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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CBOs	Community-Based Organizations
GOs	Governmental Organizations
GOK	Government of Kenya
HFG	The Partnership for an HIV-Free Generation
HIV	Human Immunodeficiency Virus
HTC	HIV Testing and Counseling
IPs	Implementing Partners
MMC	Medical Male Circumcision
NGOs	Non-Governmental Organizations
PEP	Post Exposure Prophylaxis
PEPFAR	The US President's Emergency Plan for AIDS Relief
PWLA's	Persons Living with HIV and AIDs
STI	Sexually Transmitted Infection
VCT	Voluntary Counseling and Testing
VMMC	Voluntary Medical Male Circumcision
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
USG	United States Government





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SECTION ONE

Background





I. What is Shuga?

The Shuga Initiative represents PEPFAR's on-going commitment to HIV prevention for youth as one of the first lines of defense in the fight against HIV. It is an innovative partnership resulting in a mass multi-media behavior change communication initiative targeting youth ages 15 to 24 with HIV&AIDS prevention messages and linking them to vital services.

Shuga is a television drama series designed as a public health intervention that follows the lives and loves of a group of young students living in Nairobi, Kenya. Produced by MTV Networks Africa in association with The MTV Staying Alive Foundation, through a partnership with PEPFAR (The U.S. President's Emergency Plan for AIDS Relief), The Partnership for an HIV-Free Generation (HFG) and the Government of Kenya (GoK), the television series was funded extensively by the USG through PEPFAR for use in youth HIV prevention efforts. Shuga Radio, the companion to the television series developed to target rural youth, was produced with funding from UNICEF and adds an important element to the Shuga package. ***Shuga Series One and Two, Shuga Radio, the Shuga.TV website and other digital platforms, the Shuga Graphic Novel, and the Shuga Facilitators Guide and Toolkit*** are part of a ground-breaking multimedia campaign conceived to deliver the ultimate goal: to achieve a generation of young people free from HIV.

Featuring a cast of red-hot African actors and an Oscar-winning directing team, Shuga boldly addresses sexual health topics head-on, bravely confronting topics such as intergenerational sex, rape, and sex-for-gifts, told through the lives of realistic characters and emotional situations drawn from real life. Shuga's compelling storylines expose the complex nature of relationships and sexual decision making. Shuga's fast pace and high energy reflect MTV's unique understanding of and appeal to the youth market and set it apart from more traditional drama series'. The Shuga Campaign offers a winning approach to reaching and engaging youth where they are with the information and services they desperately need. The series was developed with meaningful youth engagement coupled with strong on-the-ground implementation through PEPFAR implementing partners (IPs).

The Shuga Package

The Shuga package of products and materials consists of the components described below. Youth were intimately involved in the development of these products from concept to production to implementation. They served as members of the in-country technical working group, participated in development workshops and focus groups, and served as mentees, writers and members of local "street teams." The Shuga package was produced not only for youth but by youth.

Copies of the ***Shuga Facilitators Guide and Toolkit*** will be disseminated to Implementing Partners (IPs) who will participate in the evaluation study. Others will subsequently be able to obtain copies on line or by contacting HFG in Kenya or the US. All products have been created rights-free and can be aired and reproduced at no cost. However, the Shuga Campaign requires that HIV Testing and Counseling (HTC) and other services be made available to youth either on site or through referral. In addition, we request that basic demographic data about the target audience and information about how the materials have been used be shared with the Initiative as a condition for use of the materials. (See Shuga Facilitators Feedback Form in [Appendix 5](#).)

Consistent messaging across multiple platforms is another hallmark of the Shuga Initiative. The various components reach youth in different venues and through different media but were designed to complement one another. Consequently, youth should be exposed to at least the first five sessions of the guide and to multiple Shuga platforms in order to gain maximum benefit from the intervention, to increase exposure to Shuga's messages and in order to sustain the desired effects on behavior change and increased service utilization.





Shuga Facilitators Guide and Toolkit is a key element in integrating this behavior change communication tool into existing youth-focused HIV programs. It was developed to enable individuals and organizations working in youth HIV prevention to offer screenings to small groups of youth followed by facilitated discussions designed to draw out the key messages in the series. The Shuga toolkit enables the messages of Shuga to reach a broader audience, including those with limited access to television. Trained peer educators deliver the 10 session curriculum that includes opportunities for youth to link to community-based programs and services on site or through referral. The kit includes DVD's of Shuga Series One and Two, a CD of Shuga Radio, the Shuga Graphic Novel and the Shuga Facilitators Guide.

- **Shuga - Series One** – is the first in the Shuga series and consists of 3 episodes focusing on key HIV prevention messages, including reducing multiple concurrent partnerships, the need to use condoms consistently and correctly, and reducing stigma and discrimination towards People Living with HIV and AIDS (PLWHA). Shuga Series One exceeded expectations in its reach and impact and has since become an important tool in the fight against HIV among youth in Kenya.
- **Shuga: LoveSexMoney - Series Two** – **Shuga: LoveSexMoney** builds upon the success of the first series. The number of episodes has been expanded to six and includes story lines that reflect the lives of youth living in both urban and rural areas. In addition to reinforcing messages on reducing multiple concurrent partnerships, consistent condom use and stigma reduction, series two also addresses additional themes around parent/child communication, living positively with HIV, sexual assault, and gender based violence. The Technical Working Group (TWG) which included youth was integral to the development of the scripts and in ensuring cultural relevance.
- **“That Shuga Moment”** – is a 45 minute, straight forward conversation about love, sex and money and its intricate link to HIV that airs at the end of the TV series Shuga: LoveSexMoney. This intimate discussion takes place between young adults from different African countries, Shuga cast members, MTV Vee Jay's, and local prevention experts. The aim of the show is to dissect key messages addressed in Shuga including, Multiple Concurrent Partnerships (MCP), Prevention with Positives (PwP), transactional sex, inability of girls to negotiate safer sex, and Gender Based Violence (GBV).
- **Shuga Radio** – For the first time, Shuga has come to life on radio – with a 12-part radio series followed by a 45 minute radio magazine show. Equally as creative and interesting as the TV series, Shuga Radio focuses on a new cast of characters and targets a slightly different audience, youth in rural and peri-urban areas. The script for the radio series was developed at a workshop with 24 young people from the six countries - Kenya, Tanzania, South Africa, Lesotho, Democratic Republic of the Congo (DRC) and Cameroon - where the radio series aired.
- **Shuga Graphic Novel: Baby's Story** is an illustrated novel developed through a partnership with Lawyers Without Borders. The Shuga Graphic Novel picks up on the themes of sexual assault and gender based violence found in Baby's story in the first two episodes of Shuga Series Two. In addition to outlining the legal and medical process in Kenya following rape, it also provides information about local resources available to victims. This information can be adapted for use in other countries.

Other Shuga Components – Additional components of the Shuga campaign include:

- **Shuga On-line Platforms** – Young people can also connect with Shuga through multiple digital platforms, including Facebook, Twitter and the Shuga.TV website. These platforms link youth to community resources for HIV counseling and testing and other community information and services. They also provide an interactive format for youth around the world to engage with one another around Shuga's messages. During the six weeks after the premiere of Shuga: LoveSexMoney there were over 126,416 unique visits to the Shuga.tv website and the episodes had been viewed over 224,100 times. In addition, Shuga has over 36,000 Facebook Fans and Shuga trended at number two globally on Twitter at the start of the campaign.





- The **“Rising Stars”** mentorship program supported by UNICEF offered youth an opportunity to be mentored by key production staff, enabling them to develop marketable skills which will position them for potential income-generating opportunities in the future. These youth shared their mentoring experiences through notebooks and regular meetings. They also wrote blogs for the website.
- **Shuga music** sound track was written by Kevin Oyugi and was produced and performed as the result of a multi-country collaboration among some of the hottest talent on the continent including, Whiz Kid, Banky W, Bon-Eye and L-Tido.

All Shuga materials are created rights-cleared and can be aired and reproduced at no cost. However, the Shuga Campaign requires that HIV Testing and Counseling (HTC) and other services be made available to youth either on site or through referral. In addition, we request that basic demographic data about the target audience and information about how the materials have been used be shared with the Initiative as a condition for use of the materials.





II. Why Shuga?

Almost half of all new HIV infections in the world are among people under 25. Estimates show that more than 7,400 people become infected with HIV daily, of which 3,300 are young people. Globally, 5.4 million youth are living with HIV. Young people remain the most vulnerable group to HIV infection due to many factors, including, lack of information and education, societal influences, and an inability to access healthcare services (UNAIDS Epidemic Update, 2009)

In the age of diminishing resources, health professionals and donors are seeking innovative solutions as to how to get the best return on investment and to facilitate change in behavior that can help prevent new HIV infections among the world's most precious resources, our youth. Mass media communication strategies have the potential to reach large numbers of youth with information and education, but they have come under increased scrutiny and are challenged to demonstrate a link to real behavior change. However, systematic reviews have been conducted to assess the impact of several mass media campaigns as an effective intervention.

A 2005 review of several studies of mass media strategies which promoted HIV testing showed that these strategies have a significant impact on HIV testing uptake (Vidanapathirana et al 2005). Another comprehensive review in 2006, found mixed results when assessing the impact on multiple outcomes including: condom use; knowledge of modes of HIV transmission; reduction in high-risk sexual behavior; perceived risk of contracting HIV; interpersonal communication about HIV or condom use; self-efficacy to negotiate condom use, and abstaining from sexual relations. Of these, knowledge of modes of HIV transmission and reduction in high-risk sexual behavior were significantly affected by mass media strategies (Bertrand et al. 2006).

A similar review in 2006 examined the impact of mass media strategies interventions on young people specifically. The authors concluded that these strategies were effective in increasing HIV prevention knowledge, increasing condom use, and increasing awareness of health providers (Bertrand and Anhang 2006). Shuga assessments and evaluations seek to add to our knowledge about 'what works' in behavior change communication among youth. So far evidence suggests that we are on the right track.

Media productions can be powerful tools to set trends for young people, establish social norms of youth culture, spark curiosity and discussion, and generally push the viewers to explore new ideas. An analysis of the audiences of MTV's Staying Alive programs found that one of the motivations for heavy viewing of the youthful content was to see what other young people of their age group were doing (Geary et al. 2006). Viewers also said they watched the programs to learn about sex and romance. As with most media content, viewers of such programs are likely to discuss them further with others, thus increasing the reach of the key messages. Furthermore, when multiple platforms are used to communicate the same messages, the effects of media programmes are even more intensified.

Drama is an intimate part of many African cultures and is instrumental in communicating information and provoking community dialogue. It has also proven to be an important way to reach and engage youth and provides an opportunity to educate them about healthy, responsible behaviors. While Shuga is of high entertainment value, it is designed to add value to current youth HIV prevention efforts. Shuga can help draw youth to programs and activities and allows youth to explore the messages in Shuga and links to their own lives in a different way. Through skilled facilitation, youth are helped to translate what they see on film and apply the key messages to their own lives.





The drama format is a powerful medium to put across important lifestyle messages to educate and engage young people. Shuga screenings provide opportunities for making counseling and testing services available either on-site or through referral, thereby helping increase access to vital information and services for young people. Shuga also shows young people struggling with life's challenges and provides a format for confronting and resolving them. Shuga explores the issues of sexual relationships among youth against a backdrop of continuing HIV/AIDS infections. It examines the ramifications of sexual decisions on the lives of young people, their partners and loved ones.

Shuga has proven to be a powerful tool to attract and engage youth, reaching them in a realistic and compelling way. In Kenya, Shuga is part of a comprehensive behavior change communication strategy under the G-PANGE Youth Brand. The series is used to heighten awareness of HIV and related issues among youth, and to foster improved communication around sexuality and sexual decision making.

The toolkit contains DVD's of the Shuga three- and six-part drama series', a CD of the Shuga Radio series, and the Shuga Graphic Novel. The guide lays out a 10-session curriculum of approximately two hours each to be delivered by peer educators or other trained facilitators. Through planned activities and skilled facilitation youth are helped to dig deeper into the issues raised in Shuga and are guided through a process that enables them to examine their own personal risk for HIV and to better understand how to reduce their risk and promote health. In addition, several sessions call for invited guests such as service providers, HIV+ youth and parents/caretakers. As a result, participants become familiar with community services, gain access to HTC services, and interact directly with those impacted by HIV. Assignments completed at home and between sessions reinforce and expand upon what has been learned during the sessions.





III. Shuga's Objectives

The Shuga television series seeks to achieve the following objectives:

- Increase the risk perception among youth to HIV infection
- Increase uptake of HIV testing and counseling services
- Increase knowledge of HIV prevention strategies, including partner reduction and medical male circumcision (MMC)
- Increase dialogue between parents (other responsible adults e.g. guardians and teachers) and their children on various issues related to sexuality
- Highlight issues related to coerced sexual intercourse including rape as well as sexual and gender based violence
- Highlight prevention with positives as a key HIV prevention strategy
- Increase knowledge and disclosure of HIV status
- Highlight the increased risk of HIV associated with alcohol use
- Highlight the issues around HIV stigma and discrimination
- Foster increased community dialogue

In addition to the overall objectives of the initiative, each Shuga series was developed to promote specific themes and messages designed to help youth reduce their risk and promote healthy behaviors and lifestyles.

Shuga Key Themes

Shuga Series One Key Themes

1. Multiple concurrent partners
2. Correct and consistent condom use
3. Know how to say no, or ask to use a condom for sex
4. Increase personal risk perception
5. Reduce stigma and discrimination towards People Living with HIV and AIDS (PLWHA)

Shuga Series Two Key Themes

1. Multiple Concurrent partnerships
2. Transactional sex
3. Gender based violence (GBV)
4. Parent/child communication

Cross cutting issues include:

5. Low risk perception among youth
6. Stigmatization of men who have sex with men (MSMs)
7. Alcohol use/abuse

Shuga Radio Key Themes

1. Correct and consistent condom use
2. Multiple, concurrent sexual partnerships
3. HIV testing
4. Transactional sex
5. Violence and women's right to refuse sex
6. Increased risk with alcohol use/abuse



IV. Shuga Series One Evaluation

Shuga Series One premiered on November 11, 2009 on all television stations in Kenya and in 73 countries around the world. Following Shuga premieres in Kenya, Trinidad and Tobago and Zambia, a multi-country evaluation was conducted of young viewers by Johns Hopkins University Centre for Communications Programs. The evaluation offered solid findings revealing that young people who were exposed to the series remembered key details, liked the series and characters, perceived it to be realistic, and understood the messages being conveyed. An overwhelming number of youth interviewed indicated that the series had an impact on their thinking about HIV testing, multiple/concurrent partners and stigma towards People Living with HIV and AIDS (PLWHAs). Furthermore, many youth reported increased intentions to test for HIV, decreased intentions for multiple sex partners, improved attitudes towards people living with HIV and AIDS and increased intentions to use health and social services after viewing.

At least 10% of youth reported that they had talked to a parent or guardian about the messages in Shuga. Across the countries in the study, the majority of participants felt that the show had an impact on their thinking. Approximately 50% to 60% of the youth in the Zambia viewer group felt that the show had an effect on their thinking about three topics in particular - HIV testing, Concurrent Sexual Partnerships and Stigma against PLWHAs). Ninety percent of youth in the Kenya viewer group perceived the same effect (Borzekowski D. John Hopkins Bloomberg School of Public Health and Anyango Pauline, dance4life Kenya).

Awards and Achievements

The global success of Shuga as a vehicle for HIV and AIDS messaging targeting youth is promising. In 2010, Shuga won the prestigious Gold Award at the World Media Festival in Hamburg, Germany. Winning in the “Public Relations: Health” category, Shuga was recognized for its vivid and uncompromising focus on love, emotions and sexual behavior among Kenyan youth. Shuga: Love, Sex, Money was nominated for the 2012 award. Shuga has proven to have broad appeal and other acknowledgements include selection as the 2010 feature film shown at the West New York Film Festival in Buffalo New York, Shuga series one was presented at the Education Entertainment Conference in New Delhia, India December 2011. Shuga has also reached university students at the University of the Western Cape in South Africa and Morgan State University in Baltimore, Maryland USA. Shuga: Love, Sex, Money was also awarded the **Best Overall Edutainment Award** at the 2012 Edutainment Africa Awards (EAA) held in Kampala, Uganda on World AIDS Day (December 1, 2012).





V. How can Shuga help in youth HIV prevention efforts?

It is important that the Shuga package/toolkit should not be seen as a stand-alone product or activity. Shuga is designed to be used in conjunction with wrap around services, enabling young people to access health and related services. In addition to increasing access, activities around Shuga also provide opportunities for community partnerships. Partnering with community-based organizations (CBOs), non-governmental organizations (NGOs) and governmental organizations (GOs) expands the network of programs and services available and facilitates a more holistic delivery of services.

Shuga can be used to:

1. raise awareness and provide opportunities for discussion on SRH issues
2. expose 'hidden' risk situations that youth might think of as benign
3. develop self-efficacy skills, especially in abstaining, negotiating secondary abstinence, condom use, disclosing one's HIV status
4. promote services i.e., HTC and Post rape Care
5. promote alternative livelihoods and building positive self perception
6. expose adults to youth challenges of adopting low risk behavior, expose adults to the dangers of not communicating with youth on Adolescent Sexual and Reproductive Health (ASRH) issues
7. sensitize law enforcement officers to risks faced by youth
8. sensitize policy makers, parents and others on issues on ASRH issues

Minimum Package of Shuga

Ideally participants should go through all 10 Shuga sessions for maximum benefit. However, the minimum number of sessions should include sessions one (1) through session (5). These sessions address many of the critical issues facing youth and the key themes in the Shuga series including:

- Multiple concurrent partnerships
- Correct and consistent condom use
- Increase personal risk perception
- Reduce stigma and discrimination towards People Living with HIV and AIDS (PLWHA)
- Transactional sex
- Gender based violence (GBV)
- Parent/child communication
- Alcohol use/abuse

Contact Information

For further information about Shuga and how to obtain a copy of the *Shuga Facilitators Guide and Toolkit* please contact:

Tijuana James-Traore Email: Tijuana.James-Traore@cardnoem.com or
Zilpher Kepher Email: zkepher@hivfreeregeneration.org.

We also invite you to visit our website at Shuga.TV.







SECTION TWO

Guide for Facilitators

This section will help facilitators better understand the purpose of the guide and how it can be used, and provides an overview of how the sessions are laid out. Please review the content carefully as you prepare materials and other resources you will need to facilitate discussions.





I. Purpose of the Guide

The ***Shuga Facilitators Guide and Toolkit*** has been developed as a companion to the Shuga TV and Radio Series. The toolkit contains DVD's of each of the two television series' and a CD of the radio series. Facilitators/peer educators are provided with activities to be used to engage small groups of youth following the viewing of each episode. Ideally facilitators/peer educators should work with the same group of youth over a period of ten (10) sessions so that they gain the full benefit of the series and messages, and have time to reflect on their own lives and risk. (If this is not possible, groups should complete at least the first five (5) sessions of the guide in order to cover the key themes and messages of the series.) The guide also provides time for youth to reflect on the content between sessions so it is important to allow sufficient time in between sessions for this to occur. It is not recommended that the guide be used in one-off sessions as this will dilute the impact and make links to behavior change objectives nearly impossible. Where necessary, activities can be adapted and modified to best suit the context within which you are working. However, please note that adherence to the activities and exercises as outlined is required for those participating in an evaluation.

Objectives

Objectives of the guide are to:

1. Standardize implementation of the Shuga campaign and curriculum.
2. Provide guidance to facilitators in delivering the curriculum.
3. Increase the impact of Shuga products and materials.

II. Intended Audience

Target Audience

The target audience for Shuga is youth ages 15 to 24 living in urban, peri-urban and rural areas. Young people from various settings have reported that the messages and situations in Shuga are realistic and many find some elements of the themes or characters with which they can identify or aspire to emulate.

While Shuga is designed specifically for youth, it can also help provoke discussion and dialogue among parents, decision-makers and other community members. Shuga can be used with these audiences to help them better understand the realities of life for many of today's youth and to increase their support ensuring access to information and services for youth.

Duration of discussion

Each session takes an average of two and one half hours. This includes both screening of the episode and the discussion that follows. Participants need to be available for the full 2.5 hours for each of the 10 sessions. Weekly meetings are likely to foster the greatest continuity of engagement. Meeting too often may not allow sufficient time for youth to reflect and complete the assignments. Alternatively, meeting too infrequently can affect retention of information or result in a loss of interest.

Shuga Viewing and Listening Groups

Shuga TV and Radio can be screened and heard in groups of varying size from small to large. However, the discussions that follow should be limited to groups of no more than 20. It is difficult for a facilitator to manage a group larger than this or for all group members to participate if the group is too large. In addition, smaller groups facilitate greater communication and interaction, especially for youth who may not feel comfortable speaking in front of large groups or sharing information of a personal nature openly.





Group Composition

It is recommended that attention be paid to the composition of the small groups. For example, in some settings it may be best to separate groups by gender, with males in one group and females in another. In other cases, perhaps with older youth, the group could be mix gendered to expose differences in perceptions regarding sex, relationships and the like that can foster increased understanding among the sexes. In this case, it is recommended that you try to achieve gender balance so the perspectives of both males and females are shared. A third option for youth groups is to separate them by gender for some activities and bring them together for others. In some cases separating groups by gender may help youth feel more comfortable sharing. It is ultimately the decision of the facilitator/peer educator based on his/her knowledge of the youth, community and/or setting.

Group Size

A Shuga Invitation Card vouchers has been developed for distribution at larger events in order to manage the size and composition of the groups. The card helps ensure that participants meet the criteria and can be followed up. Below is an example of the “Shuga Invitation Card” found in [Appendix 2](#). After the initial session use the “Attendance Register” in [Appendix 1](#) to keep attendance. Once groups are established no new participants are allowed. Allowing participants to join after the program starts is disruptive to the group process and individual learning if they do not benefit from all of the sessions.

Incentives

Youth are being asked to commit a significant amount of time to the Shuga Initiative and since they are not being compensated for their time incentives is one way of encouraging their full participation. This might include refreshments, Shuga-related items such as T-Shirts, or other program materials. Donations can also be solicited from local businesses.

III. How to use the guide

The *Shuga Facilitators Guide* is designed for use by trained and experienced facilitators and peer educators. It is recommended that all facilitators review this section of the tool carefully so that he/she can prepare all of the necessary equipment, resources and other materials required for the training. Some sessions also require linking with other providers to secure equipment and services so careful planning and preparation are imperative.

Sections of the Guide

This guide is divided into the following eight sections:

Section One – Background – contains information on how the Shuga Partnership was developed and the objectives it is designed to achieve.

Section Two – Guide for Facilitators – provides an overview of the layout of the guide and how to use it. It also outlines criteria for selection of facilitators and master trainers and offers guidance for successful facilitation and reporting.

Section Three – Shuga – This section has instructions for activities related to Shuga Series I and contains worksheets, templates, and handouts for use in the activities outlined. These tools will also aide in preparation and implementation of the sessions and are to be used along with the Shuga Series I DVD.

Section Four – Shuga: Love, Sex, Money – Section four is the companion to Shuga Series II and is to be used when facilitating discussions related to the six episodes contained in the Shuga: Love, Sex Money DVD and guide to the graduation ceremony





The guide is to be used alongside the Shuga series One and Two DVD's. After an episode is viewed the guide takes the facilitator through specific steps and activities developed to foster group cohesion, highlight the key messages and educate youth. In addition to work done within the group setting, assignments are provided and a personal notebook is recommended to help youth reflect on their own lives and risks, and begin to internalize the messages. This works best in the multi-session format where youth complete homework assignments and discuss the assignments in the group during the following session.

Each session is linked to a specific television or radio episode, and the activities and processes outlined build on the key themes and messages found in the episode. Facilitators/peer educators should ensure that the messages are well understood by participants, pointing them out if they do not come up naturally during the discussion. With each theme, message, and issue, participants should be encouraged to reflect on how that message or issue relates to him or her personally. This information can be documented in their notebook and shared with the group if they feel comfortable doing so.

Each session is timed and requires a minimum of two and one half hours, including viewing an episode of the TV series and discussion. The exact amount of time it takes to facilitate a session will depend in part on the size of the group and the level of engagement of the participants. However, it is important to complete the activity(ies) in their entirety and to not rush through the session.

Pay attention to issues that may not be fully discussed during the session and place them on a sheet of newsprint labeled "Parking Lot." Keep a running list of items that require further discussion as time will be provided during the last session to review and discuss any remaining issues or questions.

Order of Sessions

Each session follows the format below:

Preparation	Heading – Denotes the Shuga Season #; Episode #; and Session Title.
	Time – Provides the amount of time needed to complete the session.
	Materials – Lists items needed for the activity(ies).
	Preparation – Outlines steps the facilitator needs to take to prepare for the session, including resource materials or information needed for the session.
Introduction	Key Themes – Lists the themes addressed in the episode, highlighting the key themes focused on during the session.
	Session Objectives – Indicate the specific behaviors targeted for change or the knowledge a participant is expected to obtain after having completed the session.
	Key Points for Facilitator – Emphasizes the key points to be made or issues to be addressed during the session.
Activities	Introduction – Introduces each session and reviews the session content, format and time frame.
	Reflection – Provides an opportunity to share thoughts and reflections from the previous session.
	Activity Description – Details group and individual activities and exercises to be completed based on the episode.
	Methodology – The method to be used in the session, i.e., small group work, brainstorming, etc.
	Time – Denotes the amount of time required for the individual activity.





Conclusion

- Homework Assignment** – Gives instructions for completing the homework assignment along with relevant worksheets found in the appendix.
- Wrap up** – Ends the session and is an opportunity to reinforce the take home messages and action steps.
- Take Home Messages** – Are designed to review and reinforce the key themes, messages and actions discussed during the session.
- Session Evaluation** – Encourages feedback from participants to help enhance the training.
- Resources for Youth** – Detailed resource information for participants about where they can receive services or get additional information.
- Notes** – Provides a place for facilitators to note highlights from the session, modifications made to the session, or points to make during the discussion.

IV. Materials Required

The following is a list of materials required to facilitate all of the Shuga sessions. Please note that the materials needed for each individual session are also listed under the session preparation. Given that Shuga is a media based product some common but fairly costly equipment is required in order to screen the series. If some of the resources are not available consider partnering with another organization that may have access to them. Renting equipment or substituting items with locally available materials is also an option. Be sure to test all equipment prior to the event to ensure it is in good operating order. Also ensure that the sound is adequate for the size of the room, the number of participants and for competing sounds especially for sessions held outside.

- Shuga Series One and Series Two DVD's
- Power source (i.e., generator)
- Laptop or DVD player
- Television or LCD projector
- Audio system including speakers, if necessary
- Charging and connecting cables for Laptop, DVD player, LCD projector or television
- Flip chart sheets, newsprint, manila paper or chalk board
- Marker pens or chalk
- Masking tape
- Pens/Pencils
- Notebooks or paper and folders for each participant
- Index cards or A5 size manila paper in at least two (2) different colors
- Penis and Vaginal Models
- 20 Male and at least 5 female condoms
- List of local resources for youth
- Pieces of sisal twine or string
- Ball (Or make one by balling up sheets of paper and wrapping them in tape)
- Certificates of participation for each participant

Other: Add to the list as appropriate

- Referral directory
- Resource materials
- Incentives for participants
- _____
- _____
- _____



V. Required Support Services

HIV Testing and Counseling Services

This Guide and Toolkit have been produced rights cleared and are available for use in a broad range of settings. To date, Shuga has been used in community outreach and education, as part of school-based programs and activities, and on college campuses with university students. In addition to being designed to inform and educate, Shuga is also an important tool for behavior change. Among the behaviors Shuga promotes is knowing your HIV status. In an effort to increase access facilitators will need to ensure that testing and counseling services are available either on site or through referral to a credible, youth friendly service provider. If providing services on-site it is important to discuss this with program organizers to minimize potential barriers to services and to be clear about the conditions under which services can be provided. In addition, be knowledgeable about prevailing government policies, procedures and practices.

Here are some things to keep in mind when securing services:

- Partner with a local provider (governmental or nonprofit) to set up confidential services in a nearby space, tent or in a mobile unit.
- Ensure that services are offered by trained and certified HTC counselors or that they meet the minimum requirements for your setting or country.
- Make sure the provider is youth friendly and is willing to provide confidential services to young people without judgment or fear of reprisal.
- Ask the provider to ensure they have a sufficient supply of test kits and other information to meet the anticipated demand.
- Ask the provider to complete the HTC Data Sheet in [Appendix 3](#) at the end of the event so you can document the number of youth who actually accessed services. Ensure that national service delivery guidelines are observed and appropriate referral mechanisms, especially for those who test positive, are identified before offering these services. The accompanying referral sheet is to be used by the provider or facilitator when referring youth for other services.
- Develop your own list of local resources using the template provided in [Appendix 4](#) of this guide.

Condom availability

Facilitators should also ensure that male and female condoms, are available at all screenings after clearing this with community gatekeepers or event organizers in advance. In addition to condoms, it is important to make sure that youth know how to use them correctly and that penis models are available for demonstration. Female condoms should also be available, along with a vagina model to demonstrate their use. An illustration on how to use the male and female condom is in [Appendix 13](#).

VI. Who should use this guide

The Shuga Facilitators Guide and Toolkit is designed for use by skilled trainers, facilitators or peer educators. The facilitator should have basic background knowledge on issues related to sexual and reproductive health and HIV. They should exhibit an ease of working with youth and be engaging and open. He/She should also be available to devote the time required for preparation and implementation of the guide. Additional criteria may be required by individual countries or programs.

Criteria for Master Trainers – Master Trainers must:

- Be trained by a credible organization as a trainer, facilitator or peer educator
- Be knowledgeable about sexual and reproductive health, including HIV/AIDS
- Understand and be knowledgeable about adolescent and youth behavior change communication
- Be available for the duration of the TOT (Training of Trainers) course





Facilitators – should be identified by implementing partners or other reputable community based organizations. Facilitators must be youthful, yet mature, due to the nature of the content of Shuga. They must also be fluent in English in order to execute the guide and activities but also possess a depth of understanding required to not only translate the guide into the local language, where required, but also to interpret the guide, themes, messages and activities to increase participants’ understanding, especially where educational levels are low. They must:

- Be age 20 and above
- Have completed at least Form 4 (or secondary school)
- Have been trained as a facilitator by a credible organization
- Have at least two years of experience facilitating training sessions with youth and be seen as a credible source of information
- Possess advanced knowledge of sexual reproductive health, HIV/AIDS, community resources and life skills as demonstrated by passing a standardized test with a score of at least 80% or above
- Have volunteered with a recognized Implementing Partner and be supervised by that partner in their work
- Be aware of resources available where youth can be referred for additional information or services
- Have two references, including one from an implementing partner and one from a group or organization where he/she has facilitated training

VII. Tips for successful facilitation

- | | |
|---|--|
| <ul style="list-style-type: none"> • Know your content. • Be conscious of time and try to stick to the schedule. • Be flexible. • Do not feel the need to have all of the answers, put questions back on the group. • Know your content well but acknowledge when you do not know something. • Create a safe environment where participants feel free to share and are not attacked or criticized. • Provide continuous feedback and summary of the group process. • Be aware of nonverbal communication, i.e. boredom, confusion, etc. • Start each session by establishing ground rules or reminding the group of the rules they have established. • Keep a lively pace. Dead time encourages boredom and acting out. • Keep the group on task but don’t control it. | <ul style="list-style-type: none"> • Call participants by name and make reference to their earlier comments. • Ask open-ended questions rather than yes or no questions. • Share stories and anecdotes to demonstrate a point. • Listen carefully and learn from participants. • Model appropriate behavior. • Know your limitations. • Use the expertise in the group. • Make communication is multi-directional. • Respond appropriately to challenging group dynamics such as silent members, those who monopolize the discussion and those with hidden agendas. • Be non-judgmental and “unshockable.” You want to know what participants really think. Ask them to give you the “real answers” not the “right answers.” • Internalize the episodes and discussion guide to enable a smooth informal flow of discussions. |
|---|--|





VIII. Recording and Reporting

As part of the ongoing monitoring and evaluation of the Shuga Campaign, you (facilitator), the service providers (i.e., HTC counselor) and the participants are asked to complete specific evaluation and data collection forms. This information is important to improving your skills, enhancing the sessions and documenting the outcomes.

Reporting and monitoring tools include:

- **Participant Registration Form** – This form contains demographic information on each youth participant such as name, gender, age, group affiliation and contact information. This form is also used to document attendance which should be taken at each session.
- **Participant Evaluation** – This form should be completed by all participants individually or as a group at the end of each session. This information will help improve and enhance the discussion and Shuga experience for youth. Participants should be encouraged to be open and honest in their responses and are not required to put their names on the form. The form does however call for gender and age so that any trends or shared perspectives of youth within particular demographic groups can be noted.
- **Facilitators Feedback Form** – This form should be submitted within 10 days of the end of the series. See [Appendix 5](#). It is a good idea to make notes at the end of each session in order to capture highlights over the course of the training. Once completed, this form should be submitted electronically or in hard copy to:

- **HIV Testing and Counseling (HTC) Data Collection Sheet** – A vital component of all Shuga screenings and the Shuga evaluation is the availability of counseling and testing services. As a result, we need to know to what extent Shuga motivates young people to test for HIV and how many actually test. Please ask all service providers to complete the data sheet in [Appendix 3](#) at the end of all sessions where services are provided. Any client identifying information except for age, gender, and community should be removed.
- **Data summary and reporting** – HTC data should be summarized and reported through the regular government reporting system. However in order to track the number of youths accessing testing during the facilitated sessions counselors are requested to share a summary of HTC data with the facilitator. The shared data will only be used for evaluating Shuga and will not be reported as service data to government or PEPFAR. There is therefore no risk of double reporting.
- **Certificate of Completion** – All participants who complete the sessions should be given a “Certificate of Completion” found in [Appendix 6](#).

Contextualizing the Guide

The Shuga Facilitators Guide and Toolkit has been produced for use in a variety of settings and contexts. In some settings all required resources may not be available while in others activities may need to be modified to better suit the context. A skilled facilitator should feel at ease with modifying the guide as appropriate while staying true to the key themes and objectives of the curricula.

Working with Special Populations

There are also special populations of youth who need to be reached with HIV prevention messages. These include youth with special needs such as the blind, physically disabled and others. While the guide does not specifically address the needs of these populations the information and materials can be adapted for their use. Facilitators can work with organizations whose mission it is to serve these populations to see how the materials and activities can best be adapted.





IX. Getting Started

The following preparations are necessary before implementing the Shuga guide:

- Meet with community members and/or gatekeepers as necessary to discuss the program and get their support and endorsement.
- Identify a site or venue to hold the ten sessions of the series. Consider asking a CBO to donate space for this purpose. Make sure the location is easily accessible to youth by foot or local transportation and that the space is large enough for the size of your group.
- Make sure there is a reliable source of electricity.
- Test all equipment and watch the DVD to ensure it is in working order.
- Check the sound to make sure it can be heard in the meeting space.
- View each episode in advance so you are familiar with the characters and scenes and can use them to illustrate your points.
- Visit the Shuga.TV web site for the latest news and events related to Shuga and to follow the discussion youth are having on the site. This will provide timely information about what youth are discussing.
- Read the fact sheets in the appendices and source other information to ensure you are familiar with the subject matter to be discussed.
- Work closely with your supervisors to obtain all required materials and resources in a timely manner.
- Identify and contact invited guests required for the sessions where indicated. Send the “Letter of Invitation” provided for this purpose along with the “Shuga Fact Sheet” in [Appendix 17](#). Modify the letter as needed. Provide guests with background information prior to session, including the session format; topics to be discussed; information about the composition of the group, such as the number of participants, and communities they come from; and key points to cover.
- Photocopy worksheets, handouts and forms for each participant.
- Prepare newsprint and other materials to be used during the sessions.
- Set up equipment in advance so it is ready when the session begins.



Facilitators Checklist

Task	Completed	Needs Follow up	Comments
Developed budget and secured funds			
Identify group of 20 youth age 15-24			
Identify a site for the sessions			
Visit the site in advance and check:			
• Lighting			
• Electricity source			
• Modifications required			
• Seating – (Tables and chairs)			
• Curtains & window coverings			
Test DVD and sound equipment			
Sent “Letters of Invitation” to:			
• HTC Counseling (Session 2)			
• PWLHA (Session 3)			
• Parents (Session 4 & 5)			
• Entrepreneur (Session 9)			
• Closing event guests (Session 10)			
Gender Based Violence Panel (Session 4)			
• Law Enforcement/Police Office			
• Lawyer/Advocate/Gender officer			
• Counselor/Health Worker			
• Other (Specify: _____)			
Photocopy materials and handouts			
Prepare newsprint			
Prepare forms for recording and reporting			
Identify community resources			
Prepare certificates for each participant			
Remind participants of session date & time			
Obtain incentives for participants			





SHUGA BACKGROUND & GUIDE FOR FACILITATORS

Appendices 1-8



Background & Guide for Facilitators

Appendix 1 - Shuga Attendance & Referral Register



SHUGA REGISTER

Country:		Serial Number:		Venue:		Facilitator 1		Facilitator 11									
Sub country:		Implementing partner:		S1		S2		S3									
Division:		S4		S5		S6		S7									
S8		S9		S10		Complete session		Youth that are referred for services									
Name	Age	Sex	Telephone Number	Date	Email	MM		FF		MM		RH/FP		WP		OTHER	
						M	M	F	F	M	M	M	M	F	F	M	M
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
TOTALS																	
Total individuals requesting condoms																	
Total individuals provided condoms																	
Total number of condoms distributed																	
Supervisor's name:										Signature:		Date:					



Background & Guide for Facilitators Appendix 2 – Invitation to Participate

Photocopy the Shuga Invitation Card below and distribute to a maximum of 20 youth between the ages of 15 to 24 to participate in the sessions to follow the screening.

Name: _____	Name: _____	
Age: ____ M <input type="checkbox"/> F <input type="checkbox"/>	Age: ____ M <input type="checkbox"/> F <input type="checkbox"/>	
Email Address: _____	Email Address: _____	
Phone: _____	Phone: _____	
Date: _____	Date: _____	

Name: _____	Name: _____	
Age: ____ M <input type="checkbox"/> F <input type="checkbox"/>	Age: ____ M <input type="checkbox"/> F <input type="checkbox"/>	
Email Address: _____	Email Address: _____	
Phone: _____	Phone: _____	
Date: _____	Date: _____	

Name: _____	Name: _____	
Age: ____ M <input type="checkbox"/> F <input type="checkbox"/>	Age: ____ M <input type="checkbox"/> F <input type="checkbox"/>	
Email Address: _____	Email Address: _____	
Phone: _____	Phone: _____	
Date: _____	Date: _____	



Background & Guide for Facilitators
Appendix 3 - Shuga Data Summary and Referral Sheet



SHUGA SUMMARY TOOL

Month: _____ Year: _____

County: _____ Sub-county: _____

Implementing partners: _____

	MALE	FEMALE	TOTAL
Number of youth reached with Shuga			
15-19 years			
20-24 years			
Total			
	Referred	Completed	
Number of youth referred for biomedical interventions			
HTC			
VMMC			
RF/FP			
PWP			
STI			
Other			
Number of youth requesting for condoms	Male	Female	
Number of youth provided with condoms	Male	Female	
Total number of trained and certified Shuga facilitators	Male	Female	





Background & Guide for Facilitators
Appendix 3 - Shuga Data Summary and Referral Sheet



REFERRAL FORM

Serial No. _____

Participants code: _____ Date: S_____ ex: Male Female Age: _____

Site: _____

Referred To: _____

Reasons for Referral:

- | | |
|--|---|
| <input type="checkbox"/> HTC | <input type="checkbox"/> Care & Treatment |
| <input type="checkbox"/> Economic Empowerment | <input type="checkbox"/> Alcohol & Drug Abuse |
| <input type="checkbox"/> Justice and legal Support | <input type="checkbox"/> Sexual and Gender Based Violence |
| <input type="checkbox"/> Other (Specify): _____ | |

Comments: _____

Referred by (Name): _____

Designation: _____ Sn: _____



Background & Guide for Facilitators

Appendix 4 - Resource Template

HIV TESTING and COUNSELING	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
HIV TREATMENT and CARE	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:





Resource Template, page 2

OTHER HEALTH	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
SOCIAL SERVICES	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:





Resource Template, page 3

SUBSTANCE ABUSE	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
CHILD ABUSE	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:





Resource Template, page 4

RAPE/SEXUAL ASSAULT	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
LAW ENFORCEMENT	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
EDUCATION	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:
EMPLOYMENT	
Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:	Organization Name: Address: Phone: Website: Contact name: Phone: Email: Comments:





Resource Template, page 5

HOUSING	
Organization Name:	Organization Name:
Address:	Address:
Phone:	Phone:
Website:	Website:
Contact name:	Contact name:
Phone:	Phone:
Email:	Email:
Comments:	Comments:
OTHER	
Organization Name:	Organization Name:
Address:	Address:
Phone:	Phone:
Website:	Website:
Contact name:	Contact name:
Phone:	Phone:
Email:	Email:
Comments:	Comments:





Services Available

3. Services for youth participants

a. Was HIV counseling and testing available on site? (tick one) Yes No

Please indicate the number of youth who received the services below:

Service	Youth age 15-19	Youth age 20-24
HIV Counseling & Testing: Number of youth tested on-site		
HIV Counseling & Testing: Number of referrals made		
Medical Male Circumcision: Number of referrals made		
STI Screening and Treatment: Number of referrals made		
Gender-based Violence Services: Number of referrals made		
Other services on site: (Please specify)		

4. Was there any discussion following the screening? (tick one) Yes No

If yes, please share some highlights from the discussion.

Comments

5. Please share highlights or feedback from participants about Shuga.

6. Please share your comments or feedback on Shuga including, additional themes or story lines you would like to see on film?





Please provide your contact information below:

Name _____
First/Prenom Last name/Surname

Organization Name _____ Your Position _____

Organization Location (City and Country) _____

E-mail address _____

Please return completed form to Tijuana A. James-Traore at tijuana.james-traore@cardnoem.com. Please contact us by email or phone at 1-703-373-7727 if you have questions or need additional information.

Thank you for your interest in Shuga!



**Background & Guide for Facilitators
Appendix 6 – Certificate of Completion**



Certificate of Merit

Awarded to

*For successfully completing Shuga
Facilitators Training on Youth HIV
Prevention Intervention*

Held at

on

Trainer

Project Director, ARIFU







Background & Guide for Facilitators Appendix 7 – Shuga Pre- and Post-Test

Please distribute the pre-test before beginning the first session.

Code: _____

1. Have you ever heard about Human Immunodeficiency Virus (HIV), the virus that causes AIDS?
 Yes No

2. Can people reduce their chance of getting the HIV virus by having just one uninfected sex partner who has no other sex partners?
 Yes No Don't Know

3. Can people get the HIV virus from mosquito bites?
 Yes No Don't Know

4. Can people reduce their chance of getting the HIV virus by using a condom every time they have sex?
 Yes No Don't Know

5. Can people get the HIV virus by sharing food with a person who has AIDS?
 Yes No Don't Know

6. Can people reduce their chance of getting the HIV virus by not having sexual intercourse at all?
 Yes No Don't Know

7. Can people get the HIV virus because of witchcraft or other supernatural means?
 Yes No Don't Know

8. What else can a person do to avoid getting HIV virus? (Check all that apply)
 - a. Limit sex to one uninfected partner/stay faithful
 - b. Abstain from sex
 - c. Limit number of sex partners
 - d. Avoid sex with commercial sex workers
 - e. Avoid sex with persons who have other partners
 - f. Avoid sex with homosexuals
 - g. Avoid sex with IV drug users
 - h. Avoid blood transfusions
 - i. Avoid sharing razors/blades and needles
 - j. Avoid kissing
 - k. Seek protection from traditional healer
 - l. Correct and consistent use of condoms

9. Is it possible for a healthy-looking person to have the AIDS virus?
 Yes No Don't Know

10. Do you know someone who has the virus that causes AIDS or someone who died of AIDS?
 Yes No Don't Know

11. Have you ever discussed ways to prevent getting HIV with a partner?
 Yes No I do not have a partner



12. Would you buy fresh vegetables from a shopkeeper if you knew the person had HIV virus?
 Yes No Don't Know
13. If a member of your family got infected with the HIV virus, would you want it to remain a secret?
 Yes No Don't Know
14. Would you be willing to care for a member of your family who became sick with AIDS?
 Yes No Don't Know
15. If a teacher has the HIV virus, but is not sick, should he/she be allowed to continue teaching?
 Yes No Don't Know
16. What do you think are your chances of getting HIV?
a. No risk at all b. Low c. Moderate d. High
17. Have you ever tested for HIV?
 Yes No
18. If yes, When was the last time you were tested?
 Less than 12 months ago 12 - 23 months ago 2 or more years ago
19. Would you want to be tested for HIV?
 Yes No Don't Know
20. Do you know of a place where people can go to get tested for the HIV?
 Yes No
21. How often do you have a drink containing alcohol?
 Never Monthly or less 2-4 times a month 2-3 times per week
 More than 4 times per week
22. How many drinks containing alcohol do you have on a typical day when you are drinking?
 1-2 3-4 5-6 7-9 10 or more
23. Excessive consumption of alcohol and drugs affects our decision making.
 True False
24. Excessive consumption of alcohol affects our ability to negotiate for condom use.
 True False
25. Medical male circumcision can reduce the risk of HIV infection.
 True False
26. Sexual assault can occur anywhere, even in the home and by persons known to the victim.
 True False





27. The 'victim' is usually to blame when they are sexually assaulted.

True False

28. Being forced to have sex by your partner or someone you know well is not 'sexual assault'.

True False

29. Family or community support is very important when someone has been sexually assaulted.

True False

30. Sexual assault survivors can get medical interventions to protect against pregnancy (females) and/or HIV and STI infection.

True False

31. It is important for parents and their children to discuss issues related to sex and relationship.

True False



**Shuga Series _____, Episode _____
Appendix 8 - Session _____ Evaluation**

Date: _____ Session #: _____ Age: _____ Gender: M _____ F _____

1. Rate the session on the scale below:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
a. Activities were interesting					
b. Presenters were knowledgeable					
c. Information was relevant to my life					

2. What did you like most or best about the session?

3. How could the session have been improved?

4. What additional information would you like about the subjects discussed today?





SHUGA SESSION ONE

Series One, Episode One





Shuga Series 1; Episode 1 – Friday Nights

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series One DVD
- Power source
- Laptop or DVD Player
- Television or LCD Player
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- A Pen and Notebook for each participant
- Two Index Cards for time keeping
- Shuga Attendance & Referral Register in [Appendix 1](#)

Preparation:

- Obtain materials listed above
- Photocopy the Pre and Post Test for each participant
- Photocopy the “Character Risk Assessment worksheet - [Appendix 9](#)
- Photocopy session homework assignment for participants - [Appendix 10](#)
- Obtain materials on HIV from a local organization to give each participant
- Photocopy the session evaluation for each participant - [Appendix 8](#)
- Prepare and post a sheet of newsprint labeled “Parking Lot”
- Write “**5 Minutes**” on one index card and “**2 Minutes**” on another for the timekeeper to use for each session
- Write the following names on small sheets of paper to be used for activity 1.2: Aiyra, Ty, Kennedy “The Remedy,” Violet, Cindi, Leo, Skolar, Felix and Virginia.
- Send out the “Letter of Invitation for Special Guest” found in [Appendix 11](#) and the “Shuga Fact Sheet” in [Appendix 16](#) in preparation for Session 2 next week .
- Write “Take Home Messages” on newsprint and keep it for the “Wrap Up” session
- View Shuga Series One, Episode One before the session
- Review session content before the session

PREPARATION



**Key Episode Themes:** (This session will focus on the highlighted themes)

- Risk perception
- Decision making
- Peer influence
- Alcohol use/abuse
- Intergenerational and transactional sex
- Multiple concurrent partnerships

Session Objectives: By the end of the session participants will:

1. Have completed a “Risk Assessment” activity and determined their personal risk for HIV and other sexually transmitted infections (STIs).
2. Know at least 5 behaviors that can increase risk of HIV and other STIs.
3. Identify at least one behavior they will change to reduce their own risk.

Key Points for the Facilitator:

- Ensure that all youth participate in the discussions. Call on those who have not spoken up.
- Keep to time so you complete all activities.
- Help participants identify their own sexual behaviors they may need to change.
- Help participants identify referral points for various community services.

1.0 Introduction to Episode**Time: 30 minutes**

1. Welcome participants, introduce yourself and explain your role. **(3 minutes)**
2. Remind participants that only previously selected individuals will participate in the discussion following the screening and collect the Shuga Invitation Cards they have been given for participation.
3. Ask participants to think of an object that best describes their personality.
4. Ask each participant to introduce him/herself and say how the object they have chosen represents their personality. **(10 minutes)**
5. Mark the “Attendance Register” next to the name of the youth as they introduce themselves.
6. Explain how the sessions are organized, the number of sessions, and time commitment they must make in order to participate. Tell participants they will be asked to invite their parents to session 4 & 5. Tell them that these sessions are designed to help foster better parent/child communication so they are encouraged to ask their parents to participate. **(2 minutes)**



7. Review “Housekeeping” items such as the location of bathrooms/toilets, processing of transportation reimbursement, if applicable, etc.
8. Ask for a participant to volunteer to be the time keeper. This will help the group keep to time and ensure that all activities are completed. Ask for a different volunteer each day so that this task is shared by many group members. Inform the volunteer of the amount of time allotted to each session and ask him/her to let you know when time is up by using the “**5 Minute**” and “**2 Minute**” cards.
9. Ask the group to establish ground rules. Write them on newsprint and post on the wall for reference throughout the session. **(5 minutes)** Suggest the following ground rules if they have not been mentioned:

GROUND RULES

- a. Arrive on time
 - b. Respect one another’s opinions
 - c. One person speaks at a time
 - d. Silence all cell phones
 - e. Limit side conversations
 - f. Respect confidentiality. In other words do not discuss personal information shared in the group with others.
10. Distribute the Pre and Post-Test and ask participants to complete it. **(10 minutes)**

SHUGA SCREENING - Series 1 Episode 1

Time: 25 minutes

Ice Breaker/Energizer

Time: 3 minutes

Mingle, Mingle Game – Ask participants to stand. Randomly call out numbers and ask participants to form groups of that number. For example, call out “groups of 5” and participants should form groups of five. Then call out “groups of 7” and participants should form groups of seven. Anyone who does not find him/herself in a group is eliminated. Repeat a few times until you are left with a small group of participants who have not been eliminated.

This activity gets people moving about and helps them begin to feel comfortable with one another.



**1.1: Screening Feedback (Brainstorming)****Time: 15 minutes**

1. After watching the episode ask participants the questions below to get immediate feedback, to ensure all participants have the same understanding of the episode and to stimulate discussion. Post responses to (a) and (b) on newsprint. Ask each participant:
 - a. What one word would you use to describe the episode and why have you chosen that word?
 - b. What did you learn from the episode?
 - c. What characters interested you most and why?
 - d. Did the episode reflect real life for your peers? If so, how?
 - e. Did the episode reflect real life for you? If so, how?
2. Give a chance to as many participants to respond as time allows.

1.2: Activity: Assessing Risk (Small & Large Groups)**Time: 45 minutes**

1. Ask participants to name or describe the main characters in the episode. Probe to ensure that the following names are mentioned – Aiyra, Ty, Kennedy “The Remedy,” Violet, Cindi, Leo, Skolar, Felix and Virginia. **(5 Minutes)**
2. Place each name on a small piece of paper and place in a hat, bag or box.
3. Divide the group into 4 smaller groups. Ask each person to count off 1, 2, 3, and 4. Tell all number 1’s to form a group, number 2’s to form a group. Continue until everyone is in a group.
4. Ask a representative from each group to pick one piece of paper from the hat, bag or box. Go around again until all character names have been chosen. The group will use the character they have selected for the activity.
5. Give each group a sheet of newsprint.
6. Ask each group have a volunteer to serve as the reporter to report back to the larger group and someone to serve as the recorder to document the groups’ feedback on newsprint as they discuss.
7. Distribute the “Character Risk Assessment” assignment in **Appendix 9** and ask each group to write the assignment on newsprint.
8. Ask each group to complete the assignment for the character(s) they have chosen but tell them to select one character they will report back to the large group. Use the example of Cindi provided to explain the activity. **(20 minutes)**
9. Ask each reporter to share the outputs from their discussion with the larger group. Ensure that all groups have a chance to report back on at least one character.
10. Encourage questions and comments from participants after each group presents. Allow 5 minutes for each group to present and respond to questions. **(20 minutes)**

**1.3: Assignment (Written Assignment)****Time: 10 minutes**

1. Distribute the “Risk Self-Assessment” in **Appendix 10**.
2. Ask participants to complete question number 1 of the “Risk Self-Assessment” tool now. Tell them they are to complete the rest of the assessment at home and bring it to the next session.
3. Review the questions on the tool with participants to ensure they understand how the questions are to be answered. Explain and/or translate questions that may not be easily understood.
4. Tell them that the information on the form is confidential and does not have to be shared with anyone.

1.4: Wrap Up (Large Group Discussion)**Time: 20 minutes**

1. Distribute the notebooks and explain that they are to be used for various assignments and reflections. Tell participants that they will not be collected or read by others but that they are for their personal use only.
 - a. Ask each participant to take a minute to think about the questions below and write the question and responses in their notebooks.
 - b. What did you learn from the activities you participated in today?
 - c. How will you use this information in your own life?
2. Ask participants to share their response to each question. Post responses on newsprint. Save this information for the facilitators report. **(15 minutes)**
3. Review the following “take home messages” from the episode and session activities.
4. Provide participants with resources for where they can get additional information from the resource information below and from the template you have completed from **Appendix 4**.
5. Distribute materials on HIV/AIDS you have obtained from a local organization.
6. Remind participants of the next meeting date, time and location.
7. Ask participants if there are or questions before they depart.
8. Review “Take Home Messages.”





Take Home Messages:

- We are all at risk. Abstinence is the only way to prevent the spread of HIV and other STIs through sexual contact.
- Decisions about whether, when, and who to have sex with can be life changing and should not be taken lightly.
- Peers can influence us in positive and negative ways, so it is important to choose your friends wisely and to associate with people with shared values and beliefs.
- Associating with peers who engage in negative behaviors, drinking and doing drugs, having sex with many partners and having sex in exchange for money or other items can increase your risk for HIV and other STIs.
- Encourage youth to seek help from services in the community.

1.5: Session Evaluation (Written assignment)

Time: 5 minutes

1. Distribute the evaluation form found in **Appendix 8** and ask each participant to complete and return it or record responses on newsprint.
2. Tell participants they do not need to include their names and encourage them to be honest in their responses to help improve the session.
3. Remind participants to invite their parents to sessions 4 & 5 and give the dates for these sessions. Tell them that a formal letter will be sent before the session.

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- www.g-pange.com
- Shuga.TV – web site

Please add additional local resources from the template you have completed in **Appendix 4**. Resources should include a combination of websites, literature and program and service sites.

Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.







SHUGA SERIES ONE, EPISODE ONE

Appendices 9-11





SHUGA SERIES ONE, EPISODE ONE

Appendix 9 - Character Risk Assessment

Instruction: Please complete the table below for the character you have chosen. Please see the example below for Cindi for help in completing the assignment.

Character	Low	Med	High	What behaviors determined the risk level?	How can he/she reduce the risk or maintain low risk?
Ayira					
Ty					
Leo					
Violet					
Skolar					
Kennedy					
Felix					
Virginia					
Cindi	X			<ul style="list-style-type: none"> The fact that she is a virgin 	<ul style="list-style-type: none"> Continue to abstain and use condoms correctly and consistently when she decides to have sex Ensure she knows the status of her partner





SHUGA SERIES ONE, EPISODE ONE

Appendix 10 - Homework - Risk Self-Assessment

Questions – Please tick(Ö) the appropriate box next to each question. <i>Weka alama (Ö) katika kisanduku kulingana na vile utakalojibu kila swali.</i>		Low Chini	Medium Katikati	High Juu
	What is your level of risk for contracting HIV? <i>Je, unajiona uko katika kiwango kipi cha kuambukizwa virusi vya HIV?</i>			
HIV and STIs <i>Virusi vya HIV na magonjwa ya zinaa</i>				
		Yes Ndio	No Hapana	N/A Hainihusu
	Do you know your HIV status? <i>Je, unajua hali yako ya HIV?</i>			
	Have you tested for HIV in the last 3 months? <i>Je, umepimwa virusi vya HIV katika muda wa miezi 3 iliyopita?</i>			
	Do you have a regular sex partner? <i>Je, kuna mpenzi uliye na uhusiano wa kina ambaye mnashiriki naye kimwili?</i>			
4a.	If yes, did you use a condom the last time you had sex with him/her? <i>Kama ndio, Je, ulitumia mpira mara ya mwisho ulipofanya mapenzi naye?</i>			
	Do you know the HIV status of your regular partner? <i>Je unajua hali ya HIV ya mpenzi huyu uliye na uhusiano wa kina naye?</i>			
	Do you regularly discuss HIV and STIs with your regular partner(s)? <i>Je, huwa mnazungumzia mambo ya HIV na magonjwa ya zinaa na mpenzi huyu uliye na uhusiano wa kina naye?</i>			
	Do you have a casual partner or partners? <i>Je, kuna mpenzi au wapenzi usiokuwa na uhusiano wa kina ambao mnashiriki nao kimwili?</i>			
7a.	If yes, did you use a condom the last time you had sex with him/her? <i>Kama ndio, Je ulitumia mpira mara ya mwisho ulipofanya mapenzi naye?</i>			
	Do you know the HIV status of your casual partner(s)? <i>Je, unajua hali ya HIV ya mpenzi huyu usiye na uhusiano wa kina naye?</i>			
	Do you regularly discuss HIV and STIs with your casual partner(s)? <i>Je, huwa mnazungumzia mambo ya HIV na magonjwa ya zinaa na mpenzi huyu usiye na uhusiano wa kina naye?</i>			
	Have you had sex with anyone known or suspected of being HIV+ in the last 6 months? <i>Je umefanya mapenzi na mtu ambaye anajulikana kuwa na ama kushukiwa kuwa na virusi vya HIV katika muda wa miezi 6 iliyopita?</i>			
10a.	If yes, did you use a condom the last time you had sex with him/her? <i>Kama ndio, Je, ulitumia mpira mara ya mwisho ulipofanya mapenzi na yeye?</i>			
11.	Have you been screened for an STI in the last 3 months? <i>Je, umefanyiwa uchunguzi wa magonjwa ya zinaa katika muda wa miezi 3 iliyopita?</i>			
11a.	If yes, have you been treated for an STI in the last 3 months? <i>Kama ndio, Je, umepata matibabu ya ugonjwa wa zinaa katika muda wa miezi 3 iliyopita?</i>			





Risk Self-Assessment, page 2

	Did you use a condom the last time you had sex? <i>Je, ulitumia mpira mara ya mwisho ulipofanya mapenzi?</i>					
12a.	If not, why not? <i>Kama la, mbona haukutumia mpira?</i>					
	Have you ever tested for HIV? <i>Je, umewahi kupimwa virusi vya HIV?</i>					
13a.	If not, why not? <i>Kama la, mbona haujawahi kupimwa?</i>					
		1	2-4	5+	None	
14	How many regular sex partners do you have? <i>Je, unao wapenzi wangapi ulio na uhusiano wa kina nao?</i>					
15	How many casual sex partners do you have? <i>Je, unao wapenzi wangapi usiokuwa na uhusiano wa kina nao?</i>					
16	How often have you had sex in the past month? <i>Je, umefanya mapenzi mara ngapi katika muda wa mwezi mmoja uliopita?</i>					
17	How many sex partners have you had in your lifetime? <i>Je umekuwa na wapenzi wangapi katika maisha yako?</i>					
		Male Wanaume	Female Wanawake	Both Wote	N/A	
18	What is the gender of your regular or casual sex partner(s)? <i>Je, mpezi wako ulio na uhusiano wa kina naye ama usiyekuwa na uhusiano wa kina naye ni mwanamke ama ni mwanaume?</i>					
		Never Sijawahi	Sometimes Wakati nwingine	Mostly Mara kwa mara	Always Kila wakati	Does Not Apply Hainihusu
19	How often do you practice the following sexual behaviors when you have sex? <i>Je, ni mara ngapi wewe ushiriki tabia zifuataza za kimapenzi?</i>					
19a.	Vaginal Sex <i>Ngono na mwanamke</i>					
19b.	Oral Sex <i>Ngono ya mdomo</i>					
19c.	Anal Sex <i>Kufira</i>					
19d.	Sex during menses/your period <i>Mapenzi wakati wa hedhi</i>					
				Yes Ndio	No La	N/A Hainihusu
20.	Do you think the behaviors of any of your partners could put you at risk of HIV? <i>Je, unafikiria kuwa tabia za yeyote kati ya wapenzi wako zinaweza kukuweka katika hatari ya kuambukizwa virusi vya HIV?</i>					
	If yes, why do you think that? If not, why not? <i>Kama ndio, ni kwa nini unafikiria hivyo? Kama la, ni kwa nini unafikiria hivyo?</i>					





Risk Self-Assessment, page 3

		Yes Ndio	No La	N/A Hainihusu
21.	Have you used alcohol in the past month? <i>Je, umetumia pombe katika muda wa mwezi mmoja uliopita?</i>			
	If yes, how often have you used alcohol in the past month? <i>Kama ndio, umetumia pombe mara ngapi katika muda wa mwezi mmoja uliopita?</i>			
22.	In the past month have you used alcohol before having sex? <i>Katika muda wa mwezi mmoja uliopita, umewahi kutumia pombe kabla ya kufanya mapenzi?</i>			
23.	Have you used drugs in the past month? <i>Je, umewahi kutumia madawa ya kulevya katika muda wa mwezi mmoja uliopita?</i>			
	If yes, what type of drugs have you used? <i>Kama ndio, umetumia madawa yapi?</i> How often have you used drugs in the past month? <i>Je, umetumia madawa ya kulevya mara ngapi katika muda wa mwezi mmoja uliopita?</i>			
24.	Have you ever used needles to inject drugs? <i>Je, umewahi kutumia sindano kujidunga madawa?</i>			
25.	Have any of your partners ever used needles to inject drugs? <i>Je, kuna yeyote kati ya wapenzi wako ambaye amewahi kutumia sindano kujidunga madawa ya kulevya?</i>			
26.	In the past month have you used drugs before having sex? <i>Katika muda wa mwezi mmoja uliopita, umewahi kutumia madawa ya kulevya kabla ya kufanya mapenzi?.</i>			
27.	Have you ever exchanged sex in return for money, gifts or favors? <i>Je, umawahi kubadilisha mapenzi kwa pesa, zawadi ama neema?</i>			
		Low Chini	Medium Katikati	High Juu
28.	Now that you have completed the self-assessment what is your level of risk for contracting HIV? <i>Sasa, baada ya kujaza fomu hii, uko katika kiwango kipi cha hatari ya kuambukizwa virusi vya HIV?</i>			
		Yes Ndio	No La	
29.	Was your risk different at the end of the assignment than at the beginning? <i>Je, kiwango chako cha hatari ya kuambukizwa virusi vya HIV baada ya kujaza fomu hii ni tofauti na jinsi ilivyokuwa hapo mwanzoni?</i>			
	If yes, how was it different? <i>Kama ndio, kuna tofauti gani?</i>			
		Yes Ndio	No La	
30.	Were you surprised by your level of risk? <i>Je, umeshangazwa na kiwango chako cha hatari ya kuambukizwa virusi?</i>			
	If yes, what surprised you? <i>Kama ndio, nii nini kimekushangaza?</i>			





Risk Self-Assessment, page 4			
		Yes Ndio	No La
31.	After having completed the assessment, are there behaviors you want to change? <i>Baada ya kujaza formu hii, kuna tabia ambazo ungependa kubadilisha?</i>		
	If yes, what are they? <i>Kama ndio, ni tabia gani hizi?</i>		
		Yes Ndio	No La
32.	Do you need additional information or resources in order to reduce your risk? <i>Je, unahitaji habari zaidi ama rasilimali zozote ili kupunguza hatari yako?</i>		
	If yes, what additional information or resources do you need? <i>Kama ndio, ni habari gani ama rasilimali zipi ambazo unahitaji?</i>		
		Yes Ndio	No La
33.	Do you think any of your partner(s) behaviors could put you at risk of HIV Infection? <i>Je, unafikiria tabia za mmoja wa wapenzi wako inaweza kukuweka katika hatari ya maambukizi ya virusi vya HIV?</i>		
	If yes, why do you think that? If not, why not? <i>Kama Ndio, kwa nini unafikiria hivyo? Kama la, kwa nini?</i>		
34.	What did you learn by doing this self risk assessment? <i>Umejifunza nini kwa kufanya zoezi hili?</i>		
35.	Please write any other comments below. <i>Tafadhali andika maoni mengine hapa:</i>		





SHUGA SERIES ONE, EPISODE TWO

Appendix 11 – Letter of Invitation for Special Guest Counselor/Provider

Date:

Dear Sir/Madam:

I am writing to request your participation in a Shuga Campaign discussion session sponsored by _____ (**sponsoring organization**)____. The session is part of the Shuga Campaign using **the Shuga Discussion Guide and Toolkit** to facilitate discussions among youth ages 15 to 24 about the key messages and themes found in the television and radio series. We would like you to participate in the second session that focuses on HIV testing and counseling and correct and consistent condom use.

The objectives of the session are to:

- Motivate participants to test for HIV and know their status.
- Help participants identify resources in their community for HTC services and condoms.
- Ensure that participants know the correct way to use and condom.
- Provide participants with accurate information about testing and about condoms, dispelling commonly held myths.

Specifically, we would like you to role play a testing and counseling session so youth understand what happens during testing. We would also like you to facilitate a male and female condom demonstration to help ensure youth know how to use a condom correctly.

The session will be held on:

Date:

Time:

Location:

Please confirm your participation by _____(date)_____. Feel free to contact _(name)_____ at _____(phone and/or email address)_____ if you have questions or need additional information.

Thank you for your participation and for your interest in our program.

Sincerely,

(Name and Organization)_____







SHUGA SESSION TWO

Series One, Episode Two





Shuga Series 1; Episode 2 – The Morning After

PREPARATION

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series One DVD
- Power source
- Laptop or DVD player
- Television or LCD projector
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- 7 Penis and 7 Vagina Models
- 20 Male and 5 Female condoms
- Manila or construction paper
- Two index cards for time-keeping
- Shuga Attendance & Referral Register in [Appendix 1](#)

Preparation:

- Obtain materials listed above
- Photocopy the “Male and Female Condom Instruction Sheet” and the “Condom Checklist” – [Appendix 12](#) and [13](#)
- Photocopy the “Mystery Client homework assignment – [Appendix 14](#)”
- Photocopy the session evaluation – [Appendix 8](#)
- Liaise with a local HTC service provider to ensure they know what to expect and the issues you want them to address during the session
- Arrange for HTC services to be available on site after the session for youth who wish to be tested and ask the counselor to bring information and materials to hand out
- Obtain information about HTC and where youth can receive services
- Get permission from the organizers to distribute male and female condoms and demonstrate their appropriate use
- Practice using the male and female condom
- Send the “Letter of Invitation for Parent/Guardian” in [Appendix 15](#) along with the “Shuga Fact Sheet” in [Appendix 16](#).
- Write “Take Home Messages” on newsprint and keep for the “Wrap Up”
- View Shuga Series One, Episode Two
- Review session content



**Key Episode Themes: (This session will focus on the highlighted themes)**

- HIV Testing and Counseling (HTC) - Know your status
- Correct and Consistent Condom Use
- Medical Male Circumcision
- Alcohol use/abuse
- Intergenerational and transactional sex
- Multiple concurrent partners

Session Objectives: By the end of the session participants will:

1. Gain accurate information about HIV and methods of prevention as well as dispel commonly held myths and misconceptions.
2. Identify at least five (5) behaviors that can increase risk of HIV and other STIs.
3. Learn the importance of HIV testing and identify barriers to HIV testing.
4. Identify at least two (2) places in their community where they can get condoms and HTC services.
5. Accurately demonstrate how to use male and female condoms.

Key Points for the Facilitator:

- Make sure the counselor emphasizes the confidential nature of HIV counseling and testing.
- Be sure to correct any myths and misconceptions youth may have about HIV testing and condom use.
- Ensure that every participant gets a chance to practice using the male and female condom so, do not rush the session.
- Use the correct terms when talking about the body parts (i.e., penis and vagina). If you are uncomfortable it will communicate to participants that there is something wrong with discussing these issues.
- Modeling appropriate behavior is important. Participants learn not only from what you say but from what you do as well.

1.0: Introduction to Episode**Time: 10 minutes**

1. Welcome participants back for the second session. Thank participants who have arrived on time to reinforce this behavior.
2. Take attendance and mark the register.
3. Remind the group of the session format, duration and amount of time.
4. Ask for a volunteer to be the timekeeper to help the group keep to time for the session and activities and give him/her the time cards.
5. Review the ground rules and remind the group of housekeeping issues such as the location of the bathrooms/toilets before beginning.



**1.1: Reflection (Brainstorming/Large Group)****Time: 30 minutes**

1. Ask participants if they have any questions, comments, or thoughts left over from the previous session or new experiences they would like to share.
2. Ask for a volunteer to recap the previous session.
3. Ask participants to take out their “Risk Self-Assessment” forms and notebooks. Remind them that the notebooks are personal and confidential and they should share information only if they feel comfortable.
4. Assuming that everyone has completed the homework assignment, ask for feedback using the following questions:
 - a. How did you feel about completing this exercise?
 - b. What did you learn about yourself that you did not know?
 - c. Was your risk higher or lower than you expected?
 - d. What behavior did the assessment motivate you to change?

SHUGA SCREENING - Series 1 Episode 2**TIME: 25 MINUTES****1.2: Episode Feedback (Large Group Discussion)****Time: 10 minutes**

1. Ask participants to list key messages in the series and to describe scenes from the episode where this message was communicated.
2. Use the following examples if they are not mentioned. If you give the message ask participants to describe the scene from the series.
 - a. **Knowing your status and HIV Testing and Counseling (HTC)** – Leo seemed to be the only person who knew his status.
 - b. **Correct and Consistent Condom Use** – Leo used a condom and Skolar did not. Ty did not use a condom with Aiyra because he thought she was faithful. Felix lied about his status and refused to use a condom even when Aiyra asked.
 - c. **Alcohol use/ abuse** – The group of friends frequently drank alcohol. It was a central part of all social events and they often went to bars and night clubs where alcohol was served.
 - d. **Multiple concurrent partners** – Violet has sex with Leo and Skolar on the same night. Aiyra had sex with Ty and Felix.
 - e. **Intergenerational and transactional sex** – Aiyra has a relationship with an older man as seen in episode one. Violet refers to her Minister of Communications and Minister of Transportation, indicating that she has different older men who provided her with different things.



**1.3: HIV Testing and Counseling (Role Play/ Guest)****Time: 35 minutes**

1. Tell the group that you want to focus a bit more on two of the themes discussed - HIV Testing and Counseling and correct and consistent condom use.
2. Tell them that knowing your status is an important first step in protecting yourself and your partner and in reducing new infections.
3. Introduce the HTC Counselor you have invited as a guest speaker.
4. Divide a sheet of newsprint into two. At the top of one column write advantages and write disadvantages at the top of the other column.
5. Facilitate a brainstorming session on the advantages and disadvantages of testing and post the responses on newsprint on the wall. Write what is said without correcting any information at this time. **(5 minutes)**
6. Ask participants to note whether they have identified more advantages than disadvantages.
7. Review and discuss the list with the counselor after all ideas have been shared.
8. Ask the guest HTC Counselor to address any myths or misconceptions about testing as your review. **(10 minutes)**
9. Ask participants to share whether or not they have gone for testing before and what that experience was like. Inform participants that this is completely voluntary and that they are also free not to share.
10. Ask the counselor to role play what goes on during an actual HTC session. You play the role of the youth. Act as if you were in a real life situation as a young person struggling with a problem. **(10 minutes)**

You are an 18 year-old male/female. You love your partner and have been faithful. Lately your friends say they have seen your boy/girlfriend with someone from the neighborhood who is known to sleep around. You come from a strict family and your parents would not approve of you having sex and would be devastated if you were HIV+. You are afraid but know you must find out the truth about your status.
11. Invite questions from the group once the role play has been completed. Stay in your role as you respond to questions. If you have a co-facilitator he/she should facilitate the Question and Answer session. If you are alone explain to the group that you will be in the role of an 18 year old client until the session has ended.
12. Ask the HTC Counselor to share information about current laws and policies regarding youth access to HTC services. **(15 minutes)**
13. Inform the group that participants are free to visit the confidential HTC site for information or services at the end of the session, if provided on-site or tell them where they can be referred for services in the community. Ask participants to write is information in their notebooks.
14. Thank the guest for his/her participation in the role play and distribute additional information about HTC information and services.

**Ice Breaker/Energizer****Time: 5 minutes**

Our Story – Ask participants to stand in a circle. Using any one of the characters in Shuga start with that characters' name and ask participants to complete the story. Moving around the circle ask each person says only one word to add to the story until you come to the last person. For example, "Ayira... was... a... very... good... girl... but...she... wanted... more... out... of life... Continue until you come to the last person and the story is finished.

1.4: Male/ Female Condom (Demonstration)**Time: 45 minutes**

1. Inform the group that correct and consistent condom use is an important way to prevent the spread of HIV and other STIs. As a result, we want to ensure that all youth know how to use a male and female condom correctly even if they are not having sex.
2. Ask for two volunteers, one to demonstrate the correct use of a male condom and another to demonstrate the use of a female condom.
3. Ask each volunteer in turn to demonstrate the correct use of the condom using the penis or vagina model provided. In addition to demonstrating they should also provide verbal instructions to the group as they proceed. Ask observers to make notes using the checklist as a guide to share feedback on the demonstration. **(10 minutes)**
4. After each demonstration ask the group to give feedback on the demonstration and add any information omitted. Also address any myths and misconceptions about condoms that may arise during the discussion. **(10 minutes)**
6. Divide participants into groups of three.
7. Tell them that each person will have a chance to demonstrate and observe. Distribute two (2) copies of **Appendix 13** to each participant.
8. Ask the first person to demonstrate and give instructions on how to use a condom as the other two observe and make notes using the condom checklist in **Appendix 13**.
9. Once completed, ask the two observers to give feedback to the person demonstrating as to how well he/she did or anything he/she has left out.
10. Call time after 5 minutes and ask the small groups to rotate to the next person. Continue until all participants have had a chance to demonstrate and get feedback. **(30 minutes)**
11. Distribute condoms and related information to participants, if allowable. Be sure to get clearance from organizers in advance.



**1.5: Assignment (Mystery Client)****Time: 5 Minutes**

1. Ask participants to complete the “Mystery Client” homework assignment before the next session using **Appendix 14**.
2. Explain that youth are often embarrassed to purchase condoms and providers sometime pose a barrier to them doing so. As a result the assignment is for participants to visit a local site to purchase condoms and share their experience with the group when they return next week.
3. Tell participants that they are also free to ask a friend to make the purchase and document that persons experience if he/she is uncomfortable.
4. In either case, ask participants to do the following:
 - a. Identify three places in your community where you can purchase or obtain condoms. You can chose from a government or private health facility, a pharmacist, a shop or other facility you are aware of.
 - b. Do not let the provider know you are doing an activity. Act as if you are a regular youth purchasing a condom so act normally.
 - c. Ask participants to list the exact location, phone number and key contact person, if known.
 - d. Select one of the places and purchase or obtain a condom. Do not reveal that you are doing this for a project and simply document your experience or that of your friend by responding to the following questions and noting the responses in your notebooks.
 - e. Tell participants to have the questions in their head so the provider does not see him/ her writing.

1.6: Wrap Up Session (Large Group Discussion)**Time: 10 Minutes**

1. Ask participants to share any final thoughts on the session and to state what they will do differently as a result of what they learned today.
2. Write their responses on newsprint and post on the wall.
3. Ask participants to remind their parents of the invitation for them to join in Shuga 2 Episode 1 (give tentative date as is in the letter of invitation sent out to them)
4. Distribute materials on HTC.

Take Home Messages:

- It is important to know your status and that of your partner.
- It is necessary to use a condom correctly and consistently every time and with every partner.
- The female condom should be considered an option to prevent the spread of HIV.





SHUGA SERIES ONE, EPISODE TWO

Appendices 12-14





SHUGA SERIES ONE, EPISODE TWO

Appendix 12 - Male and Female Condom Instruction Sheet

How to use the Male Condom

Although many people mistakenly assume that all men know how to correctly use condoms, incorrect use is common and is a major cause of condom failure.

<p>Remember:</p> <p>Do not use grease, oils, lotions, or petroleum jelly (vaseline) to make the condom slippery. These substances can make the condom break. Use only jelly or cream that does not have oil in it.</p> <ul style="list-style-type: none"> • Use a new condom each time you have sex. • Do not reuse a condom. • Store condoms in a cool, dry place. • Do not use a condom that is expired or damaged. 	<p>Do not use a condom if:</p> <ul style="list-style-type: none"> • The package is broken. • The condom is brittle or dried out. • The color is uneven or has changed. • The condom feels gummy or sticky.
--	---

Before Intercourse:



1. Carefully open the package so the condom does not tear. (Do not use teeth or a sharp object to open the package.) Do not unroll the condom before putting it on.



2. If you are not circumcised, pull back the foreskin. Put the condom on the end of the hard penis. If the condom is initially placed on the penis backwards, do not turn it around. Throw it away and start with a new one.



3. Squeezing the tip of the condom to squeeze out air, roll on the condom until it reaches the base of the penis.

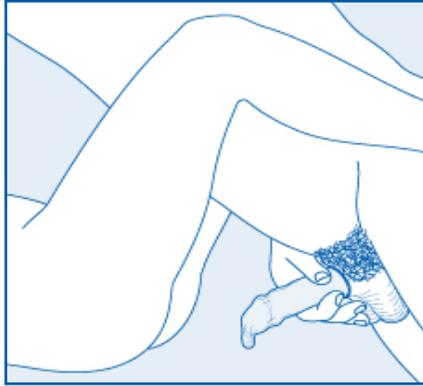


4. Check to make sure there is space at the tip and that the condom is not broken. With the condom on, insert the penis for intercourse.





After Intercourse:



5. After ejaculation, hold onto the condom at the base of the penis. Keeping the condom on, pull the penis out before it gets soft.



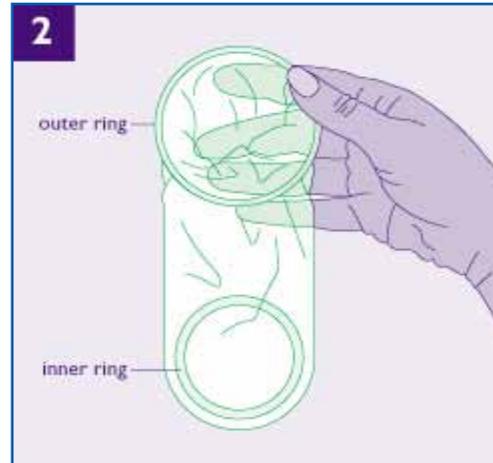
6. Slide the condom off without spilling the liquid (semen) inside. Dispose of the used condom in the trash or pit latrine. Do not put in the toilet.

**Copied from Engender Health "Instructions for Male Condom Use".*

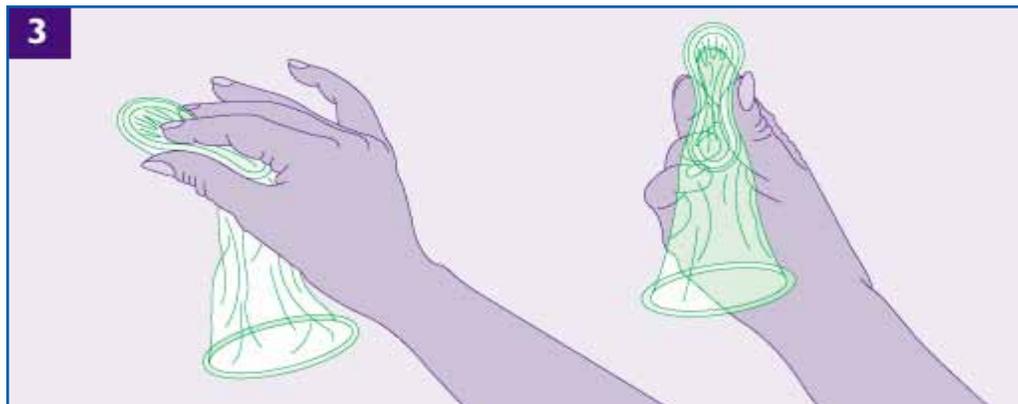
How to Use the Female Condom



1. Open the package carefully; tear at the notch on the top right of the package. Do not use scissors or a knife to open.

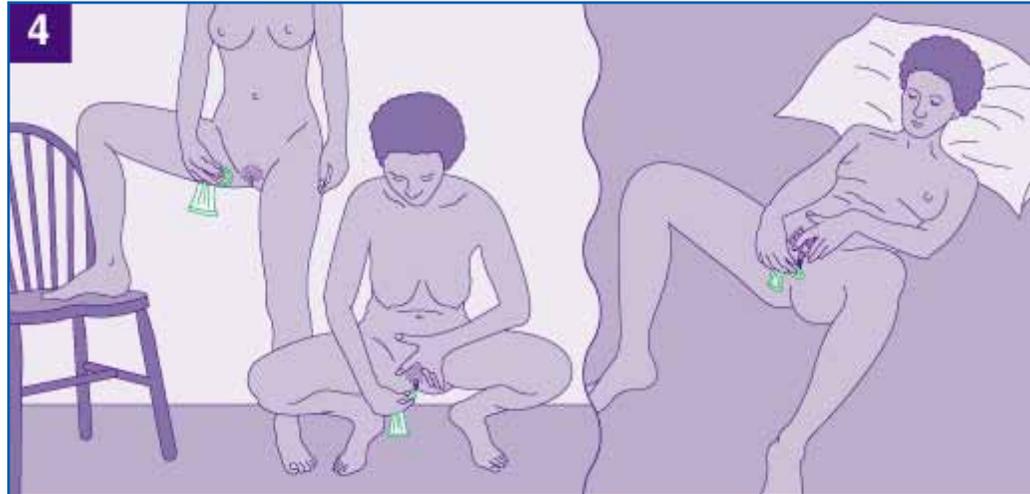


2. The outer ring covers the area around the opening of the vagina. The inner ring is used for insertion and to help hold the sheath in place during intercourse.

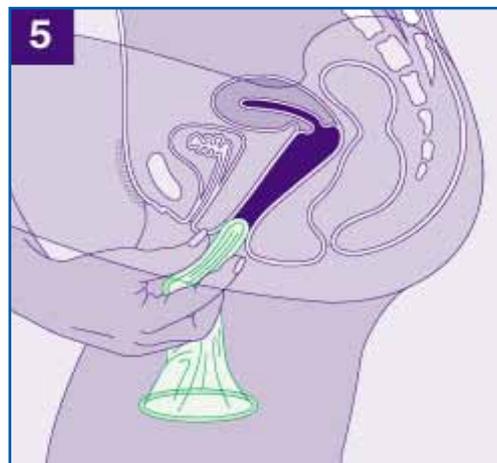


3. While holding the sheath at the closed end, grasp the flexible inner ring and squeeze it with the thumb and second or middle finger so it becomes long and narrow.

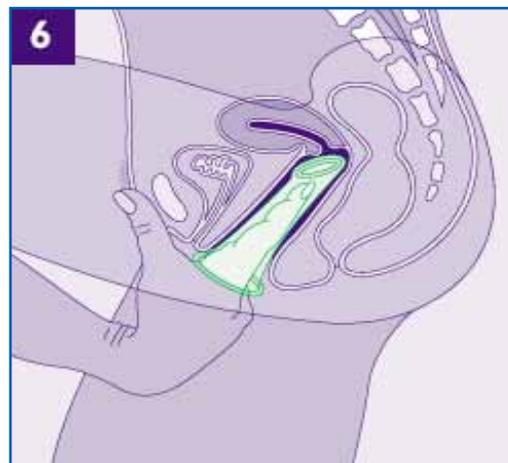




4 Choose a position that is comfortable for insertion – squat, raise one leg, sit or lie down.



5 Gently insert the inner ring into the vagina. Feel the inner ring go up and move into place.



6 Place the index finger on the inside of the condom, and push the inner ring up as far as it will go. Be sure the sheath is not twisted. The outer ring should remain on the outside of the vagina.

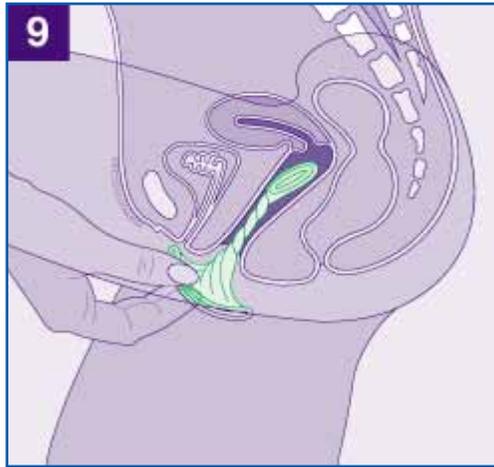


7 The female condom is now in place and ready for use with your partner.



8 When you are ready, gently guide your partner's penis into the sheath's opening with your hand to make sure that it enters properly – be sure that the penis is not entering on the side, between the sheath and the vaginal wall.





9
To remove the condom, twist the outer ring and gently pull the condom out.



10
Wrap the condom in the package or in tissue, and throw it in the garbage. Do not put it into the toilet.





SHUGA SERIES ONE, EPISODE TWO

Appendix 13 - Male and Female Condom Checklist

For Male Condoms

- Always use a new condom with every sexual activity.
- Check the expiration date.
- Carefully open packet taking care not to damage it.
- Check to see which way the condom rolls.
- Place the condom on the head of the penis, making sure the tip is sticking out.
- Pinch the reservoir tip to remove all air.
- Roll condom on all the way down to the base of the penis slowly.
- Use the condom from start to finish.
- Hold the condom at base of the penis when pulling out of your partner.
- Remove the condom while the penis is still erect without letting the fluid spill out.
- Dispose of the used condom properly afterwards in the trash can or pit latrine.

For Female Condoms

- Always use a new condom with every sexual activity.
- Choose a condom and check the expiration date.
- Carefully open packet taking care not to damage it.
- Squeeze together the inner ring with your fingers and put it in your vagina.
- Gently insert the inner ring in the vagina.
- Push the inner ring up into your vagina with your finger.
- The outer ring stays outside the vagina.
- When you have intercourse, guide your partner's penis through the outer ring, making sure it goes inside the sheath.
- Remove the female condom immediately after sex, before you stand up.
- Squeeze and twist the outer ring to keep the man's sperm inside the pouch.
- Pull the pouch out gently Burn or bury it—do not flush it down the toilet.





SHUGA SERIES ONE, EPISODE TWO

Appendix 14 – Mystery Client

Visit a local site where condoms can be purchased or obtained. This may be a pharmacy, health center or store. If you are uncomfortable completing this exercise you can ask a friend to do it for you and complete the questions below.

1. Identify three places in your community where you can buy or obtain condoms. List the exact location, phone number and key contact person, if known.

Where condoms can be purchased/Obtained in my community	
Name of site: Location: Phone No.: Contact:	Name of site: Location: Phone No.: Contact:
Name of site: Location: Phone No.: Contact:	

2. Select one of the places and purchase or obtain a condom. Do not reveal that you are doing this for a project and simply document your experience or that of your friend by responding to the following questions and noting the responses in your notebooks:
 - a. Did you complete this assignment yourself? If you did not complete it, why not? If you asked someone else to do it, why did you select that person and what is their relationship to you?
 - b. How did you feel purchasing/obtaining a condom?
 - c. What was the reaction of the provider and others around him/her?
 - d. Were you asked any questions? If so, what?
 - e. Did you ask questions of the provider? If so, what did you ask and how did he/she respond?
 - f. Would you recommend this site to a friend? Why or why not?





SHUGA SESSION THREE

Series One, Episode Three





Shuga Series ; Episode 3 – Tomorrow

PREPARATION

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series One DVD
- Power source
- Laptop or DVD Player
- Television or LCD Projector
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- Two (2) colors of index cards, 20 in each color
- Two index cards for time-keeping
- Shuga Attendance & Referral Register – [Appendix 1](#)

Preparation:

- Obtain materials listed above
- Liaise with a local organizations to identify an HIV+ youth to invite to the next session (3) who would be willing to speak to the group
- Invite him/her to participate using the “Letter of Invitation for Special Guest 2” [Appendix 15](#) and the “[Shuga Fact Sheet](#)” in [Appendix 16](#)
- Meet with the special guest well before the session to orient him/her on the content of the episode and objective(s) of the session
- Write – “Strongly Agree”, “Strongly Disagree”, and “Neutral or Not Sure” on each of three manila cards or paper.
- Photocopy the “[Shuga Fact Sheet](#)” - [Appendix 16](#)
- Photocopy case studies for the homework assignment - [Appendix 19](#)
- Photocopy the session evaluation – [Appendix 8](#)
- Obtain materials on PLWHAs and MMC to distribute to participants.
- Be sure you have sent out the “Letter of Invitation for Parent/Guardian” and the “[Shuga Fact Sheet](#)” in [Appendix 20](#) and [16](#) to invite the parents to the next session, session 4.
- Write the “Take Home Messages” on newsprint and keep for the “Wrap Up” session later.
- View the Shuga Series One, Episode Three
- Review session content



**Key Episode Themes:**

- **Disclosure**
- **Living Positively with HIV as a prevention strategy**
- Voluntary Medical Male Circumcision (VMMC) as a prevention strategy for HIV

Session Objectives: By the end of the session participants will:

1. Learn the importance of disclosure of status in HIV prevention efforts.
2. Demonstrate increased acceptance of **PLWHA** (Persons Living with HIV and AIDS).

Key Points for the Facilitator:

- Stress the importance of reducing stigma and discrimination against Persons Living with HIV and AIDS so that more people are encouraged to test and disclose their status.
- Stress the importance of disclosure of HIV and STI status with your sexual partner or love interest and the sometimes complicated issues involved in making this choice.
- Clarify and reinforce the role of Voluntary Medical Male Circumcision (VMMC) in HIV prevention.

1.0 Introduction to Episode**Time: 10 minutes**

1. Welcome participants back for the third session. Thank those who arrived on time to reinforce this behavior.
2. Remind the group of the session format, duration and time commitment.
3. Take attendance using the register.
4. Ask for a volunteer to be the timekeeper to help the group keep to time for the session and activities and give him/her the time cards.
5. Review the ground rules and remind the group of housekeeping issues such as the location of the bathrooms/toilets, if necessary.



**1.1: Reflection (Group Share)****Time: 20 minutes**

1. Ask participants if they have any questions, comments, or thoughts from the previous session or new experiences they would like to share.
2. Ask for a volunteer to recap the previous session.
3. Ask participants to take out their notebooks and completed homework assignment from the last time you met.
4. Ask for a volunteer to share his/her experience or that of a friend when purchasing condoms using the questions provided.
 - a. Did you complete this assignment yourself? If you did not complete it, why not? If you asked someone else to do it, why did you select that person and what is their relationship to you?
 - b. How did you feel purchasing/obtaining a condom?
 - c. What was the reaction of the provider and others around him/her?
 - d. Were you asked any questions? If so, what?
 - e. Did you ask questions of the provider? If so, what did you ask and how did he/she respond?
 - f. Would you recommend this site to a friend? Why or why not?
5. Wrap up by asking participants what they have learned from the exercise and how they will use this experience in their personal lives.

1.2: Values Clarification (Interactive)**Time: 20 minutes**

1. Post the signs you have created at opposite ends of the room with “Strongly Agree” at one end and “Strongly Disagree” at the other end. Place “Neutral or Not Sure” in the center of the room.
2. Ask participants to imagine that there is a line joining each end and that they can stand anywhere along the line that best represents their opinion. You may need to walk them through the first question to ensure they understand the activity.
3. Ask all participants to stand and to move to the point along the line that best represents their opinion as you read each statement.
4. As each statement is read select a few participants representing each position to share why they feel the way they do. Encourage participants to really think about their views and clarify any misinformation. This is a good opportunity to select participants who may not have spoken up so far. Be sure that all participants have a chance to speak and that no one person is dominating the conversation. **(15 minutes)**





5. Go through as many of the statements as time permits.
 - a. If I were HIV+ I would not tell anyone.
 - b. If my partner were HIV+ I would not end the relationship.
 - c. People who are HIV + have done something to deserve it.
 - d. People who are HIV + should still have children.
 - e. I would stop being friends with someone who is HIV+.
 - f. I cannot contract HIV if I am circumcised.
 - g. If I was HIV+ I would tell my friends and family.
 - h. I would not want someone who was HIV+ to care for my child.
 - i. I would care for a sick friend or family member if they were HIV+.
6. As you wrap up the activity ask participants what they learned about themselves and others. **(5 minutes)**

SHUGA SCREENING - SERIES 1 EPISODE 3**TIME: 25 MINUTES****1.3: Episode Feedback (Brainstorming)****Time: 5 minutes**

1. Ask participants to share reactions to the episode they have viewed using the following questions:
 - a. What would you have done differently from:
 - i) **Virginia** – She confessed to Leo that she was HIV+. Would you have confessed or kept your status a secret? Why or why not?
 - ii) **Leo** – He stayed with Virginia after she told him she was HIV+. Would you have left her because of her status? Why or why not?
 - iv) **Skolar** – He stated publicly that he was HIV+. Would you have been so public about your status? Why or why not?
 - v) **Aiyra** – Quit Maverick after confronting Felix. Would you have kept the job at all cost? Why or why not?

1.4: Living with HIV (Invited Guest - Testimonial)**Time: 35 minutes**

1. Introduce the invited guest to the group.
2. Ask the guest to share his/her story of how he/she contracted HIV, disclosed to partner(s), family and friends, and is managing treatment and life after diagnosis. **(15 minutes)**
3. Invite questions from the group about what it is like to be HIV+. **(20 minutes)**

**1.5: Assignment (Case Studies)****Time: 5 minutes**

1. Randomly assign a case study from **Appendix 19** to each participant.
2. Review the instructions and ask participants to complete the homework assignment and document responses in their notebooks for the next time you meet.
3. Ask each participant to follow the instructions on the assignment and complete the story for the character they have been assigned.
4. This assignment is an opportunity for participants to reflect on their feelings and perhaps personal bias about PLWHAs. It also highlights the complex nature of relationships and decisions to disclose.

1.6: Wrap Up Session (Large group discussion)**Time: 20 minutes**

1. Explain to participants that they have completed the first series of Shuga and that they will participate in the following activity as a way of review.
2. Distribute two (2) different colored cards to each participant, one color indicates True and one indicates False.
3. Read from the list of Myth/Reality statements in **Appendix 17** and ask participants to hold up the card with the appropriate response.
4. Ask for one or two participants to say why they have answered the way they have, choosing either a participant who has answered correctly or incorrectly. Clarify information that is not accurate using the “Myth and Reality Explanations”.
5. Distribute the “Statement of Commitment” form in **Appendix 21** or ask participants to write the title in their notebook. Ask participants to think about one thing they will do differently over the next month to reduce the stigma associated with HIV.
6. Distribute information on living positively with HIV and medical male circumcision you have obtained from a local organization.
7. Distribute “Letter of invitation for Parent/Guardian” in **Appendix 20** along with the “Shuga Fact Sheet” in **Appendix 16** for the next session. Remind youth to invite their parent(s), guardian, or other significant adult in their lives.

Take Home Messages:

- Stress the fact that disclosure is a very personal decision but it is important to disclose to protect your partner(s) and to gain the support of loved ones.
- Work with the local Prevention with Positives (PwP) support groups in your area.
- VMMC alone does not prevent the spread of HIV but must be used in combination with other prevention methods, including correct and consistent condom use.





CONCLUSION

1.7: Session Evaluation (Individual exercise)

Time: 5 minutes

1. Distribute the evaluation form for session 3 found in Appendix 8.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the training.
3. You can also do this as a group activity and ask for feedback on each question from the group.
4. Write their responses on newsprint.

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- G-pange.com
- Shuga.TV – web site

Please add additional local resources from the template you have completed in **Appendix 4**.
 Resources should include a combination of websites, literature, local program and service sites.

Facilitator Notes: Note highlights from the session, modifications to be made to the session or points to make during the discussion.







SHUGA SERIES ONE, EPISODE THREE

Appendices 15-21





SHUGA SERIES ONE, EPISODE THREE

Appendix 15 - Sample “Letter of Invitation for Special Guest 2”

Date:

Dear Sir/Madam:

I am writing to request your participation in a Shuga Campaign discussion session sponsored by ____ (sponsoring organization)____. The session is part of the Shuga Campaign using the **Shuga Discussion Guide and Toolkit** to facilitate discussions among youth ages 15 to 24 about the key messages and themes found in the television and radio series. We would like you to participate in the second session that focuses on reducing stigma against Persons Living with HIV and AIDS (PLWHAs).

The objectives of the session are to:

- To highlight the importance of disclosure in HIV prevention efforts.
- To reduce stigmatization of PLWHAs among participants.

Specifically, we would like you to share your experience as a person living with HIV, including how you learned you were HIV+, how you disclosed your status, and how you are living positively. We feel that your story would have a powerful impact on these youth.

The session will be held on:

Date:

Time:

Location:

Please confirm your participation by ____ (date)____. Feel free to contact _(name)_____ at _____ (phone and/or email address)_____ if you have questions or need additional information.

Thank you for your participation and for your interest in our program.

Sincerely,

(Name and Organization)_____

Enclosed: Shuga FAQ sheet





SHUGA SERIES ONE, EPISODE THREE

Appendix 16 – Shuga Fact Sheet



KEY FACTS

WHAT IS SHUGA: LOVE, SEX, MONEY?



SHUGA: LOVE, SEX, MONEY is a vivid and engaging 6-part drama series and multimedia campaign created by MTV Networks Africa in association with The MTV Staying Alive Foundation, through a partnership with PEPFAR (The US President’s Emergency Plan For AIDS Relief), The Partnership for an HIV-Free Generation (HFG) and the Government of Kenya. **Shuga: Love, Sex, Money** focuses on the complicated loves, lives and sexual behaviours of a group of young people living in Kenya. Set in Kenya, **SHUGA: LOVE, SEX, MONEY** continues and expands the stories and themes begun in **Shuga** (series I), which premiered around the world in 2009.

WHAT IS THE PURPOSE OF SHUGA: LOVE, SEX, MONEY?

SHUGA: LOVE, SEX, MONEY is an entertainment series with a message. The project was conceived as a vehicle for communicating and promoting messages about healthy sexual behaviours among African youth and for effecting real behavioural change among young people. The series has been produced by **MTV Networks Africa** in conjunction with The **MTV Staying Alive Foundation**, and in partnership with **PEPFAR** (The US President’s Emergency Plan For AIDS Relief) and the **Partnership for an HIV-Free Generation** (HFG). To ensure country ownership and relevance to the target population the producers also worked closely with the Government of Kenya to ensure the programme fits within Kenya’s existing HIV prevention strategy.



WHEN DOES SHUGA: LOVE, SEX, MONEY AIR?

SHUGA: LOVE, SEX, MONEY will premiere in Africa weekly on MTV Base (DStv Channel 322) from Tuesday 14 February 2012 at 21:30 CAT (20:30 WAT/22:30 EAT). The series will also air on multiple terrestrial broadcasters around the world (channels and transmission times TBC). There will be six episodes, followed by a one-hour “discussion” episode.

WHERE AND WHEN WAS SHUGA: LOVE, SEX, MONEY PRODUCED?

Principle photography for the series took place in Kenya in August – September 2011.

WHO IS THE DIRECTOR OF SHUGA: LOVE, SEX, MONEY?

SHUGA: LOVE, SEX, MONEY is co-directed by South African directors **Teboho Mahlatsi** and **Angus Gibson** in conjunction with Kenyan documentary maker **Lupita Nyong’o** (who also appears as Ayira in the series).





WHAT STORYLINES DOES SHUGA: LOVE, SEX, MONEY FOLLOW?

Among the storylines we are following in this series are rape, transactional sex and parent/child communication. These storylines enable us to promote messages around the importance of HIV testing, reducing stigma, condom use, gender inequity and the role of multiple concurrent partnerships in driving the HIV epidemic.

WHO ARE THE STARS OF SHUGA: LOVE, SEX, MONEY?

SHUGA: LOVE, SEX, MONEY boasts a brilliant young ensemble cast that includes Kenyan singer **Avril** (Miss B'have), **Sharon Olago** (Violet), **David Omwange** (Skola), **Nick Mutuma** (Leo), **Antony Mwangi** (Kennedy), **Valerie Kimani** (Sindi), **Nick Ndeda** (Angelo), **Nancy Wanjiku** (Baby), **Brenda Wairimu** (Dala), **Lupita Nyong'o** (Ayira) and **Edward Nyanaro** (Rayban). Kenyan actors **Christopher Otieno** (Slim) and **Wairugi Mutero** (Njoki) earned themselves a coveted role in the production after winning a public casting for **Shuga: Love, Sex, Money**. Nigerian artists **Banky W** and **Wiz Kid** both play themselves in the series, performing during emotionally hard-hitting club scenes Kenya-based Nigerian musician **Ikubese Emmanuel** - a.k.a. **9con** – plays the role of Femi.



HOW SUCCESSFUL HAS SHUGA BEEN IN COMMUNICATING MESSAGES ABOUT SAFER SEX?

Research conducted by Johns Hopkins University/Centre for Communications Programs in Kenya following the airing of **Shuga** (series I) reported increased intentions for HIV testing, decreased intentions for multiple sex partners, improved attitudes towards people living with HIV and AIDS and increased usage of accessible health and social services among the youth. In May 2010, Shuga won a prestigious Gold award at the World Media Festival in Hamburg, Germany in the “**Public Relations: Health**” category, for its vivid and uncompromising focus on love, emotions and sexual behaviour amongst Kenyan youth.

WHERE CAN I FIND OUT MORE INFORMATION ABOUT SHUGA: LOVE, SEX, MONEY?

For more information about **Shuga: Love, Sex, Money** log onto www.shuga.tv or www.g-pange.com. To share your thoughts on **Shuga: Love, Sex, Money**, add #Shuga, #ShugaLove, #ShugaSex, #ShugaMoney or #ShugaPremiere to your tweets.





SHUGA SERIES ONE, EPISODE THREE

Appendix 17 – Myths and Realities

Facilitators Copy Myth/Reality (M/R)

Read the following statements and ask participants to respond using the colored cards you have provided. See the next page for further explanation of the statements.

M	1. Mosquitoes and other insects can transmit HIV through their bites.
R	2. Deep kissing cannot cause HIV.
M	3. Having sex with a virgin can purify blood and cure STIs/HIV/AIDS.
M	4. Young girls are at no more increased risk of HIV than young men.
R	5. Sharing clothing or eating from the same utensils cannot transmit HIV.
M	6. Traditional doctors/ faith healers can cure HIV/AIDS.
M	7. All STIs are curable.
M	8. Sex with many partners will reduce the amount of HIV in the body.
R	9. You cannot tell if somebody is HIV infected by looking at him or her.
M	10. STIs/HIV/AIDS are only transmitted through sex.
M	11. The risk of transmitting HIV is about the same for adolescents as for adults.
M	12. There is no relationship between the use of alcohol and drugs and risk for STIs.
R	13. Over 50% of STIs and HIV are found among young people below age 25.
M	14. There is no risk of infection during oral sex.
R	15. Some cultural factors can contribute to increased risk for STIs including HIV.
M	16. Sexually active youth are at increased risk for HIV infection.
M	17. There is no relationship between the transmission of STIs and HIV.
M	18. Having HIV is the same as having AIDS.
R	19. Circumcised men are at a lower risk for HIV infection.
M	20. Women who have sex with women are at no risk for HIV transmission since there is no penetration.
R	21. Anal intercourse increases the risk of HIV infection.

SHUGA SERIES ONE, EPISODE THREE

Appendix 18 – Myths and Realities

1	Myth: <i>Mosquitoes and other insects can transmit HIV when they bite.</i>
	Reality: HIV is a virus and it does not survive in mosquitoes.
2	Myth: Deep kissing can cause HIV.
	Reality: Deep kissing may transmit HIV only if an infected person has mouth ulcers or sores. HIV under normal circumstance does get transmitted through saliva.
3	Myth: Having unprotected sex with a virgin can purify the blood and cure STIs/HIV/AIDS.
	Reality: Unprotected sex with a virgin involves exchange of body fluids and in no way purifies the blood, it only infects the virgin.





4	<p>Myth: <i>Young girls are at no more increased risk of HIV than young men.</i></p> <p>Reality: The risk of HIV infection during unprotected sex is 2 to 4 times greater for a woman than a man. Male to female transmission is more likely because during vaginal intercourse a woman has a larger surface area of her genital tract exposed to her partner's sexual secretions than does a man. In addition, HIV concentration is generally higher in a man's semen than in a woman's vaginal secretions.</p>
5	<p>Myth: <i>Sharing clothing, bedding or eating utensils may transmit HIV.</i></p> <p>Reality: This is not true because there is no exchange of body fluids.</p>
6	<p>Myth: <i>Traditional doctors/ faith healers can cure HIV/AIDS.</i></p> <p>Reality: There is no known cure for HIV/AIDS. Scientists are busy developing a vaccine but there is no break-through yet so no one can claim they can cure HIV/AIDS, including traditional doctors or faith healers. Once you are infected, HIV will be in your body for life.</p>
7	<p>Myth: <i>All STIs can be cured.</i></p> <p>Reality: Not all STI can be cured. For example, genital herpes, an STI is caused by a virus and cannot be cured. In addition, some STIs such as gonorrhea and syphilis may be cured but can leave the patient with long-term health consequences therefore immediate treatment is advisable.</p>
8	<p>Myth: <i>Sex with many partners will reduce the amount of viruses in one's body and make them less infective.</i></p> <p>Reality: Multiple sexual partners will continue to multiply infections and therefore increase a person's viral load causing the disease to speed up.</p>
9	<p>Myth: <i>You cannot tell if somebody is HIV positive by looking at them.</i></p> <p>Reality: A laboratory or blood test is the only way to tell if someone is HIV positive. You cannot tell if someone is infected by his or her by physical appearance.</p>
10	<p>Myth: <i>STIs/HIV/AIDS are only transmitted through vaginal sex.</i></p> <p>Reality: STIs can be transmitted through oral, anal, or vaginal sex but also through contact with blood, or from mother-to-child during birth and delivery. Some STIs such as pubic lice and crabs can be transmitted through sharing underwear.</p>
11	<p>Myth: <i>The risk of transmitting HIV is about the same for youth as for adults.</i></p> <p>Reality: Young girls are at an increased risk of HIV infection because the vagina and cervix is less mature and less resistant to HIV and STIs, such as chlamydia and gonorrhea. Changes in the reproductive tract during puberty make the tissue more susceptible to penetration by HIV.</p>
12	<p>Myth: <i>There is no relationship between alcohol and drug use and risk for STIs.</i></p> <p>Reality: In many places experimenting with drugs and alcohol is a "rite of passage" for young people. Substance use lowers inhibitions and causes young people to take greater risks and affects judgment. In addition, studies show that young people who use drugs and alcohol are more likely to have multiple sexual partners, another risk factor for HIV and STIs. Alcohol reduced your body's natural immunity. Injecting drug users are at greater risk from sharing drug paraphernalia like needles.</p>
13	<p>Myth: <i>Over 50% of STIs and HIV are among young people below age 25.</i></p> <p>Reality: Over 50% of STIs and HIV are found among young people under age 25. In fact, many adults over age 25 who have tested HIV positive are thought to have contracted the infection during adolescence.</p>
14	<p>Myth: <i>There is no risk of infection during oral sex.</i></p> <p>Reality: HIV can be transmitted during oral sex if there are sores or lesion in the mouth that come into contact with body fluids containing the virus.</p>
15	<p>Myth: <i>Some cultural factors can contribute to increased risk for STIs & HIV.</i></p> <p>Reality: Some sexual practices such as dry sex can cause cuts and scratches that create openings for HIV to pass through. Traditional male or female circumcision, sometimes with unsterilized instruments can spread HIV. In addition, some marriage practices including underage marriage, polygamy and the lower status of women puts them at risk of infection.</p>





16	Myth: Reality:	Sexually active youth are at increased risk for HIV infection. Sexually active youth are at an increased risk because they tend to have multiple partners, engage in unprotected sex, and (among young women) tend to have older men as sex partners.
17	Myth: Reality:	There is no relationship between the transmission of STIs and HIV. STIs can facilitate the spread of HIV. Having another STI both makes HIV positive persons more infectious and makes HIV-negative persons more susceptible to infection. In fact, some STIs increase the replication of HIV.
18	Myth: Reality:	Having HIV is the same as having AIDS. HIV is the virus that causes AIDS. People can carry the virus for as many as 10 years without having AIDS.
19	Myth: Reality:	Circumcised men are at a lower risk for HIV infection. Some studies have shown that male circumcision may reduce HIV infection risk by as much as 60%, especially if done before age 12 and before sexually initiation. There also appears to be a reduction in infection rates for other STIs as well.
20	Myth: Reality:	Women who have sex with women are at no risk for HIV transmission since there is no penetration. While the biological risk of IV transmission through female-to-female sex is thought to be low, women who have sex with women should take precautions against contact with the partner's body fluids. Sharing penetrative sex toys can also spread the virus.
21	Myth: Reality:	Anal intercourse increases the risk of HIV infection. Anal intercourse increases the risk of infection because the anal tissues are more easily torn and the rectal mucosa is a key reservoir for HIV-1. Unprotected anal intercourse is one of the main risk factors for HIV. It is also connected to the spread of other infections including hepatitis, genital warts, chlamydia, and gonorrhea. The person receiving the semen is at greater risk of contracting HIV because the lining of the anus and rectum are thin and tiny tears can allow the virus to enter the blood stream during sex. Heterosexual couples as well as Gay men engage in anal sex. Many adolescents see anal intercourse as a means of "preserving virginity" and is therefore more desirable.

SHUGA SERIES ONE, EPISODE THREE

Appendix 19 - Case Studies for Homework Assignment

1. Cut and randomly distribute the case studies below. Make sure each participant gets one.
2. Ask participants to finish the story in the case study they have been assigned. Ask them to write an ending and prepare to discuss it during the next session.
3. This assignment provides an opportunity for participants to reflect on their feelings, and perhaps personal bias about PLWHAs. It also highlights the complex nature of relationships and decisions to disclose ones HIV status.
4. When participants report back, note if there are differences in how two or more participants complete the same story.

Instructions: Think about the situation described below and tell us how the story ends.

Case Study #1 – We saw from the episode that using sex helped get Aiyra what she wanted. Now that she has potentially been exposed to HIV what happens next? What happens if Aiyra is HIV+ and Ty is not? What happens if both Ty and Aiyra are HIV+?





Instructions: Think about the situation described below and tell us how the story ends.

Case Study #2 – Virginia finally tells Leo that she is HIV+. In the scene he does not seem alarmed and seems to take the news well. What do you think happens to their relationship now that she has disclosed?

Instructions: Think about the situation described below and tell us how the story ends.

Case Study #3 – Violet is HIV+ has resisted an intimate relationship. She will not be able to resist forever. How does she have a healthy relationship given her HIV status?

Instructions: Think about the situation described below and tell us how the story ends.

Case Study #4 – Felix is clearly reckless in his behavior. We don't know if he is HIV+ or not but we know that his wife, Virginia's mother was. He has put Aiya at risk and probably many other women as well. What happens with Felix?

Instructions: Think about the situation described below and tell us how the story ends.

Case Study #5 – Christian is an 18 year old male. He hangs with a group of guys who like the ladies and have a number of "girlfriends" at any given time. They engage in very risky behaviors and seldom use condoms. They think HIV is what happens to "other" people. They often tease Christian because he seems not as interested in girls as they are. What they don't know is that he is HIV+. Should he disclose his status to his friends? Would doing so help them better see their own risk? What does Christian do and how are his friends likely to respond?

Instructions: Think about the situation described below and tell us how the story ends.

Case Study #6 – Juliana is a 22 year old female who is smart and beautiful. The two of you have gone to school together so you have known her for quite some time. Lately, your relationship is taking a turn and you are becoming closer. You really like her but are afraid to take the relationship further because you are HIV+. What do you do? How is she likely to respond?

Instructions: Think about the situation described below and tell us how the story ends.

Case Study #7 – John is a 15 year old male. He is a virgin but is getting pressure from his girlfriend to have sex. He really likes her, does not want to lose her, but is not sure what to do. You are his best friend and he has come to you for advice. What do you tell him?





SHUGA SERIES ONE, EPISODE THREE

Appendix 20 – Invitation for Parent/Guardian

Date:

Dear Parent/Guardian:

I am writing to invite you to attend a Shuga Campaign discussion session with your son/daughter sponsored by _____. The session is part ____ (**sponsoring organization**)____ of the ten-part workshop using the Shuga television drama series to inform and educate youth about issues related to relationships, sexual decision making and HIV/AIDS. The next session will provide an opportunity to strengthen Parent/Child Communication around these issues and will deal with themes of rape and sexual assault, all topics of importance in our community.

Given the sensitive nature of the topic and the vital role parents and other adults play in the lives of their children we invite you to participate in the session with your son/daughter. During this session you will view an episode of the series with the group and participate in the discussion that follows. You will be encouraged to continue the conversation at home.

The session will be held on:

Date:

Time:

Location:

If you have questions or need additional information please feel free to contact

_____ at _____ .
(name) (phone)

We look forward to seeing you.

Sincerely,

(Name and Organization)

Enclosed: Shuga FAQ sheet







SHUGA SESSION FOUR

Series Two, Episode One





Shuga Series 2; Episode 1 – Love, part 1

PREPARATION

Time: 3 hours, 30 minutes

Materials needed:

- Shuga Series Two DVD
- Power source
- Projector and/or Laptop
- Television and DVD player
- Speakers and audio system
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- Pens and Notebooks for each participant
- Two index cards for time keeping
- Attendance register

Preparation:

- Identify a co-facilitator to work with the parent/adult group and review the activities with him/her
- Obtain materials needed from above
- Identify resources for parents/adults including brochures and other materials on parent/child communication as well as programs and services they can access to help them better communicate on issues related to sexuality and other issues raised in the episode
- Photocopy exercises and worksheets – [Appendix 23 & 24](#)
- Photocopy the session evaluation for each participant – [Appendix 8](#)
- Photocopy session assignment “Parent/Adult Interview Sheet”- [Appendix 25](#)
- View Shuga Series Two, Episode One
- Review session content
- Write the “Take Home Messages” on newsprint and keep for the “Wrap Up” session
- Send “Letter of Invitation to Panel” in [Appendix 22](#) in preparation for session 5



**Key Episode Themes:** (This session will focus on the highlighted themes)

- **Parent/Child communication**
- **Disclosure**

Session Objectives: By the end of the session participants will:

1. Have discussed or increased their comfort in discussing (if the parent/guardian is not able to attend the session) HIV/AIDS prevention with a parent, guardian or significant adult.
2. Understand the importance of disclosing ones HIV status.

1.0: Introduction to Episode 1, part 1**Time: 30 minutes**

1. Welcome participants back for this session. **(3 minutes)**
2. Take attendance using the register.
3. Ask each youth participant to pair with his/her parent, guardian or significant adult. Ask youth who have not brought a parent or adult to join one of the pairs. Ensure that there are not more than three people in a group, one adult and two youth.
4. Ask each person in the pair or triad to spend 2 or 3 minutes sharing the following information with one another: **(7 minutes)**
 - a. Name
 - b. Why they are participating in the session
 - c. What they hope to learn from the session
5. Ask each participant to take turns introducing a member of his/her pair or triad by sharing the information above until everyone has been introduced. **(20 minutes)**
6. Remind the group of the session format, duration and time commitment.
7. Review the ground rules and ask participants if they would like to add anything to the list, especially since there are new participants. Post all responses on newsprint and post on the wall for future reference.
8. Remind the group of "Housekeeping Issues" such as the location of bathrooms/toilets.
9. Inform the group that they will be separated for the first part of the session but that they will come back together later. Separate the youth and adult participants. Ensure that there is one facilitator for each group.

While youth participants complete the reflection assignment in activity 1.1, the adult participants will engage in activity 1.2. Both groups will come together again for the screening and session to follow.



Activity for Youth

1.1: Reflection (Brainstorming/ Small Group)

Time: 35 minutes

1. Ask if there are questions, comments, or thoughts from the previous session or new experiences participants would like to share. **(5 minutes)**
2. Ask participants to take out their notebooks and case study assignment.
3. Group participants according to the case study they selected so that each participant in a group has completed the same case study.
4. Assuming that everyone has completed the assignment, ask the small groups to discuss the following questions: **(15 minutes)**
 - a. How did you complete the story in the case study?
 - b. What factors did you consider when making your decision(s)?
 - c. How did your conclusion differ from others who were assigned the same case study?
 - d. Did you learn anything about yourself that you did not know before? If so, what?
 - e. What impact, if any, did this exercise have on your own thinking or on your behavior?
5. Ask each small group to select one person to share their feedback with the larger group. **(15 minutes)**

Activity for Adults

The purpose of this activity is to provide background information to parents/adults. This includes explaining why these sessions are being held and what they have been designed to achieve. This activity will lay the foundation for improved communication between adults and youth around issues related to sexuality. As adults reflect on their own upbringing they are challenged to examine those things that fostered or hampered communication with their own parents/adults and how their ability to communicate affected their future relationships and their own access to information.



**1.2: Reflection (Brainstorming/ Large Group)****Time: 35 minutes**

1. In a separate room or area share with the adult group the purpose and objectives of the session and any key highlights or insights from the course so far. **(10 minutes)**
2. Ask participants if they have questions or comments thus far.
3. Explain the importance of youth being able to discuss information related to sexuality with parents or responsible adults.
4. Distribute a sheet of paper to each participant.
5. Ask participants to think about their own experiences growing up write a response to the following questions: **(25 minutes)**
 - a. What was the source of your information about sexuality?
 - b. Was this a reliable source of information or do you wish you could have gotten it from someplace else?
 - c. If you did not get information from your parents, what prevented you from doing so?
 - d. What can/will you do differently with your child(ren)?
6. Discuss participants' answers to each of the questions above. Note similarities, common themes and other issues as they arrive.
7. Summarize the session highlighting the importance of healthy parent/child communication.
8. Bring participants back together for the screening.

SHUGA SCREENING - SERIES 2 EPISODE 1**TIME: 25 MINUTES****1.3: Screening Feedback (Brainstorming)****Time: 15 minutes**

1. Post two sheets of newsprint on the wall. Write "Youth" response on one sheet and "Adult" response on the other.
2. After the screening ask participants the questions below to get immediate feedback and stimulate discussion.
3. Ask participants the following questions and post their responses on the appropriate sheet of newsprint. **(15 minutes)**
 - a. Give a word or phrase to describe your initial reaction to the episode. Post their responses on newsprint. Note and discuss any difference in responses between the youth and adults.
 - b. What were the major themes of the episode and give some examples of scene(s) depicting that theme?
 - c. What role did the parents in the episode play and how did that affect their relationship with their child? What could or should the parent(s) have done differently? Be sure to discuss the following parents/adults in the episode: Baby's mother, Baby's uncle, Baby's father, Violet's Mother, Violet's Father.

**1.4: Adult/Youth Communication (Role Play) Time: 35 minutes**

1. Ask youth participants to pair with the adult/parent they have brought with him/her. One of the co-facilitators can pair with youth who have not brought an adult.
2. Cut the scenarios in **Appendix 23** into strips, fold and place in a hat or bag.
3. Ask the adult participant to select a situation for the role play exercise.
4. Explain that the situation reflects a real life situation a parent may face. Also explain that in role playing they should play the role of the parent described on the paper and speak as if they were that person. The scenario may not necessarily be how they themselves would handle the situation.
5. Select a scenario for you and your co-facilitator to play out to demonstrate how the exercise is to be done. **(5 minutes)**
6. After your demonstration ask each pair or triad to begin the exercise. **(10 minutes)**
7. When time is up ask the adult participants to volunteer to respond to the following questions: **(10 minutes)**
 - a. How did you feel as a parent/adult discussing your topic with your young person?
 - b. If you were uncomfortable, why were you uncomfortable?
 - c. If you were not uncomfortable, what put you at ease?
 - d. What do you think you did well and what could have been improved? Include your verbal and non-verbal communication.
8. Ask the youth participants to volunteer to respond to the following questions: **(10 minutes)**
 - a. How did you feel having this conversation with your parent/adult?
 - b. How did your parent come across to you? Did he/she seem confident or nervous?
 - c. What did he/she do well and what could have been improved about the way he/she communicated? Include verbal and non-verbal communication.
9. Post two sheets of newsprint on the wall. Write Barriers to Communication on one sheet and Enhances Communication on the other. Distribute **Appendix 24** and ask participants to create their own list for personal use.
10. Summarize all of the feedback by asking participants to develop the lists. You can do a "Round Robin" where you ask each participant to contribute one item to each list.
11. Ask participants to write the responses on their handout for future use.



**1.5: Assignment (Interview)****Time: 5 minutes**

1. Distribute and review the “Parent/Adult Interview” assignment in **Appendix 25**.
2. Ask participants to complete the assignment and bring it with them to the next session. Review the instructions from the assignment sheet.
3. Ask participants if they have questions about the assignment.

1.6: Wrap Up (Individual and Large group discussion) Time: 15 minutes

1. Ask each participant to take a minute to think about the questions below.
 - a. What did you learn from the episode and activities?
 - b. How will you use this information in your own life?
 - c. What will you do differently to improve communication with your parent/child?
2. Go around the room and ask participants to share his or her response to each question in turn. **(15 minutes)**
3. Provide participants with resources for where they can get additional information from the resource information below and from the template you have completed from **Appendix 4**.
4. Remind participants of the next meeting date, time and location.
5. Ask participants if there are thoughts or questions before they depart
6. Distribute the fact sheet on Parent/Child Communication in **Appendix 27**.

Take Home Messages

- Parents are the first and primary educators of their children, including around issues of sexuality.
- How parents communicate can either be a barrier to or enhance and encourage communication.

1.7: Session Evaluation (Individual exercise)**Time: 5 minutes**

1. Distribute the evaluation form in **Appendix 8** and ask each participant to complete and return it.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the training.

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- G-pange.com
- Shuga.TV – web site

Please add additional local resources from the template you have completed in Appendix 4. Resources should include a combination of websites, literature and local program and service sites.



Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.





SHUGA GUIDE FOR FACILITATORS

Appendices 22 - 25





SHUGA SERIES TWO, EPISODE TWO

Appendix 22 – Invitation for Panelist

Date:

Dear _____ :

I am writing to invite you to participate in a panel discussion as part of the Shuga Campaign discussion session sponsored by _____. The session is part of the ten-part workshop using the Shuga television drama series to inform and educate youth about issues related to relationships, sexual decision making and HIV/AIDS. The next session will address issues related to Gender-based Violence, an issue of extreme importance in our community.

We are inviting you to be part of a panel discussion that will follow the viewing of an episode of the Shuga television series. We would like you to discuss your work and respond to questions from the group. The group will consist of twenty (20) young men and women between the ages of 15 and 24.

The session will be held on:

Date:

Time:

Location:

If you have questions or need additional information please feel free to contact

_____ at _____ .
(name) (phone)

Thank you in advance for your consideration. We look forward to your participation.

Sincerely,

(Name and Organization)

Enclosed: **Shuga FAQ sheet**





SHUGA SERIES TWO – EPISODE ONE

Appendix 23 – Role Play Scenarios for Parents/Adult

1. Your son/daughter has just disclosed to you that he/she is HIV+. How do you respond? How do you advise him/her?
2. Your 19 year old son/daughter has just revealed that he/she is HIV+. You are now left to explain this to your younger children ages 15 and 12. How do you begin the conversation?
3. Your daughter comes to you to complain about sexual advances being made by her uncle who lives with you. How do you respond when she tells you this?
4. You discover condoms in your 16 year-old son's room. Do you approach him about it? If so, what do you say?
5. You discover that your 17 year old daughter is having sex. How do you approach the subject with her?
6. You discover that your 16 year-old son is having sex. How do you approach the subject with him?
7. You overhear your children talking about a friend who is HIV positive. Do you ignore it or use this opportunity to discuss HIV with them? If you choose to discuss it what do you say?



SHUGA SERIES TWO – EPISODE ONE

Appendix 24 – Barriers and Enhancements to Effective Communication

Barriers to Effective Communication	Enhancements to Communication





SHUGA SERIES TWO – EPISODE ONE

Appendix 25 – Parent/Adult Interview Sheet

Explain to your parent(s) that you are involved in the Shuga Campaign, an HIV prevention campaign for youth. You have learned that communication between parents and their children is very important so you want to take time to speak with them about some important issues. You know your parents are wise but that they were once a youth themselves so you want to ask some questions about what being young was like for them and how they would advise you now that they are older.

1. Can you describe what it was like being a teenager?
2. What did you most like to do when you were my age?
3. Which family responsibilities did you have when you were a teenager?
4. Can you describe some of the challenges and experiences you faced and your proudest moment?
5. What was the greatest source of conflict between you and your parent(s)?
6. How did you learn about sensitive issues like sex and relationships?
7. Were you able to talk to your parents about these issues? If not, who did you talk to?
8. If you could change one thing about your own teen years, what would it be?
9. What is it about being a parent that gives you the most joy, pride and satisfaction?
10. What is the most difficult role for a parent today?
11. Do you think teens have it better or worse today than you did? Why?
12. If you had one piece of advice to give to teens today what would it be?
13. What lessons did you learn from your parents or other adults that you would want to pass on?
14. If I had an important personal issue to discuss could I come to you?
15. Do you feel comfortable discussing issues of sex and personal relationships with me?
16. Do you feel that any parent, male or female can discuss issues of sex and personal relationships with their son or daughter? Why or why not?
17. How will I know that I am ready for sex? Marriage?
18. If you could ask me only one question what would it be?







SHUGA SESSION FIVE

Series Two, Episode Two





Shuga Series 2; Episode 2 – Love, part 2

PREPARATION

Time: 2 Hours, 30 Minutes

Materials needed:

- Shuga Series Two DVD
- Power source
- Projector and/or Laptop
- Television and DVD player
- Speakers and audio system
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape
- Pens and Notebooks for each participant
- Index cards or small sheets of paper
- Copies of the Shuga Graphic Novel for each participant
- Two index cards for keeping time
- Attendance Register

Preparation:

- Identify professionals in your area who work in law enforcement, social services, and health services as well as a survivor of sexual assault, if possible to serve on a panel. Invite each participant to bring relevant brochures and materials for distribution to participants.
- Secure materials needed from above.
- Obtain materials on rape, sexual assault and gender-based violence (GBV) from local organizations.
- Photocopy the session evaluation for each participant - [Appendix 8](#)
- Photocopy “Parent/Adult Interview” – [Appendix 25](#)
- Write “Take Home Messages” on newsprint and keep for the “Wrap Up” session.
- View Shuga Series Two, Episode Two
- Review session content



**Key Episode Themes: (This session will focus on the highlighted themes)**

- **Rape**
- **Gender-based violence**
- Disclosure
- Parent-child communication

Session Objectives: By the end of the session participants will:

1. Be able to define sexual assault and rape.
2. Be able to identify medical and legal resources within their communities where victims of sexual assault can go for help.

Key points for the Facilitator

- Acknowledge the discomfort and difficulty many people have with discussing these sensitive issues.
- Ensure that panelists describe the process a survivor or perpetrator will go through at the police station, hospital and court.
- Ensure that panelists define rape and sexual assault
- Highlight the role parents/adults can play in preventing GBV and in supporting the survivor.

1.0: Introduction to Episode**Time: 10 minutes**

1. Welcome participants back for this session. (3 minutes)
2. Ask if there are any questions, comments, or thoughts left over from the previous session or new experiences they would like to share.
3. Remind the group of the session format, duration and time commitment.
4. Review the ground rules and remind the group of "Housekeeping Issues" such as the location of bathrooms/toilets.
5. Take attendance using the register.

1.1: Reflection (Brainstorming/ Large Group)**Time: 30 minutes**

1. Ask parent and youth participants to take out their assignments from the previous week.
2. Assuming that everyone has completed the assignment, ask for feedback using the following questions:
 - a. How did you feel about completing this exercise?
 - b. Did you learn anything about yourself that you did not know before? If so, what?
 - c. Did you learn anything about your parent or child? If so, what?
 - d. Did the activity motivate you to change the way you communicate? If so, in what way?

**SHUGA SCREENING - SERIES 2 EPISODE 2****TIME: 25 MINUTES****1.2: Screening Feedback (Brainstorming)****Time: 15 minutes**

1. After the screening ask participants the following questions to get immediate feedback and stimulate discussion:
 - a. What were the key messages in the episode? Ask participants to give examples as they speak.
 - b. How real is the situation(s) that was portrayed?
 - c. What role did the adults in Baby's life play in helping or in hurting her?
 - d. What could have or should have been done to produce a different outcome for Baby?

1.3: Activity: Where do Survivors go for Help? (Panel Discussion) Time: 45 minutes

1. Gather the panel of community members you have invited working in law enforcement, health services, and social services (or other related fields as appropriate to your setting) and a survivor of sexual assault.
2. Introduce the panel and their roles or have them introduce themselves stating the organization they represent and their role in addressing sexual assault and rape in the community.
3. Distribute 2 or 3 pieces of paper or index cards to each participant.
4. Ask each participant to write one or two questions they have for the panel. The question can be directed to any panelist or be a general question. Participants do not need to put their names on the paper.
5. Collect the questions from the group and mix them up so that the questions are randomly selected.
6. Ask a participant to select from among the questions to ask the panelists. Ideally he/she should not select the questions he/she has written. The process is designed this way so participants can ask their questions anonymously given the sensitive nature of the subject matter.
7. Alternatively you can select from among the questions in **Appendix 26** to ask the panelists. Be sure there are questions for each panelist.
8. Once you have asked all of the questions open the floor for additional questions or comments if there is time.

1.4: Assignment (Written Assignment)**Time: 5 minutes**

1. Ask parent and youth participants to reflect on the two sessions attended and complete the following statement, "I am happy I participated in these two sessions because _____." Ask participants to write their response on a sheet of paper (for adults) or in their notebooks.



**1.5: Wrap Up (Individual and Large group discussion) Time: 15 minutes**

1. Give each participant an index card. You can either give them one card for each question or they can answer all three questions on one card.
 2. Ask each participant to respond to the three questions below:
 - a. What did you learn from the episode and activities?
 - b. How will you use this information in your own life?
 - c. What information will you share with others?
 3. Ask participants to find a partner and share his or her response to each question in turn. **(15 minutes)**
 4. Post the cards on the wall and encourage participants to see what others have written before they leave.
 5. Provide participants with resources for where they can get additional information from the resource information below and from the template you have completed from **Appendix 4**.
 6. Remind participants of the next meeting date, time and location.
- Ask participants if there are thoughts or questions before they depart.

Take Home Messages

- Both men and women can be victims or perpetrators of GBV.
- It is happening within our communities and we need to be more aware.
- There are different types of GBV including, Physical, Sexual, Domestic, Economic and Psychological.
- Parents and other adults play an important role in preventing GBV and in supporting survivors.
- Stigma and discrimination and negative attitudes prevent many victims from coming forward.

1.6: Session Evaluation (Written assignment) Time: 5 minutes

1. Distribute the evaluation form found in **Appendix 8**.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the session.
3. You can also post the questions on several sheets of newsprint around the room
4. Give participants markers and ask them to answer the questions as they leave the room.

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their journals.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.

Please add additional local resources from the template you have completed in Appendix 4. Resources should include a combination of websites, literature, local program and service sites.



Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.





SHUGA SERIES TWO, EPISODE TWO

Appendices 26





SHUGA SERIES TWO, EPISODE TWO

Appendix 26 – Trigger questions for Panel Discussion

1. How often does rape occur in our community?
2. Does rape only occur in cases of males raping females or have you had cases where a male was raped by a female or another male?
3. If someone is raped or assaulted what should they do first. Should he/she go to the hospital first or to the police station?
4. What is the process for filing a police report?
5. If the perpetrator lives in the home will he or she be allowed to stay in the home or does the survivor have to leave?
6. Does the survivor always have to testify in court?
7. How much prison time can a perpetrator get if found guilty?
8. What happens to the child if the parent does not believe him/her? Would that child remain in the home or is there somewhere else he/she can live?
9. What keeps people, especially youth from reporting cases of rape or sexual assault?
10. How do you define rape and sexual assault?





SHUGA SESSION SIX

Series Two, Episode Three





Shuga Series 2; Episode 3 – Sex, part 1

PREPARATION

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series Two DVD
- Power source
- Laptop or DVD player
- Television or LCD projector
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- Manila or construction paper
- Twenty (20) sheets of paper or post-it notes
- Register to take attendance
- Two index cards for time keeper

Preparation:

- Obtain materials above
- Obtain information and materials on "Substance Use/Abuse and Alcohol Use/Abuse" from a local organization to distribute to participants
- Photocopy the session assignment – **Appendix 27**
- Photocopy the session evaluation – **Appendix 8**
- View Shuga Series Two, Episode Three
- Review session content
- Write the "Take Home Messages" on newsprint and keep for the "Wrap Up" session

Key Episode Themes: (This session will focus on the highlighted themes)

- **Alcohol/Substance Abuse**
- Multiple Concurrent Partners
- Parent-Adult/Youth communication on sex and sexuality

Session Objectives: By the end of the session participants will:

1. Identify multiple and concurrent partners as a risk factor for HIV
2. Be able to identify how alcohol and substance use contribute to the spread of HIV
3. Be able to identify and risks and side effects of substance use
4. Be able to identify aspects of their lifestyle that may put them at risk of HIV



**Key Points for the Facilitator:**

- Make sure participants share personal experience of intergenerational discussions on a)sex b)sexuality c)barriers to open communication
- Make sure participants discuss relationship between substance abuse and multiple concurrent sexual relationships

1.0: Introduction**Time: 10 minutes**

1. Welcome participants back for the second session. Thank participants who have arrived on time to reinforce this behavior.
2. Take attendance and mark the register.
3. Remind the group of the session format, duration and amount of time.
4. Ask for a volunteer to be the timekeeper to help the group keep to time for the session and activities and give him/her the time cards.
5. Review the ground rules and remind the group of housekeeping issues such as the location of the bathrooms/toilets before beginning.

1.1: Reflection (Brainstorming/Large Group)**Time: 15 minutes**

1. Ask participants if they have any questions, comments, or thoughts left over from the previous session or new experiences they would like to share.
2. Ask for a volunteer to recap the previous session.
3. Ask participants for feedback on the sessions they attended with their parent or significant adult using the following questions:
 - a. How did you feel about having your parent/significant adult attend the previous session?
 - b. Has anything changed since they attended the session? If yes, what?

SHUGA SCREENING - SERIES 2 ,EPISODE 3**TIME: 25 MINUTES****1.2: Episode Feedback (Gallery Walk)****Time: 30 minutes**

1. Ask participants to name each of the main characters in the last two episodes. Write the names on half a sheet of newsprint and post on the wall. (5 minutes) Be sure they include the following names:
 - a. Dala
 - b. Leo
 - c. Femi
 - d. Violet
 - e. Skolar
 - f. Ms. Behave
 - g. Rayban
 - h. Kennedy "The Remedy"
2. Give each participant several pieces of paper or post it notes.
3. Ask participants to write on the piece of paper how each character's behavior put him or her at risk for STIs and HIV and post it on the wall under that characters' name. **(5 minutes)**
4. Review each character and some of what participants have written. Discuss the behaviors with the group and ask what the characters can and should do to reduce their risk. **(20 minutes)**

**1.3: Alcohol and Substance Use (Paint a Picture)****Time: 30 minutes**

1. Remind participants that drinking alcohol was a major part of the lives of this group of friends and that it contributed to some of the high risk behaviors we saw in the episode.
2. Ask participants to brainstorm a list of the commonly used drugs and types of alcohol. Write the responses on newsprint.
3. Give each participant a sheet of paper and a pen, marker or crayons.
4. Ask each participant to draw a picture showing the outcomes or consequences from drinking or doing drugs. **(10 minutes)**
5. Go around the room and ask each participant to share and describe his/her picture to the rest of the group. **(20 minutes)**
6. Post a sign on the wall that reads, "The Consequences of Drugs and Alcohol." Place the pictures under the sign. Encourage all participants to look at the collection of pictures before they leave.

1.4: Parent-Child communication (Large Group Discussion) Time: 10 minutes

1. Ask participants to reflect on the mother-son relationship between Femi and his mother.
2. Ask participants to discuss what could cause barriers to open communication on sex, sexuality prevention and relationships.
3. Ask participants to role play typical adult-youth relationships and suggest changes in approach that could enhance communication.

1.5: Assignment (Written Assignment)**Time: 5 minutes**

1. Using the list of commonly used drugs or types of alcohol assign one type of substance to each participant.
2. Ask participants to obtain information on the substance they have been assigned using the form in Appendix 27.

1.6: Wrap Up Session (Large Group Discussion)**Time: 20 minutes**

1. Ask participants to share any final thoughts they have on the session and to state what they will do differently as a result of what they learned today.
2. Write their responses on newsprint and post on the wall.
3. Distribute materials on sexual decision-making.

Take Home Messages:

- Creating an environment for open communication between youth and adults, especially parents, is vital to sharing family values and expectations and helping youth make better decisions.
- Drugs and alcohol abuse impairs judgment and perception of risk
- The only way to be sure of your partners HIV status is to test and the only way to prevent HIV and STIs is to use condoms correctly and consistently.

1.5: Session Evaluation (Individual exercise)**Time: 5 Minutes**

1. Distribute the evaluation form for session 6 found in **Appendix 8**.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the session.





Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- NASCOP
- G-pange.com
- Shuga.TV – web site

• _____

Please add additional local resources from the template you have completed in Appendix 4. Resources should include a combination of websites, literature, local program and service sites.

Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.







SHUGA GUIDE FOR FACILITATORS

Appendices 27





SHUGA SERIES TWO – EPISODE THREE

Appendix 27 – Homework – Alcohol and Drugs

Please complete the following information about the substance you are researching. You can get this information from books, the internet, health centers or by interviewing counselors or users.

Drug street name(s): _____

Clinical name: _____

Description (Describe what the substance looks like):

Physical Effects (Describe what the substance does to the body):

Psychological Effects (Describe what the substance does to the mind):

Social Effects (Describe how the substance affects social interactions):

Prevention (List ways youth can prevent the use of this substance):

Treatment (List treatment methods to help a person recover from using this substance)





SHUGA SESSION SEVEN

Series Two, Episode Four





Shuga Series 2; Episode 4 – Sex, part 2

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series Two DVD
- Power source
- Laptop or DVD player
- Television or LCD projector
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- Manila or construction paper
- Attendance register
- String or yarn
- 20 Index cards
- 2 index cards for time keeping
- Newspaper

Preparation:

- Obtain materials above
- Obtain materials on sexual decision-making from local organizations to distribute to participants.
- Photocopy the “Decision Tree” – [Appendix 28](#)
- Photocopy the session evaluation – [Appendix 8](#)
- Write the descriptions from activity 1.4 on index cards
- View Shuga Series Two, Episode Four
- Review session content
- Write the “Take Home Messages” on newsprint and keep for the “Wrap Up” session
- Send the “Letter of Invitation for the Entrepreneur/Businessperson” to one or more persons in preparation for the next session found in [Appendix 29](#)

PREPARATION

**Key Episode Themes: (This session will focus on the highlighted themes)**

- **Multiple Concurrent Partnerships**
- Alcohol Use/Abuse
- Sexual decision-making

Session Objectives: By the end of the session participants will:

1. Understand the increased risk associated with multiple concurrent partners.
2. Understand the benefits of disclosure of ones HIV status to sexual partners
3. Increase understanding on the importance of partner testing
4. Relate the effects of excessive consumption of alcohol and HIV risk
5. Learn a process for making decisions.

Key Points for the Facilitator:

- Explore and discuss factors leading to MCP
- Discuss strategies for coping with peer pressure to consume/abuse alcohol/drugs
- Discuss the importance of having positive self-esteem and how it can be developed

1.0: Introduction to Episode**Time: 5 minutes**

1. Welcome participants back for this session. Thank participants who have arrived on time to reinforce this behavior. **(3 minutes)**
2. Take attendance and mark the register.
3. Remind the group of the session format, duration and amount of time.
4. Ask for a volunteer to be the timekeeper to help the group keep to time for the session and activities and give him/her the time cards.
5. Review the ground rules and remind the group of housekeeping issues such as the location of the bathrooms/toilets before beginning.

1.1: Reflection (Brainstorming/Large Group)**Time: 25 minutes**

1. Ask participants if they have any questions, comments, or thoughts left over from the previous session or new experiences they want to share.
2. Ask for a volunteer to recap the previous session.
3. Ask participants to take out their notebooks.
4. Assuming that everyone has completed the homework assignment, ask participants to share information about the substance they researched. Allow 1 minute for each participant to present. Keep to time.





SHUGA SCREENING - SERIES 2, EPISODE 4

TIME: 25 MINUTES

1.2: Episode Feedback (Large Group Discussion) Time: 15 minutes

1. Read a few headlines from the newspaper you have brought in. Explain that the headline is designed to catch the eye and summarize the story.
2. Ask participants to write a headline about the episode they have just viewed. **(3 minutes)**
3. Ask participants to share the headline they have written and why. **(12 minutes)** This activity is a way of summarizing the episode and highlighting the key messages.

1.3: Action Plan (Individual and Pairs) Time: 35 minutes

1. Distribute the Decision Tree sheet in [Appendix 28](#) or ask participants to write the following information on a sheet of paper.

Behavior I want to change			
	1.	2.	3.
Steps I need to take			
Possible consequences			
Possible Challenge			
Support I Need			

2. Ask each participant to choose one personal behavior they would like to change. It can include anything like, quitting smoking, reducing the number of partners, having more positive friends, etc.
3. Tell participants that once they have chosen the behavior they are to think about the specific steps they need to take to make that change and the support they will need to be successful. Stress that change is not always easy so it is important to think, plan, prepare and get support. **(10 minutes)**
4. Ask participants to find a Buddy in the group with whom they feel comfortable.
5. Ask participants to share and discuss their action plan with the Buddy that person and discuss his/her plan. Allow 10 minutes for each person. The listener should also offer ideas that can help his/her Buddy. **(20 minutes)**
6. Ask for a few participants to share the result of their activity with the larger group. **(5 minutes)**



**1.4: Activity: Sexual Networks (Interactive Card Game) Time: 35 minutes**

1. Divide 20 index cards into two sets of 10 cards each.
2. For each set write the following words:
 - a. 2 cards – I am HIV+ and not using condoms
 - b. 2 cards – I am a Virgin
 - c. 2 cards – I am Abstaining from sex
 - d. 2 cards – I am Sexually active and not using condoms
 - e. 2 cards – I am Gay and not using condoms
3. Divide participants into two groups of 10 each.
4. Mix each set of 10 cards. Turn them face down and ask each participant to pick one and not to share what is written on the card with anyone.
5. Repeat this activity with the second set of 10 participants.
6. Ask for a volunteer to start the chain by standing apart from the group. Ask him or her to select one person from the group to come and stand beside him or her by calling that person by name or by throw the ball to him or her.
7. Continue until all members of the group are standing in a circle.
8. Beginning with the first person, ask him/her to share what is written on the card. Then proceed to the next person.
9. Discuss how the two are connected and how they either spread HIV or stop the spread. The chain is broken and the spread of HIV stops when the next person is a virgin or is abstaining from sex, otherwise the chain continues.
10. When you get to the Virgin, the person who is Abstaining or using condoms consistently that chain of participants breaks off.
11. Continue with the remaining group members until you reach the last person in the group. **(20 minutes)**
12. Once you have completed the exercise ask the group to return to their seats and discuss their thoughts using the following questions: **(5 minutes)**
 - a. What did you learn from this activity?
 - b. Were you surprised by anything? If so, what?
 - c. How will you use this information in your personal life?

1.5: Assignment (Large Group Discussion) Time: 10 Minutes

1. Ask participants to review and complete their Decision Tree for discussion at the next session.

1.6: Wrap Up Session (Large Group Discussion) Time: 10 Minutes

1. Ask participants to share any final thoughts they have on the session and to state what they will do differently as a result of what they learned today.
2. Write their responses on newsprint and post on the wall.
3. Distribute materials on sexual decision-making.



CONCLUSION

Take Home Messages:

- Alcohol and drugs do not help you cope with issues, they add on to the issues.
- Positive perception of self is important in avoiding peer pressure.
- Planning and preparation are required to effectively change a behavior.
- Formal and informal sexual networks contribute to the spread of HIV.
- Effective decision-making involves considering options and weighing the consequences.

1.7: Session Evaluation (Individual exercise) Time: 5 Minutes

1. Distribute the evaluation form for session 7 found in **Appendix 8**.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the session.

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- NASCOP
- G-pange.com
- Shuga.TV – web site
- _____

Please add additional local resources from the template you have completed in **Appendix 4**. Resources should include a combination of websites, literature, local program and service sites.

Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.





SHUGA SERIES TWO, EPISODE FOUR

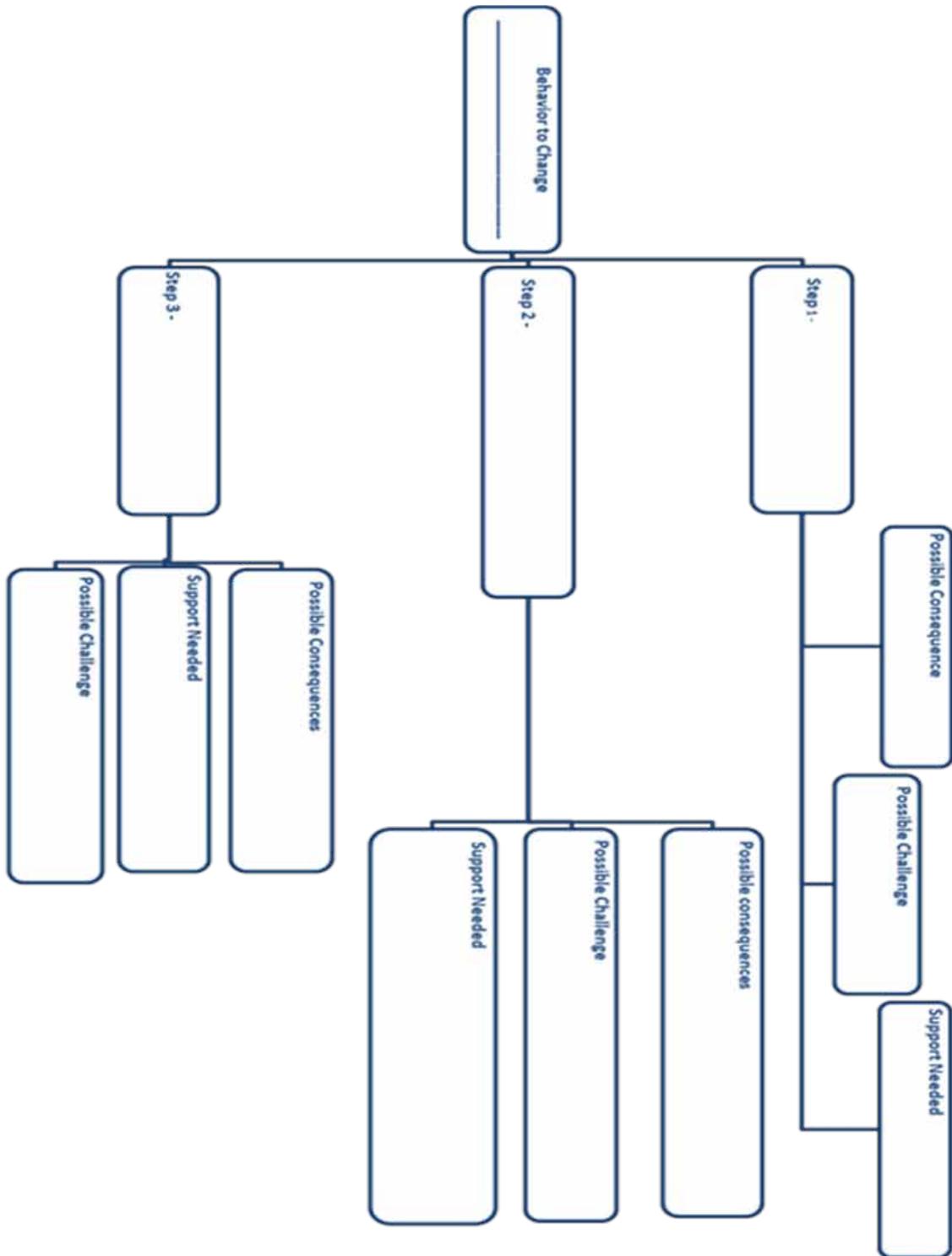
Appendices 28 – 29





SHUGA SERIES TWO, EPISODE FOUR

Appendix 28 – Decision Tree





SHUGA SERIES TWO – EPISODE FIVE

Appendix 29 – “Letter of Invitation for Entrepreneur/Businessperson

Date:

Dear _____ :

I am writing to invite you to participate in a discussion as part of the Shuga Campaign discussion session sponsored by _____. The session is part of the ten-part workshop using the Shuga television drama series to inform and educate youth about issues related to relationships, sexual decision making and HIV/AIDS. The group will consist of twenty (20) young men and women between the ages of 15 and 24.

The next session will address issues related to talent and skill development and income generating opportunities. We invite you to come share your experiences starting and building your business. Specifically, we want you to discuss the skills required to be successful, resources you needed, challenges you faced and how you overcame them, and any advice you have for aspiring entrepreneurs. We would appreciate it if you would then entertain questions from participants.

The session will be held on:

Date:

Time:

Location:

If you have questions or need additional information please feel free to contact

_____ at _____ .
(name) (phone)

Thank you in advance for your consideration. We look forward to your participation.

Sincerely,

(Name and Organization)

Enclosed: Shuga FAQ sheet







SHUGA SESSION EIGHT

Series Two, Episode Five





Shuga Series 2; Episode 5 – Money, part 1

PREPARATION

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series Two DVD
- Power source
- Laptop or DVD player
- Television or LCD projector
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- Manila or construction paper
- Recruitment log or register to confirm attendance
- Manila or construction paper
- Index cards for keeping time

Preparation:

- Obtain materials above
- Obtain information and materials on “Life Skills Planning” from a local organization to distribute to participants
- Photocopy the assignment “Youth Employment and Entrepreneurship” in [Appendix 30](#)
- Photocopy the session evaluation – [Appendix 8](#)
- View Shuga Series Two, Episode Five
- Review session content
- Write the “Take Home Messages” on newsprint and keep for the “Wrap Up” session



**Key Episode Themes:** (This session will focus on the highlighted themes)

- **Decision Making**
- **Future Planning**
- Talent Development
- Economic Empowerment
- Sexual and Gender-based Violence
- Transactional Sex

Session Objectives: By the end of the session participants will:

1. Be able to apply steps in decision-making
2. Explore the gifts and talents they possess that could earn them a living
3. Explore income generating activities such as internships, and entrepreneurial and employment opportunities
4. Learn the steps required in order to be a successful entrepreneur or businessperson

Key Points for the Facilitator:

- Help participants apply the decision-making steps during the discussion about choices Kipepeo and Angelo made (**activity 1.2**)
- Discuss the risks involved with transacting sex for favors
- Assist participants in exploring their skills and talents.
- Help participants see how they may be able to use these skills and talents to earn an income.
- Discuss local human, material and financial resources that may be needed

1.0: Introduction**Time: 5 minutes**

1. Welcome participants back for the session.
2. Take attendance and mark the register.
3. Remind the group of the session format, duration and amount of time.
4. Ask for a volunteer to be the timekeeper to help the group keep to time for the session and activities and give him/her the time cards.





1.1: Reflection (Brainstorming/Large Group)

Time: 15 minutes

1. Ask participants if they have any questions, comments, or thoughts left over from the previous session or new experiences they would like to share.
2. Ask for a volunteer to recap the previous session.
3. Ask participants to take out their homework assignments from the previous session.
4. Assuming that everyone has completed the homework assignment, ask participants to volunteer to share their "Decision Tree" with the group. Use the following questions to facilitate the discussion:
 - a. Why did you choose this behavior to change? How does it impact your life?
 - b. How difficult was it to define the steps you needed to take?
 - c. What challenges do you think you will face?
 - d. Have you begun to implement your plan? Why or why not?

SHUGA SCREENING - SERIES 2, EPISODE 5

TIME: 25 MINUTES

1.2: Episode Feedback (Gallery Walk)

Time: 10 minutes

1. Post a piece of newsprint on the wall.
2. Pass around a marker and ask participants to write the key messages they got from this episode. This activity should move quickly.
3. As you review the list ask for scenes and examples from the episode.

1.3: Episode Feedback (Large Group Discussion)

Time: 20 minutes

1. Ask participants to complete the following "What If" questions. What if...
 - a. You were Angelo, would you steal Femi's car to make fast money?
 - b. You were Angelo, how would you earn a living if you lost your job?
 - c. You were Angelo, would you be able to live in a room with Kipepeo and not have sex?
 - d. You were Kipepeo, would you take a gift from a man you didn't know?
 - e. You were Kipepeo would you lie to Angelo about your source of income?
 - f. You were Kipepeo would you go out with a man for money if you were desperate?
2. As participants respond to the question ask them to say why or why not and what they would do instead?
3. Probe and challenge participants to not only say what they think you want to hear but to reflect on real life and the difficult choices that sometimes have to be made.
4. To wrap up the activity ask for volunteers to respond to the following question – What was a difficult choice you had to make and describe how you reached that decision? This should be voluntary since this subject matter may be sensitive to participants.



**1.4: Entrepreneurship (Invited Guest)****Time: 35 minutes**

1. Introduce the Guest Speaker(s) to the group. Explain why you have invited him or her. If you have a panel, speakers should include local male and female small business owners.
2. Ask the guest(s) to share their experience developing and building a business including: **(15 minutes)**
 - a. How he/she got started
 - b. What resources he/she needed
 - c. Where he/she obtained those resources
 - d. What skills are most important in order to be successful
 - e. Word of advice to anyone wanting to start a business
3. After the presentation open the floor for questions from the group. **(20 minutes)**

1.5: Talent Development (Large Group Exercise)**Time: 20 minutes**

1. Point out that many decisions Angelo and Kipepeo made were driven by poverty and their struggle to survive. However, they discovered their talents and interests and worked hard to make their dreams come true.
2. Tell participants that they too, have skills and talents, even some they may not have thought about. Explain that part of the next session will focus on showcasing these skills and talents.
3. Ask participants to think about what skills and talents they want to showcase and come to the next session prepared to do a 2 minute presentation of their talent. This may include singing, reading an original poem, teaching on a subject, acting out a scene, or playing an instrument. Participants can work alone or in a group.
4. Ask each participant to sign up and state the skill or talent they want to present..
5. Make sure every participant has identified a skill or talent. If not, assist the participant in identifying something they are good at or that other people compliment them on. Help them see how this could lead to an income.
6. As participants share their skill or talent ask them to answer the questions below. Encourage input from other group members as they discuss:
 - a. Is this skill or talent something you could earn a living doing?
 - b. What additional information do you need about developing this skill?
 - c. What resources do you need to develop this skill or talent?
 - d. How or from where can you get these resources?

1.6: Assignment (Individual Activity)**Time: 5 minutes**

1. Ask participants to prepare a two minute presentation of their talent.
2. Ask them to also research information about this skill/talent and answer the questions on the assignment sheet in **Appendix 30**.
3. Ask if there are any special materials or resources needed for their performance or presentation. Discuss how these resources will be obtained.



1.7 Wrap Up Session (Large Group Discussion)

Time: 10 minutes

1. Ask participants to share any final thoughts they have on the session.
2. Review the take home messages below.
3. Distribute materials on “Life Skills Planning.”

Take Home Messages:

- Engaging in sex for money may provide temporary material gains, but it can have a long term negative impact on ones self-esteem
- Gifts and talents can sometimes lead to income opportunities if properly researched and developed
- It is important to identify a role model or mentor whom you can go to for advice, information and support

1.8: Session Evaluation (Individual exercise) Time: 5 Minutes

1. Distribute the evaluation form for session 8 found in **Appendix 8**.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the session.

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- NASCOP
- G-pange.com
- Shuga.TV – web site
- _____

Please add additional local resources from the template you have completed in **Appendix 4**. Resources should include a combination of websites, literature, local program and service sites.

Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.





SHUGA SESSION EIGHT

Appendices 30





SHUGA SERIES TWO – EPISODE FIVE

Appendix 30 – Youth Employment and Entrepreneurship

1. What skill or talent have you chosen: _____
2. How could you earn a living from this skill or talent?
3. What kind of work are other people with this skill/talent doing?
4. Who else is doing this that you could get information from?
5. What steps do you need to take to develop this talent/skill or to explore income opportunities.
6. What additional information do you need about developing this skill?
7. What resources do you need to get started?
8. How or from where can you get these resources?





SHUGA SESSION NINE

Series Two, Episode Six





Shuga Series 2; Episode 6 – Money, part 2

PREPARATION

Time: 2 hours, 30 minutes

Materials needed:

- Shuga Series Two DVD
- Power source
- Laptop or DVD player
- Television or LCD projector
- Audio system/speakers
- Charging and connecting cables for Laptop and LCD or Television and DVD player
- Flip chart sheets or newsprint
- Marker pens (different colors)
- Masking tape or gum
- Manila or construction paper
- Attendance register
- Index cards for time keeping

Preparation:

- Obtain materials above
- Obtain materials on “Talent and Economic Development” to distribute to participants
- Photocopy the Pre and Post-Test from Appendix 7
- Photocopy “Planning Sheet” - Appendix 31
- Photocopy the session evaluation – Appendix 8
- View Shuga Series Two, Episode Six
- Review session content
- Write the “Take Home Messages” on newsprint and keep for the “Wrap Up” session
- Prepare flyers or announcements to invite parents and community members to the final session

Key Episode Themes: (This session will focus on the highlighted themes)

- **Economic Empowerment**
- **Talent Development**
- Transactional sex
- Assertiveness

Session Objectives: By the end of the session participants will:

1. Have an opportunity to develop and showcase their talents
2. Begin to link their talents to potential livelihood opportunities
3. Identify the steps required to be a successful entrepreneur or businessperson.



**Key Points for the Facilitator:**

- Highlight the planning and preparation needed to be successful
- Discuss the challenges and barriers to self-enterprise

1.0: Introduction**Time: 5 minutes**

1. Welcome participants back for the second session.
2. Take attendance and mark the register.
3. Remind the group of the session format, duration and amount of time.
4. Ask for a volunteer to be the timekeeper to help the group keep to time for the session and activities and give him/her the time cards.

1.1: Reflection (Brainstorming/Large Group)**Time: 5 minutes**

1. Ask participants if they have any questions, comments, or thoughts left over from the previous session or new experiences they would like to share.
2. Ask for a volunteer to recap the previous session.

SHUGA SCREENING - SERIES 2, EPISODE 6**TIME: 25 MINUTES****1.2: Episode Feedback (Large Group Discussion)****Time: 10 minutes**

1. Ask participants to list key messages and to give examples from the episode.
2. Ask participants the following questions:
 - a. What were the critical decisions Kipepeo and Angelo made that improved their situation?
 - b. What steps did they take to realize their dream?
 - c. What qualities did they possess that contributed to their success? (Highlight qualities like persistence, focus, and perseverance)
 - d. What other factors contributed to their success?

**1.3: Talent Showcase (Performance)****Time: 45 minutes**

1. Highlight the fact that Angelo and Kipepeo were able to develop their talents and turn them in to a profitable enterprise.
2. Tell participants that they will now put on a talent show.
3. Give each participant about 2 minutes to show case their talent **(40 minutes)**
4. Get feedback from the group on the presentations and wrap up the session encouraging participants to continue to develop their skills.

1.4: Assignment (Large Group Discussion)**Time: 30 minutes**

1. Tell participants that they will now plan the final session which will be a community-wide event.
2. Ask participants to plan the event using the outline in **Appendix 31**.
3. Send out the “Letter of Invitation to Community Members” found in **Appendix 32**.
4. Also ask participants to develop a flyer or poster to announce the event.
5. Ask for participants to volunteer to perform at the final session.

1.5: Wrap Up Session (Large Group Discussion)**Time: 10 minutes**

Ask participants to share any final thoughts they have on the session.
Review preparation required for the next session and the tasks assigned.
Distribute materials on “Talent and Economic Development.”

Take Home Messages:

- It is important to expand your thinking about your skills and talents and the potential to earn an income
- Research and planning are required for success
- Focus, perseverance, and dedication are qualities needed to succeed

1.6: Session Evaluation (Individual exercise)**Time: 5 minutes**

1. Distribute the evaluation form for session two found in **Appendix 8**.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the session.

1.7: Shuga Campaign Post-Test (Individual exercise)**Time: 15 minutes**

1. Distribute the Pre- and Post-Test Form found on page 48-50 of the guide.
2. Tell participants that they do not need to include their names and encourage them to be open and honest in their responses to help improve the session.





CONCLUSION

Resources for Youth

Provide participants with the following resources where they can get additional information on HIV and other discussion topics. Post the resources on newsprint and ask participants to note these resources in their notebooks.

- UNAIDS – www.unaids.org.
- WHO – www.who.org.
- NASCOP
- G-pange.com
- Shuga.TV – web site
- _____

Please add additional local resources from the template you have completed in Appendix 4. Resources should include a combination of websites, literature, local program and service sites.

Facilitator Notes: Note highlights from the session, modifications to be made or points to make during the discussion.





SHUGA SERIES TWO, EPISODE SIX

Appendices 31 - 32





SHUGA SERIES TWO, EPISODE SIX

Appendix 31 – Community Event Planning

This outline is to be used to help you plan and prepare for the final session. Session Ten is designed to be a community event to celebrate the conclusion of the Shuga Initiative and to provide information and entertainment for participants and community members. You are encouraged to be as creative as possible and plan an event that will be fun and informative. Be sure that all participants have a role in the event. Keep in mind that this is also a chance for to share what you have learned from your participation in the initiative.

1. Develop agenda. Be sure to include the following:
 - a. Opening and Welcome
 - b. Presentations and Performances by youth who have completed the ten sessions of Shuga facilitated discussions
 - c. Awarding of Certificates
 - d. Closing
2. Develop a list of guests and organizations you want to invite. The list can include some of the guests who have participated in previous sessions. Remember to invite guests who may provide employment or funding opportunities for youth businesses. Think about the kinds of information you want to be available to the community at the event. For example, HIV Testing and Counseling, information about Gender-Based Violence, representation from law enforcement, economic empowerment information and services etc.
3. Identify materials and resources needed. This might include snacks, additional tables for community groups to display materials, or audio visual materials.
4. Prepare flyers or posters to announce the event and invite special guests and parents.





SHUGA SERIES TWO, EPISODE SIX

Appendix 32 – Letter of Invitation to Graduation Ceremony

Date:

Dear _____ :

I am writing to invite you to attend the Shuga Campaign graduation ceremony sponsored by _____ . This ceremony recognizes the achievements of our youth who have participated in a ten part youth HIV prevention intervention workshop that uses the Shuga television drama series to inform and educate youth about issues related to relationships, sexual decision making and HIV/AIDS. The group consisted of twenty (20) young men and women between the ages of 15 and 24.

The event is an opportunity to congratulate them on their achievement and gives them an opportunity to share what they have learned. We have also invited community groups to set up tables with information about their services. HIV Testing and Counseling will also be available on site.

The community-wide celebration will be held on:

Date:

Time:

Location:

If you have questions or need additional information please feel free to contact

_____ at _____ .
(name) (phone)

Thank you in advance for your consideration. We look forward to seeing you there.

Sincerely,

(Name and Organization)

Enclosed: Shuga FAQ sheet





SHUGA SERIES ONE, EPISODE THREE

Appendix 21 – Statement of Commitment

I (your name) _____ commit to doing the following to reduce stigma and discrimination associated with HIV.

1. _____

2. _____

3. _____





SHUGA SESSION TEN

Graduation Ceremony

