the expectations themselves and apologise if or when they fail to meet these standards. Sometimes leaders have to ask groups to make agreements and sometimes they have to point out when agreements are broken and lead problem-solving discussions to work out how the breakdowns can best be prevented or resolved.

**SOME EXAMPLE GROUND RULES**

- Participate actively
- Encourage others to join in
- Protect safety during games and activity
- Participants will have the right to pass on any activity if they are uncomfortable with it. They should signal this to the facilitator and/or group members by saying ‘pass’
- Everyone should be courteous and respectful to others
- If you disagree with people please do this in a respectful and gentle way. You could say something like ‘I prefer to do it this way...’ or ‘I have a different idea...’
- Aim to work as a team and to mix with and include everyone else
- No one is expected to disclose any information about themselves that they do not wish to share
- Be on time and come ready to be alert and to learn
- All mobile phones should be on silent mode or turned off during the training.
- Look after your own safety and wellbeing in the training and during the off-course time
- Watch out for others’ safety and wellbeing
- Ask for help for yourself or others if you think this is needed
- Respect privacy
DAY 1.

DAY 1A. ACTIVITY 4: WHAT ARE YOUR GOALS?

30 minutes

Objectives:
» To consult participants about what they hope to get out of the course
» To emphasise that goal setting is an important part of leadership

Equipment:
» None required

Method:
1. Ask participants to pair with the person next to them and talk about what they want to get out of the course.
2. Go around the circle and ask just a few people to state what they and their partner want to get out of the course.
3. To cross-check who shares similar goals, asks those who have heard a particular response to give a show of hands to indicate if they too share that goal.
4. Make a short statement about how the course has been designed to help them achieve their goals. It includes a focus on:
   • Building knowledge about the issues, needs and rights of young people from key populations at higher risk of HIV exposure
   • Exploring the qualities of good leaders and the way in which leadership is also about relationships
   • Building advocacy and leadership skills
   • Learning information about sexual and reproductive health and rights
   • Practicing formal advocacy through speech-making and participation in meetings
   • Developing goals and next steps
5. Note that all the learning activities will be participatory so as they will also get to develop their personal confidence and skills as communicators, and will get to understand the way in which participatory methods help to build strong support groups.
6. **Key messages:** Establishing clear, shared goals is an important part of the work of leadership. When group members work together to set, clarify or reconnect with their goals they are more likely to work effectively as a team.
DAY 1A. ACTIVITY 5: RISKY BEHAVIOURS OR RISKY GROUPS?

0 30 minutes

Objective:
» To make clear that the risks associated with HIV transmission belong with the behaviour rather than with membership of a group

Equipment:
» Character cards (print each page on a different colour, make sure there is enough for one per person)

Method:
1. Clear a space across the room for participants to stand in a long line.
2. Explain that this activity is designed to have us think about assumptions people make about risk in relation to HIV transmission.
3. Distribute one character card to each participant and ask them to read it to find out who they represent.
4. Ask them to consider where they would place their character on a continuum of risk from high risk (indicate towards one end of the room) to low risk (indicate towards the opposite end of the room).
5. Explain that as participants take their positions in the line, they should compare their character cards with those near them so that they can discuss and choose where to stand in relation to others.
6. Once participants have arranged themselves along the continuum, ask a couple of volunteers from either end, and a few in the middle, to read out their character profile and explain why they chose that position in the risk continuum.
7. Now ask participants to note the colour of their card and explain the following key:
   • Colour A (e.g. Red) represents people who have never had unprotected sex or shared a syringe
   • Colour B (e.g. Blue) represents people who have sometimes shared syringes
   • Colour C (e.g. Green) represents people who have had unprotected sex with a number of different partners
8. With this new information in mind, ask participants to rearrange themselves in the continuum to show what they think their level of risk is, given the information about their behaviours.
9. Get some feedback from a few volunteers who moved, finding out what motivated them to change their position.

10. Ensure that participants understand the modes of HIV transmission, for example, people with Colour B (those who sometimes share syringes) should be at the ‘high risk’ end of the room as should those with Colour C. In case there is confusion among participants on this, ask them to name the four modes of HIV transmission (see key messages below).

11. **Key messages:** This activity invites us to reflect on the assumptions we make about people. It is a reminder that we must always remember to separate the person from the behaviour; that we need to think about risky behaviours, not risky characters. Leaders and advocates may also need to work to breakdown stereotypes. This game showed how positive stereotypes – such as nurse or teacher – had us more likely to assume that the person did not place themselves at risk and negative stereotypes meant we were more likely to assume that people put themselves at risk. It is important to use data and accurate information to help break down myths, stereotypes and stigma. Leaders need to make sure that they can get access to accurate information to help them in their advocacy work.

We also (re)learn the basics of HIV transmission through this activity. There are four modes of transmission for HIV:

- HIV lives in blood, semen, breast milk and vaginal fluid
- When you have unprotected anal or vaginal sex with someone, where unprotected means without a male or female condom
- When you share needles and syringes with someone
- When you get a blood transfusion without testing the blood first, or have blood to blood contact, as through a wound
- From an HIV positive pregnant woman to her foetus during pregnancy, birth or breast feeding, if prevention treatment is not provided
<table>
<thead>
<tr>
<th>Character Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical student, male, aged 18</td>
</tr>
<tr>
<td>Trainee nurse, female, aged 19</td>
</tr>
<tr>
<td>Street vendor, male, aged 16</td>
</tr>
<tr>
<td>Mother and wife, aged 18</td>
</tr>
<tr>
<td>Female sex worker, aged 17</td>
</tr>
<tr>
<td>Homeless, male, aged 19</td>
</tr>
<tr>
<td>Street sweeper, female, aged 18</td>
</tr>
<tr>
<td>Sex worker, male, aged 19</td>
</tr>
<tr>
<td>Bar worker, female, aged 17</td>
</tr>
<tr>
<td>Farmer, male, aged 20</td>
</tr>
<tr>
<td>Domestic labourer, female, aged 16</td>
</tr>
<tr>
<td>Taxi driver, male, aged 21</td>
</tr>
<tr>
<td>Police trainee, male, aged 19</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Businessman, aged 24</td>
</tr>
<tr>
<td>School student, male, aged 17</td>
</tr>
<tr>
<td>Sales assistant, female, aged 19</td>
</tr>
<tr>
<td>Fisherman, male, aged 26</td>
</tr>
<tr>
<td>Unemployed, Male, aged 21</td>
</tr>
<tr>
<td>School teacher, male, aged 24</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Prisoner, male, aged 19</td>
</tr>
<tr>
<td>Homeless (living on the street), female, aged 15</td>
</tr>
<tr>
<td>Professional sports person, male, aged 19</td>
</tr>
<tr>
<td>Business woman, aged 21</td>
</tr>
<tr>
<td>Salon worker, transgender, aged 19</td>
</tr>
</tbody>
</table>
DAY 1B. ACTIVITY 1: HUMAN BINGO

⏰ 10 minutes

Objective:
» To get people mixing, getting to know each other and building networks

Equipment:
» Human Bingo (one per person)

Method:
1. Distribute a Human Bingo handout to each participant.
2. Give participants three minutes to mill around and find answers to questions in the boxes. Explain that no person’s name can be entered more than once.
3. Encourage all to attempt to complete every box.

⭐ Facilitator tip: Alternatively you could set this activity as a task to be completed during the lunch break or in the evening.
**HUMAN BINGO**

Find ...

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Someone born in the same month as you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone with the same favourite food as you</td>
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<td></td>
<td></td>
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<tr>
<td>Someone with the same number of brothers and/or sisters as you</td>
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<td></td>
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<tr>
<td>Someone who likes ice cream</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Someone who has been to another country</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone who likes music</td>
<td></td>
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<tr>
<td>The person in here you have known the longest</td>
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<td></td>
<td></td>
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<tr>
<td>Someone who likes bananas</td>
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<tr>
<td>Someone about the same height as you</td>
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<td></td>
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<tr>
<td>Someone with the same length hair as you</td>
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<td></td>
<td></td>
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<tr>
<td>Someone who is older than you</td>
<td></td>
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<td></td>
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<tr>
<td>Someone who had the same breakfast as you</td>
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<tr>
<td>Someone who has the same favourite sport as you</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Someone with the same favourite colour as you</td>
<td></td>
</tr>
</tbody>
</table>
NewGen Regional Training of Trainers, Bangkok, Thailand, 2012
DAY 1B. ACTIVITY 2: SENSITIVE TERMS

30 minutes

Objectives:
» To understand that the language we use to describe people’s membership of groups can carry negative or positive associations
» To understand that it is important to use respectful language if we are to avoid stigmatising people

Equipment:
» ‘What’s in a name?’ cards (one set per group)

Method:
1. Explain that the next activity will help us to focus on seeking respectful ways of referring to different key populations.
2. Put participants into groups of between four and six people.
3. Give each group a set of the ‘What’s in a name?’ cards, as well as some blank cards onto which they can add additional terms.
4. Ask the participants to group the words into two columns, one for offensive terms and the other one for neutral or acceptable terms.
5. Ask them to add other terms that are used to refer to key populations, especially in their own language (if other than English). Provide them with some blank cards to do this.
6. If there are no acceptable or neutral terms for a particular group, ask the group to develop or add a term that they think would be acceptable.
7. When participants have shared their results, groups will be asked to share their views and identify what the problem is with some of the terms that are used.
8. **Key messages:** Explain the way in which terminology has been changing over time as there is an effort made to find respectful terms which focus on behaviours or situations and not on labelling the overall identity of the person. For example the shift from “Drug User” to “People who use Drugs” makes it sound like the person is more than their drug use. Drug use is something they do – it is not their whole identity.

There is a need for more work to be done in this area, and it is important for community groups to be consulted about how they like to be referred to. Preferences can be different from group to group and from country to country. For example, in some countries women who exchange sex for money prefer the term sex worker to show it is a job or profession. In some of these countries sex work is legal and there is protection under the law. Others prefer the term ‘prostituted
women’ as for them this highlights the way many have been forced into sexual activity to survive or to care for their families. Some groups prefer the term ‘exchange sex’ or ‘transactional sex’ or ‘commercial sex’ or ‘security sex’ or ‘forced sex’.

★ Facilitator tip: Use terms and phrases for these groups that are commonly used in your community. Some of the English words provided here may not translate into your language. Also, in many countries, there is disagreement about which terms should be used to describe key populations. Make sure you are aware of this and prepare yourself as a facilitator to discuss the issue. If the group cannot come to an agreement about this, at least acknowledge that it is a sensitive issue which leaders working in this area need to be aware of.
<table>
<thead>
<tr>
<th>People who use drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addict</td>
</tr>
<tr>
<td>Junkie</td>
</tr>
<tr>
<td>Drug user</td>
</tr>
<tr>
<td>People who sell sex</td>
</tr>
<tr>
<td>Prostituted woman</td>
</tr>
<tr>
<td>Male sex worker</td>
</tr>
<tr>
<td>Transgender sex worker</td>
</tr>
<tr>
<td>Hooker</td>
</tr>
<tr>
<td>Men who have sex with men</td>
</tr>
<tr>
<td>Term</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Homosexual</td>
</tr>
<tr>
<td>Gay</td>
</tr>
<tr>
<td>Ladyboy</td>
</tr>
<tr>
<td>Third Gender</td>
</tr>
<tr>
<td>Transgender</td>
</tr>
<tr>
<td>Sex Worker</td>
</tr>
<tr>
<td>People living with HIV</td>
</tr>
<tr>
<td>People who engage in commercial sex</td>
</tr>
<tr>
<td>Trafficked woman</td>
</tr>
<tr>
<td>People who exchange sex for money or goods</td>
</tr>
</tbody>
</table>
DAY 1B. ACTIVITY 3: STIGMA AND DISCRIMINATION: COMMUNITY VIEWS AND ATTITUDES TOWARDS YOUNG KEY POPULATIONS*

20 minutes

Objective:
» To highlight the way in which community attitudes to young key populations orient programming and community responses

Equipment:
» Post-its
» Marker pens
» Flipcharts

Method:
1. Divide participants into six groups. Assign each group one of the following ‘community views’ as the basis for their brainstorm.
   • Community views – Young people injecting drugs ARE:
   • Community views – Young sex workers ARE:
   • Community views – Young men who have sex with men ARE:
   • Community views – Young transgender people ARE:
   • Community views – Young people living with HIV ARE:

★ Facilitator tip: Make sure that you are clear that this activity is not about our opinions as individuals, but rather generalised assumptions or stereotypes about these particular groups from society.

2. Ask the groups to brainstorm their allocated community view, with each response placed on a separate slip of paper/Post-it. Give each group a different colour so as responses for each category can be identified easily later. Put one response per Post-it.

3. When they are nearing the end of the activity, ask them to group the responses in columns on the flip chart by positive versus negative characteristics. For example, ‘criminals’ would be negative, ‘breadwinner for the family’ could be positive. Some characteristics could be both positive and negative, and can be placed in a central column. Ask them to write up on the flip chart the number of responses in these positive/negative/both columns. Point to stereotypes or labels commonly given to young people who engage in high-risk sex or drug behaviours.

*This activity has been adapted from a related UNESCO activity titled ‘Considering community assumptions about young key populations.’
4. Each group should point to the stereotype or labels that are commonly given to young people who engage in risky sex or drug-related behaviours, as well as the number of characteristics that they identified that could be classified as positive/negative/both.

5. Nominate one representative from each group. Ask the remaining participants to put the negative characteristics on different parts of the body of the representatives, being conscious of the person’s sensitivities.

6. Divide the room into two. Let the representatives come together as one group and the rest of the participants in another group, facing the representatives. At your signal, the rest of the participants will shout together at the five representatives the different negative characteristics that are attached to their bodies. After a few seconds, ask the five representatives how do they feel about it. Please ensure the representatives can express their feelings and are not negatively affected by being yelled at, even though this was a role-play.

7. Ask:
   - How do community attitudes towards this group inform what is (or isn’t) done to meet the needs of this group?
   - What needs to be known about these groups in order to ensure that programming responses are not based on labels or prejudice?

8. Discussion points:
   - Over time, society has attached stereotypes towards people. Unfortunately, negative stereotypes are more magnified than the good characteristics.
   - As youth leaders, part of the work that we should do is to change people’s attitudes towards YKPs. And these can be done if we magnify peoples’ good characteristics and address their needs in order for YKPs to reach their optimum potential.

9. Ask the five representatives to take the Post-its from their bodies and drop them on the floor. Tell the participants that at the end of the day, what you see are not negative characteristics, but human beings and young people.
DAY 1B. ACTIVITY 4: MATCH THE DEFINITIONS - WORD GAME

40 minutes

Objectives:
» To familiarise participants with the terms used to understand HIV data
» To learn how to make sense of basic HIV data
» To check whether participants have understood the HIV terms used to describe the basic HIV data and are able to explain these terms to others

Equipment:
» Word and definition cards (one set per group)
» Flip chart

Method:
1. Explain to participants that there are often misinterpretations about different terms used to understand data related to HIV.
2. Divide the participants into groups (no more than four people per group) and give each group a set of cards. Explain that each group has to match the term with its definition within the next 10 minutes. The first team to do so wins.
3. Check that the words have been matched with the correct definitions and clarify any doubts that participants may have about any of the terms.
<table>
<thead>
<tr>
<th>Word and definition cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EPIDEMIC</strong></td>
</tr>
<tr>
<td><strong>LOW-LEVEL EPIDEMIC</strong></td>
</tr>
<tr>
<td><strong>CONCENTRATED EPIDEMIC</strong></td>
</tr>
<tr>
<td><strong>RISK</strong></td>
</tr>
<tr>
<td><strong>VULNERABILITY</strong></td>
</tr>
<tr>
<td><strong>INCIDENCE</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td><strong>PREVALENCE</strong></td>
</tr>
<tr>
<td><strong>PROPORTION</strong></td>
</tr>
<tr>
<td><strong>PERCENTAGE</strong></td>
</tr>
<tr>
<td><strong>RATE</strong></td>
</tr>
</tbody>
</table>
NewGen Pilot Training, Manila, Philippines, 2011
DAY 1B. ACTIVITY 5: THE CHOPSTICKS GAME

10 minutes

Objective:
» To build a spirit of teamwork and to invite players to identify and reflect on the skills required for good teamwork

Equipment:
» Chopsticks (enough for one per person, make sure they are not too pointy!)
» Music to play during the game (optional)

Method:
1. Clear furniture from the space so participants have room to move.
2. Organise participants into pairs.
3. Explain that the first challenge in this game is for each pair to work together to keep a chopstick ‘held’ between them. Each person in the pair should have their index finger in contact with one of the two tips of the chopstick, so that the chopstick is horizontal to the ground. Each pair will need to find the right ‘tension’ in order to maintain their ‘hold’ on the object.
4. However, while they work at maintaining the right tension and holding the chopstick, pairs must also begin to move around the room, experimenting with turns and moving up and down, etc. without dropping the chopstick between them (demonstrate with a volunteer).
5. Distribute chopsticks to each pair and allow them to practice.
6. Once partners have had a chance to practice and begin to master this challenge, add in other chopsticks to link pairs together with other pairs, until you have the whole group in a single chopstick line moving around the room.
7. Ask players what messages they can see in this game that are also relevant when we are thinking about what makes for good leadership.
8. **Key messages:** Use this game to highlight the importance of co-operative teamwork as part of leadership. Our network is an important part of our work – and getting connected, and staying connected will be important. To work well with each other we need to attend to and respond to their capacities. This game can remind us that if we move too fast we can lose people. We must tune in to the challenge at hand and the capacities of those involved. We will ‘drop the ball’ sometimes. However it is with persistence and repeated efforts to pick things up and work on them that we develop skills and gain greater influence and reach.

★ Facilitator tip: It’s more fun if you play music during this game!
DAY 1

DAY 1C. ACTIVITY 1: FOUND OBJECTS FRIENDSHIP GAME – COLLECTING AND SHARING COMMUNITY STORIES

🔹 15 minutes

Objectives:
» To highlight the fact that our personalities and past experiences are part of what we contribute as a leader
» To prove that the best knowledge about the dynamics of a community, come from their real-life stories, which can be collected and shared to affect policy with a real perspective of the situation on the ground

Equipment:
» None required

Method:
1. Break into groups of four or five.
2. Once each person has met with their group, they have two minutes to collect an object to bring back to the group. This object will help to convey something about the personality or interests of the person (e.g. a phone might show they are friendly, a watch might show they like to be organised, a lipstick might show they like to dress up).
3. Once everyone has returned to their group, get the players to go around in the circle and guess what they think each object means. Then the person who chose it has to tell why they chose it and what it says about them.
4. Gather back to the plenary. Ask if there was anything in the experience of that game that can give some ideas about how we use our personalities as part of what we offer as leaders and team members.
5. Key messages: Communities know best what their constituencies are going through. It is young people that can understand the dynamics of their situation and their peers to the fullest. This must be shared with programmers and policy makers to best answer needs in the face of diminishing resources. As part of breaking down stigma, members of key populations should be valued for their personhood. When we tell small stories about our everyday lives or interests we help people to recognise us as a person not just a member of a certain group. As well, leaders of every age need to both provide friendship and social support and to be strengthened by receiving such support. It is important that we each value what we ourselves have to offer to the groups we work with. There is no one special type we should all try to be. Rather we should be proud of who we are and what that enables us to contribute.
DAY 1C. ACTIVITY 2: SWAPPING STATISTICS

⏱ 20 minutes

Objectives:
» To familiarise participants with relevant data about YKP
» To emphasise the importance of using relevant, valid and up-to-date data when engaged in planning and advocacy work

Equipment:
» Swap Stat cards (make your own, relevant to your country/region – some examples are provided)
» Transforming Data into Information and Evidence
» Short presentation of latest relevant statistics (prepare this beforehand using data from www.aidsdatahub.org)

_method:
1. Explain that the purpose of this activity is to update people with some relevant data about YKP. Often the data related to HIV and key populations that they come across will not be broken down (or disaggregated) by age or gender or location or occupation. It is important to get and use youth specific data as this will help people to understand the importance of a youth perspective on HIV.

2. Hand out the Swap Stat cards.

3. Ask people to mix around and find a partner. Partners take it in turns to ask the question on their card. Their partner guesses the answer and then is told the right answer. When the exchange of information is complete, the players swap cards and move on to repeat the exercise with a new partner.

4. Allow the game to play for a while so as people come across a few different statistics.

5. Ask players who are holding a card that they think is of interest to everyone to read it out to the group. Ask them to say what they think is important about that data.

6. Ask players to identify who in the society they think needs to hear this data and to say why they named that group.

7. Ask people to drop the data they have into six different piles to show what the data is about:
   • MSM
   • Transgender persons
   • People who use drugs
8. Give one pile to each group and ask them to look at what is there and to report back on what they find.

9. If time permits, ask each group to choose one statistic and to think up how they could ‘show’ that statistic in such a way that it became easy for those who are not so strong with numbers to understand what it means. Ask for groups to share or show their idea.

10. Explain the *Transforming Data into Information and Evidence* handout explaining the cycle from compiling and analysing raw data and interpreting results to form evidence, to using that evidence in an easy-to-understand manner for advocacy and policy change, and finally to continue data collection during implementation to monitor impact.

11. **Key messages:** Data has a lot of uses. We can use it to help tell a story about what needs to be done. It can give us power as we raise sensitive issues. It can help young people to get their contributions taken seriously. When we use data we should always show the source so that if people challenge it we can tell them where it comes from. Providing too much data at once can turn people off. So carefully choose the data that will help you to tell the story or make the point that you want to make. Remember that your data is only useful if people understand it, so work out ways to help people understand what those numbers mean.

It is also important to understand that ‘strategic information’ relating to YKPs needs to be collected. This should be disaggregated by age (15-19 and 20-24), sex and other variables to highlight the specific needs and gaps for different YKPs and age groups. If possible, data on 10-14 year olds should also be available so as to address their needs as well.

★ **Facilitator tip:** Note that it is advised that you create your own Swap Stat cards with data from the countries in which you are running the training. The following websites will be helpful in accessing country-specific data related to YKP:

- [www.aidsdatahub.org](http://www.aidsdatahub.org) (for Asia-Pacific)
- [www.unicef.org/infobycountry/index.html](http://www.unicef.org/infobycountry/index.html)
- [www.unfpa.org/youth/dhs_adolescent_guides.html](http://www.unfpa.org/youth/dhs_adolescent_guides.html)

You could follow the same kinds of questions as provided in the sample Swap Stat cards in this manual, but ensure that you locate the data that is from those countries that your training participants are from.
NewGen Myanmar, Yangon 2012
### Example Swap-stats

*(Make your own reflecting the context of your training)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What proportion of young men who have sex with men (YMSM) under age 25 in Cambodia report using a condom at last sex with a male partner?</strong></td>
<td>69% report using a condom at last sex with a male partner.</td>
</tr>
<tr>
<td><strong>What is the prevalence of HIV among young people who inject drugs (YPWID) under age 25 in China? How does this compare to Myanmar?</strong></td>
<td>4% of YPWID in China are HIV-positive. This compares to 13.7% in Myanmar.</td>
</tr>
<tr>
<td><strong>What proportion of females selling sex in India report entering sex work under the age of 15?</strong></td>
<td>17% of females selling sex in India report entering sex work under the age of 15.</td>
</tr>
</tbody>
</table>
What is the prevalence of HIV among young men who have sex with men (YMSM) under age 25 in Ulaanbaatar, Mongolia?

The prevalence of HIV among YMSM in Ulaanbaatar is 2.6%.

*Talk about:* Unprotected sex among men is a major mode of HIV transmission in Mongolia. How might societal and familial discrimination add to the vulnerability of YMSM?


---

<table>
<thead>
<tr>
<th>What proportion of young females selling sex under age 25 in Papua New Guinea (PNG) reported using a condom with their last client?</th>
</tr>
</thead>
<tbody>
<tr>
<td>53% of young females selling sex in PNG reported using a condom with their last client.</td>
</tr>
</tbody>
</table>

*Talk about:* What factors influence condom use in the context of sex work?


---

<table>
<thead>
<tr>
<th>How does the prevalence of HIV among people who inject drugs (PWID) in Pakistan compare between those under age 25 and those 25 and above?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The HIV prevalence among PWID in Pakistan is 33.9% for people under age 25 and 25.3% for people age 25 and above.</td>
</tr>
</tbody>
</table>

*Talk about:* As you can see, HIV prevalence in Pakistan is higher among younger cohorts of people who inject drugs. What particular HIV-related vulnerabilities might they be facing?

### What proportion of young people (under age 25) in Samoa possess comprehensive knowledge of HIV?

59% of young people in Samoa possess comprehensive knowledge of HIV.

*Talk about:* Samoa has experienced a consistent rise in sexually transmitted infections. For example, the prevalence of chlamydia among people under age 25 is 40.4%. What difficulties might young people face translating HIV knowledge into safe behaviours?


### What is the prevalence of HIV among young men who have sex with men (YMSM) under age 25 in Thailand as compared to the Philippines?

The prevalence of HIV among YMSM is 12.1% in Thailand, compared to 1.4% in the Philippines.

*Talk about:* While prevalence is higher in Thailand, both countries have high rates of new infections (incidence) among YMSM. What is required to reverse this trend?


### Q. What proportion of young people who inject drugs (YPWID) under age 25 report getting tested for HIV and receiving the result in Viet Nam?

A. 26% of YPWID in Viet Nam report getting tested for HIV and receiving the result.

*Talk about:* What barriers might YPWID be facing in accessing testing in Viet Nam?

Q. Out of 31 countries in the Asia-Pacific region, how many have collected HIV surveillance and/or behavioural data on young transgender people under age 25?

A. Only 6 countries in the region have young transgender people represented in collected data: Bangladesh, Indonesia, Lao, Malaysia, Pakistan, and Papua New Guinea.

*Talk about:* How does the availability of data aid in increasing program efficiency?


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Q. What is the prevalence of HIV among young transgender people aged 20-24 in Indonesia?

A. The prevalence of HIV among young transgender people in Indonesia is 14.2%.

*Talk about:* What unique services might young transgender people require for an effective AIDS response?

DAY 1C. ACTIVITY 3: WINKING GAME

5 minutes

Objectives:
» To mix the way people are seated in the circle and to start back after the break with a friendly energiser

Equipment:
» Sit the group in a circle of chairs

Method:
1. Explain that the purpose of the game is to try out many seats in the circle.
2. The way you get to try out a new seat is to wink at a person across the circle. If they catch eye contact with you and wink or nod back then you swap seats.
3. Aim to get as many seat swaps as you can.
4. Remember to look for who might be winking at you.
5. Stop the game.
6. **Key messages:** This game has us mixing so as we sit with new people. To build strong groups, leaders need to design opportunities for people to mix, meet and work with each other. This builds stronger networks and greater confidence in group members. Noticing others and communicating with them is also one of the key skills of leadership. Nothing much will happen without communication – just as no movement would have happened without the ‘wink’ in this game.
DAY 1C. ACTIVITY 4. USING THE ECOLOGICAL MODEL TO UNDERSTAND THE BIG PICTURE

60 minutes

Objectives:

- To help explain the way that stigma is usually a result of issues at the macro level but that it plays out throughout every level from home to school to clinic to institutions and to policy
- To understand that we need to create change at multiple levels, not just at the individual level
- To understand that there are many interconnected causes that influence the lives of YKP and therefore there is need for change to occur at many different levels, from personal to community to institutional to societal

Equipment:

- Small pieces of paper – good if you have a few different colours
- Marker pens
- Large cloth or papers to make the ecological model (an image which has four layers, each nested inside the other) at least 1.5 metre x 1.5 metre

Method:

1. Explain the ecological model to participants.

   The ecological model illustrates the way in which the individual is influenced by different levels of their environment. This includes the micro level (face-to-face settings of the home, school, clinic, and neighbourhood), the systems level (operations of the societal institutions, structures and systems that allocate resources, provide infrastructure and services, develop and enact policy and laws) and the macro level (the big shaping forces of culture, religion, the economy, ideologies and beliefs). The ecological model helps us to identify the social, economic and cultural circumstances in which the young people live, which to a degree shapes what is possible for them.

2. Explain that this activity will ask them to think about what YKP need from each level of the ecological model.

3. Place the ecological model (see materials) on the floor in a large, clear space. The different layers of the model represent:
   - Macro level – economy, culture, religion, media, etc.
   - System level – Ministries of Health, Education, Social Welfare, Justice, etc.
   - Micro level – community, family, school, etc.
   - Individual Level
4. Organise participants into nine groups. Allocate sub-topics as presented below to each group and ask participants to brainstorm their responses to the question they are allocated. Ensure that each response is recorded on a separate slip of paper. (Assign different coloured slips of paper to each topic group.)

5. Questions to be allocated to the nine groups:

<table>
<thead>
<tr>
<th><strong>Micro Level groups</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td>What do YKP need from their Neighbourhoods/communities?</td>
</tr>
<tr>
<td><strong>Group 2</strong></td>
<td>What do YKP need from their Families?</td>
</tr>
<tr>
<td><strong>Group 3</strong></td>
<td>What do YKP need from their Schools?</td>
</tr>
<tr>
<td><strong>Group 4</strong></td>
<td>What do YKP need from their Clinics?</td>
</tr>
<tr>
<td><strong>Group 5</strong></td>
<td>What do YKP need from their Workplaces?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Government or System level groups:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 6</strong></td>
<td>What do YKP need from the Health System?</td>
</tr>
<tr>
<td><strong>Group 7</strong></td>
<td>What do YKP need from the Education System?</td>
</tr>
<tr>
<td><strong>Group 8</strong></td>
<td>What do YKP need from the Justice System?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Macro Level groups</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 9</strong></td>
<td>What sorts of messages / support should come from the macro level so as to support the rights and participation of YKP in their society, e.g. messages / support from the culture, the media, religion or the economy?</td>
</tr>
</tbody>
</table>
6. After the brainstorm is complete ask groups to assemble around the ‘mapping’ area on the floor where a large cloth or papers is displayed to mark out the ecological model. They will report and place their responses out on to a large map of the schema.

7. Ask groups to present in order from group one to group nine.

8. Ask people to talk about what they see when they look at this map. Highlight some of the specific challenges around health, education and employment that YKP face.

9. Point out that part of leadership and advocacy is to work towards changes at each of the different levels of the ecological model. Some will work in settings like schools or clinics, while others will work towards policy and programming changes in institutions and ministries, others again will work for changes in community attitudes and beliefs. Ask if some of the participants are already working in any of these settings.

10. **Key messages:** The ecological model helps to map out the sorts of changes that the leaders representing YKP will be advocating for. Encourage them to note that most of their advocacy work will involve them in calling for changes at the Micro, System and Macro levels, since young people / individuals at the centre are affected by the interaction between each of these levels. For example, the Systems level has an impact on what happens at the Micro level (i.e. if the Ministry of Education has policies in place to address stigma and discrimination in school settings, this can promote a positive learning environment in schools), which has an impact on the individual at the centre. Aim to avoid a focus in which all change work is expected to be done by the individual and which fails to account for the circumstances in which people live.

In addition, it is too simplistic to consider only the health needs of the young person. People need access to education and employment to make and maintain a healthy life pathway for themselves. Economic vulnerability is a major risk factor for HIV and unequal power relations makes it difficult for people to protect themselves. Leaders need to be able to speak about the way in which health, education and employment issues interrelate in the lives of young people.
NewGen Indonesia, Jakarta 2012

NewGen Myanmar, Yangon 2012

NewGen Training of Trainers, Bangkok 2012

NewGen Pilot Training, Manila 2011

NewGen Indonesia, Jakarta 2012

NewGen Myanmar, Yangon 2012
DAY 1D. ACTIVITY 1. THE SHRINKING LIFE RAFT GAME

10 minutes

Objectives:
» To demonstrate the value of working collectively to develop effective strategies, especially when resources are scarce
» To continue to build the supportive and friendly environment which is needed to encourage participants to speak up, develop confidence and express their views

Equipment:
» A couple of newspapers

★ Facilitator tip: You may wish to offer the option of same sex groups for this activity as it has a high degree of physical contact, or to remind people that if they take the option to pass on the activity that they can be involved as observers, timekeepers and judges to note which groups have mastered the challenge.
If you have concerns about the group’s capacity to look after each other’s physical safety then play with groups of three in size.

Method:
1. Divide participants into groups of equal size (either three or four people, but not more than four people).
2. Give each group a sheet of newspaper. The newspaper represents the life raft on which the group must be supported. They must not have any part of their body touching the ‘sea’ or the sharks may get them.
3. Ask the group members hold their position on the life raft for 10 seconds.
4. Then ask groups to fold the paper in half. They have 20 seconds to work out how to have the whole group on the life raft. Then ask them to relax and on the call to get onto the life raft demonstrate and hold the position for 10 seconds. (This is where the observers and timekeepers can help.)
5. Those groups who have someone fall off the raft or who touch the ‘sea’ must sit out for the next round.
6. Again ask groups to halve their paper. Now the life raft is very small.
7. Give the groups 30 seconds to find a way to support all of the team on the life raft.
8. Ask them to demonstrate and hold for 10 seconds.
9. If any of the groups have survived, play one more round.
10. Ask: What messages does this game hold for us on the topic of leadership and change?
11. **Key messages:** This game helps us to see the value of strategy and planning when we are faced with a challenge. If we work closely and thoughtfully as a team, we can accomplish more than if we rush in with no plan and little cooperation. When resources are scarce and challenges are complex, leaders need to involve their groups in strategic planning and cooperative team work.

**DAY 1D: ACTIVITY 2: EVIDENCE-BASED INTERVENTIONS**

30 minutes

**Objectives:**
- To help participants to think through the different prevention, testing and treatment services they may be advocating for
- To have participants to use their skills of persuasive public speaking and to practice making a case in front of a large group

**Equipment:**
- Evidence-based Interventions cards (enough for one card per pair)
- Evidence-based Interventions Information (a few copies)

**Method:**
1. Explain that the next activity asks participants to think about the different prevention, testing and treatment services they may be advocating for. They will be drawing from a list of evidence-based interventions or approaches that have been shown to work.
2. Point out that each of these interventions has an evidence base which shows that this approach can assist in prevention of HIV or the reduction of impact upon key populations. The facilitator can refer to the handout to speak to each intervention if there are questions or to make sure the group understands the relevant information.
3. Hand out the interventions cards to the group so that each pair has one card between them. Give the pairs a few minutes to work out what they can say if they are to claim that their intervention is the most important one to provide for YKP.
4. Take it in turns to go around the circle and have someone from each partnership argue as to why their card should be in the top level of importance. They should then place it on the floor for others to see and be reminded of. Participants should only make two statements: one on why they are advocating for the policy and one on how it should be implemented.
5. Point out that YKP must often advocate for services, so they need to know about what has been shown to work. Different YKP groups will need different services. It is important to work with community groups to understand their needs and be able to advocate in an informed way about what should be provided for this group.

★ Facilitator tip: Refer to the latest evidence on effective strategies for HIV interventions for young key populations; the Handout can give you a brief on the interventions.

Some other documents to refer to include:

www.unfpa.org/hiv/iatt/docs/mostatrisk.pdf


www.unicef.org/eapro/TAKING_EVIDENCE_TO_IMPACT_FINAL.pdf

www.who.int/hiv/pub/guidance_prep/
### Evidence-based Interventions cards

<table>
<thead>
<tr>
<th>Evidence-based Interventions cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on HIV prevention and treatment (in a form people can understand)</td>
</tr>
<tr>
<td>Harm reduction strategies (including distribution of needles and syringes)</td>
</tr>
<tr>
<td>Counselling and testing for HIV, with referral to HIV treatment, care and support services if HIV-positive and HIV-prevention counselling if HIV-negative</td>
</tr>
<tr>
<td>Services for the prompt diagnosis and treatment of sexually transmitted infections</td>
</tr>
<tr>
<td>Peer education outreach – with a focus on providing needles &amp; syringes and condoms</td>
</tr>
<tr>
<td>Life skills education (in-school, out-of school)</td>
</tr>
<tr>
<td>Sex and sexuality education as part of life skills</td>
</tr>
<tr>
<td>Poverty-reduction programs including those that build skills for employment</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Condom promotion and distribution</td>
</tr>
<tr>
<td>Youth friendly health services (with a focus on sexual and reproductive health)</td>
</tr>
<tr>
<td>Mass media HIV awareness strategies</td>
</tr>
<tr>
<td>Oral pre-exposure prophylaxis</td>
</tr>
<tr>
<td>Topical pre-exposure prophylaxis</td>
</tr>
<tr>
<td>Male circumcision reducing transmission during vaginal intercourse</td>
</tr>
</tbody>
</table>
## Evidence-based Interventions Information

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information on HIV prevention and treatment (in a form that people can understand):</strong></td>
<td>Promote positive behaviours associated with treatment, care and support, including adherence to antiretroviral therapy</td>
</tr>
<tr>
<td><strong>Harm reduction strategies (including distribution of needles and syringes):</strong></td>
<td>Promote individual behaviour change for use of sterile injection equipment</td>
</tr>
<tr>
<td><strong>Counselling and testing for HIV, with referral to HIV treatment, care and support services if HIV-positive and HIV-prevention counselling if HIV-negative:</strong></td>
<td>Testing enables early and continued treatment, which is important both for the better health of the person themselves and for reducing the risk of transmission</td>
</tr>
<tr>
<td><strong>Services for the prompt diagnosis and treatment of sexually transmitted infections:</strong></td>
<td>Promote positive behaviours associated with diagnosis and treatment of sexually transmitted infections (STIs)</td>
</tr>
<tr>
<td><strong>Peer education outreach – with a focus on providing needles &amp; syringes and condoms:</strong></td>
<td>Effective mechanism for increasing YKP knowledge and skills about HIV and STIs and contributes to enabling them to protect themselves and others from HIV; takes information, commodities, education and services to YKP, rather than waiting for them to come to static services</td>
</tr>
<tr>
<td><strong>Life skills education (in-school, out-of school):</strong></td>
<td>Enhancing risk-reduction skills like negotiating condom use, developing strategies for refusing unprotected sex, avoiding clients who are alcohol/drug affected and potentially violent are important, and safer injecting practices</td>
</tr>
<tr>
<td><strong>Sex and sexuality education as part of life skills:</strong></td>
<td>Rights-based and comprehensive sexuality education seeks to equip young people with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality</td>
</tr>
<tr>
<td>Poverty-reduction programs including those that build skills for employment:</td>
<td>Especially in the case of orphans and vulnerable children and those living with HIV, poverty reduction programs can reduce vulnerabilities among them and increase access to health and education</td>
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<tr>
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</tr>
<tr>
<td>Condom promotion and distribution:</td>
<td>Promote individual behaviour change for use of condoms; the intervention needs to be based on sex, age and level of biological and social maturity</td>
</tr>
<tr>
<td>Youth friendly health services (with a focus on sexual and reproductive health):</td>
<td>Young key populations are often unable to access the prevention and treatment services they need, especially if they are minors; services designed for young people need to be adapted to meet the needs of YKP to ensure they are appropriate to their age, sex, level of maturity and legal status and configured around their risk behaviour and vulnerability to HIV</td>
</tr>
<tr>
<td>Mass media HIV awareness strategies:</td>
<td>These can be effective in reaching stigmatised young people, who are not part of formal organisations. Media interventions that target specific audiences are more effective</td>
</tr>
<tr>
<td>Oral pre-exposure prophylaxis:</td>
<td>Pre-exposure prophylaxis (PrEP) is the use of antiretroviral drugs by uninfected people to avoid HIV acquisition – an HIV negative individual takes antiretroviral medication(s) daily and by having these medications in the bloodstream, HIV may be unable to establish infection; this has been recommended as an additional HIV prevention choice for MSM and transgender persons</td>
</tr>
<tr>
<td>Topical pre-exposure prophylaxis:</td>
<td>The efficacy of topical PrEP for MSM has not been assessed, but there have been more exploratory studies focused on the acceptability and safety of the intervention; more research is needed before provision of topical PrEP for MSM is rolled out</td>
</tr>
<tr>
<td>Male circumcision reducing transmission during vaginal intercourse:</td>
<td>Male circumcision reduces the risk of female-to-male sexual transmission of HIV by around 60%; voluntary medical male circumcision is an HIV prevention strategy for high HIV prevalence settings</td>
</tr>
</tbody>
</table>
DAY 1D. ACTIVITY 3: GROUP REFLECTION - MAKING A FACE

⏱ 20 minutes

Objective:
» To reflect upon and share responses or feelings to the day’s events

Equipment:
» Paper
» Marker pens

Method:
» Ask people to draw on their page a ‘mask’ which shows how they feel at the end of the day.
» Organise for each person to hold up their mask and then say a few words about how they feel or how they found the day.

⭐ Facilitator tip: Keep the faces until the end of the training if you want to conduct the follow up activity or comparison on the last day.

NewGen Myanmar, Yangon 2012
DAY 1D. ACTIVITY 4: PERSONAL LEARNING MONITORING TOOL

20 minutes

Objectives:
» To introduce to the participants the importance of documentation and reflection
» To build a reflective personal learning tool that will be used in Day 5 work on monitoring

Equipment:
» Coloured pens
» Coloured paper
» Personal Learning Monitoring Tool (one per person)
» Camera (optional)

Method:
1. Tell participants that you hope they are having a good time and learning new things in this course. As a part of the leadership course, you would like them to make a note of their own personal growth and learning through the course of five days. For the purpose of personal learning, each person will be asked to fill out a simple template at the end of each day. The aim of the tool is to monitor progress and understand what are the areas that they have learned more about and what areas they have found challenging. This will be a simple guide for participants to look back and see their personal outcomes. Participants may also choose to build a story of their experience in the course using photographs, video or artwork. Be clear that this is not an evaluation, and has only been created as a learning tool, so please try to be as honest as possible.
2. Hand out the Personal Learning Monitoring Tool and coloured pens to the participants.
3. Ask each participant to write down what they feel about their experience of the training that day. They might include their expectations, fears, their highs and lows, their discoveries and learnings.
4. Facilitators may also encourage those participants who have a mobile phone, photo camera or video camera to take documentaries of themselves.
5. Give some time for people to write down some initial thoughts.
6. Ask people to find a partner from the other side of the room. Each pair should share something that they are comfortable sharing.
7. Ask for a few volunteers to share their thoughts with everyone.
8. Ask participants to finish their monitoring tool as a homework task.
Hello Young LEADers!!

We hope you are having a good time and learning new things in this course. As a part of the leadership course, we would like you to take a note of your own personal growth and learning through the course of five days. For the purpose of personal learning, we have created a simple template for you to fill out at the end of each day. The aim of this personal learning tool is monitor yourself and understand what are the areas that you have learned more about and what are the areas that you found challenging. This will be a simple guide for you to look back and see the personal outcomes that you have managed to get out through the course. This is not an evaluation and has only been created as a learning tool, so please try to comment on each section as much as possible.

NAME: .................................................................

AGE: ......................................................................

GENDER: ............................................................

<table>
<thead>
<tr>
<th>Day 1</th>
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<tr>
<td>I found this challenging:</td>
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<td></td>
<td>This made me feel good about myself:</td>
<td>This was good for the group:</td>
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<tr>
<td>Now I understand more about:</td>
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<td></td>
<td>Now I am keen to take action on:</td>
<td>What I would tell others about today is:</td>
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### Day 2

<table>
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<tr>
<th>I found this challenging:</th>
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### Day 3

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### Day 4

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<thead>
<tr>
<th>I found this challenging:</th>
<th>This made me feel good about myself:</th>
<th>This was good for the group:</th>
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### Day 5

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<thead>
<tr>
<th>I found this challenging:</th>
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<tbody>
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AT END OF THE DAY:

Put up a Feelings Feedback chart at the end of the day. Ask participants to tick each layer to reflect how they felt about the day and activities. Use the example below as a guide. Make sure you do not observe the participants as they give their feedback as if you do, they may not feel like they can be honest.

<table>
<thead>
<tr>
<th>Feelings feedback tool:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tick each layer to show how the training was for you today</em></td>
</tr>
<tr>
<td>Friendly</td>
</tr>
<tr>
<td>Interesting</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Encouraging</td>
</tr>
<tr>
<td>Useful</td>
</tr>
</tbody>
</table>
DAY 2

Leadership Strengths
SETTING UP FOR THE DAY:
1. Organise chairs in a big circle, or if space does not permit, in a horseshoe formation.
2. Make sure the feedback-monitoring tool from Day 1 remains posted to one of the walls. It will remain throughout the five days, however you will need to remind participants of its function and encourage them to use it at the beginning of each day.
3. Go over any logistics and reminders; perhaps review the Ground Rules and allow time for participants to continue work on their monitoring tools.

DAY 2A. ACTIVITY 1: NAME WAVE

〇 10 minutes

Objective:
» To welcome the group, and to refresh on names

Equipment:
» None required

Method:
1. Stand in a circle.
2. Ask participants to take it in turns to rise from their chair and call out their name whilst also lifting their hands into the air. The movement should travel around the circle like a wave.
3. Repeat and change directions if you want to be playful.
4. In the next round, do the name wave to the right first, then while the first wave is moving do another wave to the left. Whoever was caught with both waves will be invited to share his or her reflection from yesterday’s activities. After sharing, it will be his or her turn to start the waves.
5. Key messages: Remind all that speaking up and speaking out is part of leadership and encourage them to be courageous in their contributions, and to assist others to take a turn at sharing and reporting on behalf of the groups.
DAY 2

DAY 2A. ACTIVITY 2: FOCUS OF THE DAY

10 minutes

Objective:
» To introduce what the day will focus on

Equipment:
» None required

Method:
1. Explain that the day will focus on deepening their understandings and skills of leadership. First there will be a focus on what we think leadership is. Then there will be some time to think about the leaders who we like to use as role models and to identify the qualities that we admire in other leaders. Later we will focus on the character strengths that we can bring to our roles as leaders or advocates, and then focus also on the way in which leadership is something that is co-created between leaders and followers.

2. The activities will be participatory so as the group can benefit from working with each other, from doing their own thinking and from using the communication and cooperation skills that are fundamental to good leadership.
DAY 2A: ACTIVITY 3: THE COOKIE MONSTER GAME

10 minutes

Objective:
» Use this game to introduce the concept of leadership and followership

Equipment:
» Round paper or cardboard cut-outs as cookies

Method:
1. Organise participants into pairs. One will be the cookie and one the monster.
2. The person holding the cookie stands opposite the monster and raises the cookie in his/her hand facing the monster’s face. The monster must keep his or her face the same distance from the cookie in his or her partner’s hand at all times. The person holding the cookie will signal through hand movement where he or she wants the monster to move as he or she takes the monster for a walk around the room. This should be done without speaking. She or he may move the monster forward or backwards, up or down, as they progress around the room. Play for one minute.
3. Signal it is time to swap roles.
4. Repeat the game for one minute.
5. Stop the game.
6. Ask participants:
   • Where in real life situations do people have the experiences that were sampled in the game?
   • What effects can this have on the person in power?
   • What effects can this have on the person who must please the one in power?
   • What lessons can we learn from this game about how to be a good leader?
7. Key messages: Leaders need to be respectful of the needs and capacities of followers and not abuse their position of power or trust. It can be easy to lose focus on the needs of others when in a leadership role.
DAY 2A. ACTIVITY 4: QUALITIES OF LEADERS I ADMIRE

30 minutes

Objectives:
» To identify the qualities of a good leader
» To identify the importance of role models in the development of leadership

Equipment:
» Stack of Post-it notes for each group
» One piece of flip chart paper for each group
» Marker pens

Method:
1. Explain that this activity will have them focus on the qualities of a good leader.
2. Put people in to groups of four to six.
3. Ask each participant to think about a leader that they admire. This person can be a local person such as a leader in a family or workplace or school. It can be a friend, acquaintance or someone who is more well known, but someone who the participant has actually met. The name of this person is to remain a secret.
4. Distribute three Post-it notes to each participant and ask them to identify three qualities that their leader possesses and to write each one on a separate Post-it note.
5. Give an example. E.g. In thinking of a leader I admire I am going to write down, honesty, courage and creativity because the person I am thinking of is all of these things and that is what I admire about the way they get things done.
6. Ask each person to read their list to the rest of their group and then to place their items onto a sheet of flipchart.
7. The group members should then look at all the words on the sheet and think about which word they would choose as the one that they would most like to have for themselves. They should take this one and stick it onto themselves. If more than one person wants a certain quality, another copy of that word should be made so as each person can have their own copy.
8. Ask people to explain to their group why they chose that one.
9. Gather people into a large circle. They should still be wearing their ‘quality’ label.
10. Explain that often participants choose a quality that they are already strong in. Therefore they probably already have the quality that they have chosen. As they grow and mature they will become stronger in this quality and be able to provide it for others as their role model has provided it for them.
11. **Key messages:** There are many different kinds of leaders, therefore there are no ‘set’ qualities that have to be present in all leaders. Rather an effective leader draws from a range of personal qualities to help them deal with different circumstances and challenges. Part of growing strong as a leader is through expanding our personal qualities. Ideally we each draw a little on all of the qualities named in this activity. When we are not strong in a particular quality it is also wise to seek the contributions of others who are strong in that quality. This makes for a complementary team. The well-organised person can help to complement the creative person, and the person with the sense of humour can complement the serious minded person.
DAY 2A. ACTIVITY 5: WHAT IS LEADERSHIP?

30 minutes

Objective:
» To introduce the concept of leadership and to develop a group definition

Equipment:
» What is Leadership? (one per person)
» Tips for a Good Leader (one per person)

Method:
1. Put people into small groups and ask them to brainstorm what they think leadership is.
2. Once they have brainstormed all the thoughts they have, ask them to work their ideas into a definition.
3. Ask groups to report back on their definition.
4. Read out some of the other definitions of leadership from the What is leadership? handout. Distribute this and the Tips for a Good Leader handout to all participants.

5. Key messages: There are a lot of different ways to define leadership. We will look at how leadership is both action and relationship, and at how leadership is both assumed and allocated by others.

★ Facilitator tip: Ask groups to ensure during report back that the person who volunteers to speak on behalf of the group is a member who did not talk much in front of the whole group on the previous day. Explain that we need to work to encourage all to participate in the leadership roles of spokesperson. Effective leaders create other leaders.
What is Leadership?

- A leader is someone who has followers (Drucker)

- Leadership is influence (Maxwell)

- Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realise your own leadership potential (Bennis)

- The ‘servant-leader’ mentors and grows other individuals, and calls on leaders to become socially responsible (Greenleaf)

- Leadership is a process of giving purpose and meaningful direction to collective effort (Jacobs & Jacques)

- Fail to honour people, they fail to honour you. But of a good leader, who talks little, when his work is done, his aim fulfilled, they will all say, ‘We did this ourselves’ (Lao-Tse)

- Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle)

- Leadership is the art of motivating a group of people to act towards achieving a common goal (Anon)

- Leaders inspire others to action (Anon)

- Leadership is any act that helps a group meet its goals (Anon)

- Leadership is causing change through others (Anon)
Tips for a Good Leader

- Good leaders are focused; they have a vision which they share with others, and they encourage others to see that vision and how it can help the community in the long run.

- Good leaders have initiative; they are pro-active and see problems and work out a solution with the team.

- Leaders do not demand or dictate, they motivate other people to work with them.

- Good leaders are responsible; they do not take on the task alone but rather share the task with their team.

- Good leaders know their strengths and acknowledge their weaknesses.

- Good leaders offer suggestions rather than speak complaints, they see problems as a space to grow and develop and learn new things.

- Good leaders apologise when they do something wrong and outline how they intend to learn from their mistakes.

- Good leaders are not afraid to ask others for advice.

- Good leaders invite and consider the views of those who might disagree with them.
DAY 2B. ACTIVITY 1: WHO IS LEADING GAME

15 minutes

Objective:

» To reconnect the group after the break and to continue to build a sense of team

Equipment:

» None required

Method:

1. Participants stand in a circle.

2. One person leaves the room. This person is the detective.

3. Appoint one participant to lead the movements.

4. This person will begin slow movements (such as waving or tapping) which all other participants must mirror. The aim is to disguise who is leading the motion as it will appear that all players are moving as one. However, the leader must slowly change the movements so that the one pattern of movement is not repeated for too long.

5. Call the detective in. He or she must try to spot who is leading the motion. He or she has only one minute to make a guess. If correct, he or she will appoint the next detective, and the game will be repeated with a new leader and new detective. If incorrect, he or she must leave the room again this time with an assistant detective. While they are gone a new leader is appointed and the game repeats.

6. Key messages: Point out that this game will remind them that leaders need to be aware that if change is too quick, people may find it hard to keep up, and that leaders can only be leaders if people will follow them. Therefore relationships and responsiveness to people and circumstances are important skills of leadership.
DAY 2B. ACTIVITY 2: THE STRENGTHS GAME

30 minutes

Objectives:

» To consider how character strengths translate into qualities of leadership

» To identify particular character strengths and consider their relative value

» To practice persuasive public speaking and making a case in front of a large group

Equipment:

» 14 strength wands (use a star shaped card stuck to a straw or chopstick)

Method:

1. Explain that each of us will have developed a number of character strengths over our lives that will be helpful in the work we do as leaders. The following activity will help us identify what some of these strengths are and consider the value of each.

2. Select 14 ‘magicians’ from amongst the group and allocate each with a magic ‘strength wand’. Explain that each magician to give this strength to others.

3. Explain that a new leader is to be elected for a YKP group. There are 14 magicians, each of whom can promise this leader a certain quality. However the group can only choose seven of the 14 qualities for their leader. But which seven? The ‘committee’ of observers must decide after having listened to each magician argue as to why their strength is the most important of all.

4. Ask each magician in turn to make a short speech to point out how his/her strength is most important for the leader. He or she then lays the card down on the floor. A line of cards will be left on the floor.

5. The committee (using a group vote) must choose which strengths will be chosen and thus the leader will be high in this strength. They may walk along the line of cards to review and to try to rank them. As they see one they like they can pull it forward.

6. It will be hard for them to agree so after a time ask them to stand behind the card they most like to keep. Take the cards with the three highest scores forward. Then ask the observers to repeat and choose from the remainder the ones they think are most important by going and standing next to that card. Again bring forward
the three with the highest score. This will leave one last card to be chosen. Ask the observers to vote by lining up again. This time just the highest ranked card goes forward to complete the seven selected qualities.

7. Applaud and read out the winning selection, identifying that the newly elected leader has these qualities.

8. **Key messages:** This game highlights the importance that each of these qualities has in our everyday lives. It encourages us to value these strengths in ourselves and others. It also shows us how important it is that leaders can make persuasive arguments to convince others of the merits of their ideas. These cards are based on a variation of the *Seligman 24 Character Strengths*. To take a test to show you what might be your top five strengths you can do the strengths registry test on line at [www.authentichappiness.sas.upenn.edu](http://www.authentichappiness.sas.upenn.edu)
Strengths cards

Hope and optimism
Always looks on the bright side

Fairness
Treats people fairly and advocates for their rights

Honesty
Speaks truthfully

Loyalty
Stays true to family and friends through difficult times
Intelligence
Learns quickly and thinks of good solutions

Generosity
Gives freely of time and possessions

Self-Control
Controls desires and sticks to decisions

Humour
Sees the light side of life and helps people to laugh
**Determination**
Focuses on goals and works hard to achieve them

**Courage**
Does not hide from challenging or scary situations

**Tolerance**
Accepts difference and distress without anger

**Compassion**
Thinks of how others are feeling
Enthusiasm
Has lots of energy and excitement for life

Creativity
Thinks of many different ways to solve challenges
DAY 2B. ACTIVITY 3: DRAWING BLIND – OR WHY CAN’T YOU READ MY MIND?

🕒 30 minutes

Objective:

» To help raise the point that if leaders do not communicate clearly, then there will be confusion and breakdown of the movement towards the goals

Equipment:

» Pens and paper for each person
» Blindfolds (optional)

Method:

1. Ask people to pair up.
2. Give each participant a piece of paper and a pencil.
3. Ask pairs to sit back-to-back on the floor or use the blindfolds to have one of each pair work blindfolded.
4. Explain that one person will be the Follower the other person will be the Director. The Director will draw a simple image on their own sheet of paper e.g. a stick figure or a letter of the alphabet.
5. Then, giving verbal directions only, the Director must guide the Follower to draw the same image on the second piece of paper without showing him/her the original and without naming the image (i.e. a house). Once complete, ask them to compare the pictures and see how well they did in picking up the messages. Compare the different results around the room.
6. Once participants have had a turn, ask them to switch roles and repeat the exercise.
7. Ask: What messages are there in this game for our focus on leadership?
8. **Key messages:** Sometimes it can be difficult to communicate exactly what you are hoping or needing, especially when the topic is controversial or sensitive. YKP leaders need to find ways to speak in a clear and simple way about the problems their communities face as well as about the preferred solutions. Leaders and advocates have a role in educating the public so it is important that they get their facts right and make their explanations and requests clear.
DAY 2C. ACTIVITY 1: MIRROR GAME

10 minutes

Objective:

» To explore the qualities that make up good partnership and leadership

Equipment:

» None required

Method:

1. Organise participants into pairs and ask the taller person to be A and the other to be B.

2. Explain that in this game, the aim is to work with your partner to create a perfect mirror reflection. In the first round, A will be the leader and B will be the mirror. With pairs facing each other, A will begin to move and B will start to copy every action like a reflection.

3. Once they have had a chance to play, ask the partners to swap roles so that B becomes the leader and A becomes the mirror.

4. Ask participants:
   • What did you need to do in order to play that game successfully?
   • What messages did that game contain that relate to partnership?
   • What messages did that game contain that relate to leadership?

5. Key messages: Good leaders are good listeners. They tune in and respond to the needs and ideas of others. They are able to give a clear picture of the needs of their community. They pick up in the physical clues such as body language as well as listening in to what others say.
DAY 2C. ACTIVITY 2: ADVERTISING THE GOOD LEADER

50 minutes

Objectives:

» To explore the general characteristics of a good leader

» To focus the participants on positive characteristics they possess of a good leader

» To develop the skills of self-representation and persuasive speaking

Equipment:

» Marker pens

» Flipchart

» Coloured paper

» Glue

Method:

1. Explain that people will have a chance to think about what it is about them that will be a strength they bring to their own leadership or change work.

2. Each participant is to create an advertisement about themselves as a leader.

3. The participant will list in their advertisement at least three qualities of a good leader choosing three that they will bring as strengths. (They can draw on the list from the previous activity for ideas.)

4. Encourage the participants to be creative in making their advertisement. They might have slogans or images.

5. When each participant is finished making their advertisement, arrange a split circle so as those in the inner circle face a partner in the outer circle.

6. First those on the inside speak. They must convince their partner that they will be a good leader because they have these qualities.

7. When the bell rings, swap so that the person on the outside has a chance to speak.

8. Then ring the bell again and get people to circle until you tell them to stop. Now they will have a new partner.
9. Repeat the exercise a few times. Encourage people to be bold and persuasive.

10. Stop the game and ask people what it was like to be the speaker, and what it was like to be the listener. Ask them to name some of the skills they are using in this activity.

11. **Key messages:** Explain that all of us as leaders will need to call on a range of strengths from time to time. Part of growing as a leader is to be always ready to expand our capacities and strengths. Part of being a leader is also having the courage to speak up even when we are not sure of ourselves. Leaders also need to take the courage to push themselves forward and to argue for their point of view.
DAY 2C. ACTIVITY 3: CO-CREATING LEADERSHIP ROLE-PLAY

30 minutes

Objective:
» To explore the ways in which leadership is conferred or co-created as well as assumed

Equipment:
» Sticky labels
» Marker pens

Method:
1. Make six sticky labels with the following written on them (alternatively write these onto six pieces of paper pinned onto hats, but do not show the group):
   - Ignore me
   - Ask me what I think
   - Criticise what I say
   - Praise my ideas
   - Flirt with me
   - Treat me like I know nothing
   - Judge me
   - Challenge my opinion
   - Laugh at everything I say
   - Agree with everything I say
   - Act like you’re afraid of me
   - Act like you don’t understand me

2. Organise the group so that they are sitting in a large circle and call for six volunteers to be the players. Organise these players to sit in a smaller circle facing each other, at the centre of the bigger circle.

3. Choose six labels and attach a label to each player (either to their forehead or their collar), being careful not to let them see what it says. It should work out so that each player is able to read the labels of their team-mates, but cannot see...
their own. The observers should also be able to read the labels.

4. Choose a topic for the discussion relating to HIV, SRH or advocating for needs and services for YKPs e.g. advocate for a local youth friendly clinic.

5. Explain that in this game, the players must conduct a conversation with each other on the given topic. As they do so, they must respond to the other players in line with the instructions on each of their labels. The idea is that eventually, each player is able to guess what their label says from the way others are responding to them.

6. Allow the conversation to begin. Once it has run for a few minutes, ask the players to have a guess at what their labels say. If the players do not know (or do not reach a close guess), let them resume the conversation and have a bit more playing time. If they guess right or are very close, stop the game.

7. Ask the players:
   - What happened that helped them to learn their label?
   - How did it feel to be treated in these ways?

8. Ask the observers:
   - Did the players’ behaviour change as the game progressed? If so, how?
   - What conclusions can we draw from this about how we behave in real life?
   - Which players in the game felt like they would easily be able to step forward and take up a leadership role?
• How would it be for the others?

• What barriers would they need to overcome to take up this role?

9. Ask participants to talk to a partner and discuss what strategies you use if you were being treated like you knew nothing in a meeting or if you were being ignored? Once they have had a minute to discuss, ask for some feedback.

Sample answers: come prepared with some data to put down on the table to show you know what you are talking about; signal that you would like to make a contribution at the next appropriate moment; ask another person during a break whether they will support you in creating the space to get something said.

10. Ask participants to talk to their partner once again to develop some strategies for what they could do if they were leading a workshop/meeting and some of those involved were being treated in these ways. After they have had a minute to discuss, collect some feedback.

Sample answers: stop the conversation and remind the group about the code of conduct in meeting/workshop, to value everybody’s contributions and treat each other with respect.

11. Option: Play another round with six new volunteers. This round could be shorter, but could further emphasise the points and issues raised in this activity, particularly allowing for observation of main discussion topics. Facilitators could ask the remaining participants to select six new labels or use those from above that were not utilised earlier.

12. Key messages: Leadership is a relationship. That is, it occurs between people. The position of ‘leader’ is created by the way that others treat or regard you as well as through what you assume or what you do.

★ Facilitator tip: Manage this activity carefully. It is important to draw out what we can learn from this activity about group dynamics. While this is just a simulation, the people who wear the labels such as ‘criticise what I say’ or ‘ignore me’ can be affected by this activity. This needs to be debriefed – ask participants which they think would be the worst character to be.
DAY 2

DAY 2D. ACTIVITY 1: SKILLS OF LEADERSHIP – ASKING OTHERS

⏰ 30 minutes

Objective:

» To practice making a case to engage potential allies in shared action

Equipment:

» Role cards (one per pair)
» Conversation cards (one per pair)

Method:

1. Point out that inviting people to participate and to work with you is one of the skills of leadership.

2. Organise participants into pairs and explain that in this activity they will have a go at rehearsing an invitation conversation.

3. Ask them to find a space in the room to set up their chairs facing each other and hand out a role card and a conversation card to each pair.

4. Ask them to establish which person will be A, and which will be B.

5. Explain that A will conduct the invitation conversation first. Ask person A to select a character from the role card for B to play.

6. Ask person A to use the format provided on their conversation cards to structure a conversation with their partners.

7. After a few minutes, as you notice conversations beginning to finish up, call the activity to a halt and ask that B gives A some feedback on how they went, what worked well and some suggestions for improvement.

8. Now ask person A and B to swap roles and repeat the process.

9. As they get into the task, look around to find a pair that are working well together and ask them if they would mind showing theirs to the group.

10. Once you have brought an end to the task, ask for some feedback from the room:

   • What sort of techniques used by the inviters were convincing?
   • What else worked well?
• What was challenging from the perspective of the person who made the invitation?

• What were the points of resistance that those making the invitations noticed in the person they were targeting?

• How does this compare with people’s real life experiences of trying to get people on board?

11. Repeat with another pair.

12. Key messages: Leaders achieve results through making powerful requests and invitations. They work to draw others into supporting them in achieving their goals. They understand that they can only achieve their goals through the support and efforts of others.
**Role card**

Your listener could be:

- Manager of a health clinic
- Leader of a youth group
- Fellow YKP not participating in any organisation

**Conversation card**

1. Why them? Explain WHY you have selected THIS person to approach with your request? What is special about them?

2. What do you want? Explain about the task or the opportunity or the project that you want them to become part of?

3. What is this part of? Share what your larger goal or objective is, i.e. what are you trying to build? what do you want help with?

4. What do you think? Ask the person if they have any advice or what they think about this initiative? Can they add something?

5. How well do I understand you? Listen to and engage with their responses by summing up and checking back that you understand.

6. When and where? Make a specific request or invitation for the person to take up – stating the when, what and where.
AT THE END OF THE DAY

1. Put up a Feelings Feedback chart at the end of the day. Ask participants to tick each layer to reflect how they felt about the day and activities. Use the example below as a guide. Make sure you do not observe the participants as they give their feedback as if you do, they may not feel like they can be honest.

| Feelings feedback tool: |  
|---|---|
| Tick each layer to show how the training was for you today |  
| Friendly | Not friendly |
| Interesting | Boring |
| Learning | Not learning |
| Encouraging | Discouraging |
| Useful | Not useful |

2. Ask each participant to write in their Personal Learning Monitoring Tool (introduced on Day 1) to record what they feel about their experience of the training that day. Give them time to complete a short paired sharing with someone from the other side of the room. Invite a few to share their response with the whole group.
DAY 3
SRHR
Knowledge & Skills
SETTING UP FOR THE DAY:
1. Organise chairs in a big circle, or if space does not permit, in a horseshoe formation.
2. Make sure monitoring tool is still on the wall and check for any notes that may need addressing. This tool will remain throughout the five days, however you will need to remind participants of its function and encourage them to use it at the beginning of each day.

★ Facilitator tip: Note that if the participants you are working with are already well-educated in the area of sexual and reproductive health and rights then it may be more appropriate for you to select some of the activities from the Optional Booster Activities (which focus further on leadership skills) for Day 3.

DAY 3A. ACTIVITY 1: THE SUN SHINES ON...

5 minutes

Objective:
» To energise participants and build connections between them

Equipment:
» None required

Method:
1. Participants sit in a circle with one person standing in the middle. The person in the middle shouts out ‘the sun shines on...’ and names a colour or articles of clothing that some in the group possess. For example, ‘the sun shines on... all those wearing blue’ or ‘the sun shines on... all those wearing socks’ or ‘the sun shines on... all those with brown eyes’.
2. All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place.
3. The new person in the middle shouts out ‘the sun shines on...’ and names a different colour or type of clothing or life circumstance (i.e. ‘the sun shines on... all those who are unmarried’ etc.).
DAY 3A. ACTIVITY 2: FOCUS OF THE DAY

5 minutes

Objective:
» To introduce the focus of the day

Equipment:
» None required

Method:
1. Explain that the day will focus on building knowledge and confidence to speak about sexual behaviour and sexual identity within the context of supporting young people from key populations. They will discuss fears and concerns related to sexuality, sexual preference and sexual behaviour. They will also look at strategies for protecting sexual health, and rights, and engage in problem-solving around the issue of disclosure.

★ Facilitator tip: It is important to acknowledge that participants may have fears and anxieties in relation to discussing sexual matters. The following activity provides an opportunity to articulate these in a non-threatening way and for trainers to provide reassurance.
DAY 3A. ACTIVITY 3: TALKING ABOUT FEARS

30 minutes

Objectives:
» To acknowledge participants’ concerns about discussing sexuality, sexual activity, and sexual identity
» To arrive at certain agreements that will allow the group to work together in a safe, non-threatening and confidential manner

Equipment:
» Paper
» Pens

Method:
2. Ask each participant to take a piece of paper and a pen and to complete the following sentence:
   It can be scary to talk about sex and sexuality because ...

3. When everyone has done this, ask participants to crunch their pieces of paper into balls and to get up and make a circle, then turn around (making the participants face outside the circle), then throw their paper up in the air, over their heads and into the centre of the circle. After that, ask the participants to collect a ball of paper to read aloud.

4. Ask each participant in turn to read out what is written on the piece of paper they are holding. Ask them to do this slowly so that a scribe can note down the key points, which emerge onto a flipchart.

5. When this is completed, talk through the concerns, asking if they can think of others that may have been missed in the brainstorm. Offer reassurance that these concerns are faced by many young people. They do not need to disclose which if any of these concerns are their own. Rather, as leaders who will support their communities, they can presume that many of these concerns may affect the lives of the people they work with and/or advocate for. They should also factor in the need for self-care, as leaders also carry the effects of many of these concerns in their own private lives. Just because you are in a leadership position does not mean you need to disclose. However, it is important that leaders can show compassion and understanding.

6. Refer back to the ground rules agreed upon on Day 1 and ask if there are any other ground rules that participants would like to add, based on the fears that were discussed and in order to protect each other and help people to feel safe enough to participate.
DAY 3A. ACTIVITY 4: PUBERTY - BODIES AND MINDS

30 minutes

Objectives:
» To increase participants’ understanding of puberty and the changes that take place within and around the person
» To enable discussion on additional issues that same sex attracted and transgender persons might face at puberty
» To highlight the issues of consent, safety and pleasure in relation to sexual activity

Equipment:
» Two pieces of paper stuck together, sufficiently large to draw the outline of a male and female body

Method:
1. Divide participants into groups of five or six (make sure you have at least five groups). Ask some groups to draw a female body, and others to draw a male body. Draw the bodies by getting one person to lie on the paper, and another to draw their outline with a marker pen. Each body should also have a large thought bubble to represent the mind. Assign different groups to the following, with requests that if people want to distribute themselves to add expertise to a particular task group that they can do this.
   • Male body with same sex preference
   • Male body with opposite sex preference
   • Female body with same sex preference
   • Female body with opposite sex preference
   • Male body with transgender identity
   • Female body with transgender identity

2. Ask each group to mark:
   • On the body – the changes that happen to the body during puberty
   • In the thought bubble – the changes that can happen to people’s thinking during puberty
   • Around the body – the changes that happen in the way other people treat you once you have reached puberty
3. Bring the groups together and invite them to share the changes that they have identified. Ask them to point out which of the changes are positive, which are negative, and which are mixed. Ensure that discussions include the fact that some people may grow up feeling uncomfortable with their bodies or wanting to have the body of a different sex from the one they were born with. Also note that the different kinds of socio-cultural expectations of how males and females should behave can place a significant burden of stigma on some adolescents as well as being barriers to growing into happy, self-confident young people.

NewGen Bangladesh, Dhaka 2014
DAY 3B. ACTIVITY 1: SEXUALITY WORD GAME

40 minutes

Objective:
» To understand sexuality and the different terminologies related to sexual orientation and gender identities

Equipment:
» Sexuality word cards (one set per group)

Method:
4. Explain the following:
   • **Gender Identity**: Who you think you are – whether you think you are male or female or transgender
   • **Gender Expression**: How you demonstrate who you are. This relates to the way you chose to dress and behave
   • **Biological Sex**: The physical body were born with
   • **Sexual Orientation**: Who you are attracted to
5. Explore the continuums below, using the chart below. may help you with your explanation*.
6. Divide the participants into three or four groups and distribute the set of Sexuality word cards. Explain that each group has to match the term with its definition within the next 10 minutes. The first team to do so wins.
7. Check that the words have been matched with the correct definitions and clarify any doubts that participants may have about any of the terms.

<table>
<thead>
<tr>
<th>Gender identity</th>
<th>Woman</th>
<th>Gender queer</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender expression</td>
<td>Feminine</td>
<td>Androgenous</td>
<td>Masculine</td>
</tr>
<tr>
<td>Biological sex</td>
<td>Female</td>
<td>Intersex</td>
<td>Male</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>Heterosexual</td>
<td>Bisexual</td>
<td>Homosexual</td>
</tr>
</tbody>
</table>

* The continuums and image used in this activity have been copied from www.itspronouncedmetrosexual.com
<table>
<thead>
<tr>
<th><strong>Sexuality word cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asexual</strong></td>
</tr>
<tr>
<td><strong>Bisexual</strong></td>
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<tr>
<td><strong>Cross dresser/Transvestite</strong></td>
</tr>
<tr>
<td><strong>Gay</strong></td>
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<tr>
<td><strong>Gender expression</strong></td>
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<tr>
<td><strong>Gender identity</strong></td>
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<tr>
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<tr>
<td><strong>Queer</strong></td>
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<tr>
<td><strong>Sexual identity</strong></td>
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<tr>
<td><strong>Sexual orientation</strong></td>
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<tr>
<td><strong>Sexuality</strong></td>
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<td><strong>Transsexual</strong></td>
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<tr>
<td><strong>Transgender</strong></td>
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<tr>
<td><strong>Heterosexual</strong></td>
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<tr>
<td><strong>Homosexual</strong></td>
</tr>
<tr>
<td><strong>Intersex</strong></td>
</tr>
<tr>
<td>Lesbian</td>
</tr>
<tr>
<td>---</td>
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<tr>
<td>Men who have sex with men</td>
</tr>
</tbody>
</table>
**DAY 3B. ACTIVITY 2: GENDER ROLES AND STEREOTYPES**

- **Objective:**
  - To challenge gender stereotypes in society and to reverse associated stigma and discrimination against people of diverse genders and sexualities.

- **Equipment:**
  - Pieces of paper and pen for each participant.

- **Method:**
  1. Explain that in the following activity each person will work alone. Ask participants to listen to the following story. As you read the story, they should write down on their piece of paper what they think the gender of the main character is. If they change their mind about the gender during the story, they should revise their choice.
  2. This story can be expanded with added angles and can also be adapted and augmented with local context.

  *J was born in a small town and has two older brothers and a younger sister. As a child, J enjoyed playing football and washing dishes. J also enjoyed taking care of J’s younger sister. [Pause] J learnt how to cook really well at home and at school, J progressed and advanced with studies. J received a mathematics scholarship and attended university. [Pause] At university, J fell in love with a girl and developed a strong relationship with her. [Pause] After university, J moved to a different city and was able to get a good job that could support J’s own life but also J’s siblings and family. In the city, J met a man and fell in love with him. [Pause] J decided to settle down and raise a family with this man.*

  3. Ask participants to show their paper and examine whether their perception of J’s gender changed throughout the story. Ask the bigger group whether they thought J was male or female and why.
  4. This activity further emphasises that society is full of gender stereotypes, which are diverse globally and change throughout time without any real organic basis.
  5. There is no right or wrong answer for this activity as J could be from anywhere in the world and be of any gender or sexual orientation.
  6. Option: A participant or another facilitator could share a similar gender-neutral story.
DAY 3B. ACTIVITY 3: SEX, RISK, CONSENT AND PLEASURE

○ 30 minutes

Objectives:
» To identify the various reasons why young people have sex
» To identify the different ways that people have sex
» To understand the risks associated with both the reasons for sex and the sexual practices used
» To identify strategies to reduce risk of STI, pregnancy and HIV during sex

Equipment:
» Flipcharts
» Marker pens
» Basic information about STIs
» Basic information about HIV and AIDS
» Basic information about Contraception
» Body part picture cards (two sets per group)
» Blank cards
» Signs saying, ‘Low or no risk’ and ‘High risk’

Method:
1. **Part 1. Exploring Reasons:** Divide participants into groups of three to five persons and ask them to brainstorm all the reasons why young people have sex.

2. Ask all groups to present their reasons. Ensure that the reasons include:
   • demonstrating love
   • finding comfort or affection
   • procreation
   • pleasure
   • to get money, favours, security or goods
   • forced sex
   • exploring sexuality and sexual orientation
   • sex under the influence of alcohol, amphetamines, heroin and/or other substances
3. Talk about the effect these reasons can have on:
   - Consent
   - Pleasure
   - The capacity to negotiate safer sex through use of condoms, and additional methods to prevent pregnancy

For example:

*If people are having sex as part of a commercial transaction, there will most often be a power imbalance in favour of the person paying; therefore insisting on condom use may become more difficult for the person providing sexual services.*

*If people are having sex under the influence of alcohol or other drugs they may have reduced capacity to think about how to protect themselves or whether to give consent.*

*If young people are engaged in sex in a hurry for fear of being caught/ arrested, they may not stop to use protection.*

Following are some effects of specific substances on sexual performance and activity:

*Over 50% substance users have reported increased sexual desire, delayed orgasm and decreased sexual inhibition under the influence of heroin, cocaine, methamphetamines, cannabis and alcohol.*

*Cocaine is believed to increase sexual arousal or desire, stamina, performance, while heroin is a depressant that results in reducing pain, relieving stress, anxiety and fear, and putting the user at ease.*

*The effects of specific substances on sexual desire, inhibitions and activities is impacted by the context in which the substance is being used, the amount and frequency of use, as well as the individual user's own sexuality.*

4. **Part 2. Sexual Risks:** Remind participants that two of the key health risks that people manage when sexually active include prevention of sexually transmitted infections and HIV, and prevention of unwanted pregnancies.

5. Use the handouts provided to outline how STIs can be transmitted. Provide detailed information on how HIV is transmitted. If necessary, provide some basic information on preventing unplanned pregnancy.

6. **Part 3. Sexual Practices:** Give each group two sets of body part pictures and some blank cards as well to help them describe the different ways that people have sex.

7. Groups should put together all combinations that are possible when people engage in sex.

8. Once the groups have prepared their combinations, ask them to present to the room by allocating them across a continuum from one end of the room to
the other, showing from ‘Low or no risk’ of transmitting STIs, to ‘High risk’ of transmitting STIs.

9. Ask each group to present in turn, explaining their ‘sexual acts’ as well as level of risk for STIs, and for HIV and for pregnancy.

10. Ensure that participants understand that HIV is transmitted through body fluids like semen, blood, vaginal fluid and breast milk, therefore, any act involving an exchange of these fluids would likely be a ‘High risk’ activity, including anal sex and vaginal sex. However STI’s can also be transmitted by oral sex as well as anal and vaginal sex.

11. Discuss:

- What sexual activities can people enjoy that do not put them at risk of HIV or other STIs?
- What technologies can people use to protect against transmission of HIV during sexual activity?
Basic information about STIs

What are STIs?
Sexually transmitted infections (STIs) are infections that are transmitted by sexual contact. This means that they are passed between people as blood, semen, vaginal fluids and other body fluids are shared during oral, vaginal or anal sex. Different STIs have different causes, symptoms and treatments.

Prevention
Using barrier contraceptive methods - male or female condoms – and water-based lubricant will make it far less likely you’ll get an STI, but sometimes these contraceptive methods break or don’t cover the affected area. Sexual activities that can’t give you STIs include massage, touching, kissing and mutual masturbation.

Symptoms
Many people with an STI have no symptoms whatsoever, and they can only be diagnosed through testing. If signs and symptoms are present they may include things like:

- unusual discharge from the penis, vagina or anus
- itchiness around the genital area
- a burning sensation when peeing
- a rash, sores or small lumps on or around the penis, vagina or anus
- unusual bleeding from the vagina e.g. after sex or between periods
- pain and swelling in the testicles
- pain during sex
- sore throat
- swollen glands, fever and body aches
- unexplained fatigue, night sweats and weight loss

Treatment
Most STIs can be cured, but for some like HIV and herpes, there is no cure. However, if you have one of these lifelong STIs, a lot of the symptoms can be treated. If you’ve had sex or are worried you might have an STI it’s important to get tested, even if there are no immediate symptoms. If they aren’t treated, some STIs can cause other long-term physical health issues.
## Information about some STIs

<table>
<thead>
<tr>
<th>STI</th>
<th>SYMPTOMS:</th>
<th>PREVENTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHLAMYDIA</strong></td>
<td>Many people do not have symptoms</td>
<td>Condoms can lower the risk of transmitting Chlamydia</td>
</tr>
<tr>
<td></td>
<td>Females may experience: unusual vaginal discharge, pain during sex and urinating, increased frequency of needing to urinate, vaginal bleeding or spotting between periods or after sex and abdominal pain</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Males may experience discharge from tip of penis, pain when urinating and/or pain/swelling of testicles if left untreated</td>
<td></td>
</tr>
<tr>
<td><strong>GONORRHEA</strong></td>
<td>Most females and some males have no symptoms</td>
<td>Condoms reduce the risk of transmission very effectively</td>
</tr>
<tr>
<td></td>
<td>Females may experience yellow or green vaginal discharge, pain during sex, abdominal pain or burning when urinating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Males may experience yellow discharge from penis, irritation/discharge from anus and pain in the testicles or when urinating</td>
<td></td>
</tr>
<tr>
<td><strong>HEPATITIS B</strong></td>
<td>Many people do not have symptoms</td>
<td>There is a vaccine available for Hepatitis B which provides immunity against the virus</td>
</tr>
<tr>
<td></td>
<td>Symptoms may appear 4 weeks to 6 months after transmission. Males and females may experience mild flu-like symptoms, tiredness, yellowing of the skin and whites of the eyes, dark urine, nausea, loss of appetite and abdominal pain</td>
<td>Condoms reduce the risk of transmission</td>
</tr>
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<td></td>
<td></td>
<td>As well as sexual transmission, Hep B can be transmitted via blood, therefore using sterile injecting equipment also reduces the risk of transmission</td>
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<tr>
<td>Disease</td>
<td>Symptoms</td>
<td>Prevention Measures</td>
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</table>
| **HERPES**              | Symptoms usually appear 3-10 days after contact. Blisters can be found wherever skin-to-skin contact occurred during sex (males: penis/females: labia, clitoris, and vulva) but infections can also occur in the anus, or on the buttocks and inner thighs | Condoms reduce the risk of transmission  
Avoid contact completely during an outbreak |
| **HIV (HUMAN IMMUNODEFICIENCY VIRUS)** | Most people develop a glandular fever-like illness (fever, sweats, diarrhoea, rash, mouth ulcers) between one and six weeks after becoming infected. This may last a few days to a few weeks. It is possible that no symptoms will be present at all or that there will be no symptoms for several years | Condoms and water-based lube are the most effective method to prevent the transmission of HIV during sex  
As well as sexual transmission, HIV can be transmitted via blood therefore using sterile injecting equipment also reduces the risk of transmission |
| **SYPHILIS**            | Some people have no symptoms  
Begins with a single, painless clear ulcer on the genitals (usually appearing a few weeks after infection). This will eventually heal but the infection remains and may cause swelling in the groin, a rash on the body and flu-like symptoms in the following months | Condoms reduce the risk of transmission |
| **TRICHOMONIASIS**      | Condoms and water-based lube are the most effective method to prevent the transmission of HIV during sex  
As well as sexual transmission, HIV can be transmitted via blood therefore using sterile injecting equipment also reduces the risk of transmission | Condoms offer you the best protection against contracting trichomonaisis |
Basic information about HIV and AIDS

What is HIV?

Human Immunodeficiency Virus (HIV) is a virus that weakens the immune system (the system of the body that helps protect us from sicknesses caused by germs, viruses and other bacteria). A person infected with HIV is said to be HIV-positive. HIV infection causes Acquired Immunodeficiency Syndrome (AIDS). AIDS develops in the late stages of HIV infection when our immune system can no longer offer protection. People who are HIV positive will develop AIDS 8-10 years after infection if left untreated. However, with treatment, people living with HIV can live long and healthy lives.

Transmission

HIV occurs in four body fluids: blood, semen, vaginal fluid and breast milk. HIV must be transmitted from a HIV positive person to another person’s body for them to get infected. Transmission can occur by:

- unprotected anal, vaginal and – to a lesser extent – oral sex with someone infected with HIV
- sharing of needles and injecting equipment with someone infected with HIV
- transmission from an infected mother to her baby during pregnancy, birth or breastfeeding
- exposure to infected blood i.e. through blood transfusions (although blood safety measures have largely reduced this risk in most settings)

HIV is not an airborne virus. This means that you cannot get infected by talking to, sitting near, hugging or shaking hands with someone with HIV. HIV cannot be transmitted through the bite of a mosquito or other insects.

Prevention

The steps to take to reduce the risks associated with HIV infection include:

- abstaining from sexual activity or delaying the first sexual experience
- being in a long-term mutually monogamous relationship with a trusted partner
- limiting the number of sexual partners
- correctly and consistently using (male or female) condoms and lubricants
- getting tested and treated for sexually transmitted infections (STIs) and insisting that your partner(s) do too
- knowing your HIV status
- using sterile equipment if injecting drugs
- undergoing male circumcision, which reduces men’s risk of acquiring HIV during vaginal sex
Post-exposure prophylaxis (PEP) is a course of anti-HIV medication that can be prescribed to prevent HIV infection within 72 hours of potential exposure to HIV. It is taken for 28 days with the aim of reducing the chance of HIV infection.

**Testing**

An HIV positive person must be diagnosed early. This will enable early treatment and care needed to stay well. Commonly-used blood tests detect the presence of antibodies produced by the immune system in response to HIV infection. Generally, it is recommended that you wait three months after possible exposure before being tested for HIV. This is because there is a ‘window period’ of 3 to 12 weeks where the antibodies cannot be detected. During this period, a person is highly infectious and should therefore take measures to prevent any possible transmission. HIV tests are available in many healthcare settings such as a sexual health clinic, doctor’s surgery, hospital or private clinic. In many countries, there are also places where you can be tested in the local community. Always try to find testing at a place where counseling is provided.

**Treatment**

There is no cure for HIV infection. However, HIV positive people treated with a combination of ‘anti-retroviral’ drugs can live long and healthy lives. Antiretroviral drugs must be taken every day for the rest of the person’s life. This treatment stops HIV from replicating and allows the immune system to strengthen and fight other infections more effectively. Treatment can also reduce the risk of HIV transmission.
## Basic information about Contraception

Contraception (also known as birth control) are methods and devices used to prevent pregnancy. There are many different kinds of contraceptives and it is important to choose methods of contraception that are suited to you and your partner. As well as preventing pregnancy, some methods of contraception also help prevent sexually transmitted infections (STIs) including HIV if they are used every time a couple has sex, these are male and female condoms.

<table>
<thead>
<tr>
<th>Method</th>
<th>What is it and how it works</th>
<th>Characteristics</th>
<th>Effectiveness against pregnancy/STIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male condom</td>
<td>A thin latex sheath rolled onto the erect penis before intercourse that prevents semen from entering the vagina or anus</td>
<td>It enables men and boys to protect themselves and their partners&lt;br&gt;It is easily available&lt;br&gt;It may help delay ejaculation&lt;br&gt;It must be put on during sexual activity prior to intercourse&lt;br&gt;Some people find that it reduces sensation.&lt;br&gt;It may break or leak, especially if used incorrectly</td>
<td>98% with correct and consistent use; 82% as commonly used&lt;br&gt;It is one of the two methods that offers protection against STIs, including HIV</td>
</tr>
<tr>
<td>Female condom</td>
<td>A lubricated plastic sheath with two rings. One remains outside the vagina, covering part of the labia, and the other is placed in the vagina, covering the cervix. It forms a pouch that collects the semen. Can be used for anal sex after removing the inner ring</td>
<td>It can be inserted hours before sexual activity begins&lt;br&gt;It enables women and girls to protect themselves and their partners&lt;br&gt;It is noticeable during sex, and insertion may require practice and high level of comfort with body&lt;br&gt;It is expensive in comparison with the male condom</td>
<td>90% with correct and consistent use; 79% as commonly used&lt;br&gt;It is one of the two methods that offer double protection, against pregnancy and infection</td>
</tr>
<tr>
<td>Method</td>
<td>What is it and how it works</td>
<td>Characteristics</td>
<td>Effectiveness against pregnancy/STIs</td>
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| Oral contraceptives (the pill) | Small pills containing synthetic hormones (oestrogen and progestin, or only progestin,) that prevent ovulation and interfere in sperm migration by thickening the cervical mucus. They are taken orally every day by the woman for 21 or 28 days, depending on the brand and type  | It does not require the woman to insert or apply anything at the time of sexual relations  
It may reduce menstrual cramps and the risk of certain kinds of cancer, anaemia, breast problems, and pelvic inflammatory disease  
The woman must remember to take the pill regularly. Typically, fertility resumes quickly after the woman stops taking the pill | 99% with correct and consistent use; 91% as commonly used  
No protection against STIs                                                                                   |
| Injectable                   | An injection given at regular intervals, usually every one or three months, containing progestin, a synthetic hormone that prevents ovulation and thickens the cervical mucus                                                                                                                   | The method can be used without the knowledge of others  
It does not require the woman to insert or apply anything at the time of sexual relations  
It may decrease the risk of certain kinds of cancer  
Fertility resumes within a few months after stopping use                                                                 | >99% with correct and consistent use; 94% as commonly used  
No protection against STIs                                                                                   |
| Implants                     | One or two small, soft rods implanted in the woman’s upper arm that release a steady low dose of progestin over a period of three to five years. Thickens the cervical mucus and inhibits ovulation                                                                                                               | Implants can be removed at any time, but they must be inserted and removed by a trained provider  
It does not require the woman to insert or apply anything at the time of sexual relations  
Fertility resumes immediately upon removal                                                                                                                                     | >99%  
No protection against STIs                                                                                   |
<table>
<thead>
<tr>
<th>Method</th>
<th>What is it and how it works</th>
<th>Characteristics</th>
<th>Effectiveness against pregnancy/STIs</th>
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</thead>
</table>
| Intrauterine devices (IUD)   | Small devices, commonly shaped like a T, that are placed in the uterus by a health care provider. Some IUDs release progestin (a hormone), while others contain copper, which has antifertility effects. They keep the sperm from reaching the egg. Some types of IUDs can work for as long as ten years | This method does not interrupt sex; it is not noticeable during intercourse  
If an infection is present during insertion, or if the conditions for insertion are not sterile, insertion may lead to pelvic infection and increased risk of infertility  
The body sometimes expels the IUD.  
It must be inserted and removed by a trained provider | >99%; 92-98%  
No protection against STIs |
| Vasectomy / Male sterilisation | A simple, outpatient operation in which the vas deferens is cut and tied. Sperm then are harmlessly reabsorbed into the man’s body, rather than entering the semen. It does not change a man’s ability to have sex, feel sexual pleasure, or ejaculate | Vasectomy is not effective until three months after the surgery.  
This is a permanent method.  
Usually available to older individuals or those with children. | >99% after 3 months semen evaluation  
No protection against STIs |
| Tubectomy / Female sterilisation | A surgical procedure to cut and tie (tubal ligation), or block, the fallopian tubes, preventing the sperm and egg from meeting. It does not change a woman’s ability to have sex or to feel sexual pleasure | This is a permanent method  
Usually available to older individuals or those with children. | >99%  
No protection against STIs |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Non-penetrative sex</td>
<td>Could consist of many different sexual acts including, but not limited to, kissing, fondling, caressing, hugging, licking, ‘thigh sex’, ‘breast sex’, etc.</td>
<td>No or very limited exchange of bodily fluids takes place</td>
<td>No risk of pregnancy and very limited risk of STI transmission</td>
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<tr>
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<td></td>
<td>Can enhance open communication between partners of what they like and what they don’t, thus making it easier to discuss condoms or other methods</td>
<td></td>
</tr>
<tr>
<td>Emergency contraception</td>
<td>Emergency contraception (EC) refers to methods of preventing pregnancy that can be used after unprotected intercourse has occurred</td>
<td>Can be used up to 120 hours after intercourse but most effective in 72 hours</td>
<td>Reduces risk of pregnancy after one act of intercourse by 60–90%</td>
</tr>
<tr>
<td></td>
<td>Pills containing progestin (a hormone contained in many contraceptive pills) are the most common EC method</td>
<td>Good for emergency situations. Not effective enough to be relied on as a main contraceptive method</td>
<td>No protection against STIs</td>
</tr>
<tr>
<td></td>
<td>Another emergency contraceptive method is the copper-releasing intrauterine device (IUD), which can be inserted by a trained health care provider within five to seven days after the woman has had unprotected sex. The IUD is not appropriate for women at risk of an STI</td>
<td>Does not disrupt an already existing pregnancy</td>
<td></td>
</tr>
</tbody>
</table>
# Body parts picture cards

<table>
<thead>
<tr>
<th><img src="image1" alt="Hand" /></th>
<th><img src="image2" alt="Lips" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Genitalia" /></td>
<td><img src="image4" alt="Stomach" /></td>
</tr>
<tr>
<td><img src="image5" alt="Ass" /></td>
<td><img src="image6" alt="Legs" /></td>
</tr>
</tbody>
</table>
DAY 3C. ACTIVITY 1: ZIP, ZAP, BOING

10 minutes

Objective

» To demonstrate that leaders need to think on their feet

Equipment:

» None required

Method:

1. Ask participants to form a circle.

2. The facilitator should stand in the middle of the circle and explain the three motions used in the game.
   - Zip: Used to tag the person immediately to the participant’s left or right.
   - Zap: Used to tag anybody else.
   - Boing: Used to block the tag and bounce it back to the sender.

3. The facilitator starts the game by placing palms together (or another hand gesture) and zapping a person in the circle. The person zapped can then zip, zap or boing in response.

4. Key message: Leaders are not always in control of what happens to them. They need to be able to think on their feet to respond but there’s not much a leader can do when everyone tries to block their efforts.
DAY 3C. ACTIVITY 2: LET’S TALK HIV AND TESTING

45 minutes

Objectives:
» To enable participants to understand HIV transmission and prevention
» To focus participants’ thinking on similarities between HIV and other STIs e.g. common modes of transmission and prevention
» To enable participants to explore their own fears and concerns around HIV testing

Equipment:
» Flipchart
» Marker pens

Method:
1. Write on a flipchart, ‘Non-sexual modes of HIV transmission’ and ask participants to discuss in pairs, for a minute, what the non-sexual modes of HIV transmission are. Elicit responses from the pairs and list them on the flipchart.
2. Point out that apart from anal or vaginal sex without a condom, HIV could be transmitted through sharing needles and syringes, blood-to-blood contact or blood transfusion of untested blood, and from an HIV-positive pregnant woman to her foetus during pregnancy, birth or breast-feeding (if prevention treatment is not provided). Ensure that all the modes are covered and clarify any wrong modes that participants may come up with.
3. Discuss the following points:
   • Transmission can be prevented by using condoms for each and every act of anal and/or vaginal sex; using clean needles and syringes each time; standardised testing of blood and blood products before transfusions; and providing prevention treatment for HIV-positive pregnant women and breastfeeding women.
   • Note that most other STIs can also be prevented through condom use, though some STI’s can also be transmitted during oral sex.
   • The only reliable way to know your own HIV status is to test. Note that many other STIs do not have visible symptoms and that STI testing is therefore also recommended.
4. Tell participants that they will now explore HIV testing and how easy or difficult it is to get tested.
5. Divide the participants into small groups and assign them the following topics for brainstorming:
   - The concerns young people from key populations may have about getting tested for HIV
   - The benefits of finding out your status
   - What support and encouragement they may need to go ahead and test for HIV
   - The reactions young people may have to finding out their results from an HIV test

6. Note that the benefits of knowing your HIV status include:
   - If you learn that you are HIV positive, you can take steps before symptoms appear to access treatment, care and support, thereby potentially prolonging your life and preventing health complications for many years.
   - If you know that you are HIV positive, you can take precautions to prevent the spread of HIV to others.
   - You should seek testing and counselling as soon as possible if you are concerned that you may have been exposed to HIV. However it is recommended that you take another test three months after possible exposure as there is a ‘window period’ of three to 12 weeks where the antibodies cannot be detected. During this period, a person is highly infectious and should therefore take measures to prevent any possible transmission.

7. Ask whether participants are aware of where they can get an HIV test in their vicinity (if possible, have this information available to give out to participants).
DAY 3C. ACTIVITY 3: TRAFFIC LIGHT GAME

10 minutes

Objective:
» To energise the group, to assist people to work cooperatively and to explore themes of leadership

Equipment:
» None required

Method:
1. Explain to participants that this game will call on them to remember five different formations. Ask three volunteers to come and demonstrate what each of these formations will look like.
   - **Hospital** - Groups of three: One person lying on the floor (representing the patient), and one person kneeling at either side (representing doctor and nurse).
   - **Date** - Groups of two: Two people stand opposite each other with one hand pointing towards their partner, and the other hand on their heart.
   - **Thinking** - One person: Each person stands on one leg with their hands on their head.
   - **Traffic light** - Groups of three: One behind each other with the front person kneeling, the second crouching just behind them, and the third standing upright. Each should open and close their hands on either side of their face to represent flashing traffic lights.
   - **Motorbike** - Groups of two: One person kneels with their hands in the air and the other stands behind them holding their hands.
2. Explain that when the facilitator calls a command, the participants must make the right sized group and quickly make the relevant formation.
3. The participants who are last to obey, miss out on a group, or fail to correctly complete the formation, must go out. The winners are those who are left last in the game.
4. Option: Randomly call out a new formation to encourage participants to improvise. E.g. airplane, transformer/robot, Titanic.
5. Ask: What can you see in this game that is also relevant to the challenge of leadership and making change?
6. **Key messages:** Leaders need to be able to work in different combinations and with different people. Sometimes they will be representing issues to people that they do not feel they have much in common with, but will still need to work out how to communicate and contribute within the other’s organisations, meetings or structures. Flexibility is therefore an important component of leadership.
DAY 3C. ACTIVITY 4: WHAT DO I DO IF...

🕒 30 minutes

Objective:

» To build participants’ skills in protecting their own sexual and reproductive health needs and rights

Equipment:

» What do I do if... cards

Method:

1. Divide participants into groups and hand them a set of What can I do if... cards.

2. Ask them to come up with as many suggestions as possible for their question. Then they should read the ‘Points to consider’ and see if they want to add anything else.

3. Arrange for a report back from each topic group, as different groups have different topics. Invite them to also present the ‘Points to Consider’. Then ask others in the room if they can add any more strategies or advice.

4. Emphasise that advice must not only work for the person, but also be responsive to the realities of their situation. Therefore they cannot expect that all young people should follow the same advice on these matters. Remind them that privacy, safety, health, economic security, relationships, the law and their rights will be important issues to consider when making decisions.
**What do I do if ...**

I want to date or be in a relationship

Points to consider:

- You can have a happy and fulfilling relationship with anyone regardless of your HIV status, profession, gender identity or sexual orientation or any other characteristic.
- Open communication, understanding, mutual respect and shared responsibility help you and your partner(s) build strong intimate relationships.
- A healthy, happy and fulfilling relationship with someone else starts with you. Take time to build your self-esteem, deal with your own feelings, and think about what qualities you value in a partner and relationship.
- Be realistic and practical about the need for condom use to protect your health, even if you trust and love your partner.

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**What do I do if ...**

I want to tell my family that I am living with HIV

Points to consider:

- Disclosing to your doctor is important for your health management.
- Disclosing to a sexual partner may be an important part of your efforts to protect your own and your partner’s health.
- You have the right to decide if, when and how to disclose your HIV status.
- While some people may be supportive, others may get upset or react badly. You know best if and when it is safe for you to disclose.
- Think about who you want to share your status with, why they need to know, how they may react, and the best way and time to tell them.
- Practise disclosing to one or two people you trust.
- Test how your partner(s) / family may react to your status by asking them questions like ‘what do you think about HIV?’, ‘have you met anyone with HIV ...?’, or talking about a news story. This will help you get a sense of what they think and how they might react.
- Some countries have laws that say people living with HIV must tell their partner(s) about their status before having sex. Although these laws violate the rights of people living with HIV to choose whether to disclose, it is important to be informed on the existing laws in your country and how they may affect your decisions.
What do I do if ...  
I want to tell my family that I am or have been using drugs

Points to consider:

• Think about who you want to tell about your drug use, why you want them to know, how they may react, as well as the best way and time to tell them.

• Decide why you want to tell another about your use of drugs. Is it because you feel tired of hiding your drug use? Is it because you want to stop, and need help? Is it because you want to rebel or make them angry? Is it because you want to impress them or win their friendship? Be honest with yourself.

• Practise what you’ll say with one or two people that you trust. Or ask a trusted person to help you tell your story.

• Prepare yourself for some initial shock or rejection, but remember that their reaction is likely founded in love and concern for you, or in fear for your safety or wellbeing. They may need time to understand how to respond more appropriately.

• Ask them to help support you if you want to stop. Understand that they might not know how, but may be able to help you find out.

What do I do if ...  
I want to tell my family that I am gay / lesbian / bisexual / transgender / questioning...

Points to consider:

• Think about who you want to share this with, why you want them to know, how they may react, and the best way and time to tell them.

• Practise what you’ll say with one or two people that you trust. Or ask a trusted person to help you tell them.

• Consider what they might say or do, and prepare yourself for some initial shock, denial or rejection. Being prepared for this can help you to remain calm if there is an emotional response. If you think your partner/family may harm, disown or otherwise hurt you, you may not want to tell them now, but rather to lay the groundwork for a future discussion.

• Find an ally in your family or community. You may have an aunt or uncle who is gay or a community member who is supportive of LGBT issues. Don’t be afraid to get some help within your family, or to look for other channels of support.

• In countries where same-sex relations (homosexuality) is illegal, you may want to consider what concerns your parents may have for your well-being and safety.
What do I do if ...

I want to practise safer sex

Points to consider

• Talk with your partner(s) about HIV and STIs, and share what you know about safer sex so you can actively work together to make your sex life safer and more pleasurable.

• Safer sex and sexual pleasure are easiest to achieve when you know your own body and there is open communication, mutual respect and shared responsibility for preventing unplanned pregnancies and STIs.

• Use a male or female condom and water-based lubricant when having penetrative vaginal or anal sex. This is the most effective method of protecting a partner and yourself from HIV and other STIs.

• Many people living with HIV don't think they need to practice safer sex if they have sex with another HIV-positive person. But you can still be at risk of other STIs and other strains of HIV. So aim to always use protection.

• Get yourself screened for STIs regularly. If you have an infection that can be transmitted sexually ask your sexual partner(s) to also go for screening before you have sex again so that any infections they have can be diagnosed and treated.

• Depending on what kind of sex you have, STIs can affect the genitals, anus, mouth and throat. STIs can be passed to babies during pregnancy and delivery.

• Invite your partner(s) to share their thoughts on safer sex. These conversations often go better when they happen well before the heat of the moment.

• If you want to have sex and think you might get drunk or high, plan ahead by bringing condoms and water-based lubricant or putting them close to where you usually have sex.

• Explore different ways of sexual pleasure beyond penetrative sex such as kissing, massaging, masturbation, sucking, touching and cuddling.

• You may need to be prepared to deal with bigger issues like love, trust and commitment when talking about condoms in a longer-term relationship.
What do I do if ...

I am positive, my partner is negative

Points to consider

• Take your antiviral medications (ART) regularly, as it can reduce the chances you will pass HIV to your partner during sex.
• Use a male or female condom and water-based lubricant when having penetrative vaginal or anal sex. This is the most effective method of protecting a partner and yourself from HIV and other STIs.
• Talk with your partner(s) about HIV and STIs, and share what you know about safer sex so you can actively work together to make your sex life safer and more pleasurable.
• Safer sex and sexual pleasure are easiest to achieve when you know your own body and there is open communication, mutual respect and shared responsibility for preventing STIs and unplanned pregnancy.
• Many people living with HIV don’t think they need to practice safer sex if they have sex with another HIV-positive person. But they can still be at risk of other STIs and other strains of HIV.
• Get yourself screened for STIs regularly. If you have an infection that can be transmitted sexually ask your sexual partner(s) to also go for screening before you have sex again so that any infections they have can be diagnosed and treated.
• Depending on what kind of sex you have, STIs can affect the genitals, anus, mouth and throat. STIs can be passed to babies during pregnancy and delivery.
• Invite your partner(s) to share their thoughts on safer sex. These conversations often go better when they happen well before the heat of the moment.
• If you want to have sex and think you might get drunk or high, plan ahead by bringing condoms and water-based lubricant or putting them close to where you usually have sex.
• Explore different ways of sexual pleasure beyond penetrative sex such as kissing, massaging, masturbation, sucking, touching and cuddling.
• You may need to be prepared to deal with bigger issues like love, trust and commitment when talking about condoms in a longer-term relationship.
What do I do if ...

I want to get pregnant / I want to have a healthy pregnancy for me and my baby

Points to consider:

• Plan your pregnancy and discuss with your healthcare provider your intentions to have a child. Have a full check-up before getting pregnant to ensure you start your pregnancy in good health.

• If you are HIV positive and taking HIV treatment and have an undetectable viral load and no other STIs, the risk of transmission is reduced, but not eliminated.

• If your partner is HIV-negative you can choose to collect sperm from your partner and use a syringe to insert the sperm into your vagina. This is best done when you are ovulating (your fertile period). A doctor can help teach you about this method.

• Ensure you attend regular antenatal care appointments and let your doctor or midwife know if you are:
  » living with HIV
  » using drugs

• Continue to use condoms whilst having sex during your pregnancy.

• If you are HIV positive, taking HIV treatment during your pregnancy (also known as prevention of mother/parent to child treatment or PMTCT / PPTCT) will help to protect your baby from HIV but the type of drugs you take and how long you take them will depend on your health status.

• While you are still pregnant, discuss with your doctor or midwife how you will deliver the baby, i.e. normal or caesarean section (to further reduce the risk of passing HIV to your baby during delivery).

• If you are HIV positive, find out whether it is advised to breastfeed your baby where you live.

• Breastfeeding may be the best option for you, particularly if you do not have access to clean water and a regular supply of formula milk. If you decide to breastfeed, you and/or your baby need to take antiretroviral drugs during the entire breastfeeding period.

• Do not forget to take your baby for regular immunisations and use these visits to clarify any doubts you may have with the midwife or nurse.

• You should never be pressured into being sterilised or told to terminate your pregnancy because you are HIV positive.
What do I do if ...
I do not want to get pregnant / I want to end a pregnancy

Points to consider:

- Even if you use condoms regularly, it is important to use an additional contraceptive method if you do not want to get pregnant (dual protection).

- Sometimes you may be worried about becoming pregnant because you have had unprotected sex, or you were using a condom and it broke. If this is the case, you can use an emergency contraceptive up to five days after intercourse (the sooner the better) to avoid pregnancy.

- Not all pregnancies are planned. No contraceptive is 100 per cent effective, and pregnancies also result from unprotected sex and situations such as rape. You can decide whether or not to end a pregnancy.

- Medications or surgery can be used to safely end pregnancies – this is called an abortion. To be safe, abortions must be provided by a skilled practitioner in safe sterile medical conditions.

- Each country has its own laws about whether and under what circumstances abortions are legal. It’s a good idea to be aware of if, where and how you can access safe abortion services in your community.

- Treatment for incomplete abortions (or post-abortion care) are legal everywhere, although services may not be widely available or youth-friendly.
DAY 3D. ACTIVITY 1: ‘HIP HIP HOORAY’ GAME

10 minutes

Objectives:
» To illustrate the importance of listening carefully and tuning in to your community in advocacy work
» To set a friendly tone for the group

Equipment:
» None required

Method:
1. Invite participants to form a large circle.
2. Explain that in this game, the aim is to keep the cheer ‘hip hip hooray’ rippling around the circle. However, the cheer is broken down into two parts so that the first person says ‘hip hip’, and the next person says ‘hooray’.
3. ‘Hip hip’ is accompanied by a clap at hip height. ‘Hooray’ is accompanied by a clap above the head.
4. Encourage participants to speed up this game as they get the hang of it.
5. The facilitator stands in the centre and the player they point to must be the one that calls out either hip hip or hooray – whichever is the correct sequence. They must also do the right move. Any player who claps at the wrong level or utters the wrong word is out, and must step back out of the playing circle.
6. Play until you have the last few winners.
7. Ask participants:
   • What are the challenges in this game?
   • What do you need to do to overcome them?
   • How are these skills also relevant to advocacy work?
8. Key messages: Leaders need to be able to respond to rapidly changing situations. They must stay alert to what is happening around them in order to be able to give an appropriate response.
DAY 3D. ACTIVITY 2: CONDOM CONVERSATIONS

45 minutes

Objectives:
» To understand the limitations people face in using condoms
» To discuss dual contraceptive options (optional for relevant groups)
» To explore possibilities for promoting male and female condoms as a means of enhancing sexual pleasure
» To practice using condoms correctly

Equipment:
» Flipchart
» Marker pens
» Male and female condoms for demonstration and practice (preferably at least one per participant)

Method:
1. On a flipchart, brainstorm with participants, some situations in which one person wants to use a condom, whereas the other person does not want to use a condom. Ensure that the following situations are covered:
   • young sex worker wants condom but client does not
   • young client wants condom but not sure how to ask
   • young drug users on a high and does not want condom but their partner does
   • young male having receptive sex with an older male who does not want to use a condom
   • young person living with HIV, wanting to have sex with a negative partner
   • young female concerned about getting pregnant with male who does not want to use a condom

   ★ Facilitator tip: Do not role-play forced-sex scenarios as these can be traumatising, and in situations of rape or assault, there is no opportunity for negotiation.

2. Ask participants to sit in a split circle, with the two circles facing each other. Ensure that each participant has a person opposite them. Assign one situation per pair and ask them to role-play persuading their partner to use a condom with the people in the outer circle being the ones who want to use the condom and the
inner circle as the resistant partner. Allow them to use non-verbal as well as verbal methods (e.g. a person may show a condom rather than speak about it).

3. After they have trialled their scenario, ask them to role-reverse (swapping seats) and try again in the opposite role.

4. Play a third time by asking the outer circle to move on one to a new partner, picking up the scenario that belongs to that chair.

5. Ask for volunteers to demonstrate. Invite the observers to suggest alternative methods to use and then arrange for them to step in and demonstrate or for the volunteers to act out the new suggestion.

6. In plenary, discuss what persuaded various people and what did not persuade them and the reasons for this. Draw attention to strategies to use in situations of power imbalance as well as those in more equal relationships.

7. Add some extra information. Explain the following:
   - Condoms are not enough for females from key populations due to the lower effectiveness against pregnancy (about 10-15 pregnancies per 100 women per year as commonly used) as compared to some other methods
   - Promoting only condoms neglects realities of forced sex, condom breakage, the patterns of low condom use between those engaged in sex work and their non-commercial partners and regular clients, and the fact that few clients of female sex workers will transmit infections whilst most can impregnate their sexual partners
   - Therefore dual protection is important, i.e. use of condoms along with another contraceptive method, such as the pill or injection or implant, to prevent unwanted pregnancies

8. As a final step to the exercise, ask for a volunteer to demonstrate the correct method of using a condom. Then ask participants to go back into pairs and practice. Advanced groups can practice with a blindfold on, to show how to use a condom in the dark.
DAY 3D. ACTIVITY 3: GROUP REFLECTION – CREATIVE DRAWING

⏰ 20 minutes

Objective:
» To give formative feedback in a way that can be shared by the group.

Equipment:
» Paper
» Marker pens

Method:
1. Ask participants to draw a picture or cartoon which summarises their experience of the day.
2. Organise for each person to show and speak to their picture.
3. Post the pictures on the wall.
AT THE END OF THE DAY

1. Put up a Feelings Feedback chart at the end of the day. Ask participants to tick each layer to reflect how they felt about the day and activities. Use the example below as a guide. Make sure you do not observe the participants as they give their feedback as if you do, they may not feel like they can be honest.

<table>
<thead>
<tr>
<th>Feelings feedback tool:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tick each layer to show how the training was for you today</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friendly</th>
<th>Not friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>Boring</td>
</tr>
<tr>
<td>Learning</td>
<td>Not learning</td>
</tr>
<tr>
<td>Encouraging</td>
<td>Discouraging</td>
</tr>
<tr>
<td>Useful</td>
<td>Not useful</td>
</tr>
</tbody>
</table>

2. Ask each participant to write in their Personal Learning Monitoring Tool (introduced on Day 1) to record what they feel about their experience of the training that day. Give them time to complete a short paired sharing with someone from the other side of the room. Invite a few to share their response with the whole group.
leadership
- good follower
- with good communication skills
- leading while being sensitive
- democratic
DAY 4

Leadership & Advocacy
SETTING UP FOR THE DAY:

1. Organise chairs in a big circle, or if space does not permit, in a horseshoe formation.
2. Make sure the monitoring tool remains posted to one of the walls. It will remain throughout the five days, however, you will need to remind participants of its function and encourage them to use it at the beginning of each day.

DAY 4A. ACTIVITY 1: THROW THE BALL REFLECTION GAME

⏱ 5 minutes

Objectives:
» To reflect on the activities from the previous day in terms of learning
» To identify activities which need improvement and/or clarification

Equipment:
» Ball or pieces of paper made into a ball

Method:
1. Participants form a circle.
2. When the music plays, participants will pass the ball around to the left or to the right. Once the music stops, whoever is holding the ball will answer one reflection question from the facilitator (see reflection questions from the individual reflection sheet).
3. The game goes on until three or four of the participants have been asked about yesterday’s activities.
4. This is an opportunity to gauge how the activities related to sexuality and reproductive health, HIV, risk, etc. were received and understood. This will also create an opportunity for participants to raise any new questions after having had time to digest the new information.
DAY 4A. ACTIVITY 2: FOCUS OF THE DAY

5 minutes

Objective:
» To introduce the focus of the day

Equipment:
» None required

Method:
1. Explain that the day will focus on building the participants’ skills and confidence in representing the change agenda through speaking and presentations. They will then focus on developing a short formal speech in which they use a combination of data and story to raise a request for change on behalf of YKP.

2. The afternoon will see them preparing for the YKP Got Talent evening show in which they will build one act with others on a topic allocated to them. Those who wish to will also have a chance to put forward other entertainment items, games or group activities. The day will have everyone developing their skills and confidence in working in front of the group so it will be important to provide a high level of peer support and encouragement.
DAY 4A. ACTIVITY 3: TICK-TOCK GAME

⏰ 10 minutes

Objective:
» To demonstrate the importance of using the right terms and providing visual aids and concrete examples when communicating with audiences.

Equipment:
» Two objects (e.g. two pens or two bottles)

Method:
1. Organise participants into a large circle.
2. Introduce two objects (e.g. pens). One will be called a ‘tick’ and the other which will be called a ‘tock’. Make this clear amongst the group.
3. Explain that you will begin passing these two objects in opposite directions around the circle. Start with the tick and demonstrate how the game is played.
4. As you pass the object in your right hand you will say to the person next to you:
   
   Facilitator:  This is a tick.
   
   Participant 1: A what?
   
   Facilitator: A tick.

   Then this participant will pass the object to the next person saying:
   
   Participant 1: This is a tick.
   
   Participant 2: A what?
   
   Participant 1: A tick.

5. Once you have sent off the first object, begin the same process with the object in your left hand, passing it to the participant to your left while saying: This is a tock.

6. Repeat until both objects have been passed around the circle. This becomes particularly challenging when the two objects cross over.

7. Repeat the game, but this time, use two different objects e.g. a pen and a bottle. This time instead of saying this is a ‘tick’ say ‘this is a pen’ and instead of saying ‘this is a tock’ say ‘this is a bottle’.

8. Ask: Was the game easier the second time? Why was this?

9. Key messages: People have more difficulty understanding or remembering messages when they are not supported by any visual examples. Leaders need to develop good materials and examples to help make their points clear.
NewGen Training of Trainers, Bangkok, Thailand 2012
DAY 4A. ACTIVITY 4: CREATING THE PREFERRED FUTURE

30 minutes

Objectives:

» To identify the vision for a preferred future for YKP and to identify key actions that will help to build this preferred future position

» To develop participants’ skills and confidence in presenting in front of an audience

Equipment:

» None required

Method:

1. Explain that in this activity participants will be imagining the future to picture what would make the world a better place for YKP.

2. Ask players to form groups of around four.

3. To begin with, ask participants to choose a specific group within the YKP category to work on (e.g. Young People who use Drugs).

4. Explain that each group must work together to come up with one image or ‘freeze frame’ that represents a ‘preferred future’ for the group that they have chosen. This picture shows the change that the group is hoping for.

★ Facilitator tip: A ‘freeze frame’ is like a photograph (realistic) or a sculpture (more artistic) created using the bodies in the group.

5. Once they have done this, they must create another freeze frame depicting what the situation is like NOW for their chosen group of people. Ask participants to especially focus on the kinds of barriers that were discussed on Day 1 through the ecological model, i.e. can their chosen group access health services, education, employment, etc.?

6. Finally, their task is to create one (or more) ‘in-between’ freeze frames that will depict how the situation will transform from now to the preferred future. This picture or sculpture will show one of the steps in the change process.

7. Once participants have created their three (or more) freeze frames, have each group show their work in the order: now; in-between, and finally the preferred future.

8. As each freeze frame is presented, ask participants in the audience to ‘read’ what they see in the work. Then allow a member of the presenting group to speak to their image and explain what their concept was. Ask them to focus, most importantly on the ‘in between’ freeze frame and elaborate on how they see things being able to change from now to then.

9. Key messages: Leaders need to be able to speak clearly about the changes they want to work towards. The preferred future may be a goal, and the in-between may be the objectives we work towards so as to move towards the goal. Leaders need to be able to talk about the steps along the way as well as about the overall final goal.
DAY 4A. ACTIVITY 5: WHAT MAKES A GOOD OR A BAD SPEAKER?

30 minutes

Objectives:
» To identify characteristics of good and bad speeches
» To set up a list of DOs and DON’Ts for the speaker

Equipment:
» Flip chart with marker pens
» Colour cards or Post-it notes (two colours)
» Sticky tape or blue-tack

Method:
1. Explain that this activity will focus on what makes for a good and bad speech, as speeches are an important part of advocacy and change work.
2. Divide the participants into small groups of four to six people.
3. Ask the participants to share with each other their memory of a good speech and also of a bad speech. They might have heard this at school, on television, or at a meeting.
4. Tell the participants to brainstorm what went well onto coloured slips of paper and what went wrong onto slips of a different colour.
5. Make two columns on a flipchart labelled ‘good speech’ and ‘bad speech’. Paste the slips below each heading.
6. Ask groups to share some of their examples in plenary.
7. Keep the lists handy for future activities.
8. Key messages: Leaders are called on to make speeches. These can be informal and to small groups, or even one other person, or to very large groups. It is important that they prepare themselves to be ready to talk effectively with different audiences.
DAY 4A. ACTIVITY 6: PASS THE MESSAGE MIME GAME

충 15 minutes

Objective:
» To energise the group and enable them to understand the importance of clarity in messaging and good listening/observation

Equipment:
» None required

Method:
1. Line participants up, in columns of four or five, one next to the other.
2. Ask the participants in the front row to face you, while all the rest should be facing the opposite way. Explain that you will do a mime (e.g. peeling a banana or wearing a buttoned shirt, etc.) once. The participants in the front row must then turn around, tap the person in the next row and do the mime for them once.
3. In this manner, the message mime will get passed on, row by row and the column to finish first wins! The persons in the last row must then come up to the front and do the mime for those in the first row to see if they got it right.
4. Ask participants what they learn from the game.
5. Key messages: Leaders must always consider the simplest way in which to convey their messages effectively. They should also be aware that their message may get miscommunicated or misunderstood along the way, therefore, should be ready to clarify.
DAY 4B. ACTIVITY 1: TARGETING YOUR AUDIENCE

30 minutes

Objectives:

» To focus on how to target communications to different audiences

» To build skills and confidence in talking openly with people about some of the more sensitive issues that are relevant to YKP

Equipment:

» None required

Method:

1. Explain that this activity will have the group focus on how to target communications to different audiences as part of their advocacy and leadership skills.

2. Organise people into pairs or small groups. Players are to take it in turns to play the ‘YKP Speaker’ and ‘Target Audience’ roles. Each time the ‘Target Audience’ player will ask the question that starts the role-play.

3. First set the task that they are about to practice explaining to different audiences the answer to the question ‘What is a condom?’ Because their audience changes they will have to make their explanation change to match the needs and interests of their listener. The question is asked by the following characters in order (experiment with one or more of the following sets of questions):

   What is a condom?
   Asked by a) a 5 year old   b) a 15 year old   c) a 75 year old

   What is HIV?
   Asked by a) a 5 year old   b) a 15 year old   c) a 75 year old

   How do you protect yourself against HIV?
   Asked by a) a 5 year old   b) a 15 year old   c) a 75 year old

4. Organise the pairs with the YKP speaker sitting on the inside circle and the Target Audience sitting opposite them in the outside circle. Ask the Target Audience (the five year old) to stand and move away from their chair a little. When you send the signal they enter the scene to ask the question of their older cousin the YKP speaker. They should stop when you send the signal (allow no more than a minute).
5. Repeat the process, with the Target Audience member standing and on the signal starting the new scene in role as the teenage cousin (then repeat again with the player in role as the Grandparent).

6. Ask pairs to give each other some feedback about what they noticed were the differences from one scene to the other.

7. Ask each pair to choose one of their scenes to practice again and then share for just around 20 seconds with the rest of the group (alternatively just ask for volunteers for this).

8. After the playback, ask group members to comment on what differences they noticed people made as the listener changed or experienced when they themselves were playing in the scene.

9. Make a quick point on the importance of complete and correct messaging with regard to condoms. For example:
   - using condoms prevents most STIs, including HIV, as well as pregnancy
   - condoms must be used correctly, each and every time you have sex (in case required, the facilitator could do a condom demonstration or call upon a participant volunteer to do one)

10. If time allows, swap seats (swapping roles) and rotate the outside circle so each pair is now a new partnership. Now set the task of explaining to different audiences the answer to the question: ‘What is a YKP?’ Use a similar process to that above to make an answer for:
   - A 10 year old
   - A teacher
   - A politician

11. Make these answers as simple and clear as possible.

12. Get groups to show some of their answers to everyone.

13. **Key messages:** Leaders need to tailor their explanations or messages to suit the understandings and sensitivities of their audiences.
DAY 4B. ACTIVITY 2: TRUST GAME

 ключевые слова: Trust, team work, communication, leadership, safety.
DAY 4B. ACTIVITY 3: MAKING AN INFORMAL SPEECH / ELEVATOR SPEECH

30 minutes

Objective:
» To practice communicating a message in an informal setting

Equipment:
» Flip chart and markers
» The Elevator Speech

Method:
1. Let all participants individually imagine the following scenario:

Imagine that you are going to a movie tomorrow. At the waiting area you meet a friend and he asks what you are doing these days. You explain that you are in this training representing your community organisation. He asks why you are involved in this organisation and the training, and what is the point of doing this kind of work. You have to answer him in three minutes

2. After 5-10 minutes ask the participants to form pairs and practice their response to the scenario on each other. Ask them to stand up and act it out like it is a real scenario.

3. Discuss in plenary: *How did it feel? What was easy? What was difficult? What did you miss? Why couldn’t you say everything you wanted to?*

4. Ask them to come up with a recipe of ingredients for this kind of small speech and draw it up on the flip chart.

5. Explain what an ‘elevator speech’ is. Use the handout to help you. Point out that YKP leaders need to have some well-prepared ‘elevator speeches’ because they will need to use them from time to time.

6. Ask each person to prepare their own ‘elevator speech’ in response to the following situation:

**Elevator speech option 1:** Imagine that you are going to a meeting at the National AIDS Control Program tomorrow. You meet the Minister of Health in the lobby, waiting to attend the same meeting. You greet him and introduce your organisation and what you are doing. Then he asks why you are working for young people. You have the opportunity to explain to him your case in three minutes
**Elevator speech option 2:** Imagine that you are given three minutes to explain to a group of people, who are visiting your youth centre for HIV positive youth, how they became vulnerable to HIV and what would help to prevent new infections in young people.

7. Give participants 10 minutes to prepare and then take it in turns to deliver their speech to a small group. Give an Elevator Speech handout to each person to guide them. Get the group to time each speech and to give some feedback on what they thought was good about it and on any suggestions as to how to improve it. Ask them to give the positive feedback first before adding any constructive suggestions. Point out that they can refer to the brainstorm sheets about what makes for a good speech when looking for ideas about what to give positive feedback on.

8. Ask for some volunteers to re-play their speech for the whole group.

9. Ask participants to comment on what they think they have learnt from doing this activity.

10. **Key messages:** If we prepare our thoughts about how we wish to explain ourselves and our causes to different audiences then we will be better able to take up informal opportunities for advocacy work. If we practice and do this well, this will be good for our own self-esteem as well as for our cause.
The ‘elevator speech’

What is an elevator speech?

It’s a message that provides a brief overview of an organisation, project or vision. It is called an elevator speech because it can be delivered in the time span of an elevator ride. You should be prepared to give this statement to anyone who will listen. ‘Elevator speeches’ aren’t always delivered in an elevator. They can happen while standing in line at a coffee shop, at a meeting or a party, or any other time you have just a short time to tell someone important the main concepts of your project/vision.

What are the key elements of an elevator speech?

Your elevator speech should have three elements:

1. Who you are?
2. What you do?
3. How you do it?

There are three steps you need to take when developing your elevator speech:

1. Prepare, prepare, prepare – This is a short speech that needs to sound like it is being delivered off-the-cuff. That means you need to put a lot of work into writing, editing and practicing. Then, once you have completed the process, go back and edit and practice some more.

2. Avoid jargon – Keep it simple. Avoid using terminology that is meaningless outside of your industry or organisation.

3. Tell a story – Avoid a dry recitation of facts. Listeners will retain more of what you tell them if you share a story.
Formula

Introduce yourself (name, organisation or college, what you are representing and how many people or branches are in your organisation).

Describe the most important issue you are working on (one piece of data from the country and a personal story you know).

Describe what are you doing (actions you have taken and an example of change it has made).

Explain what you want the other person to do (recommend a specific action like allocate more money for youth friendly health services from next budget and one positive result of that).

This will make an elevator speech!

Example

I am Milinda representing National Youth Network. We have 300 young MSM representing seven districts. We are advocating with municipal councils to improve their health service to offer services for young MSM. Two districts have already done it and 80 young people have access VCT only in last month. Half of my friends in the University also access to condoms now. Please advise other districts to adopt the same model through your ministry. It will directly help the country to prevent HIV among young people.
DAY 4C. ACTIVITY 1: PREPARING A FORMAL SPEECH

⏰ 40 minutes

Objectives:
» To practice constructing a formal advocacy message or case for action which is tailored for a particular audience
» To learn some basic formulas to guide the development of an advocacy message
» To understand how to use data in an advocacy message or case for action

Equipment:
» Flip chart
» Marker pens
» Tips for a good speech ☑️ (one per person)
» Making a formal speech or presentation ☑️ (one per person)

Method:
1. Explain that the focus of this activity is on making a formal advocacy message or case for action which is tailored for a particular audience and which is informed by the work done across the previous days.
2. Ask all participants to imagine that they have been selected to speak at a country-level meeting addressing the HIV response. The meeting includes UN agencies, NGOs, civil society groups and Ministers of Justice, Health and Education. The speech they will make today will only be two to five minutes in length. However, in reality they may, in such a situation, get to speak for a longer time. An optional alternative is to design a speech for a high school or university student audience, which is designed to raise awareness and knowledge about HIV, and reduce stigma.
3. Read out the guides for making a formal speech. Before distributing one to each participant. Refer participants to the work they have already done to define the elements of a good or bad speech.
4. Ask people to work in pairs for 10 minutes to plan out what they could say in their two to five minute speech. They must choose a specific topic as their focus. Point them to the pile of swap stats that are available and ask them to choose some statistics to use that will be relevant to their speech.
5. After ten minutes, have a quick check around the room to see what topics or focus each person has chosen. This will allow participants to see who is working on a similar topic. Invite those who are working on a similar topic to meet with each other for 10 minutes to exchange ideas about what data to use or what kinds of points to make. Emphasise that this is not a speech-making competition – rather
it is an activity to help them all learn how to make good speeches. Hence it is important to share and to provide each other with support. Effective leaders draw from peers and their community when in such circumstances.

6. Then allow further time for them to work individually to shape up their own speech. Explain to people that they will be delivering their speech after the break, so they will also have some of the break time to finish their preparations. It will be assumed that the speeches will be a ‘work in progress’ as they have not had enough time to be fully complete, so they should choose to deliver the first section of their speech or as much of it as they are able to deliver, with five minutes being a maximum time.

7. Key messages: Preparing a speech takes time. Wise leaders put the work in to preparing their speeches. They seek to find useful and credible data and to make it meaningful through an example or story. They do not try to cover too much in their speech but make a focus for it. They seek input or feedback from others to ensure their speech is as good as they can make it.

★ Facilitator tip: If you have time, show the group some speeches made by YKP to inspire and provide some role-modelling. Some examples are available online:

- Speech made by Gerard Ompad at ICAAP2011
  www.youtube.com/watch?v=mD8BbQ8i_Oo&feature=related

- Speech made by Iswandy Ahmad at 1 Young World 2011, Switzerland
  www.youtube.com/watch?v=wPuMdodQhXk (minutes 47-53)

After watching the videos ask the participants to identify some of the elements that worked towards making this a good speech.
Making a formal speech or presentation

Some speeches or presentations you have to make are much more formal, following rules, requirements, timescales or format dictated by organisers or the agenda. This includes presentations to a board meeting, a UN joint task team meeting, a meeting at the National AIDS Control program or a Government Ministry or an your abstract presentation at a conference such as ICAAP (International Congress on AIDS in the Asia-Pacific). Such speeches require a high level of planning and rigorous attention to details.

Following are the few points you should remember:

Keep focused
Always request guidance about what is expected from you, desired length, members of the panel and their topics to avoid repeating, content and context of your material, format of the panel session (like whether you have to prepare yourself for a Q & A session). Focus on what they really want to know but ensure you do not withhold anything important.

Make a formal structure
- Introduce the topic, the argument you are going to make, and the conclusion that you will reach.
- Develop your arguments – clearly and persuasively, justifying what you say.
- Make a conclusion – summarise your main arguments and explain the relevance of the conclusion made; explain why you are confident of your conclusion.
- Facilitate discussion of your presentation – check that everyone has understood exactly how you have arrived at the conclusion.

Expect tough questions
Formal presentations to boards or funding committees may be met with difficult questions. Try to guess the kind of questions that you might be asked and come prepared with robust answers.

Behave professionally
Young people are not taken seriously in many panels. Make your speech and appearance as professional as possible. This will signal that people should take you seriously. Dress smartly according to the location, research the background of other panellists and talk to them before the meeting starts, introduce yourself with your background or the strength of your organisation. Follow protocols at that setup, think about the tone, speed, words and expressions. Finally, demonstrate confidence as you give your speech.
Tips for a good speech

• Put the audience first – think about words, language and the structure according to who is going to listen to you. Respect the diversity of the audience.

• Plan the structure – formal or informal, keep the flow and important points written. Set yourself one format and follow that.

• Give priority to opening and closing – add some personal touch, humour, call for action and emotions. Make positive statements as much as possible.

• Technology – do not be hesitant to use good visual aids and new presentation software. Be familiar with your computer and the technology you are using. Mix PowerPoint with some video, and text with some pictures.

• Practice a few times at work, with friends or at home. Go through the content again and again, ask people to comment.

• Prepare yourself – dress smartly and in a way that is mindful of the venue, culture, time and the audience.

• Look confident – go to the venue in advance, greet people, talk to organisers and other panellists, drink some water and keep a bottle with you. Take questions positively and thank people for raising them. Acknowledge if you do not have the answer and promise to follow-up personally.
DAY 4C. ACTIVITY 2: MEETING ETIQUETTE

15 minutes

Objective:
» To explore the kind of etiquette required in more formal work settings such as meetings and workshops

Equipment:
» Flipchart
» Marker pens
» Etiquette and personal confidence slips (enough for one slip per person)

Method:
1. Explain that within more formal ‘meeting’ contexts there are certain expectations of how things will proceed and what sort of behaviours will be displayed. When meetings are formal, the manners must also be more formal. When participants were making their formal speech yesterday they were aware that a certain style was needed which was different from the more casual style they used when role-playing an advocacy statement that they might use with a friend, colleague or family member. It is important to be aware of what is expected in formal situations if you want to be taken seriously and respected as a speaker or a representative. Explain that they will now spend some time now exploring the sorts of things that make up this meeting etiquette.

2. Organise participants into groups of three or four and distribute flipchart and some marker pens to each.

3. Ask each group to brainstorm all the things that they think someone should do as a representative or speaker at a formal meeting (record in the DO column) and all the things they think someone should avoid doing in the formal meeting (record in the DON’T column).

4. Once they have recorded their ideas, hand out the etiquette and personal confidence slips, and ask individuals to read out the pieces of advice they have been given and then comment on how this advice compares with their own ideas.

5. Ask one or two groups to report back on the advice that they came up with.

6. Key messages: Effective leaders understand that the culture, context and the circumstances that they are in influence the codes of behaviour and dress that they must adopt. It is a sign of maturity to work with respect for the cultural or organisational norms and expectations that are part of the host organisation. If norms or practices need to be challenged or questioned, this can be done through discussion or consultation. Effective leaders are aware that their actions or appearance will be interpreted differently by different people and they remain aware of the needs of their audiences.
## Etiquette and Personal Confidence Slips

### Be early

Be punctual, or even better, turn up a bit earlier.

If you are early you may get a chance to speak to people before the meeting. This will help build their positive attitude to you and your cause. If this is not possible, arrive at the scheduled time at the latest.

Don’t be late! If you turn up late, step in quickly and quietly while taking your seat. If it is appropriate to speak, make a very short apology: e.g. ‘I am very sorry to be late.’

### Be prepared

Do your homework before you go to any meeting. Discuss with the community/your network beforehand and have some prepared questions/statements ready. But be warned! You need to know what you’re talking about, so try not to ask anything too complicated unless you’re very comfortable with the topic.

Be ready and organised.

### Be a team player

If you are part of a team, work out beforehand what each of your roles in the meeting is and organise who will speak on which matters.

Be prepared to observe rather than participate if this is what your team organises.

### Be honest

If people ask you a question and you don’t know the answer, say so! Just say that you’re not sure and will look into it. And you’ll get back in touch after the meeting. If you bluff, you’re only spinning yourself a complicated web.

### Be interested

Stay calm. Don’t fidget, tap your pen, play with your fingers, read materials not concerning the meeting or any other act that might distract other participants.

Stay off the laptop and phone even if you are looking there at your notes as people may assume you are doing something that does not relate to the meeting. Use written notes if needed.

Give full attention to the meeting, don’t text message, check your emails or Facebook.
**Be polite**
When asking a question, raise your hand, don’t just blurt out your question or interrupt the speaker.
Be poised, polite and polished.
Regardless of how heated the meeting may become, always remain calm.
Do not curse or use swear words.
Do not use slang or street terms.

**Be understood**
Speak loudly and clearly and not too fast.
Use the microphone if one is provided.
Ask for help with the microphone if needed.

**Be appreciative**
Thank the host organisation for organising the meeting. It is a sign of respect.
Thank everyone for his or her time.
Ensure you leave on a positive note.
Tell them you will be in touch with any further actions required and make sure you get back in touch promptly via email.
Deliver on any promises you made in the meeting whether it is for a quotation, proposal or further meeting.
DAY 4D. ACTIVITY 1: DELIVERING A FORMAL SPEECH

50 minutes

Objectives:
» To practice delivering a formal advocacy message or case for action which is tailored for a particular audience
» To practice providing formative feedback and coaching

Equipment:
» Speeches prepared in the prior activity
» Video camera (optional)

Method:
1. Divide the group in half (to ensure that there is time for everyone to have their speech heard. In smaller groups this will not be necessary and in larger groups there may be a need to break into three sub groups. Ensure that there is a facilitator with each group). Allocate half the speakers to one group and half to the other.

2. Arrange for each speaker to find a partner. They then take it in turns to deliver their speech to each other, and to give each other some feedback on their presentation – ask them to focus at this stage on presentation style rather than content. Remind them that they should focus on:
   • Clear voice
   • Speed (not too fast, not too slow)
   • Eye contact
   • Conviction (saying it like they mean it!)

3. Once the practice is complete, arrange for each to have a turn to present their speech to their audience. Make sure that each speaker receives strong applause as they enter the speech-making space and on completion of their speech. Film the speeches if you can.

4. Following each speech, invite the listeners to name two or three things that they liked about the speech. You may prompt them to identify: things that made them think, data that they thought well used, examples or stories they thought helped to make the speech interesting, the tone of conviction or use of good eye contact that made the speech meaningful for the audience. If the observers find it hard to articulate, offer some comments yourself or paraphrase to clarify what the audience is trying to articulate.

5. After all the speeches are done, ask the participants to paired share and talk about how they found the experience and what they learnt from being speech-makers and from listening to each other.
6. Bring the two speech-making groups back together.

7. Ask for some volunteers from each group to tell the others what they experienced in their session. This is a good chance for people to tell others ‘what they missed’ and to give their peers strong recognition for their efforts.

8. Have both of the facilitators give some feedback on their experience of watching presentations that they saw.

9. Ask for some to share their thoughts with the whole group about:
   - How did it feel to make such a speech?
   - What advice would you give yourself if you had to do this in future at a real event?
   - Has anyone here had such an experience in real life that they can draw on to give us some advice?

10. Thank everyone for their efforts and let them know that after the break they will have some time to begin preparations for the **YKP Got Talent**.

11. **Key messages:** Everyone is capable of making a formal advocacy speech. Fear and anxiety is natural in such situations. Leaders take the courage to speak even when they are anxious or afraid. They call on their community to support and encourage them as they prepare for such situations. Help-seeking is an act of courage and it provides others with the joy of knowing that they have contributed. Effective leaders take the courage to ask for support and make the effort to be well-prepared when facing big challenges.
DAY 4D. ACTIVITY 2: ‘GUARDING THE TREASURE’ GAME

10 minutes

Objective:
» To encourage people to focus on the importance of strategy and determination in working towards change

Equipment:
» Toy to represent the ‘treasure’

Method:
1. Appoint one person from the group to be the Giant and to stand at one end of the room, facing the wall, with a soft toy placed on the floor directly behind him/her.
2. Ask the rest of the group to line up along the wall at the opposite end of the room.
3. While the Giant has his/her back turned, the group must creep forward and attempt to steal the treasure and run all the way back to the opposite wall without being caught.
4. However, as the group creeps forward, the Giant may turn around any time.
5. When this happens the group must freeze. If the Giant sees any of the players move, those players must go back to the beginning wall and begin again.
6. The person who succeeds in stealing the treasure and running back to the back wall with it becomes the new Giant. If the Giant catches anyone with the treasure before they get back to their base line, they become the Giant’s helpers and may do all the same moves as the Giant.
7. Ask players to identify some messages we can learn from this game.
8. Key messages: Determination, persistence and strategy are an important part of leadership. Effective leaders plan and work with others to achieve change. Leaders are not separate from their groups, they are members of a team.
DAY 4D. ACTIVITY 3: GROUP REFLECTION – MUSEUM TOUR

15 minutes

Objective:
» To explore feelings and attitudes about the previous day’s activities.

Equipment:
» Chairs

Method:
1. Divide the participants into two groups.
2. Ask the first group to stand in a line but with enough space between each of them.
3. Ask them to pose as a statue or still-frame what they feel about the entire day.
4. Pretend that you are going to a museum. Guide the second group to the first group of ‘statues’. The visitor group will try to guess what the statues mean.
5. After a few tries, the participant can give out the answer.
6. When all the statues are done, groups will swap roles.
AT THE END OF THE DAY

1. Put up a Feelings Feedback chart at the end of the day. Ask participants to tick each layer to reflect how they felt about the day and activities. Use the example below as a guide. Make sure you do not observe the participants as they give their feedback as if you do, they may not feel like they can be honest.

<table>
<thead>
<tr>
<th>Feelings feedback tool:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tick each layer to show how the training was for you today</em></td>
</tr>
<tr>
<td>Friendly</td>
</tr>
<tr>
<td>Interesting</td>
</tr>
<tr>
<td>Learning</td>
</tr>
<tr>
<td>Encouraging</td>
</tr>
<tr>
<td>Useful</td>
</tr>
</tbody>
</table>

2. Ask each participant to write in their Personal Learning Monitoring Tool (introduced on Day 1) to record what they feel about their experience of the training that day. Give them time to complete a short paired sharing with someone from the other side of the room. Invite a few to share their response with the whole group.
OPTIONAL EVENING ACTIVITY: YKP GOT TALENT!

Part 1: Preparing For YKP Got Talent

- 1.5 hours

Objectives:
» To review what has been learned in Day 1-4
» To apply the skills learned in the training
» To practice delivering advocacy messages in creative ways

Equipment:
» Task list for YKP Got Talent
» Concept note for YKP Got Talent (one for each group of three or four)

Method:
1. Explain that the next activity will extend across the rest of the afternoon and will give the participants an opportunity to create their presentation or activity for the later YKP Got Talent TV Bonanza that will run in the evening. Explain that this presentation will allow participants to showcase some of the things that they have learnt over the past four days.

2. Each group will need to develop a two to five minute segment that presents an advocacy message or enhances knowledge or skills. It will ‘air’ on the TV show in the form of an advertisement or a show segment.

3. Within your presentation you will need to present some local data in some way (use some of the swap-stats from Day 1). You must either convey an issue or recommend a solution or build skills or confidence. Participants are encouraged to be creative in their approach to this task and may choose to sing, act or dance in their segment.

4. Explain that in developing their segment, each group will need to consider the following:
   • Who is their target audience?
   • How they will present their message to make it powerful and memorable and also supportive of YKP?

5. Tasks will be available to sign up for (see task sheet below). Some groups will want to make up their own task. If doing this, they should describe it and get approval from the facilitator. Once groups have made these choices and selected some specific data to present, each group will need to draw up a concept note to present to the rest of the groups.
6. Tell participants that they will have 20 minutes to work with their group, sign up for a task and start brainstorming their concept note for the ‘YKP Got Talent TV Bonanza’. Move around to the different groups while they are working and provide any assistance that may be required during this time.

7. After 20 minutes or so, call the groups back together and have a spokesperson from each group present their concept note. Encourage the rest of the group to give advice or make suggestions for improvement.

8. Once all the groups have presented, allow them some time to go and prepare and rehearse their segments. Emphasise the importance of using this stage of the process to enact, rehearse and refine their ideas in an active way rather than sitting down talking about them. Explain that groups will have the rest of the afternoon to work on preparing their segments. Remind participants that their segments may be no longer than five minutes, and they must work to **advance knowledge**, **decrease stigma** or **increase skills**.

9. **Key messages**: There are many creative ways that can be used to engage in delivery of advocacy messages. Effective leaders invite creative input from their team and are not afraid to try something new.
<table>
<thead>
<tr>
<th>TASK 1:</th>
<th>TASK 2: Advocacy speech by YKP on need for comprehensive and inclusive sexuality education</th>
<th>TASK 3: Advertisement for condoms which targets young MSM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rap song about how HIV is transmitted</td>
<td><strong>TASK 4:</strong> Anti-stigma dance</td>
<td><strong>TASK 5:</strong> Advertisement for male or female condoms, which includes a demonstration of how to use them correctly</td>
</tr>
<tr>
<td>TASK 7: Game show competition in form of a Condom Race (see note below)</td>
<td><strong>TASK 8:</strong> Advocacy speech by YKP on need for access to a wide range of contraceptive choices</td>
<td><strong>TASK 6:</strong> Advertisement about safe injecting</td>
</tr>
<tr>
<td><strong>TASK 10:</strong> Quiz show with questions about STI, including HIV, prevention (ensure that this is included in case the participants need reinforcement of HIV basics)</td>
<td><strong>TASK 11:</strong> Mini-soap opera drama highlighting the choices YKP person made to use condoms</td>
<td><strong>TASK 12:</strong> Advertisement for condoms which targets clients of sex workers</td>
</tr>
<tr>
<td><strong>TASK 9:</strong> Advertisement for YKP friendly health service</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Concept note for YKP Got Talent TV Bonanza

<table>
<thead>
<tr>
<th>Target audience:</th>
<th>Topic:</th>
<th>Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Approach:</th>
<th>Time:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
How to play the Condom Race

Each group contributes three volunteers who will come up to the front. Allocate the following roles between the three volunteers from each group.

- Holder - Holds the cucumber
- Player 1 - Sits on a chair as the ‘body’ and must hold their hand behind their back
- Player 2 - Kneels behind Player 1 and reaches their arms around to become the arms for Player 1

It is the hands of Player 2 that will be responsible for the physical task of applying the condom which is held by the ‘Holder’.
Part 2: YKP Got Talent TV Bonanza

1.5 hours

Objective:
- To encourage the participants to find courage and freedom to express themselves in creative and humorous ways

Equipment:
- Prizes or certificates for performers (aim for one prize for every group presenting)
- A cleared space to be the performance area

Method:
1. Some of the facilitators should play the role of the TV Personalities who are hosting the YKP Got Talent TV Bonanza. These famous personalities may want to sing, dance or make speeches of their own as part of the show.
2. Some of the facilitators can act as the judges who rate each act (focusing on the positives).
3. Organise for the acts to appear between the advertisement breaks.
4. **Key messages:** We can develop our skills and confidence to be in front of others by seeking opportunities to practice these skills. It is possible for those engaged in advocacy to invite others to co-present with them if presenting on their own is daunting.

**Ideas for prizes**

<table>
<thead>
<tr>
<th>Best Slogan</th>
<th>Best use of Data</th>
<th>Most Creative Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech of Greatest Impact</td>
<td>Best Video Clip</td>
<td>Best Use of Costume</td>
</tr>
<tr>
<td>Best Display of Courage Under Difficult Conditions</td>
<td>Best Use of Humour</td>
<td>Best Use of Protection Messages</td>
</tr>
<tr>
<td>Best Display of Musical Talent</td>
<td>Best Display of Dance Talent</td>
<td>Best Use of Props</td>
</tr>
</tbody>
</table>
DAY 5

Leadership & Change
SETTING UP FOR THE DAY:
1. Organise chairs in a big circle, or if space does not permit, in a horseshoe formation.
2. Make sure the monitoring tool remains posted to one of the walls. It will remain throughout the five days, however, you will need to remind participants of its function and encourage them to use it at the beginning of each day.

DAY 5A. ACTIVITY 1: MOVING AS ONE

10 minutes

Objective:
» To explore the challenges leaders face in having people work as one team

Equipment:
» None required

Method:
1. Ask participants to stand in a large circle and explain that the aim in this game is for the group to follow the actions of the leader so that it looks as if the entire group is moving as one.
2. Appoint a ‘leader’ to begin and allow the group to try it out.
3. After a short time, appoint a different ‘leader’.
4. Ask the group what messages they saw in the game that relate to leadership. Ask them what messages they saw that relate to group work.
5. Key messages: Effective leaders assist their team to stay focused on their goals and objectives. A strong and shared sense of purpose helps people to work well together and to overcome personal differences.
DAY 5A. ACTIVITY 2: FOCUS OF THE DAY

5 minutes

Objective:
» To introduce the focus of the day

Equipment:
» None required

Method:
1. Explain that the final day will have them focus on their role as leaders working to consult and represent their communities. They will look at the sort of etiquette or guidelines for appropriate ways to manage themselves when working with the public. They will practice the skills of running a participatory meeting with a community group, and they will focus on how they are going to take learning from this course out in to their lives to make them useful.
DAY 5A. ACTIVITY 3: LEADING A PARTICIPATORY MEETING

60 minutes

Objective:
» To focus on the use of participatory tools for seeking other people’s views in meetings and workshops

Equipment:
» Large sheets of paper containing fish diagrams (one per group)
» Marker pens

Method:
1. Explain that before leaders seek to represent the views of their community, it is important for them to be in consultation with their community, so as they can understand the breadth of issues and speak legitimately on behalf of others, not just for themselves. The next activity will introduce them to the ‘Fish’ tool which is a tool that can be used in meetings or workshops to conduct a participatory needs analysis.
2. Organise participants into groups of six to eight.
3. Distribute a fish diagram and some marker pens to each group explain how it works:
   - Each group will put their objective at the head of the ‘fish’.
   - Along the skeleton of the fish they will write the strengths and resources that they already have that will help them to work towards this goal.
   - Along the waving lines they will write the barriers that they will have to work against in their efforts to move towards their goal.
4. Allocate each group one of the following objectives to work on using this tool (or have the groups identify their own objective):
   • Getting more young women involved in YKP support groups
   • Getting more YKP to get tested for their HIV status
   • Getting the local health clinic to be more friendly to YKP groups
   • Getting the local high school to run an HIV awareness activity
   • Getting the local clinic to support a peer outreach program for YKP

5. Once groups have had a chance to complete this task, ask them to report back firstly on the strengths and resources that they came up with, and secondly on the barriers that they noted.

6. Ask other groups to give a show of hands if they found they noted similar barriers or similar strengths despite having different objectives.

7. Ask the groups to comment on how the tool was helpful in structuring their conversation and how they think they could use it when consulting with community groups.

8. **Key messages:** Leaders need participatory tools if they are to support community members to have a voice and explain their situation. If we do not ask key populations directly, we may never have a clear understanding of what their most pressing needs are. A needs analysis tool is helpful when it identifies strengths as well as needs, as communities need to maintain a sense of hope and pride about what they have to contribute. Sometimes change occurs better through working with the strengths rather than through trying to remove all the barriers.

★ **Facilitator tip:** For alternative participatory tools see Wageningen Centre for Development Innovation website

www.portals.wdi.wur.nl/ppme/index.php?Home

www.portals.wdi.wur.nl/ppme/index.php?Participatory_Learning_and_Action

DAY 5B. ACTIVITY 1: COMPLETION GAME: ‘BALLOON GOALS’

10 minutes

Objective:
» To explore the strategies and strengths required within a team to achieve shared goals

Equipment:
» Two or three packets of balloons

Method:
1. Organise players into groups of about five or six.
2. Give each group at least three more balloons than there are group members.
3. Ask them to inflate and knot the balloons.
4. When the bell rings, the group is to toss all of the balloons up and then work together to keep them all in the air. Play one round of the game to allow group members to develop their skills.
5. Encourage them to take some time to discuss strategies that will help them to keep the balloons in the air for longer.
6. On the second round, play as a competition. If a balloon hits the ground then the team is eliminated. The last remaining team wins.
7. Ask participants to comment on what they noticed about the way the winning team played the game, i.e. what strategies were responsible for their success? Ask the winning group to comment on this as well. What other messages does this game contain about group work and achieving shared goals?
8. Key messages: Effective leaders encourage teams to learn from prior efforts and engage in strategic planning.
DAY 5B. ACTIVITY 2: SETTING GOALS AND OBJECTIVES

20 minutes

Objective:
» To teach about how people can work with their groups to set goals and objectives and to select strategies to help them work towards their objectives

Equipment:
» Flipcharts
» Marker pens
» The Journey Planning Tool (enough for one per group)

Method:
1. Explain what Goals, Objectives and Strategies are:
   • Goals are the big overall things you are working towards – such as universal access to health service or de-stigmatisation.
   • Objectives are some of the smaller stages you want to get to, along the way, that will help you to work towards the big goal – such as getting a media campaign happening or get a syringe exchange program in place, or getting a meeting happening, or a support group started.
   • Strategies are the things you plan to do, which will be the actions you take to work towards the objective, such as inviting people to a meeting, or preparing a statement for the media, or running focus groups to inform the local health service.

2. Explain that there are some different tools that can help with building the vision or goal and with thinking though what objectives and strategies might be. One is The Journey Planning Tool.

3. Describe The Journey Planning Tool. Put people into small groups to try it out by using it as a way to plan to meet the objective of staying connected with each other after this training. (Other options include giving small groups who come from the same organisation work together to think about what they are working towards after the training).

4. After some time, ask groups to report back on their ideas. Work out if the group will actually carry out some of these ideas so as they can stay connected.

5. Key messages: Effective leaders use planning tools to involve team members in mapping out their goals, objectives and strategies. They understand that to achieve a smaller sub-objective is worth celebrating, as it signals that there has been movement towards the overarching goal. Groups thrive when they have a sense that they are making progress.
### ‘The Journey’ Planning Task Sheet
for NewGen Leadership Post-Training Contact

#### Where are we now?
- Here you describe the current situation. You might include here:
  - What do we think we can offer each other?
  - What do we think we need or want from each other?

#### Where do we want to get to?
- With our overall goal in mind, what are some of the objectives we would like to meet along the way?
- How often do we want to be in touch? What do we want to share with each other?

#### How are we going to get there?
- What are our strategies or the actions we must take to help to meet our objectives?

#### What resources do we need?
- What are the tools, materials, processes, and technical support we need to do this?
- Do we need phones, computers, mail?

#### What resources do we already have?
1. What are our current strengths and resources, including our human resources?
2. Who already has ideas about how we can stay in touch?
3. Who has phones, access to computers and internet? Who can collect and send on communications?

#### How do we know we are on track?
- What are the indicators or signs that will show we are heading in the right direction towards staying in communication with each other?

#### How do we know when we’ve arrived?
- What are the signs that will show our objective of staying connected has been met?
DAY 5

DAY 5B. ACTIVITY 3: MY NEXT STEPS

achable in 30 minutes

Objective:
» To assist participants with identifying their own immediate short term objectives and planning the steps required to reach them

Equipment:
» My Next Steps (one per person)

Method:
1. Distribute the My Next Steps handout (one per person) and ask participants to take some time to consider a goal or an objective that they would like to achieve in relation to some of the themes that have been discussed in this training. Explain that these can be smaller objectives such as sharing their experience with a friend or seeking an opportunity to inform a group about the training.

2. Ask them to use the tool to plot their journey from the present situation to the future objective, detailing the specific steps required to achieve this in the circles on the diagram.

3. Explain that they should also consider the positive forces that will help propel them towards this objective, as well as the negative forces that might hold them back. They should list these inside the relevant arrows in the diagram.

4. Ask people to mix and find a trio and then to share their plans with their small group.

5. Ask for some volunteers to share their plans with the whole group. Thank them for the inspiration and modelling they provide for others.

6. Key messages: Effective leaders understand that when people share their plans with others this helps to enrich their sense of commitment and determination towards carrying out those plans. They know that declaring objectives and explaining strategies also provides inspiration and modelling for others.
DAY 5B. ACTIVITY 4: THE KNOTS GAME

10 minutes

Objective:
» To highlight that we need cooperation and persistence to solve problems

Equipment:
» None required

Method:
1. Ask all the participants to form a circle and join hands with other participants across the circle so that they form a giant human knot.
2. Once complete, the group must find a way of undoing themselves without letting go of each other.
3. Play the game again but this time without speaking.
4. Ask:
   • What sort of behaviours helped the group to solve the problem?
   • What messages can you see in this game that are relevant to our focus today on planning for actions in the real world?
5. Key messages: Effective leaders are good problem-solvers. They are not afraid to acknowledge that problems may be complex or that they may need to work hard to define a problem before they set out to devise a solution. They understand that problem-solving is a community concern and that a community can be made stronger by working collaboratively to address the challenges that they face.
DAY 5C. ACTIVITY 1: CHANGE STORIES ON VIDEO (OPTIONAL)

20 minutes

Objectives:
» To inspire and inform participants with examples of change actions or speeches that have been taken by YKP groups
» To showcase work and campaigns by convenors/stakeholders, including the use of social media and modern technology.

Equipment:
» Some inspirational change videos (Eg. Young People and the Law in Asia and the Pacific, by UNESCO and Youth LEAD www.youtube.com/watch?v=FctboalRw9Q)

Method:
1. Explain that the group will watch some videos of YKP giving inspiring speeches and other videos which show some of the accomplishments or change projects led by YKP
2. After watching each video, ask participants to name the various features of the accomplishment, i.e. state what they see has been accomplished, say how they are encouraged or affected by watching it, or name some of the ways in which the example can provide good role modelling. Ask people to refer back to some of the work done across the last four days to help them to identify what is promising about what they have seen.
DAY 5C. ACTIVITY 2: SITTING CIRCLE

10 minutes

Objective:
» To highlight that we all have a part to play in supporting the change effort

Equipment:
» None required

Method:
1. Let people know that this is a body contact game so some may first prefer to watch to see if they are comfortable to play. Also those with bad knees or backs might like to watch first and then assess if they want to play in round 2.
2. Ask players to stand in a very tight circle, all facing in the one direction.
3. People should be able to touch the elbow of the person in front of them.
4. On command they slowly sit so each is sitting on the knee behind and supporting the one in front.
5. Highlight that it is the group’s responsibility during the game to ensure that they do sit on the knee of the person behind them or else they put everyone at risk of falling.
6. Once they are ‘seated’ ask them to raise and wave their hands and then to slowly stand.
7. Repeat the exercise and offer for those who stepped out to join if they want or to pose in the middle for a picture.
8. Ask what messages can be seen in this game for those involved in change efforts.
9. Key messages: A strong team is one in which every person provides support and accepts support. Those who do not accept support run the risk of burning out. An effective leader understands that they must be supported as well as be supportive.
DAY 5C. ACTIVITY 3: GROUP REFLECTION - VALUE STATEMENTS

0 20 minutes

Objective:
» To assist participants identify specific elements of the course that were valuable to them and to have their choices affirmed by others

Equipment:
» Plain slips of paper (one per person)

Method:
1. Distribute a slip of paper to each participant.
2. Ask the group to reflect on the course and to think about one aspect that they found particularly valuable for them, and to write it down on their slip.
3. Ask participants to place their slips on the ground, face up, so that they form a large circle and have the group walk around the circle, reading the variety of things that has been written.
4. Ask each participant to go and stand behind the value statement that they agree with the most.
5. Have some of the participants read out the statement they are standing behind and say something about why they chose this one.
DAY 5C. ACTIVITY 4: COMPLETING THE PERSONAL LEARNING MONITORING TOOL

15 minutes

Objective:
» To use the personal learning monitoring tool to reflect on the workshop experience

Equipment:
» Personal learning monitoring tool (from Day 1)

Method:
1. Ask participants to complete and to look back over their personal learning monitoring tool.
2. Ask them to share some of their reflections with a partner or small group.
3. Point out that this tool is a kind of monitoring tool which was used as a place to keep track of what was happening as well as a way to do some thinking to deepen the learning.
4. Ask some to share what they have learnt from the process of reflection.
5. Ask how a tool like this might be useful in their leadership or change work.

6. **Key messages:** Effective leaders invite people to reflect on what has been learnt as well as to think forward into what must be done. A good record of the activities conducted by the group will help to sustain the memory of what has been accomplished.

DAY 5C. ACTIVITY 5: FORMAL EVALUATION

20 minutes

Objective:
» To collect feedback data for the course evaluation

Equipment:
» Evaluation sheets (example provided)

Method:
1. Distribute the formal evaluation sheets.
2. Give participants some time to complete the feedback.
DAY 5D. ACTIVITY 1: FORMAL CLOSING

20 minutes

Objective:
» To complete the training, review its significance and to acknowledge those who have funded and supported it as well as those who will take the learning forward in their communities

Equipment:
» Video or photographic summary of activities of the five days

Method:
1. Organise a viewing of the video or PowerPoint presentation of photos made to record the training.
2. Invite a representative of the participant group to give a speech of thanks.
3. Invite the formal leader or dignitary of the project to give a speech and to handout the completion certificates to each participant.
4. Invite other organisers and facilitators to give a speech of thanks.
5. Close the workshop with a game which celebrates everyone who was there, e.g. replay the name echo game used on day one. This is an opportunity to celebrate the presence of all who helped to make the group experience.
Optional Booster Activities

These activities are grouped into four sub-sections. They are designed to provide opportunity to focus on:

- The emotional side of leadership
- Self-care in relation to the stresses and challenges of leadership
- Advocacy skills for leadership
- Consultation skills for leaders
1. Activities exploring the emotional side of leadership

These activities designed to help participants to understand and manage the emotions associated with leadership and responsibility. This awareness can help to build peer support and to lay the foundations for good self-care and help-seeking.

**ACTIVITY: ANIMAL CATEGORIES GAME**

- **Time**: 5 minutes

**Objective:**

» To introduce the focus of the session

**Equipment:**

» Animal character cards

**Method:**

1. Explain that the first game will involve them all turning into animals. It is partly to mix them up, but also this will be a chance to think about how people can seek out those who are similar to them. This can be both a strength and a challenge for leaders who often need to reach out to different groups and bring them together for dialogue, planning and action.

2. Give each person an animal character card that tells them if they are a dog, chicken, buffalo, or snake. They do not show this to anyone.

3. Tell them how many cards you gave out in each category (e.g. ‘there are five in each category except snake which has only four’).

4. Ask the players to stand up and mix evenly within the space made by the circle of chairs. When the whistle blows, they are to close their eyes. The only sound they can make is that of their animal (dog can bark, chicken can cluck, snake can hiss, and buffalo can moo). They need to find the other members of their animal group, moving slowly in the room as everyone has their eyes shut. Once they find another of the same animal they should join hands with that person and stay together until all in their group are found.

5. The game is finished when everyone has found their group or when the facilitator calls stop.

6. Discuss: What messages did you see in that game for leaders who want to work with different groups of people or who want to show how different groups may have some similar needs?
### Animal categories cards

<table>
<thead>
<tr>
<th><img src="image" alt="Dog" /></th>
<th><img src="image" alt="Chicken" /></th>
<th><img src="image" alt="Buffalo" /></th>
<th><img src="image" alt="Snake" /></th>
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<tbody>
<tr>
<td><img src="image" alt="Dog" /></td>
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ACTIVITY: TALKING ABOUT FEELINGS

⏱️ 15 minutes

Objective:
» To focus on the importance of understanding our own emotions and empathising with others emotions as a key skill for leadership, peer support and for self-care

Equipment:
» Emotions words or faces cards

Method:
1. Explain that for leadership, self-care, and for peer support it is useful to be able to talk about our emotions, and empathise with others.
2. Organise groups of around four or five in size.
3. Give each group a set of feelings picture or word cards.
4. Ask one person to put their hand in and select a card. They read out the emotion and then ask people in the group to first make a statue to show this emotion.
5. The group guesses and then is told the right answer. Then each in turn share about something that can lead to them feeling this emotion, or about when they experienced feeling. (Remind people just to pass if they do not want to share, and for those who do share to do so at a level that is comfortable in this group situation.)
6. When they have completed one emotion, card, they should continue with the emotion held by the next person.
7. Ask groups to report back on what it was like to play this sharing game.
8. Ask:
   • What kind of responses do you want from people when you share your feelings with them?
   • If you are providing peer support for another young person, what kind of responses do you think you should give if they are sharing their emotions?
   • When might a leader particularly need to draw on the skills of emotional self-awareness?
### Feelings Words Cards

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<tbody>
<tr>
<td>sad</td>
<td>loving</td>
<td>hopeful</td>
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<td>disappointed</td>
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<td>excited</td>
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<tr>
<td>anxious</td>
<td>proud</td>
<td>embarrassed</td>
</tr>
<tr>
<td>hurt</td>
<td>afraid</td>
<td>depressed</td>
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</tbody>
</table>
ACTIVITY: THE MIRROR GAME

⏱ 10 minutes

Objective:
» To introduce the concept of empathy

Equipment:
» None required

Time:
10 minutes

Method:
1. Play the Mirror Game as a way to show that we need to focus carefully on the body signals as well as what is said when people are sharing about their emotions. Encourage participants to think about the experience of strong peer support as they play the game. Supportive leaders pay special attention to the needs and signals of others, as they will in this game.
2. Organise the participants into pairs.
3. Ask the partners to stand opposite each other. One will take the lead first.
4. The lead person will make slow movements and the partner will copy them, trying to create the effect of a mirror. It is good to start with slow movements of the hands or head. Persons watching should not be able to tell who is leading and who is following as both will be moving in the same way.
5. After some time ask the player to swap the lead from one to the other. They may also try some harder moves and see if they can still stay together.
6. After the game ask: What can a leader do to show they understand and respect some of the emotions their group might be dealing with?
ACTIVITY: TELLING PEOPLE HOW YOU FEEL

Objective:
» To introduce the technique of the ‘I statement’ as a skills for leaders to use to way to communicate about emotions

15 minutes

Equipment:
» None required

Method:
1. Explain that when we are in leadership roles or in close relationships, we will experience strong emotions from time to time. Sometimes it is helpful to tell people how we feel. This can be done through an ‘I statement’ in which we explain the emotion quite clearly along with any request that we have.

2. The following format can be useful:

3. I feel (emotion) when you (describe the action), so can you please (request)

4. For example: I feel worried that something has happened to you when you disappear from the workshop without telling anyone. So can you please pass on a message if you need to leave or are going to be late.

5. Explain that talking in ‘I statements’ may require some practice and the next exercise will give them a chance to make up their own ‘I statements’.

6. Each person should choose a situation that is not too private for this exercise as they will share it with their partner.

7. Ask the first person to tell their partner of a situation in which they could use an ‘I statement’. Tell them what your main emotion is. Make an ‘I feel’ statement and try it on your partner. Then swap so as both people get to have a turn. Give each other some feedback and try another one.
ACTIVITY: REFLECTIVE LISTENING

15 minutes

Objective:
» To introduce the communication skill of reflective listening

Equipment:
» None required

Method:
1. Explain that when we are trying to talk with partners or team members when emotions are running high, it can be easy to end up in an argument, or with people feeling not heard, not understood or not respected. One technique that can help to avoid this is called Reflective Listening.

2. How reflective listening works is that you listen carefully to what the other person is trying to say to you. Then, instead of responding with what you want to say back, you first take the time to make sure you have understood them, and to let them know you understand what they are trying to say by summarising or checking it back with them. Demonstrate this skill.

3. Reflective listening is a skill that improves with practice. The next exercise will provide a chance to practice.

4. In pairs, one person will tell their partner about some situation that they feel is quite annoying or frustrating.

5. The partner will then use reflective listening to sum up and check back that they have understood the story and their partner’s emotions.

6. Give your partner some feedback on how well they did the reflective listening.

7. Then the pairs should swap roles and repeat the exercise.
2. Activities exploring self-care for leaders

These activities are designed to have participants develop skills and strategies for managing the stresses of leadership.

ACTIVITY: THE CONDOM-CARRIAGE RELAY GAME

5 minutes

Objective:
» To introduce a focus on responsibility and self-care for leaders

Equipment:
» Packets of condoms
» Scarves or cloths

Method:
1. Point out that the game will test their cooperation skills. It will also remind them of the responsibility for self and partner care.
2. Organise two or three teams.
3. In each team the players form pairs. Each pair stands side by side and ties their inner leg together with a scarf or piece of cloth. To walk they must coordinate the movement of their legs.
4. Gather the pairs one behind each other so as the teams are ready for their race. Down the other end of the room place a chair for players to run around.
5. Give the first in line for each team a box of condoms to carry. This box must be carried by the couple - it represents their partnership.
6. The first couple from each team begin by rushing to one end of the room. They are tied together and they carry the box of condoms. They run as best they can with their legs tied together. They run around the chair and then return to the line to pass the box to their team mates who then continue the relay race.
7. The winning team is the one that has their last pair return first with the box.
8. Discuss: What are the key messages that you can see in this game for leadership and self-care?
ACTIVITY: HELPING HANDS

15 minutes

Objectives:
» To promote help-seeking as well as help-providing as a skill for leadership
» To identify people who they can turn to when they need help
» To identify people who already contribute to, support or help them
» To identify ways in which they provide help to others

Equipment:
» Paper and marker pens

Method:
1. Introduce the Helping Hands image as ways to record information about who they could turn to for help and who already provides them with support. Point out that leaders who achieve great things not only contribute a lot to helping others, but are also people who draw a lot on the help of others.
2. Ask participants to draw three helping hand images.
3. On the first they identify five people from whom they have already received some form of contribution or help.
4. On the second they make the name or a symbol for five different people who they have helped in some way.
5. On the third, they list five people or agencies they could turn to for help if needed.
6. Ask some of volunteers to share their answers.

Example:

I could ask these people to help me out:

I received this help from these people:

I helped these people:
7. Explain that leaders who feel appreciative or grateful for the things that others do for them, and who are not afraid to ask others to help, tend to be happier and to cope better with the stress and challenge of leadership. Being appreciative of others, and making assertive requests are both important leadership skills.

8. Invite participants to make a thank-you note for someone whose contribution they appreciate. Then they may even like to deliver or send the note, or speak their thanks in person.

9. Point out that acknowledgement and authentic thanks is a key skill for leadership.

10. Organise for the group to make a display of helping hands!

**ACTIVITY: OPTIMISTIC SELF-TALK**

⏰ 15 minutes

Objectives:
» To investigate the concepts of positive and negative self-talk
» To practice using positive self-talk

Equipment:
» None required

Method
1. Explain that they are going to look at how their minds can play a part in helping or hindering their response to the pressures of leadership.

2. Write the term ‘self-talk’ on the flip chart. Ask participants to guess what they think this term means.

‘Self-talk’ refers to the conversations that we have with ourselves in our heads. Sometimes our level of upset is made worse by our ‘self-talk’ or the things we say to ourselves about what that experience means.

For example, I might make a mistake explaining something when speaking to the group. I could say to myself – ‘no problem – just slow down and explain again’, or I might tell myself ‘stupid idiot, you are no good at public speaking’. In the second version I am going to feel a lot more upset. And maybe feel like giving up.

This talk we do in our head is called our self-talk and it makes a big difference to how we cope with the challenges of leadership. If leaders tell themselves only negative things it can make it hard to keep going or even to get started! Being optimistic and using positive self-talk can help leaders to take the courage needed to work on challenging issues and to maintain determination and effort when the going gets tough.
3. Explain that they are to create a short role-play in which they will act out what someone’s self-talk or thinking might sound like as they prepare to make a speech to a stakeholder meeting happening the next day. They will work in trios. One person is the body of the character and the other two take the roles of negative (pessimistic) self-talk and positive (optimistic) self-talk that happens inside this person’s mind. The negative-self talk and the positive-self talk will be arguing with each other. At the end, the person playing the body will say which side they think was making the stronger argument.

4. The role-play should be time limited to one minute. Ask one or two to present their role-play. At the end of each presentation ask:
   - What kinds of messages was the negative self-talk sending?
   - What kinds of things did the positive self-talk argue?
   - How can we make the positive self-talk more convincing than the negative? (Hints – make it specific and practical. E.g. you have some facts and a strong message.)

5. Challenge them to find a way to have the positive self-talk win the argument. Organise a re-play to pick up on any suggestions, or swap another player in to make the argument more convincing.

6. Point out that the best way to deal with negative self-talk is to argue back with positive self-talk. This is a skill we can get better at with practice. Therefore it is important for us to notice our own negative self-talk and make up positive self-talk to argue back. This helps to put a coach inside our own heads – a coach that encourages and gives positive and practical advice.

7. Optional. Invite the group to repeat the activity with a scenario of their own choice. It should be one where the person is facing a challenge.
ACTIVITY: SOFT CLOUD GAME

10 minutes

Objectives:
» To focus on the need for leaders to be able to calm themselves when they feel intense emotions or stress
» To practice some calming strategies

Equipment:
» Gentle meditative music

Method:
1. Explain that the next activity will provide a chance to practice a relaxation technique.
2. When we experience intense emotions, these feelings are ‘embodied’ – that means they are felt in our bodies, not just in our minds. Our responses might include reactions like difficulty sleeping, crying, palpitations (rapid heartbeat), sweating, goose bumps, nausea, trembling, shivering, headaches, stammering, difficulty speaking, lump in the throat, difficulty concentrating, having nightmares, being short-tempered.
3. For us to manage these reactions we often need a way to physically calm ourselves. A guided relaxation is one way to do this.
4. Ask participants to find a space in the room and to sit comfortably and close their eyes. Put on meditative music and read the Soft Cloud Story (see next page):
5. When finished ask:
   • What happened to your level of tension?
   • How did your body feel?
   • What things were going through your mind?
   • How do you feel now compared to before the exercise?
   • What sorts of strategies can leaders use to self-calm during meetings or workshops?
   • What other strategies do you find useful?
SOFT CLOUD STORY

Lie on your back. Close your eyes. Stretch your fingers, then let them relax. Scrunch your toes, then let them relax. Tighten your back, and neck and face, then let them relax. Allow your body to relax and be quiet. For the next couple of minutes, just a little time, ask your body to be still and your ears to listen. You are going to take a journey in your imagination.

Imagine yourself lying on a soft white cloud which has settled down to earth. It is like a bed of feathers and it makes you feel light, and soft and safe. You feel your tension seeping away as the cloud starts to lift you softly.

You are feeling very calm and relaxed as the soft cloud lifts you and a gentle breeze flows past you.

As you are riding, you see a beautiful world beneath you. There are trees, long lakes, and bubbling rivers. There is soft green grass under a shady tree. Your cloud takes you down and settles you so you can walk on the green grass. You have come to meet a person who brings you a message of hope for all you want to achieve in your life. You listen while they give you some words of advice, and then you thank them. It is time to leave. You lie back on your soft cloud and again it lifts. You see the beautiful places of the world beneath you. You keep the warm words of advice in your heart.

As the cloud brings you back it slowly settle. You find yourself back in the workshop room. You wiggle your fingers. You wiggle your toes. You take an energy breath. You open your eyes and sit back up.

Think for a moment, Write down a few words to remind you of that advice. Then share what you choose with a partner.
**ACTIVITY: SELF-CARE AND COPING STRATEGIES**

**Objective:**
- To introduce the use of coping strategies for self-care

**Equipment:**
- Coping Styles and Strategies

**Method:**
1. Explain that we all have many different coping strategies that help us to deal with the stress and challenges in our lives. A coping strategy is something we do to help us feel better, or to keep going (or persist) when things get tough. Give a few examples of your own preferred coping strategies. Ask participants to provide some examples of coping strategies.

2. Introduce the notion that coping strategies can be grouped into different types or categories. Provide the following five categories, giving an example for each category and asking participants to add others.
   - **Energetic Activity:** include things like exercise, sport, dance, active play which can help lift your mood.
   - **Self-Calming Activity:** includes things that calm you down, like drawing, mediation, praying, being in a quiet space, listening to soothing music, taking a shower, snuggling in bed.
   - **Social Activity:** includes things to connect you with others like talking things over, chatting, help-seeking or spending time with others.
   - **Shift Attention:** this includes things that take your mind to a different place like reading, watching TV, playing games, doing a favourite hobby.
   - **Organisers:** this includes activities that help you plan and get organised, like making lists, tidying up, making a plan, organising an activity, making a game plan.

3. Ask each person to draw up their own ‘Positive Coping Plan’. Challenge them to include 20 coping strategies, with at least one strategy from each of the five categories. Give them a copy of the Coping Styles and Strategies handout to help them with this.

4. Ask them to present to a small group when they are done.

5. Point out that across the New Gen training there are also opportunities for the group to use each of these types of coping strategy – such as a dance or song, networking and sharing through the tasks and in the breaks, getting organised in the planning time, shifting attention when listening to others, and calming down when doing the quiet games.
# Coping Styles and Strategies

<table>
<thead>
<tr>
<th>Energetic Activity</th>
<th>Includes things like exercise, sport, dance, walking, or cycling which can help lift your mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Calming Activity</td>
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</tr>
<tr>
<td>Social Activity</td>
<td>Includes turning to others for support, chatting, talking things over, help-seeking or connecting with or spending time with others</td>
</tr>
<tr>
<td>Shifting attention</td>
<td>Includes things that take your mind to a different place like reading, watching TV, playing games, doing a favourite hobby</td>
</tr>
<tr>
<td>Getting Organised</td>
<td>Includes activities that help you plan, get organised, like making lists, tidying up, making a plan, organising an activity, making a game plan</td>
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</tbody>
</table>
Activities exploring advocacy about cross-cutting issues
These activities are designed to help participants to develop their advocacy skills.

ACTIVITY: ROBOT AND CONTROLLER GAME

5 minutes

Objective:
» to introduce the concept of responsible leadership and followership

Equipment:
» None required

Method:
1. Organise participants into pairs. One will be the robot and one the controller.
2. The controller stands opposite the robot and raises his/her hand with palm facing the robot’s face. The robot must keep his/her face the same distance from the controller’s hand at all times. The controller will signal through hand movement where s/he wants the robot to move as s/he takes the robot for a walk around the room. This should be done without speaking. S/he may move the robot forward or backwards, up or down, as they progress around the room. Play for one minute.
3. Signal that it is time to swap roles.
4. Repeat the game for one minute.
5. Stop the game. Ask:
   • Where in real life situations do people have the experiences that were sampled in the game?
   • What effects can this have on the person in power?
   • What effects can this have on the person who must please the one in power?
   • What lessons can we learn from this game about how to assert our own needs and consider those of others?

6.
**ACTIVITY: ANYONE WHO GAME**

⏰ 5 minutes

**Objective:**
» To mix the group and to emphasise the importance of respect for difference

**Equipment:**
» None required

**Method:**
1. Explain that the next game will be to mix the group and to remind everyone that there are both similarities and differences between the people in the group, but that everyone is welcome.
2. Seat participants on chairs arranged in a circle.
3. The facilitator stands in the centre of the circle. She does not have a chair. She calls out ‘Anyone who...’ and adds some information (for example: ‘Anyone who likes ice cream’). When she calls the category, all players of that category must move to a different chair. (All those who like ice cream must leave their chairs and find a different chair.) At this time the leader will rush to a chair and the last person left without a chair will make the next call in the game.
4. The next person will then make a new call. (For example, she might say ‘Anyone who came here on a bicycle’. Then all those who came on a bicycle must swap to new seats).
5. Play a few rounds of the game. By this time participants will be seated in a mixed arrangement and some differences and similarities will have been noted.
ACTIVITY: IDENTIFYING CROSS-CUTTING ISSUES

20 minutes

Objectives:
» To identify the range of health, education and employment issues that can affect YKPs
» To understand that advocacy for YKPs should not be restricted to health issues but should also include the other education, employment, housing and family issues that affect their lives

Equipment:
» Three different colours of slips of paper or Post-it notes
» Pens

Method:
1. Explain that this task will ask people to think up all the different health, education and employment challenges that can affect YKPs.
2. Put people into groups.
3. Ask them to brainstorm on to separate slips of paper all the different health, education and employment issues that affect YKPs. (Put Education on one colour and Health and Employment on two other colours).
4. Ask groups to report back on what they put on top of their lists. One group can share their Education list, another can share their Employment list and a third can share their Health list.
5. Ask people to stay in their groups for the next activity.
ACTIVITY: MY ISSUES IN YOUR STORY

30 minutes

Objective:
» To explore the interconnected nature of the issues that affect YKPs

Equipment:
» Case story brainstorm sheets (one per person)
» Pens

Method:
1. Stay with the group from the last activity. The next activity will ask us to think about how the Health, Education and Employment issues play out in the lives of individuals.

2. Each member of the small group is asked to make a case story based on their experience of a youth health or wellbeing issue in their country and area of interest. This should not be their own story – but rather something they are familiar with. It should be an ‘in-between story’ not a ‘worst-case’ story or a ‘best-case story’. The Case story handout with four guiding questions assists them to focus their story. The four questions are: Who is the young person? What is the issue or problem that the young person is experiencing? Where is the young person? Who else is affected?

3. Give an example: such as My story will have Who is the young person? A boy who has migrated from the rural area. He is 18 years and works washing dishes in a local restaurant. What is the issue or problem that the young person is experiencing? He has fallen in love with an older worker who is the owner of the restaurant. This man has told him that because they are so close and loyal to each other they no longer need to use condoms when they have sex. Where is the young person? The young person is in the bedroom of his lover at the time when his lover has suggested that they no longer need to use condoms. The boy fears he may lose his relationship or his job if he does not go along with the request of the restaurant owner. Who else is affected? The boy, his lover, his family and his workmates, possible future sexual partners.

4. Once people have written their story, the short case story is then shared in turn around the circle in the small group.

5. After the stories are told, look to see what is similar in the stories. The group members should see if they can find something on another story that is also in their story. Give an example - You may find that power differences in relationships is in more than one story, or that the need to take health risks because of economic pressures is in more than one story.
6. The groups then choose one of the stories and consider – what *health, education* and *employment* issues are in that story? They take the slips of paper from the previous brainstorm, and place all those they think might be at play in the case story onto the story template.

7. In plenary mode a short feedback session is used to listen in to the selected case story and to note the selection of health issues identified to exist in this story. Facilitator highlights the obvious interconnected nature of youth health, education and employment issues and the associated need for joined up responses to improve the situation for YKPs.

8. Ask participants to reflect in pairs on the implications of this exercise for the work they are involved in with or for young people. Ask some pairs to report back to the plenary.

9. **Key messages:** It is too simplistic to consider only the health needs of the young person. People need access to education and employment to make and maintain a healthy life pathway for themselves. Economic vulnerability is a major risk factor for HIV and unequal power relations makes it difficult for people to protect themselves. Leaders need to be able to speak about the way in which health, education and employment issues interrelate in the lives of young people.
## Case Story Brainstorm Tool

Think of a youth health issue related to a member of a particular key population group. Present this as an individual example e.g. Who = 17 year old girl working some evenings as a sex worker; What = thinks she may be pregnant and worried about how to get health services; Where = living and working in house with many other girls; Who else is affected = her friends, the clinic workers, her boss, her family if she goes back to them.

<table>
<thead>
<tr>
<th>Who is the young person?</th>
<th>What are the key issues or problems?</th>
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<table>
<thead>
<tr>
<th>Where is the young person?</th>
<th>Who else is affected?</th>
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Activities exploring consultation

These activities are designed to help participants to learn how to use participatory consultation techniques for use in meetings and in grassroots consultations.

ACTIVITY: CHAIN TAG GAME

5 minutes

Objective:
» To mix and energise the group
» To introduce the concept of independence of mind in group situations

Equipment:
» None required

Method:
1. One person starts to chase the others. Each person that they catch must join the catcher by holding their hand. The persons on the end of the line continue to catch new people, until a chain is formed and all players have been caught.
2. Ask what messages people see in this game. Ideas include:
   • It can be fun to get caught up in what our friends are doing
   • It can be hard to escape the effect of what our friends are doing
   • There may be a leader that most of our friends are following
   • There may be times that we don’t want to get caught up in something we don’t agree with, but it can be hard to escape
3. **Key messages:** We all follow leaders in different areas of our lives. However, we should not be blind as followers to what the leaders ask us to do. In peer pressure situations we are not sure sometimes who the leaders are, we just follow what every one else is doing. The important thing is that we think for ourselves and find ways to only do what we think is right for us even if that is not the same as what others seem to think.
ACTIVITY: USING RANKING TOOLS FOR PARTICIPATORY MEETINGS

25 minutes

Objective:
» To introduce the ranking tool and show how it can be used to establish priorities as part of a participatory approach to consultation or planning

Equipment:
» Slips of paper or post it notes (25-20 per group);
» Pens

Method:
1. Explain that when leaders represent communities they not only need to understand the barriers and drivers that influence change, but also they need to know what the priorities are. Not everything can be done at once so it is important to be able to prioritise from most to least urgent or most to least important. On a practical level it is also important to be able to rank from most to least expensive or most to least sensitive. Ranking tools can be used to involve the community in thinking through and sharing their priorities. They can also be used a team planning tools.

2. Organise participants into groups of four to six and distribute a collection of blank paper slips or sticky notes to each.

3. Explain that this activity will introduce participants to a participatory ranking tool that can be used in meetings or workshops. First they will brainstorm a list of needs for their target group, writing each need on a separate slip of paper. Then they will rank the slips from most needed to least needed. The group will aim to come to agreement on their ranking but if they can’t they will explain why.

4. Ask groups to choose one of the four topics on which to focus and then to brainstorm all the needs that they can think of in relation to that topic, writing one need per slip.

Topics:
• This is what needs to happen to de-stigmatise people living with HIV
• This is what needs to happen to educate young people about HIV prevention
• This is what a particular YKP group (pick a particular key group) needs from their local health clinic
• This is what a particular YKP group (pick a particular key group) needs from their local school
5. Allow them 10 minutes to complete.

6. Explain that once they have their collection, they must distribute the slips between the group members and proceed to rank them, one at a time, placing the most important/urgent needs at the top, decreasing in importance down to the bottom. Try to reach a consensus between the group members as to where each slip should be placed. This may require the explanation and justification of views. (If participants have used post it notes for this activity, they can stick their ranked lists to the wall or onto a larger piece of paper.)

7. Allow groups 10 minutes for this task and then ask a couple of groups to report back on some of their highest, lowest and intermediate ranking needs. Ask presenters to explain their choices and look for differences/similarities between groups who worked with the same topic.

8. Ask people to comment on what use they think they could put this tool towards in their community consultations.

9. **Key messages:** Point out that in advocacy work leaders need to have a good understanding of what the priorities are for their communities. A leader who uses participatory methods with their community groups will become better informed and will also develop a sense of inclusion and respect for the contributions of their group. This is a respectful way to work with groups.
ACTIVITY: FOCUS GROUP SIMULATION

25 minutes

Objective:
» To rehearse the skills needed when conducting focus group consultations with grassroots members of YKP groups

Equipment:
» Role cards (one set per group)
» Interview questions (one per group)
» Flipchart
» Marker pens

Method:
1. Explain that now the participants will get to practice their skills in consulting the community in a friendly and respectful way by role-playing a grassroots consultation or focus group.
2. Organise people into groups of 10. Ask groups to brainstorm a set of advice for YKP members who are to conduct a grassroots consultation or focus groups with community members.
3. Once groups have completed this, ask one group to report back and the others to listen and just add any extra advice that they have.
4. Explain that this advice will be kept in mind during the next role-play about conducting a grassroots consultation. Remind people that advice is easy to give but harder to carry out!
5. Explain that each of the players will play a part in a role-play of a grassroots focus group consultation about YKP issues. Often young leaders are asked to consult with others or to conduct focus groups on behalf of research projects or community consultations.
6. Each player will be given a role-card which explains who they are, and how they behave. The interviewer and note-taker will find the main questions that are to be asked are on their card. They will also need to ask other questions in response to what is said.
7. Once each person has their card they should read it out to their fellow players to give everyone a sense of who is in the meeting.
8. The YKP interviewer should begin the session with their greetings and then the questions. The note-taker should take the notes.
9. After the groups have had some time to conduct their consultation, bring the groups back together.
10. Ask those who played interviewers and note-takers:
   - What was challenging?
   - What was rewarding?
   - How easy was it to carry out the advice given in the previous activity?
   - What advice would you give yourself if you had to do this job in real life?

11. Ask those who played the grass-root members of the group what it was like to play that role. Ask:
   - What was challenging?
   - What was rewarding?
   - What advice would you give to yourself if you had to do this job in real life?

12. Add any new pieces of advice as notes on the flip chart developed in the previous activity.

13. **Key messages:** Effective leaders tune in to the needs of the community members they represent. Effective leaders are good listeners and good researchers. They ask questions and seek to learn from responses. They recognise that they can only represent the needs of their communities well if they are in communication with the grass-roots.
## Role cards

<table>
<thead>
<tr>
<th><strong>INTERVIEWER</strong></th>
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<tbody>
<tr>
<td><strong>Gender:</strong> Your own</td>
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<tr>
<td><strong>Age:</strong> Your own</td>
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<tr>
<td><strong>Work:</strong> YKP interviewer running the focus group</td>
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<tr>
<td><strong>HIV status:</strong> Remains unknown</td>
</tr>
<tr>
<td><strong>Experience as YKP:</strong> Not declared</td>
</tr>
</tbody>
</table>

**THE QUESTIONS:**
- What are the main problems that YKPs are experiencing in this neighbourhood?
- What experiences are they having in using existing services?
- Do they have any additional needs? If so, what are the most urgent needs?
- Is there anything happening that is helpful for YKPs?
- Do all YKP groups have the same needs?

<table>
<thead>
<tr>
<th><strong>NOTE-TAKER</strong></th>
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<tbody>
<tr>
<td><strong>Gender:</strong> Your own</td>
</tr>
<tr>
<td><strong>Age:</strong> Your own</td>
</tr>
<tr>
<td><strong>Work:</strong> YKP note-taker assisting in running the focus group</td>
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<tr>
<td><strong>HIV status:</strong> Remains unknown</td>
</tr>
<tr>
<td><strong>Experience as YKP:</strong> Not declared</td>
</tr>
</tbody>
</table>

**THE QUESTIONS:**
- What are the main problems that YKPs are experiencing in this neighbourhood?
- What experiences are they having in using existing services?
- Do they have any additional needs? If so, what are the most urgent needs?
- Is there anything happening that is helpful for YKPs?
- Do all YKP groups have the same needs?
### CHARACTER 1:
*Gender:* Transgender  
*Age:* 23  
*Work:* Karaoke Bar  
*HIV status:* Known to be Negative  
*Experience as YKP:* Trouble getting services.  
Very distressed that medical services do not understand what a transgender person is.

### CHARACTER 2:
*Gender:* Male  
*Age:* 30  
*Work:* Businessman who runs a Karaoke Bar  
*HIV status:* positive  
*Experience as KAP:* Gained a positive status as frequent client of sex workers while travelling for business.  
Makes money from sex workers in his business. Now wants to help prevention efforts for young workers.

### CHARACTER 3:
*Gender:* Female  
*Age:* 25  
*Work:* Factory worker who has two children, one is positive and one is negative  
*HIV status:* Positive  
*Experience as YKP:* Has difficulty affording medicines for herself and her children.

### CHARACTER 4:
*Gender:* Male  
*Age:* 20  
*Work:* Part time sex worker  
*HIV status:* Tested but did not go back to collect results  
*Experience as YKP:* Uses injecting drugs for recreational purposes.  
Does sex work with men to earn a living and to get money for drug.  
Has been locked up and beaten by police many times.  
Difficulty finding work as migrant worker.
<table>
<thead>
<tr>
<th>CHARACTER</th>
<th>Gender</th>
<th>Age</th>
<th>Work</th>
<th>HIV status</th>
<th>Experience as YKP</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Male</td>
<td>23</td>
<td>Works for telephone company selling mobile phones</td>
<td>Positive</td>
<td>Young gay man who has had some older lovers, one who got him his current job in the phone company. His partner is also positive. They cannot be known as MSM at work.</td>
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<tr>
<td>6</td>
<td>Male</td>
<td>19</td>
<td>University student</td>
<td>Unknown and scared to get a test.</td>
<td>Seeks sex with other young males who he meets on the internet. Member of university theatre group where he finds encouragement to be proud of his MSM status.</td>
</tr>
<tr>
<td>7</td>
<td>Female</td>
<td>18</td>
<td>Secretary in large engineering company</td>
<td>Unknown and scared to get a test.</td>
<td>Does sex work part time with wealthy businessmen to help support her family living in rural area.</td>
</tr>
<tr>
<td>8</td>
<td>Female</td>
<td>22</td>
<td>part time employed mother of one child who is also positive. She works part time as cleaner.</td>
<td>Positive</td>
<td>Contracted HIV from husband who is now dead. Did not find out her status until baby was born. Difficulty remembering to take her medicines and to give her child medicine.</td>
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</tbody>
</table>
Example Evaluation

1. What is your age?
   - Under 18
   - 18-20
   - 21-24
   - 25-30
   - 31-35
   - 36+

2. What is your gender?
   - Male
   - Female
   - Transgender

3. What country do you live in?

4. What country were you born in?

5. Do you live in a city or a regional area?
   - City
   - Rural
   - Regional area
   - Other – please specify

6. What is your religion?
   - Christian
   - Roman Catholic
   - Buddhist
   - Hindu
   - Muslim
   - Jewish
   - Ba’hai
   - Agnostic
   - None
   - Other – please specify
7. Who do you live with? (Select as many as apply)

- Friend/s
- Family
- Partner
- Spouse
- Other – please specify

8. Which of the following best describes your current occupation? (Select as many as apply)

- Student
- Employee
- Unemployed
- Volunteer
- Peer educator
- Home duties caring for others
- Other (please specify)

9. What is your marital status?

- Single
- Married
- Engaged to be married
- Divorced or separated
- De facto (living with partner)
- Widowed

10. Number of children:

- 0
- 1
- 2
- 3
- 4
- 5 or more

11. Education level (select the option that fits best):

- less than 3 years at school,
- 3-6 years at school
- completed primary school
- up to three years at secondary school
- completed secondary school
- tertiary education (university, other higher education institutions)
- postgraduate degree at university
- vocational school
**General feedback**
(Scale from 1 = do not agree at all, to 5 = completely agree)

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<tbody>
<tr>
<td>I enjoyed the New Gen TOT</td>
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<td>I learned skills that will help me to be a leader</td>
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<tr>
<td>I learned skills that will help me to be a facilitator</td>
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<tr>
<td>I feel more confident now to talk about YKP issues</td>
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<tr>
<td>I now have a better understanding of the rights and needs of YKPs</td>
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<td>The training helped me to become more confident in publicly speaking</td>
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<tr>
<td>I now have better skills to communicate about YKP issues</td>
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<tr>
<td>The New Gen training will be helpful in my personal life</td>
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<tr>
<td>The New Gen training will be helpful in my professional life</td>
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<tr>
<td>I would recommend the New Gen training program to my friends</td>
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**Skills and understandings**
To what extent did participating in the New Gen training workshop enhance your:
(Scale from 1 = not at all useful, to 5 = extremely useful)

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<tbody>
<tr>
<td>I am more confident now to make speeches about YKP issues</td>
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<td>I feel more enthusiastic to talk about YKAP issues</td>
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<td>I feel more knowledgeable about YKAP issues</td>
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<tr>
<td>I have a better understanding of the issues affecting different YKP communities such as young MSM, transgender, people who use drugs, people who sell sex, and young people living with HIV</td>
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<td>I know more about how to use data to advocate about the needs of YKAPs</td>
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<td>I know more about how to consult people about their views on YKP issues</td>
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<tr>
<td>I know more about how to lead participatory activities in trainings and workshops</td>
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<td>I have more confidence in myself as a future trainer</td>
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<tr>
<td>I have improved my training skills</td>
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### Specific activities
How useful did you find the following:

(Scale from 1 = not at all useful, to 5 = extremely useful)

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<td><strong>DAY 1</strong></td>
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<tr>
<td>Getting to Know You</td>
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<tr>
<td>Meeting people from different countries</td>
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<tr>
<td>Learning the difference between risky behaviours and risky groups</td>
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<tr>
<td>Discussing sensitive terms related to YKP groups</td>
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<tr>
<td>Statistics about young people and HIV</td>
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<tr>
<td>Using the ecological model to understand issues affecting YKP</td>
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<tr>
<td>Exploring evidence-based interventions</td>
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<td><strong>DAY 2</strong></td>
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<tr>
<td>Talking about qualities of leaders you admire</td>
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<td>Finding your own special leadership qualities</td>
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<td>Making an advertisement for a good leader</td>
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<td><strong>DAY 3</strong></td>
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<tr>
<td>Talking about fears that young people have when it comes to sex</td>
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<tr>
<td>Puberty: mind and bodies</td>
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<tr>
<td>Exploring gender roles and stereotypes</td>
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<tr>
<td>Exploring sex, risk, consent and pleasure</td>
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<tr>
<td>Learning about contraception</td>
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<tr>
<td>What do I do if... posters</td>
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<td>Discussing issues around HIV testing</td>
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<td><strong>DAY 4</strong></td>
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<td>Creating the preferred future</td>
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<tr>
<td>Exploring what makes a good or bad speaker</td>
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<td>Making informal (elevator) speeches</td>
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<td>Making a formal speech</td>
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<tr>
<td>Practicing meeting etiquette</td>
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<tr>
<td>Delivering a formal speech</td>
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### DAY 5

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<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Leading a participatory meeting</td>
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<tr>
<td>Setting goals and objectives (The Journey Planning Tool)</td>
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<tr>
<td>My next steps</td>
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#### EVERY DAY

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<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Watching the way our trainers led the activities</td>
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<tr>
<td>Using games to introduce the different ideas</td>
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<tr>
<td>Working in small groups on different tasks</td>
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<tr>
<td>Working as a whole group</td>
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<tr>
<td>Doing role-plays</td>
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<tr>
<td>Filling in my Personal Learning Monitoring Tool</td>
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<tr>
<td>Eating meals together</td>
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<td>Talking to people in the breaks</td>
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<tr>
<td>Making new friends</td>
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#### Optional Booster Activities

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<th>2</th>
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<tbody>
<tr>
<td>Talking about feelings</td>
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<tr>
<td>Telling people how you feel</td>
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<tr>
<td>Reflective listening</td>
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<tr>
<td>Helping hands</td>
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<tr>
<td>Optimistic self-talk</td>
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<tr>
<td>Self-care and coping strategies</td>
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<tr>
<td>Identifying cross-cutting issues</td>
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<tr>
<td>My issues your story</td>
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<tr>
<td>Using Ranking Tools for Participatory Meetings</td>
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<tr>
<td>Focus Group Simulation</td>
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#### Overall learning

To what extent did participating in the New Gen training:

(Scale from 1 = very low, to 5 = very high)

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<th>Activity</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>Increase your confidence as a leader</td>
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<tr>
<td>Increase your confidence in advocating for YKPs in your country</td>
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<tr>
<td>Increase your understanding of issues affecting YKPs</td>
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<td>Increase your intention to look after your own health and wellbeing</td>
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<td>What is the overall score you would give this training in terms of its value in contributing to your learning?</td>
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CONGRATULATIONS
YOU ARE ON YOUR WAY TO BECOMING A LEADER!!

has successfully completed the

NewGen Leadership Short Course

For more information visit: www.youth-lead.org
References


leadership Qualities:

- Supportive
- Dedicated
- Democratic
- Punctuality
- Humor
- Knowledgeable
- 有礼貌
- 乐于倾听

Encouraging
Forgiving
Open mind
Good nature
Ready to change
Helpful
Supportive
Warmth
Intelligence
Pertinence
Full of love
Open-minded
Respectful
Gentle

Other notes:
- Democratic
- Punctuality
- Humor
- Knowledgeable
- 有礼貌
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