

# MY FUTURE IS MY CHOICE FACILITATOR TRAINING

## A Guide for the Trainers of Trainers



For the training of new MY FUTURE IS MY CHOICE facilitators

The Youth Health and Development Programme  
Government of the Republic of Namibia and UNICEF  
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We hope that all those who become My Future Is My Choice facilitators  
will be enabled to protect their peers from HIV/AIDS!

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## Introduction to My Future is My Choice Facilitator Training

My Future Is My Choice (MFMC) is a ten session programme which gives young people the information and life skills they need to make decisions about their future and to protect themselves from HIV/AIDS. The aim of My Future Is My Choice is:

- To prevent young people from becoming infected with HIV and dying from AIDS,
- To provide young people with facts about sexual health, pregnancy, STDs and HIV/AIDS,
- To teach correct condom use,
- To improve the decision-making skills of young people so that they can make informed decisions about their sexual health,
- To improve the communication between boys and girls, between friends, between young people, their parents and their community,
- To provide young people with the skills to delay sexual intercourse, and
- To provide young people with the information and skills required to face peer pressure around the use of alcohol and drugs.

This manual is designed for the training of My Future is My Choice facilitators. It should serve as a guide for the trainers of trainers. MFMC facilitator training has two main objectives: 1) to ensure that MFMC facilitator trainees understand the information contained in the MFMC sessions, and 2) to develop the facilitation skills to lead MFMC sessions. As you will see in this manual, the training set-up allows for each facilitator trainee to gain extensive practical experience in facilitating their own MFMC sessions throughout the ten days of training.

Good Luck and Have Fun!

## Objectives of My Future is My Choice Facilitator Training

1. To convey the objectives of My Future is My Choice in serving young people.
2. To clearly explain the role and responsibilities of MFMC facilitators.
3. To give participants opportunities to obtain necessary facilitation skills.
4. To teach the background and organizational structure of the sponsoring organization of MFMC.
5. To train participants how to mobilise communities, schools and young people to accept and support MFMC and to provide knowledge of the steps necessary for implementation of MFMC in schools and communities.
6. To share updated information on HIV/AIDS, STDs, and reproductive health.
7. To give participants an understanding of how decision-making, communication, values, relationships, saying no and alcohol/drugs play a role in HIV prevention.
8. To explain how to use support materials and resources (such as the manual, regional offices, etc.) to help conduct MFMC.
9. To be able to carry out the administrative responsibilities of an MFMC facilitator and to understand how to fill out administrative forms in a complete and timely manner.
10. To encourage participation, creativity, responsibility and self-determination.

## Training Set-up

Each day of the My Future is My Choice Facilitator Training has a theme that carries throughout the activities of the day. This theme may cover one or two sessions of the MFMC manual. Each day is then broken into four training sessions. **Please see full training schedule, Annex 1.**

Training Session 1 is begun each day with housekeeping issues as well as a recap of the previous day's activities, which is presented by chosen participants to the whole group. Each participant should get an opportunity to take part in the recap throughout the course of the training. Submissions to the question box (see below) can also be addressed at this time.

At the end of the Training Session 4 each day, participants will be given homework assignments that usually consist of reviewing the MFMC manual in preparation for the next day. Additional readings on the theme of the day may also be assigned. Also, participants will take part in a closing circle with the entire group, as described at the end of every session in the MFMC manual. A mood meter should be marked as participants leave the premises.

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**Day 1** consists of an introduction to the training and to MFMC.

**Days 2-7** all have a similar setup, as explained below:

- **Training Session 1** is an information sharing session in which the topic of the day is introduced and the participants experience the activities from the corresponding session in the MFMC manual.
- **Training Session 2** is set aside to explain the administrative responsibilities of MFMC facilitators. On Days 2-4 facilitators will discuss administrative duties necessary before the MFMC sessions can begin. On Days 5-6, they should discuss administrative duties during the MFMC session and days 7-8, after the MFMC session. (See Annex 3 for a list of facilitators' administrative duties.) Also, at the end of this training session each day, facilitators should lead participants in a discussion of other topics surrounding HIV/AIDS such as HIV testing, living positively with HIV/AIDS, stigmatization of HIV/AIDS victims, AIDS drugs, AIDS orphans, the economic impact of AIDS, etc. These discussions will contribute to the formation of healthy attitudes in the participants and to the realization of their role as AIDS activists when they return to their communities.
- **Training Session 3** is another information sharing session for the either the second topic of the day or a continuation of information sharing for the day's one topic.
- **Training Session 4** is the facilitation session in which participants are broken into small groups of six to seven people and are given the opportunity to gain practical facilitation experience by leading the sessions in the MFMC manual that correspond with the day's theme. One trainee should act as a facilitator while other group members role-play as MFMC students. Participants will be scored on their performance by their group members. (See Annex 2 for scorecard.) During the first days of the training (Days 2-5), participants should be assigned to random facilitation groups in which they will be using the common language of participants in the training. During Days 6-8, participants should be assigned to language groups, if necessary, in which they will facilitate in the language they will use in their communities after the training.

On **Day 8**, after instruction from the facilitators, participants will should MFMC Session 10, Our Future, in their language groups during Training Session 1. Post activities for facilitators are addressed in Training Session 2 during the administrative duties presentation. This discussion will provide an important link between MFMC Session 10 and the outreach activities that the participants will prepare in the afternoon. During Training Sessions 3 and 4, facilitators will conduct the individual interviews (see below) while groups prepare for the evening performance of outreach dramas, songs, poems, etc.

On **Day 9**, participants will present as facilitators in front of the entire group. See Final Peer Review Exercise below.

On **Day 10**, participants will finish the final peer review exercise if necessary. They will take a final facilitation quiz to test their knowledge of MFMC content and an oral exam to test how well they know their MFMC manual and administrative duties (see below). If time

allows, participants can also be divided to discuss what they would like to accomplish in their regions and to make regional group plans. Participants will fill out evaluations during Training Session 3 (See Annex 11) and a graduation ceremony should be planned during Training Session 4.

### Question Box

Participants should be given an opportunity to ask questions and give suggestions anonymously by means of a question box. Especially at the beginning of the training, people may not feel comfortable asking questions regarding sensitive subject matter in front of the entire group. This can be helpful to the facilitators as well because submissions can be quite revealing as to the attitudes or lack of knowledge of participants.

### Daily Peer Review Exercises

Throughout the training, participants are given the opportunity to gain practical facilitation experience by leading the sessions in the MFMC manual that correspond with the day's theme. Participants should be broken into small groups of six to seven people and one trainee should act as a facilitator while other group members role-play as MFMC students. Participants will then be scored on their performance by their group members. (Please see below.) Participants will only have a few minutes to read about the activity in the manual and prepare prior to their presentation, however, they will have experienced the activities previously that day.

Each participant will have a Daily Peer Review Exercise Scorecard (See Annex 2) which his or her group should be able to access daily. The trainers should review these scorecards at the end of each day in order to monitor individuals' progress.

Individuals should be instructed to alternate each day between the Let's Play, Let's Do and Let's Talk activities in the MFMC manual as they facilitate in their small groups. If groups finish with all of the MFMC session activities before the allotted time is up, they should give group members an opportunity to facilitate different activities in that day's MFMC session or they may return to MFMC sessions from previous days.

During the first days of the training (Days 2-5), participants should be assigned to random facilitation groups in which they will be using the common language of participants in the training. During Days 6-8, participants should be assigned to language groups, if necessary, in which they will facilitate in the language they will use in their communities after the training.

Everyday, one person in the group should be responsible for filling out the three M&E forms that require attention at every MFMC session. These forms include the Participants Session Attendance Form (PSAF), the Session Evaluation Form (SEF), and the Information & Session Completion Form (ISCF). (See Annex 6 for these forms.) They should be introduced to the small groups on Day 3, after their first day of peer review exercises. Each group (random and language) should be required to hand in an SEF each day and



maintain a PSAF and an I SCF. The trainers should provide the signature needed for the I SCF.

### Criteria – Peer Review Exercises

In the peer review exercises that take place during Training Session 4 of Days 2-7 and Training Session 1 of Day 8, participants are asked to rate their fellow group members based on the criteria listed below. (Please see Annex 2 for the daily peer review scorecard to be used.) These are also the criteria used for the final peer review exercise that takes place with the entire group on Day 9. (Please see Annex 10 for the final peer review scorecard to be used.) In the peer review exercises, participants' performance is assessed by their fellow group members as Excellent (4), Good (3), Fair (2) or Poor (1), in the following categories, based on the stated criteria:

#### **Communication**

Did the facilitator communicate well with the students? Did he or she provide clear messages? Did he or she speak clearly and effectively? Did the facilitator have sufficient knowledge of the subject presented?

#### **Listening**

Did the facilitator listen to the students? Did he or she provide useful feedback to their comments and questions?

#### **Participation**

Did the facilitator encourage all of the students to actively participate? Were the students included in the activity and/or discussion?

#### **Motivation**

Did the facilitator show motivation in leading the activity? Was he or she enthusiastic about the subject matter? Was he or she prepared?

### For Trainers:

#### A Note on GIVING AND RECEIVING FEEDBACK During Peer Review Exercises

Feedback is information shared with another person which can help them to work better with others. As a trainer, there will be many occasions when it is important to share information with a participant about his or her performance or behaviour. The following outlines some characteristics of effective feedback. You should make sure that you understand these and can help the participants to follow them as they offer feedback and constructive criticism to their peers during the peer review exercises. See Annex 4 for a handout for participants.

#### **What is Feedback?**

Feedback is communication with a person (or group) that provides information on a person's actions. It is a way of helping another person understand the impact of his/her behaviour on others. Its aim is to help them improve their communications skills and their interactions with others.

### **How to Give Feedback:**

1. *Be specific rather than general.* Try and give precise examples of what you observed. To be told that one is talkative will probably not be as useful as to be told that "just now when we were deciding the issue, you talked so much I stopped listening."
2. *Share information rather than giving advice.* If you offer comments and opportunities for the receiver to see for themselves what they did and decide how they might change, this will be much more effective than telling them how they should act.
3. *Be descriptive rather than judgmental.* If you describe your own reactions to any other's behaviour, it leaves the individual free to use the information or not as he/she sees fit. By avoiding judgmental language, it reduces the need for the individual to respond defensively.
4. *Direct your comments towards behavior that the receiver can do something about, rather than at the receiver themselves.* Frustration is only increased when a person is reminded of shortcomings over which he/she has no control.
5. *Consider the needs of both the receiver and the giver of feedback.* Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
6. *Feedback should be solicited rather than imposed.* If the receiver can ask for and be open to feedback, they are much more likely to listen to it. If the receiver is not ready to 'hear' the feedback then it is unlikely that he/she will use it.

### **How to Receive Feedback:**

Since feedback gives you a chance to see how another person sees your actions, it will make it easier for you to receive feedback that you can use if you keep the following in mind:

1. Ask clarifying questions in order to understand the feedback.
2. Help the giver use the criteria for giving useful feedback (e.g. if feedback is too general ask for specific examples so that you can understand the meaning.)
3. Avoid making it more difficult for someone to give you feedback. Remember it is often as hard for someone to give feedback as it is to receive it. If you react defensively or angrily they may give up and you will lose valuable information and insight.
4. Avoid explanations of "Why I did that" unless asked.

And remember that, while all feedback is not necessarily worth acting on, if two people give you similar feedback, it may be time to consider adjusting your behaviour accordingly.

### **Giving & Receiving Feedback During the Peer Review Exercises:**

After a participant has finished presenting during the daily peer review exercises and the scorecard has been completed for that activity, he or she should invite feedback.

1. First, allow the participant who facilitated to be the first one to comment on what they did and improvements they might have made.
2. Next, fellow group members comment on what they observed according to the principles of constructive feedback as shown above.
3. Finally, any trainer may add to (but not repeat) points that others have not brought up taking care to present them, also, in a positive and constructive manner.

## Interviews

In order to assess individual attitudes and knowledge, facilitators are asked to conduct ten-minute interviews with each of the participants during Training Sessions 3 and 4 on Day 8. Participants' responses should demonstrate commitment to becoming a My Future is My Choice facilitator. The interviews also provide useful feedback about the effectiveness of training activities and give participants an opportunity to present questions to the training leaders on a one-on-one basis. Examples of questions to be asked in the interviews follow:

- Why do you want to become a My Future is My Choice facilitator?
- Do you see HIV/AIDS as a problem in your community?
- Why do you think it is important to teach young people about HIV prevention?
- What is the most important thing you have learned thus far in the training?
- What do you think is the most important skill that a facilitator must have in order to be successful?
- How important has the small group peer review exercises been in your training?
- Do you think that you will be comfortable in front of a classroom or in front of a group of MFMC participants? Why? Even discussing taboo subjects such as sex and condom use?
- Do you believe that condoms are the only way of preventing HIV/AIDS? (Looking for discussion of ABC's of HIV prevention.)
- MFMC includes sessions on life skills other than HIV prevention such as decision-making, inter-personal communication and values. Why do you think these other sessions are important?
- What have you most enjoyed about the training thus far?

## Final Peer Review Exercise

On Day 9 and finishing on Day 10 if necessary, the participants are given the opportunity to lead an MFMC activity in front of the full group. The *Let's Talk* and *Let's Do* activities from every MFMC session should be put into a hat and participants draw the activity they will lead. All participants should score each facilitator trainee on the same criteria as the daily peer review exercises in the small groups. (See Annex 10 for final peer review exercise scorecard.) The scores given to each participant should be averaged to determine a final score for this exercise. A top facilitator award and/or a most improved facilitator award can be given at the graduation ceremony based on these final averaged scores.

## Facilitator Knowledge Quiz

On Day 10, the participants should be given a facilitator knowledge quiz that is primarily based on the content of the MFMC manual. It ensures that participants have the basic knowledge of the ways to catch the HIV virus and the ABC's of HIV prevention. The quiz also has questions based on the other MFMC session topics. Please see Annex 11 for a copy of the quiz.

## Oral Exam

On Day 10, participants should be asked specific questions about the MFMC facilitator manual itself and the administrative duties of facilitators. This exercise, conducted in the entire group, may or may not be announced to the participants. If announced, this activity can be used to require that the participants *know* the MFMC manual and their administrative responsibilities. If unannounced, this activity can demonstrate to the participants that they need to refer to their manuals and rely on them for any unknown information. It also teaches them that they need to refer to their administrative duties sheet when carrying out MFMC sessions. As an oral exam, participants have the opportunity to hear the information again and learn from each other. Sample questions follow:

- Name four of the six administrative duties required of a facilitator before beginning MFMC sessions. (This question can be adapted to duties during and after the session as well.)
- Where can you find in the manual the required information for the Facilitator's Notes section of the Session Evaluation Form? (Answer: F Note under Closing Circle at end of each session)
- Name three of the different activity categories in each MFMC session. (Answer: Let's Play, Let's Talk, Let's Do, Closing Circle)
- Name seven of the ten sessions of MFMC.
- What is the maximum number of participants recommended for MFMC sessions. (Answer: 22)
- What is the difference between those activities marked with an E and marked with a T? (Answer: E = Essential, T = you are allowed to skip if running short on time)
- Name the three forms that must be given attention at every MFMC session. (Answer: Participants Attendance Form (PSAF), Session Evaluation Form (SEF), and Information and Session Completion Form (ISCF).)

## Final Evaluation of Participants

Participants should be judged individually based on their performance throughout the course of the training. As the facilitators decide whether individuals receive a certificate to become a MFMC facilitator, they should consider the participant's performance in the following activities:

- *Daily peer review exercises.* Did the participant show improvement throughout the training? Did he or she become more comfortable in front of a group and more confident in their facilitation skills?
- *Interview.* Does the participant show a commitment to becoming a MFMC facilitator? Do they have the right attitude?
- *Final peer review exercise.* Is the participant comfortable in front of the large group? Did they cover all of the steps and information contained in their selected activity? Were they adequately prepared to lead the activity? Do they possess the necessary facilitation skills?

- *Facilitator knowledge quiz.* Does the participant have the basic knowledge necessary to lead MFMC sessions?
- *Oral exam.* Is the participant aware of his or her administrative duties? Do they adequately *know* the MFMC manual?

## DAY 1

### Introduction to My Future Is My Choice (MFMC Session 1)

#### Training Session 1

- MFMC Session 1: Activity 1-- Let's Play: Getting to Know You
- Opening Remarks by facilitators
- Introductions - For this exercise, divide the group into pairs, preferably with people they do not know. Give them five minutes to interview each other and then have them each briefly introduce their partner to the group.
- MFMC Session 1: Activity 2 - Let's Do: Our Group's Rules
- MFMC Session 1: Activity 3 - Let's Play: Trust Game
- MFMC Session 1: Activity 4 - Let's Talk: Expectations
- Administer quizzes: (See Annex 4.)
  - 1) Pre-self assessment for trainees
  - 2) Base-line attitude questionnaire
  - 3) Pre + post test quiz(These quizzes will allow the facilitators to assess the knowledge and attitudes that the participants are bringing to the training.)

#### Break

#### Training Session 2

- Facilitator presentation: Background and structure of sponsoring organization of MFMC (See Annex 4 for example of handout.)
- MFMC Session 3: Activity 4 - Let's Play: The HIV Transmission Game
- Facilitator presentation: HIV/AIDS in your country

#### Lunch

#### Training Session 3

- MFMC Session 1: Activity 5 - Let's Play: Lifeboat
- Facilitator presentation: Explanation of Training Setup and Introduction of Manual
  - Facilitators should explain the Daily Peer Review Exercise Scorecard (See Annex 2) and should discuss the handout on Giving and Receiving Feedback (See Annex 4).
- Formation of random peer review groups

#### Break

#### Training Session 4

- Discussion: MFMC facilitator skills  
Training facilitators should lead a large group discussion about what skills/qualities the participants see as important to becoming a successful MFMC facilitator. These may include: encouraging participation, fairness, showing respect, communication skills, self-confidence, etc.

- Facilitator presentation: Explanation of TOR and facilitator responsibilities (Refer participants to Annex 1 of the MFMC Facilitator Manual.)
- Homework – Read “Notes to Facilitators” in manual, review MFMC Session 1 and look ahead to MFMC Session 2, Read Annex Two of the MFMC Facilitator Manual: Assessing Adolescent Friendly Health Services, Read Handout - Background Information: Reproduction (See Annex 4.)
- MFMC Session 1: Activity 6 - Closing Circle
- Mood Meter

<p>DAY 2</p> <p>Reproductive Health (MFMC Session 2)</p>
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Training Session 1 - Information Sharing

- Housekeeping and Recap of Previous Day
- MFMC Session 2: Activity 1-- Let's Play: Broken Telephone
- MFMC Session 2: Activity 2-- Let's Talk: What is Reproductive Health?
- MFMC Session 2: Activity 3-- Let's Do: Information About Reproduction
- MFMC Session 2: Activity 4-- Let's Talk: Consequences of Early Pregnancy
- MFMC Session 2: Activity 5-- Let's Talk: Contraceptive Choice (See Annex 5 for handout.)

Break

Training Session 2 - Administrative Duties (Before the Session)

- Handout Administrative Duties sheet (See Annex 3.) Please explain to participants that they will refer back to this sheet throughout the training and they should also use it as a reference when they begin facilitation of their own MFMC sessions.
- Assessment of Adolescent Friendly Services (See Annex 3.)
  
- HIV/AIDS Issue Discussion

Lunch

Training Session 3

- Facilitator presentation: Introduction of facilitation techniques, give handouts for discussion (See Annex 5.)
  - Some Non-Formal Training Techniques
  - Forming Small Groups
  - Communication Techniques for Facilitators

Break

Training Session 4 - Facilitation

- Peer review exercises (random groups)  
Participants lead MFMC sessions 1 & 2
  
- Homework – Look ahead to MFMC Session 3, Read Handout - Background Information: HIV/AIDS (See Annex 5.)
- MFMC Session 2: Activity 7—Closing Circle
- Mood Meter



<p>DAY 3 HIV/AIDS and STDs (MFMC Session 3)</p>
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Training Session 1 – Information Sharing

- Housekeeping and Recap of Previous Day
- MFMC Session 3: Activity 1-- Let's Play: Taking Risks Game  
This game can also be extended to give more information about HIV/AIDS and to gauge the participants' attitudes by adding the following statements:
  1. AIDS is the same thing as HIV.
  2. You cannot get HIV from kissing.
  3. Mosquitoes can spread HIV.
  4. You can tell if someone has HIV/AIDS just by looking at them.
  5. Having sex with someone proves you love them.
  6. Married people cannot become infected with HIV.
  7. There is no cure for AIDS.
  8. A man cannot get HIV if he washes his penis immediately after sex.
  9. You can get HIV from sharing the same food with an HIV positive person.
  10. You can catch an STD or HIV the first time you have sex.
  11. You can have a girlfriend or boyfriend without having sex.
  12. Traditional healers can treat HIV/AIDS.
- MFMC Session 3: Activity 2-- Let's Talk: Young People, STD's, HIV and AIDS

Break

Training Session 2 – Administrative Duties (Before)

- Principal approval and contact teacher selection
- Community approval and negotiation skills
- Parental consent (See Annex 3.)  
Training facilitators should lead a large group discussion about strategies to help community and school leaders to accept MFMC. These include: identify key 'allies' that will support MFMC, identify people in the community who may resist the programme, inform them about the programme and encourage communication, explain that education about safer sex is necessary for HIV prevention, etc.
- HIV/AIDS Issue Discussion

Lunch

Training Session 3 – Information Sharing (cont'd)

- Review MFMC Session 3: Activity 4 – Let's Play: The HIV Transmission Game
- The Danger Game. (This game's purpose is for the participants to understand the sexual practices that are known to carry a risk of HIV transmission and those that do not.) Facilitators should place three pieces of paper (labeled NO Danger, LOW Danger and HIGH Danger) on the floor, spaced equally apart. After reading one of the following

sexual activities, they should ask a participant to stand on the floor where they would place the risk of that activity. Does it present no danger, low or high danger for HIV infection or somewhere in between in their opinion? Then the facilitator can move the participant if necessary and further discuss the risk of that activity. (See Annex 5 to refer to question 12 of the Background Information: HIV/AIDS and STDs.)

High Danger

Vaginal sex without a condom

Anal sex without a condom

Having sex using a contraceptive but not a condom

Having sex for the first time without a condom

Low Danger

Vaginal sex using a condom

Oral sex (licking or sucking each other's private parts)

Deep kissing

Thigh sex (rubbing the penis between the girl's thighs)

Mutual masturbation

No Danger

Caressing

Hugging

Masturbation

Massage

Holding Hands

Abstinence (no sex)

Break

Training Session 4 - Facilitation

- Peer review exercises (random groups)
  - Facilitators should introduce the Participants Session Attendance Form (PSAF), the Session Evaluation Form (SEF), and the Information & Session Completion Form (ISCF) to the groups on this day. (See Annex 6 for these forms.) Everyday, one person in the group should be responsible for filling out these three M&E forms that are required at every MFMC session. Each group (random and language) should be required to hand in an SEF each day and maintain a PSAF and an ISCF. The trainers should provide the signature needed for the ISCF.
  - Lead MFMC Session 3 (except Activity 5)
- Homework - Look ahead to MFMC Session 3: Activity 5 - Let's Do: Prevention: The Choices
- Closing Circle
- Mood Meter

<p>DAY 4 Condoms* (MFMC Session 3 cont'd)</p>
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\*The theme of condoms has been given a separate training day because all facilitators must feel completely comfortable in performing condom demonstrations. Besides knowing how to use condoms properly, MFMC facilitators must have strong positive attitudes about condoms and learn about the misconceptions and myths surrounding them. They must also be completely capable in condom negotiation so that they can share these skills with MFMC participants.

Training Session 1 – Information Sharing

- Housekeeping and Recap of Previous Day
- MFMC Session 3: Activity 5 – Let's Do: Prevention – The Choices  
During this activity, facilitators should pick two or three people to demonstrate in front of the large group. Then the group should critique their method for putting on a condom. Each participant should then have a condom and a wooden penis and the training facilitators should demonstrate the proper procedure so that everyone can do it correctly together.
- Condom Steps Game. Three or four sets of the following steps for condom use should be put onto pieces of paper and should be mixed up. Facilitators should then divide the group into three or four groups and ask them to put them in order. The group who finished first and gets them in the correct order wins.
  - 1) Talk and agree to use condoms.
  - 2) Check expiry date on condom package and check package for air.
  - 3) Open condom package carefully, pushing condom to the side, before tearing package open.
  - 4) Check that the condom is the correct way round before it is unrolled.
  - 5) Pinch tip of condom to allow room for semen.
  - 6) Unroll condom onto erect penis.
  - 7) Sex
  - 8) Man releases semen. (Ejaculation)
  - 9) Remove penis after ejaculation, carefully holding condom.
  - 10) Carefully remove condom from penis.
  - 11) Throw away used condom carefully.

Break

Training Session 2 – Administrative Duties (Before) (See Annex 3.)

- MFMC Sign-Up (PSUF)
- Ordering Supplies (SMCF)
  
- HIV/AIDS Issue Discussion

## Lunch

### Training Session 3 – Information Sharing

- Barriers to condom use discussion. Facilitators should lead a large group discussion about the barriers or obstacles to condom use. These may include: limited availability, cost, lack of knowledge and skill in using condoms, size of condoms, embarrassment, using alcohol/drugs, false beliefs that condoms are unsafe or unreliable, belief that condoms reduce sexual pleasure, belief that using condoms means you are promiscuous, etc. Facilitators should allow the participants to consider the ways to overcome these obstacles.
- Discussion of handout – *So your partner doesn't want to use a condom?....responses to common excuses*. Role-plays can also be incorporated into this activity. (See Annex 7.)

## Break

### Training Session 4 – Facilitation

- Peer review exercises (random groups)  
Each member should lead MFMC Session 3: Activity 5.
- Homework - Look ahead to MFMC Sessions 4 & 5
- MFMC Session 3: Activity 7 – Closing Circle
- Mood Meter

## DAY 5

### Decision-Making (MFMC Session 4) and Communication (MFMC Session 5)

#### Training Session 1 – Information Sharing

- Housekeeping and Recap of Previous Day
- MFMC Session 4: Activity 1 – Let's Play: Folding Paper
- MFMC Session 4: Activity 3 – Let's Talk: Are You At Risk?
- MFMC Session 4: Activity 4 – Let's Talk: How You Make Decisions
- MFMC Session 4: Activity 5 – Let's Do: Making Decisions
- MFMC Session 4: Activity 6 – Let's Do: Practice Decision-Making

#### Break

#### Training Session 2 – Administrative Duties (During) (See Annex 3.)

Attendance register (PSAF)

Pre and post test quiz

HIV/AIDS Issue Discussion

#### Lunch

#### Training Session 3 – Information Sharing

- MFMC Session 5: Activity 1 – Let's Play: A Knotty Problem
- MFMC Session 5: Activity 3 – Let's Talk: Effective Communication
- MFMC Session 5: Activity 4 – Let's Do: Saying What You Mean
- MFMC Session 5: Activity 5 – Let's Do: Friends and Peer Pressure
- MFMC Session 5: Activity 6 – Let's Talk: Me and My Parents

#### Break

#### Training Session 4 – Facilitation

- Peer review exercises (random groups)  
    Lead MFMC Sessions 4 & 5
- Homework - Look ahead to MFMC Sessions 6 & 7
- MFMC Session 5: Activity 7 - Closing Circle
- Mood Meter

## DAY 6

### Values (MFMC Session 6) and Relationships (MFMC Session 7)

#### Training Session 1 – Information Sharing

- Housekeeping and Recap of Previous Day
- MFMC Session 6: Activity 1 – Let's Play: House on Fire
- MFMC Session 6: Activity 3 – Let's Do: What Are Values?
- MFMC Session 6: Activity 4 – Let's Play: Value Voting
- MFMC Session 6: Activity 5 – Let's Do: Choosing Our Values
- MFMC Session 6: Activity 6 – Let's Talk: My Important Values vs. My Behaviour

#### Break

#### Training Session 2 – Administrative Duties (During) (See Annex 3.)

- Session Evaluation Form (SEF)
- Information and Session Completion Form (I SCF)
  
- HIV/AIDS Issue Discussion

#### Lunch

#### Training Session 3 – Information Sharing

- MFMC Session 7: Activity 1 – Let's Play: Cat & Mouse Get Away
- MFMC Session 7: Activity 3 – Let's Do: Talking About the Opposite Sex
- MFMC Session 7: Activity 4 – Let's Play: Relationships & Communication
- MFMC Session 7: Activity 5 – Let's Do: What Do You Want in a Relationship?
- MFMC Session 7: Activity 6 – Let's Talk: Showing You Care

#### Break

#### Training Session 4 – Facilitation

- Peer review exercises (language groups)  
    Lead MFMC Sessions 6 & 7
  
- Homework - Look ahead to MFMC Sessions 8 & 9, Read Handout - Background Information: Alcohol Use & Abuse (See Annex 8.)
- MFMC Session 7: Activity 7 - Closing Circle
- Mood Meter

<p>DAY 7</p> <p>Saying No (MFMC Session 8) and Alcohol/Drugs (MFMC Session 9)</p>
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Training Session 1 – Information Sharing

- Housekeeping and Recap of Previous Day
- MFMC Session 8: Activity 1 – Let's Play: Yes/No Game
- MFMC Session 8: Activity 3 – Let's Do: Saying No
- MFMC Session 8: Activity 4 – Let's Play: Helping to Delay Sex
- Discuss handout Bad Reasons for Having Sex/15 Ways to Stay Away from Sex (See Annex 9.)
- MFMC Session 8: Activity 5 – Let's Do: When No is No: When No is Not Yes
- MFMC Session 8: Activity 6 – Let's Talk: Putting It All Together – Making Choices

Break

- Training Session 2 – Administrative Duties (After) (See Annex 3.)
- Procedure for returning materials
- Accounting of refreshments and transport
- Other forms with which to be familiar (RFR, contact teacher, facilitator evaluation)
  
- HIV/AIDS Issue Discussion

Lunch

Training Session 3 – Information Sharing

- MFMC Session 9: Activity 1 – Let's Play: Acting Drunk
- MFMC Session 9: Activity 3 – Let's Do: Alcohol, Drugs and Your Peers
- MFMC Session 9: Activity 4 – Let's Talk: Use and Abuse – The Health Risks
- MFMC Session 9: Activity 5 – Let's Play: Peer Pressure and Substance Abuse
- MFMC Session 9: Activity 6 – Let's Do: Self-Assessment and Risky Behaviour

Break

Training Session 4 – Facilitation

- Peer review exercises (language groups)  
    Lead MFMC sessions 8 & 9
  
- Homework - Look ahead to MFMC Session 10, Read Annex 11 of the MFMC Facilitator Manual: Some Notes on AIDS Awareness Clubs
- MFMC Session 9: Activity 7 - Closing Circle
- Mood Meter

<p>DAY 8</p> <p>Our Future (MFMC Session 10) and Outreach Activities</p>
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Training Session 1 - Information Sharing

- Housekeeping and Recap of Previous Day
- The Road of Life exercise.

Facilitators should instruct the participants to turn their papers sideways and draw a road all the way along the paper. This is the road of their life. The beginning of the road, on the left side, is when the participants were born. They should then make a mark in the middle of the line, to show where they are now in their life. On the right part of this line, is the rest of their lives in the coming years. Then instruct them to put drawings or writing on either side of the today mark, showing the events in their life prior to now and the things they want to accomplish or do in the coming years, big or little. After they have finished, asked them to identify the most important thing they want to accomplish in the coming years and what they have to do to make this happen. Then ask them what would happen if they became HIV positive.

- Peer review exercises (language groups)  
Lead MFMC Session 10. (Participants should be instructed to lead these activities with use of the manual only. At this point they should be able to lead these activities without prior demonstration. However, facilitators must be available to answer questions.)

Break

Training Session 2 - Administrative Duties (After)

- Post-session activities of facilitators. Emphasize compilation and support of MFMC graduates' personal action plans. (See Annex 3.)
- Assignment of activities for final peer review exercise on Day 9. The *Let's Talk* and *Let's Do* activities from every MFMC session should be put into a hat. Participants draw the activity they will lead in front of the full group the following day.
- HIV/AIDS Issue Discussion

Lunch

Training Sessions 3 & 4 - Interviews and outreach activity preparation

- Homework - preparation for final peer review exercise
- Closing Circle
- Mood Meter

Evening Activity - performance of outreach activities (dramas, songs, poems, etc.)



<p>DAY 9 Putting It All Together</p>
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Training Session 1 – Final Peer Review Exercise (full group)

- Housekeeping and recap
- See Annex 10 for Final Peer Review Exercise scorecard.

Break

Training Session 2 – Final Peer Review Exercise (full group)

Lunch

Training Session 3 – Final Peer Review Exercise (full group)

Break

Training Session 4 – Final Peer Review Exercise (full group)

- Homework – study for facilitator knowledge quiz and oral exam (if oral exam is announced)
- Closing Circle
- Mood Meter

<p>DAY 10 Challenges to AIDS Educators</p>
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Training Session 1

- Housekeeping and Review
- Finish Final Peer Review Exercise (full group) - if necessary
- Facilitator Knowledge Quiz (See Annex 11.)
- Oral Exam

Break

Training Session 2

- Finish Oral Exam - if necessary
- Regional group plans

Lunch

Training Session 3

- Evaluations (See Annex 11.)
- Graduation Preparation (See Annex 11 for sample certificate.)

Break

Training Session 4

- Graduation Ceremony
  
- Closing Circle
- Mood Meter