

CYBERSENGA PHASE FIVE WIREFRAMES: FACILITATOR TOPIC GUIDE

Introduction

The goals for CyberSenga project are to teach young people about HIV and AIDS and give them skills to help them avoid situations that may put them at risk for getting HIV.

What we're going to look at today is called a 'wire frame'. Think of a house. Before you build the actual structure, you first put up the frame. The frame is the "bones" of the house that supports it. You have to make sure that the frame is solid before you can start filling things in with walls, windows, and doors.

Today, we're going to look at the frame of the CyberSenga intervention. Just like the house isn't ready for the walls, windows, and doors, we're not ready to worry about the exact wording or the exact pictures that you see on these pages. What we are interested in is whether the **general ideas** make sense to you. Do the story lines make sense? Do the games make sense?

Any questions?

First, before we start looking at the wire frame, I want to get your thoughts on a couple of things:

How would you refer to people your age if you were writing a program for adolescents? When you read things aimed at people your age that refer to 'boys' and 'girls' what's your reaction? How about 'young men' and 'young women'? What about 'people your age'?

When you hear the statement: "Girls [boys] who care about themselves and their bodies do things to keep them free from HIV." what comes to mind? What are things that boys (girls) care about when they are trying to be free from HIV?

When you hear the statement: "If you love yourself and your girlfriend [boyfriend], you need to do things to keep each other healthy and safe from HIV" what comes to mind? How does this compare to the way that girls (boys) talk about love in relationships as a reason to do things?

Great! Thanks for your help with that. Now, on to the wire frames.

Learning to solve problems

The aim of this first section is to teach young people how to work through a problem that they might have. You will be given a problem and asked to pick the correct choices to solve the problem. Let's take a look

[REMEMBER TO RESTATE THE PROBLEM AS YOU GO THROUGH TO REMIND THE STUDENTS WHAT WE ARE FOCUSING ON]

1. AFTER THE PROBLEM PAGE: How familiar is this problem to you and people like you? What other problems might be better or more familiar to you?
2. AFTER THE SOLUTIONS PAGE: How sensible are these solutions? How likely would someone like you choose one of these solutions? What other solutions might be better?
3. At the end: what are your thoughts about this section? How well does it help you understand how to solve a problem?

Learning about assertive, passive, and aggressive communication

The aim of this section is to help young people see how the way they communicate affects how others react to them. Assertive communication is when you are firm yet caring. Passive communication is when you are not clear about what you want. Think about a lamb passively sitting in the grass. Aggressive communication is when you are mean and try to force someone to see your view. Think of a lion roaring to scare his prey.

We will show you stories and then ask you to pick the different types of communication for the various scenarios. Let's take a look.

1. AT THE END OF EACH TYPE OF COMMUNICATION: How realistic was the conversations that Eunice and Moses had? How does the conversation compare to those that you or your friends might have with someone that you are dating? Does it sound like an X conversation (where X is assertive; passive; aggressive) to you?
2. What is your reaction to this section? How does it help you see the different types of communication?
3. Think of yourself and other young people your age: what types of assertive conversations might *you* have when talking about the same problem? aggressive? passive?

Solving the puzzle of abstinence versus sex

The aim of this section is to look at the good things and the bad things that may come from playing sex and being abstinent when you are an adolescent. You will see many puzzle pieces and be asked to place them together. You'll see that the puzzle for 'bad things' that might happen is much bigger than the puzzle for 'good things' that might happen.

1. How relevant are the statements on the puzzle pieces to adolescents when they think about good and bad things related to playing sex? How true do the statements sound to you?

2. What does it mean to you when you see that the puzzle of possible 'bad things' is bigger than the puzzle of possible 'good things'?
3. Are there other good and bad things that are not here that you think should be?

Stories about condom use from people like you

The aim of this segment is to show you that many people choose condoms when they play sex. It is the healthy choice when you are in a loving relationship. Let's take a look

1. How realistic is this story? How does the story compare to experiences you and people you know have had with condoms? (probe: Does it sound like a story that could happen to you or someone you know?)
2. After reading this story, can you give me another example of when someone like you or people you know would choose to use condoms? [Moderator note: we do not want to focus on stories where people *cannot* get condoms. Keep the conversation focused on successful use of condoms']

Building a healthy relationship

The aim of this segment is a game to show young people how their actions in a relationship can affect the health of the relationship. You drag the text boxes over to the tree with your mouse. If they are healthy things, the tree will grow. If they are unhealthy things, the tree will start to die.

1. Tell me your thoughts on this game. What do you like about it? How well do you think it shows the impact of behaviors in a relationship? What might we do differently to make it even more fun?
2. How do the things that Moses and Eunice do that are described in the boxes compare to things that you and people you know do in relationships?
3. After reading the text, can you give me another example of what Moses and Eunice could do in their relationship to make the tree grow? What's something that they might do to make the tree die?

Clearing the road to healthy relationships

The aim of this segment is to help young people make healthy choices in relationships. Eunice (Moses) is presented with a problem and can choose one of three different solutions. If she (he) chooses the right answer, the road block will clear. If she (he) chooses the wrong answer, the block remains and she needs to try again.

1. Tell me your thoughts on this story? How does this story compare to experiences that you and people you know have had? How realistic are the three options that are given to Eunice [Moses]? How do the options compare to the solutions that you or someone you know might choose to solve the same problem?
2. Tell me your thoughts on this game. What do you like about it? What might we do differently to make it even more fun?

Thank you for the time.