

VOLLEYBALL



**Drills to educate young people about Sexual
Reproductive Health and HIV/AIDS**



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Foreword

YOUNG people in Zimbabwe face unprecedented challenges related to their sexual and reproductive health.

These challenges include a severe HIV epidemic exposing young women to extraordinarily high rates of new infections, high levels of early and unintended pregnancies and limited access to sexual and reproductive health rights. Of particular concern is the increased vulnerability of young women to maternal mortality, due to gender inequality, low access to education, adolescent pregnancy and low access to sexual and reproductive health.

This Adolescent Sexual Reproductive Health (ASRH) Soccer manual was developed as a tool to complement and reinforce the Government of Zimbabwe's efforts through the Ministry of Health and Child Care, the Ministry of Primary and Secondary and the Ministry of Education, Sport, Arts and Culture in the delivery of Adolescent Sexual Reproductive Health services to youth in and out of schools. The manual has also been created to engage and educate young people about Sexual Reproductive Health (ASRH) and HIV/AIDS through imparting life skills and values that will develop their resilience. This manual was developed through a multisectoral and consultative process that relied heavily on the then Ministry of Education, Sport, Arts and Culture Curriculum Development Unit and the National ASRH Coordination Forum.

The development and content of the manual relies heavily on the existing MoESAC Life Skills, Sexuality, HIV and AIDS Education Strategic Plan: 2012 – 2015, The National ASRH Strategy: 2010 - 2015 and the National

Standard Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers. The manual also seeks to apply a life skills and human rights approach in translating ASRH messages through sports. Sports represent a non-threatening environment whose principles the youth will readily understand, hence the manual takes these sporting principles and translates them to ordinary life and then into lessons on aspects of sexual and reproductive health.

This ASRH Sports manual will contribute to coming up with a generation of young people who know and have skills on how to safeguard their sexual reproductive health, make informed and responsible choices as well as practical steps to protect their SRH rights, including building and maintaining positive and safe relationships.

The ministries of Health, Education and that of Sport therefore partner with other stakeholders in endorsing this manual to be used as a complement of the existing education curriculum to teach and educate the youth in and out of schools on Adolescent Sexual Reproductive Health.



Ministry of Primary and
Secondary Education

.....
Permanent Secretary



Ministry of Sports, Arts and
Culture

Dr. T. Chitepo

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Introduction

THIS manual was designed to complement efforts by the Ministry of Health and Child Welfare and the Ministry of Education, Sport Arts and Culture in empowering young people on sexual reproductive health (SRH) issues. This manual can only be used by a coach who has undergone relevant training.

The Coach and his or her assistant are the key drivers of this manual. Their role is to guide and encourage the participants to share ideas, information and experiences. It is the facilitator's role to bring the discussions to a conclusion by highlighting 2 or 3 life skills as take home messages at the end of each drill.

The coach must be well prepared, as well as aware of the barriers to communication which can affect young people from effectively participating in discussions about SRH. During the training of the coaches, effective communication with the young people is emphasized. The coach must pay attention to the following:

Knowledge – You need to be knowledgeable if you are speaking on a topic you do not know a lot about. If you do not know something, it is okay to tell the youth that you do not know at present, but that you can find out for them. Also, you can refer youths for more in-depth discussion with the relevant service providers such as clinics, churches etc.

Attitude – Negative attitudes can affect the impact of the message. Good


communication must be non-judgmental. You must be aware of your attitudes and biases and keep them out of your communication. Never impose your opinions on controversial topics. Be a good listener.

Age – Some youth do not feel comfortable with people either younger or older than themselves. You therefore need to show proper respect. Explain that when there are serious health consequences, there is need to discuss issues that are sometimes personal. It is important for you as a coach to de-role during discussions.

Religion and Culture – Sometimes youth may feel uncomfortable sharing their thoughts and feelings with a person from another culture or religion. It helps for you to have background information of the religious and cultural beliefs of the youth. Try to identify times when religious and cultural values might interfere with communication, and work with them (do not ignore them). Respect people's values, even when you do not agree with them.

Sex – Some prefer to communicate with people of the same sex (especially about personal subjects). Again, acknowledge that the discussion might be sensitive but explain that it is necessary to discuss personal topics for health reasons. Acknowledging embarrassment usually helps youth to overcome it.

Language – Technical words can be too difficult to understand. It is important



to speak in terms that young people understand and to use acceptable names for things. You therefore need to keep the language simple. Confirm whether terms are familiar and understood by youth. If not, explain the terms or use more familiar words.

Economic status – Youth might find it hard to relate to a person who appears to be of another economic status. You need to show respect no matter how poor the adolescent might appear. Avoid fancy dress. Sit among group members, instead of standing over them or sitting apart from

them. Again, remember to de-role.

Time – When possible, let the youth choose the time for discussion. Remember, good communication can occur even when little time is available. Choose an appropriate time to come in and manage or end the discussion.

Venue – Noise, excessive temperatures and poor seating facilities can interfere with good communication. Make sure the venue is conducive and in a location that is accessible.

Definition of Terms

For the purposes of this manual, following terms shall be used and understood as defined:

Who is a young person?

Young person (adolescent) refers to anyone between 10 – 24 years (United Nations). Adolescence begins at puberty. It is a period in which an individual undergoes major physical, psychological and emotional changes. It is a period characterized by exceptionally rapid growth and development. During this stage, the body develops in size, strength and reproductive capabilities, and the mind becomes capable of more abstract thinking. It is a phase in an individual's life, rather than a fixed age band, and is perceived differently in different societies. Therefore, for purposes of this manual, the terms “adolescents,” “young people” and “youth” are used interchangeably to refer to the 10 – 24 year target age group for sexual reproductive health programming. (Standard National Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers, Ministry of Health and Child Welfare, Zimbabwe, 2012, p11).

What is Sexual and Reproductive Health?

Sexual Health: In broad terms, sexual health is a personal sense of sexual well-being as well as the absence of disease, infections or illness associated with

sexual behaviour. Sexual health requires a positive and respectful approach to the sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. (Standard National Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers, Ministry of Health and Child Welfare, Zimbabwe, 2012, p27 - 28).

Reproductive Health

Is the state of complete physical, mental and social well-being of an individual in all matters relating to the reproductive system and its processes and functions but not merely the absence of disease or infirmity. It also includes sexual health and suggests that people with adequate reproductive health have a satisfying and safe sexual life, can have children, and can make a choice as to whether they would like to have children and if so, when and how to have them.

Core SRH activities include providing universal access to voluntary family planning and maternal health services; protection from STIs including HIV, gender violence and harmful traditional practices such as polygamy and child-marriages; and the reduction of gender inequalities.

Young people typically have inadequate information about their own or their partners' bodies. They need information that is essential for making informed decisions about sexual behavior and health. (Standard National Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers, Ministry of Health and Child Welfare, Zimbabwe, 2012, p27 - 28).

Gender Based Violence (GBV)

Is a violation of human rights and a form of discrimination. It is defined as violence that is directed against a person on the basis of their gender that results in, or is likely to result in physical, sexual or mental harm or suffering to the individual, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

HORMONES

Are substances produced by a gland that is carried in the blood and acts as a chemical messenger to another body structure. Hormones regulate body growth and development, control sexual drive and maintain the body's chemical balance.

Female hormones and their effects

The principal female hormones are oestrogen, secreted by ovaries (female sex glands), which causes the body to develop secondary sexual characteristic such as breasts, pubic hair, and progesterone, which helps maintain pregnancy by keeping the uterus a suitable environment for the embryo to grow.

Male hormones and their effects

The male hormone testosterone, produced by the testes, controls the growth of the male reproductive system and stimulates development of secondary sexual characteristics.

Changes in boys	Changes in girls
Production of sperms Development of pubic hair Ejaculation Growth in body height Development of pubic and beard Body shape beginning to look adult Voice changes Skin problems (acne for some) Preoccupation with opposite sex Sensitivity to what others think about their wet dreams Growth in penis length and thickness Growth of testes Gain in muscular strength	Growth in body height Body shape beginning to look adult Voice changes Skin problems (acne for some) Sensitivity about personal appearance Preoccupation with opposite sex sensitivity to what others think and say about them Ovulation (the release of a ripened ovum or egg from the ovary) Menarche (beginning of menstruation) Sensitivity about personal appearance Menstruation (the periodic discharge of blood and tissue from the womb) Development of secondary sexual characteristics such as, breast enlargement, growth of pubic hair, enlargement of labia and clitoris

Adapted from the Standard National Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers, Ministry of Health and Child Welfare, Zimbabwe, 2012, p11

LIFE SKILLS

Young people growing up in Zimbabwe face unprecedented challenges related to their sexual and reproductive health. These challenges include a severe HIV epidemic exposing young women to extraordinarily high rates of new infections, high levels of early and unintended pregnancies and limited access to sexual and reproductive health rights. Of particular concern is the increased vulnerability of young women to maternal mortality, due to gender inequality, low access to education, adolescent pregnancy and low access to sexual and reproductive health services.

This manual has been created to engage and educate youth about Sexual Reproductive Health (SRH) including HIV and AIDS through imparting life skills and values that will develop resilience in the youth. Sports represent a non-threatening environment whose principles the youth will readily understand. This manual takes these sporting principles and translates them to ordinary life and then into lessons on aspects of sexual and reproductive health.

Having good SRH means having the knowledge, skills, services and ability to make positive, informed, safe and responsible decisions about sex and sexuality. For young people to protect themselves and their partners from unintended pregnancy, HIV other STIs and from unhealthy or harmful relationships, they need a set of life skills which include being well informed about the risks and consequences of sex; having the confidence to stand up for their rights and beliefs; believing in themselves and their ability to say no to anything they do not feel comfortable with or that they know is unsafe.

One outcome will be a generation of youth who know the practical steps to protect themselves and others from STIs including HIV and AIDS. A second outcome will be a generation that will know and desire to take the practical steps if they suspect they are HIV positive so that they can lead a healthy and productive life.

Values and attitudes

Values: Also the same as moral values are standards (principles) of behavior, which we use to classify behavior as good or bad (right or wrong)

We learn or acquire many of our values from our family, and religion, friends, education, cultural factors, and personal experience influence our values. Values are beliefs, principles and standards to which we assign importance. They are things we prize and give a degree of significance to.

Attitude: is a state of mind or a feeling. It is the mental stance we take in relation to the world. Attitudes are largely based on our personal values and perceptions. Attitudes are mental views, opinions, dispositions, or postures.

Sources of Values, Attitudes and Perceptions

Where do we get our values and attitudes? From parents, society, culture, traditions, religion, peer groups, media (TV, music, videos, magazines, advertisements), school, cinemas, climate, environment, technology, politics, friends, personal needs, economics, family, and personal experiences.

Key Moral Values

Love –	commitment to treat others well
Honesty –	commitment not to lie, cheat, steal or deceive
Justice –	to be without prejudice, discrimination or dishonesty
Faithfulness –	undeviating allegiance to a person, contract or oath
Dignity –	according appropriate worth to self and to others
Responsibility –	thinking rationally and being accountable for one's behavior
Compassion –	caring for those smaller and weaker than ourselves and not abusing or taking advantage of anyone
Integrity –	consistency in what one says and does and the commitment to be honest and conscientious in what one does or says.

Negotiation Skills

In SRH discussions, there are other life-skills you need to emphasize as a coach which include teamwork, inter-personal communication and negotiation skills which are best brought out through role playing. Ask participants to do a role-play on an adolescent relationship, for example a male youth negotiating for sex with his girlfriend.

Negotiation takes at least two parties with two different views on an issue, in this case sexual behaviour.

Tips for Negotiation

- Be a good listener. Let your partner know that you hear, understand and care about what she/he is saying and feeling.
- Be “ask-able” – let your partner know that you are open to questions and that you won't jump on him/her or be offended by questions.
- Be patient and remain firm in your decision that talking is important.
- Recognize your limits. You don't have to know all the answers.
- Understand that success in talking does not mean one person getting the other person to do something. It does mean that you have both said what you think and feel respectfully and honestly.
- Avoid making assumptions. Ask open-ended questions to discuss.
- Avoid judging, labeling, blaming, threatening or bribing your partner. Don't let your partner judge, label, threaten or bribe you.

- Be assertive and not aggressive.

Adapted from the Standard National Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers, Ministry of Health and Child Welfare, Zimbabwe, 2012. p114.

Self Esteem

This is the way ‘we put value on ourselves’. It encompasses the way we perceive, the way we feel, the way we think and act.

“Everybody has self-esteem - it’s what you think of yourself, the confidence level you have when dealing with problems and making all kinds of decisions.”

Bragging and pride are not self esteem!!!

Characteristics of High and Low Self Esteem

HIGH SELF ESTEEM	LOW SELF ESTEEM
Optimism	Pessimism
Enthusiasm	Withdrawal
Ambition	Laziness
Respect of self and others	Rudeness
Kindness	Aggressiveness
Volunteerism	Volunteering others
Commitment	Lack of commitment
High internal drive	Depression
Sense of humour	Boredom
Cooperation	Conformity
Individuality	Anger
Accepting responsibility	Irresponsibility
	Lack of commitment
	Negative attitude

WHAT IS STRESS?

Stress is defined as pressure or worry resulting from mental or physical distress or difficult circumstances.

An event that may be stressful to one person may not be so to another. People react differently to various situations.

CAUSES OF STRESS

- Emotional/personal problems
- Traumatic experiences, i.e. violence, organized torture, gang warfare, gang rape, abductions
- Death of a family member or friend
- Economic hardships e.g. lack of money
- New environment or situations, changes in places of work, living situation, family situation
- Unemployment

SIGNS AND SYMPTOMS OF STRESS

Stress may manifest itself in either or both physical and emotional signs.

Physical:

- Excessive substance (beer, drugs) abuse
- Fatigue
- Weight loss/gain
- Sleeplessness/insomnia
- Change in appetite (over-eating or loss of appetite)
- Skin problems (rash, pimples, acne)
- Loss of libido
- Impotence

Emotional:

- Mood swings
 - Isolation or loneliness
 - Depression
 - Change in normal patterns of behavior
 - Anger or aggressiveness
 - Irritability (snapping up at peers or family members unnecessarily)
 - Sudden poor school performance for somebody who was performing well
- Ways of Reducing Stress
- Proper rest

- Deep breathing
- Exercises (relaxation, gym etc)
- Being more organized
- Sports (i.e. jogging)
- Hobbies
- Positive socialization (i.e. joining a youth club)
- Change of environment
- Communication (i.e. sharing problems with someone you trust – a guardian, a relative, counselor or friend)
- Recognizing those things that are really important and those that are not
- Child/parent counseling
- Praying and meditation
- Religious singing
- Positive self-talk
- Accepting reality
- Recognizing what you can control and what is not in your control

SEXUAL AND REPRODUCTIVE RIGHTS

Sexual Rights include the human rights of women and men to have control over and decide freely and responsibly on matters related to their sexuality.

Reproductive Rights are integral parts of human rights. They are the basic rights of women and men to decide freely and responsibly on issues of sexuality and family planning, to have access to information to make these decisions and the means to carry them out. Reproductive rights include the right to attain the highest standard of sexual and reproductive health and the right to decide on issues of reproduction free of discrimination, coercion and violence.

Note: Sexual and Reproductive health rights are human rights. These rights are listed below.

- The right to life
- The right to liberty and security
- The right to equality and to be free from all forms of discrimination
- The right to privacy and confidentiality
- The right to freedom of thought or expression
- The right to information and education
- The right to choose whether or not to marry, and whether or not to found and plan a family
- The right to decide whether or not to have children
- The right to health care and health protection
- The right to the benefit of scientific progress
- The right to freedom of assembly and political participation

- The right to be free from torture and ill treatment
- The right to have a safe and satisfying sexual relationship
As defined by International Planned Parenthood Federation, 2008. IPPF Sexual Rights: An IPPF Declaration.

Youth Responsibilities vis-à-vis Rights

- Participation in issues that affect their sexual and reproductive rights
- Advocacy for better services
- Taking responsibility for consequences of one's actions

Barriers to Rights

- Cultural barriers
- Economic barriers
- Social barriers
- Legal barriers: For example, although young people have a right to decide when to have a child, abortion is not an option that they can simply choose except in cases of rape, incest or when the pregnancy threatens the health of the mother or the child.
- Lack of harmonization between some laws and policies.

Adapted from the Standard National Adolescent Sexual and Reproductive Health (ASRH) Training Manual for Service Providers, Ministry of Health and Child Welfare, Zimbabwe, 2012, p163 – 164)

How To Use This Manual

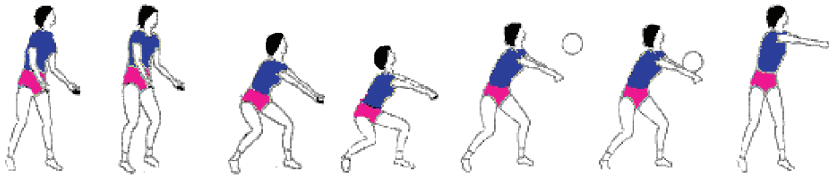
Each section of this book is divided into four major parts. These parts are **Drill, Discussion, Application** and **Fact Sheet**.

The drill section introduces the participants to the concepts or principles found in the lesson objective. The drill is a non-threatening way of bringing up challenging principles. If the drill is done correctly, it should lead naturally to the discussion. Please note that the drill is a part of the coach's training session plan. Therefore all other aspects of good coaching practice must be considered. Warm up, demonstration of techniques and skills for the participants to copy must be done.

Discussion -The discussion should be a natural follow up from the drill. The discussion can take place at the beginning of the training session, halftime or at the end of a training session depending on the coach's choice. Participation of students should be encouraged. The discussion hinges heavily on the coach's ability to facilitate discussions. Try by all means to involve all participants. An idea for a tip is to give each participant three stones. Each time they contribute they give away one stone.

Application – Lesson on sexual reproductive health including HIV and AIDS. The coach must take care to prepare by understanding the objective of the drill, by studying the SRH and HIV and AIDS fact sheet at the end of each section before they go out to train the players.

FOREARM PASSING



To show that we must be watchful of our lives in order to protect ourselves from unintended pregnancies, STIs including HIV and AIDS. To learn the various methods of prevention of STIs including HIV and AIDS.

- The most precious thing in the game is to ensure that the ball does not drop in your side of the court.
- Do everything you can to prevent the ball from falling into your side of the court.

DRILL

1. Skill Activity Preparation

- Volleyballs, net and volleyball court
- Every player has a ball and bounces it on the ground and when it is in the air, the player tries to use the forearm to hit and keep it in the air.
- The player must be watchful of the ball and the timing as well.
- The coach instructs the players to do some self-practice before going into the game.

2. Skill Activity Instructions

- The players engage in a normal general practice session in a volleyball court.
- The players will be taught to use forearm passing during the game and will practice in twos.
- The coach makes sure that everyone in the team understands and does forearm passes correctly. The coach reminds them to be watchful of the ball.
- The players must carefully listen to all the coach's instructions.
- The coach will serve the ball to anyone on the other side of the court. The

idea is to train the players to be watchful of the ball.

3. Coaching Tips

1. Ensure correct inter-locking of hands (Weaker hand thumb gripped by stronger hand with weaker hand fingers wrapped around the stronger hand).
2. Players may be afraid to hit the ball with the forearm and attempt to use the hand grip. Encourage them not to do so.
3. The forearm has better control than the hand grip.

DISCUSSION

Ask: What did you learn from today's drill.

Say: So we have to be watchful in order to protect the ball from falling.

Ask: Are there areas in our lives that need us to be watchful so that we don't lose out?

Possible answers: friends, family, money, other possessions, health etc.

Say: You mentioned health as one of the things we could lose if we are not watchful.

Ask: How can we ensure we don't lose our health?

Possible answers: eat a good diet, exercise, avoid taking drugs and alcohol, avoid having unprotected sex.

APPLICATION

1. What might happen to someone who has unprotected sex?
Possible answers: pregnancy, or they may contract STIs and HIV.
2. What are some STIs you know or have heard about?
Let them answer and then share the list below: Gonorrhea, Chancroid, Genital Herpes, Syphilis, HIV, Monilia, Trichomoniasis, Pubic Lice and Genital Warts
3. How might one know that they have one of these illnesses?
Let the youth respond. They will probably come up with most of the common symptoms. Highlight the following list:
 - **For men** – Discharge or puss from the penis, sores on the penis, lower abdominal pain, pain when passing urine, swollen inguinal glands, frequency in passing urine.
 - **For women** – Rash or irritation around the vagina, Vaginal discharge which maybe itchy, passing urine frequently, sores on the vulva, pain when having sexual intercourse, pain in passing urine, foul smelling vaginal discharge.
4. How many of you would like to experience these symptoms? Why?

Let the youth reflect a little bit about this (say nothing for about 20 to 30 seconds) go around making eye contact to get a reaction.

5. Ask: What are some of the ways you know which protect or shield us from contracting STIs.

Possible answers: use of condoms, abstinence and having one faithful partner

6. Ask: Are people protected if they use condoms some of the times?

7. Ask: What are the chances of contracting an STIs and HIV if you abstain from sex and unsterilized needles?

CONCLUSION

Your health is precious. The condition of your body determines the quality of life you will live. Why not shield and protect your body by abstaining from sex until you are sure you are in control.

If you have had sex and you are worried you have a right to receive accurate sexual and reproductive health information and confidential services without discrimination. These services are called Youth Friendly Services (YFS) and are accessible at most health service centres.

Dismiss the group.

FACT SHEET

STIs, HIV and unplanned pregnancies prevention

How can I reduce the risk of becoming infected with HIV through sexual contact?

1. Practice ABC
 - A- Abstinence
 - B- Being faithful to one sexual partner
 - C- Correct and consistence use of condoms
- 2 Do not exchange needles
- 3 Avoid contact with body fluids (blood, vaginal discharges etc without gloves)
- 4 Boys opting for Voluntary Medical Male Circumcision (VMMC) that reduces the rate of HIV infection in men by 60%
- 5 Even after VMMC always wear a condom during sex as circumcision does not give 100% protection

All STIs are preventable, and it is your duty to protect yourself and the ones you love.

- Abstain from sexual intercourse.
- Stick to one uninfected, mutually faithful partner.

Condoms for males or females greatly reduce the risk of getting STIs and unplanned pregnancies if they are used correctly and consistently.

Young people who are sexually active may require contraception to:

- avoid unintended pregnancies
- avoid unsafe abortions
- avoid sexually transmitted infections (STIs) including HIV

TAKE HOME

A- Abstinence

B- Being faithful to one sexual partner

C- Correct and consistent use of condoms

OVERHEAD PASSES



To show that we need other people to help us defend our lives. To build self-esteem.

- Keeping the ball from falling in your court is a team effort.
- Those who keep the ball from falling always look for help from their teammates.

DRILL

1. Skill Activity Preparation

- Volleyballs and volleyball court
- Adopt the ready position: square to the target in a slight stride, feet shoulder-width apart, knees bent, and your hands about 6 to 8 inches in front of your forehead with your thumbs pointing toward your eyes.
- The coach watches the players closely to instruct them until they learn the skill more effectively

2. Skill Activity Instructions

- Two players facing each other with a ball practice the overhead pass
- This is the basic and the most accurate pass in volleyball. It can only be used when the ball is moving slowly and is high enough for you to play the ball when it is above your head.
- The coach reminds players to give each other high enough passes.

- The coach asks the players to practice until they are familiar with this pass. (Please allow the players to ask questions regarding the skill and help the players to learn the skill.)

3. Coaching Tips

- Body shape/ position is important – feet apart, knees bent.
- Keep your eyes on the ball
- Decide early to whom you will pass and follow through on that decision.
- Use fingers to control and send the ball.
- Do not grip the ball.

DISCUSSION

Ask: What did you learn about keeping the ball from falling?
It takes team work.

Ask: What areas in your life need to be kept from falling?
School work, relationships with important people, health etc .

Ask: What are things that may cause important aspects of your life to fall?
Unprotected sex, unintended pregnancy, drugs, alcohol, bad friends.

Ask: When you feel pressurised by some of these things like bad friends, drugs, sex etc, are there people that you can talk to who can help you?

APPLICATION

Have you ever heard of self- esteem? What does it mean?
Let the youth respond.

Define self-esteem: Self-esteem has to do with the way we value ourselves; whether we see ourselves as valuable and equal to others.

Do you think that you are valuable and equal to others? Why?

Do you think people who pressurize others to have sex believe others are valuable and equal to them? Why?

CONCLUSION

So in today's discussion we have seen that there are people around us who are well placed to help us in the area of defending our lives. Let's make sure we ask them for help. Dismiss the team.

FACT SHEET

An HIV positive person can live a healthy happy life. Positive living will add quality to your life.

Adherence to medication and eating a balanced diet can prolong one's life.

Membership to a support group can help in building self-esteem and reducing stress.

You can have a treatment buddy (friend) who assists you not to forget taking treatment. Taking treatment for a lifetime can be exhausting hence the need of a treatment buddy and to join a support group.

While abstaining from sex until the right time and age is the best way to prevent unplanned pregnancy, STIs and HIV, adolescents who are sexually active may require contraception to:

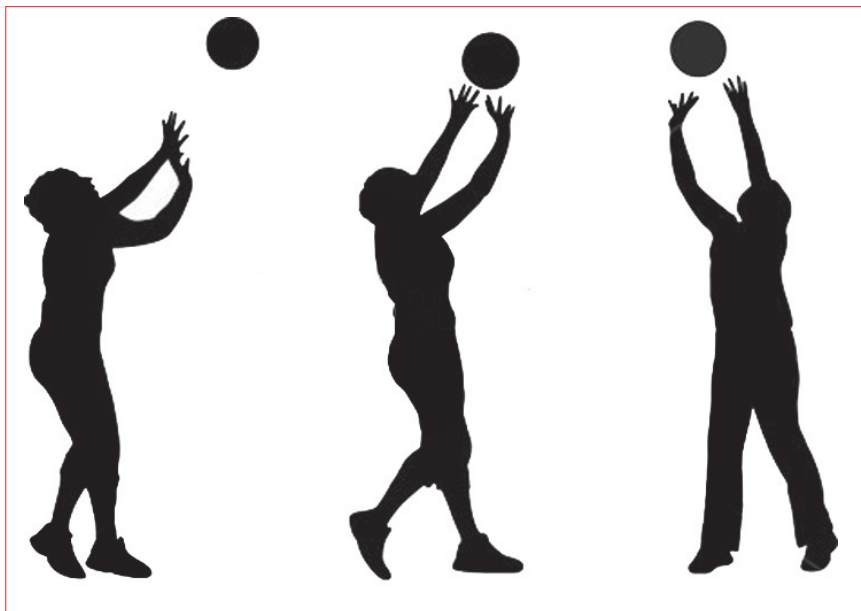
- *avoid unplanned pregnancies*
- *avoid unsafe abortion*
- *emergency contraception.*

Emergency contraception, which is also called the “morning-after pill,” is a birth control measure that if taken after sexual intercourse, may prevent pregnancy. If a woman has unprotected sexual intercourse or a condom failure, she can take a regimen of pills within 120 hours that will prevent pregnancy. **Recommended for adolescents in emergency situations only.**

TAKE HOME

- **Everybody has self-esteem – it's what you think of yourself, the confidence level you have when dealing with problems and making decisions**
- **Bragging and pride are not self-esteem**
- **Don't let your partner judge, label, threaten or bribe you.**

SETTING



To teach that who we are connected to matters for the decisions and direction we take in life. People around us and our friends can be great influences.

- Always look for a teammate
- Avoid giving away possession
- The ball is precious, use it effectively

DRILL

1. Skill Activity Preparation

- Volleyballs, net and volleyball court
- Two players face each other and set a ball to each other. After setting the ball, one of the players moves forward three steps, then stays there until partner passes ball. Player moves to ball and sets again. Then take three steps backward after setting, and move to get under the ball.

2. Skill Activity Instructions

- One player stands on a chair in the area the set ball is supposed to be

set to. The player on the chair holds their hands up to the height that an attacker would be attacking (setting a target height).

- Toss 10 balls at a time to the setter so they get into a rhythm of setting.
- Then setters set from other players' passes, if passing is consistent enough.
- The players should encourage each other during these drills

DISCUSSION

Say: Today we learnt about setting the ball.

Ask: How does setting help the team to win?

Ask: How do we know who to set the ball to?

Say: Your team mates would not do anything to make you lose the ball.

APPLICATION

1. How do we tell that someone is a positive peer or friend influence in our life?

Let the youths respond. Share this list of activities shared between positive peers; Reading, sports, art and music, prayer, engaging in income generating projects.

2. How can we tell that someone is a negative influence?

Let the youth respond. Share this list with them;

stealing, lying, cheating on parents/authorities/friends, taking health risks such as smoking, drinking, engaging in sexual intercourse and drug abuse

- What are some consequences from engaging in the activities above?
- From the two lists we have just discussed which list would make for someone you can trust to be in your team of life? Why?

CONCLUSION

Today we have seen that our lives are important possessions that cannot be entrusted to the wrong people because of unintended pregnancies, STIs, HIV and AIDS and other negative consequences.

FACT SHEET

Should I get tested?

If you think you might have been exposed to STIs and HIV, you should get tested as soon as possible. Here is why:

Even in the early stages of infection, you can take concrete steps to protect your long-term health.

- Regular check-ups at a health institution will enable you (and your family members or loved ones) to make the best decisions about whether and when to begin anti-HIV treatment, without waiting until you get sick.
- Taking an active approach to managing HIV may give you many more years of healthy life than you would otherwise have. If you are HIV positive and pregnant, visit a health facility and join the PMTCT programme.

How can I get tested?

Most people are tested at local health centres, New Start Centres or in hospitals. Counselors can answer questions about high-risk behavior and suggest ways you can protect yourself and others in the future.

They can also help you understand the meaning of the test results and refer you to local support groups.

Advantages of joining a support group are the same as advantages of playing Volleyball as a team. It's good to laugh with others. It relieves stress.

STI Signs and Symptoms

Any abnormality in the genital area should be treated. Most signs are easily noticed in men due to the position of their organs, but signs may be absent or difficult to detect in women.

Treatment Compliance

If those with STIs seek treatment early, most STIs can be treated and cured. Delaying makes the infection more difficult to treat and allows time for infecting partners. Be open with the health care provider, as misinformation can result in your getting the wrong treatment. Finish all the medication even when signs and symptoms disappear. Use condoms with all sexual partners until you are completely cured. Advise all sexual partners to seek treatment. Go for review even if you feel very well.

TAKE HOME

- **Protect your body by abstaining from sex until you are sure you are in control**
- **Your health is your life**
- **All STIs are preventable and it is your duty to protect yourself and the ones you love**

DIGGING



Teach the players that influence or control over their feelings or sexual urges is an important asset.

- Good digging is the best defense for the team.
- A good dig will put the team into a scoring position.
- A bad dig puts the team under pressure.

DRILL

Skill Activity Application

How are STIs and HIV transmitted?

A person who has HIV carries the virus in certain body fluids, including blood, semen, vaginal secretions and breast milk.

- Unprotected sexual intercourse (either vaginal or anal) with someone who has HIV or an STI.

- Sharing needles or syringes with someone who is HIV infected.
 - Infection during pregnancy, childbirth, or breast-feeding (mother-to-infant transmission).
- Unprotected oral sex with someone who has HIV or an STI.

STIs make people more prone to HIV infection.

How is HIV not transmitted?(Myths and misconceptions)

It is not transmitted through food or air (for instance, by coughing or sneezing).

Sweat, tears, vomit, faeces, and urine do contain HIV, but have not been reported to transmit the disease.

Mosquitoes, fleas, and other insects do not transmit HIV.

1. Skill Activity Preparation

- Volleyballs, net and volleyball court
- A dig is a pass of a hard-driven ball from the other team. It is important to be in a low ready position, heels up, ready to move.

2. Skill Activity Instructions

- Have players practice in pairs: one player hits the ball to the partner 10 times, and then switch.
- Players receive hits that are made from the other side of the net.
- Coach reminds players of the importance of controlling their body and mind for the best result.

3. Coaching Tips

- Always emphasize body position. (Knees bent on toes ready to move)
- Keep eyes on the ball.

DISCUSSION

Ask: What did we learn in today's drill?

A bad dig puts the team under pressure.

Ask: What are the results of a poor dig?

The team gets under pressure or worse still the opposing team scores.

Ask: Can you think of a time at home or school that required a good dig to get you out of trouble?

Ask: Is it possible to dig your way out of sexual pressure. How?

Ask: Are there boundaries that we can set to help us with our sexual urges? (manage what you watch, listen to and places to go or people we talk to or allow to influence us)

APPLICATION

1. How would you define rape?

Rape is a criminal offense defined as forcible sexual relations with a person against that person's will.

2. If a boy fails to control his sexual urges and puts a girl under a lot of pressure until she says yes, has the girl really agreed or is it force in a different way? Give reasons for your answer?

3. How does a girl feel after having sex against her will?
Let the youth respond.

Say: If someone took something away from you without your agreement you would feel robbed.

CONCLUSION

Today we learnt that controlling the ball requires mastering the right technique. Also doing the right things like monitoring what we watch, listen to and who we play with will help us control our sexual urges.

TAKE HOME MESSAGE

- STIs make people more prone to HIV infection
- Mosquitoes do not transmit HIV
- Monitoring what we watch will help us control our sexual urges

RECEIVING



To show that there are various situations including issues of unplanned pregnancies, STIs, HIV and AIDS that will be thrown our way, but our initiative in responding will help us to cope or overcome these situations.

In this session the players are looking at how to receive and return the ball

- The players will be encouraged to show their initiative when returning the ball
- Receiving is a skill in volleyball in which you must be a player who takes initiative
- They will learn about taking the initiative both in the game and in life

Purpose: To develop the players' skill of receiving the ball (calling the ball, moving towards the ball, working as a team)

DRILL

Skill Activity Preparation

1. Volleyballs (a ball between 2 players), net and volleyball court
2. Warm-up for receiving: Players serve in pairs. The receiving player receives and returns the ball. After 10 serves switch.

3. The coach rotates around the pairs and makes technique corrections

Skill Activity Instructions

1. The coach serves the ball to anyone on the other side of the court. The players are encouraged to be initiators when they receive: they need to decide early who is going to receive the ball. The receiving player should call “mine!” when the ball is crossing the net.
2. Players continue to play a game where the coach continues to ensure correct technique is maintained and that players take the initiative and call for the ball when receiving.

How can I help fight STIs and HIV/AIDS?

Everyone can play a role in confronting the HIV/AIDS epidemic and STIs. Here are just a few suggestions for how you can make a difference:

- Volunteer with your local AIDS service organization.
- Talk with the young people you know about unplanned pregnancies, STIs and HIV/AIDS.
- Speak out against AIDS-related discrimination.
- Value and preserve your body until time is ripe when you are mature to make informed decisions
- Delay sex
- If already sexually active, use protection during sex
- For boys go for Voluntary Medical Male Circumcision

An HIV free generation begins with you!

DISCUSS

1. What did you learn from this exercise?

Need to be decisive of who receives the ball and call for the ball early

2. What difference did taking initiative and calling for the ball when receiving make to your game?
3. Are there some things you have been involved with where you have been an initiator? Get players to explain e.g. some activities at school, some activities with your friends where you have assisted others less fortunate than yourselves.
4. It is helpful for you the coach to share examples from your own life when you have been an initiator
5. How can you show initiative with your friends when they are trying to get you to do something you know isn't right.
Stand up against it

- Walk away
Try and influence others in the group to do the same
6. What ideas can the team come up with to initiate (Make a positive difference especially in the areas of HIV and AIDS, STIs and unplanned pregnancies) while:
- Playing with their friends
 - In class at school
 - At home with your family

APPLICATION

What are the undesirable things that youths are faced with?

So what are the effects that these undesirable things have on young people?

How can you come out of these undesirable situations?

Did you get someone to confide in or are there other support systems?

Let the youth share their thoughts

Say instead of feeling the pressure by yourself there are options that are available to youth who think they might be infected with HIV or other STIs such as: -

- **Clinic**
- **New Start Centre**
- **Local Doctor/nurse**
- **Church/peer leader**

FACT SHEET

Everyone can play a role in confronting the HIV/AIDS epidemic. Here are just a few suggestions for how you can make a difference:

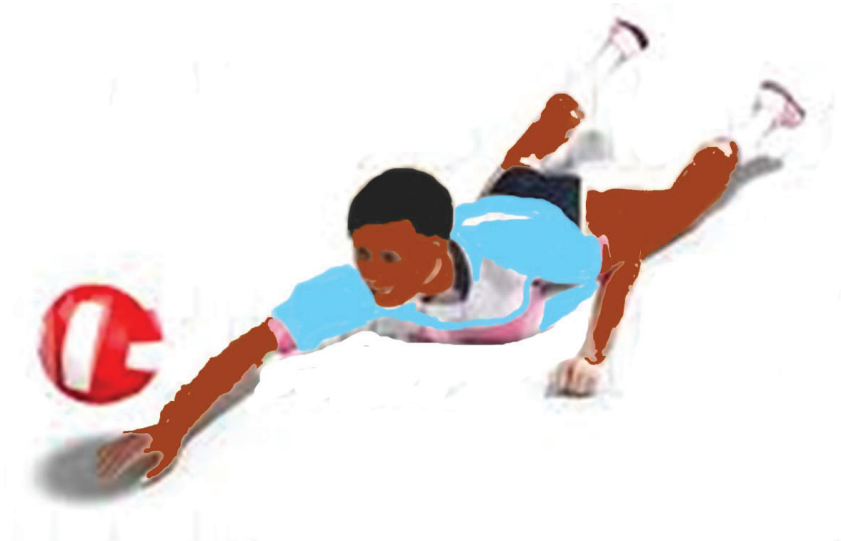
- Volunteer with your local AIDS service organization.
- Talk with the young people you know about HIV/AIDS.
- Speak out against AIDS-related discrimination.
- Value and preserve your body until time is ripe when you are mature to make informed decisions.
- All relationships including sexual relationships should be based on consent, as without consent, one will be ignoring other people's right to choose and this result in abuse.
- Delay sex.

- If already sexually active, use protection during sex.
- For boys, go for Voluntary Medical Male Circumcision.

TAKE HOME

- **Speak out against AIDS-related discrimination**
- **Value and preserve your body until you are mature to make informed decisions**
- **All relationships including sexual relationships should be based on consent, as without consent, one will be ignoring other people's right to choose and this result in abuse**

DIVING



To show that an attitude of loving others can make this world a better place and help us to combat HIV and AIDS, STIs and unplanned pregnancies.

In this session the players are learning the “extraordinary skill” of diving in the game of volleyball

- The players will learn about the “extraordinary skill” of love in the “Game of Life”

Purpose: To develop the players’ skill of diving

DRILL

Skill Activity Preparation

1. Volleyballs, net and volleyball court (or Beach as an alternative)
2. 1 ball between players (work in groups of 3 or 4 if enough balls are not available for 1 ball between 2))
3. The players throw the ball to each other so that they can dive and hit the ball
4. The coach rotates around the pairs/groups and makes technique corrections

Skill Activity Instructions

1. In a game, diving is used in a situation where either the opposition or your own teammate has directed the ball into a clear space on the court.
2. Players can practice diving in a game situation by having less people on the court e.g. 2 v 2 or 3 v 3 where more space is available.

What is HIV?

HIV stands for human immunodeficiency virus. It is the virus that causes AIDS.

HIV infects human cells and uses the energy and nutrients provided by those cells to grow and reproduce. It destroys the immune system (soldiers that help the body to fight infection)

What is AIDS?

AIDS stands for acquired immunodeficiency syndrome.

It is a disease in which the body's immune system breaks down and is unable to fight off infections, known as "opportunistic infections," and other illnesses that take advantage of a weakened immune system.

Examples of opportunistic infections are tuberculosis, diarrhea and pneumonia (*mabayo*).

DISCUSS:

1. What were some of the techniques you have learned while learning how to dive?
2. How is diving in a game a way of showing love towards your teammates?
Being prepared to do anything for your team mates in order to save a point even though you risk hurting yourself.
3. Have you ever done anything else to show love towards your teammates either on or off the court? If so what? If not...what could you do?
4. How can we show love to others e.g. our friends, at school with our classmates, at home with our brothers and sisters and parents?
- b. What can a husband or a boyfriend do to show that he loves and wants to protect his partner? (circumcision)

APPLICATION

2. If you have HIV does this mean you have AIDS? Why?
Here you want the youth to understand that as long as the HIV is managed a person's life can be long and productive.

- If someone is already infected, what steps do you think are necessary for the management of HIV and other STIs?
Identifying - this means getting tested, having information and knowledge that will help you manage the virus and also having information on how STIs present so that one can get treated fast.
- What are the difficult situations that youth can face in life? (Will I ever get married? What do I do if I have been abused? Gender Based Violence, Unplanned pregnancies etc.)
- 5. Would you agree to be tested or to go for regular health checks? Why?
Here the objective is to draw the youths out so that they express their fears.
Possible answers: I don't want to know, if people find out I have the virus they won't like me any more. What if I am positive?
ASK: Is it not better to know so you can get help?
- Here you can include all the information about testing, counseling, resource centres and treatment that is available to youths.
What can you do to access medical treatment if you get an STI (even if you are homosexual)? Revisit the Sexual Rights.

If your friends laugh at you that you are the only one who hasn't had sex in your group what will you do? How do you know you are ready to have sex?
Would you risk losing your friends or your virginity?

FACT SHEET

It is really important not to be pressurised into having sex when you really don't want to. Just because your friends say that they are doing it doesn't mean they actually are. There is no 'right' age to start having sex. What is important is choosing a time that is right for you.

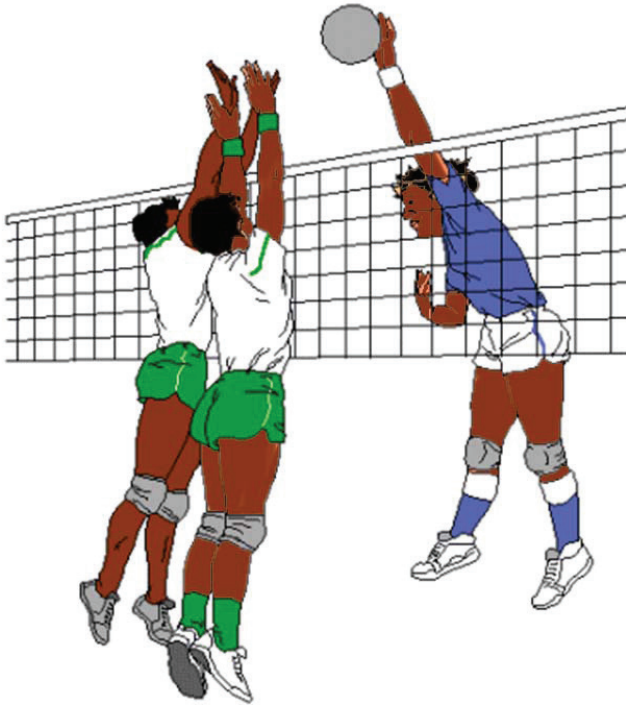
Sexually Transmitted Infections (STIs) are usually spread from an infected person to a partner during sexual intercourse. Some STIs are curable, but all STIs are preventable.

TAKE HOME

Good SRH means having the knowledge to make positive, informed, safe and responsible decisions about sex and sexuality.

- **It is really important not to be pressurised into having sex when you really don't want to.**
- **Some STIs are curable, but all STIs are preventable**

BLOCKING



Players will understand the technique of proper blocking

- They will demonstrate the importance of courage for effective blocking
- They will understand the need for courage in all areas of life

Purpose: Players will develop skill in blocking

DRILL

Skill Activity Preparation

1. The blocker at the net.
2. A tosser stands behind the blocker.
3. A hitter stands in front of the blocker.

Skill Activity Instructions

1. The tosser will throw a ball to a “hittable” position unknown to the blocker.
2. The blocker must block the ball without knowing where the ball will be

beforehand.

DISCUSS:

1. What is important for the blocker to do?
2. What makes blocking the ball difficult?
3. How did you feel not knowing where to expect the ball?
4. How did you feel when the hitter smashed the ball?
5. Do you recognize these feelings also in your daily life? In what areas?
6. Do you think it takes courage to say no to someone who wants you to do something you think is wrong or you are not ready for, like sex? Why?

Positive living

An HIV positive person can live a healthy happy life

Adherence to medication and eating a balanced diet can prolong one's life

Membership to a support group can help in building self esteem and reducing stress

You can have a treatment buddy (friend) who assists you not to forget taking treatment. Taking treatment for a life time can be exhausting hence the need of a treatment buddy and to join a support group

Effects of HIV/AIDS

AIDS ranks with malaria and tuberculosis as one of the top three deadliest infectious diseases and is the fourth leading cause of death worldwide.

Are young people at significant risk of HIV infection?

Many young people use drugs and alcohol, which can increase the likelihood that they will engage in high-risk sexual behaviour.

Peer pressure

Wanting to experiment especially during the adolescent stage (10-18years) can result in sexual abuse, unplanned pregnancies and contracting of STIs

Is there treatment for HIV/AIDS?

A number of drugs are available to treat opportunistic infections and illnesses (eg chest infection, diarrhea, Tuberculosis) that affect people with AIDS.

When taken as directed, anti-HIV treatment can reduce the amount of HIV in the bloodstream to very low levels and often enables the body's immune cells to rebound to normal levels.

It is important for one to know their HIV status

Get tested at a New Start Centre or local clinic

If positive, further tests are done e.g. CD4 count or viral load

If eligible, the person is commenced on ART and counseled on positive living
Join Support group

Once on ART, Adherence to ARVs is critical for improved health

Balance diet and exercise are also important

Get prompt treatment of opportunistic infections

Keeping doctor's appointments to check on progress is also important

Disclosure should be considered so that one can get the required assistance from the family or friends. Disclosure should be voluntary with has many benefits if done properly

APPLICATION

1. How many of us here are ready to start a family?
2. Give reasons for your answers. Possible answers may include – still too young, don't have money for a family, don't want to have children etc.
3. How can we ensure that we control our decision not to have children when we are neither prepared or don't want them as yet? Possible answers: Don't have sex, use condoms, use pills etc. Share the list of contraceptive options that are available. (See coaches/facilitators resource handbook on HIV and AIDS)
4. Which option protects you from both unplanned pregnancy, STIs and HIV?

FACT SHEET

Is there treatment for HIV/AIDS?

A number of drugs are available to treat opportunistic infections and illnesses (e.g. chest infection, diarrhea, tuberculosis) that affect people with AIDS. When taken as directed, anti-retroviral drugs (ARVs) can reduce the amount of HIV in the bloodstream to very low levels and often enables the body's immune cells to rebound to normal levels.

It is important for one to know their HIV status get tested at a new Start Centre or local clinic If you test positive, further tests are done e.g. CD4 count or viral load to determine the amount of HIV in the blood.

If eligible, the person is commenced on ART and counseled on positive living. Join support group once on ART, adherence to ARVs is critical for

improved health. Balanced diet and exercises are also important. Prompt treatment of opportunistic infections Keeping doctor's appointments to check on progress is also important Disclosure should be considered so that one can get the required assistance from the family or friends. Disclosure should be voluntary but has many benefits if done properly.

TAKE HOME

- **Using drugs and alcohol can increase the likelihood that you will engage in high-risk sexual behavior**
- **It is important for you to know your HIV status**

ADDITIONAL INFORMATION

OTHER RESOURCES

WHERE TO GET HELP?

Youths have a right to receive accurate sexual and reproductive health information and confidential services without discrimination. These services are called Youth Friendly Services (YFS) and are accessible, acceptable and appropriate for young people.

Zimbabwe provides friendly SRH services to young people through health facilities, communities and schools.

Health facility: SRH services are provided to young people as part of the general public but special arrangements are made to make the service more acceptable to them. Every health facility is required to establish and equip some special rooms, which are referred to as “youth friendly corners”

Community: Service is offered via community youth centres including private pharmacies, police victim friendly units, New Start Centres, SRH drop-in or interact centres or clubs and institutions.

Schools: Service is mainly through the provision of life skills education and counseling for young people by both teachers and peer educators in schools (both public and private) and tertiary or vocational institutions.

Where to get services and the kind of services offered:

Service provider	Services offered
Clinics	<ul style="list-style-type: none"> • Education and counseling on HIV and AIDS • Post HIV-test support, • Screening and treatment of STIs, • Provision of contraceptives and other family planning methods • Emergency contraception • Pregnancy testing • Comprehensive post rape care • Youth Friendly Corners
New Start Centres	<ul style="list-style-type: none"> • HIV testing and counseling • Medical male circumcision • Health information
Community Based Distributors	<ul style="list-style-type: none"> • Education and counseling on HIV and AIDS • Provision of information and education on SRH • Promotion of family planning services including the re-supply of appropriate contraceptives to eligible clients. They also refer and encourage communities to seek treatment early from a rural health centre or clinic.
Churches	<p>Education and counseling</p> <ul style="list-style-type: none"> • Care and support • Life skill training
Police	<ul style="list-style-type: none"> • Education and counseling <p>Victim Friendly Unit and support</p>
Schools	<p>Education and counseling</p> <ul style="list-style-type: none"> • Life skill training

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