

Basha Lesedi Project

Radio Drama

Listener Discussion Group

Facilitators Guide





FHI 360 Botswana

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1

INTRODUCTION

The **Basha Lesedi Project (BLP)** aimed to improve HIV prevention behaviors among youth aged 10-17 in two districts of Botswana, Barolong (sub-district) and North East, by promoting:

- ▶ **Abstinence** for young people who are not yet sexually active
- ▶ **Faithfulness**
- ▶ **Partner reduction**
- ▶ **Correct and consistent condom use** for youths who are sexually active.

Funded by the Centers for Disease Control and Prevention in Botswana (BOTUSA), the BLP was a five-year program led by Family Health International (FHI 360) in partnership with: Botswana Network for AIDS Service Organizations, Botswana Network for People Living with AIDS, Botswana Christian AIDS Intervention Programme, Makgabaneng, Humana People to People and Stepping Stones International.

One of the key interventions of project was the Basha Lesedi radio program produced by Makgabaneng and implemented in the two districts by Humana People to People. Its success in the field led the BLP to produce this guide so that other groups in Botswana can use the radio program to promote change among youths and adults in their districts.

Together the radio program and this listener discussion group (LDG) guide strive to generate, and sustain, dialogue among youths and adults around issues that are considered sensitive in most parts of Botswana. By modeling behaviors and increasing communication about such issues, the radio program hopes to help keep people in Botswana free of HIV and encourage them to provide compassionate care and support to those who are already infected. It also promotes positive social norms, parent/caregiver-child communication, reduced alcohol use, gender equity and equality and referral for services.

2 WHY USE A RADIO DRAMA AND LISTENER DISCUSSION GROUPS?

The Basha Lesedi radio program is a continuing story about a fictitious community in Botswana with storylines and characters that attract and hold the interest of people (similar to a soap opera on TV). The drama shows how the main characters manage the relationships and challenges in their lives, and follows them through a gradual process of change in awareness, attitude and behavior. Each episode takes the characters and storyline further and introduces new issues. The main characters make both positive and negative choices and model possibilities for making changes in their lives.

Edutainment (entertainment that educates) like this radio drama has been increasingly used globally to communicate messages about health and other issues. It is seen as a powerful tool for social change as it strengthens the emotional and psychological appeal of messages and provides a believable and interesting way to explore sensitive issues. The aim of edutainment is to increase knowledge and change attitudes and behaviors of audience members. The behavior changes chosen by BLP to be modeled in the drama were based on addressing the known drivers of the HIV epidemic in Botswana, these include:

- ▶ **Alcohol/drug** abuse
- ▶ **Multiple concurrent** partners
- ▶ Early **sexual debut**
- ▶ Inconsistent **condom use**.

Work in the field showed that, through the drama, listeners learnt that change is possible and that a young person or adult is capable and powerful enough to control his or her own behavior. The field work showed that the radio drama had the following benefits:

- ▶ It represents the **real situations** facing young people in Botswana
- ▶ It provides an **emotional connection** with the audience who identify with the

key characters in the drama and put themselves in the situations portrayed

- ▶ It covers a **wide range of issues** within an ongoing storyline e.g., sex, relationships, peer pressure, teenage pregnancy, alcohol and drug abuse, parent-child communication, etc.
- ▶ It provides **long term and repeated exposure** to the different issues and through modeling helps people understand the consequences of their actions
- ▶ It provides the **stimulus** for group discussion as listeners are motivated to discuss the characters in the drama and their lives with their peers
- ▶ It provides **positive models** of how young people can manage difficult situations and these models inspire young people to act in similar ways.

The theoretical basis of edutainment is that people learn how to behave – and how to change their behavior – by watching others. It is expected that listeners of the BLP drama will relate to the characters and form emotional bonds with them which will trigger behavior and/or attitude change. Furthermore, the drama will motivate people to participate in discussions about the issues raised in each episode. This guide provides questions which will assist the facilitator with these discussions.

2.1 MARCH Strategy For Behavior Change

The Basha Lesedi LDG program adopted the MARCH strategy for behavior change. MARCH, which stands for Modeling And Reinforcement to Combat HIV/AIDS, is based on two fundamental principles of behavior change:



- a) **Modeling** - showing people how to change by providing them with role models
- b) **Reinforcement** - supporting people's efforts to change through discussion organized at the local level.

Modeling

The serial drama tells relatable stories about difficult situations faced by key characters in adopting safer HIV related behaviors. For instance, there is a storyline about a young girl getting a sexually transmitted infections (STI) and another about a young man getting into trouble at school and with the police. The drama demonstrates how characters can prevent HIV transmission, support people who are living with HIV and communicate more effectively with parents/caregivers. Through modeling the drama hopes to show the audience how to adopt similar positive behaviors. It also shows how some people fail to adopt these target behaviors and the consequences of that failure.

There are three types of characters in the radio serial drama:

- ▶ **Positive characters** – those who hold positive values and behaviors, e.g., practicing safe sex
- ▶ **Negative characters** – those with negative values and behaviors, e.g., drinking excessively
- ▶ **Transitional characters** – those who are neutral towards the positive values and behaviors but who transition over time into positive role models.

The **transitional characters** are the most important because they demonstrate the struggle and difficult choices they make as they move towards safer and healthier behaviors. Audience members identify with these characters and see that someone just

like themselves was able to overcome barriers to change and this motivates them to act in similar ways.

The table on page 4 gives a list of some of the key characters in Basha Lesedi radio drama and the behavior changes they are modeling.

Reinforcement










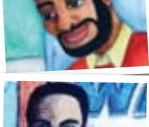
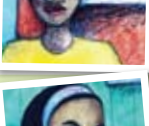
As part of the MARCH strategy, reinforcement occurs at the community and interpersonal level through discussions and activities facilitated by peer educators, traditional teachers and drama groups. Reinforcement activities are designed to:

- ▶ **Stimulate** dialogue
- ▶ **Personalize** information
- ▶ Provide **links** to services
- ▶ **Reduce barriers** to behavior change (e.g., lack of knowledge or skills, beliefs, low self-esteem as well as broader social norms)
- ▶ Assist with the creation of a **supportive** community environment.

Through the radio drama LDGs, facilitators will be able to start the process of reinforcing what has been learned from the drama. The discussions will help listeners apply messages from the radio drama to their own lives, learn how to practice the new skills needed to implement the desired behaviors and encourage reflection. By involving members of the community in the listener groups it is hoped that people are mobilized to endorse and support behavior changes among their own peers, family and social networks. It is imperative that communities become involved and are supportive of the new social norms and safer behaviors modeled in the radio dramas order to sustain positive changes.

3

KEY CHARACTERS IN THE RADIO DRAMA

Character		Theme	Desired Behavior
	ABIGAIL Female teen modeling delayed sexual debut	Abstinence	Delay initiation/abstain from sex until completion of secondary school
	AMANTLE HIV positive child	Parent-child communication	Antiretroviral (ARV) medication adherence and open/honest communication with parent/caregiver about HIV status
	BASHA Male teen modeling delayed sexual debut	Abstinence	Delay initiation/abstain from sex until completion of secondary school
	BLACKJACK Man in multiple concurrent relationships	Partner reduction / faithfulness	Stop engaging in multiple concurrent partnerships, use condoms correctly and consistently and be faithful to one partner
	MR. BRETT'S Adult male teacher involved in risky behavior	Intergenerational sex and multiple concurrent partners	Stop engaging in sexual relationships with students in exchange for grades, reduce partners and be faithful to one partner
	MR. KUMBULANI Adult male teacher modeling positive behavior	Positive adult-child relationships	Remain a positive adult role model and show interest in the well-being of the students
	LETTY Orphaned child looking after siblings	Orphans and vulnerable children (OVC)	Attend school regularly, access all OVC programs and seek assistance if in an abusive situation
	LUCRETIA Second girlfriend of a man with multiple concurrent partners	Condom use	Correct and consistent condom use, prevent the spread of STIs
	MESHACK Father to an HIV positive child	ARV adherence and HIV disclosure	Open/honest communication with children about their HIV status
	TIRO Male teen involved in risky behavior	Alcohol abuse	Stop abusing alcohol/drugs and become a responsible/productive young person
	TJEDZA Female teen involved in risky behavior	Intergenerational sex/unplanned pregnancy	Stop engaging in intergenerational sex, become a responsible/productive young person and avoid unplanned pregnancy and STIs



4

PURPOSE OF THIS GUIDE

This guide will help you lead the Basha Lesedi radio program LDG sessions. For each episode this guide provides you with:

- ▶ A **synopsis** (summary) of the episode
- ▶ A list of the **key themes** and the characters who model the related behaviors
- ▶ Questions to ask the group to facilitate **discussion, debate and learning**
- ▶ **Tips** on facilitation
- ▶ **Key messages** for the participants to consider during the following week
- ▶ **Guidance** on how to plan, organize and implement sessions.

The above is provided in English and Setswana. The guide contains the 48 episodes of the radio drama (which is recorded in Setswana) in CD format. You will need to provide:

- ▶ A **functional** CD player or laptop computer
- ▶ Facilitators trained in **small group** facilitation around HIV and AIDS and other sexual and reproductive health issues
- ▶ **Snacks** for LDG participants (optional).

5

WHO SHOULD USE THE RADIO DRAMA?

Project managers and/or program staff from NGOs, CBOs, FBOs, schools and organizations working with people who are living with HIV, young people and adults will all find the radio drama useful. This list is not exhaustive and other groups, e.g., sports clubs or workplace wellness committees, may find that this drama fits their existing objectives.

6

ORGANIZING LISTENER DISCUSSION GROUPS

Existing or new groups can use the Basha Lesedi radio drama LDG activity. Youths or adults already attending organized groups such as Parent-Teacher Associations, abstinence clubs, scripture unions, church groups, sports leagues and clubs, OVC groups etc. could use the drama to come together regularly and discuss the themes investigated in the serial.

Your organization or program may have a group of youths or adults that assembles on a regular basis that you want to use to form a listener discussion group. Alternatively, your organization or program may have sufficient staff to reach out into the communities and mobilize new groups to form to listen to the radio drama program on a regular basis.

The program is directed to two different types of groups:

- ▶ **Young people** aged 10-17
- ▶ **Adults** e.g., parents, guardians and other concerned adults.

However, anyone who wants to participate in the group should be welcome.

For youth groups, if you have enough participants, you may want to split the group by age or by sex. Single sex groups may make adolescents more comfortable discussing sensitive issues related to sex and dating around their peers however, mixed sex groups can lead to lively debate. Similarly, older youth (e.g., 14-17 may have a different response to issues of sexuality than younger youth (e.g., 10-13 because they may have more direct experience with some of the issues or have already gone through puberty.

When inviting people to join the groups, explain:

- ▶ That participation is **voluntary**
- ▶ That participants are expected to be a group member for at least **six months**

- ▶ **How people will benefit** from LDG membership e.g., developing new skills and an understanding of issues which affect them or their community.

How many participants should be in a LDG?

A group should have approximately 8 to 20 members. The aim is to get a group size in which everyone feels comfortable and able to participate actively. The quality of the discussion is more important than the number of people in the group.

How often will an LDG meet and where?

Ask group members to decide on a meeting time and location that are convenient for the participants and facilitator. This may mean that the group will choose to meet on a weekend or in the evening after business hours in an urban environment. In a rural environment, the group may need to create a schedule for the meetings around available daylight or seasonal crop needs.

Let each group decide on where they should meet. LDGs can be held in a variety of settings, including homes, schools, clinics, churches, workplaces or in community spaces such as under a tree. Find a site which is comfortable and safe for participants, and free from noise and other distractions. If the group selects to meet outdoors, make sure to have a back-up plan for where to meet during bad weather.

Encourage your group members to commit to meeting regularly. Each group should meet once a week, but can meet more often if that is what is agreed. LDGs work best when the same people attend on a regular basis. If the groups do not meet on a regular basis, some members may drop out because there is no clear, dependable schedule to the meetings; other members may forget what was discussed in the last meeting.



You should take extra care never to make an appointment with a LDG unless you are sure you can keep it. Breaking an appointment with a group can cause the participants to take the group less seriously and may cause them to have less respect for or trust in you. If you must cancel the meeting, you should communicate the cancellation to the participants by phone, text or sending a message with someone ahead of the scheduled time.

6.1 The Facilitator's Role and Tips

Your role as the facilitator is to ensure the group members engage with each other in order to learn from one another. This is different than being a formal teacher who helps people learn through instruction and lectures. The facilitator of a LDG is NOT a subject expert or a teacher. You are not expected to act like a classroom teacher, presenting information through talks or one-way communication.

In some sessions group members may be asked to think about experiences in their lives which may have been painful and may trigger strong emotions. You must be ready to deal with them. For example, if someone starts to cry or becomes very emotional, it is important that it's not turned into a big issue. You should: calm the group, take a break, let the person cry and be supportive, and, if necessary, take him/her outside. It is important you ensure no one is forced to share experiences, people are allowed to speak uninterrupted and the importance of confidentiality and respect is emphasized.

Some participants may get upset by certain topics, e.g., sex. They may have doubts about themselves or may feel uncomfortable talking about these issues with others. In order to handle these sensitive topics you should:

- ▶ Be able to discuss these issues without feeling **uncomfortable**.
- ▶ Use **polite local words** for sensitive words—all languages and cultures have words that may be more acceptable to use rather than direct language such as “sex” or “vagina”.
- ▶ Use examples from the radio drama. By mentioning what happens to the characters in the drama group members will feel **less threatened** and will be more objective in their analysis.
- ▶ Be knowledgeable on the issues.
- ▶ **Talk and listen** to a participant in private to find out why the person is uncomfortable or upset if the situation demands it. Provide him/her with understanding and support.

The **GROUP RULES** will help you deal with many of these situations. Work with your group to establish group rules at the start of sessions. You may wish to include some of the following rules: allow only one person to speak at a time and let them speak uninterrupted; don't contradict when someone is describing their own experience; and ensure everyone has a chance to speak. One rule that must be included is to ensure confidentiality to all participants in the group.

7

PREPARING FOR LISTENER DISCUSSION GROUP SESSIONS

As the facilitator of a LDG, you need to prepare adequately before leading a session. In addition to the tips below, preparation involves mobilizing young people and adults to attend the sessions and ensuring sustained membership. Remember, LDGs work best when the same people attend the sessions over a long period of time.

Getting ready for each session

- ▶ **Listen** to the radio program before facilitating the session.
- ▶ Become familiar with the **program's content** and the questions in the LDG guide.
- ▶ Identify and understand the **themes/messages** of the radio program for the session.
- ▶ Understand the **characters** and their behaviors.
- ▶ Prepare some notes on the **key points** to guide your discussion.
- ▶ Ensure the **seating arrangements** are comfortable and that all participants are able to hear the radio program and each other. A circle is often the most suitable arrangement.
- ▶ Have a **sign-in sheet** ready where you can capture attendance and contact details.

Timing the meetings

- ▶ Plan for **short sessions**; usually no more than 60-90 minutes is best.
- ▶ **Communicate** the time when the session will start and inform members to keep track of time.
- ▶ Always start the session **on time**.

7.1 Steps for Conducting the LDG Session

Following are the steps to take when conducting the LDG sessions:

Step 1: Open the session

For the first session:

1. **Welcome and greet** the group. Introduce yourself and allow some time for participants to introduce themselves to each other. If participants do not know one another it could be useful to do an 'icebreaker' (a fun activity) to allow participants to get to know one another and to build comfort and trust among the group.
2. **Introduce** the group to the radio program by saying:
This radio show was produced as part of the Basha Lesedi Project...
[See the Introduction section on page 1 above for language to use when describing BLP and the radio show].
3. **Explain** to the group how the sessions will run by saying:
We will listen to a 15-30 minute episode and then discuss what we heard for 30-60 minutes.
4. **Agree** on group rules e.g., confidentiality (see Section 6.1 on page 7 about agreeing group rules).
5. Ask for the group's **commitment** to attend each session as scheduled. Work with the group to come up with a day of the week, time of day, duration and location would suit them for the sessions.



6. At the first session, and in subsequent ones, emphasize the importance of **participation** by all. The success of the LDG depends on everyone's full participation. Try to encourage people who are quiet to speak up by finding appropriate opportunities to engage them in the dialogue.

For subsequent sessions:

1. **Welcome** and greet the group.
2. Ask what people **remember** from the previous episode. Review key messages from the previous session.
3. Ask people to **share** anything from their own experience that made them think about or act on what they learned from the previous session's content and discussion.
4. Ask participants if they are **happy** with the way the sessions are progressing and make changes e.g., venue, if the group requests.

Step 2: Listen to the episode

1. Ask participants to **listen attentively** and not to leave unless absolutely necessary.
2. Ask participants to **turn off cell phones** and refrain from talking to others.
3. Once again **make sure everyone can hear** the program.

Step 3: Discuss the drama

1. Using the Listener Discussion Guide as a reference, ask the group to **share** what happened in the story.

2. Ask the group to **identify** the issues raised and to note in what scenes they heard messages related to these issues.
3. **Discuss** the issues identified and guide the group towards recognizing the themes listed, if any are missed.
4. During the drama discussion some issues/themes might emerge which are not written in the LDG guide. Allow people to **raise and discuss** these as long as they are linked to the project objectives/themes.

To facilitate discussion each guide includes basic questions and follow-up questions (called probes) related to that episode. Ask the group the questions and probes, as needed. Please note, some questions are specifically aimed at youth groups, while others are for parent/adult groups. These are clearly identified in the guide.

Step 4: Close the session

As you close the session use the list of key messages for participants to consider during the week to provide some parting thoughts. Say something like:

I hope you enjoyed today's session, the drama and our discussion. I look forward to seeing you at the next session [be specific about what day, time and where the next session will be]. In the meantime, think about what you've heard this week and try to apply what you have learned in your daily life.

Before closing ask if the participants have any questions or comments. Thank everyone for their time and contributions.

SYNOPSIS

During a school assembly at Mosenene Community Junior Secondary School (CJSS) in the village of Serobing the School Head, **Mr. Tlou**, reprimands both teachers and students for having engaged in sexual acts while attending a weekend sports competition in Broadklep. He describes the disgrace it has brought the school and reminds those involved that they risked exposing themselves to HIV, other sexually transmitted infections (STI) and pregnancy.

After the assembly one of the students, **Carol**, raises concerns about student-teacher relationships with her classmate **Tjedza**. Tjedza, who is having a sexual relationship with a teacher, accuses Carol of jealousy because Carol does not have a teacher for a boyfriend.

Meanwhile one of the teachers, **Mr. Bretts**, calls a schoolboy named **Tiro** to his private storeroom. Tiro regularly helps Mr. Bretts identify female students to be his sexual partners.

Mr. Bretts asks Tiro to tell Tjedza to cool their relationship for a while because of the scandal. He also gives Tiro money to buy alcohol for Tjedza knowing this will keep the young girl occupied.

Another teacher, **Mr. Kumbulani**, goes to visit one of his best students, **Letty**, at home. Mr. Kumbulani is concerned that Letty has been missing school and wants to find out why. All that Letty can do when questioned on her absenteeism is cry.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Risky sex

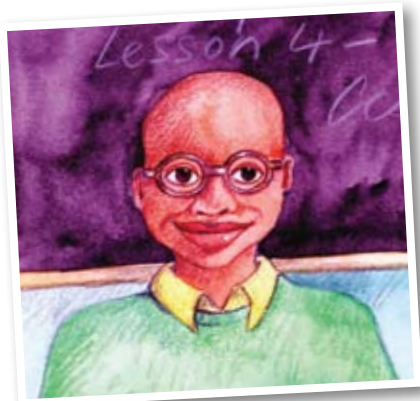
Students and teachers

Intergenerational sex and abusive relationships

Tjedza and Mr. Bretts

Alcohol use

Tiro and Mr. Bretts



DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 Why is the School Head upset by what happened at the weekend sports competition? Why is he worried about teachers and students having sex?
- 2 Why do you think Carol is concerned about student-teacher relationships? Why do you think Tjedza accused Carol of being jealous? Do you think this is a fair accusation?
- 3 Why do you think Tjedza and Mr. Bretts are engaged in a sexual relationship?
- 4 Why do you think Mr. Bretts wants Tiro to buy alcohol for Tjedza?
- 5 How do you think Tjedza will react to Mr. Bretts' desire for a break?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 Does intergenerational sex occur in your community?

Probe:

- Why are young people and adults, like Tjedza and Mr. Bretts, involved in sexual relationships?

- *What are the benefits of engaging in this kind of relationship for someone like Tjedza?*
 - *For someone like Mr. Bretts?*
 - *What are the risks and consequences involved in intergenerational sex?*
 - *How do the risks and consequences differ for a young person versus an adult?*
 - *What about boys, do they engage in sexual relationships with older women?*
 - *What are the benefits of these relationships for the boy and for the woman?*
 - *What are the risks and consequences?*
- 2 What do people in your community do when they find out that an adult is having sex with a young person?

Probe:

- *Is it acceptable for these kinds of relationships to occur?*
 - *Does anyone in your community speak out against intergenerational sex?*
 - *Why or why not?*
- 3 Mr. Bretts thinks buying Tjedza alcohol will occupy her. Is it common in your community for young people to drink?
- Probe:**
- *Is it easy for young people to access alcohol?*
 - *Where do they get it?*
 - *Is it common for adults to buy alcohol for young people?*
 - *Why do young people in your community drink alcohol?*
 - *Do adults ever encourage young people to drink?*
 - *Why would they do so?*

Y IN YOUR LIFE: Questions for youths

- 1 How common is it for youths to be approached by an adult for sex? How did the young people respond?
- 2 What do you think can assist young people, such as yourself, to resist sexual requests from adults?
- 3 How can you support your friends or siblings to resist the sexual advances of adults?
- 4 Did you know that Botswana liquor laws restrict the sale of alcohol to children

under the age of 18? Are these laws enforced in your community? Why or why not? What are the risks and consequences of young people drinking alcohol at an early age? What could be done to keep young people from drinking alcohol?

A IN YOUR LIFE: Questions for adults/parents

- 1 What do you think you can do to prevent adults from having sex with young people?
- 2 What you do think you can do to help young people resist peer pressure?
- 3 Did you know that Botswana has liquor laws that restrict the sale of alcohol to children under the age of 18? Are these laws enforced in your community? Why or why not? What could be done to keep young people from drinking?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Know what you can do to stop adults taking advantage of you, physically or emotionally.

FOR ADULTS/PARENTS

- A** Be aware of adults in your community who look to take advantage of youths. Help police by reporting illegal activity.
- A** If you think a young person is in a difficult situation with another student or adult try to get them to talk to you about the problem and offer to help.

SYNOPSIS

Tjedza confides in **Tiro** that she is unhappy about not visiting her lover, **Mr. Bretts**, and she makes it clear she does not want to keep a low profile. Tiro tries to convince her that keeping away from Mr. Bretts will prevent either party from getting into trouble.

Meanwhile another student, **Basha**, unhappy with the school's athletic performance at the sports competition tells his mother it was probably because teachers and students were too busy having sex. Basha tells his mother, **Sethunya**, that he was not involved, none-the-less she advises Basha against having sex with teachers and gives him tips on dealing with teachers that might be sexually interested in him.

Back at the teachers' quarters **Mr. Kumbulani** tells Mr. Bretts that he thinks something is terribly wrong at **Letty's** house and that Letty seems to be her siblings' sole guardian.

Later on in the day Tiro's uncle, **Blackjack**, finds Tiro washing cars at Blackjacks' makeshift carwash. Blackjack has just heard about the sex scandal and is angrily accusing Tiro of being the chief perpetrator. Tiro reminds his uncle that he is not an athlete at school so there is no way he could have been at the sports competition. Blackjack is suspicious, but accepts the explanation noting that Tiro is so naughty he could be operating as a go-between for teachers and students involved in illicit affairs.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Basha and Sethunya
Blackjack and Tiro

Orphans and vulnerable children

Mr. Kumbulani, Mr. Bretts and Letty

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 What do you notice about the differences in how Basha's mother communicates with him as compared to how Blackjack speaks to Tiro?

Probe:

- How do you think these different styles affect the young people?

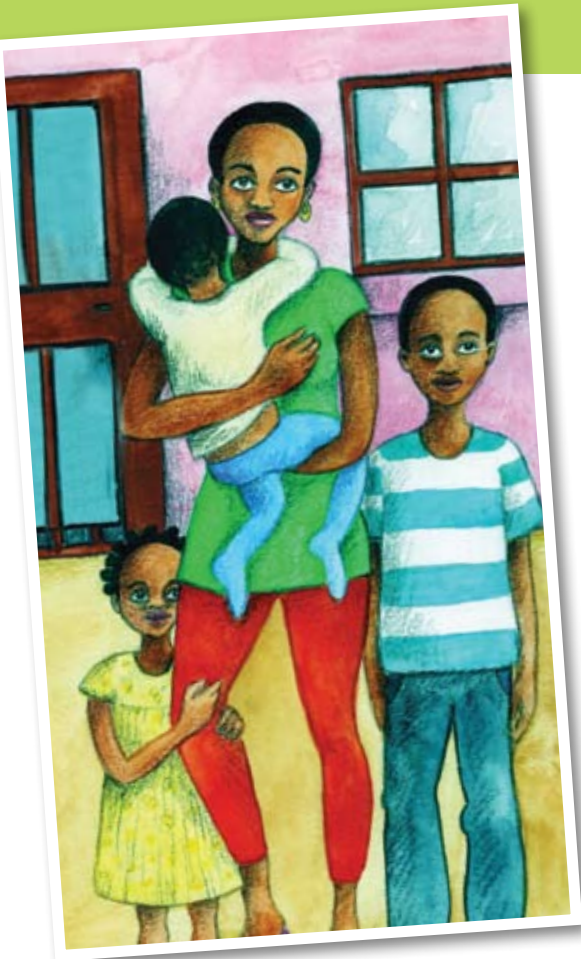
- 2 What do you think of the tips Basha's mother gave him about handling teachers interested in having sex with him? Is there something more she could have said?
- 3 In what ways would you consider Tjedza and Tiro good friends? What about their interactions is positive? What is negative?
- 4 Why might Letty be her siblings' sole guardian? What could have happened?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 What kinds of topics do parents and children discuss?

Probe:

- What topics aren't usually mentioned? Why?



- What are some of the things that make discussions about sexual and reproductive health issues and HIV/AIDS between parents and their children difficult?
- What kinds of things might make it easier for parents to talk with their children about such issues?

- 2 Are there children in your community who look after themselves? If so, why? What kinds of challenges do they face?

Y IN YOUR LIFE: *Questions for youths*

- 1 What kinds of things do you talk about with your parents?

Probe:

- What kinds of things do you not talk about? Why?
- What kinds of issues do you wish you could talk about with your parents?

- 2 What kinds of things have your parents talked about with you?

Probe:

- What do they say about sexual health and HIV/AIDS issues?
- What more do you wish they would say?

- 3 What can you or your community do to help a young person like Letty?

A IN YOUR LIFE: *Questions for adults/parents*

- 1 What kinds of things do you talk about with your children?

Probe:

- What kinds of things do you not talk about? Why?
- What have you told them about sexual health and HIV/AIDS issues?
- What more do you wish you could say?

- 2 What kinds of things have your children talked about with you?

Probe:

- What have your children asked you about sexual health and HIV/AIDS issues?
- What have they told you about their own or their peers' concerns or experiences?
- What more do you wish they would say?

- 3 What can you or your community do to help a young person like Letty?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS



Let your parents/caregivers know what sort of things you would like to discuss with them. Don't be afraid to approach them.

FOR ADULTS/PARENTS



Make time to speak to your children. Talk to them without any pre-conceived notions about their behavior.

SYNOPSIS

Meshack has a HIV positive child, **Amantle**, who attends the local primary school. When Meshack tries to explain the situation to Amantle's teacher, he is unable to state the facts and uncomfortably says that the child is sick, providing no specific detail of the child's condition. In response, the teacher asks Meshack to bring a letter from the doctor detailing Amantle's problem.

On the other side of town **Tjedza's** sister, **Abigail**, has just gotten home accompanied by her friend **Kopano**. Although of opposite sexes, Kopano and Abigail have a close, platonic (free from sex) relationship. The two discuss the sex scandal at school and agree their village needs a Christian crusade about abstinence and delaying sexual debut until after marriage. They agree to speak to the pastor.

Tjedza pays **Basha** a visit and Tjedza asks Basha to wake-up and stop being a 'bari'. She says having sex is part of being cool and that Basha needs to find a sugar mommy if he really wants to 'taste' life.

Meanwhile, when Amantle comes home late from playing, having missed her ARV treatment time, Meshack struggles to explain to Amantle why it is important for her to take her medicine at certain times. It becomes clear that Meshack has not told Amantle she is HIV positive.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Meshack and Amantle

ARV adherence and disclosure

Meshack and Amantle

Peer pressure

Basha and Tjedza

Boy-girl relationships

Kopano and Abigail

Abstinence

Kopano and Abigail

DRAMA DISCUSSION

Y *IN THE DRAMA – what is going on? Questions for adults/parents and youths*

- A** 1 Why is it difficult for Meshack to disclose his daughter's HIV status to the teacher? Why hasn't he told Amantle that she is HIV positive?
- 2 Why are Abigail and Kopano concerned about the sex scandal?
- 3 Why does Tjedza think Basha is boring? Why is she pressuring him to find a sugar mommy? What do you think he will do?

Y *IN YOUR COMMUNITY: Questions for adults/parents and youths*

- A** 1 In what ways does the community support HIV positive children? What more could be done?
- 2 In what ways can being involved in the church positively affect young people's lives?
- 3 Is it common for boys and girls to be platonic friends? What do other young people think of these friendships and those involved?
- 4 Is there a lot of peer pressure to engage in sexual activity? In what ways do friends pressure each other? What kinds of things do they say and/or do?

Y IN YOUR LIFE: *Questions for youths*

- 1 In what ways do your friends influence you? What do you do if your friend pressures you to do something you think is wrong or you don't want to do?
- 2 Do you know anyone your age who has had sex?

Probe:

- *If so, do you think they were emotionally ready for it?*
 - *Is it common of young people your age to use condoms to prevent pregnancy and disease? Why or why not?*
 - *What are the consequences of having too-early sex?*
- 3 What are the important things to think about when deciding to have sex or not?
- ### **Probe:**
- *If you were planning on having sex would you talk to your parents first? Why or why not?*
 - *What would you want to know?*
- 4 Do you have friends of the opposite gender with whom you don't engage in sex?
- ### **Probe:**
- *What is different about these friendships than ones that are sexual?*

A IN YOUR LIFE: *Questions for adults/parents*

- 1 Do you know parents who have not told their children they are HIV positive? Why is this the case? What could you do to help?
- 2 In what ways do your children's friends influence them? How can you support your children to withstand negative peer pressure?
- 3 Do you think young people in your community are having sex?

Probe:

- *Do you think you would know if your own children were sexually active?*
- *If you think they have had sex, do you think they were emotionally ready?*
- *Would you prefer for them to stay abstinent?*

- *What can you do to help them make that choice?*
- 4 Do you ever talk to your children about sex?
- ### **Probe:**
- *How often?*
 - *What have you told them?*
 - *Do you think your children will talk to you about sex before they try it?*
 - *What would you tell them if they did?*
 - *What do you think your children need to know about sex?*

- 5 Do your children have friends of the opposite sex?

Probe:

- *Do you think it is okay for young people to have platonic relationships with the opposite sex?*
- *In what ways do you think these relationships are important for them?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Do not let your peers pressure you in to doing things before you are ready. Be confident enough in your beliefs and in yourself to say no to other people, both youths and adults.

FOR ADULTS/PARENTS

- A** Talk to your children about their interactions with other youths. Reassure them that it is okay to say no to people when they do not want to do something.

SYNOPSIS

Mr. Kumbulani has gone to check on **Letty** and her siblings again. He finds the children alone and locked inside the house. Apparently Letty has gone to do laundry for another household to make a little money. The little girl who talks to Mr. Kumbulani through the window tells him their food supplies ran out yesterday.

Back at school **Tjedza** has had enough and goes to **Mr. Bretts'** office to insist they continue their relationship as usual. Mr. Bretts tries to explain the importance of the break but the young girl demands he at least give her money for airtime so she can call when she misses him. Tjedza wonders why Mr. Bretts does not give her a goodbye kiss as usual.

Meanwhile **Abigail's** father, **Themba**, is worried about her relationship with **Kopano**. He asks his wife, **Sekgele**, why the two are always together and why Kopano never comes into the house when he and Abigail return from church. He sees this as a sure sign that something mischievous is going on. Sekgele assures Themba that their daughter is a devoted christian who knows better than to have sex before marriage.

While getting his car washed at **Blackjack's** place, **Meshack** inquires about the progress of the investigations into the sex scandal and learns from Blackjack that the school authorities have kept their lips sealed. Both adults express their displeasure at the pace at which the school's authorities are working while also wondering how the teachers, who are the perpetrators, could solve the case satisfactorily. Blackjack vows he will force the teachers into a corner at the next Parent Teacher Association (PTA) meeting to ensure they update the parents.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Parent-child communication

Themba, Sekgele and Abigail

Intergenerational sex

Mr. Bretts and Tjedza

Orphans and vulnerable children

Mr. Kumbulani and Letty

Caregiver involvement in the school

Meshack and Blackjack

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 What do you think is happening to Letty's family?
- 2 Why does Themba suspect his daughter Abigail is up to something in her relationship with Kopano?
- 3 Is Tjedza still enjoying her teacher-student relationship? If not, why?
- 4 Why are Meshack and Blackjack concerned?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 What can be done to help young people who have to care for their siblings on their own? What troubles do they face? How can these problems be overcome?
- 2 How can a girl or boy be affected by having sex with a teacher?



Y **IN YOUR LIFE: Questions for youths**

- 1 How could you and your community help children like Letty and her siblings?
- 2 Is Themba right to be worried about Abigail?

Probe:

- *What should he do about it? Is talking to his wife the right thing to do?*
- 3 How could you and your community help children like Tjedza?
 - 4 How do you feel about Mr. Kumbulani's actions and why?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 How would you help children like Letty and her siblings?
- 2 Is Themba right to be worried about Abigail?

Probe:

- *What should he do about it?*
 - *Is talking to his wife the right thing to do?*
 - *What do you do when you worry about your children?*
 - *What can you do to encourage healthy relationships between young people of the opposite sex?*
- 3 What do you think your children's school's administration can do to prevent their teachers from having sex with students? What more do you think they should do?
 - 4 What could parents like you do to ensure teachers do not have sex with students?

WRAP UP

- 1 What have you learned from this session?
- 2 Is there anything you can change in your own life to apply these lessons?
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you are open with your parents, and allow them to meet your friends, it will help them trust you because they will know more about what you are doing and who with.

FOR ADULTS/PARENTS

- A** Be involved in your children's lives. Not only does this show you care about them, it will help you recognize when something is wrong.

SYNOPSIS

Mr. Bretts has summoned **Tiro** into the privacy of his office for a thorough scolding. Mr. Bretts is concerned that even though he gave Tiro money and asked him to keep **Tjedza** occupied she came to his office to see him. Mr. Bretts reminds Tiro that they have a two way deal that involves Mr. Bretts covering Tiro's bad deeds at school, which Mr. Bretts threatens to stop doing. Tiro asks for more money and promises to do a better job.

Meanwhile, **Abigail**, who comes home late from church accompanied by **Kopano**, is afraid she will get a scolding from her parents.

Sethunya finds **Basha** reading a magazine with articles about love and relationships. When she asks him about his reading materials Basha explains that he is trying to understand love and sex. Sethunya takes the opportunity to explain to Basha that he is still too young for sex and that he can have a platonic relationship.

Meanwhile **Blackjack** goes to **Meshack's** tuck-shop and enquires why his friend does not have a 'small house' (girlfriend) to keep the place clean since Meshack's wife has passed away. Meshack is adamant that he does not need a girlfriend as he is already very busy at home caring for Amantle and running his business.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Sethunya and Basha

Abusive relationships

Mr. Bretts and Tjedza

Mr. Bretts and Tiro

DRAMA DISCUSSION

Y **IN THE DRAMA** – *what is going on? Questions for adults/parents and youths*

- A** 1 What is happening between Mr. Bretts and Tiro?
- 2 Why is Basha reading a magazine on love and sex?
- 3 What do you think of what Basha's mother told him? Was it useful? What more could she have said?
- 4 What do you think about Meshack's refusal to have a 'small house'?

Y **IN YOUR COMMUNITY:** *Questions for adults/parents and youths*

- A** 1 Do parents talk openly to their children about issues relating to relationships, love, sex, sexuality and reproductive health, including HIV/AIDS?
- 2 Are there times when you hear of older people threatening and/or coercing young people, like Mr. Bretts does to Tiro? What happens? Why is it difficult for a young person to refuse an adult's demands even if they are inappropriate?



Y IN YOUR LIFE: *Questions for youths*

- 1 Where could a young person go for help if they are being coerced and/or threatened by an adult? What could you do to help a friend in such a situation?
- 2 Where do you get your information about sex and relationships?

Probe:

- *Do you ask your friends? Your parents? Read magazines? Search the internet?*
 - *What are the strengths and weaknesses of each of these sources?*
 - *Which of these sources gives the most accurate information?*
 - *Which of these sources is the easiest to use?*
 - *Which sources do you prefer?*
- 3 What are the benefits of having a 'small house'? What are the drawbacks?

A IN YOUR LIFE: *Questions for adults/parents*

- 1 Where could a young person go for help if they are being coerced and/or threatened by an adult? What could you do to help a young person in such a situation? What might you say to an adult you know that is threatening a young person?
- 2 Where do your children get their information about sex and relationships?

Probe:

- *Do they ask you? Their friends? Read magazines? Search the internet?*
 - *What are the strengths and weaknesses of each of these sources?*
 - *Which of these sources gives the most accurate information?*
 - *Which of these sources is easiest for them to use?*
 - *Which sources would you prefer they use?*
- 3 How common are 'small house' relationships in your community? How do you think the children of adults involved in 'small house' relationships are affected by them?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons?
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you are concerned about how your parents will react to a certain situation, talk to them. If you are open and honest about what you are doing it will build trust, if not your parents might suspect you are misbehaving when, in fact, you are not.

FOR ADULTS/PARENTS

- A** When an opportunity to talk to your children about important topics, such as sex, HIV or relationships, presents itself, take advantage of the situation and initiate a conversation.

SYNOPSIS

Sekgele is concerned after seeing **Abigail** come home late with **Kopano**. She enquires as to the nature of their relationship and Abigail informs her they are children of God who abstain from sex. Abigail promises to call the next time if the church service will end late. Sekgele asks Abigail to please recruit her naughty sister Tjedza to go to church with her.

Letty is at home feeding her youngest sibling when **Mr. Kumbulani** walks in to enquire as to what is really happening. Letty shocks Mr. Kumbulani by telling him their mother is dead.

Back at the carwash **Tiro** and **Tjedza** are relaxing. Tiro tells Tjedza he has bought some beers that can help her forget **Mr. Bretts**, but Tjedza informs Tiro that when she is drunk she misses Mr. Bretts more. Tjedza also says that she will have to find another man if Mr. Bretts cannot rise to the occasion.

Meanwhile **Themba** has gone to the school to enquire about the progress of the sex scandal investigations. **Mr. Tlou** tells him that they are continuing to explore the situation. He also tells Themba that the reason many children misbehave is because their parents don't talk to them.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child

communication

Mr. Tlou and Themba
Sekgele and Abigail

Alcohol use/abuse

Tjedza and Tiro

Orphans and vulnerable children

Mr. Kumbulani and
Letty

Caregiver involvement in the school

Themba

Abstinence

Abigail

DRAMA DISCUSSION

Y

IN THE DRAMA – what is going on? Questions for adults/parents and youths

A

- 1 Why is Abigail's mother worried?
- 2 Why does Tiro want Tjedza to drink beer and why is Tjedza reluctant to do so?
- 3 Why is Themba concerned about the investigations?
- 4 Why is Mr. Kumbulani shocked by Letty?

Y

IN YOUR COMMUNITY: Questions for adults/parents and youths

A

- 1 Are there children in your community who have lost one or both of their parents? Are there children who are taking care of their siblings by themselves? What happens to these children?
- 2 What happens when young people get drunk? Do they behave differently? Do people treat them differently?
- 3 In your community are young people comfortable talking to their teachers or their parents about issues relating to sex, sexuality, reproductive health and HIV/AIDS? Why or why not?

Y

IN YOUR LIFE: Questions for youths

- 1 Who do you talk to when something bothers you?
- 2 Do you know who to approach for help if something were to happen to your parents? For instance, if they were to get divorced or die?

- 3 What do you think of Mr. Tlou's statement that children misbehave because parents do not talk with them?

Probe:

- What could parents do to be more involved in the school to help support positive practices among students?
- What could they do at home to counter Mr. Tlou's statement?

- 4 How common is it for young people in your community to drink alcohol?

Probe:

- Why do they drink?
- Do they use alcohol to forget something or make it go away, like Tiro suggests with Tjedza?
- With whom do young people drink?
- What are the risks of drinking alcohol for young people?

A IN YOUR LIFE: Questions for adults/parents

- 1 Do most parents make arrangements for the care of their child/children in case something was to happen to them? Do they then tell their child/children about those arrangements? If not, why not?
- 2 What do you think of Mr. Tlou's statement that children misbehave because parents do not talk with them?

Probe:

- What could parents do to be more involved in the school to help support positive practices among students?
- What could they do at home to counter Mr. Tlou's statement?

- 3 How common is it for young people in your community to drink alcohol?

Probe:

- Why do youths drink?
- Do they use alcohol to forget something or make it go away, like Tiro suggests with Tjedza?
- With whom do young people drink?
- What are the risks of drinking alcohol for young people?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If something bad happens in your life tell a trusted adult, they can help get you the assistance you need.

FOR ADULTS/PARENTS

- A** If you are concerned about your child's behavior, talk to him/her. If the situation is troublesome help your child recognize the danger in his/her choices and work together to come up with ways for him/her to change.

SYNOPSIS

Blackjack and **Tiro** are watching a football match on their 52cm TV set and Tiro is complaining about the picture quality. He urges his uncle to buy a bigger TV. There is a knock at the door and **Lucretia**, Blackjack's girlfriend, lets herself in before being invited in. Blackjack is unhappy that Lucretia did not tell him she was coming because his 'permanent' girlfriend might have been at home. Lucretia dismisses this and says she has as much right to arrive unannounced as the other woman. Blackjack tries in vain once again to explain to Lucretia that theirs is a relationship of stolen moments which is not as permanent as with his other girlfriend. Lucretia sulks, claims not to feel welcome and starts to leave, forcing Blackjack to ask her to stay.

While at school with her friend **Carol**, **Tjedza** receives a call from her new boyfriend Fana. When Carol asks about Fana, Tjedza informs her that he is her new boyfriend from a rich family who, unlike Mr. Bretts, does not want to remain undercover.

At the other end of the village **Mr. Kumbulani** has gone to investigate the situation at Letty's house. He goes to the neighbor who informs him Letty's mother is dead while the father is a drunkard who turns up every month to steal the children's monthly food rations. Mr. Kumbulani realizes the situation with Letty and her siblings is more urgent than he previously thought.

Returning to the sex scandal at the school, **Themba** is getting impatient because Mr. Tlou is taking so long to update the parents. Themba tells his wife, **Sekgele**, about his meeting with Mr. Tlou during which the School Head implored parents to talk to their children and teach them to behave responsibly. Sekgele agrees with Mr. Tlou's statement about communication. Themba goes on to cast doubts about the school's investigative efforts and wonders how the very same teachers who misbehaved with the students can provide a fair assessment of the situation.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Blackjack and Lucretia
Tjedza and Fana

Adult-child communication

Sekgele and Themba

Orphans and vulnerable children

Mr. Kumbulani

DRAMA DISCUSSION

Y

A

IN THE DRAMA – what is going on? Questions for adults/parents and youths

- 1 Why is Blackjack angry with Lucretia?
- 2 Why do you think Lucretia wants to be treated like Blackjack's permanent girlfriend?
- 3 What kind of risks do you think Blackjack is taking by having two girlfriends at the same time?
- 4 What kind of risks does Tjedza face now that she has another boyfriend?
- 5 What do you think will happen when Mr. Bretts finds out about Tjedza's new boyfriend?
- 6 Why does the School Head say better communication with children will make them behave?
- 7 Why does Mr. Kumbulani go to Letty's neighbor?

Y

A

IN YOUR COMMUNITY: Questions for adults/parents and youths

- 1 Are there many children in your community who have been orphaned and/or abandoned by their parents? How/why does this happen?

- How common is it for people in your community to have multiple concurrent partners?

Probe:

- Is it more common for adults or for young people?
 - What leads people, such as Tjedza and Blackjack, to be involved with more than one sexual partner at a time?
- How do people in your community feel about 'small houses' or many partners at the same time?

Probe:

- Is it acceptable for these kinds of relationships to occur?
 - Does anyone in your community speak out against multiple concurrent partners? Why or why not?
- Is it common for young people to have an older partner and one who is a peer at the same time as Tjedza does?

Probe:

- Why might a young person be involved with two partners of different ages?
 - Why might an adult have a sexual relationship with a young person?
- The School Head thinks communicating with children about sexual matters will help them, what is your view?

Probe:

- What would make it easier for parents to communicate with their children?
- When parents talk to children about their behavior how do they usually do it?
- What might be more effective?

Y IN YOUR LIFE: Questions for youths

- What can you or others do to assist children who are orphans or who have been abandoned?
- What do you think can be done to help young people, such as yourself, to resist having multiple concurrent partners?
- What can be done to keep adults, such as teachers, from seeking sex from young people?
- Are you aware it is illegal for teachers to have sexual relations with students?

Probe:

- Is this law enforced in your community?
 - What could you do to ensure that it is?
- How do parents' actions encourage or discourage young people from practicing risky behaviors?

Probe:

- What kind of role modeling do you think parents should provide to prevent youths from getting involved with multiple concurrent partners?

A IN YOUR LIFE: Questions for adults/parents

- What you do think you can do to help orphans or children abandoned by their parents?
- What do you think you can do to prevent young people and teachers from having sexual relations with each other?
- Did you know it is illegal for teachers to have sexual relations with students?

Probe:

- Is this law enforced in your community?
 - What could you do to ensure that it is?
- How do parents' actions encourage or discourage young people from practicing risky behaviors, such as having multiple concurrent partners?

Probe:

- What kind of role modeling do you think parents should provide to prevent youths from getting involved with multiple concurrent partners?

WRAP UP

- What have you learned from this session?
- Think about what you can change in your own life to apply these lessons.
- As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Consider the risks and consequences of having multiple concurrent partners.
- Y** When you are in trouble or think you might need help talk to someone you trust. Don't keep quiet!

FOR ADULTS/PARENTS

- A** Parents should communicate their values about sexual matters with their children.
- A** Be a positive role model for your children. Show them how you'd like them to behave.

SYNOPSIS

Tiro turns up at **Tjedza's** house and finds only **Abigail** home. He starts proposing love to Abigail but is refused. Tiro then starts making fun of Abigail, telling her she is ignorant and there is no reason for young people not to have sex given that everyone is doing it; teachers are having sex with students and adults are having sex with each other. Abigail resists the pressure and tells him he is the ignorant one.

Meanwhile, Tjedza is with **Fana**, her new boyfriend, at his house. Fana boasts that he has a huge bedroom all to himself as well as keys to his own car. He encourages Tjedza to spend the night and relax with wine in his bedroom. After flaunting all of these riches and drinking some alcohol, Fana successfully convinces Tjedza to have sex with him.

Back at school **Letty** has shown up. **Mr. Kumbulani** calls her to his office to further discuss her situation and find solutions.

It is now late in the evening and **Sekgele** is beginning to wonder where her daughter Tjedza is. When Tjedza comes in the door Abigail asks her mother if she can smell the alcohol on Tjedza's breath. Tjedza denies drinking. After Tjedza apologizes for coming home late, her mother talks with her and Abigail about the potential risks of drinking alcohol and having sexual relations.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Sekgele, Abigail and Tjedza

Orphans and vulnerable children

Mr. Kumbulani and Letty

Peer pressure

Tiro and Abigail
Tjedza and Fana

Alcohol use/abuse

Tjedza and Fana

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on? Questions for adults/parents and youths*

A

- 1 Why do you think Tjedza decides to have sex with Fana?

Probe:

- What role do you think drinking alcohol played in her decision?

- 2 What do you think made it possible for Abigail to resist Tiro's advances?

- 3 Why did Sekgele decide it was time to talk with her daughters about the potential risks of coming home late?

Probe:

- What kind of risks could coming home late expose them to?

Y IN YOUR COMMUNITY: *Questions for adults/parents and youths*

A

- 1 Is it common for a parent to initiate a conversation with their children like the one Sekgele did with her daughters?

Probe:

- Why might a parent do so?
- What might prevent a parent from doing so?
- What kinds of things are usually said?
- Are such talks effective?

- 2 Are there some young people who have more influence over their peers than others?

Probe:

- *What are their characteristics?*
- *Why do you think they have this influence?*
- *What are ways one can prevent them from having influence?*

- 3 Is it common for a boy or man to offer a woman or girl alcohol if he's interested in having sex with her?

Y **IN YOUR LIFE: Questions for youths**

- 1 What kinds of things do you talk about with your parents?

Probe:

- *What kinds of things do you not talk about? Why?*
- *What kinds of issues do you wish you could talk about with your parents?*

- 2 What kinds of things have your parents talked about with you?

Probe:

- *What do they say about reproductive health and HIV/AIDS issues?*
- *What more do you wish they would say?*

- 3 How do you usually react when one of your friends asks you to do something for them?

Probe:

- *In what ways do you react differently to different friends?*
- *What causes these different reactions?*
- *Is it who asks? How they ask? What they ask you to do?*
- *How difficult is it to refuse a friend?*

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Do you ever talk to your children about sex, alcohol and drug use?

Probe:

- *What kinds of things do you not talk about? Why?*
- *What have you told them about reproductive health and HIV/AIDS issues?*
- *What more do you wish you could say?*

- 2 What kinds of things have your children talked about with you?

Probe:

- *What have your children asked you about reproductive health and HIV/AIDS issues?*

- *What have they told you about their own or their peers' concerns or experiences?*
- *What more do you wish they would say?*

- 3 How closely do you monitor your children's activities?

Probe:

- *Do you know where they are? Who they're with? What they are doing? When they'll be back?*
- *What are benefits of knowing these things?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Young people are faced with many pressures such as to have sex or to drink alcohol.
- Y** Take a stand. Don't do something simply because someone says you should or tells you you're stupid if you don't.
- Y** Talk with a trusted adult and seek their support for your decisions.
- Y** Drinking alcohol may lead you to do things you regret.
- Y** Being wealthy doesn't make someone a good partner.

FOR ADULTS/PARENTS

- A** Young people are faced with a lot of pressures such as to have sex or to drink alcohol.
- A** Children hear messages from many sources, such as peers and the media. Make sure they hear one from you too.
- A** It's important for young people to receive accurate information and the support they need to make healthy decisions.

SYNOPSIS

Lucretia is in bed with **Blackjack** but he remains distant and does not push for sex as usual. When questioned by Lucretia Blackjack tells her of a male colleague who turned up at work with an STI. Lucretia misunderstands Blackjack's statement and thinks he suspects her of having an STI. Blackjack brushes her suspicions aside.

Meanwhile, **Meshack** is once again confronted with the reality of having to inform his child about her HIV status. When he goes to the clinic to collect more ARV medication for his daughter he tells the nurse that Amantle has started asking questions that are hard to answer. The nurse tells him that he will have to tell his daughter at some stage and if he needs help he can approach the clinic for assistance.

Carol and **Basha** are walking home discussing the negative things **Tjedza** sometimes tries to get them to do. Carol shares with Basha how Tjedza tried to influence her to 'hook up' with a teacher. Basha states that he doesn't understand why Tjedza says he should find an older woman to date. Both friends decide they should stop listening to Tjedza and her wild ideas.

The following Sunday **Kopano** and his friend **Abigail** discuss the upcoming crusade with the pastor. Although Abigail expresses worry that some people might turn up drunk and disorderly, the pastor explains to her that these people must not be judged but rather welcomed so they can then be influenced to do the right thing.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners/risky sex

Blackjack and Lucretia

Parent-child communication

Meshack and Amantle

Peer pressure

Basha, Tjedza and Carol

ARV adherence and disclosure

Amantle and Meshack

Boy-girl relationships

Carol and Basha

Abigail and Kopano

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 Why do you think Blackjack is not too keen on having sex with Lucretia?
Probe:
 - *What is he afraid of?*
- 2 Why is it difficult for Meshack to tell Amantle that she is HIV positive?
Probe:
 - *At what age do you think a child should be told his/her HIV status?*
- 3 Why does the pastor think having the drunk and the disorderly at the crusade is okay?
- 4 What do Carol and Basha think of Tjedza?
Probe:
 - *Do they think Tjedza is a good friend to them?*
 - *Do you think they are good friends to her?*
 - *If you don't think they are good friends to Tjedza, how can they become better friends?*

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 Are there children in your community who are HIV positive?

Probe:

- *How does does the community support them?*
 - *What more could be done?*
- 2 In what ways can being involved in the church positively affect young people's lives?
 - 3 Are there people in your community who sometimes negatively influence each other like Tjedza tries to do with Basha and Carol?
 - 4 Is there a lot of pressure among young people to engage in sexual activity? In what ways do friends pressure each other?

Y IN YOUR LIFE: Questions for youths

- 1 In what ways do your friends influence you? What do you do if your friend pressures you to do something you think is wrong or you don't want to do?
- 2 How common is it to have sex at your age?

Probe:

- *Do you think those engaging in sex were emotionally ready for it?*
 - *Did they use a condom to prevent pregnancy and disease? Why or why not?*
 - *What are the possible consequences of having sex at a young age?*
- 3 What are the important things to think about when deciding to have sex or not?

Probe:

- *If you were planning on having sex would you talk to your parents first? Why or why not?*
 - *What would you want to know?*
- 4 Do you have friends of the opposite gender with whom you don't engage in sex?

Probe:

- *What is different about these friendships than ones that are sexual?*
- 5 Do you think you can have a boy friend or girl friend that you don't have sex with? Why or why not?

A IN YOUR LIFE: Questions for adults/parents

- 1 Do you know parents who have not told their children they are HIV positive? Why is this the case? What could you do to help?
- 2 In what ways do your children's friends influence them? How can you support your children to withstand negative peer pressure?

- 3 Do you talk to your children about sex?

Probe:

- *How often? What have you told them?*
- *Do you think your children will talk to you about sex before they try it?*
- *What would you tell them if they did?*
- *What do your children need to know about sex?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Having multiple concurrent partners can result in getting an STI, including HIV.
- Y** If your partner is not comfortable discussing STIs or other important subjects take time to communicate and fully understand the issue.
- Y** Look to friends who also withstand peer pressure to support you.
- Y** There are many different kinds of relationships between men and women. It is possible to have a non-intimate, non-sexual relationship with someone of the opposite sex.

FOR ADULTS/PARENTS

- A** It is possible to have a non-intimate, non-sexual relationship with someone of the opposite sex.
- A** Having multiple concurrent partners can result in getting an STI, including HIV.
- A** If your partner is not comfortable discussing STIs or other important subjects, take time to communicate and fully understand the issue.
- A** It is important to have accurate and comprehensive information on sexual matters because children may ask 'difficult' questions that you are not prepared for. If you do not have the answers you can get help from health workers or others e.g., teachers.

SYNOPSIS

Parents attend a PTA meeting at Mosenene CJSS in droves because they expect that the meeting will address the sex scandal; however, they realize it is not on the agenda.

Meshack enquires about this and is supported by **Themba**, who is of the opinion that if the matter is not discussed all parents must boycott the meeting. The parents agree with Themba and argue that the very teachers who abused their children should not be keeping information from them.

The parents are not the only ones worried about the sex scandal investigations.

Mr. Bretts approaches **Mr. Kumbulani** to ask if he has any news as to how the investigations are progressing. Being one of the guilty teachers, Mr. Bretts initiates the discussion by enquiring about **Letty's** whereabouts but eventually turns the conversation to the sex scandal. Mr. Kumbulani quietly notes Mr. Bretts' anxiety but remains silent.

On their way home from the meeting **Blackjack** and Meshack discuss the sex scandal. Blackjack accuses Meshack of not being insistent

enough about parents being given information regarding the investigations and how they are progressing. Meshack explains that the matter is still with the Ministry of Education so Blackjack will have to wait like any other parent.

In the evening, Mosenene CJSS students attend a variety show and **Tiro** pressures **Basha** to drink. Basha refuses and is subjected to a barrage of negative comments and peer pressure from Tiro's other friends who call him a fool.



MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Peer pressure

Tiro and Basha

Alcohol use/abuse

Tiro and Basha

Intergenerational sex

Parents and teachers
Mr. Bretts and Mr. Kumbulani

Caregiver involvement at the school

Themba

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**



1 Why do you think the parents are insisting on discussing the sex scandal?

Probe:

- Why are they concerned that they haven't had an update on the investigations?
- Do they still trust the teachers at Mosenene CJSS?

2 Why does Basha refuse to drink alcohol?

Probe:

- Do you think it was difficult for him to do so?
- How do you think he feels when taunted by Tiro's friends and called a fool?

- *Does this make it harder for him to refuse?*
- *Do you think his refusal to drink makes him a fool?*

- 3 Why do you think Mr. Bretts is asking for an update on the sex scandal investigations? What do you think Mr. Bretts is worried about?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 When youths go for evening functions in your community do they drink?

Probe:

- *Are there some youths who do not drink but are pressured to do so?*
- *In what ways are they pressured? How do they handle this?*

- 2 Do the parents and teachers in your community ever meet to discuss issues regarding students?

Probe:

- *If not, why not? If so, what kinds of issues do they discuss?*
- *How do these discussions influence things at the school and student life?*

Y **IN YOUR LIFE: Questions for youths**

- 1 Have you or your friends ever been pressured to drink?

Probe:

- *If so, what happened and how did you or your friends react?*

- 2 What do you think should be done to prevent teachers from asking, and coercing, students for sex? What do you think should be done to help students not accept teachers' sexual proposals?
- 3 Who would you rather have as a teacher Mr. Bretts or Mr. Kumbulani and why?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 What does the school administration do when they learn of a teacher having sex with a student? What could the administration do to prevent their teachers from having sex with students?

- 2 What do parents do when they learn about teacher/s having sex with student/s? What could they do to ensure teachers do not have sex with students?
- 3 What type of support can you give young people to stop them accepting teachers' sexual proposals?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Actions, such as having sexual relations with a minor, have consequences and people who engage in such behaviors should be made accountable.
- Y** Friends/peers might pressure you to use alcohol and drugs regardless of how long you have known them. Seek out people, such as other friends, siblings or parents, who can support you to withstand the pressure.

FOR ADULTS/PARENTS

- A** Actions, such as having sexual relations with a minor, have consequences and people who engage in such behaviors should be made accountable.
- A** Young people's friends, even long-term friends, can influence them a lot and can pressure them to use alcohol and drugs. Talk with your children about what their friends are doing and support them to withstand any pressure they face to engage in harmful activities.

SYNOPSIS

A condom demonstration takes place at **Blackjack's** workplace. Blackjack and his fellow colleagues at the local municipal council ask questions and, as a result, misinformation they have about condom use is clarified.

Tjedza skips school and **Fana** takes her to a bar, while the two lovebirds are kissing and enjoying each other's company **Tiro** turns up and challenges Fana. As far as Tiro knows Tjedza is **Mr. Bretts'** girlfriend so he wants Fana to leave her alone. A scuffle ensues and Fana calls security to throw the agitated Tiro out of the bar.

Later that day **Meshack** takes **Amantle** to the ARV clinic and a counselor explains to Amantle that she has to take the pills so that she can suppress the 'bad guy' inside her. Amantle asks if the pills cannot kill the 'bad guy' and why she has to take them at the same time every day. The counselor explains that the pills make the 'bad guy' sleep and that the 'bad guy' will wake up if the pills are not taken on time every day.

After work Mr. Bretts decides to go to his favorite bar only to find Tiro sitting outside with a sulky look on his face. Tiro tells him the bar belongs to Tjedza's new boyfriend and that he was kicked out when he tried to stop Tjedza and Fana from kissing by noting that she belongs to Mr. Bretts. Tiro's story makes Mr. Bretts livid. He asks Tiro why he would say such a thing in public when he and Tjedza are 'undercover' lovers. He warns Tiro that if he reveals his relationship with Tjedza, he will stop protecting him, which could mean Tiro's comfortable life of dodging school and having exam scripts in advance would end.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Abusive relationships

Mr. Bretts and Tjedza
Mr. Bretts and Tiro

Condom use

Blackjack

ARV adherence and disclosure

Amantle and Meshack

Multiple concurrent partners

Tjedza

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on? Questions for adults/parents and youths*

A

- 1 Why has Meshack taken Amantle to the counselor?

Probe:

- Who is the 'bad guy' the counselor refers to?
- Why do you think the counselor explains HIV/AIDS to Amantle this way?
- What do you think about this approach to disclosure to children?

- 2 What is happening between Mr. Bretts and Tjedza?

Probe:

- Do you think Tjedza has left Mr. Bretts completely for her new boyfriend?
- If not, then why is she dating someone else?
- If Tjedza is keeping both sexual partners what risks is she being exposed to?

- 3 Why is Mr. Bretts angry at Tiro?

Probe:

- How do you think Tiro feels?
- What do you think of Tiro's explanation: "Tjedza belongs to Mr Bretts"?

- *Do women belong to men?*
- 4 Why is Tiro so loyal to Mr. Bretts?
 - 5 What is happening at Blackjack's workplace?

Probe:

- *How do you think the demonstration will help Blackjack?*
- *What do you think he'll do with the new information?*

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Are there students who have sex with teachers and an age mate at the same time?
- Probe:**
- *What are the benefits and risks of the student having multiple concurrent partners?*
- 2 Are there times when somebody comes to your community to teach condom use?

Probe:

- *Do they teach everything you would like know?*
- *If not, what more would you like to know about?*

- 3 Where can youths go after school where there is adult supervision?

Y **IN YOUR LIFE: Questions for youths**

- 1 If your friends encouraged you to join them in an activity they were all doing, but you did not want to, how would you react? What would you do?
- 2 What would you do if you were being coerced or threatened by an adult, like what is happening between Mr. Bretts and Tiro?
- 3 Do you know someone who is sexually involved with a teacher and finds the relationship uncomfortable?

Probe:

- *Have they come to you for advice?*
- *Did you help them or refer them to someone older?*

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Have you as an adult ever been faced with having to communicate a health problem to someone in your care?

Probe:

- *Do you know who to ask for assistance if you cannot communicate with your child or a person in your care?*
- 2 Have you been taught all you need to know about STIs, condom use and other forms of contraception?
- Probe:**
- *Do you think it's important for your children to know about condoms?*
 - *Have you heard about female condoms?*
 - *Are you confident enough to teach your children?*
 - *If not, what do you need to be able to do so?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Having deals with older people can put you in a difficult situation and give an adult power over you.
- Y** When you are not sure of the answers to difficult questions ask for a professional's help.
- Y** Dodging school and cheating on exams means you don't get the education you need to succeed in life.

FOR ADULTS/PARENTS

- A** Watch out for adults who exploit or abuse children and adolescents and take action to protect the young people.
- A** When you are not sure of the answers to difficult questions ask for a professional's help.
- A** Supervising children will reduce their ability to do things that harm them now and in the long-run, like drinking alcohol, having sex and skipping school.

SYNOPSIS

Basha is at home with **Sethunya** and he tells her about the ordeal at the variety show the night before. Sethunya is happy Basha resisted his friends and did not drink; however, Basha expresses concern about the way his childhood friend, **Tiro**, treated him.

Abigail is walking home late after school and it is raining. **Mr. Bretts** offers her a lift and flirts with her. Abigail refuses to give him her number insisting that she wants to focus on her studies.

Meanwhile back at **Blackjack's** place Blackjack wants to use a condom. Upon realizing that Blackjack does not even know how to put it on **Lucretia** makes fun of him.

At the Thutego residence **Tjedza** is livid after seeing Mr. Bretts drop off Abigail. She becomes very suspicious and questions Abigail as to her alleged abstinence: "If you are a virgin what are you doing being dropped off by Mr. Bretts"? The mood and line of questioning makes Abigail very upset because, despite her explanations that it was just a lift, Tjedza insists there is something going on.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Abstinence

Abigail

Abusive relationships

Mr. Bretts and Abigail

Intergenerational sex

Mr. Bretts and Abigail

Adult-child communication

Sethunya and Basha

Condom use

Blackjack and Lucretia

DRAMA DISCUSSION

Y

A

IN THE DRAMA – what is going on? Questions for adults/parents and youths

- 1 Why is Basha's mother happy?
- 2 Why is Basha concerned even though he resisted the pressure to drink?

Probe:

- Is he worried he is losing a childhood friend?
- How do you think he feels being pressured to do something he doesn't want to do by someone he considers a good friend?

- 3 Why is Tjedza provoked by Mr. Bretts offering Abigail a lift?

Probe:

- Could Tjedza be jealous?
- Why would Tjedza care that Mr. Bretts may have other sexual partners when she is also dating Fana?
- In what ways is dating two people at once emotionally difficult?

- 4 Why is Blackjack struggling to use the condom?

Probe:

- Could he be using a condom for the first time?
- What do you think of Lucretia's response?
- How do you think Blackjack feels when she reacts that way?
- Will it encourage or hinder Blackjack's condom use?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 What do you think of Tjedza's feelings of jealousy?
- Probe:**
- Do people tend to feel jealous when their sexual partner is involved with someone else?
 - Does this seem like a drawback to having multiple concurrent partners?
- 2 In your community is there much discussion about goal setting for young people and/or abstinence? Are there any role models in your community?

Y **IN YOUR LIFE: Questions for youths**

- 1 What do you think of Basha talking to his mother?
- Probe:**
- Is this a good or bad thing? (Probe further if considered bad)
 - Do you think it makes him a fool or a softie?
 - Does it make him less of a 'real' man?
 - What does it mean to be a 'real' man?
- 2 Have you ever had a close friend who has pressured you to do something you didn't want to do?
- Probe:**
- How did that make you feel?
 - What did you do?
 - Were you able to refuse? Why or why not?
- 3 Using condoms consistently and correctly is one way of staying HIV free, what are other ways?
- Probe:**
- What do you think of these other ways (e.g., faithfulness, abstinence)?
 - Do you think young people (both boys and girls) can practice them? Why or why not?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Abigail was propositioned by Mr. Bretts. What can you do to help protect children in your community from facing a similar situation? Do you think building confidence in your child would help them withstand propositions such as the one faced by Abigail?
- 2 Are parents comfortable talking to their children about experiences children raise?

Probe:

- What experiences are more difficult to discuss than others?
 - What would help parents feel more comfortable?
- 3 Using condoms consistently and correctly is one way of staying HIV free, what are other ways?
- Probe:**
- What do you think of these other ways (e.g., faithfulness, abstinence)?
 - Why might someone not practice them?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Always talk to your parents or guardians about uncomfortable situations you have experienced or anticipate.
- Y** Making the decision to abstain does not mean you can't date. However, if someone propositions you and you do not want their attentions, turn them down. If they insist, tell someone who can help you, like your parent or an adult that you trust.

FOR ADULTS/PARENTS

- A** Talking to young people about issues that affect them facilitates further discussions and can improve your ability to support them when they face challenges.
- A** It is important to be supportive of family, friends or partners who are learning something new about themselves.

SYNOPSIS

It is late afternoon in Serobing and **Tiro** is surprised by the unexpected arrival of his cousin, **Temana**. After a short greeting, Temana tells Tiro she is in Serobing for the mid-term break because she misses her father.

Meanwhile, **Mr. Kumbulani** has managed to track down **Letty's** father but fails to convince him to stop stealing his children's monthly food rations. Letty's father is instead focused on the fact that Mr. Kumbulani has no children and, as such, does not know how fathers struggle to just keep their children fed. Letty's father explains that he is only dividing food between his children.

Back at the Thutego residence **Tjedza** is very angry at **Abigail** and continues to accuse her of having a sexual relationship with **Mr. Bretts**, despite Abigail's continued protests. Tjedza argues with her until **Sekgele** is forced to stop them. Sekgele also asks them not to engage in relationships with men because they should be focused on their education instead.

Blackjack continues to pester **Meshack** about getting a girlfriend who can serve as a casual sex partner and look after the tuck-shop. When Meshack reminds him about HIV Blackjack remembers his experience trying to use a condom and tells Meshack never to try and use a condom because it is frustrating. However, Meshack is adamant that Blackjack should not be discouraged about using condoms; according to him condoms are important as they save a person from getting infected with HIV/STIs or having an unplanned pregnancy.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Condom use

Blackjack and Meshack

Adult-child communication

Sekgele, Tjedza and Abigail

Orphans and vulnerable children

Mr. Kumbulani and Letty's father

Peer pressure

Blackjack and Meshack

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 What is Mr. Kumbulani trying to convince Letty's father to do?
- 2 Why do you think Tjedza is angry with Abigail?
- 3 Why doesn't Tjedza stop accusing Abigail even though she denies having a sexual relationship with Mr. Bretts?
- 4 Tjedza and Abigail's mother suggests that being involved with a man will affect the girls' education. In what ways could this be true?
- 5 Why does Blackjack discourage Meshack from using a condom?
- 6 Peer pressure can be positive or negative. In the scene with Meshack and Blackjack, who uses positive peer pressure and who uses negative peer pressure? How do they do so?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 Are there children in your community whose mothers have died? How do the remaining relatives or guardians look after these children?

Probe:

- *Does the response differ depending on the sex of the remaining parent?*

- 2 If orphaned children in your community are being abused by relatives or guardians where can they go or to whom do they go to for help?
- 3 Is it common for young people to be helped by teachers with other things beyond school work, such as rides to or from school?

Probe:

- *Is it considered acceptable by: School administration? Students? Parents? Why or why not?*

Y IN YOUR LIFE: Questions for youths

- 1 What do you think you or others in your community can do to assist children who are orphans or who have been abandoned by their parents?
- 2 Why do teenagers have relationships with older people?

Probe:

- *Are they looking to receive nice things?*
- *Do they fall in love? Are they forced?*

- 3 How do parents' actions encourage or discourage young people from practicing risky behaviors, such as having multiple concurrent partners?

Probe:

- *What kind of role modeling do you think parents should provide to prevent youths from engaging in risky behaviors?*

A IN YOUR LIFE: Questions for adults/parents

- 1 What can you do to help orphans or children abandoned by their parents?
- 2 How do parents' actions encourage or discourage young people from practicing risky behaviors, such as having relationships with teachers or multiple concurrent partners?

Probe:

- *What kind of role modeling do you think parents should provide to prevent youth from getting involved with multiple concurrent partners?*

- 3 As a parent what do you say or do if you notice your child spending money you have not given them?

Probe:

- *How would you feel and what would you do if you found that a person having sex with your child is giving them money?*

- 4 What do you think parents should do if they think their child is having sex?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** It's hard to say no to friends or adults who pressure you to do things you don't want to do, but be clear about what you want and stand your ground.
- Y** If you decide to have sex, always use condoms no matter how difficult or boring it may seem. Condoms protect against STIs, including HIV, and unplanned pregnancy.
- Y** If you know someone who is an orphan or living with relatives or guardians that is being abused, take/ refer them to the social workers so he/ she can get help.

FOR ADULTS/PARENTS

- A** Even if condoms are difficult to use they are the only sure way to prevent both STIs, including HIV, and unplanned pregnancy. Condoms and other contraceptives are not only for young people.
- A** Talk to your children openly, often, and without judgment so that if they have problems they come to you for guidance.

SYNOPSIS

Sekgele and **Themba** are in the car leaving for church, after waiting for a few minutes it becomes obvious **Abigail** is not coming with them. Themba is very concerned and appeals to his wife to make sure Abigail does not become as naughty as **Tjedza**. Themba says he has noticed that **Kopano** and Abigail are friends and this makes him very worried. Sekgele asks Themba not to worry; according to her, if the girls are being naughty the parents have to take time to talk to them.

Meanwhile **Meshack** is having a meeting with **Amantle's** counselor. Meshack is told that Amantle has to be informed about her HIV status because it would help her understand why she must take her medicine on time every day. Meshack doesn't agree, he says Amantle will be shocked. The counselor explains that there is a way of telling Amantle that will not shock or frighten her.

Back at Abigail's home **Tiro** realizes her parents have gone to church, he jumps in through the window and asks Abigail for sex. Even though Tiro tells Abigail she is stupid for refusing him because it will guarantee her airtime and free beer with money from the car wash, Abigail refuses and assertively tells Tiro to go before she screams or calls the police.

Blackjack comes home from work and is met by **Temana** who has come for her school holidays. After greeting each other the father and daughter start to talk quite easily, Temana complains that Blackjack does not check on them, in Broadklep, as often as he used to.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication
Blackjack and Temana

Peer pressure
Tiro and Abigail

ARV adherence and disclosure
Meshack and Amantle's counselor

DRAMA DISCUSSION

Y

IN THE DRAMA – what is going on? Questions for adults/parents and youths

A

- 1 Why do you think Themba is very worried about Abigail?
- 2 Why does Meshack get very concerned when the counselor talks about revealing Amantle's HIV status to her?
- 3 What do you think of the way Abigail responded to Tiro?

Probe:

- What would you do if you were in a similar situation to Abigail?

Y

IN YOUR COMMUNITY: Questions for adults/parents and youths

A

- 1 Do people in your community believe it is possible to have a relationship with a person of the opposite gender that does not involve having sex?

- 2 At what age should children learn their status? Who should tell them? Are there services which can help parents who have HIV positive children?

Y **IN YOUR LIFE: Questions for youths**

- 1 If a boy or a girl proposed love to you and called you a fool for refusing how would you feel?
- 2 What are some of the statements/ strategies you would use to refuse sex from a boy/girl?
- 3 What would you do if your parents suspected you of having a sexual relationship when you were not?
- 4 What does adherence mean?

A **IN YOUR LIFE: Questions for adults/ parents**

- 1 Do you believe that your child could have a relationship with someone of the opposite gender and not be having sex?
- 2 If you suspected that your child is having sex with someone who could be misleading them what would you do?
- 3 As a parent, how old do you think HIV positive children have to be before they are told their status?
- 4 Do you ever talk to your children as friends?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Young people are faced with many pressures such as to have sex or to drink alcohol. Take a stand. Don't do something simply because someone says you should or tells you you're stupid if you don't.
- Y** Use firm/assertive statements to show that you mean what you say.
- Y** Talk with a trusted adult and seek their support for your decisions.

FOR ADULTS/PARENTS

- A** Young people are faced with a lot of pressures such as to have sex or to drink alcohol. They can often resist this pressure with good advice from their parents.
- A** If you have a child who is HIV positive and you do not feel comfortable telling them their status seek professional help.
- A** If you are concerned your child might be involved in a relationship that puts them at risk talk with them, show them you care and are worried.

SYNOPSIS

Meshack and **Amantle** are at home, Meshack's alarm goes off reminding him that it is time for Amantle to take her medicine. When Meshack tells Amantle it is time to take her medicine, she willingly does so without giving him any problems, which makes Meshack very happy.

Meanwhile the ever determined **Mr. Kumbulani**, still worried about **Letty** and her siblings, goes to the Social and Community Development (S&CD) office where he reports Letty's father to the social worker.

Back at school, things are getting more complicated for **Mr. Bretts**. While he sits in his office **Tjedza** sneaks in to confront him about the ride he gave her sister **Abigail**. Even though Mr. Bretts is very scared someone might notice Tjedza in his office, he takes the opportunity to reprimand her for finding herself another boyfriend her own age. In the end even though Tjedza came with accusations against Mr. Bretts, she leaves his office a little confused and feeling as though she did something wrong due to Mr. Bretts' reprimands.

Tiro unknowingly enters the house while **Temana** is bathing. Temana instructs him to leave and come back when she is done. Tiro does not retreat. The two start arguing. Temana feels she has grown up and should be given privacy, but Tiro cannot understand why the young girl he used to wash is now kicking him out.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Mr. Bretts and Tjedza

ARV adherence and disclosure

Amantle and Meshack

Adult-child communication

Amantle and Meshack

Abusive relationships

Mr. Bretts and Tjedza
Tiro and Temana

Orphans and vulnerable children

Mr. Kumbulani

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 Why do you think Amantle takes her medicine so easily as compared to before?
- 2 Why does Tjedza leave Mr. Bretts' office feeling as though she has done something wrong?
Probe:
 - Why do you think Mr. Bretts is always able to control Tjedza's feelings?
- 3 Why is Temana angry with Tiro?
Probe:
 - Why does Temana feel uncomfortable being naked in front of Tiro now and not when she was younger?
- 4 Why did Mr. Kumbulani go to the S&CD office? What will he do there?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 What services are offered by the S&CD office?
- 2 In what ways are relationships between older

and younger people different than when the couple is the same age?

- 3 What do you think of a child asking that their privacy be respected by an adult or someone older?

Probe:

- *Does it seem appropriate?*

Y **IN YOUR LIFE: Questions for youths**

- 1 If you felt you needed privacy from someone older than you or your parents would you tell them?

Probe:

- *If you feel you cannot tell them, why not?*
- *What would you do instead?*

- 2 Tjedza is now involved with both Mr. Bretts and Fana, what risks do you think this exposes her to?

Probe:

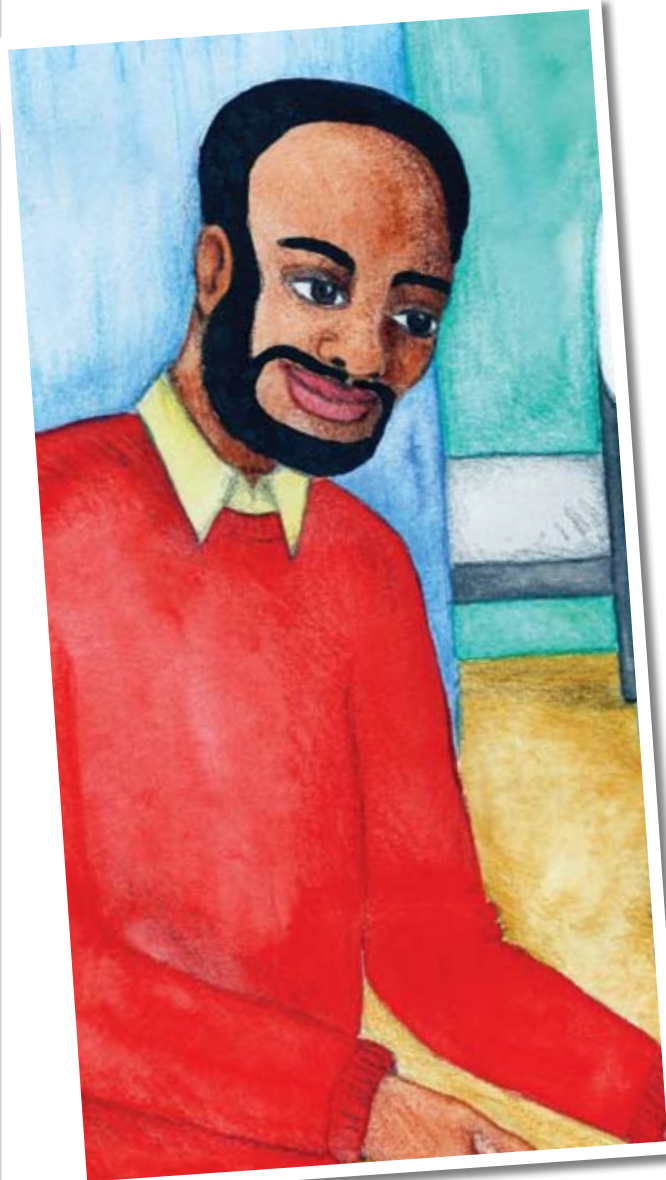
- *Do you think it could expose her to risks such as STIs, pregnancy or violence?*

A **IN YOUR LIFE: Questions for adults/parents**

- 1 What do you think of adults that use their power to get what they want from a young person?
- 2 Do you think children should be given privacy?

Probe:

- *In what instances should they be given privacy and at what ages?*



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Having multiple concurrent partners can result in STIs, including HIV.
- Y** Having a sexual relationship with a much older person can put you in a vulnerable situation.

FOR ADULTS/PARENTS

- A** Understand that your child has the right to privacy, they may be young, but allow them privacy so they can become more independent.
- A** In an effort to keep your child informed, explain what is wrong every time you take him/her to the doctor. This will help the child understand why they must take their medication.

SYNOPSIS

After the Sunday service, **Kopano** talks to the pastor about **Abigail's** absence from church. Even though he is very worried the pastor asks him not to be too concerned because Abigail is a strong and responsible person who has faith in her beliefs. The pastor thinks Abigail might be busy with school work. Kopano is skeptical. He tells the pastor that Abigail is committed to school and the church and she never misses either. He vows to go see her to find out what might be the problem.

Back at Mosenene CJSS **Basha** becomes the victim of the students' jokes once again. A girl comes up to Basha and pretends to like him but then runs away. The other students all laugh at Basha when he becomes aroused.

Temana has decided she must tell her father about **Tiro** not giving her privacy to bathe. At first **Blackjack** thinks the issue is light, but realizes it is serious from the way Temana is complaining. He reassures Temana he will have a word with Tiro.

Later in the day **Tjedza** goes to the carwash, where Tiro is closing up, to complain about Abigail. She is concerned that she will lose **Mr. Bretts** to her. After offering Tjedza beer and cigarettes, Tiro asks Tjedza why she is complaining when she also has another boyfriend, **Fana**.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Peer pressure

Basha and other
students
Tiro and Tjedza

Alcohol and drug use/ abuse

Tiro and Tjedza

Multiple concurrent partners

Mr. Bretts and Tjedza

Adult-child communication

Blackjack and Temana

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for** **A** **adults/parents and youths**

- 1 Why do you think Abigail is missing church services? Why would Kopano be worried?
- 2 The other students make fun of Basha because he intends not to drink and have sex. Do you think he should give in and behave like them?
- 3 What do you think Basha's reasons are for not drinking alcohol and engaging in sex?

Probe:

- *Do you think they are good reasons?*

- 4 What do you think of what Tiro says to Tjedza when she talks to him about Mr. Bretts?

Probe:

- *Is Tiro being a good friend?*

- 5 Why does Tiro bring up Fana when Tjedza complains about Mr. Bretts and Abigail?
- 6 Temana has decided to talk to her father about Tiro. What do you think about her approaching her father? What do you think about his response?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 How do students at your school treat their peers who are determined to stay alcohol and drug free and abstain from sex?
 - 2 Is it common in your community for young people to ask for privacy and receive it?
Probe:
 - *If it is not common, why not?*
 - *Does having privacy mean that children have secrets from their parents?*
 - 3 Who do girls or boys in your community get relationship advice from?

Y **IN YOUR LIFE: Questions for youths**

- 1 Do you think it is important for a young person to be given privacy?
Probe:
 - *If you felt you were not being given privacy at home would you ask for it?*
 - *How would you react if your parents or older brother and sister refused to give you privacy?*
 - *Who would you appeal to if your parents and older brother or sister refused your request for privacy?*
- 2 Do you know anyone who is pressured by peers to do things that he/she does not like? (Ask them to give examples of the things that they are pressured to do)
- 3 How can you help your friends not to succumb to peer pressure?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 If one of your children were to stop doing something they like, as Abigail has stopped going to church, would you talk to them about it to find out why?
- 2 Basha's age mates are laughing at him because he abstains from sex and stays alcohol free. What support do you think he needs to maintain his stand?
Probe:
 - *How should Sethunya assist him?*
 - *Who else besides his mother can help him? How?*
- 3 Tjedza is drinking and smoking every time she meets Tiro, and she now has two boyfriends who are using her for sex.

What assistance do you think someone like Tjedza can be given?

- 4 Tjedza's parents suspect she may be getting herself into trouble, but they do not really know what she is doing. What could her parents do to help keep her out of trouble?

Probe:

- *What about monitoring and supervising her more?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** You must always be careful of friends who have a lot of money and invite you to adults' parties and houses.
- Y** As you grow up and become an adult you will start to need your own space. Talk to your parents or people you live with to discuss how best to get your own space. However, understand that privacy comes with responsibility, just because your parents allow you your own room does not mean you should sneak in sexual partners, smuggle in alcohol or smoke cigarettes.

FOR ADULTS/PARENTS

- A** It is important to establish an open and close relationship with your children. It is also important to monitor and supervise them. Doing so will help you notice any strange or different behavior that you may need to address.

SYNOPSIS

Kopano is at **Abigail's** house to establish why she has not been to church. **Themba** finds Abigail and Kopano chatting in the lounge. Themba becomes very angry and kicks Kopano out. According to him, Abigail and **Tjedza** are very disrespectful. Despite his protests Kopano is forced to go because Themba is threatening to do something he might regret. As Kopano leaves Themba vows to establish some discipline in his household and teach the girls who is the head of the house.

The social worker and **Mr. Kumbulani** arrive at **Letty's** residence to find Letty's father beating the children. Despite their continued appeals Letty's father refuses to open the door for them and Mr. Kumbulani and the social worker are forced to go to the police. As they leave, Letty's father asks them through the window if they think the police will punish him for disciplining his own children. Even though the social worker tells him what he is doing amounts to assault, Letty's father continues the beatings.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Abusive relationships

Mr. Bretts and Tiro
Letty's father, Letty and her siblings

Adult-child communication

Themba, Kopano and Abigail
Letty's father, Letty and her siblings

Intergenerational sex

Tiro and Mr. Bretts
(regarding Tjedza)

Multiple concurrent partners

Mr. Bretts, Fana and Tjedza

Temana's mother, **Puleng**, has come for the young girl from Broadklep. She came unannounced and **Blackjack** is surprised to find her at his home after work. He asks her why she did not tell him that she was coming. Puleng says she found no reason to alert him since she is the mother of his children. Blackjack insists he has to be told of the visits so that he can prepare himself. Puleng asks what he is hiding, but Blackjack tells her that he is talking about the child maintenance payments and not other women. Blackjack starts telling her about Temana's request for privacy, but, just as Blackjack expected, she changes the subject and reminds him to buy the children winter clothes and new shoes.

It is dusk and **Tiro** has gone to **Mr. Bretts'** house to tell him about his chat with Tjedza. Mr. Bretts is very scared that Tiro might have been seen by somebody coming into his house and get him into trouble. Mr. Bretts then becomes furious with Tiro asking him why Tjedza is out of control. According to Mr. Bretts he gave Tiro money to keep Tjedza drunk and happy but nothing seems to be happening as planned because Tiro is drinking all the money. Tiro manages to calm Mr. Bretts down by mentioning that he knows how to get Tjedza away from **Fana** and make her his again. Mr. Bretts listens attentively. Tiro explains to him that the problem is that Tjedza is threatened by Mr. Bretts' interest in Abigail. Mr. Bretts assures Tiro that he will check on Tjedza to reassure her and make her feel confident in their relationship once again.

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on?*

A Questions for adults/parents and youths

- 1 Why is Themba very angry?

Probe:

- How do you think his daughters will react?
- Will they respect him or fear him?
- Will his actions improve or hurt his relationship with his daughters?

- 2 Why do Mr. Kumbulani and the social worker go to the police?

Probe:

- Do Mr. Kumbulani and the social worker have a fair complaint or is it ok for parents to beat their children?

- 3 Why is Mr. Bretts angry at Tiro?

- 4 How would you describe the relationship between Mr. Bretts and Tiro?

Y IN YOUR COMMUNITY: *Questions for adults/parents and youths*

- 1 In your community are boys allowed to visit girls at their homes?

Probe:

- If not, why not?
- Why would a parent not allow this?
- What would they be afraid of or concerned about?

- 2 Why would children in your community arrange relationships between teachers and students? What would you say to these children?

Y IN YOUR LIFE: *Questions for youths*

- 1 Do your parents allow somebody of the opposite sex to visit you at home? Why or why not?
- 2 In what ways is it risky to be sexually involved with a person who is much older than you?
- 3 How would you protect yourself if someone you were involved with abused you in any way?

A IN YOUR LIFE: *Questions for adults/parents*

- 1 Themba is very angry to see Kopano talking to Abigail. What do you think of his response? Is it appropriate?

Probe:

- What would you do differently?

- 2 What kind of role model is Blackjack for Tiro?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Being sexually involved with someone much older than you exposes you to abuse because you have no real power.
- Y** Always know where you can go for help if you are abused by your guardian or parents or another adult. Never keep quiet if you think you are being abused. There are people (police, social workers, teachers, pastors, relatives) who can help.

FOR ADULTS/PARENTS

- A** When talking with your children try to stay cool and calm. They will hear you better if you can express your concerns without anger. Afterwards you can work out a solution together.
- A** Although it can be lonely when you do not live with your husband, wife or regular partner, having another sexual partner exposes you and your regular partner to the risk of STIs, including HIV.

SYNOPSIS

The police, in the company of **Mr. Kumbulani** and the social worker, are with **Letty's** father at the police station. They are cross examining him in light of the witness account provided to them by Mr. Kumbulani and the social worker. The police officer informs Letty's father that what he is doing to his children is abuse and threatens to lock him up for the night.

"There is a difference between discipline and beating your children to the extent that you cause bodily harm," the police officer tells him. Letty's father denies beating his children but apologizes when he sees the police officer bringing out the handcuffs. The police leave him with a strong warning and a reminder that he will be watched carefully.

Basha wakes up to find that his underwear is wet, this confuses him and when **Sethunya** notices she tells him that he is growing up. Basha's mother explains to him that he will notice bodily changes happening such as deeper voice and different feelings about girls.

As soon as **Temana** and **Puleng** leave, **Lucretia** arrives at **Blackjack's** house complaining that they stayed longer than necessary. Blackjack tells Lucretia that she needs to understand that Temana and Puleng are his family so they come first. Blackjack then invites Lucretia to bed at which point Lucretia asks him not to delay their sexual intercourse with a condom like he did the last time.

Mr. Bretts has met **Tjedza** late at night. He tells her that the investigations about the sex scandal are over and they can now continue where they left off. Tjedza agrees that they have to get back together. Then Tjedza's phone rings and it turns out to be **Fana**. Even though she tries to hide it from Mr. Bretts, he takes the phone from her and confirms who is calling. Mr. Bretts realizes Tjedza was lying when she said she had stopped her relationship with Fana.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Blackjack, Lucretia and Puleng
Mr. Bretts, Tjedza and Fana

Intergenerational sex

Mr. Bretts and Tjedza

Adult-child communication

Sethunya and Basha

Child abuse

Letty's father and Mr. Kumbulani (in trying to defend Letty)

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**



- 1 Why was Letty's father sent to the police?

Probe:

- *The police say that there is a difference between disciplining and beating children. What do you think of this?*

- 2 Lucretia is complaining about Puleng and Temana staying too long. Why is she not able to visit Blackjack while Temana and Puleng are there?
- 3 Basha wakes up with wet underwear, what do you think is happening to him?
- 4 What happens when Tjedza's phone rings? Why do you think Mr. Bretts reacts as he does?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 As children in your community grow up who do they talk to about the changes they see taking place in their bodies?
 - 2 Who should initiate the talk about body changes and at what age?
 - 3 Do you think the police station is only for criminals or do you go there if you are having problems at home too?
 - 4 Is it common for men with permanent partners to have 'small houses' in your village?

Probe:

- How do other people in your community regard these men and their 'small houses'?
- How do they regard the women who are the 'small houses'?

Y **IN YOUR LIFE: Questions for youths**

- 1 Who do you talk to when you notice your body changing?

Probe:

- Do you talk with your parents? Why or why not?

- 2 What do you think of Tjedza having a relationship with someone her own age and with Mr. Bretts at the same time?

Probe:

- What risks is Tjedza taking?
- Why would she take Mr. Bretts back when she is involved with Fana?
- Do you think she is with Mr. Bretts because of the air time, beer and cigarettes he buys for her?

- 3 Lucretia asks Blackjack not to use a condom. Why would women ask for condom-free sex?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 What are ways to discipline children?

Probe:

- Do you think hitting children is an appropriate form of punishment?
- Is it abusive?

- 2 Do your children ask you questions about the changes happening to their bodies?

Probe:

- If yes, (and comfortable sharing) what are some of the questions that you have been asked, and how did you respond?

- Were you comfortable?
- If no, did you initiate the discussion? Why or why not?

- 3 Do you think you are/would be able to answer all your children's questions on body changes or would you need additional information? **Probe for specifics**
- 4 Is it common for adults not to use condoms because they are unsure about how to use them correctly?

Probe:

- What could be done to make adults comfortable using condoms?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you notice changes to your body, talk to your parents or somebody you trust to find out what is happening and what you can expect.
- Y** Sexual relationships with older people can get you used to things that you cannot afford to buy for yourself. In the long-run these relationships may prevent you from reaching your future goals.

FOR ADULTS/PARENTS

- A** When your children ask about the changes taking place in their bodies listen to them and don't laugh or be angry. Explain what is happening in a non-judgmental manner. If your child does not ask, initiate the conversation.
- A** Talking to your child rather than beating him/her will bring you closer and can be a more effective way to positively affect his/her behavior.
- A** Be a good role model. Lucretia is Blackjack's 'small house' and Tiro knows this, in the future Tiro will think it is normal to have multiple concurrent partners.

SYNOPSIS

At Mosenene CJSS, **Mrs. Mogapisi**, has gone to **Mr. Tlou's** office to discuss the sex scandal issue. Mrs. Mogapisi confides in Mr. Tlou that she no longer wants to be a bystander while children are abused. Mrs. Mogapisi says she will name those that she knows were involved in the scandals.

Meanwhile, **Letty** is meeting with the social worker and they are discussing the arrangements that will be put in place now that Letty is going back to school. The social worker suggests that maybe it is time Letty and her siblings consulted their relatives and considered moving in with one of them, since their father has not lived up to his promise to take care of them.

Meshack comes home late having missed **Amantle's** medication time. Amantle assures her father that she took her medication on time. She says she knows that as soon as the news comes on, it is medication time. Meshack is very proud of his daughter and assures her that he will never miss her medication time again. Amantle takes the opportunity to tell her father that her medication is running out, which means she is due for her check-up.

Mr. Bretts and **Tjedza** are talking about how to end Tjedza and Fana's relationship. Mr. Bretts tells Tjedza to call **Fana** and tell him it's over. Tjedza tells him she doesn't have the airtime to call Fana. Mr. Bretts offers P10 and insists she calls Fana immediately and break it off with him. Finally Tjedza calls Fana and tells him it's over between them, but Fana doesn't take her seriously. Tjedza firmly tells him that their relationship is over and hangs up. Fana calls back and angrily tells Tjedza that he was the one who approached her so he will be the one to break off the relationship.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Intergenerational sex
Mr. Bretts and Tjedza

ARV adherence and disclosure
Amantle and Meshack

Adult-child communication
Amantle and Meshack

Multiple concurrent partners
Tjedza, Mr. Bretts and Fana

Orphans and vulnerable children
Letty and her siblings

DRAMA DISCUSSION

Y **IN THE DRAMA – what's going on? Questions for adults/parents and youths**

- A** 1 Why has Mrs. Mogapisi gone to see Mr. Tlou?
- 2 Why does Meshack feel bad about coming home late?
- 3 What has Mr. Bretts asked Tjedza to do? Why did he ask this of her? Why does she listen?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 What information or issues may people in your community find it difficult to speak to authorities about?
- 2 What do children in your community do when their parent is not taking care of them? To whom do they turn?

- 3 Are there young people like Tjedza in your community, who have multiple concurrent partners, which include partners who are older than them?

Y **IN YOUR LIFE: Questions for youths**

- 1 Do you think you would be able to tell your teacher, parents or someone older if you witnessed your friends doing something that you know is wrong?
- 2 If your parents weren't taking care of you, to whom would you turn and why?
- 3 How old do you think a child needs to be in order to be trusted to take medication by him/herself?
- 4 What reasons would lead you to become involved in a sexual relationship with an older person?

Probe:

- *What disadvantages would this relationship have for you?*

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Do you think you would be able to give authorities information about something that you have witnessed your friends doing that is wrong?



Probe:

- *What would make you do so or what would stop you from doing so?*
- 2 How old do you think a child needs to be in order to be trusted to take medication by him/herself?

Probe:

- *What can a parent do to help a child manage his/her medications effectively?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** When you are having trouble at home or in your personal life, you should always ask for help. There are people such as social workers, nurses and teachers who can assist you so you don't need to struggle alone.
- Y** Having multiple concurrent partners, particularly some of whom are older than you, increases your risk of STIs, including HIV. You may also increase your risk of being physically or emotionally abused.

FOR ADULTS/PARENTS

- A** If you have a child at home and cannot answer his/her questions, go to professionals such as nurses, doctors and social workers to assist you.
- A** Don't be a bystander; you have a responsibility as an adult to report any form of abuse. If you see another person misleading, abusing or using youth, approach the authorities and report him/her so that the abuse can stop.

SYNOPSIS

Basha has come to **Mr. Kumbulani** to report being harassed by some girls in his class. He tells him of the incident where a girl sat on his lap in the garden and the other kids laughed at him because he had a 'small problem'. Mr. Kumbulani agrees to talk to the class to stop that behavior. He encourages Basha to be assertive and make it known to his classmates when he does not like something they are doing to him. After further probing, Basha confides in Mr. Kumbulani that his small problem was that he had an erection and the others laughed at him.

Meshack has come to see **Blackjack** who tells him that he is not well. Blackjack confides that he has a burning sensation when passing urine and tells him that the funny walk that Meshack noticed was because he had just come from relieving himself. Meshack advises him to seek medical attention. He also advises that he should go with his partner as she too will need to be treated for the STI. Blackjack denies it is an STI.

At church, **Abigail** and **Kopano** are happy to see each other after Kopano was kicked out of her house by her father a few weeks before. She tells him she has been worried that he has been avoiding her because of that incident. Kopano assures her that that is not the case since he is not like that. Abigail apologizes for her father's behavior. She informs Kopano that her father is very strict and as such, what he did was no surprise to her. Kopano then asks Abigail if her father talked about the issue. She informs him that her father was too angry which is why she hasn't spoken to him about it.

Tjedza comes home to find **Fana** waiting for her by the gate. He tells Tjedza that he has come to collect her. He quickly gets angry when Tjedza reminds him that their relationship is over. He refuses to listen to her protests and orders her to get in the car.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Peer pressure

Basha's classmates

Multiple concurrent partners

Blackjack, Lucretia and Puleng

Abusive relationships

Fana and Tjedza

Boy-girl relationships

Abigail and Kopano

Adult-child communication

Abigail and Themba
Mr. Kumbulani and Basha

DRAMA DISCUSSION



Y *IN THE DRAMA – what's going on? Questions for adults/parents and youths*



- 1 Why is Basha upset?
- 2 How does Mr. Kumbulani offer to help Basha in this situation?
- 3 Why does Meshack suspect that Blackjack has an STI?
- 4 Abigail is sorry and embarrassed about how her father acted toward Kopano. Why do you think Abigail's father is so strict with his daughters?

Probe:

- *Do you think he is just as strict towards their brother?*

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Are there any people in your community who, like Blackjack, think they cannot get infected with an STI even though they engage in risky behaviors?
 - 2 Do people in your community readily accept that consistent and correct condom use can prevent contracting STIs even from regular partners?
 - 3 Basha is being bullied by his age mates because he does not want to engage in sex and drinking like them. Are there people in your community who try to make others do what they are doing?

Probe:

- *Should Basha just give in and join them so they stop harassing him?*

Y **IN YOUR LIFE: Questions for youths**

- 1 How would you feel if you were in Basha's shoes? How would you handle the situation?
- 2 Would you be comfortable talking to a teacher and asking for his/her help if you had experienced the same thing that Basha did? If not, to whom would you turn?
- 3 Are there times when you have felt your parents don't believe what you say, for instance they don't trust that you are not in a sexual relationship? If so, how did you handle the situation?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Who would you like your child to approach with concerns or questions or for help regarding issues related to body changes, sex, HIV/AIDS, etc?

Probe:

- *If parents say themselves, ask who else.*
 - *Why do you prefer these people?*
- 2 If a young person came to you with questions about changes they are experiencing would you feel comfortable explaining what was happening to them? What additional skills or information would you need to feel comfortable and where would you get this information?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you feel a burning sensation or you have discharge or discomfort in and around your sexual organs seek medical care and make sure your sexual partners also seek care.
- Y** At school when your peers bully you always talk to a teacher whom you feel comfortable with, usually your class teacher or the guidance and counseling teachers are helpful.
- Y** Having a non-sexual relationship with a person of the opposite sex can be challenging; your parents might not believe you and scold you, or your peers might make fun of you. However, a non-sexual relationship protects you from STIs and pregnancy.

FOR ADULTS/PARENTS

- A** If you feel a burning sensation or you have discharge or discomfort in and around your sexual organs seek medical care and make sure your sexual partners also seek care.
- A** If a young person opens up to you or tells you a problem they might be having do not laugh or yell at them, assure them they did well to tell you and help as best as you can.
- A** Teach children about the bodily changes they should expect when they reach puberty.
- A** Communicate with your children in a way that encourages them to talk openly with you. For example, if your children do something that makes you very angry, keep calm when you explain why you are upset and listen openly to their point of view.

SYNOPSIS

Meshack has gone to school to talk to **Amantle's** teacher about her progress. He tells the teacher that she needs to monitor Amantle's progress. The teacher assures Meshack that all is well. He is grateful that the teacher is supportive even though she does not have the details of Amantle's condition. The teacher advises Meshack to communicate Amantle's check-up dates in advance.

Basha and **Sethunya** are having a talk on wet dreams and sexual intercourse. She asks him if he is still experiencing wet dreams. Basha, shying from the topic, reminds his mother that she said they do not come every day. Basha shares with his mother that he has heard that when a person does not indulge in sex, the blood stops flowing in his veins. Sethunya tells her son that there are a lot of myths around sex and he should not believe everything he hears from his friends. She advises him to always confirm the facts with her or his teachers at school, so that he can make informed choices.

Back at Mosenene CJSS, **Mr. Kumbulani** is in a counseling session with a student. The student intended to disclose that she is in a sexual relationship with one of the teachers but in the end she changes her mind and says nothing happened.

At **Blackjack's** carwash, **Mr. Bretts** informs **Tiro** that he has renewed his relationship with **Tjedza**, but **Fana** is proving to be a problem. Tiro is quick to declare his loyalty to Mr. Bretts and willingness to handle any issue that's bothering him. He promises to handle Fana for him.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Intergenerational sex
Mr. Bretts and Tjedza

Adult-child communication
Basha and Sethunya

Peer pressure
Tiro and Mr. Bretts

Caregiver involvement in school
Meshack

DRAMA DISCUSSION

Y **IN THE DRAMA – what's going on? Questions for adults/parents and youths**

- A**
- 1 Meshack is very grateful for Amantle's teacher's efforts. Why?
 - 2 A girl almost tells Mr. Kumbulani that she is in a relationship with a teacher. What does she tell him instead? Why do you think she doesn't tell him about the relationship?
 - 3 Why is Mr. Bretts eager to get Fana to end his relationship with Tjedza?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 There are many orphans and vulnerable children in our communities. Do you think they are accepted and supported in the school system?
 - 2 Basha and Sethunya are talking about sexual myths. What are some of the myths about sex that people in your community believe?

Probe:

- *How do these myths affect people's behavior/actions?*

- 3 Do young people in your community talk openly with an adult about problems they face? Why or why not?

Y IN YOUR LIFE: Questions for youths

- 1 How do students in your school treat those they know are orphans and rely on the help of the government?
- 2 Are you comfortable talking to your parents about sex and sexuality?

Probe:

- *Why or why not?*
- *What specifically do you feel comfortable discussing?*

- 3 If you were in the same situation as the student who had come to see Mr. Kumbulani, would you be able to tell him the truth? Why or why not?

A IN YOUR LIFE: Questions for adults/parents

- 1 Are you comfortable talking to your child about sex and sexuality?

Probe:

- *Why or why not?*
- *What specifically do you feel comfortable discussing?*

- 2 How do you, as a parent, make sure your child does not believe myths about sex?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Your body is going through a lot of changes. If you have questions about these changes or other issues related to sex, talk to someone older whom you trust. Talking to your age mates might mislead you because there are a lot of myths about sexuality.
- Y** Don't be a bystander, if there is an adult who is using your peers report him/her to somebody you trust so he/she can be stopped.
- Y** If you are in a relationship with a teacher or an adult and you do not feel comfortable reporting him/her to the school authorities, find an adult that you can trust and tell them.

FOR ADULTS/PARENTS

- A** Take time to know your child's teachers. They can tell you things that will help you support your child's success in school. They can also provide support if your child is not well and needs special attention at school.
- A** Your adolescent children are experiencing lots of changes in their bodies. Talk with them about these changes and new feelings to reduce their fears and to ensure they receive accurate information.
- A** Create an open and safe environment to enable your children to talk to you about sex and sexuality issues.
- A** Know your facts so that you can clarify and correct myths about sex that your children hear from their peers.

SYNOPSIS

In the late afternoon **Letty**'s father is caught stealing the children's food rations by **Mrs. Lorato**. Letty's father pretends not to hear her and continues pushing the wheelbarrow. After Mrs. Lorato threatens to call the police, he finally stops and tells her to mind her own business. He tries to tell her that his children have sent him to get the food, but unconvinced, Mrs. Lorato instructs him to take the food back into the house or she will call the police.

Meshack has come back to **Blackjack**'s and finds him in a compromising position with **Lucretia**. Lucretia gets up and gets dressed behind the curtain. Much to the two men's surprise, she emerges from behind the curtain and leaves without a word. After she leaves, Meshack reminds Blackjack about the importance of Lucretia seeking medical help in the event that she too has an STI. Blackjack dismisses this as unnecessary worrying.

The social worker has brought Letty back to school to be re-admitted. She explains to **Mr. Kumbulani** that they have attended to Letty's family problems by putting in place measures to enroll her younger siblings in school. Mr. Kumbulani is happy to hear that Letty has received appropriate help from the social workers. He expresses how concerned he usually is about his students, mentioning that it is a pity that he could not help Letty sooner. Mr. Kumbulani promises to look out for Letty and other students who need his help. The social worker asks him to do everything he can to help Letty catch up on her studies.

Meanwhile, midway through the fourth period at Mosenene CJSS, **Tjedza** and **Tiro** have cut classes and are sharing a cigarette at the back of the school grounds. Tjedza talks of how **Fana** is trying to wreck her relationship with **Mr. Bretts** by refusing to let go. Tjedza tells him that she is over Fana and that Mr. Bretts is the only man for her. Tiro tells her to give Mr. Bretts all the sex and attention he deserves, assuring her that he will take care of Fana.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Orphans and vulnerable children

Letty and her siblings

Peer pressure

Tjedza and Tiro

Multiple concurrent partners

Tjedza, Fana and Mr. Bretts

Blackjack and Lucretia

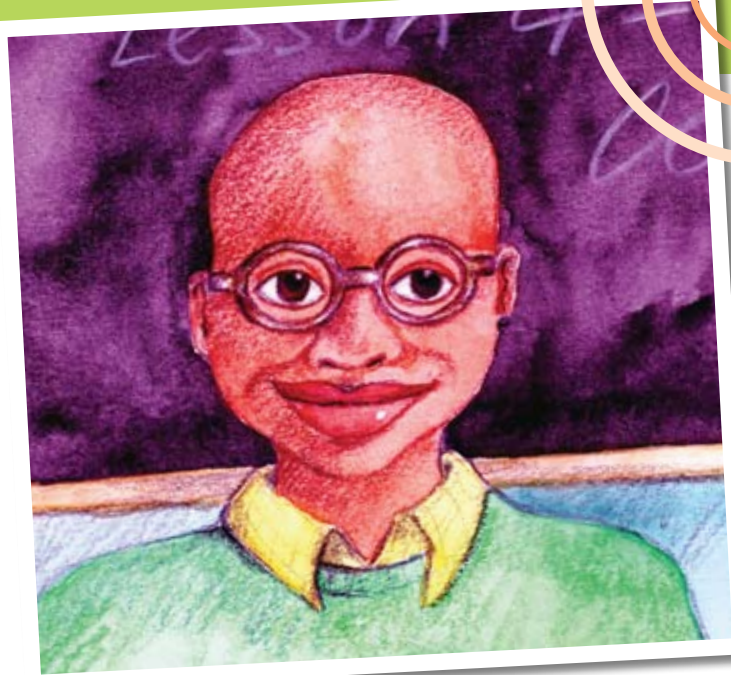
DRAMA DISCUSSION



Y **IN THE DRAMA** – *what is going on? Questions for adults/parents and youths*



- 1 The social worker explains how they have been able to help Letty and her siblings. What are some of the things she mentions have been done?
- 2 Why is Meshack insistent that Blackjack encourage Lucretia to also test for STIs?
- 3 What does Tiro offer to do for Tjedza and why?



Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Are there teachers like Mr. Kumbilani in your community who are concerned for his/her students and make such efforts to help them?
 - 2 Are there people like Letty's father in your community? If so, how are they dealt with?
 - 3 Is it common in your community for males to inform their female partners when they have an STI or are they reluctant to do so, like Blackjack?

Y **IN YOUR LIFE: Questions for youths**

- 1 Do you know of anyone like Mrs. Lorato in your community who could help you if you needed? If not, where do you go for support?
- 2 If you were in the same position as Blackjack, would you take a friend's advice and go get tested for STIs?

Probe:

- What would stop you from doing so?
 - Would you tell your sexual partner to also get a test?
- 3 Tjedza is now fully involved with two men. If she were your friend, what would you say to her? Why?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 If you noticed a situation where someone was stealing their children's food rations, how would you address the situation?
- 2 As a parent, how would you describe Letty's father? How does it make you feel when you think of your own children and how you relate to them?
- 3 If you were in the same position as Blackjack, would you take a friend's advice and go get tested for STIs?

Probe:

- What would stop you from doing so?
- Would you tell your sexual partner to also get a test?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you have an STI always ensure your sexual partner is also treated so she/he is healthy and so that you don't re-infect each other.
- Y** If you suspect that your friend has an STI, encourage him/her to seek medical help.
- Y** Sometimes friends that you trust can mislead you. When you need help, seek support from your parents or another trusted adult, like a teacher.

FOR ADULTS/PARENTS

- A** If you have an STI always ensure your sexual partner is also treated so that she/he is healthy and so you don't re-infect each other.
- A** If you suspect that your friend has an STI encourage him/her to seek medical help.
- A** Look out for children in abusive situations and do what you can to help.

SYNOPSIS

Themba has gone to church to talk to the pastor about **Abigail's** behavior. He confides in the pastor that he is worried about his daughter. He tells the pastor of the argument between Abigail and **Tjedza**. The pastor acknowledges Themba's concern. He says every parent has the right to be protective of their children. Themba describes **Kopano**. The pastor tells Themba that Kopano is a well-behaved boy, but Themba is worried that the two may be dating. The pastor reassures Themba that Kopano is a good boy.

Fana has taken Tjedza to his house. He tries to make small talk but Tjedza is not interested, only responding with short answers. Fana is in the mood for sex and wants Tjedza to comply. He argues that the money he spent on her was not for nothing. Fana says he just wants her to return the favor by having sex with him. When Tjedza asks if he has condoms, he tells her there is no need for condoms. Tjedza protests saying they cannot continue to have unprotected sex. Fana responds by threatening to tell authorities about her relationship with **Mr. Bretts** if she refuses.

Sethunya and **Stanley** are chatting in her bedroom. Stanley has observed that **Basha** has grown and his voice has deepened. Sethunya tells him about Basha's wet dream experience. Stanley applauds Sethunya for explaining to Basha what happened.

Sethunya tells him she is still banking on him to help out when more issues regarding adolescence arise.

Letty meets **Mrs. Lorato** who informs her that she caught her father trying to steal their food earlier in the day. Letty is grateful that Mrs. Lorato was there to stop him and she expresses her disappointment that her father has not changed even after being arrested. Mrs. Lorato tells Letty that she is glad that she has started going to school.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Abusive relationships

Fana and Tjedza

Transactional sex

Fana and Tjedza

Adult-parent communication

Sethunya and Stanley
(as it relates to Basha)

Orphans and vulnerable children

Letty

DRAMA DISCUSSION



IN THE DRAMA – *what's going on? Questions for adults/parents and youths*



- 1 Why is Themba so worried about his daughter Abigail?
- 2 What happened between Fana and Tjedza?

Probe:

- *What is Tjedza trying to do?*
- *What do you think Tjedza will do in response to Fana's threat?*

- 3 Why is Sethunya "banking on" Stanley helping her respond to issues regarding adolescence with Basha?

Y **IN YOUR COMMUNITY: Questions for**
A **adults/parents and youths**

- 1 Is it common in your community for men to want sex in return for the money they have spent on women?

Probe:

- *Can condom use be negotiated if this is the case?*

- 2 Is it common for men to talk to male children about the body changes they experience?

Probe:

- *Is it okay for a woman to educate her male child?*
- *Can a man educate his female child?*

Y **IN YOUR LIFE: Questions for youths**

- 1 Tjedza is in a difficult situation. What would you do if you were in the same situation?
- 2 What does Tjedza do well?

Probe:

- *Do you think asking Fana to use a condom was sensible?*
- *Why was it a challenge?*

- 3 Do you think Fana is justified in wanting sex from Tjedza?

Probe:

- *Why do you say so?*

- 4 Would you expect to give or get sex in return for money or gifts?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 If you found out that your child was in the same situation as Tjedza, what would you do?
- 2 What do you think you can do, as a parent, to make your children aware of the dangers of the choices Tjedza has made?
- 3 As a mother, are you comfortable talking to your son about wet dreams and other puberty related changes?

Probe:

- *As a father, are you comfortable talking about body changes with your daughter?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Having sex with somebody because they give you gifts or money can become dangerous. The person has the upper hand in the relationship and may abuse you, including forcing you to have sex when you don't want to. This is rape.
- Y** Within any relationship you need to make sure that you and your partner use condoms correctly and consistently to avoid HIV, other STIs and unwanted pregnancy.

FOR ADULTS/PARENTS

- A** Try to trust your child, not every young person who has a friend of the opposite gender is having sex with them. Young people can sometimes have relationships where there is no sex taking place. If you are unsure about your child's friends talk to him/her about the concerns you have.
- A** Take an interest in what your children are doing and who they are friends with.
- A** Take the time to talk with your children about daily things, such as school, but also about puberty and sexual health.
- A** Staying involved in your children's lives will help you have a closer relationship with them and help them avoid getting into trouble.

SYNOPSIS

Carol is concerned that she has not seen **Tjedza** lately. When they meet, Tjedza tells Carol that she is back with **Mr. Bretts** and this time for good. She tells Carol that she has given Mr. Bretts another chance to prove his worth. Carol wants to know all the details and bombards her with questions, which Tjedza laughs off. Carol is concerned that her friend has gotten herself involved in two abusive relationships and that she may not have a way out.

On his way home, **Basha** spots **Abigail**. Basha commends Abigail for being a responsible and well-behaved girl. He tells her that he respects the fact that she does not indulge in bad things. Abigail tells him that she owes that to her commitment to the church and God. Basha is trying to gain the courage to tell Abigail he likes her. Finally, he blurts out that he would like her to be his girlfriend. Abigail tells him that she is not interested in having a sexual relationship and that she will wait until she is older and ready to date and get married. She invites Basha to come to church with her to learn more.

Back at **Blackjack's** house, Blackjack and **Lucretia** are about to have sex. According to Lucretia, Blackjack is stalling and she wonders what is bothering him. Blackjack asks if she is really sure that she wants to do it without a condom. Lucretia is adamant that she is sure; she reminds him that they have tried to use a condom, but failed. Blackjack is still unsure and wonders if she is worried about the risks. Blackjack asks Lucretia again if she is sure that he should go ahead and she affirms.

Mr. Kumbulani has come to see **Mr. Tlou** to give him a report following his meeting with a student who had come to see him about the sex scandal. Mr. Tlou is anxious to find out what the girl had to say. Mr. Kumbulani recounts the story the girl told him and Mr. Tlou shares his frustration at the reluctance of the students to come forward with the truth because it is delaying the investigations.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Tjedza, Fana and Mr. Bretts
Blackjack and Lucretia

Peer pressure

Abigail and Basha

Abstinence

Abigail

DRAMA DISCUSSION

Y **IN THE DRAMA – what's going on? Questions for adults/parents and youths**

- A** 1 Why is Carol concerned about Tjedza?
- 2 Basha asked Abigail to be his girlfriend, what does she tell him? Why does Abigail respond this way?
- 3 Why does Lucretia insist on having sex without a condom?
- 4 Why is Mr. Tlou frustrated?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 Are there women in your community who ask their partners not to use a condom? Why do they do so?



Probe:

- *Do you think it makes them a better partner?*
 - *Do you think it shows a sense of loyalty?*
- 2 Lucretia and Blackjack tried to use a condom but failed. What information and education is needed in your community to ensure people can use condoms correctly?
 - 3 Abigail tells Basha that her decision not to engage in sexual relationships is due to her commitment to the church and to God. Are there people in your community that are the same way?

Probe:

- *What challenges do they face from other people?*

Y IN YOUR LIFE: Questions for youths

- 1 Why might young people, like you, choose not use condoms with their sexual partners?

Probe:

- *What will make them change their minds?*
 - *How can they be encouraged to do so?*
- 2 What qualities does Abigail have that make her able to follow her life plan?

A IN YOUR LIFE: Questions for adults/parents

- 1 What can parents do to discourage their children from having multiple concurrent partners?
- Probe:**
- *How can parents serve as role models?*
 - *What would they need to do?*
 - *What would they need to avoid doing?*
- 2 What additional information or education do you need to teach your children how to use condoms correctly?
 - 3 What information or support would you need to feel comfortable teaching your child about correct condom use?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you think you might have an STI get a test and have your partner get one too.
- Y** Use a condom consistently and correctly when having sex.
- Y** If you suspect or know that your age mates are being used for sex by older people, tell an adult whom you trust.
- Y** When you are not ready to have a relationship communicate your position clearly so that the other person understands that you mean what you say.

FOR ADULTS/PARENTS

- A** If you think you might have an STI get a test and have your partner get one too.
- A** Always use a condom correctly when having sex unless you and your partner have both tested for STIs and are being faithful to one another.
- A** Create an open and safe environment which allows your children and other young people to talk to you if, for example, they are being abused or are in relationships with people who are older than them.

SYNOPSIS

Tjedza has come to **Mr. Bretts'** house under the pretext that she was dropping off books for him. Mr. Bretts tells her he wants it to look like she was genuinely just delivering books. He asks Tjedza to quickly take off her clothes because they only have time for quick sexual session, anything more than that is likely to raise suspicion.

Meanwhile, **Lucretia** has come to **Blackjack's** house to make him a surprise dinner. She's busy cooking, when **Tiro** arrives, drunk, and starts talking about how he has always wanted to sleep with her. He tells her that he is constantly listening to her having sex with his uncle and has always felt jealous, even claiming to be better than his uncle if given the chance. Finally, Tiro attempts to kiss her. Furious, she slaps him hard across the face.

At **Meshack's** in the early evening **Amantle** comes home from a play session with her friends to find her father making dinner. Smelling her favorite food, Amantle is anxious to eat, insisting that they do not need to wait for the vegetables to be done. Meshack tells her that the vegetables are going to help her fight the 'bad guy' and keep him from getting strong. This explanation convinces Amantle and she goes off to take a bath before dinner.

Meanwhile at the **Thutego** residence, **Themba** is home watching television. He finds out from **Sekgele** that both his daughters have gone out and neither of them know where the girls are. Themba voices his concern that nowadays they seem not to be in touch with their children. He reminds his wife that it is important to know where the children are, who they are with and what they are doing at all times. He emphasizes that it is dangerous for them to be out late as it exposes them to risks. Sekgele agrees with him and he assures her that he will have a word with them when they get home.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Intergenerational sex

Tjedza and Mr. Bretts

Alcohol use/abuse

Tiro

ARV adherence and disclosure

Amantle

Adult-child communication

Themba and his children

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 How does Tjedza end up in Mr. Bretts' house?
- 2 What does Tiro propose to Lucretia?
- 3 How does Meshack get Amantle to agree to eat her vegetables?
- 4 Why is Themba concerned about his daughters?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 In your community, is it common for girls to be sent to older men's houses to run errands?

Probe:

- What about teachers sending students to their houses?



- 2 Are there young people who approach older people for sexual relationships? Why do they do this?
- 3 Good nutrition is important when taking ARVs. What information is needed among members of your community about how to stay healthy and eat well when living with HIV?
- 4 Is it common in your community for parents not to know where their children are and whom they are with when they are outside of the house?

Y **IN YOUR LIFE: Questions for youths**

- 1 Have you ever been sent by a teacher of the opposite sex to drop off or collect something from his/her house?
Probe:
 - *What do you think are some of the dangers in doing so?*
 - *What could you do to reduce the dangers?*
- 2 Why might you approach someone older than you for sex?
Probe:
 - *What would you be seeking?*
 - *What would you expect from him/her?*
- 3 If you found yourself in an abusive relationship, where would you go? Who would you talk to?
- 4 Alcohol made Tiro say things to Lucretia he likely wouldn't say when he is sober. Have you ever done something you regret because of alcohol?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Tjedza is being abused by the men she is sexually involved with, but she may not realize it. How would you make sure your own children recognize abuse so they can take steps to protect themselves?
- 2 Do you think it is important to know where your child is at all times?
Probe:
 - *How can you ensure you know this information?*
- 3 What can you provide or teach your children to help them make good choices when they are not with you?

- 4 Alcohol made Tiro say things to Lucretia he likely wouldn't say when he is sober. Have you ever done something you regret because of alcohol?

Probe:

- *What worries you about your children drinking?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you find yourself in an abusive relationship report it to someone that you can trust or to the authorities.
- Y** Drinking can lead you to do things you may regret later. Avoid alcohol and stay in control of your actions.

FOR ADULTS/PARENTS

- A** Know what your children are doing when they are out, who they are with and when they will be back. Communicate with your children why it is important to know these things about them.
- A** Drinking can lead you to do things you regret later. Be sure your children understand this and help them avoid alcohol and stay in control of their actions.
- A** Encourage people living with HIV to eat healthy food.
- A** Talk to young people about sex and sexuality issues so that they will know how to communicate effectively with their sexual partners.

SYNOPSIS

Abigail meets **Tiro** on her way home. Tiro is still adamant that they should have a sexual relationship. Abigail reminds him that he is too young to be sexually active and should direct his effort to more productive things, suggesting he be more like **Basha**, who is well-mannered and focused.

Meanwhile at Mosenene CJSS, **Letty** and **Carol** are discussing schoolwork and Letty confides in Carol that she is having trouble catching up in school. Carol tells her that things will get better if she can just catch up with her notes and offers to help her whenever she may need further explanation of topics. Carol finally asks her why she missed so much school.

Sethunya and **Basha** are back from church and Sethunya applauds him for going, but is curious about the reasons he decided to do so. She encourages him to make going to church a habit and to follow the teachings they learn there. Basha tells his mother that he has a friend in church, Abigail. Sethunya is interested in this new friend and happy that Basha has found someone who is focused.

Fana and **Tjedza** have been smoking and drinking for a while now, they are quite tipsy. Fana tells Tjedza that he wants sex and they will do it in the car if they have to. Tjedza argues that she is tired and just wants to sleep but Fana doesn't want to hear any of it. He starts getting physical and ignoring Tjedza's protests, he forces himself on her.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Peer pressure

Abigail, Tiro and Basha
Tjedza and Fana

Parent-child communication

Sethunya and Basha

Abusive relationships

Tjedza and Fana

Orphans and vulnerable children

Letty

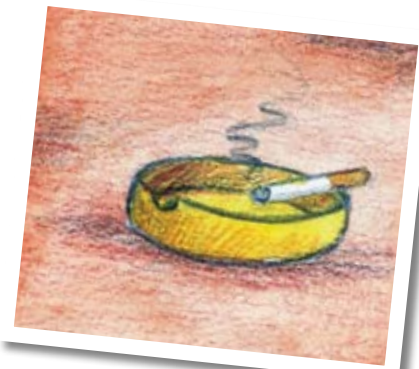
DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 What does Tiro want from Abigail? What is her response?
 - 2 What is Letty worried about?
 - 3 What is going on with Fana and Tjedza?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Do you think orphans and vulnerable children get enough support from their classmates or from other students?
 - 2 How would Tiro's life change if he listened to Abigail's advice?
 - 3 Do you know any young people, like Abigail, who try to influence their peers positively?
 - 4 Is it common for males to force themselves upon females?



Y **IN YOUR LIFE: Questions for youths**

- 1 In what ways are you a positive role model for other young people?
- 2 What can someone like Tjedza do if they have been raped? How would you respond?

Probe:

- Do you know that rape is a crime?
 - Do you know that forcing someone to have sex with you is a crime?
- 3 Tjedza doesn't realize that Fana is abusing her, how would you ensure you do not get caught in the same situation?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 How do you encourage your children to be positive influences for their peers?
- 2 Do you know what services are available to people who are raped and otherwise physically abused?

Probe:

- Do you know forced sex is rape and is a crime?
- 3 What have you told your children to do if they are ever attacked?
 - 4 What else can you do, as a parent, to help your child avoid being in Tjedza's situation?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** It's important to know your own values and stand by them.
- Y** Understand that in any sexual relationship "No means No". No one has the right to force another person to have sex with them.
- Y** If someone has forced themselves on to you sexually, report them to the police. Rape is a crime.

FOR ADULTS/PARENTS

- A** Talking openly with your children helps to build strong relationships with them and enables them to come to you if they have problems.
- A** If you notice a young person engaging in a positive behavior encourage him/her to continue acting this way.
- A** If someone has forced themselves on to you sexually, report them to the police. Rape is a crime.

SYNOPSIS

In the late evening **Puleng** and her children have come to visit **Blackjack**. At bedtime, Puleng is surprised that Blackjack is not interested in intimacy with her after so much time apart. Blackjack makes excuses and says his toe is painful. Puleng is not convinced that only Blackjack's toe is painful according to her there is more to the story. She also notes that his toe would not cause him to walk with his legs apart. She advises him to seek medical help because she suspects he has an STI.

Letty's father has come to visit. They talk about the younger ones going to crèche as well as her going back to school. She tells him that arrangements have been made to pay for their fees and Letty mentions, to her father's embarrassment, that she heard he came to visit them a few days ago. Letty's father asks her if they have cooked anything, expressing how hungry he is. Letty tells him the food is almost ready. Finally Letty's father asks if he can take some food for their 'mother'.

Basha is home watering his mother's plants when **Tiro** comes over and angrily accuses him of trying to steal his girlfriend. A confused Basha has no idea what Tiro is talking about and asks him what is wrong. Tiro insists that the reason Basha is so interested in church is because he wants to get **Abigail** to sleep with him. Basha tries to tell Tiro that he is just friends with Abigail and he doesn't have those intentions, but Tiro warns him to back off or else he will do him harm.

Back at Mosenene CJSS, **Themba** has come to see **Mr. Bretts** about the fight his daughters were having, in which his name came up. Themba asks Mr. Bretts why his name would be mentioned during a fight between Abigail and **Tjedza**. Mr. Bretts denies knowing why. Mr. Bretts recalls giving Abigail a lift on a recent rainy night but claims he had been giving her advice. Themba accepts this as an honorable gesture. As their conversation turns to Tjedza, Mr. Bretts pretends not to know who she is, commenting that students misinterpret fatherly advice for something different. Themba admits that he is worried about Tjedza and Mr. Bretts promises to look out for her.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Blackjack, Puleng and Lucretia

Orphans and vulnerable children

Letty and her siblings

Intergenerational sex

Mr. Bretts and Tjedza

Caregiver involvement in school

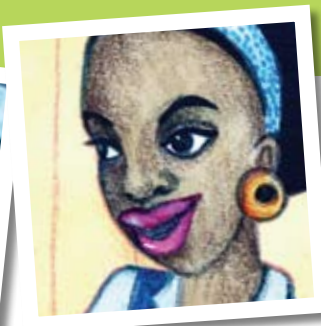
Themba

DRAMA DISCUSSION



IN THE DRAMA – what is going on? Questions for adults/parents and youths

- 1 Blackjack is not interested in being intimate with Puleng. Why is this so? What excuses does he give her?
- 2 What is going on with Letty's father?
- 3 Why is Tiro so angry at Basha? What is he accusing him of?



- 4 How does Mr. Brett's respond to Themba when questioned about Abigail and Tjedza?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Is it common for men having extra marital affairs not to be sexually interested in their wives because of the other woman?
 - 2 Why do you think people have multiple concurrent partners in your community?
 - 3 Do older people take advantage of orphans and vulnerable children in your community? If so, how?
 - 4 In the community who is more likely to be believed students or teachers and why?

Y **IN YOUR LIFE: Questions for youths**

- 1 If you were in the same situation as Blackjack, what would you do?

Probe:

- *Would you have sex with your permanent partner? Why or why not?*
- *Would you tell him/her the truth? Why or why not?*

- 2 Consider Letty's father's behavior. How do you feel about it when you think of your own parents and your relationship with them?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 If you were in the same situation as Blackjack, what would you do?

Probe:

- *Would you have sex with your permanent partner? Why or why not?*
- *Would you tell him/her the truth? Why or why not?*

- 2 How would you help a child in Letty's situation?
- 3 Are you more likely to believe your children or their teacher? Why?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Not getting medical advice and lying about a suspected STI will not make it disappear. Rather it puts you and your partners at a higher risk of getting infected and/or re-infected. Seek medical help immediately if you notice something unusual around your sexual organs. Be sure to tell all of your sexual partners to also seek medical help.
- Y** If an adult tries to take advantage of you, seek advice from the social services (social workers).
- Y** Understand that at times you may be accused of things that you have not done. Know your values and stick to them.

FOR ADULTS/PARENTS

- A** If you are in a position of authority where you have to look after people younger than you, don't take advantage of them or abuse them.
- A** Not getting medical advice and lying about a suspected STI will not make it disappear. Rather it puts you and your partners at a higher risk of getting infected and/or re-infected. Seek medical help immediately if you notice something unusual around your sexual organs. Be sure to tell all of your sexual partners to also seek medical help.

SYNOPSIS

Abigail gets into the bedroom she shares with **Tjedza**, who is wide-eyed making it evident that she was interrupted. Abigail has noticed a foul smell and then sees the vaginal cream in Tjedza's hands. She asks Tjedza if it is the cream giving off the smell. Tjedza adamantly says it can't be the cream. Abigail reads the name of the cream loudly and asks Tjedza what she was doing before she arrived. Tjedza tries to deny doing anything, but Abigail is insistent and she finally finds out that Tjedza is treating an infection.

Puleng has accompanied **Blackjack** to the local clinic for STI treatment. They are waiting at the dispensary to get medication when Puleng asks to see the contact slip that was given to Blackjack to list to his sexual partners. Angrily, Puleng asks who the other woman is but Blackjack lies saying there is no other woman. Puleng gets angrier, accusing him of being up to no good. Finally Blackjack confesses that he cheated but insists it was a once off thing and he doesn't even know the name of the woman or how to find her. Blackjack says sometimes he just has to be with a woman and with her staying far away he is left with no option but to have one night stands.

Back at Blackjack's home **Temana** wakes up to an awful smell coming from the bed she shares with **Tiro**. She realizes that the smell is from Tiro who, while fast asleep, vomited on the bed. After trying to wake him up Temana complains about the current sleeping arrangements in her father's house. Temana persists with trying to wake Tiro but he impatiently tells Temana not to bother him, scolding her and irritated that she came to visit.

Mr. Tlou is addressing an assembly at Mosenene CJSS. He tells the teachers and students about the report that came from the Ministry of Education following the school's sex scandal. Everyone is anxious to know what the report says. He then announces that no evidence was found that incriminates anyone at the school. This news is met with jubilation. Mr. Tlou cautions the teachers and students; he tells them, "If you continue you will be caught and dealt with accordingly". To the students he says they should abstain from sex. Mr. Tlou urges both teachers and students not to be by-standers and share with relevant authorities any information they may have when issues arise.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

STIs

Tjedza
Blackjack

Multiple concurrent partners

Blackjack and Puleng

Abusive relationships

Tiro and Temana

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on? Questions for adults/parents and youths*

- A** 1 What is Tjedza doing and why? What is her sister's reaction?
- 2 Why is Puleng angry with Blackjack?
- 3 What happened at Blackjack's home between Temana and Tiro?
- 4 The report from the Ministry of Education has finally arrived. What is the news?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 In your community, is it easy for a young person to get treatment for STIs?

Probe:

- *If not, what can they do?*
- 2 Blackjack tells Puleng he needs to have other sexual partners because she lives so far away. Is it common for men who live far from their permanent partner to have other sexual partners?
- 3 Why do you think the Ministry of Education's report came back having found no evidence?

Probe:

- *What made it difficult for them to build a case?*
- *Would the situation be the same in your community? Why or why not?*

Y **IN YOUR LIFE: Questions for youths**

- 1 If you thought you had an STI, what would you do?
- 2 If Tjedza was your sister or friend, how would you try to help her?
- 3 Do you think if a man lives away from his permanent partner that he must have other sexual partners? Why or why not? Is this true for a woman? Why or why not?
- 4 Tiro is angry that Temana and her mother came to visit. Have you experienced a similar scenario where you did not feel welcome in your parents' home? How did you deal with the issue?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 What could you do to encourage your child to come to you for help or advice if they have contracted an STI?
- 2 Do you think if a man lives away from his permanent partner that he must have other sexual partners? Why or why not? Is this true for a woman? Why or why not?
- 3 As a parent, how do you feel about the Ministry of Education's report on the scandal at Mosenene CJSS? How would you respond? What would you do?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Always get tested if you suspect that you have any kind of sexual infection.
- Y** Understand that for the relevant authorities to take any form of action against abuse you need to report what you know or what has been done to you.

FOR ADULTS/PARENTS

- A** Being faithful even while away from your primary partner is the safest option, but if you choose to have sex with others, use condoms correctly every time.
- A** If you suspect that your partner may have an STI encourage him/her to get tested.
- A** Create an environment that allows young people to talk openly about different issues in their lives, such as abuse and sexual relationships.

SYNOPSIS

Tjedza has an STI and is avoiding **Mr. Bretts** by all means. She calls him to give all sorts of excuses for not coming to see him.

Meanwhile, at **Blackjack's** house, **Puleng, Temana** and her siblings are packing their bags to go back to Broadklep. Puleng has decided to cut their visit short after discovering that Blackjack has an STI that he picked from 'an unknown' sexual partner.

At Mosenene CJSS, **Letty** has been back at school for some time now. **Mr. Kumbulani** asks her about the situation at home since the intervention of the social workers. Letty informs him that everything is going well. She further tells him that their father is no longer harassing them ever since the police severely warned him. Mr. Kumbulani is happy to hear that.

Also at Mosenene CJSS, **Mr. Tlou** is updating the PTA committee members on the findings by the Ministry of Education concerning the sex scandal. **Themba** and **Meshack** are present. Mr. Tlou says that the Ministry of Education did not find any evidence to connect his teachers or students to the sex scandal that took place in Broadklep during the sports competitions held last year.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Caregiver involvement in school

Themba and Meshack

Multiple concurrent partners

Blackjack and Puleng

Adult-child communication

Letty and Mr. Kumbulani

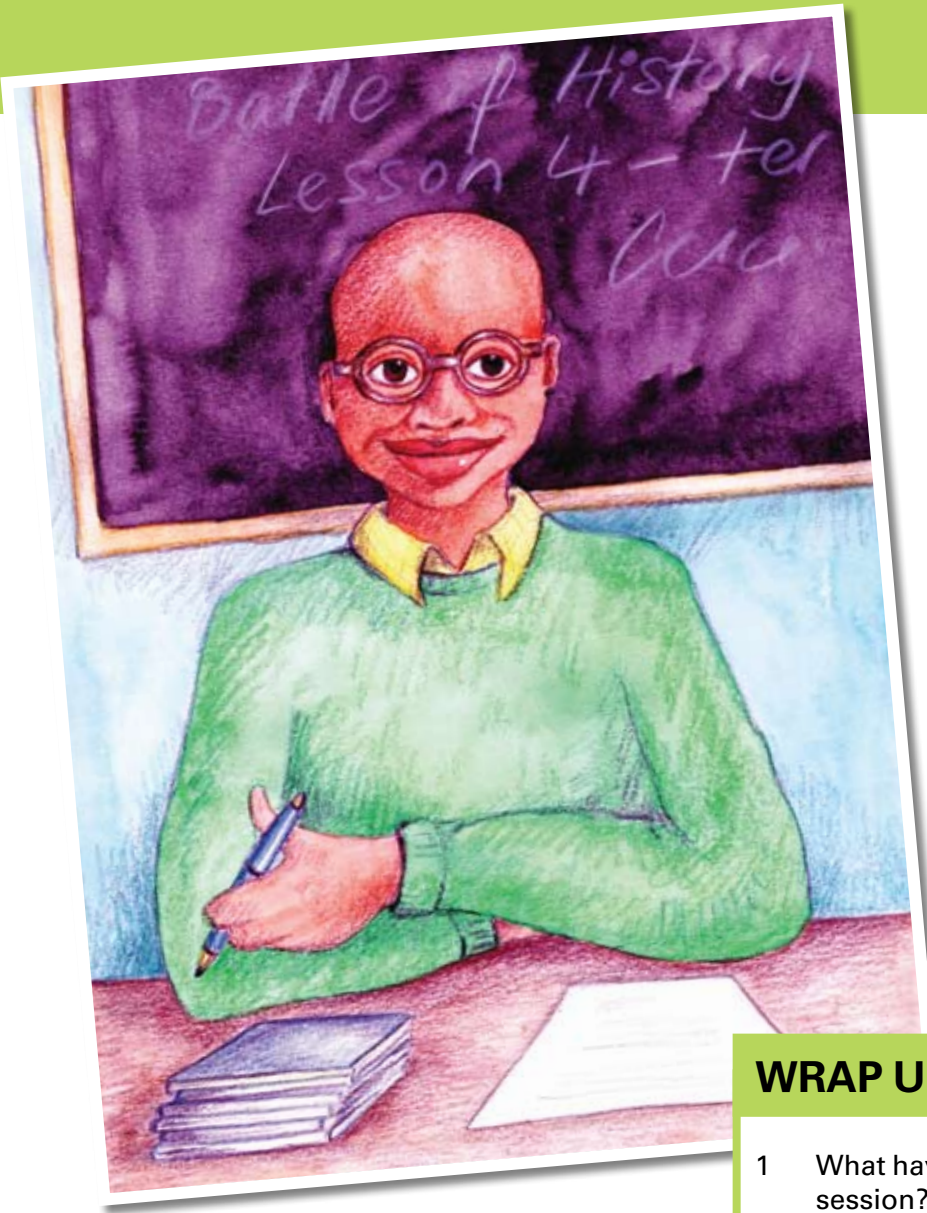
DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 Why does Tjedza lie to Mr. Bretts about her reasons for not coming to see him?
 - 2 Why does Mr. Bretts suspect that Tjedza is not telling the truth?
 - 3 Why is Puleng angry with Blackjack?
 - 4 How did Letty and her siblings get help?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 If someone your age was infected with an STI by a teacher or older sexual partner how would he/she react? What would he/she do?
 - 2 Is Puleng's reaction to Blackjack's STI common in your community?
Probe:
 - What other ways might a partner react?
 - 3 What sort of challenges do children who are orphaned in your community face?



Y **IN YOUR LIFE: Questions for youths**

- 1 What would you do if you were in Tjedza's situation?
- 2 What do you think you or others in your community can do to help children like Letty and her siblings?
- 3 If you were Puleng and you realized your partner is cheating, what would you do? How would you handle it?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 How would you handle the situation if you found out that your child is having a relationship with a teacher?
- 2 What do you think you or others in your community can do to help children like Letty and her siblings?
- 3 How would you react if you were in Puleng's shoes?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Consider the risks and consequences of having unprotected sex. No matter how boring or tiresome people may claim condoms are, if used correctly and consistently, they will protect you from STIs, including HIV, and unplanned pregnancies.

FOR ADULTS/PARENTS

- A** Talk to your children all the time so that if they have problems you are the first to know.
- A** Having multiple concurrent partners puts you and those partners at risk of contracting HIV and other STIs. Take responsibility by being faithful to one partner.

SYNOPSIS

After **Puleng** has left **Blackjack** asks **Lucretia** to come and nurse him. He blames her for the tragedy that befell him. Lucretia learns that Puleng left after finding out that Blackjack has an STI.

At Themba's house, **Tjedza** still has an STI and the vaginal infection has not healed, resulting in a horrible smell in their bedroom. She is still refusing to seek medical attention even though **Abigail** has advised her to do so.

Following **Basha** and **Tiro**'s argument, **Sethunya** asks Basha what is going on between the two boys. Basha tells her that Tiro accused him of stealing his girlfriend, Abigail.

Back Mosenene CJSS, **Mr. Bretts** wonders where Tjedza is, as he hasn't seen her for some time. He cannot understand why she is avoiding him to the extent of missing his classes. Mr. Bretts is worried that **Fana** may be back in the picture.



MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Blackjack, Puleng and Lucretia

Intergenerational sex

Tjedza and Mr. Bretts

Parent-child communication

Basha and Sethunya

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A** 1 Why did Puleng leave so suddenly? What does Lucretia say about Puleng's departure?
- 2 Blackjack gives Lucretia a contact slip. What is it for?
- 3 Abigail advises Tjedza to go to the doctor. Why does Tjedza refuse to do so?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 Why might people in your community blame their partners for the STIs they have?
- 2 Why can it be difficult for young people in your community to go to the hospital or clinic if they are in the same situation as Tjedza?
- 3 Are conversations like the one Sethunya has with Basha common in your community? Why or why not?



Y **IN YOUR LIFE: Questions for youths**

- 1 What would stop you from getting treatment for an STI and why?
- 2 Do you ever talk to your parents as Basha talks with Setunyha? Why or why not?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 How would you try to help your daughter if she were in the same situation as Tjdeza?
- 2 Do you ever talk to your children as Setunyha talks with Basha? Why or why not?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** There are risks when you decide to have unprotected sex. Using condoms correctly every time you have sex will prevent you from getting STIs, including HIV.
- Y** Talking to your parents about relationships and sex can provide you with the correct information you need to make informed choices.

FOR ADULTS/PARENTS

- A** Having multiple concurrent partners and having unprotected sex with them can put you and your partners at risk for contracting STIs, including HIV. Using condoms every time you have sex will protect you and them.
- A** Talking to your children about relationships and sex can help them make healthy and safe choices and reduce their risk for unplanned pregnancy and STIs, including HIV.

SYNOPSIS

At the Thutego residence, **Abigail** decides to tell **Sekgele** that **Tjedza** has an STI. She informs her that Tjedza refuses to go to the clinic for treatment.

Fana has called Tjedza asking her to come over to his house but Tjedza is not interested. Fana threatens to reveal her prohibited love affair to the school authorities if she does not show up. He complains that they have not had sex in a while.

Meshack arrives at **Blackjack's** house to see him exposing his STI-infected genitals. It is evident that the man is experiencing a lot of pain. He admits to having a terrible STI. Meshack strongly reminds Blackjack that having multiple concurrent partners places him at great risk of getting STIs, including HIV. Meshack advises Blackjack to reduce his number of sexual partners.

Meanwhile back at the Thutego residence, **Themba** laments that all his children seem to be straying from his teachings. He is worried that Abigail is spending a lot of time with **Kopano** and does not listen when they caution her against the relationship. Themba explains that Tjedza's excuses for coming home late are endless.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

STIs

Tjedza, Lucretia and Blackjack

Adult-child communication

Abigail and Sekgele

Multiple concurrent partners

Blackjack, Lucretia and Puleng
Tjedza and Fana

Abusive relationships

Tjedza and Fana

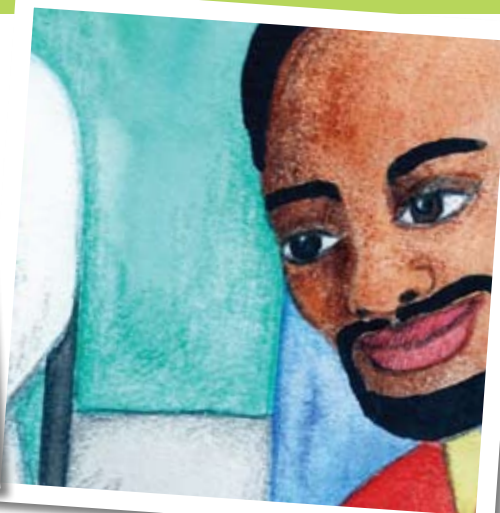
DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on? Questions for adults/parents and youths*

- A** 1 What does Meshack advise Blackjack to do and why?
- 2 What does Abigail want to talk to her mother about?
- 3 Why is Themba upset?

Y IN YOUR COMMUNITY: *Questions for adults/parents and youths*

- A** 1 Would children in your community talk to their parents about a problem a sibling may be experiencing? Why or why not?
- 2 Is it common for sexual partners in your community to threaten each other if they do not feel they are getting enough attention?
Probe:
 - *What ways do they threaten?*
- 3 Do you think people understand the risks of being in multiple concurrent partnerships? If they understand the risks, why do you think they still engage in this practice?



Y **IN YOUR LIFE: Questions for youths**

- 1 What would you do if your sexual partner threatened you?
- 2 If you were in the same situation as Abigail would you have talked to your mother about your sister? Why or why not?
- 3 If you had an STI do you know where in your community you can go for help?
- 4 Would you tell your partner(s) if you realized you were infected with an STI? Why or why not?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 How comfortable would you feel freely discussing dating with your children?
Probe:
 - *Why do you think it is important to talk to your children about relationships and sex?*
- 2 What would you do if you realized that your children have started dating and are already having sex?

Probe:

- *Is it common for parents in Botswana to respond by shouting at and beating their children when angry?*
- *Do you think doing this would help them stop their behavior?*
- *What might be a more effective way to address the issue?*

- 3 How would you advise Tjedza?

Probe:

- *Do you think talking to her would help?*
- *How might things have been different if Sekgele and Tjedza had had a good relationship?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Learn to talk to your parents about issues of love, relationships and sex. They can give you the information you need to make informed decisions.
- Y** If you have seek the medical attention you need. Use condoms consistently and correctly with every partner to avoid STIs, including HIV, and unplanned pregnancy.

FOR ADULTS/PARENTS

- A** It is important to have an open relationship with your children. Being open with your children means you will always know if they are going through something in their lives. You will be the first to notice something strange in their behavior because you know them. It is also important to talk with your children about sexual matters. Doing so can reduce their risk of poor health outcomes.
- A** Children learn from their parents' actions. Be a role model. Limit your sexual partners to show your children how to reduce their risk of STIs, including HIV.

SYNOPSIS

At **Sethunya's** house, she asks **Stanley** to talk to **Basha** about issues of sexuality, particularly about **Tiro's** accusation that he is stealing his girlfriend. Sethunya feels a lot of education is lacking.

After returning from the hospital, **Sekgele** talks to **Tjedza** about sexuality issues. Sekgele explains to her daughter the dangers of having unprotected sex, especially in this era of HIV and AIDS. She encourages her not to rush into sex and to concentrate on her studies.

Tjedza is surprised that she is supposed to give the contact slip to her sexual partners so they too can receive treatment. She is also surprised when her mother suggests she take a HIV test.

On their way home from school Basha tells **Carol** that he wants them to be more than friends.

Meshack has taken **Amantle** to the clinic for a check-up. The counselor suggests that the time has come for them to tell Amantle who the 'bad guy' in her blood is. Meshack fears that society may reject and stigmatize her.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Sekgele and Tjedza
Sethunya, Stanley and Basha

Boy-girl relationships

Basha and Carol

HIV disclosure

Meshack and Amantle

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 What does Sethunya want Stanley to do?
 - 2 What surprises Tjedza?
 - 3 What is Meshack afraid of?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

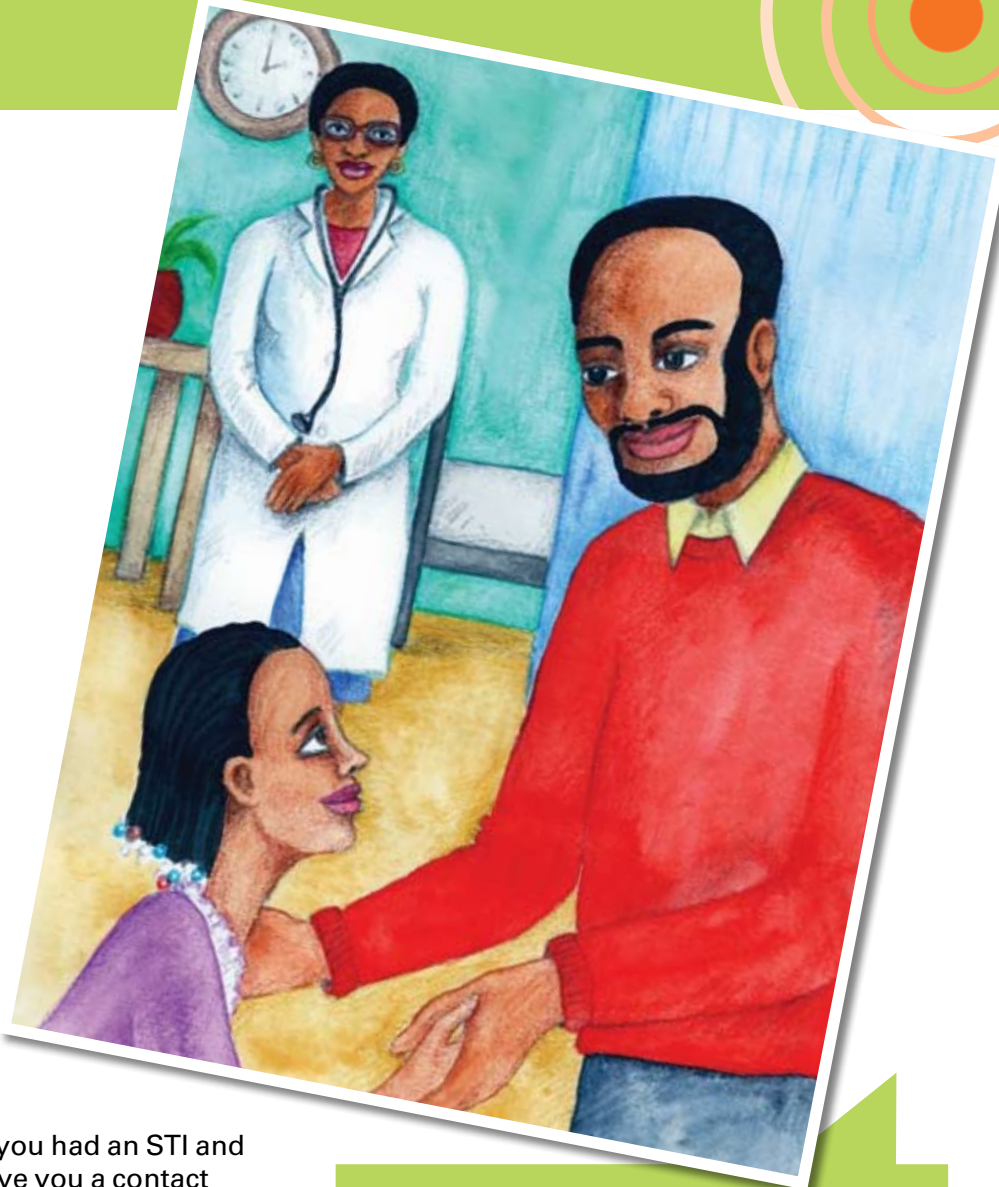
- A**
- 1 Is it common for a man who isn't the father of a boy to talk with him about sexual matters? Why or why not? What about women, it is common for them to talk to girls who are not their daughters? Why or why not?
 - 2 When people receive contact slips telling of their STIs to give to their sexual partners, do they usually give them? Why or why not?
 - 3 Why in your community might a parent feel nervous about his/her child learning his/her HIV status?

Y **IN YOUR LIFE: Questions for youths**

- 1 What are reasons you might choose to have unprotected sex with someone?

Probe:

- For love, money, gifts?



- 2 What would you do if you had an STI and the health provider gave you a contact slip to give to your sexual partner(s)?
- 3 If you become a parent and your child was HIV positive, what would you do?

Probe:

- *Would you want him/her to know his/her status? Why or why not?*

A **IN YOUR LIFE: Questions for adults/parents**

- 1 If your child was HIV positive, would you reveal his/her HIV status to him/her?

Probe:

- *What do you consider to be the benefits of disclosing his/her status to your child?*
- *What worries you about disclosing his/her status to your child?*

- 2 How would you feel if other adults talked with your child about sex?

Probe:

- *Can you think of an adult whom you would want to talk to your child?*

- 3 At what age do you think you should discuss your child's HIV status with him/her?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Knowing your HIV status means you can avoid infection if HIV negative, protect yourself from re-infection if HIV positive as well as protect others from acquiring the virus.

FOR ADULTS/PARENTS

- A** Helping your children get the healthcare and other support they need is important. Try not to respond with anger when they tell you about their problem, this way they will come to you whenever they need help.

SYNOPSIS

Oduetse, Tjedza and Abigail are home alone. Oduetse takes the opportunity to share a little wisdom with his sisters; he asks them to be there for one another at all times.

Lucretia asks **Blackjack** to forget his STI experience and let her remind him of how good sex is. Blackjack finally consents but only with a condom to avoid STIs, including HIV.

Abigail laments that her relationship with **Kopano** has caused a lot of tension between her and her parents. Kopano reiterates that ending the friendship is the best choice because it was creating a lot of problems for her.

Carol and Letty are revising for exams. Letty is panicky and is not sure she will be able to catch up in time for the exams. Carol assures her that she can do it and their revision will ensure they get the desired results.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Lucretia and Blackjack

Boy-girl relationships

Kopano and Abigail

Positive peer relationship

Carol and Letty

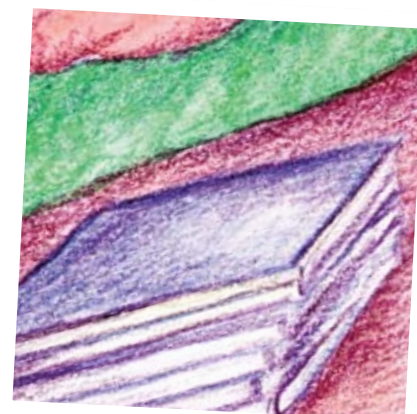
DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 Why does Oduetse encourage his sisters to be protective of each other?
 - 2 Why is Blackjack refusing to sleep with Lucretia without a condom?
 - 3 Why is Abigail upset?
 - 4 What is Letty worried about?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Is it common for a man's 'small house' to not want to use a condom or other protection when having sex? Why would she feel this way? What could the impact of not using a condom be for both partners?





- 2 Are there parents, like Abigail's, in your community who don't want their children having relationships with the opposite sex, even if they are platonic? Why do you think they feel this way?

Y **IN YOUR LIFE: Questions for youths**

- 1 Would you have unprotected sex with a partner after STI treatment to show them you love them? Why or why not?
Probe:
 - *What are other ways to show love?*
 - *Could using a condom show love?*
- 2 How could you provide guidance and support to your siblings?
- 3 How would you support a friend in Letty's situation?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Would you have unprotected sex with a partner after STI treatment to show them you love them? Why or why not?
Probe:
 - *What are other ways to show love?*
 - *Could using a condom show love?*
- 2 How can you encourage your children to show love and support for each other like Oduetse does with his sisters?
- 3 What concerns would you have if your son or daughter had a close friend of the opposite sex?
Probe:
 - *How would you handle any concerns you have?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you want to change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** There are many ways to show you love someone, having unprotected sex is not one of them.
- Y** There are many types of relationships, including platonic friendship. When you are young, having close friends of the opposite sex is nice, but doesn't have to involve sex.
- Y** Children who have lost their parents need a lot of support from those around them. Being available to help them study is something you can do in order to help them do well in school and overcome the tragedies they have faced.

FOR ADULTS/PARENTS

- A** There are many ways to show you love someone, having unprotected sex is not one of them.
- A** There are many types of relationships, including platonic friendship. Young people and adults can have meaningful relationships with the opposite sex without being sexually intimate.
- A** Consider the risks and consequences of having multiple concurrent partners and remember being faithful to a tested partner will help reduce your risk of HIV/AIDS.

SYNOPSIS

Tjedza has finally agreed to meet **Mr. Bretts** in the teachers' quarters at Mosenene CJSS. There is an awful smell and Mr. Bretts keeps asking about it. He expresses how he's missed her and asks her why she has been avoiding him. Tjedza says she has not been feeling well. Mr. Bretts proposes that they have sex but Tjedza refuses, claiming that she isn't feeling well. Mr. Bretts accuses her of cheating on him. Tjedza is adamant that that's not the case.

Meanwhile **Amantle** and the counselor are in a consultation room. The counselor wants to partially disclose Amantle's HIV status to her.

Oduetse meets **Tiro** at the car wash. Tiro is surprised to see him driving Tjedza's father's car. Oduetse tells Tiro that he is at university and is visiting the family for the holiday. Tiro is thrilled and tells him that he knows all the good hangout spots in Serobing. He offers to take Oduetse out and introduce him to nice girls if he is interested.

Carol and **Basha** are coming home from school on a combi. Basha leads into a conversation about how much fun they have together and asks Carol if she wants more from their friendship. Carol tells him that she doesn't want to be anything but friends. Basha questions her feelings for him. Carol affirms that she cares for him and that she really enjoys their friendship. Basha argues that it isn't that big a deal to date since all of their friends are doing it. Carol says she is not influenced by what her friends are doing. She asserts that she has plans, a life direction; she wants to finish school and go on to be a success at university.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Intergenerational sex
Tjedza and Mr. Bretts

Peer pressure
Carol and Basha
Tiro and Oduetse

ARV adherence and disclosure
Amantle and her counselor

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 What does Mr. Bretts want from Tjedza?
 - 2 What is Tjedza hiding from Mr. Bretts?
 - 3 What is the counselor talking to Amantle about?
 - 4 What is Basha proposing to Carol? What does she say in response?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Are there girls/women who keep STIs a secret from their partners?

Probe:

- Why would they do so?
- What might happen if they disclosed the infection?
- Is keeping the STI a secret more or less dangerous than your partner thinking you have another lover?



- 2 Is it common for boys and girls to have platonic friendships?

Probe:

- *What makes it difficult for them to do so?*

- 3 What happens when a 'bad' kid is friends with a 'good' kid? Who influences whom and why?

Y IN YOUR LIFE: Questions for youths

- 1 If you had an STI, would you tell your sexual partner about it? Why or why not?
- 2 Are offers like Tiro's to Oduetse common? How would you react if you were offered to be introduced to girls/boys?
- 3 How do you think you can help a child who is learning his/her HIV status for the first time?

A IN YOUR LIFE: Questions for adults/parents

- 1 If you had a daughter in the same situation as Tjedza, how would you handle it?
- 2 How do you think you can help a child who is learning his/her HIV status for the first time?
- 3 Carol and Tjedza are two very different girls. Why do you think this is? Why do you say so?

Probe:

- *Do you think it has anything to do with the relationships they have with their parents?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Focus on the goals you have for the future. Sex can wait.

FOR ADULTS/PARENTS

- A** Give your children boundaries and help them set goals. Focusing on the future can help them refrain from taking risks today.

SYNOPSIS

At the Thutego residence, **Sekgele** is reading the Bible in her bedroom. **Themba** joins her to discuss the situation at home. He is disappointed with **Abigail's** and **Tjedza's** relationships. Themba suggests that they should punish the girls for their 'waywardness' but Sekgele does not agree with him. She asks Themba to understand that the girls are teenagers. Themba argues that they should be strict with the girls lest they stray, retorting that even the Bible agrees with him.

At the church, **Kopano** and Abigail are seeking advice from the pastor concerning their bruised friendship. They inform him that they are not free to hang out together because Abigail's parents disapprove of their friendship. Abigail tells the pastor that the reason she had not been coming to church was because of the demands of her school work. The pastor informs the two youths that he is well aware of their problem because Abigail's father came to see him about their friendship.

At **Letty's** house, a social worker has come to visit to assess how Letty and her siblings are doing. Letty tells her that she and her siblings are doing well at school. The social worker is also glad to hear that their father is no longer harassing them since his arrest.

Mr. Bretts has asked **Neo** (a form one student) to stay behind after the lesson. He asks her to help him take books to his house. After waiting for the other students to leave the classroom, he reveals his true intentions.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child

communication

Sekgele, Themba, Tjedza and Abigail
Abigail, Kopano and the pastor

Orphans and vulnerable children

Letty and her siblings

Intergenerational sex

Mr. Bretts and Neo

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 Why is Themba upset with his daughters?
 - 2 What is Themba suggesting he and his Sekgele do about the situation?
 - 3 What advice does the pastor give to Abigail and Kopano concerning their problem?
 - 4 Why has Mr. Bretts asked Neo to his house?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Are there parents in your community who think it is best to punish their children without talking to them first?

Probe:

- What impact do you think this has on their relationship with their children?
- What about on the children's behavior?

- 2 Is it common for youth to seek advice or help from people other than their parents?

Probe:

- *Do you think this a good or bad thing?*

- 3 Is it common for young people to be approached by teachers in the manner that Mr. Bretts approaches Neo?

Probe:

- *What do you think young people can do to resist these advances?*
- *What do you think should be done about teachers who prey on students?*

Y IN YOUR LIFE: Questions for youths

- 1 What draws teenagers into having relationships with older people?

Probe:

- *Are teenagers only drawn into sexual relationships with older people for gifts or money or do you think sometimes there are feelings involved?*

- 2 How do parents' actions encourage or discourage young people from practicing risky behaviors, such as having multiple concurrent partners?
- 3 How would you view an older man who is already in a relationship with a young girl and wants have a second youthful girlfriend?

A IN YOUR LIFE: Questions for adults/parents

- 1 What do you think parents should do if they suspect their child is having sexual relationships?
- 2 Do you ask your children who they are dating? Do you ask to meet their partners and friends?
- 3 How do parents' actions encourage or discourage young people to practice risky behaviors?

Probe:

- *What role do you think open communication plays in parents' relationships with their children?*



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If your parents do not believe you or raise concerns that you cannot address alone, ask a trusted adult to help support you in talking with your parents.
- Y** If a teacher or another adult makes unwelcome advances on you, tell someone so you can keep him/her from harming you.

FOR ADULTS/PARENTS

- A** Talk openly with your children and build a trusting relationship with them so they can seek your support when needed.
- A** Often times, orphans and other vulnerable children are at risk of being abused by other people. If you notice such behavior, be sure to report it to the relevant authorities so the children can be helped.

SYNOPSIS

At Mosenene CJSS **Tiro** is caught having sex with another student by the school watchman. Ignoring Tiro's pleas not to tell anyone about them, the watchman asks the girl to give him their names. She furnishes the sentry with their real names still maintaining that she didn't want to have sex with Tiro.

Blackjack confides in **Meshack** that **Lucretia** is at it again; she doesn't want them to use a condom during sexual intercourse. Meshack is shocked to hear that after all that they went through Lucretia can still say such a thing. Blackjack says Lucretia claims to have gone for treatment. He tells Meshack that she says there is no reason to use a condom since they are both healed. Meshack advises him to maintain his stand and insist on condom use.

At school during lunch time **Carol** asks **Tjedza** about **Mr. Bretts'** new catch. Tjedza doesn't know what or who Carol is talking about. Carol tells her that there is a rumor that Mr. Bretts is having a new affair. In a jealous rage, Tjedza denies that this can be true, insisting she is the only one in Mr. Bretts' life.

At **Kopano's** house he and **Abigail** are catching up talking about school, church, their families and their friendship. Abigail is happy that Kopano didn't give up on their friendship. Kopano is happy that Abigail agreed to come with him to his house. She expresses that she wishes her father wasn't so strict and would allow them to be friends, saying that he should be more worried about Tjedza as she is the one who misbehaves.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Mr. Bretts, Tjedza and Neo

Peer pressure

Blackjack and Meshack
Blackjack and Lucretia

DRAMA DISCUSSION

Y **IN THE DRAMA – *what is going on? Questions for adults/parents and youths***

- A** 1 What were Tiro and the girl caught doing?
- 2 What is Meshack concerned about?
- 3 Why is Tjedza so angry?
- 4 Why is Abigail happy?

Y **IN YOUR COMMUNITY: *Questions for adults/parents and youths***

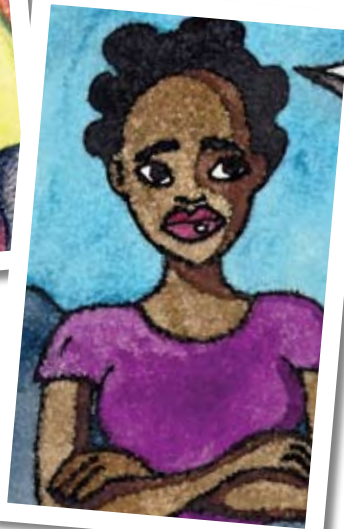
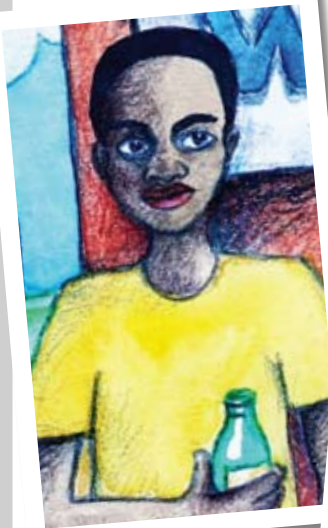
- A** 1 Even after having suffered from an STI, Lucretia refuses to use condoms. Are there people in your community who refuse to use condoms?

Y **IN YOUR LIFE: *Questions for youths***

- 1 Where do young people in your community typically have sex?

Probe:

- *Do they have sex in school?*
- *Why do they do it there?*
- *What happens if they are caught?*



- 2 If you were Blackjack how would you try to convince Lucretia to use condoms?

Probe:

- *What would you do if your partner continued to refuse to use condoms?*

- 3 Carol is trying to tell Tjedza that there is more to life than men and risky sexual relationships. How would you try to help Tjedza if she was your friend?
- 4 If you were Tjedza and you found out your partner was getting involved with a second person, how would you feel? What would you do?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Where do young people in your community typically have sex?

Probe:

- *Do they have sex in school?*
- *Why do they do it there?*
- *What happens if they are caught?*

- 2 If you were Blackjack, how would you try to convince Lucretia to use condoms?

Probe:

- *What would you do if your partner continued to refuse to use condoms?*

- 3 Tjedza is angry because Mr. Bretts is seeking a second partner. As an adult, if you found out your partner was getting involved with a second person, how would you feel? What would you do?
- 4 What do you think of Kopano's father's reaction to the platonic friendship of his son and Abigail? Would you feel the same way? Why or why not?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Condoms are effective for protecting against STIs, including HIV, and unplanned pregnancies. It is important to use them correctly and consistently.
- Y** Avoid relationships with people who are not respectful towards you.

FOR ADULTS/PARENTS

- A** Unprotected sex is very risky; there is a danger of contracting STIs, including HIV, or having an unplanned pregnancy. Even if both partners are cleared of STIs and have only one partner, protection should be used until both are tested for HIV.
- A** Support your children to develop platonic friendships with the opposite sex. Having such friends helps them learn to communicate effectively with the opposite gender and shows them that you can have meaningful and loving relationships without sex.

SYNOPSIS

At Mosenene CJSS, **Tiro** is being suspended for engaging in sex on school grounds. He has been summoned to **Mr. Tlou's** office as he failed to bring his parents or guardian to the school for the hearing. **Mr. Kumbulani** is also present.

Kopano finds his father seated on the veranda. Kopano's father teases him saying he thinks **Abigail** would make a good wife. He explains to his father that they are committed to God and are against pre-marital sex. His father is impressed and encourages Kopano to keep the relationship platonic.

Stanley has considered **Sethunya's** request to talk to **Basha** about issues of sexuality and dating. He asks Basha if he has had a love affair. Basha says he hasn't and is strongly opposed to having relationships at a young age, but confesses that he has sexual urges at times. Stanley tells him that it is normal to get erections or to lust after girls. He tells him those are signs that he is growing up. However, he cautions him against tempting situations and states that having sex at an early age might make Basha vulnerable to STIs, including HIV. He further tells Basha that he should not listen to his peers because they can influence him to engage in risky behaviors that he might live to regret. Basha asks him what he can do to deal with peer pressure.

At seven o'clock, an alarm goes off at **Meshack's** home.

Amantle rushes to get her medication. Meshack is supervising her closely. He checks if she took the right dosage and if she really swallowed the tablets. He asks her if she hasn't defaulted and Amantle assures him that she never forgets to take her medication.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Stanley and Basha
Kopano and his father

ARV adherence and disclosure

Amantle and Meshack

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on? Questions for adults/parents and youths*

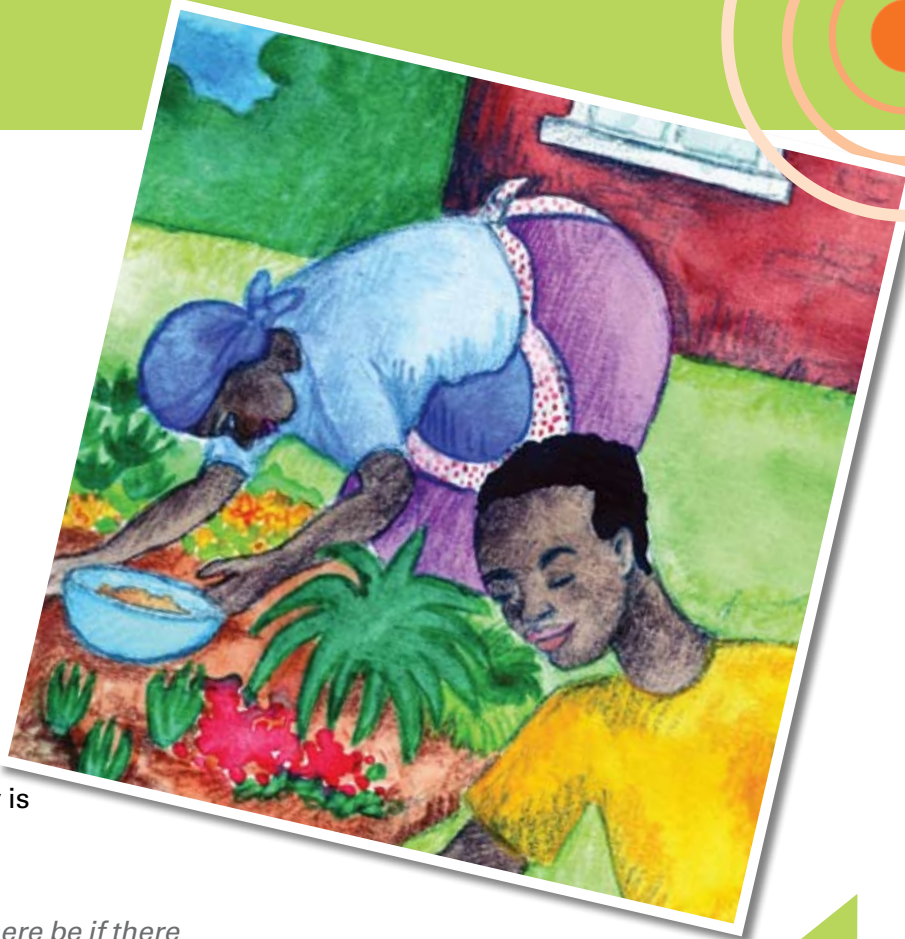
- A** 1 What is happening to Tiro in this scene?
- 2 What does Kopano tell his father?
- 3 What are Stanley and Basha talking about?
- 4 Why does Meshack supervise Amantle while she takes her medication?

Y IN YOUR COMMUNITY: *Questions for adults/parents and youths*

- A** 1 What kind of trouble do young people in your community get into?

Probe:

- What happens to them?
- Do they change their ways? Why or why not?



- 2 Are there parents/guardians who talk to their children like Stanley is talking to Basha? Why or why not?

Probe:

- What benefits might there be if there were more adults who spoke with young people this way?
- 3 Why might it be important for children on ARVs to be told the truth about why they are taking this medication?

Y IN YOUR LIFE: Questions for youths

- 1 How would you try to advise your friend if he/she was in the same situation as Tiro?

Probe:

- How would you show him/her that this behavior could have a negative impact on his/her future?
- 2 What do you think you are the advantages of being able to communicate with your parents or other adults about sex and sexual issues?
 - 3 In what ways might your own life be different if you were able to talk to your parents like Stanley is talking to Basha?

A IN YOUR LIFE: Questions for adults/parents

- 1 What do you think are the advantages of being able to talk to your children about sex and sexual issues?
- 2 What would help you to be able to talk with your children like Stanley talks with Basha?
- 3 What would the advantages be if you had the same relationship with your children that Kopano's father has with him?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Talking with your parents about sex and sexual issues will help you get the right information at the right time. This will help you make healthy choices for now and for the future.
- Y** Choosing who your friends are or how you relate with them can have an impact on your future. Learn to choose friends who will impact you positively and not negatively.

FOR ADULTS/PARENTS

- A** Being able to talk to your children about sex, sexual issues and relationships provides them with the opportunity to get correct information, unlike the information they get from peers or friends. Be sure your message is the one your children hear.

SYNOPSIS

Lucretia has gone to **Blackjack's** house to do his laundry and clean the house as per Blackjack's request. She tries to unlock the door and realizes that it is not locked. When she opens the door she finds **Tiro** watching TV. He says he is sick but Lucretia does not believe him. Tiro shows her a fake medical slip saying that he has been excused from school. Lucretia is skeptical.

At Mosenene CJSS **Mr. Tlou** is addressing the students at the school assembly. He expresses disappointment at the students' delinquency, citing Tiro's 'crime'. He explains Tiro was caught having sex with a female student in one of the classrooms. On hearing this, students murmur and whisper about Tiro's behavior. Mr. Tlou sternly advises students that such behavior will not be tolerated in his school. He mentions that if any student is caught in such an act they will be punished.

Basha and **Carol** are walking to the combi rank. The situation is very difficult and awkward for Basha. After taking a nervous breath, he starts telling Carol of his bright future. He nervously begins reiterating some of the lessons he learned in his conversation with Stanley, telling her that he wants to take control of his future. Carol is impressed that Basha has finally realized that it is time to focus on himself instead of pursuing her.

At Mosenene CJSS teachers' quarters, **Tjedza** has walked into **Mr. Bretts'** house to find him and **Neo**. Tjedza accuses her of stealing her man. The two girls start screaming at each other. A physical fight ensues between them. Mr. Bretts is in a dilemma and does not know what to do. Mr. Bretts reminds Tjedza that she has a condition she has to deal with first, so in the meantime Neo is in the picture. The girls just stare at each other fuming. He asks them to straighten their uniforms and leave his house together behaving like friends.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Intergenerational sex
Mr. Bretts, Tjedza and Neo

Boy-girl relationship
Carol and Basha

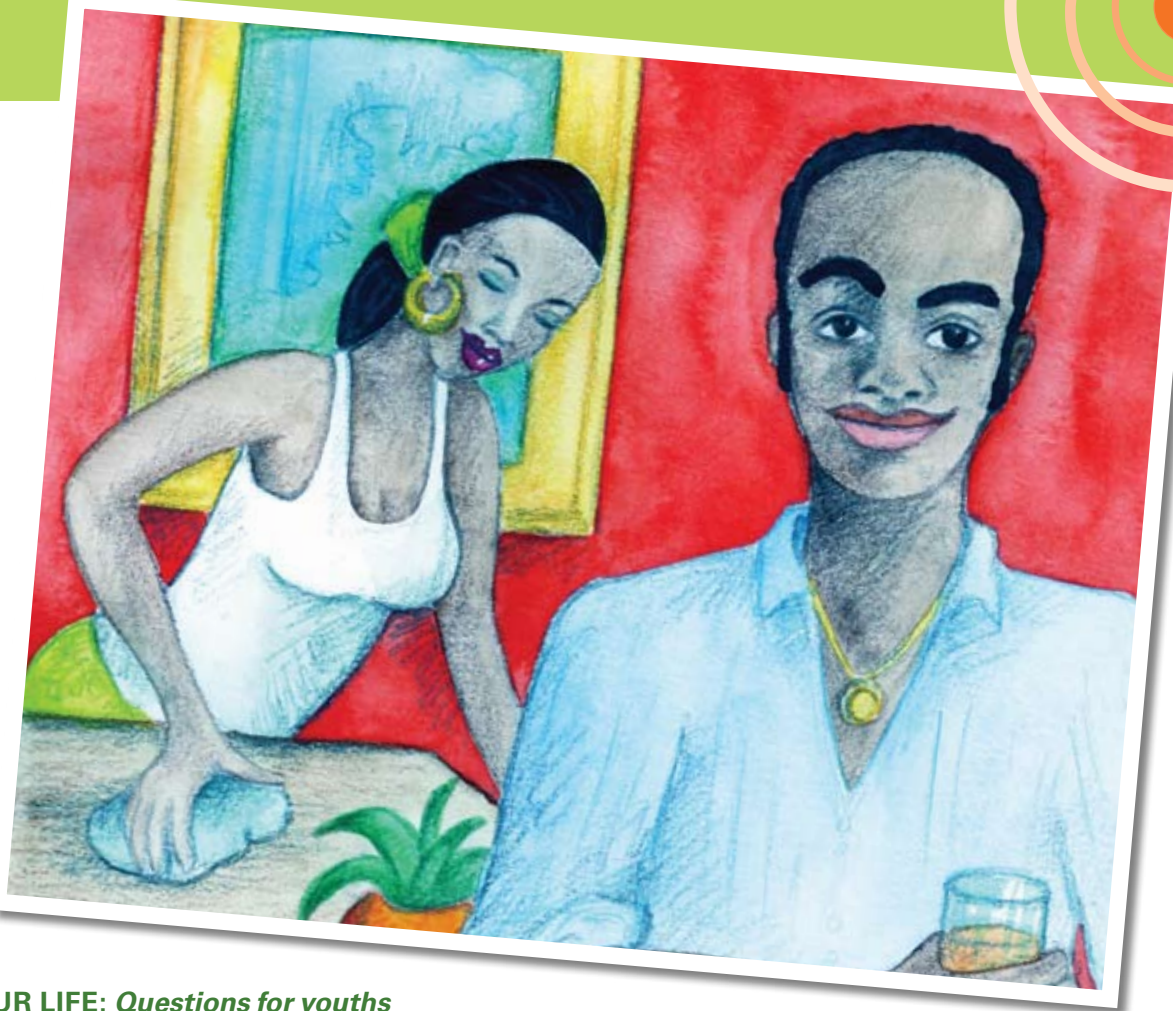
DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 Why is Lucretia surprised to see Tiro at home?
 - 2 What is Mr. Tlou explaining to the students?
 - 3 Why is Basha acting strangely towards Carol? What does he tell her?
 - 4 What happened between Mr. Bretts, Neo and Tjedza?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 What are the reasons children in your community get suspended or expelled from school?
 - 2 Are there situations similar to that of Mr. Bretts, Neo and Tjedza in your community?



Y IN YOUR LIFE: Questions for youths

- 1 Is suspending or expelling a child for behaving like Tiro the best way to handle the situation?

Probe:

- How would you address the problem if it were your friend or sibling?

- 2 If Tjedza or Neo were your friends how would you advise them?

Probe:

- What would worry you regarding them and the situation?

A IN YOUR LIFE: Questions for adults/parents

- 1 Is suspending or expelling a child for behaving like Tiro the best way to handle the situation?

Probe:

- How would you want the school to address the situation?

- 2 How would you try to help your daughter if she were Tjedza or Neo?

Probe:

- How would you try to ensure that your own children don't fall into the same trap as these two girls?

- 3 What would you do if you knew that one of your friends was behaving like Mr. Bretts? How would you handle the situation?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Concentrate on your studies and finish school. Sex can wait until you are ready to deal the potential consequences of unplanned pregnancy and STIs, including HIV.
- Y** Respect yourself. Don't allow older people to use you.

FOR ADULTS/PARENTS

- A** With your support your children can make healthy decisions.

SYNOPSIS

Blackjack comes home to find **Lucretia** has done his laundry, cleaned the house and is preparing supper. Blackjack comments to this effect. Lucretia is happy that her efforts are recognized. She starts talking about **Tiro** and his 'sick-leave'. Blackjack tells Lucretia that he doesn't know anything about Tiro's sick-leave. She says there is something fishy about Tiro's story. Lucretia lightheartedly says they should make a baby. Blackjack refuses and maintains they should use condoms consistently.

At the carwash, Tiro is smoking dagga and drinking alcohol. He is throwing orders around and occasionally teasing the other boys. He starts to admire a luxurious car that is parked there. Tiro says he wants to take it for a spin. The other boys cheer him on. One of the boys warns him that the owner is a strict man but Tiro dismisses him, telling him that the owner of the car, **Themba**, is his girlfriend's father and would never hurt him. The boys are surprised that Tiro even has a girlfriend. He asks for the car keys so that he can go for a drive. One boy tries to stop him saying he is high and reminding him that he does not have the owner's consent. Tiro ignores him, and drives off.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Alcohol and drug use/abuse

Tiro

Intergenerational sex

Tjedza, Neo and Mr. Bretts

Multiple concurrent partners

Mr. Bretts, Tjedza and Neo

Adult-child communication

Basha and Sethunya

Peer pressure

Tiro and the other boys at the carwash

After school at Mosenene CJSS **Tjedza** and **Carol** are going home. Tjedza expresses how she hates taking the combi home and wishes she could be driven. Carol asks mockingly why **Mr. Bretts** does not take her home since he loves her. Carol asks Tjedza if he is busy with the form one student he is rumored to be dating. Tjedza sadly tells her that the rumors are true and that she caught Mr. Bretts and **Neo** at his house the other day and the two girls fought. Carol is appalled and she tells Tjedza to consider dumping Mr. Bretts because he is taking advantage of both of them. She asks Tjedza if she is aware of the risks of having multiple concurrent partners.

Basha is getting ready for bed when **Sethunya** walks into his room. She says she needs to talk to him about relationships and dating. Basha grudgingly agrees. She asks Basha to be more open with her. He tells his mother that he tried to ask Carol to be his girlfriend but she refused. Sethunya says she thought Basha was interested in **Abigail**. Sethunya reminds him that he is still quite young to be in sexual relationships. Basha says he is aware of all that and tells his mother that he discussed the risks with **Stanley**. He assures his mother that he will focus on his studies.

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on?*

A Questions for adults/parents and youths

- 1 What does Lucretia propose to Blackjack?
Probe:
 - *How does Blackjack react to this?*
 - *Why do you think Blackjack reacts the way he does?*
- 2 Why is Tjedza complaining? What does she wish could happen?
- 3 What are Basha and his mother talking about?

Y IN YOUR COMMUNITY: *Questions for*

A adults/parents and youths

- 1 In your community, is it easy for young people, especially those who are under age, to access drugs and alcohol?
- 2 Tiro decides to take a risk by driving Tjedza's father's car while high. What kinds of risks do young people in your community take while under the influence of alcohol or drugs?
- 3 Tiro is urged on by the other boys at the car wash. In what ways do young people in your community pressure each other?

Probe:

- *What do they pressure each other to do?*
- *How are these pressures dealt with?*

Y IN YOUR LIFE: *Questions for youths*

- 1 What would you have done if you were one of the boys at the car wash and your friend or peer proposed taking someone's car for a joy ride, particularly if he/she was high?

Probe:

- *Would you have supported his/her idea? Why or why not?*
- 2 If you were Blackjack how would you handle the situation he is currently facing?
 - 3 Why do you think Tjedza might want to stay with Mr. Bretts? If you were Tjedza's friend what advice would you give her?

A IN YOUR LIFE: *Questions for adults/parents*

- 1 How would you help your children if they were abusing alcohol and drugs, like Tiro is doing?
- 2 How do you think you can empower your children in order to avoid being taken advantage of?
Probe:
 - *How can your relationship with your children be improved to facilitate this?*
- 3 What do you need to help you and your child feel more comfortable discussing relationships and sex?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** When you're high or drunk you don't have as much control over your actions and you may make bad choices or do things you regret.
- Y** Try talking with your parents; more often than not they will give you the best advice.

FOR ADULTS/PARENTS

- A** Always try to know what's going on in your child's life, including at school, so that you can support him/her and provide guidance.

SYNOPSIS

Abigail and **Kopano** are talking about their fathers. Kopano tells her that his father does not have a problem with her coming over. He understands that the relationship is harmless. Abigail cannot believe her ears. She envies Kopano, wishing that her father was as understanding. Kopano promises to pray for Abigail's father so that he can see things in a different light.

Amantle has gone for counseling and after exchanging pleasantries the counselor tells Amantle that she is going to explain the 'bad guy' to her again. She tells Amantle that 'bad guy' is HIV. She asks Amantle if she knows the acronym. Amantle recognizes it and asks if she has HIV in her body. The counselor affirms. Amantle breaks down and cries.

After school at Mosenene CJSS a bunch of students are waiting for combis to go home. **Carol** and **Tjedza** are about to board a combi when a car pulls over. **Fana** gets out of the car and asks Tjedza not to board the combi. Tjedza tells him to get lost. He grabs her and tells her that she is coming with him. Tjedza tries to protest but Fana threatens to slap her. Tjedza asks him to mind his words as there are people around. Fana says he is not bothered. She suggests that they go into his car for privacy. Fana refuses. He asks Tjedza if she is afraid of **Mr. Bretts** seeing them together which she denies. She says she has something important to tell him.

Themba comes to **Blackjack's** house with **Tiro** in tow. Tiro is crying and it is evident that he has been severely beaten. Themba explains to Blackjack that Tiro stole his car from the carwash and was involved in an accident. Blackjack angrily goes straight for Tiro who is still sobbing. Themba asks Blackjack to back down saying he has already punished Tiro; he has a broken lip and a black eye. Themba explains that he brought Tiro home to let Blackjack know his grievance. Blackjack suggests Themba take Tiro to the Kgotla to be punished by the chief.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Abigail and Kopano
(about their fathers)
Tiro and Blackjack

HIV disclosure

Amantle and her
counselor

Abusive relationships

Tjedza and Fana
Themba and Tiro

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 What are Kopano and Abigail talking about?
 - 2 What happened during the counseling session with Amantle? Why was she upset?
 - 3 What happened between Fana and Tjedza after school?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Are there parents in your community that treat their children like Abigail's father treats her?

Probe:

- What are the possible problems this might create?

- 2 Is it commonplace in your community for boys/men to get physical and threaten girls the way Fana does with Tjedza?

Probe:

- If yes, why do they get physical in this way?
- What do you think of this?

Y IN YOUR LIFE: Questions for youths

- 1 Tjedza just had a public confrontation with Fana outside her school during which he grabs her arm and threatens to slap her. Had you been there, how would you have tried to help her?

Probe:

- How would you have reacted if you were in Tjedza's situation?
- 2 Do you think Themba was right in punishing Tiro for stealing his car?

Probe:

- What other ways could he have handled the situation?
- Had it been your car Tiro stole what would you have done?

A IN YOUR LIFE: Questions for adults/parents

- 1 Why do you think Abigail's father is suspicious of her friendship with Kopano?

Probe:

- What could he do to reduce his worries or suspicions?
- 2 Do you think Themba was right in punishing Tiro for stealing his car?

Probe:

- What other ways could he have handled the situation to ensure Tiro appreciated the gravity of his actions?
- Although it is common in Botswana for people other than their parents to punish children, if you were Tiro's parent, would you be ok with Themba's actions?
- Is there something else you would prefer Themba do?
- Do you consider beating a child as abusive?

- 3 If you were Tjedza's parent, how could you have helped Tjedza avoid her current situation?

Probe:

- Do you think a better relationship with her parents could have helped her?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Drinking alcohol may seem cool, but more often the result is not positive. You may end up regretting and even feeling ashamed of what you did while you were drunk.

FOR ADULTS/PARENTS

- A** If your child is HIV positive and you don't know how to disclose his/her status ask for expert help. Health practitioners at a local clinic, hospital or health post can help you tell your child that he/she is HIV positive.
- A** Young men and women can have a platonic relationship. If you have a child who reports having such a relationship but you have concerns, talk with your child freely so you can feel confident about what is going on.

SYNOPSIS

Letty, her siblings and **Mrs. Lorato** are standing in front of Letty's house admiring the new burglar door that has been fitted. Mrs. Lorato assures them that there is no chance that any criminal can break in and that the door will also deter their father from stealing their food. Letty concurs and further notes that she doesn't want to see her father anywhere close to their home. She thanks Mrs. Lorato for her support. Mrs. Lorato tells them that as a responsible citizen she is obligated to offer them all the support that they may need. She tells them to feel free to come to her with any of their worries.

Back at **Blackjack's** house, Blackjack and **Lucretia** are intimate. Blackjack reaches for a condom but Lucretia asks him not to use one expressing that she wants his child. He maintains that he cannot risk getting another STI. Blackjack talks about how vital it is to use a condom, citing HIV prevention as one of the most important reasons. Blackjack insists "no condom, no sex". He tells her that he is not willing to have a child with her. Lucretia argues that a child will bring them closer and strengthen their relationship. She says Blackjack should give her a child to show that he really loves her. Blackjack argues that he has enough children and cannot afford another one. Lucretia threatens to leave him if he doesn't grant her wish. Blackjack says he is ready to work things out with Puleng, who is the mother of his children, rather than risk getting another STI.

Oduetse has called **Tjedza** into his room to ask her about her sexual relationships. Tjedza denies that she is dating. Oduetse asks her what is going on between her and **Fana**. He explains that he saw her with Fana at the bar. She says, defensively, she didn't go to the bar voluntarily but that Fana dragged her there after school. Oduetse tells her to stop running after boys and concentrate on her studies. Tjedza tries to defend herself but Oduetse cautions Tjedza against sexual relationships.

Tiro has gone back to school after his suspension. **Mr. Kumbulani** welcomes him back and cautions him against risky behaviors which can jeopardize his life and future. Tiro insists that he's changed. Mr. Kumbulani tells him that the school's Pastoral Department has devised a rehabilitation program for him. He tells Tiro that he should report to his office everyday as a way to monitor his attendance and progress in school. When he leaves, Mr. Kumbulani notices that Tiro is limping. He asks him what is wrong. Tiro tells him that he was involved in a car accident and hurt his leg. Tiro admits he was stoned and can't remember anything, and that's the reason he really wants to change.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Tjedza, Fana and Mr. Bretts

Alcohol and drug use/abuse

Tiro

DRAMA DISCUSSION

Y IN THE DRAMA – *what is going on?*

A Questions for adults/parents and youths

1 What's going on at Letty's house? What is Mrs. Lorato admiring?

2 What is Lucretia accusing Blackjack of?

Probe:

- *What does she want him to do?*

3 What are Oduetse and his sister, Tjedza, talking about?

Y IN YOUR COMMUNITY: Questions for

A adults/parents and youths

1 Give examples of support received by orphans and vulnerable children in your community.

2 Lucretia wants to have Blackjack's baby because she thinks it will make them closer. Are there people in your community who think the same way?

Y IN YOUR LIFE: Questions for youths

1 Do you think having a baby with someone will make you closer?

Probe:

- *Why do you think so?*

- *Why don't you think so?*

2 If you were in Blackjack's shoes, how would you handle the situation?

Probe:

- *Do you agree with the reasons he gave?*

- *If you didn't want a baby what reasons would you have?*

3 Tiro has gotten into a lot of trouble and he has promised to change. As a young person, how do you think Tiro can be helped to really change?

Probe:

- *Who else besides his teachers can help him and how?*

A IN YOUR LIFE: Questions for adults/parents

1 Do you think having a baby with someone will make you closer?

Probe:

- *Why do you think so?*

- *Why don't you think so?*

2 If you were in Blackjack's shoes, how would you handle the situation?

Probe:

- *Do you agree with the reasons he gave?*

- *If you didn't want a baby what reasons would you have?*

- *If Blackjack was your close friend, what advice would you give to him?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

Y Avoid compromising your values and beliefs to satisfy a partner or peer.

Y Always pause for a moment to reflect on the long-term implications of your decisions before you make them.

Y If you cannot communicate openly with your partner, then they are likely not the right person for you.

Y If there is something bothering you or you are not able to talk to your parents about a problem you are having, try speaking to your brother or sister.

FOR ADULTS/PARENTS

A When a young person has problems with drug and alcohol abuse he/she may need more help than his/her parents can provide. Don't be afraid to seek help in the community from teachers, pastors, social workers and others.

A Think about how you can help ensure that your children are making good choices about their relationships.

SYNOPSIS

Themba tells **Sekgele** that the dent on his car was caused by **Tiro**. Sekgele asks Themba how he has resolved the issue. Sekgele is surprised by her husband's resolution, but Themba doesn't care. He says adults are to blame for the degrading behavior of today's youth and that, as parents, they should stand up and restore order and instill good morals in their children. He shares with his wife the strategies they proposed at the PTA meeting to solve the sex scandal saga. He blames the Ministry of Education for failing them. Sekgele reminds him that it was not the ministry that failed them but the students and teachers who declined to give evidence. She is of the opinion that they need to sit their children down and talk to them about sex and the consequences of engaging in it.

Amantle tells **Meshack** about her session with the counselor. She tells him that the counselor told her the name of the 'bad guy' in her blood. Amantle discloses that she knows she has HIV and tells her father not to worry because the counselor has assured her that if she takes her medication properly she will suppress the HIV virus and live longer. She promises that she will be a good girl and follow the counselor's advice. He promises to give her all the support she needs and to encourage her to take her medication every day.

At Mosenene CJSSTiro shares with **Basha** the trouble he got into during his suspension from school. He explains to Basha that he crashed someone's car and got severely beaten by the owner. Basha is not amused and scolds him for always being in trouble. Tiro claims to have learned his lesson. He says he wants to change and be like Basha.

Meanwhile at the teachers' quarters, **Mr. Bretts** is seducing **Tjedza**, trying to convince her that he loves her and not **Neo**. Tjedza argues that Mr. Bretts professed his love for both of them. He defensively says he did not want Neo to cause trouble for them. He blames Tjedza for his promiscuity saying she avoided him leaving him no choice but to find someone else. Tjedza says she loves him and that she is sorry for causing a scene at his house when she found Neo there.

Themba, Meshack and other members of the PTA talk about the sex scandal, their children's risky behaviors and the way forward. Themba says he did not know that one of the students caught having sex at school was Tiro. He says there is no doubt in his mind that Tiro committed the crime when the boy took his expensive car and smashed it. Meshack differs, saying Themba should not have beaten up Tiro but talked to him. He says communication is the best remedy for waywardness. Themba sarcastically asks how one talks to a teenager who has caused damage to your property. Meshack still feels there is a need to talk to children, not only beat them. The PTA agrees that they should be the eyes and ears of the society in order to protect their children. Themba reminds the others not to forget their mission to catch teachers who are having relationships with students.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Adult-child communication

Amantle and Meshack
Tiro and Themba

ARV adherence and disclosure

Amantle

Intergenerational sex

Tjedza and Mr. Bretts

Caregiver involvement in school

Themba and Meshack

DISCUSSION

Y IN THE DRAMA – *what's going on?* **A** Questions for adults/parents and youths

- 1 What are Themba and Sekgele talking about?
- 2 What are Tjedza and Mr. Bretts talking about?
- 3 What was Meshack's reaction to Amantle?
- 4 Why are some of the parents upset at the PTA meeting?

Y IN YOUR COMMUNITY: Questions for adults/parents and youths **A**

- 1 Do schools in your community have PTAs? If so, are parents actively involved in the PTA?
Probe:
 - In what ways?
 - What do they do?
- 2 Meshack states that he thinks Themba's response to Tiro (beating him up) was inappropriate. Do you think physical punishment is the best form of discipline?
Probe:
 - What other ways can a child be punished?
 - Which do you think a child is most likely to respond to?
- 3 How do children who are HIV positive in your community find out about their status? Is it similar or different from how Amantle finds out?
- 4 The parents at the PTA meeting are blaming others for their youths' waywardness. Do you think they are right?

Y IN YOUR LIFE: Questions for youths 1 The situation at Mosenene CJSS is serious. How do you think it could be solved?

Probe:

- If you were in a situation where you had information that could help authorities, what would you do?

- 2 If you were HIV positive, how would you want to learn your HIV status? Why?
- 3 Do you think it's important to disclose your HIV status to a family member?
Probe:
 - Why or why not?
- 4 How can you advise a friend like Tiro, who gets into so much trouble and doesn't think about the consequences?

A IN YOUR LIFE: Questions for adults/parents

- 1 Meshack didn't feel confident telling his daughter her HIV status. What would you do if you were him?

Probe:

- Why would you do so?

- 2 Do you think the way in which Amantle found out her HIV status was good or bad for her? Why do you say so?
- 3 What do you think of Meshack's reaction to his daughter?

Probe:

- Was it supportive? Why or why not?

- 4 If you were Blackjack, how would you have responded to Themba beating Tiro?

Probe:

- Would you prefer to punish your own child rather than to have others do so?
- What punishment do you think is appropriate for Tiro's actions?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** You do not know who is in your sexual network so take precautions.

FOR ADULTS/PARENTS

- A** No matter how difficult the subject, even if it is about your children having HIV, talk to your children freely so that you can help them face life's challenges.

SYNOPSIS

Kopano meets **Carol** on her way home from school. He asks Carol if he can walk with her and share the word of God with her. Carol agrees. He introduces himself to Carol and asks her if she knows of Jesus of Nazareth. Carol tells him that she indeed knows of Jesus from her Sunday school classes. Kopano is impressed and invites her to come to his church for more enlightenment. Carol says she will feel like an outcast as she has not been to church in a long time. Kopano offers to keep her company. Carol is still undecided saying she needs time to think about it. Kopano assures her that if she comes she will not regret it.

Mr. Bretts has called **Neo** after class. He asks her to take books to his house. Neo comes up with all sorts of excuses. Mr. Bretts tries to scare her, asking if she is refusing his request. Neo refuses in tears, telling him that she doesn't want to get in trouble by frequenting teachers' houses. Mr. Bretts pretends not to know what she is talking about. Neo tells him point blank that she no longer wants to have a relationship with him. Mr. Bretts tells her not to be selfish and stupid. He asks her if she doesn't want to pass her exams. Neo says she does and argues that a relationship can be a barrier to her studies. Mr. Bretts says on the contrary, their relationship can boost her marks and self-esteem.

Mrs. Mogapisi and **Mr. Kumbulani** have a counseling session with **Tiro**. They share with him the dangers of risky behaviors and how they can affect his future. Mr. Kumbulani tells him that it is never too late to change. Tiro tells them that he wants to change and be a good student. Mrs. Mogapisi asks him how he wishes to change. He expresses that he wants to focus more on his studies. Mr. Kumbulani reminds him that good students attend school regularly, respect their teachers and do their schoolwork. Tiro says he knows that good students do not smoke or drink alcohol like him. He blames his waywardness on lack of parental guidance. He tells them that his uncle is never home. Mrs. Mogapisi tells him that they are there to help and guide him as teachers.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Peer pressure

Kopano and Carol

Intergenerational sex

Mr. Bretts and Neo

Abusive relationships

Mr. Bretts and Neo

Adult-child communication

Mr. Kumbulani,
Mrs. Mogapisi and Tiro

DRAMA DISCUSSION

Y **IN THE DRAMA – what is going on? Questions for adults/parents and youths**

- A**
- 1 What are Kopano and Carol talking about?
 - 2 What is going on between Neo and Mr. Bretts?
 - 3 During the counseling session with Mrs. Mogapisi and Mr. Kumbulani, what does Tiro confide in them?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 In your opinion, who is in the best position to guide youth?



Probe:

- The young people themselves?
 - Parents?
 - What role, if any, does the environment they grow up in play in their behavior?
- 2 In what way could teachers and parents work together to guide children?

Y IN YOUR LIFE: Questions for youths

- 1 Neo seems to be in a really difficult situation. What would you do if you were in Neo's shoes?
- 2 Consider your own life; your ambitions and dreams. Would what Mr. Bretts is suggesting be tempting if you were in Neo's situation?

Probe:

- Why or why not?
- 3 In what ways can risky behaviors affect your future?

Probe:

- In what ways, if any, does knowing this information influence how you make choices in your life or how you behave?

A IN YOUR LIFE: Questions for adults/parents

- 1 Tiro is blaming his waywardness on lack of parental guidance. Consider your own relationship with your children, what can you do to improve it?
- 2 What difficulties do you encounter when trying to teach your children about responsible behavior?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If an older person or a teacher tries to convince you to go to his/her house for sex refuse. If they threaten you, report them to a senior teacher or tell your parents.
- Y** When older people, such as teachers or parents, share concerns about things you are doing in your life, listen to them and consider what you would lose if you do not take their advice.

FOR ADULTS/PARENTS

- A** Pay close attention to your children. If you notice any change in behavior, sit them down and talk with them to see if there's a problem. Even if they don't tell you right away, keep watching, listening and asking until you're sure everything is okay.

SYNOPSIS

Letty's father is surprised to see that a burglar door has been installed at his children's house. He tells Letty that he doesn't approve of the door because it makes their house look like a prison. Letty explains that they need the security. Letty's father offers to keep an eye on the house while they are at school since he is not working. Letty says Mrs. Lorato keeps an eye on the house during the day. Letty's father is angered by this and stresses that Mrs. Lorato should not be trusted. Letty argues that Mrs. Lorato has been kind and compassionate towards them. Letty's father alleges he can't find a job because his reputation has been damaged by Mrs. Lorato. Letty does not agree with her father and is surprised that he claims to have been looking for a job when he's never worked. However, she encourages him to keep looking so that he can be self-reliant and maybe even support them.

Blackjack tells **Meshack** that **Lucretia** is stressing him out by asking to have his child. Meshack tells him that he told Blackjack to dump Lucretia long ago because she is trouble. Blackjack reminds him that the reason why he is still with her is because Pulang stays in the city and therefore Lucretia is useful because she is close.

Mr. Bretts is sitting at the bar counter alone having a drink. **Fana** enters the bar with his friends, making a lot of noise. He spots Mr. Bretts and starts to make fun of him. Fana labels Mr. Bretts as the poorest man in the village who chases after young girls because he can't afford women his age. Mr. Bretts tries to ignore him. Fana continues to insult Mr. Bretts. Mr. Bretts tells him to stop expressing his insecurities in public and tells him to stay away from his girlfriend. Fana boasts that **Tjedza** is always complaining that Mr. Bretts can't afford to buy her anything. This embarrasses Mr. Bretts.

At the Thutego residence, **Tiro** is trying to enter **Abigail's** bedroom through the window however, he slips and falls. **Oduetse** hears the sound and thinks it is a thief. He comes running and knocks Tiro down with a punch. Tiro pleads for mercy and tells Oduetse it's him. Oduetse stops attacking him and asks Tiro what he is up to. Tiro claims that he had come to apologize to his father for denting his car. Surprised, Oduetse asks him why he was using the window instead of the door. Tiro lies saying he was afraid of using the front door. Oduetse tells Tiro to stop lying and tell him the truth. Tiro admits to have a crush on Abigail and thought she was in the room he tried to get into. Oduetse is concerned because Tiro used to be a bright and well-mannered boy, but has become wayward and troublesome.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Blackjack, Lucretia and Puleng

Abusive relationships

Mr. Bretts and Fana
Tiro and Abigail
Letty and her father

DRAMA DISCUSSION

Y IN THE DRAMA – *what's going on?* **A** *Questions for adults/parents and youths*

- 1 Why is Letty's father angry? What does he suggest to Letty?
- 2 What advice does Meshack give Blackjack?
- 3 Why are Mr. Bretts and Fana arguing?
- 4 Is Tiro's behavior reflecting a positive change?

Y IN YOUR COMMUNITY: *Questions for adults/parents and youths* **A**

- 1 What would you say is the real issue with Letty's father? What stories can you share (without naming names) that are similar to Letty's predicament?
- 2 Have you heard about women who pressure men into having their children in order to keep the men close?

Probe:

- *Do such strategies usually work?*
- *What challenges do the men then face?*
- *What challenges do women in 'small houses' face?*

Y IN YOUR LIFE: *Questions for youths*

- 1 Lucretia claims to love Blackjack and thinks the baby will bring them closer together. If you found yourself in a similar situation, would you think the same way as Lucretia?

Probe:

- *Would you agree if you were Blackjack? Why or why not?*
- *Is having a baby with someone a good way to make them love or commit to you? Why or why not?*

- 2 If you were Lucretia, what would you do?

Probe:

- *What are the short falls and risks of doing what she proposes?*
- 3 Is it appropriate to break into a house as Tiro did? Why or why not?

A IN YOUR LIFE: *Questions for adults/parents*

- 1 Young people sometimes find themselves in similar situations to Lucretia. What advice would you give to a young woman in such a situation?

Probe:

- *Is having a baby with someone the best way to make them love or commit to you? Why or why not?*
- 2 In your youth, did you ever find yourself or someone you knew in a situation like Blackjack and Lucretia?

Probe:

- *What happened to them over time? In what ways could you help your children avoid being in a similar situation?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Find healthy ways to occupy your time. Avoid drinking and taking drugs because these activities will distract you from your studies and could lead to bad choices. Avoid dating people who are already in a relationship with someone else.

FOR ADULTS/PARENTS

- A** Talk with your children and explain to them that feeling lonely is normal, but that there are many things they can do to keep busy other than getting into relationships with someone who is already taken.
- A** Avoid starting a relationship with a 'small house' or another partner because your primary partner lives in another town or because you feel lonely. Doing so could bring you unwanted emotional stress and possibly expose you to STIs, including HIV.

SYNOPSIS

After church, **Kopano** and **Abigail** are walking home. Kopano is talking endlessly about this sweet girl he met called **Carol**. He says the young girl had a positive attitude when he preached to her. Abigail is surprised that he could think so after just one meeting. She tells Kopano that he should be careful not to fall into the devil's trap and suggests that he prays to God for guidance.

Mr. Tlou and **Mr. Kumbulani** are meeting. Mr. Tlou thanks Mr. Kumbulani for the assistance he has given him during the sex scandal investigations and then asks him how **Tiro** is settling in after the suspension. Mr. Kumbulani tells Mr. Tlou that he has started counseling sessions with the young boy and that Tiro is promising to change. He says even though he is optimistic that Tiro can change, he thinks they should look into the family situation. Mr. Kumbulani mentions that he is working with one of the other teachers, **Mrs. Mogapisi**, to resolve the problem.

After seeing that his tuck-shop has been broken into, **Meshack** has called the police. He shows the police footprints heading towards the back of his tuck-shop, one big, the other small. Meshack says the thieves got in through the broken burglar bars. The officers ask him to unlock the door to see what has been stolen. As Meshack opens the tuck-shop, he sees that all of his stock is gone and the few things which are left are scattered on the floor. The police promise to investigate the burglary.

Themba talks to Abigail, **Tjedza** and **Oduetse** about the resolution the PTA took following the sex scandal at Mosenene CJSS. He tells them that the scandal has tarnished the image of the school and the village and that the PTA is trying to hunt down the culprits. Themba tells them that it would really break his heart if one of them were to be involved in such scandalous acts. Oduetse tells them about Tiro's break-in, without mentioning Tiro's

name. This revelation shocks Abigail, Tjedza and Themba. Themba tells them to be cautious and avoid irresponsible actions that may bring down their family name. He then threatens to punish them if they ever disappoint him. He tells his children that he has worked hard to accomplish the status and good life they are enjoying. He asks them to show their appreciation by being well-behaved and studying hard and also to always bear in mind that whatever they do reflects back on the family.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Peer pressure

Kopano and Carol

Adult-child communication

Themba, Abigail, Tjedza
and Oduetse

DRAMA DISCUSSION



IN THE DRAMA – what's going on? Questions for adults/parents and youths



- 1 What does Abigail warn Kopano about?
- 2 What has Mr. Kumbulani come to see Mr. Tlou about?
- 3 What has happened to Meshack's tuck-shop?
- 4 What is Themba talking to his children about?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Mr. Tlou and Mr. Kumbulani are trying to help Tiro. What kind of support is given to students with problems in your community?
 - 2 How can parents and teachers work together to help students perform better in school and stay out of trouble?
 - 3 What role do parents play in the way young people grow up and behave?

Probe:

- Are parents responsible for how their children behave?
 - Is poor behavior a reflection of how someone's parents raised him/her?
- 4 How can parents help their children make better decisions that can positively affect their futures?

Y **IN YOUR LIFE: Questions for youths**

- 1 Do you think a young person's poor behavior reflect how she/he was brought up by her/his parents? Did it affect your behavior?
- 2 What challenges might Kopano face in keeping his abstinence pledge in view of his feelings for Carol?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 What type of support do you think Tiro will need from adults in the community to change his ways?
- 2 Do you believe Themba is right that childrens' behavior reflects on the family?

Probe:

- Have you had this conversation with your children? Why or why not?



WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If your parents talk openly with you and offer to help you, give them a chance. In Botswana's culture it's not easy for parents to share their feelings and if they are rejected they might stop trying.

FOR ADULTS/PARENTS

- A** When speaking with young people avoid talking to them as people who are unable to think for themselves or make a good choice. Instead, talk with them in an empowering manner, one that will make them feel trusted and respected.

SYNOPSIS

Basha is surprised to see **Carol** in church. She says she just felt like coming. Basha is skeptical and he asks her what motivated her to come to church. Carol reveals that she met **Kopano** who invited her to come. She tells Basha that the religious teachings can help them behave and not do bad things.

Lucretia follows up on her wish to have **Blackjack**'s child. She insists that they should stop using a condom and have a baby. Blackjack refuses saying nothing serious should come out of the relationship like they initially agreed. He tells her that he is committed to **Puleng**. Lucretia will not be deterred. She tells Blackjack that she wants to have his baby whether she is a concubine or not. Blackjack tells her that he is dumping her because she refuses to use a condom during their lovemaking and insists on having his baby even when he disapproves. Lucretia begs him not to dump her but Blackjack refuses to listen.

Abigail is playing the concerned elder sister to **Tjedza**. She enquires about her health following the STI she had. Tjedza tells her to mind her own business, saying that she is fine. Tjedza is infuriated and she tells Abigail to drop the miss-goody-two-shoes act because she knows she is dating Kopano. Abigail tries to explain to Tjedza that Kopano is just a friend but she will not listen. She asks Abigail to excuse her because she isn't feeling well.

Sethunya and **Stanley** are getting ready for bed. Sethunya tells him about Basha's confession that he wanted to date Carol. She says she is worried about what could be happening now if Basha went ahead and had a relationship. Sethunya says he is young and inexperienced in sexual relationships and she is afraid that, despite her advice, he may be influenced by his peers. Stanley assures her that Basha will not let her down. He further reminds Sethunya that dating doesn't necessarily mean one is sexually active.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

*Multiple concurrent
partners*

Lucretia and Blackjack

Peer pressure

Abigail and Tjedza

DRAMA DISCUSSION

Y **IN THE DRAMA – what's going on? Questions for adults/parents and youths**

- A**
- 1 Carol seems to be happy to have visited the church, what does she tell Basha?
 - 2 What does Blackjack decide to do in order to solve the problem Lucretia is causing?
 - 3 Why is Sethunya worried about Basha?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A**
- 1 Tjedza thinks that because Abigail spends so much time with Kopano they must be dating. Is this what most people think when a male and female are friends?
 - 2 Do you think adults and the church can work together to support people in your community?



Y **IN YOUR LIFE: Questions for youths**

- 1 Do you think going to church helps young people make healthy life choices? Why or why not?
- 2 Many people think having a child with someone will bring them closer together and make the bond between them stronger. Do you think this is true?

Probe:

- *In what circumstances would you consider doing this?*
- 3 Do you think your parents should trust you to make your own decisions? Why do you think so?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Sethunya is worried about Basha because he has shared with her that he wanted to date Carol. Is she right to be worried? Why?

Probe:

- *If your child told you that they planned to date someone would you be worried about him/her?*
 - *What could you do to ease your mind as well as make sure your child is safe?*
- 2 Part of Sethunya's worry is that Basha may be influenced by his peers, despite their open and honest relationship. As a parent how far do you think you can go in protecting your children?

Probe:

- *When do you think is the time to trust your children to make their own decisions?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Dating does not have to involve sex. Seek positive relationships in your life and always stay true to your beliefs.

FOR ADULTS/PARENTS

- A** Talk openly with your child about dating. Encourage them to have positive relationships with young people of both genders. Help them be confident enough to resist peer pressure and remain true to their values.

SYNOPSIS

At Mosenene CJSS **Mr. Tlou** comes to **Mr. Bretts'** classroom during lessons with police officers in tow. Mr. Bretts meets them by the door. Mr. Tlou asks for **Tiro** saying he is needed by the police officers to help them with some investigations. Mr. Bretts worriedly asks what Tiro has done. Mr. Tlou tells him that he is a suspect in a burglary. Tiro is not bothered but asks why he is being arrested. Mr. Tlou tells him that the police will explain everything to him at their office.

Meshack and **Amantle** are enjoying their supper. He commends Amantle for being a well-behaved child. He encourages her to continue taking her medication and never derail from the positive path she is on. Amantle is pleased by her father's accolades. Meshack admires her maturity and asks her to always be a good girl. Amantle tells Meshack that she will always take her medication to fight HIV so that it does not turn into AIDS. Amantle enthusiastically explains to her father that being HIV positive means one has the virus, adding that if someone does not take their ARV medication properly the virus will manifest itself into AIDS, which is the disease.

At Mosenene CJSS it is lunch time and **Tjedza** comes over to **Carol** to boast about her marks. She has done extremely well in Mr. Bretts' subject. She tells Carol to date teachers so that she can get high marks like her. Carol tells her that she is not interested in dating teachers because they exploit students. Meanwhile, **Mr. Tlou** has called **Blackjack** to inform him that Tiro has been taken by the police for questioning.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Intergenerational sex
Tjedza and Mr. Bretts

Adult-child communication
Meshack and Amantle

Peer pressure
Tjedza and Carol

DRAMA DISCUSSION

Y **IN THE DRAMA – what's going on? Questions for adults/parents and youths**

- A** 1 What happened at Mosenene CJSS during lessons?
- 2 Why is Meshack so proud of his daughter?
- 3 What does Amantle explain to Meshack about HIV and AIDS?
- 4 Why is Tjedza boasting about her marks?

Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- A** 1 In your community is there stigma surrounding having HIV? Do people hide taking their medicines? Are there support groups for young people who are living with HIV?
- 2 How might Tjedza's lack of school learning affect her future?



Y **IN YOUR LIFE: Questions for youths**

- 1 The police have come to get Tiro at school. He is coy and confident, maybe to hide his embarrassment in front of his friends. If it were you, how would you have reacted in this situation?
- 2 Tjedza thinks she is taking advantage of Mr. Bretts and that is the reason she is getting high marks in class. Is she right? Who is taking advantage of whom?

Probe:

- *Would you have a relationship with an older person in order to get ahead in your studies or work? Why or why not?*
- 3 Tjedza is encouraging Carol to date teachers in order to get good grades. If you were Carol, how would you react? Would you listen to Tjedza, especially if you were not doing well in school and she tells you that it is the only way to pass?

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Meshack is impressed with all the information Amantle has about HIV and AIDS. How informed are your children and children in your community about HIV and AIDS?

Probe:

- *From where do your children get information about HIV, AIDS, sex and relationships?*
 - *How can you ensure this information is correct?*
- 2 How would you try curbing the negative influences of peers on your children?

Probe:

- *Do you think having a strong relationship with your children might help? How?*
- *Do you think open communication with your children might help? How?*

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** If you're often in trouble, the police might suspect you are the culprit in a crime even if you're not to blame.
- Y** Getting a good mark from a teacher in exchange for sex means that in the long-run you do not really learn anything in school and will be less likely to achieve your goals.
- Y** It is illegal for a teacher to give a student a pass-mark in exchange for sex. It is a crime that is punishable by law.

FOR ADULTS/PARENTS

- A** Be involved in your children's education, go to the school, meet the teachers and ask them questions about the progress of your children.
- A** Explain to your children that they need to get a full education at school and that skipping classes, cheating or taking any other short-cuts will hurt them in the future.

SYNOPSIS

Mr. Tlou and PTA members have met to give each other feedback on the ongoing investigations of the sex scandal. The parents are happy to hear there are some promising leads. Mr. Tlou says that they should treat the matter with great confidentiality lest they scare their informants away. Mr. Tlou says that there is need to caution students and members of the community against risky behaviors. He states that they should not only concentrate on students and teachers but also fight intergenerational sex which is rampant in their village. They agree to come up with messages and make presentations that will empower the youth to say no to sexual exploitation. They suggest that police officers, social workers and other teachers should be brought on board to help implement these ideas.

Meshack finds **Blackjack** busy molding bricks and he tells Meshack that he is planning on extending his one-roomed house. Blackjack insists that he wants to build the house himself to win **Puleng** back. Meshack asks what happened with **Lucretia**. Blackjack tells him that he decided to dump her because she was insisting on having unprotected sex so that she could conceive. Meshack then informs him that his tuck-shop has been broken into and the police are carrying out investigations.

Tiro is with a police officer who is thoroughly interrogating him. The officer tactically asks Tiro to tell him where he is keeping the goods which were stolen from Meshack's tuck-shop.

Tiro denies knowing anything about the stolen goods. The officer asks him where he was on the night of the burglary. He tells Tiro that his friends told the police that they were with him at Meshack's. Tiro realizes that he is in trouble and pleads with the officer to give him a chance to clear his name.

Tjedza excitedly tells **Mr. Bretts** that she is pregnant with his child. Mr. Bretts is stunned by the news and asks her if she is hallucinating. Tjedza affirms that she is really pregnant as she has taken a test. Mr. Bretts sternly tells her to take the pregnancy test results to **Fana** and inform him that he is going to be a father. Tjedza starts sobbing, and swears that Mr. Bretts is the father. Mr. Bretts gets mad and threatens to beat her up if she doesn't stop falsely accusing him.

MAIN EPISODE THEMES & CHARACTERS MODELING THEM

Multiple concurrent partners

Blackjack, Puleng and Lucretia
Tjedza, Mr. Bretts and Fana

Abusive relationships

Tjedza and Mr. Bretts

DRAMA DISCUSSION



IN THE DRAMA – what's going on? Questions for adults/parents and youths



- 1 What is the PTA discussing?
- 2 What does Meshack find Blackjack doing?
- 3 What is Tiro being accused of?
- 4 Why is Tjedza crying?



Y **IN YOUR COMMUNITY: Questions for adults/parents and youths**

- 1 How can we empower youth to help them avoid sexual exploitation?
- 2 How common is it for people in your community to reduce their number of sexual partners?
- 3 Is it common for men to deny responsibility for a pregnancy much like Mr. Bretts denies Tjedza's baby is his?

Probe:

- *Why might a man do so?*

Y **IN YOUR LIFE: Questions for youths**

- 1 What are some of the things which can be said or done that would encourage young people to change their risky behavior?
- 2 Do you have or have you had friends who are a bad or negative influence on you? Please share stories (without naming names!).
- 3 How would you handle the situation if you were in Tjedza's shoes?

Probe:

- *If you could advise Tjedza, what advice would you give her?*

A **IN YOUR LIFE: Questions for adults/parents**

- 1 Do you think adults in your community could come together to create a supportive environment for youth?
- 2 How do you think you can help your children recognize and avoid bad or negative friends?

WRAP UP

- 1 What have you learned from this session?
- 2 Think about what you can change in your own life to apply these lessons.
- 3 As you leave, keep in mind these key messages from today's session:

FOR YOUTHS

- Y** Always think of the possible consequences of your choices and behavior.
- Y** You are likely to have more in common with your partner if they are close to your age.

FOR ADULTS/PARENTS

- A** Empower your children to be responsible and accountable. Do not plan their future for them, but with them.
- A** Supportive adults, whether parents, teachers or community members, can make a positive difference in a young person's life and help them make healthy choices.

[illegible]

