

ISLAMIC MEDICAL ASSOCIATION OF UGANDA



MADARASA AIDS EDUCATION AND PREVENTION CURRICULUM GUIDELINES

2003

TOPIC 1: INTRODUCTION:

Objectives:

1. To know each other
2. To reduce tension in the group
3. To share with participants their expectations from the course

Time: 30 minutes

Contents:

Participant's names, status, likes and dislikes

Method:

Self-introduction

Materials:

Manila cuttings, pins, markers,
Inscribed goal, objectives, timetable.

Procedure:

1. Ask participants to mention what they think is required to introduce a new person in an area or community.
2. For self introduction, set the example, i.e. give your names, the type of work you do, status, likes and dislikes and ask individuals to do the same.
3. Instruct participants to write legibly on tags the names they would wish to be called during the training.
4. Ask participants for their expectations from the course which you may have to relate to the set of objectives.
5. Put up the goal, objectives and the 4 days' timetable and go through them with the participants.

Note to Facilitator:

In case of Imams teaching the Madarasa children, the timetable (in no. 5) should cover the duration of the whole course.

Outcome:

- Knowing one another
- Reducing tension
- Knowing some of the participants' talents/qualities that will be useful in the training and their expectations of the course.
- Knowing the goal, objectives and program of the week.

TOPIC 2: TRANSMISSION OF HIV/AIDS:

Objectives:

1. To help participants identify the causes of AIDS (Slim)
2. To help participants identify the three ways in which AIDS is transmitted.
3. To help participants identify any misconceptions as far as AIDS transmission is concerned and help them correct these misconceptions.

Time: 40 minutes

Contents:

1. Causes of AIDS
2. The three ways of HIV transmission
3. Misconceptions on HIV transmission

Method:

1. Questions and answers
2. Guided discussions

Materials:

1. Newsprint/chalk board
2. Markers/chalk

Procedure:

1. Ask participants to state what causes AIDS (Slim)
2. Ask participants to mention the three ways in which anyone of them could acquire the AIDS virus.
3. Ask participants to mention any misconceptions on AIDS transmission, which they have heard of. Correct the misconceptions.

Outcome:

1. Participants will have known the causes of AIDS
2. Participants will have known the three ways in which the AIDS virus is transmitted.
3. Participants will have understood the misconceptions on AIDS transmission and their correction.

TOPIC 3: INCUBATION PERIOD:

Objectives:

1. To help participants understand how to identify someone with the AIDS virus
2. To help participants understand maximum time the AIDS virus can stay in the body before signs and symptoms develop.
3. To help participants identify activities that may cause problems to the community by someone with HIV infection who is not yet sick.

Time: 40 minutes

Contents:

- How to identify someone with the AIDS virus
- Maximum time the AIDS virus can stay in body before signs and symptoms develop
- Activities that may cause problems to community by someone with HIV but not yet sick

Method:

- Guided discussion
- Question and answer

Materials:

Newsprint, markers, chalk and board

Procedure:

1. Ask participants how any of them can identify someone with the AIDS virus
2. Ask participants the longest time possible the AIDS virus can stay in the body before signs and symptoms develop.
3. Ask participants the possible activities that may cause problems to the community by someone with HIV infection who is not yet sick.

Outcome:

Participants will have understood how to identify someone with the AIDS virus. They will also have understood how long the AIDS virus can stay in the body before signs and symptoms develop and possible activities that may cause problems to the community by someone with HIV infection who is not yet sick.

TOPIC 3: INCUBATION PERIOD:

Objectives:

1. To help participants understand how to identify someone with the AIDS virus
2. To help participants understand maximum time the AIDS virus can stay in the body before signs and symptoms develop.
3. To help participants identify activities that may cause problems to the community by someone with HIV infection who is not yet sick.

Time: 40 minutes

Contents:

- How to identify someone with the AIDS virus
- Maximum time the AIDS virus can stay in body before signs and symptoms develop
- Activities that may cause problems to community by someone with HIV but not yet sick

Method:

- Guided discussion
- Question and answer

Materials:

Newsprint, markers, chalk and board

Procedure:

1. Ask participants how any of them can identify someone with the AIDS virus
2. Ask participants the longest time possible the AIDS virus can stay in the body before signs and symptoms develop.
3. Ask participants the possible activities that may cause problems to the community by someone with HIV infection who is not yet sick.

Outcome:

Participants will have understood how to identify someone with the AIDS virus. They will also have understood how long the AIDS virus can stay in the body before signs and symptoms develop and possible activities that may cause problems to the community by someone with HIV infection who is not yet sick.

TOPIC 4: CLINICAL FEATURES OF AIDS:

Objectives:

1. To help participants identify the symptoms and signs of AIDS
2. To help participants be able to classify the symptoms and signs into major and minor
3. To help participants identify the importance of knowing about these symptoms and signs

Time: 40 minutes

Content:

- Symptoms and signs of AIDS
- Their classifications into major and minor
- Importance of knowing about these symptoms and signs

Method:

- Question and answer
- Guided discussion

Materials:

Newsprint, markers, chalk and board

Procedure:

1. Ask participants if they have ever seen or heard of an AIDS patient
2. Ask participants to state the symptoms and signs of AIDS they have seen or hear of
3. Classify the symptoms and signs into major and minor and ask participants to identify the importance to them of knowing about these symptoms and signs.

Outcome:

Participants will have understood the symptoms and signs of AIDS, their classification into major and minor and the importance of knowing about these symptoms and signs.

TOPIC 5: OTHER COMMON STDS:

Objectives:

To help participants:

1. Know the meaning of STDs
2. Be able to identify the common STDs they have heard of
3. Identify the symptoms of these STDs in males and females
4. Identify what should be done if a person has any of the symptoms of common STDs
5. Identify the dangers of lack of treatment

Time: 40 minutes

Content:

1. The meaning of STDs
2. The common STDs
3. The symptoms of these STDs in males and females
4. What should be done if a person has any of the symptoms of common STDs
5. Identify the dangers of lack of treatment

Method:

- Question and answer
- Guided discussion

Materials:

Manila papers, chalkboard, markers, chalk.

Procedure:

1. Ask participants to state the meaning of STDs
2. Ask participants if they have ever seen or heard of someone with STDs
3. Ask participants state the common STDs they have heard of
4. Ask participants to mention the symptoms of these STDs in males and females
5. Ask participants to identify the relationship between STDs and AIDS
6. Ask participants to identify what should be done if a person had any of the symptoms of common STDs.
7. Ask participants to identify the dangers of lack of treatment

Outcomes:

Participants will have understood:

- The meaning of STDs
- The common STDs
- The symptoms of these STDs in males and females
- What should be done if a person had any of the symptoms of common STDs
- Identify the dangers of lack of treatment

TOPIC 6: GROWING UP

Objectives:

1. To help participants identify the importance of knowing the process of growing up in relation to AIDS and STDs
2. To help participants identify the physical and emotional changes that occur in boys and girls as they reach puberty.
3. To help participants identify Islamic teachings about the process of growing up from the beginning to the end
4. To help participants identify the different pressures that young people face at puberty for boys and girls regarding their sexuality.

Time : 40 minutes.

Contents:

1. The importance of knowing about the process of growing up in relation to AIDS and STDs
2. Physical changes in boys as they reach puberty
3. Physical changes in girls as they reach puberty
4. Emotional changes in boys as they reach puberty
5. Emotional changes in girls as they reach puberty
6. Islamic teachings about the process of growing up from beginning to end
7. Different pressures that young people face at puberty for boys and girls regarding their sexuality.

Materials

Newsprint, chalkboard, markers and chalk.

Method:

- Discussions
- Questions and answers

Procedure:

1. Ask participants to state why it is important to know about the process of growing up in relation to AIDS and STDs.
2. Ask participants to identify the following:
 - i) Physical changes in boys as they reach puberty
 - ii) Physical changes in girls as they reach puberty
 - iii) Emotional changes in boys as they reach puberty
 - iv) Emotional changes in girls as they reach puberty.
3. Ask participants to identify Islamic teachings about the process of growing up from the beginning to the end. Add what is not mentioned.
4. Ask participants to identify the different pressures that young people face at puberty for boys and girls regarding their sexuality.

Outcome:

- Importance of knowing about the process of growing up in relation to AIDS and STDs
- The physical and emotional changes that occur in boys and girls at puberty
- The Islamic teachings about the process of growing up
- The different pressures that young people face at puberty for boys and girls regarding their sexuality.

TOPIC 7: PEER PRESSURE:

Objectives;

To help participants understand:

1. the meaning of 'peer pressure'
2. the advantages of accepting peer pressure
3. the disadvantages of accepting peer pressure
4. advantages of resisting peer pressure
5. disadvantages of resisting peer pressure
6. methods that can be used to resist peer pressure
7. what Islam teaches about peer pressure.

Time : 40 minutes

Contents:

1. The meaning of 'peer pressure'
2. The advantages of accepting peer pressure as far as sexuality is concerned.
3. The disadvantages of accepting peer pressure
4. Advantages of resisting peer pressure
5. Disadvantages of resisting peer pressure
6. Methods that can be used to resist peer pressure
7. What Islam teaches about peer pressure

Methods:

- Question and answers
- Guided discussion

Materials:

- Newsprint/chalkboard
- Markers/chalk
- Manila paper

Procedure:

1. Ask participants to explain what they understand by 'peer pressure' (note down and summarize)
2. Ask participants to identify advantages of accepting peer pressure as far as sexuality is concerned.

1. Ask participants to identify disadvantages of accepting peer pressure
2. Ask participants to identify advantages of resisting peer pressure
3. Ask participants to identify disadvantages of resisting peer pressure
4. Ask participants to identify methods that can be used to resist peer pressure
5. Ask participants to mention what Islam teaches about peer pressure. Add what is not mentioned.

Outcome:

Participants will have understood:

1. the meaning of 'peer pressure'
2. the advantages of accepting peer pressure as far as sexuality is concerned
3. the disadvantages of accepting peer pressure
4. advantages of resisting peer pressure
5. disadvantages of resisting peer pressure.
6. Methods that can be used to resist peer pressure
7. What Islam teaches about peer pressure

TOPIC 8: FRIENDSHIPS:

Objectives:

1. To help participants identify the different friendships that youth at puberty are likely to have
2. To help participants identify the advantages and disadvantages of these friendships and more so in relation to AIDS and how to avoid these disadvantages.

Time: 40 minutes

Content:

1. The different friendships that youth at puberty usually have
2. Advantages and disadvantages of these friendships and how to avoid the disadvantages

Method:

1. Questions and answers
2. Guided discussion

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Procedure:

1. Ask participants to mention the different friendships youth at puberty are likely to have (boy/girl, boy/boy, girl/girl, girl/man, boy/woman).
2. Ask participants to state the advantages of these friendships.
3. Ask participants to mention the disadvantages of these friendships and more so in relation to AIDS and what should be done to avoid the disadvantages.

Outcome:

Participants will have identified the different friendships of youths and advantages and disadvantages of these friendships and what should be done to avoid the disadvantages.

TOPIC 9: SEXUALITY AND MANAGING IT SAFELY:

Objectives:

To help participants identify:

1. the meaning of sexuality
2. what boys admire about girls and women
3. what girls admire about boys and men
4. the advantages of sexuality
5. the disadvantages of sexuality and how they can be overcome
6. the Islamic teachings about sexuality and how to manage it safely

Time: 40 minutes

Content:

1. the meaning of sexuality
2. what boys admire about girls and women
3. what girls admire about boys and men
4. the advantages of sexuality
5. the disadvantages of sexuality and how they can be overcome
6. the Islamic teachings about sexuality and how to manage it safely

Methods:

1. Questions and answers
2. Guided discussion

Materials:

1. Newsprint/blackboard
2. Makers/chalk

Procedure:

1. Ask participants to explain what they understand by sexuality (note down and summarize)
2. Ask participants what boys admire about girls and women
3. Ask participants what girls admire about boys and men
4. Ask participants to state the advantages of sexuality
5. Ask participants the disadvantages of sexuality and how they can be overcome
6. Ask participants to mention the Islamic teachings about sexuality and managing it safely

Outcome:

Participants will have understood the following:

- The meaning of sexuality
- What boys admire about girls and women
- What girls admire about boys and men
- The advantages of sexuality
- The disadvantages of sexuality and how they can be overcome
- The Islamic teachings about sexuality and managing it safely

TOPIC 10: THE BOY AND THE GIRL CHILDREN:

Objectives:

To help participants understand:

1. the roles expected of boys and men in society, at home, work and during leisure
2. the roles expected of girls and women in society, at home, work and during leisure
3. the roles of boys that may predispose them to AIDS and how this can be prevented
4. the roles of girls that may predispose them to AIDS and how this can be prevented
5. who is more predisposed to getting AIDS as far as boys and girls are concerned in view of the above roles.
6. What should be done to protect the more vulnerable, by the boys and by the girls

Time : 40 minutes

Content:

1. The roles expected of boys and men in society, at home, work and during leisure
2. The roles expected of girls and women in society, at home, work and during leisure
3. The roles of boys that may predispose them to AIDS and how this can be prevented
4. The roles of girls that may predispose them to AIDS and how this can be prevented
5. Who is more predisposed to getting AIDS as far as boys and girls are concerned in view of the above roles
6. What should be done to protect the more vulnerable by the boys and by the girls.

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Method:

1. Guided discussions
2. Questions and answers

Procedure:

1. Ask participants the roles expected of boys and men in society, at home, work and during leisure
2. Ask participants the roles expected of girls and women in society, at home, work and during leisure
3. Ask participants the roles of boys that may predispose them to AIDS and how this can be prevented
4. Ask participants the roles of girls that may predispose them to AIDS and how this can be prevented

1. Ask participants to state who is more predisposed to getting AIDS as far as boys and girls are concerned in view of the above roles
2. Ask participants what should be done to protect the more vulnerable by the boys and by the girls.

Outcome:

Participants will have understood:

1. The roles expected of boys and men in society, at home, work and during leisure
2. The roles expected of girls and women in society, at home, work and during leisure
3. The roles of boys that may predispose them to AIDS and how this can be prevented
4. The roles of girls that may predispose them to AIDS and how this can be prevented
5. Who is more predisposed to getting AIDS as far as boys and girls are concerned in view of the above roles
6. What should be done to protect the more vulnerable by the boys and by the girls.

TOPIC 11: ISLAMIC TEACHINGS ON ROLES OF BOYS AND GIRLS:

Objectives:

To help participants understand:

1. the teachings of Islam on roles of boys and men at home, work and leisure including prayer
2. the teachings of Islam on roles of girls and women at home, work and leisure including prayer
3. the roles prescribed by Islam that may prevent HIV infection.

Time : 40 minutes:

Content:

1. The teachings of Islam on roles of boys and men at home, work and leisure including prayer
2. The teachings of Islam on roles of girls and women at home, work & leisure including prayer
3. The roles prescribed by Islam that may prevent HIV infection.

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Methods:

1. Guided discussions
2. Questions and answers

Procedure:

1. Ask participants to mention the teachings of Islam on roles of boys and men at home, work and leisure including prayer. Add what is not mentioned.
2. Ask participants to mention the teachings of Islam on roles of girls and women at home, work and leisure including prayer. Add what is not mentioned.
3. Ask participants to identify the roles prescribed by Islam that may prevent HIV infection.

Outcome:

Participants will have understood:

1. The teachings of Islam on roles of boys and men at home, work and leisure including prayer
2. The teachings of Islam on roles of girls and women at home, work & leisure including prayer
3. The roles prescribed by Islam that may prevent HIV infection.

TOPIC 12: HIV PREVALENCE IN UGANDA:**Objectives:**

1. To help participants know the estimated number of people with HIV infection in Uganda
2. To help participants know which gender is more affected by AIDS between ages 13-20
3. To help participants know why this gender is more affected
4. To help participants identify possible problems that may arise in the community due to the number of cases of HIV infection.

Time : 40 minutes

Content:

- Estimated number of people with HIV infection in Uganda
- The gender which is more affected by AIDS between ages 13 – 20
- Reasons why this gender is more affected
- Problems that may arise in the community due to the number of cases of HIV infection.

Procedure:

1. Ask participants the estimated number of people with HIV infection in Uganda
2. Ask participants which gender is more affected by AIDS between 13 – 20
3. Ask participants why this gender is more affected
4. Ask participants to state the possible problems that may arise in the community due to the number of cases of HIV infection.

Outcome:

Participants will have known the following:

1. estimated number of people with HIV infection in Uganda
2. the gender which is more affected by AIDS between ages 13 – 20
3. reasons why this gender is more affected
4. possible problems that may arise in the community due to the number of AIDS cases.

TOPIC 13: SEXUAL NETWORKS:

Objectives:

To help participants know more about the sexual relationships that exist as young people grow up and the dangers involved as far as AIDS is concerned.

Time : 40 minutes

Content:

Common sexual relationships as young people grow up.

Materials:

1. Markers/chalk
2. Newsprint/chalkboard
3. Pictures of sexual partners

Method:

1. Questions and answers
2. Discussions
3. Displaying visual aids

Procedure:

Ask participants to list down the possible different sexual contacts encountered as young people grow up. note the most common or consensus response.

1. At what age may the average girl begin sexual intercourse?
2. At what age may the average boy begin sexual intercourse?
3. What may be the average age of the first sexual partner for girls?
4. What may be the average age of the first sexual partner for boys?
5. Where may these people meet before arranging their first sexual encounter?
6. On average, how many sexual partners may a man have by the age of 25 years
7. On average, how many sexual partners may a woman have by the age of 25 years
8. On average, at what age may girls be bothered by older men and what may be the average age of the older men who may bother young girls?
9. On average, at what age may younger men be bothered by older women and what may be the average age of the older women who may bother younger men?
10. How many partners outside marriage may men have on average?
11. How many partners outside marriage may women have on average?

1. Assume that you have had as many sexual contacts as your partner, and that the exchange of body fluids during sexual contact with any partner is permanent especially so if the fluids contain the AIDS virus. This means that all your sexual contacts indirectly move along with you. Use the visual aid to illustrate this:
 - a. If you have had your first sexual contact, how many indirect sexual contacts have you had?
 - b. If you have had your 2nd sexual partner, how many indirect sexual partners have you had?
 - c. If you have your 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th and 11th sexual partners, how many indirect sexual partners have you had?
 - d. What is the danger to young people of any sexual contact in view of the possible indirect sexual contacts?

Note for Trainers: You can use table of indirect sexual contacts below:

| | Direct sexual partners | Indirect sexual partners |
|------------|-------------------------------|---------------------------------|
| Example: | 1 | 1 (a) |
| 2a + 1 = b | 2 | 3 (b) |
| 2b + 1 = c | 3 | 7 (c) |
| 2c + 1 = d | 4 | 15(d) |
| 2d + 1 = e | 5 | 31(e) |
| 2e + 1 = f | 6 | 63 (f) |
| | 7 | 127 |
| | 8 | 255 |
| | 9 | 511 |
| | 10 | 1023 |
| | 11 | 2047 |

Outcome:

Participants will have known the following:

- the sexual relationships that exist as people grow up
- the dangers involved with this sexual networking in relation to AIDS

TOPIC 14: RISK PERCEPTION:

Objectives:

To help participants know the risky situations they are faced with as far as AIDS is concerned.

Time: 40 minutes

Contents:

Self evaluation statements – Are you at risk of HIV infection.

Method:

- questions in the self evaluation test – facilitator reads statements then each participants awards him/her self remarks accordingly.
- Discussion

Materials:

- Manila papers/chalkboard
- Markers/chalk

Procedure:

1. Explain to participants all about the Risk Quiz. Explain to them that it has to be done confidentially. The answers are either 'yes' or 'no'.
2. Explain to them that you are going to read the statements one by one and on each statement read, each participant will award him/herself 0 or 10 marks depending on their answer.
3. Read the statements one by one until each is understood by the participants. This is the test:

Are you at risk of HIV?

Look back into your life and try to remember your behaviour. Also remember the longest time possible the AIDS virus can stay in the body before symptoms can show up (10 yrs +). Now listen to each statement and award yourself marks accordingly. This will help you realize the danger you are faced with as far as AIDS is concerned.

Statement:

1. Have you ever received blood (blood transfusion)?
2. Have you ever received an injection from unqualified doctors?
3. Have you ever used piercing instruments after they are used by someone else?
4. Have you ever had sex in your life? (if no, don't answer any more questions)
5. Have you ever had sex with more than one person?
6. Have you ever had sex with someone who is not a virgin?
7. Have you ever had sex without a condom?
8. Have you ever suffered from an STD?
9. Do you always use condoms when you have sex?
10. Have you ever reunited with any sexual partner after separating for sometime?

| Marks: | Yes | No |
|---------------|------------|-----------|
| 1. | 10 | 0 |
| 2. | 10 | 0 |
| 3. | 10 | 0 |
| 4. | 10 | 0 |
| 5. | 10 | 0 |
| 6. | 10 | 0 |
| 7. | 10 | 0 |
| 8. | 10 | 0 |
| 9. | 0 | 10 |
| 10. | 10 | 0 |

Total

1. Each participant adds his/her marks:

If 0 marks – You may not have the AIDS virus

10 marks and above – You could be having the AIDS virus.

The more marks you have the more risk of HIV infection you stand.

2. Ask participants to identify the importance of risk perception to young people.

Outcome:

1. Participants will have realized the risk they are faced with as far as AIDS is concerned
2. Participants will have realized that anybody can have the AIDS virus.

TOPIC 15: POSITIVE DREAMS:

Objectives:

1. To help participants identify their positive dreams
2. To help participants identify factors that may make them fail to realize their positive dreams
3. To help participants identify ways of making sure they fulfil their positive dreams.
4. To help participants understand the relationship between AIDS and positive dreams.

Time : 40 minutes

Content:

1. Factors that may make positive dreams a unfulfilled
2. Ways of making sure positive dreams are fulfilled
3. The relationship between AIDS and positive dreams

Method:

1. Questions and answers
2. Guided discussions

Materials:

1. Manilla/Newsprint/Chalkboard
2. Markers/chalk

Procedure:

1. Ask participants one by one what they would want to do or become when they grow up.
2. Ask participants to mention what may make them fail to realize their positive dreams
3. Ask participants to identify what they should do to make sure they fulfil their positive dreams
4. Ask participants the relationship between AIDS and positive dreams.

Outcome:

Participants will have understood:

1. Factors that may make positive dreams a failure
2. Ways of making sure their positive dreams are fulfilled
3. The relationship between AIDS and positive dreams.

TOPIC 16: HIV PREVENTION:**Objectives:**

1. To help participants understand main ways in which AIDS is prevented considering the ways it is transmitted
2. Reasons why some people still find it difficult to prevent AIDS

Time: 40 min.

Contents

- The main ways in which AIDS is prevented
- The reasons why some people still find it difficult to prevent AIDS

Methods:

- Questions and answers
- Guided discussion

Materials:

1. Newsprint and markers/chalk and chalkboard.

Procedure:

1. Ask participants to mention the main ways AIDS can be prevented considering each of the ways it is transmitted.
2. Ask participants if AIDS can be prevented why some people still find it difficult to prevent it

Outcome:

Participants will have understood:

- The ways HIV can be prevented
- Reasons why some people still find it difficult to prevent AIDS.

TOPIC 17: ABSTINENCE:**Objectives:**

To help participants

1. understand what Islam says about abstinence
2. understand the advantages of abstinence to the youths
3. understand any misconceptions about abstinence and correct them
4. understand situations that encourage abstinence
5. understand situations that may lead to failure to abstain

Time: 40 min.

Contents:

1. What Islam says about abstinence
2. The advantages of abstinence to the youths
3. Misconceptions about abstinence and their corrections
4. Situations that encourage abstinence
5. Situations that may lead to failure to abstain

Methods:

1. Questions and answers
2. Guided discussions

Materials:

Newsprint and markers/chalk and chalkboard

Procedure:

1. Ask participants what Islam says about abstinence
2. Ask participants to list the advantages of abstinence to the youth
3. Ask participants to list any misconceptions they have heard about abstinence and correct them
4. Ask participants to state situations that encourage abstinence in their community
5. Ask participants to state situations that may lead to failure to abstain in their community.

Outcome:

Participants will have understood the following:

1. What Islam says about abstinence
2. The advantages of abstinence to the youths
3. Misconceptions about abstinence and their corrections
4. Situations that encourage abstinence
5. Situations that may lead to failure to abstain

TOPIC 18: VIRGINITY:**Objectives:**

To help participants understand:

1. the meaning of virginity
2. the Islamic teachings about virginity
3. the advantages of virginity
4. the misconceptions about virginity and their corrections

Time: 40 min.

Contents:

1. the meaning of virginity
2. the Islamic teachings about virginity
3. the advantages of virginity
4. the misconceptions about virginity and their corrections.

Methods:

1. Questions and answers
2. Guided discussions

Materials:

Newsprint and markers/chalk and chalkboard

Procedure:

1. Ask participants the meaning of virginity
2. Ask participants the Islamic teachings about virginity
3. Ask participants the advantages of virginity
4. Ask participants to list the misconceptions about virginity and correct them

Outcome:

Participants will have understood the following:

1. the meaning of virginity
2. the Islamic teachings about virginity
3. the advantages of virginity
4. the misconceptions about virginity and their corrections.

TOPIC 19: MARRIAGE:**Objectives:**

To help participants understand:

1. What Islam says about marriage regarding who and when to marry
2. The advantages of marriage in relation to health
3. Problems of marriage and how they are solved in relation to health
4. The right age to get married in view of the advantages and problems involved

Time : 40 min.

Content:

1. What Islam says about marriage regarding who and when to marry?
2. The advantages of marriage in relation to health.
3. Problems of marriage and how they are solved in relation to health
4. The right age to get married in view of the advantages and problems involved

Materials:

1. Newsprint/chalk board
2. Markers/chalk

Methods:

1. Guided discussion
2. Questions and answers

Procedure:

1. Ask participants what Islam says about marriage regarding who and when to marry
2. Ask participants the advantages of marriage in relation to health
3. Ask participants to state what they have heard about the problems of marriage and how they are solved in relation to health.
4. Ask participants what they feel is the right age to get married in view of the advantages and problems involved.

Outcome:

Participants will have understood:

1. What Islam says about marriage regarding who and when to marry.
2. The advantages of marriage in relation to health.
3. Problems of marriage and how they are solved
4. The right age to get married in view of the advantages and problems involved

TOPIC 20: FAITHFULNESS:**Objectives:**

To help participants:

1. identify what Islam says about faithfulness in marriage
2. identify what Islam says about unfaithfulness in marriage
3. identify the advantages of faithfulness
4. identify misconceptions about faithfulness
5. identify situations that encourage faithfulness
6. identify situations that encourage unfaithfulness

Time : 40 min.

Content:

1. what Islam says about faithfulness in marriage
2. what Islam says about unfaithfulness in marriage
3. advantages of faithfulness
4. misconceptions about faithfulness
5. situations that encourage faithfulness
6. situations that encourage unfaithfulness

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Method:

1. Guided discussion
2. Questions and answers

Procedure:

1. Ask participants what Islam says about faithfulness in marriage
2. Ask participants what Islam says about unfaithfulness in marriage
3. Ask participants to state the advantages of faithfulness
4. Ask participants what misconceptions they have heard about faithfulness
5. Ask participants to mention situations that encourage faithfulness
6. Ask participants to mention situations that encourage unfaithfulness

Outcome:

1. what Islam says about faithfulness in marriage
2. what Islam says about unfaithfulness in marriage
3. advantages of faithfulness
4. misconceptions about faithfulness
5. situations that encourage faithfulness
6. situations that encourage unfaithfulness

TOPIC 21: SITUATIONS WHICH EXPOSE INDIVIDUALS TO HAVING SEX:**Objective:**

To help participants identify pressure situations which expose individuals to having sex at home, work or during leisure and how these can be avoided.

Time: 40 minutes

Contents:

1. Pressure situations that can expose individuals to having sex at home, work and during leisure
2. Ways of avoiding these pressure situations.

Materials:

1. Newsprint/chalkboard
2. Markers/chalk
3. Manilla paper

Method:

1. Guided discussion
2. Questions and answers

Procedure:

1. Ask participants to identify situations that can expose individuals to having sex at home, work, and during leisure. Note down each contribution and add those missing.
2. Ask participants to find ways of avoiding each pressure situation mentioned

Outcome:

Participants will have identified pressure situations which can expose individuals to having sex at home, at work and during leisure. They will also have found ways of avoiding these situations.

TOPIC 22: SEXUAL ABUSE, RAPE AND DEFILEMENT:**Objectives:**

To help participants understand:

1. The meaning of sexual abuse, rape and defilement
2. Situations under which sexual abuse, rape and defilement can occur and how these situations can be avoided.
3. What should be done if one has been sexually abused, raped or defiled.
4. What Islam says about sexual abuse.

Time : 40 minutes

Contents:

1. The meaning of sexual abuse, rape and defilement
2. Situations under which sexual abuse, rape and defilement can occur and how these situations can be avoided
3. What should be done if one has been sexually abused, raped or defiled.
4. What Islam says about sexual abuse

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Method:

1. Guided discussion
2. Questions and answers

Procedures:

1. Ask participants to define the following; sexual abuse, rape and defilement
2. Ask participants to state situations under which sexual abuse, rape and defilement can occur and how these situations can be avoided.
3. Ask participants to state what should be done if someone has been raped, defiled or sexually abused.
4. Ask participants to state what Islam says about sexual abuse.

Outcome:

Participants will have understood:

1. The meaning of sexual abuse, rape and defilement
2. Situations under which sexual abuse, rape and defilement can occur and how these situations can be avoided.
3. What should be done if someone has been raped, defiled or sexually abused.
4. What Islam says about sexual abuse.

TOPIC 23: CONDOM USE:**Objectives;**

To help participants understand:

1. What a condom is
2. The right use of a condom as far as Islam is concerned
3. The wrong use of a condom as far as Islam is concerned
4. The advantages of knowing about the condom
5. The disadvantages of knowing about the condom
6. How a condom is used.
7. The misconceptions regarding condom use and their correction

Time: 40 minutes

Content:

1. What a condom is
2. The right use of a condom as far as Islam is concerned
3. The wrong use of a condom as far as Islam is concerned
4. The advantages of knowing about the condom
5. The disadvantages of knowing about the condom
6. How a condom is used.
7. The misconceptions regarding condom use and their correction

Materials:

1. Newsprint/chalkboard
2. Markers/chalk
3. Condoms and dildo or bottle or banana.

Methods:

1. Discussions
2. Questions and answers
3. Demonstrations

Procedures:

1. Ask participants if they have ever heard of or seen a condom
2. Ask participants the right use of a condom as far as Islam is concerned
3. Ask participants the wrong use of a condom as far as Islam is concerned
4. Ask participants to state the advantages of knowing about the condom
5. Ask participants to state the disadvantages of knowing about the condom
6. Demonstrate how a condom is used to older youths. Make a decision whether or not to demonstrate to younger children depending on the general feeling of parents of those children in your area. You may ask an FAW to assist with this topic.
7. Ask participants to mention the misconceptions they have heard regarding condom use. Correct these misconceptions.

Outcome:

Participants will have understood:

1. What a condom is
2. What a condom is
3. The right use of a condom as far as Islam is concerned
4. The wrong use of a condom as far as Islam is concerned
5. The advantages of knowing about the condom
6. The disadvantages of knowing about the condom
7. How a condom is used.
8. The misconceptions regarding condom use and their correction

TOPIC 24: DECISION MAKING:

Objectives:

To help participants understand:

1. Whose responsibility it is to take the decision regarding sexuality
2. Factors that may make one take a wrong decision regarding sexuality
3. Factors that favour taking the right decision regarding sexuality
4. Advantages of right decision making
5. Disadvantages of wrong decision making.

Time: 40 minutes

Content:

1. Factors that may make one take a wrong decision regarding sexuality
2. Factors that favour taking the right decision regarding sexuality
3. Advantages of right decision making
4. Disadvantages of wrong decision making.

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Methods:

1. Guided discussions
2. Questions and answers

Procedures:

1. Ask participants to state whose responsibility it is to take the decision regarding sexuality
2. Ask participants to mention factors that may make one take a wrong decision regarding sexuality
3. Ask participants to mention the factors that favour taking the right decision regarding sexuality
4. Ask participants to state the advantages of right decision making
5. Ask participants to state the disadvantages of wrong decision making.

Outcome:

Participants will have understood:

1. Whose responsibility it is to take the decision regarding sexuality
2. Factors that may make one take a wrong decision regarding sexuality
3. Factors that favour taking the right decision regarding sexuality
4. Advantages of right decision making
5. Disadvantages of wrong decision making.

TOPIC 25: NEGOTIATION SKILLS;

Objectives:

To help participants understand:

1. The meaning of negotiation
2. Words and actions that boys or men may use to persuade girls to have sex
3. Words and actions that girls or women may use to encourage boys to have sex
4. Words and actions that the girls can use to resist boys and men from having sex with them.
5. Words and actions that the boys can use to resist girls and women from having sex with them.

Time: 40 min.

Contents:

1. The meaning of negotiation
2. Words and actions that boys or men may use to persuade girls to have sex
3. Words and actions that girls or women may use to encourage boys to have sex
4. Words and actions that the girls can use to resist boys and men from having sex with them
5. Words and actions that the boys can use to resist girls and women from having sex with them

Method:

1. Guided discussion
2. Questions and answers

Procedure:

1. Ask participants to define the meaning of negotiation. Note down each contribution and clarify and summarize.
2. Ask participants to mention words and actions that boys or men may use to persuade girls to have sex
3. Ask participants to mention words and actions that girls or women may use to encourage boys to have sex.
4. Ask participants to mention words and actions that the girls can use to resist boys and men from having sex with them.
5. Ask participants to mention words and actions that the boys can use to resist girls and women from having sex with them.

Outcome:

Participants will have understood:

1. the meaning of negotiation
2. Words and actions that boys or men may use to persuade girls to have sex
3. Words and actions that girls or women may use to encourage boys to have sex
4. Words and actions that the girls can use to resist boys and men from having sex with them
5. Words and actions that the boys can use to resist girls and women from having sex with them

TOPIC 26: CARE AND SUPPORT TO THE AIDS PATIENT:

Objectives:

To help participants understand:

1. How an AIDS patient would wish to be cared for and supported
2. What Islam says about caring for the sick.

Time : 40 minutes

Content:

1. Care and support for the AIDS patient
2. What Islam says about care and support of the sick

Materials:

1. Newsprint/blackboard
2. Markers/chalk

Method:

1. Discussions
2. Questions and answers

Procedure:

1. Ask participants how they would like to be cared for and supported if any of them had AIDS
2. Ask participants what Islam says about caring and supporting sick people

Outcome:

Participants will have understood:

1. How to care and support the AIDS patient
2. What Islam says about care and support of the sick

TOPIC 27: DEATH OF THE AIDS PATIENT:

Objective:

To help participants understand:

1. The Islamic teachings on how the dead should be handled and buried.
2. The Islamic teachings on orphans.
3. What the community can do to look after orphans.

Time: 40 minutes

Contents:

1. The Islamic teachings on how the dead should be handled and buried
2. The Islamic teachings on orphans
3. What the community can do to look after orphans

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Methods:

1. Discussions
2. Questions and answers

Procedure:

1. Ask participants to state the Islamic teachings on how the dead should be handled and buried. Add what is not mentioned.
2. Ask participants to state the Islamic teachings on orphans. Add what is not mentioned.
3. Ask participants to mention what any of them can do to support orphans.

Outcome:

At the end participants will have understood:

1. The Islamic teachings on how the dead should be handled and buried
2. The Islamic teachings on orphans.
3. What the community can do to look after orphans.

TOPIC 28: CHILDREN TALKING WITH CHILDREN:**Objectives:**

To help participants understand:

1. Why children should talk with children about sexuality
2. What stops children from talking with children about sexuality
3. How children can talk with children
4. When children can talk with children
5. Who can help children to talk with children
6. What children can talk about with children

Time: 40 minutes

Contents:

1. Reason why children should talk with children about sexuality
2. What stops children from talking with children about sexuality
3. Ways how children can talk with children
4. When children can talk with children
5. Who can help children to talk with children
6. Things that children can talk about with children

Method:

1. Guided discussion
2. Questions and answers

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Procedure:

Ask participants to mention:

1. Reasons why children should talk with children about sexuality
2. Factors that stop children from talking with children about sexuality
3. Ways how children can talk with children
4. When children can talk with children
5. Who can help children to talk with children
6. Things that children can talk about with children

Outcome:

Participants will have understood:

1. Reasons why children should talk with children about sexuality
2. Factors that stop children from talking with children about sexuality
3. Ways how children can talk with children
4. When children can talk with children
5. Who can help children to talk with children
6. Things that children can talk about with children

TOPIC 29: CHILDREN TALKING WITH PARENTS:

Objectives:

To help participants understand:

1. Why children should talk with their parents about sexuality
2. What stops children from talking with their parents about sexuality
3. How children can talk with their parents
4. When children can talk with their parents
5. Who can help children to talk with their parents
6. What children can talk about with their parents

Time : 40 minutes

Contents:

1. Reasons why children should talk with their parents about sexuality
2. What stops children from talking with their parents about sexuality
3. Ways how children can talk with their parents
4. When children can talk with their parents
5. Who can help children to talk with their parents
6. Things that children can talk about with their parents

Methods:

1. Guided discussions
2. Questions and answers

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Procedure:

Ask participants to mention:

1. reasons why children should talk with their parents about sexuality
2. factors that stop children from talking with their parents about sexuality
3. ways how children can talk with their parents
4. when children can talk with their parents
5. who can help children to talk with their parents
6. things that children can talk about with their parents

Outcome:

Participants will have understood:

1. reasons why children should talk with their parents about sexuality
2. factors that stop children from talking with their parents about sexuality
3. ways how children can talk with their parents
4. when children can talk with their parents
5. who can help children to talk with their parents
6. things that children can talk about with their parents

TOPIC 30: PARENTS TALKING WITH CHILDREN:**Objectives:**

To help participants understand:

1. Why parents/guardians should talk with their children about sexuality
2. What stops parents/guardians from talking with their children about sexuality
3. How parents/guardians can talk with their children
4. When parents/guardians can talk with their children
5. Who can help parents/guardians to talk with their children
6. What parents/guardians can talk about with their children

Time: 40 minutes

Contents:

1. Reasons why parents/guardians should talk with their children about sexuality
2. What stops parents/guardians from talking with their children about sexuality
3. Ways how parents/guardians can talk with their children
4. When parents/guardians can talk with their children
5. Who can help parents/guardians to talk with their children
6. Things that parents/guardians can talk about with their children

Methods:

1. Guided discussion
2. Questions and answers

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Procedure:

Ask participants to mention:

1. Reasons why parents/guardians should talk with their children about sexuality
2. Factors that stop parents/guardians from talking with their children about sexuality
3. Ways how parents/guardians can talk with their children
4. When parents/guardians can talk with their children
5. Who can help parents/guardians to talk with their children
6. Things that parents/guardians can talk about with their children

Outcome:

1. Reasons why parents/guardians should talk with their children about sexuality
2. Factors that stop parents/guardians from talking with their children about sexuality
3. Ways how parents/guardians can talk with their children
4. When parents/guardians can talk with their children
5. Who can help parents/guardians to talk with their children
6. Things that parents/guardians can talk about with their children

TOPIC 31: SUSTAINING AIDS PREVENTION ACTIVITIES:**Objectives:**

To help participants understand:

1. Why project activities should be sustained
2. What project activities should be sustained
3. Who should sustain AIDS prevention activities
4. How project activities should be sustained
5. What their role is in sustaining project activities
6. How project activities should be monitored and by whom and how often.

Time: 40 minutes

Content:

1. Why project activities should be sustained
2. What project activities should be sustained
3. Who should sustain AIDS prevention activities
4. How project activities should be sustained
5. What their role is in sustaining project activities
6. How project activities should be monitored and by whom and how often.

Method:

1. Guided discussion
2. Questions and answers

Materials:

1. Newsprint/chalkboard
2. Markers/chalk

Procedure:

1. Ask participants why project activities should be sustained
2. Ask participants what project activities should be sustained
3. Ask participants who should sustain AIDS prevention activities
4. Ask participants how project activities should be sustained
5. Ask participants what their role is in sustaining project activities
6. Ask participants how project activities should be monitored and by whom and how often.

Outcome:

Participants will have understood:

1. Why project activities should be sustained
2. What project activities should be sustained
3. Who should sustain AIDS prevention activities
4. How project activities should be sustained
5. What their role is in sustaining project activities
6. How project activities should be monitored and by whom and how often.

ROLE-PLAYS:

Time: 50 minutes for each role-play

Procedure:

1. Divide class into two equal groups
2. Let each group differently rehearse the role play for the first 20 minutes of the lesson
3. Where only 2 people are involved in the role-play, let the rest of the group plan and advise the 2 during the rehearsal.
4. Then let each group present the role-play in front of the teacher and the rest of the participants for 10 minutes.
5. The remaining 10 minutes should be used for guidance by the teacher and discussing the responses by the whole class.

TOPIC 32: ROLE PLAY 1: ABSTINENCE:

Ask 2 participants to role-play what they would do in the following situation:

A schoolboy approaches a schoolgirl for sex and the girl responds by abstinence and teaching the boy about it.

TOPIC 33: ROLE PLAY 2: MARRIAGE:

Ask 2 participants to role play what they would do in the following situation:

A boy proposes marriage to a girl and the girl responds by discussing with the boy about marriage.

TOPIC 34: ROLE PLAY 3: FAITHFULNESS:

Ask 2 participants to role play what they would do in the following situation:

A newly married girl gets pressure from an old friend. The girl responds by teaching the friend about faithfulness.

TOPIC 35: ROLE PLAY 4: RELATIONSHIPS:

Ask participants to role play what they would do in the following situation:

A boy has pressure from fellow boys to get a girlfriend but the boy responds by teaching on resistance to peer pressure.

TOPIC 36: ROLE PLAY 7: PARENTS TALKING TO CHILDREN:

Ask two participants to role play what they would do in the following situation:

A girl has realized some physical changes in her body and then she approaches her parents about it. The parents try to teach her about growing up, body changes and AIDS.

