<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Understanding radio</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>How to develop content for radio using the sexual and reproductive</td>
<td>A. Fact sheet</td>
</tr>
<tr>
<td></td>
<td>health and rights guide</td>
<td>B. Radio production guide</td>
</tr>
<tr>
<td></td>
<td>4 Understanding outreach</td>
<td>C. Outreach guide</td>
</tr>
<tr>
<td>5</td>
<td>How to develop an outreach activity using the sexual and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>reproductive health and rights guide</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sexual and Reproductive Health and HIV: talking sex, sexual health</td>
<td>A. Fact sheet</td>
</tr>
<tr>
<td></td>
<td>and safety</td>
<td>B. Radio production guide</td>
</tr>
<tr>
<td></td>
<td>7 HIV testing and treatment</td>
<td>C. Outreach guide</td>
</tr>
<tr>
<td>8</td>
<td>HIV stigma, disclosure and the right to confidentiality</td>
<td>A. Fact sheet</td>
</tr>
<tr>
<td></td>
<td>9 Self-love</td>
<td>B. Radio production guide</td>
</tr>
<tr>
<td></td>
<td>10 Gender and stereotypes</td>
<td>C. Outreach guide</td>
</tr>
<tr>
<td>11</td>
<td>Power in relationships</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teenage pregnancy and contraceptives</td>
<td>A. Fact sheet</td>
</tr>
<tr>
<td></td>
<td>13 Healthy living for a healthy future</td>
<td>B. Radio production guide</td>
</tr>
<tr>
<td></td>
<td>14 Rape awareness</td>
<td>C. Outreach guide</td>
</tr>
<tr>
<td>15</td>
<td>Human diversity</td>
<td>A. Fact sheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Radio production guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Outreach guide</td>
</tr>
</tbody>
</table>
This toolkit has been developed by the Children’s Radio Foundation in partnership with the Bristol-Myers Squibb Foundation.

The Children’s Radio Foundation (CRF) uses radio and community outreach to create opportunities for youth dialogue, participation, leadership, and active citizenship. Through giving youth the tools and skills to produce radio and outreach activities, young people are mobilised to engage in productive dialogue about the issues they face, and work together to improve their lives and communities.

With 72 youth radio projects across six African countries, CRF works with radio stations and community-based organizations to create local platforms for discussion, information sharing, social engagement and action. Our reporters take on issues that resonate with youth in their community, including HIV and AIDS, education, the environment and teenage relationships. Speaking in local languages and in a youth-friendly style, they interview community members, host debates and bring out local perspectives. Their reporting projects, broadcasts and outreach activities are geared to generate discussion about issues facing youth. Our methodology uses media training and production as a means of building life skills among youth. CRF reporters exhibit increased confidence, communication skills, critical thinking and problem solving skills. They take on important leadership roles serving as peer educators in their communities.

The Bristol-Myers Squibb Foundation promotes health equity and seeks to improve the health outcomes of populations disproportionately affected by serious diseases. The Foundation works to invest in training healthcare workers and building community-based support services. It is passionate about empowering communities to take up the fight against disease. Their ongoing support to the Children’s Radio Foundation has made this toolkit possible.
Welcome to the Children’s Radio Foundation’s radio and outreach guide!

We trust this guide will support you in creating exciting and impactful content for the airwaves and community outreach activities around young people’s sexual and reproductive health and rights.

We have compiled this guide based on our experience and learning in our youth radio projects across South Africa and the African continent. Young people are trained as youth reporters to record the stories and experiences of their peers and communities. Then they create radio programmes and host public events so that we all can learn, connect and make better choices for ourselves. The youth reporters use a guide that helps them understand the topic, choose a focus, research and build a radio show and community outreach. The process has been working really well, so we wanted to share the tools with you all. Perhaps you are already a youth reporter at a local radio station, a high school student, a member of a community-based organisation, a teacher, a librarian or you belong to an non-governmental organisation (NGO) - someone who believes in their community and wants to make a change. Well, this guide on how to conduct community outreaches can take you to the next level.

This guide is really about getting stories, experiences and messages about important topics out there in different ways, with the belief and hope that the information and approach to the topic can make an impact in somebody’s life. We at the Children’s Radio Foundation have become convinced about a few things through the work we do with young people:

- Information can change lives
- Perspective can empower people
- All opinions matter
- Sharing stories is powerful
- No act is too small to make an impact
- Youth have a strong voice

So what’s the best way to get people to hear your message and become involved in your vision? Give them an experience, make an impression, speak to their heart and support the information with a powerful message. It may sound simple – and it is – especially when you’re informed and have a good plan. Hosting a community outreach is a powerful way to do this – meeting your community face to face to raise awareness and inspire new ways of doing things. An outreach can share new information about an issue. It can advocate for new ideas, attitudes and services. It can help create a community where people are talking and having important conversations with each other. Outreach is a great way of doing advocacy, convincing people that an idea or course of action is the best one to take.

We hope this guide will become your tool to inspire and challenge people in creating the change needed for young people’s health. Sexual violence, teenage pregnancy, homophobia, cancer and HIV burden youth across the world, and reduce the possibilities of a long, creative and happy life. So, let’s get out there with the best vision of health for our bodies, minds and spirits. We trust you’ll enjoy the journey!

The Children’s Radio Foundation Team
We know you want to do big and meaningful things in the work with youth and your community. So how do you arrive at your goals?

CRF has been working with radio stations for over six years. We believe radio is the best platform to amplify local voices, to get discussions going that include the entire community and to initiate important conversations.

Here is a guide to help you find your way using radio.

FACTS:

- Radio is still the most popular platform for people on the African continent to get their news and information
- Radio is easy to learn
- Radio reaches everywhere: in your room, in the car, taxi, shops and more
- Radio is all about the power of voices and stories
- Radio allows people who don’t often participate in discussions and decision making to do so, including youth, unemployed people and the elderly
- Radio creates pictures in your mind
- Radio is powerful and emotional, and creates a connection with the audience

South Africa has a range of commercial radio stations, public-service broadcast stations and community stations. Most of the time they operate very differently because they have different missions. Here are some of the most common differences between commercial and community stations.

<table>
<thead>
<tr>
<th>Commercial Radio</th>
<th>Community Radio</th>
</tr>
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<tbody>
<tr>
<td>Ratings (how many listeners) are very important because most money comes from advertising.</td>
<td>Relies on relationships with funders and the community to keep operating</td>
</tr>
<tr>
<td>Not very flexible with programming</td>
<td>Much more flexible with programming</td>
</tr>
<tr>
<td>Does not have to represent a particular group or community</td>
<td>Through the legal obligations of its licensing, must represent a particular group or community where it broadcasts</td>
</tr>
<tr>
<td>Obligated to its shareholders</td>
<td>Obligated to its board and community</td>
</tr>
<tr>
<td>Does not have to provide educational programmes</td>
<td>Must provide educational programmes</td>
</tr>
<tr>
<td>Main focus is entertainment and current affairs</td>
<td>Must aim to build civil society</td>
</tr>
</tbody>
</table>

Understanding Radio

Radio is still the most popular platform for people on the African continent to get their news and information. Radio is easy to learn, reaches everywhere, and is all about the power of voices and stories. Radio allows people who don’t often participate in discussions and decision making to do so, including youth, unemployed people and the elderly. Radio creates pictures in your mind and is powerful and emotional, creating a connection with the audience.

South Africa has a range of commercial radio stations, public-service broadcast stations and community stations. Most of the time they operate very differently because they have different missions. Here are some of the most common differences between commercial and community stations.
Looking at this table, community radio seems a lot friendlier to approach for the purposes of telling stories. However, there are some commercial stations out there that value community voices too. So try them both!

**Forging a relationship with your local radio station.**

If you do not already have a relationship with a radio station, the following points can help you approach one to start a relationship and get your stories about young people’s sexual and reproductive health and rights on air.

- Be clear about your vision and what you want to achieve using the stories of young people and the community to talk about sexual and reproductive health issues. Good focus statements would be:
  
  I want to share information  
  I want to create dialogue about something we do not talk about  
  I want to get public opinion to understand others  
  I want to understand how youth feel and act  
  I want people to know about services

- Make an appointment to personally visit the station manager and/or programmes manager with something clear to offer. These custodians of the station will ask the following questions. You will need to have an answer for most of them:
  
  Is this relevant to my community?  
  How will it benefit my community?  
  Who in my community is affected?  
  Can I gain more listeners through this?  
  Will this cost the radio station?  
  How will this improve the image of the radio station?  
  Do you have a plan for more than five programmes?  
  Do you want your own slot? Do you want to be part of someone else’s slot?  
  What are the risks in creating this sort of programming?  
  Do you have community networks or other partners working with you?

- Radio stations are interested in contributions that interest listeners and that will grow listenership, especially those that encourage young people to listen and participate. They are also want to ensure that what you offer is consistent and regular. If you are suggesting to have a series of sexual and reproductive health and rights programmes for youth, you must ensure that:
  
  You have young people involved  
  You share real stories  
  You have experts on the topic  
  You represent multiple perspectives, even the unpopular ones  
  You have a plan for a series of slots/shows

Radio is intimate and engaging. You can interact with callers, read text messages and respond to social media feedback in real time. You can play stories that have been prepared and recorded in advance. You can have live debates and quizzes. With so many options, remember that radio works best when you have a clear plan that accounts for every minute you are on air. This is where your Radio Production Guide will be your best map.

To understand how you can create pre-recorded content and stories, or how to run a youth radio project, we have manuals on our Children’s Radio Foundation website that you can download for free. Go to the Learning Room tab on our home page. Find the “Read” tab and scroll down to “Handbooks.” You’ll find quite a few there.

If you are a young person who wants to produce your own radio content, check out:

“How to Make Your Own Radio Shows: Youth Radio Toolkit”  

If you are a radio station member or an adult, who wants to train others in making radio and running a youth radio project, please see our manual called “How to Start a Youth Radio Project in Your Community: Facilitators Handbook”  

Radio is not just “the wireless” anymore. Internet connectivity and mobile phones have made radio even more powerful than it was before. Radio can reach more people in more places and allow them to be part of the conversation in new ways thanks to technology. Call-ins, messaging, social media participation - it’s all possible, making radio interactive and dynamic.
How to develop content for radio using the sexual and reproductive health and rights guide

Each radio guide will focus on a particular theme. A theme can be described as a subject, topic or main idea.
Fact Sheet SRH

Aims of this chapter
Outreach is a powerful means to unpack and discover more about issues in real time and face to face. There are few youth-led forums in communities but they are a potent force that drive conversations. Outreach activities create opportunities for dialogue, debates and conversations that may not otherwise happen. This outreach guide will help you put together an outreach activity, taking you through each step.

Fact sheet box
- South African law protects the rights of children and youth to live freely, equally and with the same dignity as adults (Sexual Rights IPPF Declaration)
- Sexual rights are universal human rights (Sexual Rights IPPF Declaration)
- “Everyone is entitled to human rights simply for being human” (Exclaim! IPPF)
- “Human rights cannot be taken away from anyone regardless of age, gender, ethnicity, race, religion, nationality, sexual orientation, socio-economic status, disability, HIV-status or health status” (Exclaim! IPPF)
- “Everyone has the right to live and be free from harm” (Exclaim! IPPF)
- A multi-country survey reveals that the prevalence of forced first sex among adolescent girls younger than 15 years ranges between 11% and 48% globally (Together for girls)
- Your body is yours to control and yours alone
- You have a right to privacy: no one can force you to talk about your sexuality or sexual health
- You have the freedom to seek, receive and share information concerning sexual health and sexuality

Statistics on Teen Sexual Behaviour
- Cape Town University's Department of Psychiatry and Mental Health found that by age 14, nearly 24% of South African boys and 5.5% of girls were sexually active
- By age 19, research reveals 72% of South African boys and 58% of girls are sexually active
- LoveLife officials state that peer pressure, low self-esteem, coercion, sex for money, lack of communication with parents and pessimism play a big part in decisions to have sex at a young age

Definitions
- Sexuality: sexual habits and desires of a person
- Coercion: to make (someone) do something by using force, threats or pressure
- Pessimism: a feeling that bad things will happen in the future; a feeling or belief that what you hope for will not happen
- Consent: to agree to do or allow something; to give permission for something to happen or be done

A definition is an accepted statement that describes or gives clarity about the meaning of a term.

Facts are detailed pieces of information that are proven to be true. Facts are collected from reputable sources and help inform your thinking and discussion about a theme.

It’s your body, know your rights! Educate yourself more on the topic
Click on to the below links to read and watch:
- My Body My Rights Manifesto
- My Body My Rights Campaign
- Umlilo: On being young, black and queer
- Sexual and Reproductive Health and Rights: Deconstructing the Myths
- Youth for Human Rights
- Children’s Charter of South Africa
- Search keywords: [your country], sexual and reproductive rights and child’s act

Fact Sheet SRH

What are sexual and reproductive rights?
Sexual rights are human rights that relate to sexuality. Reproductive rights relate to a person’s fertility, ability to reproduce, reproductive health and family planning.

As a young person, you are entitled to sexual and reproductive rights. These rights support all people to freely explore, fulfill and express their sexuality in safe, informed and pleasurable ways. Your sexual rights include:

- The right to equality
- The right to participation in decision-making
- The right to life and to be free from harm
- The right to privacy
- The right to personal freedom and to be recognized as an individual before the law
- The right to think and express oneself freely
- The right to health
- The right to know and learn
- The right to choose whether or not to marry or have children
- The right to have your rights upheld

(Exclaim! IPPF)

“When you take a closer look at something you may notice specific things that you didn’t see before. A closer look at a theme really means considering more information and viewpoints that you didn’t see before. A closer look usually opens up the different sub-topics within the bigger topic.

“Remember! It’s your body. You choose what you do, when you do it, how and with whom. Only do what you feel comfortable doing, and tell your partner straight away if you feel uncomfortable” (Happy, Healthy and Hot: A Young Person’s Guide to their Rights)

Resources in this instance are links to additional information that you can look at in your own time. This will contribute to broadening your own understanding of the theme and help inform your own opinion.
Preparing for the show

Different ways to talk about young people’s sexual and reproductive rights

- Why are sexual and reproductive health and rights important for young people?
- Are young people’s sexual and reproductive rights being respected?
- Do boys and girls have equal say in exercising their sexual rights?
- How does discrimination, stigma, violence and fear threaten people’s sexual rights?
- How do we protect sexual rights for all young people?
- What does a healthy sexual relationship between youth look like?

There are many questions about the topic that can be explored, but choose only one. This is what we call an angle. An angle is the main theme of the topic that you have chosen. The angle points your audience in a certain direction, it is the focus of your show.

Choose an angle

Each young person develops sexually at their own pace

Bring out multiple points of view and stay out of the morality of this topic. You know you’re dealing with morality when you hear the words “good”, “bad”, “shameful”, “disgusting”, etc.

Even an ‘angle’ can be broken down further. Use the same process of posing questions to understand more about the angle you have chosen. This can lead you to understand what your focus statement and message of your show is going to be.

Different ways to talk about: The importance of sexual and reproductive rights for young people

- What do people assume when they think about youth exploring sex and sexuality?
- Are young people in charge of their own bodies?
- What do young people need to feel supported in their sexual development?
- When youth have questions about sex, sexuality and sexual health, who do they ask and why? (e.g. parents/guardians, peer advice, consulting nurses and doctors)

It’s your body, know your rights! Educate yourself more on the topic

- My Body My Rights Manifesto
- My Body My Rights Campaign
- Umlilo: On being young, black and queer
- Sexual and Reproductive Health and Rights: Deconstructing the Myths
- Youth for Human Rights
- Children’s Charter of South Africa

Search keywords: [your country], sexual and reproductive rights and child’s act

This is a list of online resources you can use to research further. They could be videos, articles or graphics that give you more information and different perspectives. It is useful to go beyond the CRF fact sheet of your topic for greater understanding.
Formats are the ways we tell stories for radio so that we bring out different “flavours” for our show. It is the way we package content. A show that is just studio talk can be really boring for listeners! Radio formats include: Vox Pop, Audio Commentary, Audio Profile and a PSA.

**Vox Pop**
Vox Pop aim: To get many opinions from many people on one topic.
Who do you talk to: Anybody from the community
Vox Pop question: Have you ever heard of sexual and reproductive rights? What do you think it means?

**Audio commentary**
Audio commentary aim: To get people’s opinion about a topic that they care deeply about
Who do you talk to: A local health official or social worker who can talk about family planning

**Audio profile**
Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: A young LGBTI person

**PSA**
The aim of a Public Service Announcement or PSA: To create public awareness / to spread a message

**Example of a PSA:**
Girl: I know what I like, and I can tell, I like you.
Boy: [laughs] I like you too! Maybe we can go out on another date soon?
Girl: Sure! While we’re thinking ahead, I’m curious about what you think about condoms.
Boy: Eish! It’s only the first date. I don’t know. Why do you ask?
Girl: Cause I want to play safe, protect myself and those I choose to be close with. Condoms are a must for me.

**PSA Slogan:** Be wise, condomise!

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Please note there are also interview questions in the sample show
How to present your show

Use your produced radio formats, your research and the suggested questions to write your own script.

[INTRO:]
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today’s show is all about sexual and reproductive rights of young people!

Host 1: We’ll be talking about how sexual and reproductive rights protect and support young people to make choices about their bodies and have a safer, healthy and pleasurable relationship with sex and sexuality.

Host 2: Let's face it - young people are sexual. Youth have sexual needs, desires, fantasies and dreams. We also have a lot of questions and uncertainty about sex and sexuality. We’re going to talk about how sexual rights support young people to be able to explore, experience and express their sexualities in healthy, positive, pleasurable and safer ways.

Host 1: Let’s hear more about what people think about the sexual and reproductive rights of young people.

[PRESNT WHO IS BEING INTERVIEWED] [PLAY THE INTERVIEW]

Suggested questions for your interview with someone who knows about sexual and reproductive health and rights (activists, social workers, local doctors and nurses)

- Can you explain what sexual and reproductive rights are? Why do they exist?
- Why is it important to consider the sexual and reproductive rights of young people in particular?
- What does our constitution and laws say about sexual and reproductive rights of children and youth?
- What happens to young people when adults don’t recognize their sexual rights?
- Do you think it’s normal for young people to be curious about sex?
- Can you give some examples of the challenges that youth face when seeking information and resources on sex and sexuality?
- What advice would you give a young person who is uncomfortable asking their parents/guardians or doctors for support and information about sex and sexuality?

[OUTRO:]
Host 1: Today, we’ve learnt so much about the sexual and reproductive rights of young people.

Host 2: Yes, it’s been an eye-opener to learn that sex is a natural and healthy part of a young person’s life and we have the rights to make decisions about our own bodies. Deep!

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

The script is the framework for your story. Remember you are writing for the ear! That means, listeners have to get it the first time round. Grab their attention and hold it. Use simple language. Be conversational and energetic. Your script must have a beginning, middle and an end.

A show outline is like a map to help you stay on track during your show. It is a list of the radio formats and the order in which they will happen. Remember to include the time allocation for each format so that you stay within your show time allocation.

Ethics and consent

This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.

Presentation tips

You must always introduce your show and radio formats. Then once you’ve played your formats, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show. Use links (facts, tips, did you knows, music) to glue it all together.
**UNDERSTANDING OUTREACH**

**INTRODUCTION**

Why have outreaches?

Community outreach can also be understood to be a public event. It is about connecting and building relationships with the public face to face through sharing needed information, social messages and ideas. Both for the hosts and the participants, outreach is about getting involved, about building community – it is a two-way street that encourages everyone to participate. Outreach can be a tool to:

- Educate and inform a specific group of people
- Increase knowledge and skills
- Model desired behaviour
- Bring people and organisations together to create beneficial connections
- Create a safer space to talk about difficult issues
- Generate community support for a specific cause or issue
- Make an organisation or service more visible in the community
- Receive information on a service or issue from your community
From the above examples, outreaches can serve a public need, sharing information about an issue that is relevant to community members. Outreach is a way of bringing your community into the conversations around social change and inviting them to be part of that change. So much community goodwill can be generated through an outreach event, just through the act of people coming together around a common focus. A spirit of friendly and compassionate collaboration, rather than force, goes a long way to promote new ideas and influence people. Outreach is the perfect platform to advocate for the kind of changes you want to see around you.

You can engage in advocacy through public speaking, radio and media programmes, outreach, community mobilisation and campaigns. Advocacy is used to shine a light on issues of public interest or concern. It can be done at different levels of community and also to influence decision-makers like local counsellors, government, a board of directors, health care providers and people who invest in and fund projects.

"Advocacy is an activity by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.” Wikipedia

"An advocate publicly supports or suggests an idea, development, or way of doing something.” Cambridge

Other words (synonyms) for advocate: champion, backer, promoter, protector, someone who stands on behalf of, who lobbies for, who stands up for, who argues for

What makes an outreach work?

Outreach is almost like advertising in real time. With outreach, you’re not selling a product, you’re sharing an idea with a group of people who are right in front of you. Usually that idea lives with an organisation or a group of people who have a mission and want to get others involved in it too. Similar to an advert, during an outreach you repeat the most catchy and important information you want participants to remember. Adverts are good at knowing who they are talking to and reflecting their audiences in their message. Outreaches must do the same.

To host a successful outreach, you must involve your audience in the action, debate and discussion to make sure people are relating to the ideas and to each other. Outreach is not just an event, it is a dynamic, focused, message-based strategy of getting people to consider relevant information, a range of ideas, different ways of thinking about things and new ways of doing them too!
There are a few stages to move through when developing an outreach, from the visioning stage to the planning and execution. Below we suggest a few stages to help you understand the generic flow of an outreach.

**Vision stage:**
In building your outreach, you need to understand who you are talking to. This is discussed under the ‘know your audience’ section. Understanding what you want to say is also part of visioning your outreach, which is discussed in the ‘audience brainstorm’ section. The topic of ‘intergenerational dialogues’ is also addressed. In order to have an impact you need a clear message, so we look at ‘elements of a focus statement’, ‘important questions in creating your focus statement’ and give ‘examples of focus statements’. What we’re doing with messaging, information sharing and raising awareness in our outreaches is really advocacy work, so we discuss ‘creating an advocacy message’.

**Planning stage:**
Developing an outreach is often done with a team of people. You will need to understand how to go about allocating roles in a team. There are a few things you’ll need to prepare in order to host an outreach, including the invisible things like creating content, and then material things like getting a venue, getting equipment, cash and inviting people. For this, we share an example of a plan.

**Execution stage:**
This is when your vision and planning come together on the day, in a considered and fully formed outreach event. For this, you will need to build your public speaking skills. Being a good event host also involves skills such as partnering with your audience, and listening to your audience. You will also have to understand pace, timing and flow. Being a good host is about being able to prepare and improvise. An important factor is understanding and being able to use different outreach formats. We provide you with specific tools for preparing and managing an outreach. We also discuss how to create script. Last but not least, we discuss how to record your impact.

**Know your audience**

Our communities are diverse, with many different ages, interests and occupations. If we tried to talk to everyone, we would reach no one. Crafting messages and information for a particular group of people is ideal. The best situation is having as many people as are directly and indirectly affected by the issue, in the same room. You also want to spark the interest of people who don't know anything about the topic. The information you share could be new and a challenge to their thinking. Remember that a diverse audience will also give you many more perspectives.

Try not to narrow your participants too much, but think about the following kinds of groups in your community and the people affected by the issue you are planning on covering:

- Children, youth, adults, the elderly
- Migrants
- Lesbian, gay, bisexual, transgender, gender non-conforming, intersex people
- People affected by specific health issues: HIV, cervical cancer, diabetes, chronic pulmonary obstruction (CPO)

Narrowing your audience can also be done by focusing on a particular space - like a school, clinic or existing community group. For example, you might decide on a school. In that school there are different audiences like teachers, students and maintenance staff. You might decide to further narrow it down to only students and even further to only Grade 7. Focusing in this way can help you craft your message with more relevant examples and language that your audience will relate to.

“I know there is strength in the differences between us. I know there is comfort, where we overlap.”

Ani DiFranco
Be aware of power dynamics in an audience. Think about how young students might behave or communicate if their teachers were present. In some cases students could be intimidated and not express themselves freely.

You do not have to be from that community to work well with that community.

**Audience brainstorm**

Here are some good questions to ask in order to understand the audience or specific groups of people who need to hear your outreach message.

- How do people feel about this issue?
- How does the issue link or divide different groups in your community?
- Who is affected by this issue?
- Are there decision makers in your community who can influence this issue?
- Are existing resources such as people and organisations who are already working on this issue?

**Identifying your audience is crucial to setting your outreach planning in motion. This choice will help you plan around your audience. Even distance to the outreach venue and the time of day the event is scheduled to begin is going to play a big role in who will be there.**

**Intergenerational dialogues**

**Intergenerational dialogues** occur when younger and older people are in the room together, and are able to share experiences and ideas that come directly from their age group or “generation.” This can be a rich and beneficial element in bridging and resolving the many misconceptions the generations have about each other. Older people have a wealth of perspective and experience that should not be discounted, even if youth think their ideas are “old fashioned.”

The age of your group will determine whether it is a high-energy event or not. If you have younger participants, add lots of energisers in your outreach. Your target audience will also determine what kind of entertainment you will have.

**FOCUS YOUR MESSAGE**

Here are some examples of focus statements about different topics. Notice how there is a topic or issue, an action and people in each of these statements. Make sure you have all of these elements in yours.

**About HIV:**
- Prevention is key: Use male and female condoms to protect yourself from HIV
- Take control: Getting tested and knowing your status protects yourself and others
- Stop stigma by knowing the facts: There is no shame in living with HIV
- Sexual violence and domestic abuse contribute to HIV infection

**About Teenage Pregnancy:**
- Stop teenage moms from dropping out of school. Provide care and support at home and at school
- Comprehensive sexual education at school prevents teenage pregnancy
- Access to contraception for teenagers prevents underage pregnancy
- Teachers who have sex with learners must be fired. The law is on our side.

**About TB:**
- TB can be prevented and cured: Know the facts
- TB is not just about coughing: Know the facts
- TB stigma and myths contribute to TB deaths
- HIV is driving the TB epidemic in South Africa. We demand better integrated services at community clinics

Create a focus statement for every outreach you host. When that message is clear it has a better chance of landing in the hearts and minds of others and of making a change.

**Focusing an advocacy message**

As we discussed in previous sections, the messaging – sharing information and raising awareness in our outreaches – is advocacy work. Advocacy is used to shine a light on issues of public interest or concern. It can be done at different levels of community and also to influence decision-makers like local counsellors, government, a board of directors, health care providers and people who invest in and fund
Understanding who you are talking to, the audience you need to have for certain kinds of advocacy, helps you determine which people to invite to your outreach.

Using some of the outreach focus statements above, we can clearly see how each statement advocates for something and identifies who needs to be in your audience, for example:

Focus statement - Prevention is key: Use male and female condoms to protect yourself from HIV
What are you advocating for? Using condoms
Who are you talking to? Males and females of any gender who are sexually active

Focus statement - Stop teenage moms from dropping out of school. Provide care and support at home and at school.
What are you advocating for? Care and supportive attitudes and services for young mothers
Who are you talking to? Teachers, students and parents of one school

Focus statement - HIV is driving the TB epidemic in South Africa. We demand better integrated services at community clinics.
What are you advocating for? Better health services that recognise the connections between TB and HIV and treat both in one place
Who are you talking to? Health care providers, clinics, local government, provincial government, national government

“Advocacy is a communicative act. Advocacy is also a persuasive act. ‘I support this’ is usually followed by another statement (sometimes only implied) ‘...and you should, too.’ Advocacy not only means endorsing a cause or idea, but recommending, promoting, defending or arguing for it.”

John Capecci and Timothy Cage, Living Proof: Telling Your Story to Make a Difference

Getting started

So you now have a good idea of what you want your outreach to be about and how you want to make an impact. Now you have to figure out all the small details of when, where, what, who and how much? It is wise to plan in advance, and concentrate on achieving the core things that will make or break your outreach.

When planning an outreach the golden rule is to focus on content (what you’re talking about) and not stuff (like goodie bags, banners, food).

If you are in an existing organisation or local community group, deciding on roles and responsibilities could be easier, as there are already people around you working on a common cause. Don’t think of these roles as a reason to hire anyone. Get the people already working with you to get involved in very specific and complementary ways.

The roles usually required in organising an outreach are outlined below. Sometimes roles may be shared or one person takes on more than one role.
**Producer:** This is the leader and director of the outreach who holds all of the plans and communicates with everyone, checks up on their tasks and ensures that everything is on track. The producer makes sure that all activities carried out by the team are aligned with the focus statement/messaging of the outreach. They are in charge of aligning activities with impact.

**Events manager:** Secures the venue hire, catering, communicates with guests and entertainment providers, arranges seating, knows how or where the venue gets electricity, as some buildings may not have electrical plugs. Prior to the event, the events manager briefs entertainment providers about the focus statement and encourages them to find creative ways to align their performance with that messaging where possible. At the event they give performers refreshments and stipends and ensure that they are ready to perform at the allotted time.

**Technical engineer:** Is responsible for preparing and managing all equipment like audio recorders, camera for video/photos, microphones. They prepare and set up the venue space for any audio or visuals being shared during the event. Sound amplification will always be an important element of your outreach, especially if you are outside or in a big space with a big crowd. You may also choose to play sound that has already been recorded, like an interview you’ve done with someone before the event, or a jingle you’ve created. The technical engineer may be responsible for the following: equipment to play, speakers, mics, batteries, audio recorder, sound equipment, audio recordings. It is always a good idea to take your audio recorder along to record sound you could potentially use in radio shows, for documentation or for your project’s monitoring and evaluation.

**Logistics coordinator:** They manage the money for transport as well as catering. They are responsible for ensuring that refreshments are bought and prepared if needed, prior to the event.

**Hosts:** Research and draw up the outreach outline/rundown with the producer. Prior to the event they write the script and practice it together. They also have a print out of their script to use during the show. Hosts can partner with community-based organisations (CBOs) and NGOs if the topic is tricky or needs very specific information.
Example of a plan

Planning is important to ensure your outreach runs smoothly and that you have thought of all of the details. Planning is best done in a table. That way the eye can see multiple things at the same time. You can use the table below as a template. You will need to draw up your own plan for the kind of outreach you are planning.

### Powerful Young Leaders

**Outreach: Advocacy for Safer Male Circumcision**

<table>
<thead>
<tr>
<th>Area</th>
<th>Action</th>
<th>Materials</th>
<th>Approx Cost</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Make posters</td>
<td>Cardboard, Pens, Glue, Printing, invites</td>
<td>R100</td>
<td>Andile and Melissa</td>
<td>1 - 7 April</td>
</tr>
<tr>
<td>Communication</td>
<td>Make flyers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Write live read radio ads</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Find an NGO or community group who works on the issue and establish a relationship and how to support each other.</td>
<td>calls, visits</td>
<td></td>
<td>Andile and Melissa</td>
<td>25 March - 1 April</td>
</tr>
<tr>
<td>Technical</td>
<td>Plan and organise which formats to use from your radio show and any other sound files. Plan and organise equipment to use to play the sound. Record sound at outreach event.</td>
<td>Laptop, USB stick, speakers, audio recorder, batteries</td>
<td>USB borrowed Batteries R30</td>
<td>Themba and Farhana</td>
<td>1 – 7 April</td>
</tr>
<tr>
<td>Logistics</td>
<td>Shop for communication supplies like stationery, disburse transport monies, book and deposit for venue, stipend for performers, catering</td>
<td>Transport R225 Venue R250 Catering R230 Stipend per Performer 150 (x 2 performers)</td>
<td></td>
<td>Oko and Pam</td>
<td>1-7 April</td>
</tr>
<tr>
<td>Hosts</td>
<td>Research topic. Connect and coordinate with community partners</td>
<td>Internet data R50</td>
<td></td>
<td>Blessing and Sandra</td>
<td>25 March – 7 April</td>
</tr>
<tr>
<td>BUDGET TOTAL</td>
<td></td>
<td></td>
<td>R1265</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table Notes**

### About ‘when’ and ‘who’

Please note that in the table ‘when’ indicates how long a certain activity could take to plan and organise and when the deadline is. ‘Who’ indicates the specific people assigned to that role and that each area will not be planned by everyone.

### About the budget

The last line, called budget total, adds all the costs you will need for the outreach. The budget helps you plan according to the amount of money you have, need to save or need to ask for.

It is important to cut out any frills and just have the bare necessities. Try to get some of your needs donated where possible. It never hurts to ask nicely. Try local businesses for sponsorship or products. Municipalities and churches may have venues that you could get at a discount, or even for free. This can also be negotiated by the radio station or asking them for venues in their existing network. Doing outreaches at CBOs and NGOs that you partner with can also cut out this cost completely.

Remember only fools are fooled by “stuff.” “Stuff” does not necessarily add value for a community impact activity. For example, you might have the best sound system in the world but if you do not plan or know how to use it, it is pretty useless.
Building public speaking skills

Now that you have an idea of what you need, you need to have an idea of how you will present the content of your outreach. Remember that outreach is a live event: so much of how you interact will be focused on public speaking. Public speaking is like a performance. It helps to be prepared and to understand that the outreach is not really about you, the presenter/s, but rather about the audience and what they take away with them long after the show is over. As a presenter, your sense of sight and sound needs to be fully tuned in to the audience. In other words, take note of how your audience is doing. Are they paying attention? If not, what can you do to change the mood? This is the time to think on your feet! How can you get them to focus? Can you tell an appropriate joke? What about an appropriate energizer?

Here are some tips for public speaking:

• Show up to give, not to take
• Make eye contact with audience members
• Speak slowly, clearly and in simple language
• Turn nervousness into excitement
• Create a Plan B! If things don’t go according to plan, what can you do?
• Know who you’re talking to. Research your audience. Actively respect your audience
• Say “thank you” when you start and when you’re done. Remember the audience has set some time aside to attend the event. Show some gratitude for their effort!

Partnering with your audience

Keep in mind that your outreach activity is interactive and dynamic. That means your audience members are your partners in making the outreach activity a success.

For a successful partnership with your audience remind yourself that:

• Your audience may not be interested in the topic, so make sure that you use language that is easy to understand and easy for your audience to relate to
• Tell your audience why they should listen. Throughout the outreach activity, make the impact statement relevant to you and your community
• Don’t make the outreach activity too easy or too difficult for your audience to understand
• Include a variety of formats in your outreach activity to keep the attention of your audience
• Keep your outreach activity short. An hour is preferable. Stick to the time allocation

It is easy to talk about something that you know and understand well. You are then able to speak confidently and without hesitation. So make sure you understand the impact statement and the message that you want the audience to remember. If it is not clear to you, then it will not be clear to your audience!

Consent and Permission

Consent and permission is a very important part of this partnership with your audience. It is a way to respect their identity, their opinions and what they share with you. Before you start to document any part of the outreach with photographs, video, sound recordings or live broadcast you MUST ASK THEIR PERMISSION.

In addition to asking them whether you can record them in these ways, you must also explain how those recordings will be used. When you give people the information about how and where the recordings will be used, they are able to make an informed decision. Tell them whether their pictures will appear on social media, their sound on the radio or their video in a film. They may or may not want that. Here are some simple rules about consent:

• Ask for permission politely
• Explain how the media will be shared
• Explain how, when sharing a story, not to mention the names of others
• Consent and permission can be given, but people are free to change their minds

Listening to your audience

Listening to your audience is especially important when conducting an advocacy outreach. You will want to get a sense of what people in the room think when you start, and then what they think at the end of the outreach. The changes in the audience’s thoughts may reveal what impact the outreach has had on them. (Impact will be discussed later in this chapter.)

For example, let us imagine your focus statement was “Stop teenage moms from dropping out of school. Provide care and support at home and at school.” Imagine that you are advocating for care and supportive attitudes and services for young mothers in a specific school, and have decided to address the governing body of your school in an outreach. Chances are there will be some people in your audience that agree and others that disagree with your message.

It is interesting to know where people stand on an issue at the beginning of the event. It is also interesting to know at the end of the outreach if your intervention had an impact on your audience - did some people's opinions change from participating in your outreach? This section explores how to look for impact. Please note many suggestions are made but this does not mean you must use them all at the same time. Write down the results of your audience’s responses. It can tell you a lot about how successful the messaging was, and also what audience opinions are on certain issues.
Tools to find out what your audience is thinking and getting them to voice it:

**Show of hands:** At the beginning of your outreach you might want to ask a few simple questions to get a sense of how motivated or aware your audience is about your topic. For example: “We are all here today to talk about stopping teenage mothers from dropping out of school. Those that think this is a problem in this school put your hand up.”

**A scale:** “Okay, you all think that teenage mothers dropping out of school is a problem in this school. From a scale from 1 to 5 - where 1 is a small problem and 5 is a very serious problem, what is the level of this problem in this school? Those that think it is a level 1, put your hands up. Thank you, hands down. Those that think it is a level 2, put your hands up. Thank you, hands down. Those that think it is a level 3, put your hands up…” And so on.

**Audience sharing:** “Many of you said that this is a level 5, a very serious problem. Can some that put up your hands, please share why you think that teenage mothers dropping out of school is a problem?” Encourage people to share their thoughts in short statements, so as to hear many voices. “Some of you put hands up for level 2, would you like to share?”

**Moving in a room:** If you have enough space for your audience to move in the room, this is another exercise that you might want to use. If there is no space or your audience group is too big for movement, you can also do something similar by asking your audience to make different sounds. You can either polarise an issue, saying those that agree with this statement go to one side of the room and those that disagree go to the other side (or those that agree clap and those that disagree boo). Or your can give them three or four options, regrouping different opinions in different corners of the room. For example: 1) Those that think that ‘school-going mothers should be punished - not allowed back in school or pay a fine’ go to that corner, 2) Those that think that ‘school-going fathers should be punished - not allowed back in school or pay a fine’ go to that corner, 3) those that think that school-going mothers and fathers should see the school counsellor and get support to continue their studies go to that corner.

Getting your audience’s consent is very important especially if you are recording their images through pictures or video, or recording what they say on an audio recorder or writing quotes down. Please ask their permission to do so. Also tell them how what you record will be used.

Pace, timing and flow

In public speaking, pace and timing are crucial elements to keep the audience from leaving the room and doing something else with their time. Pace is the speed at which something happens. Timing is the choice of when something should happen. Hosts must be able to “read” their audience in order to know the timing of when and how to pick up the pace.

The right pace and timing create what we call “flow.” Flow refers to movement or a continuous and steady motion. Take a look at the graph below depicting flow.

[Graph depicting flow in a clinic outreach that reflect times of high intensity activity and participation, reflection and fun entertainment.]

To keep listening to a story it has to have a beginning, middle and end. Things also need to happen. The action - things happening - keeps our attention. The same applies to an outreach activity. Make sure the flow of the outreach activity has moments of action like an energiser, live entertainment or a purposeful listening exercise for the audience. It is these moments that represent the peaks that you see in the graphs above and help create enough variation to keep the attention of the audience.

The venue also plays a role in creating flow. You might have to do more energisers in a larger venue or more live performances than you would do in a smaller intimate setting like a classroom.
Outreach formats

Outreach formats are the tools of your outreach activity. In other words, formats are basically the ways that you can make your impact statement stay in the minds and hearts of your audience who attend your outreach activity. Think of formats as the vehicle bringing the information about your impact statement across to your audience.

Different types of outreach formats:

**Quiz**
A quiz is a competition to test knowledge and win a prize.

**How it works:** You can run a quiz in different ways. You could ask one question at a time that relates to the impact statement to the general audience and reward a prize to each person with the correct answer. Prizes do not have to be big - a chocolate, a sticker, condoms. Another way of conducting a quiz is to invite two volunteers from the audience to come to the front. The hosts then ask them a set of questions that have been prepared. The participant who gives the most correct answers wins the prize.

*Make sure the information you have for the quiz is researched ahead of time and up to date!*

**Debate**
A debate is a discussion between two people who have differing opinions on an issue. It is what we call a structured argument and is different from arguing with friends or family.

**How it works:** Invite two volunteers from the audience to debate a particular statement you have prepared ahead of time and as it relates to your impact statement. You can choose only one such statement to be debated, which the participants must choose to either agree with, by saying “true,” or disagree with, by saying “false,” and then put forward their respective opinions.

Before the debate begins, help them understand the rules for the debate. The rules are that they must argue their view by providing examples and to explain the reasons why they agree or disagree with the statement. Remind the debaters that they each have a time limit to argue their position and to avoid shouting or swearing. A minute is sufficient time for each participant to put their view across. At the end of the debate, presenters of the outreach activity must summarise what the debaters have said by reflecting their views and relating it to the impact statement.

**Role play**
Role play is a performance that is make-believe. It is about creating scenarios where people act out different roles to make a point about the impact statement. Role play is about stepping into another character’s shoes and pretending that you are them. Make sure the roleplay is prepared before the outreach activity and that you know what the message of the role play is. You should decide ahead of time how many participants are needed for the role play and the scenario that they will act out. Be clear in your brief to the participants.

**An example of a role play brief:**
Thando had unprotected sex over the weekend with someone she doesn’t know very well. She enjoyed it, but is now afraid, thinking she may have exposed herself to HIV or a sexually transmitted infection. She goes to the local clinic and talks to the nurse about her fears.

**How it works:** There are different ways that you can act out a role play. Your outreach team could present the role play. This means that you would have prepared and practiced the role play ahead of the outreach activity. Or you could have volunteers from the audience act out a scenario and have them make it up as they go along. The outcome may not always be predictable - but this is part of the fun. Make sure that either way, you are able to communicate your focus statement through the role play or in a discussion afterwards. Whichever presentation of a role play you choose, make sure there is a time limit. A short role play is effective, so sticking to a time limit of under five minutes is recommended.
Guest speaker
This is someone you have invited to speak at the event. They can share some expert knowledge about the impact statement or tell a personal story related to the impact statement.

How it works: A guest speaker is a person that you will have to invite to the outreach activity ahead of time and confirm their attendance. Make sure that you explain to the person how long they will speak for and what the impact statement is about. Make sure that you have the speaker's consent if the outreach activity is going to be recorded or filmed.

Remember to carefully choose a guest speaker based on their relevance to the impact statement and the value that they can add to the outreach activity. A guest speaker can be an expert or it can be someone from the community.

Panel discussion
A panel discussion involves a group of people gathered to discuss a topic in front of an audience who then have the opportunity to ask the panel questions. A panel does not have to consist of experts.

How it works: You can invite volunteers from the audience to be panellists. Presenters of the outreach activity must introduce the topic of discussion to the panellists. Panellists should be encouraged to share their views or experiences as it relates to the impact statement. The presenter’s job is to moderate the discussion by reflecting on what was said, and perhaps to challenge the ideas expressed by the panellists and relate it to the impact statement. The panellists’ discussion should last around 10 minutes.

Agree/Disagree game
This is a game for the entire audience, big or small. This game is similar to debating but allows for more than just two people to take part.

How it works: Ask audience members for volunteers to participate in the game. Show the opposite sides of the room that people who “agree” and “disagree” must move to. Read out a statement that you as the presenter of the outreach activity have prepared. The statement must relate to the impact statement. Ask the participants to either agree or disagree with it and move to that side of the room.

Explain that a few people in each group must be prepared to clearly state why they agree or disagree with the statement. Give participants a time limit of 30 seconds - 1 minute each to provide their reason.

Impact Jingle
A jingle is a short song or tune that is used usually in advertising. The jingle is catchy, in other words it is easy to sing along to and remember. A jingle contains a meaning that explicitly promotes something like a product or a service, usually through the use of one or more slogans. An impact jingle is the same thing, except that the slogan is related to, or is centered around your impact statement (source Wikipedia about Jingle). It is best if your jingle is created and recorded before the time, so all you need to do is play it over the sound system during your outreach.

How it works: A jingle does not have to be difficult to produce or expensive. Think of familiar jingles you have heard on the radio, what they sound like and what you remember about them. Now think about what is the main thing about your impact statement that you want your audience to remember long after the outreach activity is over. A trick to get you thinking this way is to try and imagine you only had 30 seconds to describe that main message. If you can describe that message in 30 seconds then you have the hook for your jingle! If you don’t have access to a studio to create a jingle, use your voices to create a song that serves as your jingle and record it on your phone. You can also script a short dialogue between two people that includes the message of your impact statement. Your jingle should last between 10 and 30 seconds.

Here are links to two simple jingles as an example of what you can make with your group:

https://soundcloud.com/childrensradiofoundation/sets/youth-radio-awards-best-jingle
https://soundcloud.com/childrensradiofoundation/sets/jingles-2017
Interview:
An interview involves an interviewer and the interviewee. The interviewer asks questions to obtain information, qualities, attitudes and opinions from the interviewee.

How it works: The interviewee can be an expert who was specially invited or a member of the audience. The presenter/s of the outreach activity will have to prepare the interview questions well ahead of the outreach activity as it relates to the impact statement. While it is important to prepare questions, an even more important skill in a successful interview is the interviewer’s ability to listen attentively. This allows for interviewers to ask follow-up questions. Follow-up questions are questions that follow your original question but asks for more detail or clarification. Follow-up questions usually start with; “How,” “Why,” or “Where.”

For best results in an interview, it is important to ask open-ended questions. Open-ended questions typically start with phrases such as “tell me more about...” or “can you describe...” Avoid yes/no questions. In other words, in asking a question like “what is your favorite colour?,” the answer can just be “blue.” Single word answers will also result from a question like, “do you like to watch movies?” “Yes.”

Interviewers must show interest and encourage the other person to speak by showing facial expressions and nodding during conversation! (Source: how to ask follow up questions)

The formats described here will help you get the message of your impact statement across to your audience. These formats are generally concerned with content. Content is the information part of your outreach activity.

Music, live performance and energisers/icebreakers are concerned with entertainment. These elements help keep the energy levels of your audience up.

It is important to have the right mix of information and entertainment in your outreach activity. The next section, the outreach outline, will help you create the right balance to keep your audience in the room!

You’re almost ready to host your outreach event!
Tools for preparing and managing an outreach

Creating an order of what is going to happen when and for how long will give you a real sense of the end product. An outreach outline is a tool used in broadcasting, sometimes called a “running order” to make sure everything runs smoothly. It’s a plan of your event for the ordering of items like formats, energisers and entertainment to help you keep time. Your goal is to entertain, inform and help your audience leave with a deeper understanding of the topic and what they can do about it. You can achieve this if your outreach is planned and prepared!

The running order

This is an outreach outline. Outreach outlines help you to know what you are doing and when. Think of it as a map that helps to keep your outreach team and audience on track and going in the same direction. You want your audience to trust you. They can trust you if they can tell that you know what you are doing.

The producer and hosts draw up the outreach outline once your logistics and planning have been completed, the various team roles are assigned, and any pre-recorded content has been already created. Presenters of the outreach activity will use the outreach outline as a framework to write their script.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>5min</td>
</tr>
<tr>
<td>Outreach Intro</td>
<td>10min</td>
</tr>
<tr>
<td>Impact Jingle</td>
<td>1min</td>
</tr>
<tr>
<td>Intro to Quiz</td>
<td>2min</td>
</tr>
<tr>
<td>Quiz</td>
<td>5min</td>
</tr>
<tr>
<td>Outro to Quiz</td>
<td>2min</td>
</tr>
<tr>
<td>Impact Jingle</td>
<td>30sec</td>
</tr>
<tr>
<td>Intro to Panel Discussion</td>
<td>2min</td>
</tr>
<tr>
<td>Panel Discussion</td>
<td>10min</td>
</tr>
<tr>
<td>Outro to Panel Discussion</td>
<td>2min</td>
</tr>
<tr>
<td>Impact Jingle</td>
<td>30sec</td>
</tr>
<tr>
<td>Music/Performance</td>
<td>5min</td>
</tr>
<tr>
<td>Intro to Debate</td>
<td>2min</td>
</tr>
<tr>
<td>Debate</td>
<td>10min</td>
</tr>
<tr>
<td>Outro to Debate</td>
<td>2min</td>
</tr>
<tr>
<td>Outro to Outreach Event</td>
<td>3min</td>
</tr>
<tr>
<td>Music</td>
<td>5min</td>
</tr>
</tbody>
</table>

Remember: It is important to create a mix of information and entertainment!

Creating a script for outreach

Your script is a detailed version of your outreach outline, including conversation prompts and researched facts. The script helps hosts keep track of the focus statement by using various tools for engagement to move the show along.

You will notice how there are often “INTRO” and “OUTRO” instructions in the script and in the outreach outline. Think of them as a help for your audience that are like steps into and out of a focussed piece of information.

“INTRO” is an introduction to what is next, to get the audience ready for what they are about to hear. “OUTRO” is a summary of what has just happened, or what was said. It is a way to round off a part of the outreach, before moving on to the next thing.
INTRO:

Host 1: Hello, and welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION/GROUP]. Today we’ll be taking a journey of listening, talking and sharing. But I won’t be flying this plane alone! Next to me is my co-pilot, would you like to introduce yourself?

Host 2: Roger that! Hello everyone, it’s so exciting to see you all here! How is everyone feeling today?! [ENCOURAGES CROWD TO RESPOND WITH A SHOUT OR APPLAUSE]. That’s great, that makes me feel good! My name is [NAME OF HOST 2] and I am from [NAME OF ORGANISATION] and today we are here to discuss all things youth, bodies and sexual rights. It’s going to be an explosive show are you all ready!? [PLAY IMPACT JINGLE]

Host 1: They sound ready! Today’s topic is all about sexual and reproductive health and the importance of knowing how your health rights are related to multiple human rights! As young people growing up and being exposed to all kinds of influences it’s importance for us to understand the facts, the law and to know where and who we can seek advice or help from if needed.

Host 2: That’s right. It’s also important to understand that different factors influence how we talk about sexual and reproductive health. Things like gender, race, fear, stigma and violence can influence the way that young people experience various sexual and reproductive health issues. Today we’ll be focusing on young people’s sexual and reproductive rights and we want to hear from you!

[PLAY IMPACT JINGLE]

Host 1: They sound ready! Today’s topic is all about sexual and reproductive health and the importance of knowing how your health rights are related to multiple human rights! As young people growing up and being exposed to all kinds of influences it’s importance for us to understand the facts, the law and to know where and who we can seek advice or help from if needed.

Host 2: That’s right. It’s also important to understand that different factors influence how we talk about sexual and reproductive health. Things like gender, race, fear, stigma and violence can influence the way that young people experience various sexual and reproductive health issues. Today we’ll be focusing on young people’s sexual and reproductive rights and we want to hear from you!

[HOST CONDUCTS 2 MINUTE ICEBREAKER SUITABLE FOR AUDIENCE SIZE]

Host 1: Now that we have your attention, I’d like to ask you, the audience, what do you understand about ‘sexual and reproductive rights’? What do they mean to you?

[HOSTS LET AUDIENCE RESPOND IN SHORT ONE SENTENCE ANSWERS]

Host 2: Wow! So much diversity in one room! Everyone don’t forget that there is strength in diversity and we welcome all your perspectives. Let’s all keep an open mind and heart and do our best to listen and learn from each other today. Now let’s test your knowledge with Quiz Time! This is how it works.

[HOST 2 EXPLAINS THE QUIZ RULES, AND PLAYS KNOWLEDGE QUIZ]

Host 1: I think that we have such an informed group of people in this room. That was incredible! Thank you all for participating. For me, the most interesting thing to come out of that exercise was…

[HOST 1 REFLECTS ON QUIZ]

Host 2: I agree. I can feel my brain making room for more information the more I hear from you all. Next up we have someone who really knows their stuff! Please give a warm welcome to [GUEST SPEAKER NAME] from [NAME OF ORGANISATION]!

[3-5 MINUTE TALK BY GUEST SPEAKER]

[HOSTS DO A SHORT INTERVIEW WITH THE GUEST SPEAKER AFTER SPEECH]

Host 2: What did you all think of that? Is there anyone who would like to share any comments?

[HOSTS LET AUDIENCE RESPOND IN SHORT ONE SENTENCE ANSWERS]

Host 1: Next up, we have a performance by [NAME OF ARTIST]. Please give him/her/them a warm welcome.

[10 MINUTE ARTIST PERFORMANCE]

[HOSTS DO A SHORT INTERVIEW WITH THE PERFORMING ARTIST(S) AND ASK THEM TO REFLECT AND SHARE A COMMENT ON THE MAIN TOPIC]

Host 2: That was something different, thank you [NAME OF ARTIST]. How is everyone feeling? [ENCOURAGES AUDIENCE TO APPLAUD OR SHOW THEIR ENTHUSIASM VERBALLY]. Are you all having a good time? Well there is more to look forward to! Next up we’d like to invite six brave souls to the front to take part in a debate.

Host 1: Hands up if you’d like to volunteer to be part of the debate!
Record your impact

So how do you know if your outreach, your message has had an impact on your audience, or not? Here are three simple ways to get started and record your impact in every outreach you do. The three things you should do to record your impact is count the numbers, take pictures, and talk to people after the outreach to find out what they thought of it.

Numbers:
In order to know how many people your message has reached it is important to count the numbers. How many people attended your outreach? You can provide an attendance register with space for people to leave their contact details, if you believe you might want to contact some of them again after.

Pictures:
Take pictures of your event. These can be used after for your social media efforts or to share with others. In some rare cases, when the outreach is tackling a sensitive topic some people might not want to be identified. If this is the case either don’t take photos or try different angles such as taking an image of someone’s back. Always be sensitive of how you use your images.

Interviews:
One way of getting to know the impact of your outreach is to interview a few people afterwards. Ask them a question around your core message to see if they understood what you were aiming to bring across. Ask them for feedback about your outreach more generally. What did they like? What could be improved? What is the thing they will remember most? Did they get any new information? Will they do anything differently from now on?

Conclusion
So we have come to the end of all of the explanations of how to use and create radio shows and community outreach to make a difference in your community. This chapter is really setting the foundations for what you will create. It gives you processes, tips and tools to craft an impactful radio show or community outreach that has the potential to change somebody’s life. We trust these processes and tools will help you reflect on the kind of information and messages you want to share, and also get you thinking about how you want your community to participate.

Remember that these are guides. The structure we have suggested is a way to create a focussed message with impact, but it is not cast in stone. Once you feel confident about creating your radio show or outreach, feel free to experiment and mix things up in ways that suit you the best.

And to end this chapter - do not underestimate what a good media product can do in the world!
How to develop an outreach activity using the sexual and reproductive health and rights guide

Each outreach guide will focus on a particular theme. A theme can be described as a subject, topic or main idea.
Outreach is a powerful means to unpack and discover more about issues in real time and face to face. There are few youth-led forums in communities but they are a potent force that drive conversations driving conversations. Outreach activities create opportunities for dialogue, debates and conversations that may not otherwise happen. This outreach guide will help you put together an outreach activity, taking you through each step.

**Aims of this chapter**

Outreach is a powerful means to unpack and discover more about issues in real time and face to face. There are few youth-led forums in communities but they are a potent force that drive conversations driving conversations. Outreach activities create opportunities for dialogue, debates and conversations that may not otherwise happen. This outreach guide will help you put together an outreach activity, taking you through each step.

**Fact sheet box**

- South African law protects the rights of children and youth to live freely, equally and with the same dignity as adults (Sexual Rights IPPF Declaration)
- Sexual rights are universal human rights (Sexual Rights IPPF Declaration)
- “Everyone is entitled to human rights simply for being human” (Exclaim! IPPF)
- “Human rights cannot be taken away from anyone regardless of age, gender, ethnicity, race, religion, nationality, sexual orientation, socio-economic status, disability, HIV-status or health status” (Exclaim! IPPF)
- “Everyone has the right to live and be free from harm” (Exclaim! IPPF)
- A multi-country survey reveals that the prevalence of forced first sex among adolescent girls younger than 15 years ranges between 11% and 48% globally. (Together for girls)
- Your body is yours to control and yours alone
- You have a right to privacy: no one can force you to talk about your sexuality or sexual health
- You have the freedom to seek, receive and share information concerning sexual health and sexuality

**Statistics on Teen Sexual Behaviour**

- Cape Town University’s Department of Psychiatry and Mental Health found that by age 14, nearly 24% of South African boys and 5.5% of girls were sexually active
- By age 19, research reveals 72% of South African boys and 58% of girls are sexually active
- LoveLife officials state that peer pressure, low self-esteem, coercion, sex for money, lack of communication with parents and pessimism play a big part in decisions to have sex at a young age

**Definitions**

- Sexuality: sexual habits and desires of a person
- Coercion: to make (someone) do something by using force, threats or pressure
- Pessimism: a feeling that bad things will happen in the future; a feeling or belief that what you hope for will not happen
- Consent: to agree to do or allow something; to give permission for something to happen or be done

(Merriam-Webster Learner’s Dictionary)

**Facts**

Facts are detailed pieces of information that are proven to be true. Facts are collected from reputable sources and help inform your thinking and discussion about a theme.

**What are sexual and reproductive rights?**

Sexual rights are human rights that relate to sexuality. Reproductive rights relate to a person’s fertility, ability to reproduce, reproductive health and family planning.

As a young person, you are entitled to sexual and reproductive rights. These rights support all people to freely explore, fulfill and express their sexuality in safe, informed and pleasurable ways. Your sexual rights include:

- The right to equality
- The right to participation in decision-making
- The right to life and to be free from harm
- The right to privacy
- The right to personal freedom and to be recognized as an individual before the law
- The right to think and express oneself freely
- The right to health
- The right to know and learn
- The right to choose whether or not to marry or have children
- The right to have your rights upheld

(Exclaim! IPPF)

**It’s your body, know your rights! Educate yourself more on the topic**

Click on to the below links to read and watch:

- My Body My Rights Manifesto
- My Body My Rights Campaign
- Unilof: On being young, black and queer
- Sexual and Reproductive Health and Rights: Deconstructing the Myths
- Youth for Human Rights
- Children’s Charter of South Africa
- Search keywords: [your country], sexual and reproductive rights and child’s act

When you take a closer look at something you may notice specific things that you didn’t see before. A closer look at a theme really means considering more information and viewpoints that you didn’t see before. A closer look usually opens up the different sub-topics within the bigger topic.

“Remember! It’s your body. You choose what you do, when you do it, how and with whom. Only do what you feel comfortable doing, and tell your partner straight away if you feel uncomfortable” (Happy, Healthy and Hot: A Young Person’s Guide to their Rights)

Resources in this instance are links to additional information that you can look at in your own time. This will contribute to broadening your own understanding of the theme and help inform your own opinion.
Preparing for the show

Choosing one angle allows you to narrow your focus and leave your audience with a stronger message.

Different ways to talk about young people’s sexual and reproductive rights:

- What is usually assumed when young people explore their sexuality?
- The importance of sexual and reproductive health and rights for young people.
- Are young people’s sexual and reproductive rights being respected?
- Do boys and girls have equal say in exercising their sexual rights?
- How does discrimination, stigma, violence and fear threaten young people’s sexual rights?
- Protecting sexual rights for all young people.
- What does a healthy relationship between youth look like?

When you begin to consider the different ways to talk about a topic it helps to put yourself in someone else’s shoes and think about the kind of interests that they would have about the topic. When you are able to do this, you can begin to see different perspectives. These different perspectives are the many ways you can talk about a topic. Now that you have an idea of all the different angles, you need to choose just one.

An impact statement is the main idea or the one thing that you want your audience to remember after they leave the outreach. Your impact statement should be short, meaningful and easy to remember. Developing your impact statement comes after you have looked at and understood all the information about the theme and discussed the different possible viewpoints of the theme. Your impact statement must be relevant to your community and audience.

Each young person develops sexually at their own pace.

- The importance of sexual and reproductive health and rights for young people

Impact statement

Young people are sexual beings and should have their rights respected!

Outreach formats

Quiz
Quiz aim: To test knowledge of the audience through a competition with prizes for the winner(s)

Quiz question examples:
- True or false: Sexual rights are not the same as human rights
- True or false: If you do it standing up you can’t get pregnant
- True or false: If someone is asleep it is ok to have sex with them

Role play game
Role play aim: To provide a scenario that allows the audience to “act out” a point about the impact statement

Example of scenarios:
- Yoliswa confronts her boyfriend Thembu. She says she knows he is sleeping with other girls. She tells him that she would like him to start using a condom...
- Thabang is concerned that his girlfriend wants to break up with him. Whenever they fool around he always stops it before they go too far. But she is always bringing up sex. He doesn’t feel ready yet, but doesn’t want to break up either...

Panel discussion
Panel discussion aim: To provide an opportunity for youth engagement, discussion and education on a topic.

Who is on the panel: health care professionals, community nurses, counsellors, youth, gender activists, parents, young parents.

Please note there are also interview questions in the sample show below.

The outreach formats are the tools that you will use in the outreach activity. Remember outreach formats are are the tools that help you explore perspectives and information about your theme. Your outreach activity should have a mix of outreach formats and entertainment, such as live performance.

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it! Don’t let your audience leave with myths!
Remember to use your outreach formats to write your own scripts. Below we have given you an example of a detailed script up to a certain point in the outreach. You can add the middle detail to your own script. This is a suggestion of how to start.

**INTRO:**
Host 1: Hello, molweni and welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Today we'll be taking a journey of listening, talking and sharing. But I won't be flying this plane alone! Next to me is my co-pilot, would you like to introduce yourself?
Host 2: Roger that! Molweni everyone it’s so exciting to see you all here! How is everyone feeling today? That’s great, that makes me feel good! My name is [NAME OF HOST 2] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION] and today we are here to discuss all things youth, health and sexual rights. It’s going to be an explosive show. Are you all ready?

[PLAY IMPACT JINGLE]

Host 1: Today’s topic is all about sexual and reproductive health and the importance of knowing your health rights and that they are related to human rights!
Host 2: That’s right! It’s also important to understand that different factors influence how we talk about sexual and reproductive health, like gender, race, sexuality, economics. Today we want to hear from you!

Host 1: What do you understand by sexual and reproductive health rights? What do they mean to you?

[ROLE PLAY GAME]
Host 2: Wow! So much diversity in one room! Everyone, don’t forget that there is strength in diversity and we welcome all your perspectives. Let’s all keep an open mind and heart and do our best to listen and learn from each other today. Now let’s test your knowledge with Quiz Time! This is how it works [EXPLAINS QUIZZ RULES]

[DO THE KNOWLEDGE QUIZZ]

[PLAY IMPACT JINGLE]

[Here create your own script according to the outreach outline]
An outreach outline is a map to help you stay on track during your event. It is a list of the items and in which order they will happen in the outreach activity. Below is an example of an event that is one hour long.

<table>
<thead>
<tr>
<th>Outreach outline</th>
<th>Time allocated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Intro: Music, Hosts introduce impact statement</td>
<td>2 min</td>
</tr>
<tr>
<td>Impact Jingle</td>
<td>30 secs</td>
</tr>
<tr>
<td>Icebreaker</td>
<td>2 min</td>
</tr>
<tr>
<td>Role play game</td>
<td>5min</td>
</tr>
<tr>
<td>Impact jingle</td>
<td>30 secs</td>
</tr>
<tr>
<td>Music performer</td>
<td>10 mins</td>
</tr>
<tr>
<td>Panel discussion</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Icebreaker</td>
<td>2 min</td>
</tr>
<tr>
<td>Impact jingle</td>
<td>30 secs</td>
</tr>
<tr>
<td>Quiz</td>
<td>6 mins</td>
</tr>
<tr>
<td>Music performer</td>
<td>10 min</td>
</tr>
<tr>
<td>Outro and thanks</td>
<td>7 mins</td>
</tr>
<tr>
<td>Music</td>
<td>1 mins</td>
</tr>
<tr>
<td><strong>TOTAL TIME</strong></td>
<td><strong>60 mins</strong></td>
</tr>
</tbody>
</table>

**Ethics and Consent**

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

Ethics are rules that govern us on what is right and wrong. They are rules of conduct or standards of behaviour. Consent is permission for something to happen; in other words it is the agreement by someone or yourself to do something.

When you create your outreach outline, be aware of the flow and the energy that certain activities generate. You don’t want to start with a bang and end on a whisper.
Each of us must decide what risks we will take for sexual pleasure. Here are some common sexual behaviors grouped according to risk of contracting HIV and falling pregnant.

**VERY LOW RISK**: No reported HIV infections or pregnancies due to these behaviors
- fantasy, skype, or phone sex
- masturbation (alone) or mutual masturbation (with partner)
- stimulating each other
- touching or massage
- fondling or body rubbing
- kissing
- oral sex on a man with a condom
- oral sex on a woman with a dental dam or plastic wrap (a thin square piece of latex to place over the genitals)

**LOW RISK**: Very few reported HIV infections or pregnancies due to these behaviors
- vaginal intercourse with birth control and a condom or female condom
- anal intercourse with a condom or female condom

Remember: Wear condoms correctly! One new, lubricated condom every time you have sex. Check the use-by date. When opening the packet, be careful not to tear the condom with fingernails or teeth.

**HIGH RISK**: Millions of reported HIV infections due to these behaviors, and high pregnancy rates during vaginal intercourse
- vaginal intercourse without a condom
- anal intercourse without a condom

---

**Society has the responsibility to provide young people with the tools they need to safeguard their sexual health, and young people have the responsibility to protect themselves from too-early pregnancy, sexually transmitted infections (STIs) and HIV** (Advocates for Youth)
It's important to create an identity that feels right for you

Bring out multiple points of view and stay out of the morality of this topic. You know you’re dealing with morality when you hear the words “good” “bad” “shameful” “disgusting”

Choose an angle

Talking about safer sex options with a partner

Choose an angle

Talking about safer sex options with a partner

Different ways to talk about:

- What are the challenges in talking to a partner about sexual health and HIV?
- What happens when you don’t talk to your partner about sexual health and HIV?
- What are the benefits of being honest and open about sex and sexual health with a partner?
- Does your gender make it easier or harder to negotiate sex?
- When youth have questions about HIV and sexual health, who do they ask and why? (Parents, teachers, doctors, nurses, etc.)

Different ways to talk about sexual and reproductive health and HIV:

- Ways to encourage more openness around sexual behaviour and relationships
- How being male or female determines condom use
- Talking about safer sex options with a partner
- Partners testing for HIV and STIs together
- Negotiating family planning
- Knowing and expressing personal limits and boundaries

Preparation for the show

Please note there are also interview questions in the sample show below

Vox Pop

Vox pop’s aim: To get many opinions on one topic.

Who do you talk to: Youth from the community.

Question: How do you feel talking about sex with your parents?

Audio commentary

Audio commentary aim: To get people’s opinion about a topic that they care deeply about.

Who do you talk to: A local health official or social worker who can talk about sexual and reproductive health, family planning and HIV.

Audio profile

Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.

Who do you talk to: For example: A mother who is open to sharing her experience having a child at a young age.

Questions to ask to get the person thinking before they record their profile:

- What do you think is the main reason you fell pregnant at a young age?
- What were your greatest concerns when you found out you were pregnant?
- Did you know about sexual health and how to protect yourself from pregnancy back then?
- How did your parents talk to you about sex? Would your approach be different?
- What would you say to a young person who feels uncomfortable talking to their partner about sex?

PSA

The aim of a PSA: To create a public awareness message.

Girl: I know what I like, and I can tell, I like you.

Boy: [laughs] I like you too! Maybe we can go out on another date soon?

Girl: Sure! While we’re thinking ahead, I’m curious about what you think about condoms.

Boy: Eish! It’s only the first date. I don’t know. Why do you ask?

Girl: Cause I want to play safe, protect myself and those I choose to be close with. Condoms are a must for me.

Slogan: Be wise, condomise!
You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you know, music) to glue it all together.

Now write your radio script

Ethics and Consent

This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.

Suggested questions for your interview with someone who knows about sexual and reproductive health, HIV, STIs, family planning (activist, social worker, local doctors and nurses)

- Can you explain what sexual and reproductive health means?
- What kinds of questions should young people consider talking about together?
- Why is it important for young people to be aware of sexual and reproductive health information and services?
- What does our constitution and laws say about youth accessing information and services, such as contraceptives and HIV/STI testing?
- What advice would you give young people who are sexually active?

Prepare to present your show

Once you’ve finalised your script, produced your radio features, finalised your “show clock” it’s time to go live on air!

How to present your show

Use your produced radio features, your research and the suggested script and questions to write your own script.

[INTRO:] Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today’s show is all about sex, sexual and reproductive health and HIV!

Host 1: We’ll be talking about why it’s so important for young people to be talking about sexual and reproductive health. Because the secret is out - young people have sex! And we need the information to start open and honest conversations about how to lead healthy and fulfilling lives when we decide to be sexually active.

Host 2: We’ll be focusing on how to talk with partners about safer sex options. That includes starting conversations about knowing the risks that come with sex, as well as the many ways we can protect ourselves and each other.

Host 1: Let’s hear more on what people think about youth having open conversations when it comes to sexual health and safer sex options.

[PRESENT WHO IS BEING INTERVIEWED] [PLAY THE INTERVIEW]

[Outro:] Host 1: Today, we’ve learnt so much about having those tricky conversations with partners about sexual and reproductive health.

Host 2: Yes, it’s amazing to learn that conversations about safer sex can be positive opportunities to care for yourself and make decisions about your body.

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
Outreach Guide

How to prepare for your outreach activity

Different ways to talk about sexual and reproductive health and HIV

- Ways to encourage more openness around sexual behaviour and relationships
- How being male or female affects condom use
- Talking about safer sex options with a partner
- Partners testing for HIV and STIs together
- Negotiating family planning
- Knowing and expressing personal limits and boundaries

Choose an outreach angle

Talking about safer sex options with a partner

Different ways to talk about: Talking about safer sex options with a partner

- What are the challenges in talking to a partner about sexual health and HIV? What happens when you don’t?
- What are the benefits of being honest and open about sex and sexual health with a partner?
- Does your gender make it easier or harder to negotiate sex?
- When youth have questions about HIV and sexual health, who do they ask and why? (Parents, teachers, doctors, nurses, etc.)

Outreach Formats

Quiz

Quiz aim: To test knowledge of the audience through a competition with prizes for the winner(s).

Quiz questions: YES or NO

- Is there a difference between HIV and AIDS?
  YES. A person can live a normal life for many years if they are diagnosed with HIV. AIDS is not a virus but a set of symptoms caused by the HIV virus. A person is said to have AIDS when their immune system is too weak to fight off infection, and they develop an HIV-related illness.
- Is there a cure for AIDS?
  NO. This means it is important to be aware of available treatment to protect yourself.
- Can a mosquito transmit HIV?
  NO. A mosquito cannot inject blood. The only thing it injects is saliva to numb the skin and lubricate it.
- Can you contract HIV by sharing a cup, kissing or holding hands?
  NO. It is not possible to become infected with HIV from everyday casual contact such as sharing food, shaking hands or touching the same objects. You are only at risk from HIV if you are exposed to infected blood, semen and pre-seminal fluid (“pre-cum”), rectal fluids/anal mucous, vaginal fluids or breast milk.

Ask audience members for volunteers to participate in the game. Show that people who “agree” with the statement must move to one side of the room and people who “disagree” must move to the opposing side.

Read out a statement that you as the presenter of the outreach activity have prepared. The statement must relate to the impact statement. Ask the participants, to either agree or disagree with it and move to the applicable side of the room.

Explain that you will need to give reasons for your opinion. Give participants a time limit of 30 seconds - 1 minute each to provide their reason.

Examples of agree/disagree statements:

- An HIV positive woman has the right to become pregnant
- A teacher living with HIV should be allowed to teach
- We contract HIV because of irresponsible behaviour
- People living with HIV should live separately from HIV negative people
- Having more than one sexual partner increases the risk of becoming infected with HIV
- If you are living with HIV your life will be short

Panel Discussion

A panel discussion involves a group of people gathered to discuss a topic in front of an audience who then have the opportunity to ask the panel questions. A panel does not have to be experts.

Examples of opening questions for the panel discussion:

- What are the ways of preventing HIV among young people?
- Why do some youth not protect themselves?
- How can our local clinic, schools and radio stations help?

Impact Jingle

Impact Jingle aim: A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

You can create one with a clear message about HIV.

Agree or Disagree

Ask audience members for volunteers to participate in the game. Show that people who “agree” with the statement must move to one side of the room and people who “disagree” must move to the opposing side.

Read out a statement that you as the presenter of the outreach activity have prepared. The statement must relate to the impact statement. Ask the participants, to either agree or disagree with it and move to the applicable side of the room.

Explain that you will need to give reasons for your opinion. Give participants a time limit of 30 seconds - 1 minute each to provide their reason.

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- A teacher living with HIV should be allowed to teach
- We contract HIV because of irresponsible behaviour
- People living with HIV should live separately from HIV negative people
- Having more than one sexual partner increases the risk of becoming infected with HIV
- If you are living with HIV your life will be short
“Outreach Guide”

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

**Script**

[MUSIC]
[Intro]

Host 1: Hello, welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION/GROUP].

Host 2: And my name is [NAME OF HOST 2], and today’s outreach is all about sex, sexual and reproductive health and HIV!

Host 1: We’ll be talking about why it’s so important for young people to be talking about sexual and reproductive health. Because the secret is out - young people have sex! And we need the information to start open and honest conversations about how to lead healthy and fulfilling lives when we decide to be sexually active. But before we speak with our special guest, we would like to play a game with you to test the waters and see how much you know already.

[Intro Quiz]
[Quiz]
[Outro Quiz]

Host 2: Today we’ll be focusing on how to talk with partners about safer sex options. That includes starting conversations about knowing the risks that come with sex, as well as the many ways we can protect ourselves and each other.

Host 1: We’ll be talking about why it’s so important for young people to be talking about sexual and reproductive health. Because the secret is out - young people have sex! And we need the information to start open and honest conversations about how to lead healthy and fulfilling lives when we decide to be sexually active. But before we speak with our special guest, we would like to play a game with you to test the waters and see how much you know already.

[Intro Quiz]
[Quiz]
[Outro Quiz]

Suggested questions for your interview with someone such as an activist, social worker, local doctor or nurse, who knows about sexual and reproductive health, HIV, STIs and family planning.

Interview questions:

- Can you explain what sexual and reproductive health means?
- What happens when young people are not aware of sexual and reproductive health information and services?
- What does our constitution and laws say about youth accessing information and services, such as contraceptives and HIV and STI testing?
- What should couples do before they agree to have sex with each other?
- Is it possible to be in relationships when one person in a couple is living with HIV?

Host 1: Ok, we would like to get our thinking caps on and discussion juices flowing. While our panelists come up to the front, we would like to play a game!

[Intro to Agree/Disagree Game]
[Play Game]
[Outro Agree/Disagree Game]

Host 1: Look at you guys, impressive! Ok, our brains are warmed up and we are ready. Co-pilot, are our panelists ready?

Host 2: Yes, they are ready for take off.

[Intro Panel]
[Panel]
[Audience Questions]
[Outro]
[MUSIC]
[Impact Jingle]

Host 1: Today, we’ve learnt so much about having those tricky conversations with partners about sexual and reproductive health.

Host 2: Yes, it’s amazing to learn that conversations about safer sex can be positive opportunities to care for yourself and make decisions about your body.

Host 1: To sign us off - we have performance by [NAME OF ARTIST]. Please give him/her/them a warm welcome. [Question to Performer] What is your message for young people and their health?

Host 2: Thank you so much for playing us out [NAME OF ARTIST]! Remember next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Below is an example of an event that is one hour long.

Remember to allocate time to review each format in your outreach, so that when you add them all together it comes to exactly one hour. Be realistic. An interview is likely to be between 5-10 minutes. A quiz usually runs for about 5 minutes, and there may be some discussion after. An impact jingle is no longer than 30 seconds. It is the producer’s job to keep their eye on the clock.

<table>
<thead>
<tr>
<th>Music</th>
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<tbody>
<tr>
<td>Intro to show</td>
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<tr>
<td>Intro to quiz</td>
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<tr>
<td>Quiz</td>
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<td>Outro to quiz</td>
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<td>Impact jingle</td>
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<tr>
<td>Music</td>
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<tr>
<td>Interview</td>
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<tr>
<td>Intro to interview</td>
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<td>Outro to interview</td>
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<td>Intro to agree/disagree</td>
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<td>agree/disagree game</td>
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<td>Outro agree/disagree</td>
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<tr>
<td>Music</td>
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<tr>
<td>Intro to panel discussion</td>
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<tr>
<td>Panel discussion</td>
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<tr>
<td>audience questions, answers and reflections</td>
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<tr>
<td>Outro panel discussion</td>
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<tr>
<td>Music</td>
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<tr>
<td>Impact jingle</td>
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<tr>
<td>General outro</td>
</tr>
</tbody>
</table>
Children under the age of 12 who are not “sufficiently mature” may have consent given by a parent, caregiver or the provincial Head of the Social Department as long as it is in the best interests of the child. Consent for an HIV test may be given by a child if they are if they are 12 years of age or older. A child under the age of 12 can consent if they are “sufficiently mature”.

Testing is voluntary. Your doctor or nurse needs your permission to test for HIV. Consent for an HIV test may be given by a child if they are if they are 12 years of age or older. A child under the age of 12 can consent if they are “sufficiently mature”. (Human Sciences Research Council)

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Confidentiality: Communicated only in private (WordSmyth)
• We all have the right to private testing
• Health workers must not tell anyone if a person has taken an HIV test
• No person may disclose a person’s HIV status without consent

Counselling: Help, advice and support given by an authority or qualified person (WordSmyth)
• We are entitled to pre- and post- test counselling
• Counselling provides us with important information and psychological support before and after an HIV test
• If the test is positive, a counsellor is there to support us. It can be scary to discover this result, but a counsellor should remind us that HIV is manageable and that many people living with HIV enjoy long and healthy lives with treatment. A counsellor is there to offer a variety of support resources and can discuss beginning HIV treatment as soon as possible
• If the test is negative, then a counsellor can provide us with information to continue preventing HIV transmission, as well as when to get tested again
(WordSmyth)

What’s involved in HIV testing?

○ Rapid HIV testing is commonly offered at clinics and hospitals. The rapid test involves taking a pin prick of blood from your finger. These tests detect antibodies that the immune system produces against the virus. The results take less than 20 minutes to come back

○ HIV self-testing is a process in which a person uses a sample of their saliva or blood-finger-prick to perform a test and interpret the result. People with positive results are advised to go to a health clinic to confirm the result, receive counseling, treatment and care services. Self-tests are available in some pharmacies in South Africa. Learn more about HIV self-testing here: (World Health Organization)

Remember: It’s recommended to wait 3 months after potential exposure to an HIV infection to take an HIV test. This is because it can take 3 to 12 weeks after exposure to HIV for a test to detect HIV. This is called the window period. During the window period a person can be infected with HIV and be very infectious but still test HIV negative.

Testing is an important part of HIV prevention.

(WordSmyth)

○ Testing is voluntary. Your doctor or nurse needs your permission to test for HIV.

○ Consent for an HIV test may be given by a child if they are if they are 12 years of age or older. A child under the age of 12 can consent if they are “sufficiently mature”. (Human Sciences Research Council)

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(Human Sciences Research Council)
**What’s PEP?**

- PEP is short for post-exposure prophylaxis.
  - **Post** = after
  - **Exposure** = a situation where HIV enters someone’s body (e.g., during sex without a condom or by sharing needles or injecting equipment)
  - **Prophylaxis** = disease prevention

PEP is a short-term anti-retroviral (ARV) treatment that reduces the likelihood of HIV infection after exposure to HIV-infected blood or sexual contact with an HIV-positive person. PEP should be taken no later than 72 hours after exposure. PEP must be taken once or twice a day for 28 days. PEP is not a cure for HIV. PEP is an emergency treatment to prevent HIV, only to be used when all other methods of HIV prevention have failed. PEP is effective, but not 100%.

People eligible for PEP should receive counselling and support to talk about risk of infection, pros and cons of PEP, side-effects and adherence counselling.

*GetPEP.info*

Who is eligible for PEP?

- According to the Southern African HIV Clinicians Society, PEP should be offered and initiated as early as possible to all individuals who have been exposed to possible HIV infection. This includes but is not necessarily limited to:
  - Victims of rape or sexual assault.
  - People who may have been exposed during consensual sexual contact with an HIV-positive person.
  - People who are exposed to blood or bodily fluids at work.
  - People potentially exposed through needles.
  - People who are already HIV-positive should not take PEP.
  - Doctors will consider the patient’s exposure to HIV, and will provide testing to the source of the HIV exposure, if possible.

For example: Lisa wants PEP because the condom came off during sex with John. John does not know his HIV status and may have exposed Lisa to HIV. The doctor will ask John to get tested to see if he is HIV positive and Lisa is at risk of HIV infection. But if testing John is not possible, PEP is still an option for Lisa.

*Southern African Journal of HIV Medicine*

**Fluids that Transmit HIV**

HIV is not spread easily. Only certain body fluids from a person who has HIV can transmit HIV:

- Blood
- Semen
- Pre-seminal fluid (pre-cum)
- Rectal fluids
- Vaginal fluids
- Breast milk

These body fluids must come into contact with a mucous membrane or damaged tissue or be directly injected into the bloodstream (by a needle or syringe) for transmission to happen. Mucous membranes are found inside the rectum, vagina, penis and mouth.

*Centers for Disease Control and Prevention*
Avoid people whose language sounds judgemental or shaming.

Vox Pop
Vox Pop aim: To get many opinions on one topic.
Who do you talk to: Anyone in the community.
Question: Do you know what PEP is?

Audio commentary
Audio commentary aim: To get people’s opinion about a topic that they care deeply about.
Who do you talk to: Ask a young person in the community, without exposing their identity, to explain what they would do if they were in a situation where they may have been exposed to HIV.

Audio profile
Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: Someone in the community who is living positively with HIV and can talk about how they stay healthy. OR talk to a nurse/doctor who can talk about their experiences supporting and counselling HIV positive people to live positively.

Questions to ask to get the person thinking before they record their profile:
1. How has your life changed since learning about your HIV status?
2. What does your support network look like?
3. How do you practice self-care?
4. What brings you joy?
5. What are your goals and ambitions for the future?

PSA
The aim of a PSA: To create a public awareness message.

Voice 1: Last night, when the condom broke I didn’t know what to do…
Voice 2: Last night, I thought I was fine with not using a condom…
Voice 3: Last night, I shared a needle with a stranger…
Voice 4: Last night, I was sexually assaulted…
All Voices: Now I’m scared I’ve been exposed to HIV.

Character: We have the right to access information and services for emergency HIV prevention. If you’ve been exposed to HIV go to a hospital or clinic within 72 hours and ask your doctor or emergency care provider about PEP. That’s P - E - P, PEP.

Radio formats

Radio Production Guide

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Suggested questions for your interview with someone who knows about testing and treatment options, especially PEP (doctor, nurse, emergency care provider).

What is PEP?
Who can receive PEP?
Does PEP cure HIV?
What steps does a doctor or emergency care provider take to decide whether a person should be given PEP?
Can you describe the treatment process?
What are the side effects of the medication?
How effective is PEP?
How much does PEP cost?
Can a person take PEP every time they have unprotected sex?
Is PEP available in our community clinic? If not, why?
What should someone do if they think they are being unfairly turned away from treatment at the hospital?

Once you’ve finalised your script, produced your radio features and finalised your “show clock” it’s time to go live on air!

Prepare to present your show

Radio Production Guide

[INTRO:]
Host 1: It’s just gone (TIME) and you’re just in time for the ([NAME OF SHOW] on [RADIO STATION]). My name is [NAME], ...
Host 2: And my name is [NAME], and today’s show is all about HIV testing and treatment!
Host 1: That’s right, we’ll be talking about the importance of young people accessing testing and treatment. Let’s be real - there’s a lot of fear, stigma, even indifference out there about about HIV, which makes it hard for young people to talk openly and learn about our testing and treatment options. Testing and treatment is about care - caring for ourselves, our partners, our community. We need the information to make the choices that are right for us!
Host 2: We’ll be focusing on the emergency HIV prevention treatment called PEP. This includes conversations about who needs it, what it does and if it’s available in our community clinics.
Host 1: Let’s hear more about what people have to say about PEP.
[PRESENT WHO IS BEING INTERVIEWED]
[PLAY THE INTERVIEW]

[OUTRO:]
Host 1: Today we’ve learnt so much about PEP! Imagine how important it would be to know about this treatment if you were exposed to HIV and risked infection.
Host 2: Or if a friend was in that position, I’d want to help them act quickly. We gotta take care of ourselves and support each other - that’s what testing and treatment is all about, hey?
Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you knows, music) to glue it all together.

Now write your radio script.
**Impact Jingle aim:** A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

**Quiz**

**Quiz aim:** To test knowledge of the audience through a competition with prizes for the winner(s).

**Question:**
- What is PEP and is it available in your community’s clinic?
- What is consent?
- What is confidentiality?
- Is HIV and AIDS the same thing?

**Interview**

**Interview aim:** To hear from people who have experienced HIV in different ways, and to find out how they practice self-care and support each other.

**Example of an opening question to the panel:** What do you think are the ways to “Live Positively” for an HIV positive person?

**Panel discussion**

**Panel discussion aim:** A panel discussion involves a group of people discussing one topic in front of an audience.

**Debate**

**Debate aim:** A debate is a discussion between two people who have opposite opinions on an issue.

**Debate statement:** “Only people who cheat in relationships get HIV.”

**Guest speaker**

**Guest speaker aim:** This is someone you have invited to speak at the event to provide facts or meaning to the topic under discussion.

**Quiz**

**Quiz aim:** To test knowledge of the audience through a competition with prizes for the winner(s).

**Question:**
- What does your support network look like?
- How do you practice self-care?
- What are the things in your life that have changed the most since you learned you were HIV positive?
- What do you think about ahead of the outreach:
  - In your experience do many people know about PEP? Have you ever given it to someone at your place of work?
  - In which ways is PEP an important HIV prevention medication for our community?
  - What must health care workers do when a patient thinks they’ve been exposed to HIV?
  - What advice do you have for those who find themselves in the support network of an HIV positive person?
  - What advice do you have for HIV positive people in terms of keeping themselves healthy?
  - How much does PEP cost?
  - What are the side effects of the medication?
  - How effective is PEP?
  - How much does PEP cost?
  - Can a person take PEP every time they have unprotected sex?
  - Is PEP available in our community clinic?
  - If not, why?
  - What should someone do if they think they are being unfairly turned away from treatment at the hospital?

**Debate**

**Debate aim:** A debate is a discussion between two people who have opposite opinions on an issue.

**Debate statement:** “Only people who cheat in relationships get HIV.”

**OutreachGuide**

**How to present your show**

**Suggested questions for your interview with someone who knows about testing and treatment options, especially PEP (doctor, nurse, emergency care provider).**

- What is PEP?
- Who can receive PEP?
- Does PEP cure HIV?
- What steps does a doctor or emergency care provider take to decide whether a person should be given PEP?
- Can you describe the treatment process?
- What are the side effects of the medication?
- How effective is PEP?
- How much does PEP cost?
- Can a person take PEP every time they have unprotected sex?
- Is PEP available in our community clinic?
- If not, why?
- What should someone do if they think they are being unfairly turned away from treatment at the hospital?

**Host 1:** Welcome, welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION/GROUP].

**Host 2:** And my name is [NAME], and today’s outreach is all about HIV testing and treatment!

**Host 1:** That’s right, we’ll be talking about the importance of young people accessing testing and treatment. Let’s be real - there’s a lot of fear, stigma and even indifference out there about HIV that makes it hard for young people to talk openly and learn about our testing and treatment options. Testing and treatment is about care - caring for ourselves, our partners, our community. We need the information to make the choices that are right for us.

**Host 2:** We’ll be focusing on the emergency HIV prevention treatment called PEP as well as how you can support an HIV positive person and the many ways to live positively!

**Host 1:** First, let’s hear more about what PEP is all about.

**Host 2:** We’ll be focusing on the emergency HIV prevention treatment called PEP as well as how you can support an HIV positive person and the many ways to live positively!

**Host 2:** Wow, there’s so much to learn from each other today.

**Host 1:** Now that we have your attention, I’d like to ask you, the audience, what HIV testing options are out there?

**Host 2:** Or if a friend was in that position, I’d want to help them act quickly. We gotta take care of ourselves and our community.

**Host 1:** Today we’ve learnt so much about PEP! Imagine how important it would be to know about this treatment if you were exposed to HIV and risked infection.

**Host 2:** That’s right, we’ll be talking about the importance of young people accessing testing and treatment. Let’s be real - there’s a lot of fear, stigma and even indifference out there about HIV that makes it hard for young people to talk openly and learn about our testing and treatment options. Testing and treatment is about care - caring for ourselves, our partners, our community. We need the information to make the choices that are right for us.

**Host 2:** And my name is [NAME], and today’s outreach is all about HIV testing and treatment!

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Music</td>
<td>5 min</td>
</tr>
<tr>
<td>Intro</td>
<td>5 min</td>
</tr>
<tr>
<td>Intro to Interview</td>
<td>2 min</td>
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<tr>
<td>Interview</td>
<td>7 min</td>
</tr>
<tr>
<td>Outro of Interview</td>
<td>1 min</td>
</tr>
<tr>
<td>Audience Response</td>
<td>5 min</td>
</tr>
<tr>
<td>Impact Jingle</td>
<td>30 sec</td>
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<tr>
<td>Intro to Quiz</td>
<td>1 min</td>
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<tr>
<td>Quiz</td>
<td>5 min</td>
</tr>
<tr>
<td>Outro to Quiz</td>
<td>1 min</td>
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<tr>
<td>Intro to Debate</td>
<td>3 min</td>
</tr>
<tr>
<td>Debate</td>
<td>10 min</td>
</tr>
<tr>
<td>Outro Debate</td>
<td>1 min</td>
</tr>
<tr>
<td>Impact Jingle</td>
<td>30 sec</td>
</tr>
<tr>
<td>Final comments from audience, hosts and goodbye</td>
<td>5 min</td>
</tr>
<tr>
<td>Intro to artist presenting final performance</td>
<td>5 min</td>
</tr>
</tbody>
</table>
FACT SHEET

HIV stigma, disclosure and the right to confidentiality
Confidentiality is when information is private. Confidential information can only be shared when permission (or consent) is given. (Merriam-Webster Dictionary)

Consent is to give permission or approval for something to happen. (Kids.WordSmyth.com)

Disclosure is when someone makes private information known. (Merriam-Webster Dictionary)

Stigma refers to negative and unfair beliefs that a society or group of people have about something. (Merriam-Webster Dictionary)

HIV-related stigma is the negative and unfair beliefs a society or group have about people living with HIV (PLHIV).

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Stigma on top of stigma...

HIV-related stigma often happens together with other forms of social stigma connected to race, gender, class, sexual orientation, nationality, drug use, mental and/or physical disability and more.

For example, a young girl in a wheelchair, who is living with HIV, may experience HIV-related stigma as well as the social stigma associated with disability. She will face the challenges that those negative and unfair beliefs create.

(Report: The People Living With HIV Stigma Index – South Africa 2014)

There are different kinds of stigma:

- **External stigma** is when people have negative attitudes and act unfairly toward people living with HIV. This includes insults, rejection, intolerance, stereotyping, discrimination, avoiding contact and physical violence aimed at people living with HIV.

- **Internalized stigma** is when people living with HIV begin to believe the negative things that people around them say or think about them. Internalized stigma refers to a person’s own negative thoughts about him/herself based on his/her HIV status.

- **Anticipated stigma** is the expectation that one will be treated differently or poorly because of the stigmatized identity of people living with HIV.

(People Living With HIV Stigma Index)

The Constitution of South Africa protects the rights of people living with HIV or AIDS to have the same rights that apply to all citizens of the country. Here are some highlights:

**Privacy and confidentiality:**
- Everyone, including children, has the right to confidentiality and privacy about their health and HIV status.
- This means ALL information about HIV test, results, treatment and medication will be kept private.
- Health care professionals are ethically and legally required to keep all information about clients or patients confidential.

**Freedom of movement:**
- No restrictions should be placed on the free movement of people living with HIV.
- It is illegal to discriminate, segregate or isolate people living with HIV (in schools, hospitals, prisons or elsewhere) based on their status.

**Rights in the workplace:**
- No person may unfairly discriminate against an employee on the grounds of his or her HIV status. In the workplace, this can include recruitment, appointment, remuneration, training and development, promotion, transfer and dismissal.

**The right to safer sex**
- People have a moral obligation to tell their sex partners if they are living with HIV. They must also ensure that their sex practices are safe by using condoms. Disclosing HIV infection to sex partners is a part of one’s duty to protect others from potential exposure to the period after virus.

(Basic Rights of People Living with HIV, Health24)

**Children 12 years of age or older...**
- Can consent to an HIV test.
- Can consent to disclosing their HIV status.

**Children under 12 years of age...**
- Cannot consent to an HIV test alone or disclose their HIV status.
- Can consent to an HIV test and disclose their HIV status if they demonstrate that they are mature enough to understand the benefits and risks of the test and of disclosure.

If the child cannot give informed consent for an HIV test or disclose their status, consent may be given by:
- A parent or caregiver of the child
- The provincial head of Social Development
- A designated child protection organisation arranging placement for the child
- Where there is no parent, caregiver or designated child protection organisation, informed consent may be provided by a superintendent or person in charge of a hospital

(Human Sciences Research Council)
Fact Sheet

When should a parent/caregiver disclose to their child?

- There is evidence of the positive outcomes for children who are made aware of their status, including greater adherence to treatment.
- Disclosure to children is a process, not an event. That means that support is needed before and after disclosure.
- The World Health Organization recommends that in circumstances where the parents or caregivers know their children’s HIV-positive status, children of school age should be told their HIV status and younger children should be told in a manner appropriate to their developmental stage.

(Reppsi)

Thinking about disclosing?

Disclosure, or deciding to share your HIV status with someone, is a personal choice. You will have to decide whether to share that information with other people, and—if so—whom you should tell.

Consider the following:

- Think about the people you look to for support, like family and friends.
- What kinds of relationships do you have with these people?
- What are the pros and cons of telling them you are living with HIV?
- What is that person’s attitude and knowledge about HIV?
- Why do you want to disclose to this person?
- What kind of support can this person provide?
- For each person you want to tell, ask yourself if the person needs to know now—or if it’s better to wait.

(AIDS.gov)

HIV Resources

- AIDS Legal Network: LEGAL ADVICE DESK: 021 447 8435 or 083 978 5357
- National HIV and AIDS Helpline: 0800 012 322
- Guidelines for HIV disclosure counselling for children up to 12 years of age
- To disclose or not to disclose: HIV testing for children
- Find out more about stigma, discrimination and HIV

Internet Resources

- Phindile Sithole-Spong: HIV Activist
- A South African mother living with HIV talks about disclosure and overcomes stigma
- A Positive Champion
- Positive Youth
- HIV Disclosure: Time Right Time is in Your Time

Radio Production Guide

Preparing for the show

Ways to talk about HIV-related stigma, disclosure and confidentiality:

- Discussing rights of privacy and confidentiality
- How to evaluate when to disclose or not.
- Disclosure: it’s a personal process
- Parents disclosing (or not) to their children
- Discrimination around disclosure

Choose an angle

Disclosure: It’s a personal process

Ways to talk about ‘Disclosure: it’s a process’:

- What are your rights to privacy and confidentiality?
- What are your responsibilities to your current and past sexual partners?
- Who are the people you look to for support?
- What are your relationships with these people?
- What are the pros and cons of telling them you are living with HIV?
- What is that person’s attitude and knowledge about HIV?
- Why do you want to disclose to this person?
- What kind of support can this person provide?
**Radio Production Guide**

**RADIO FORMATS**

**Vox Pop**
Vox Pop aim: to get many opinions on one topic
Who do you Talk To: Anyone in the community.

Question: When should a person disclose their HIV status?
OR
What does confidentiality mean?

**Audio commentary**
Audio commentary aim: To get people’s opinion about a topic that they care deeply about.
Who do you talk to: A healthcare worker who can talk about the pros and cons of disclosing your HIV status.

**Audio profile**
Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: A young person or adult who has disclosed their HIV status, are living openly positive and are comfortable being interviewed. OR talk to a healthcare worker who can talk about their experience supporting and counselling people living with HIV in their disclosure process.

- What motivated you to disclose your status?
- How did you decide who you wanted to tell about your HIV status?
- How did they react?
- How did you feel when they reacted?
- What are the challenges of disclosing a positive HIV status?
- What are the benefits of disclosing your status?

**PSA**
The aim of a PSA: to create a public awareness message

Voice 1: Pst! Xolani, check it out. Look there goes Bandile again. Man, every day he leaves the game… Same time every day. He’s probably off to take those HIV meds.
Voice 2: I bet he’s sick, you know infected. And he’s playing football with us - putting us at risk of catching his disease.

Voice 1: Leave off, man, it’s none of your business. Even if he’s living with HIV, he’s doing exactly what he needs to do - taking care of himself. And you can’t “catch” HIV like a cold! Educate yourself, relax and pass the ball!
Character: HIV is a virus. Stigma is the deadly social disease. Ending stigma begins with you.

**How to present your show**

Use your produced radio features, your research and the suggested script and questions to write your own script.

**Suggested questions for your interview with a healthcare worker (nurse, doctor, healthcare counsellor)**

- What are the basic rights of people living with HIV?
- Do young people have the same rights to privacy as adults?
- What does disclosure in relation to HIV mean?
- Who has the right to disclose a person’s HIV status?
- Is disclosure ever a legal requirement?
- What is pre and post-disclosure support?
- What factors should be considered when thinking about disclosing?
- When should parents, who know their child’s positive HIV status, tell their child?

**[INTRO:]**
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...
Host 2: And my name is [NAME], and today’s show is all about HIV stigma, disclosure and the right to confidentiality!

Host 1: That’s right! We’ll be talking about everyone’s right to privacy concerning their health and HIV status. HIV is not curable, but it is treatable. People who get treated early can live long and healthy lives. But HIV-related stigma, or negative and unfair beliefs towards HIV-positive people, have severe consequences that often prevent people living with HIV from getting the care and services they need. It can feel like a very big deal when making the personal choice to disclose a HIV-positive status.

Host 2: Yebo, that’s why we’ll be focusing on HIV disclosure as a process. This includes conversations about our rights to privacy and how people figure out to whom, when and how they choose to disclose their status.

Host 1: Let’s hear more about what people have to say about disclosure.

[PRESENT WHO IS BEING INTERVIEWED] [PLAY THE INTERVIEW]

**[Outro:]**
Host 1: Today, we’ve learnt so much about HIV disclosure and rights to privacy.

Host 2: Yebo, it’s amazing to learn how disclosure is not just a one-time event, but can take time to figure out what’s right for you. Disclosure is a journey for a lot of people. That’s given me a lot to think about how we all can work to support each other’s journey.

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

Once you’ve finalised your script, produced your radio features and finalised your “show clock” it’s time to go live on air!

**Prepare to present your show**
show outline

General Intro
Intro Vox Pop
Vox Pop
Outro Vox Pop
Music transition
Intro audio commentary
Audio commentary:
Outro commentary:
Music transition & jingle:
Intro interview (or Intro audio-profile)
Interview (or Audio-Profile)
Outro interview (or Outro audio profile)
Music transition & Jingle
PSA
General outro
Music end

ethics and consent
This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.

You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you knows, music) to glue it all together.

Now write your radio script

Outreach Guide

Outreach Formats

Interview

Interview aim: An interview is a one-on-one conversation where questions are asked by the interviewer and answers are given by the interviewee.

Suggested questions for an interview:
- What motivated you to disclose your status?
- How did you decide who you wanted to tell about your HIV status?
- How did they react?
- How did you feel when they reacted?
- What are the challenges of disclosing a positive HIV status?
- What are the benefits of disclosing your status?

Impact Jingle

Impact jingle aim: A jingle is a short song or tune that is easy to sing along to and remember; it has a clear message.

Roleplay

Roleplay aim: To provide a scenario that allows the audience to “act out” a point about the impact statement. Decide how many characters are needed and set the scene for the ‘actors’ to flesh out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

- A young person or adult discloses their HIV status and is open about living positively, but faces stigma in the community
- A healthcare worker supports and counsels people living with HIV through their disclosure process

Guest Speaker

Guest speaker aim: A guest speaker is someone who can share expert knowledge about the impact statement or tell a personal story related to the impact statement.

Some questions for the guest speaker to think about ahead of time:
- Is it compulsory that a person living with HIV disclose their status to family, friends or colleagues?
- What are the pros and cons of disclosing your HIV status?
- What are the ways we can help minimise the stigma HIV faces?
- What does confidentiality mean?

Panel Discussion

Panel discussion aim: A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Examples of opening questions for the panel:
- How can we constructively challenge people about their stigmatising behaviour?
- What are the ways stigma can be dangerous for those living with HIV?
- What are the ways that we can encourage friends and family living with HIV to live positively?

Who is on the panel: Health care professionals, community nurses, counsellors, youth, gender activists, parents.
INTRO

Host 1: Hello and welcome everyone! It’s just gone [TIME] and my name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. You’re just in time for an awesome show all about a topic that probably one way or another has affected us.

Host 2: And my name is [NAME], I am a [TITLE OF HOST] from [NAME OF ORGANISATION] and today’s show is all about HIV stigma, disclosure and the right to confidentiality!

Host 1: That’s right! We’ll be talking about everyone’s right to privacy concerning their health and HIV status. HIV is not curable, but it is treatable. People who get treated early can live long and healthy lives. But HIV-related stigma is real. These negative and unfair beliefs towards people living with HIV have severe consequences that often prevent them from getting the care and services they need. It is a big deal to make the choice to disclose an HIV-positive status.

Host 2: Yebo, that’s why we’ll be focusing on HIV disclosure as a process. It’s not one ‘event’ and you just tell all. It’s way more complex. We’ll be talking about our rights to privacy and how people figure out who, when and how they choose to tell others about their status.

Host 1: Let’s hear more about what people have to say about disclosure.

INTRO TO INTERVIEW

Suggested questions for your interview with someone who has disclosed their HIV status and is openly living with the virus.

Suggested interview questions:

• What was your reaction when you discovered your HIV positive status?
• Have you ever faced stigma because of your status?
• Why did you decide to disclose your status and how did you do it?
• Do you ever regret disclosing?
• If you disclose to one person, does that mean you have to disclose to everyone?
• What is it like to live positively?

OUTRO TO INTERVIEW

Host 1: Wow! That was really interesting and really personal! We have to remember that HIV is the virus and stigma of HIV is the social disease. Ending stigma begins with you.

Host 2: Yebo, that’s right! We’ll be focusing on HIV disclosure as a process. It’s not one ‘event’ and you just tell all. It’s way more complex. We’ll be talking about our rights to privacy and how people figure out who, when and how they choose to tell others about their status.

Host 1: Let’s hear more about what people have to say about disclosure.

OUTRO TO GUEST SPEAKER

Suggested questions for your interview with a healthcare worker (nurse, doctor, healthcare counsellor)

• Are the rights of people living with HIV threatened in any way?
• Do young people have the same rights to privacy as adults?
• What does HIV disclosure mean?
• Who has the right to disclose a person’s HIV status?
• Is disclosure ever a legal requirement?
• What is pre and post-disclosure support?
• What factors should be considered when thinking about disclosing?
• When should parents, who know their child’s HIV positive status, tell their child?

OUTRO TO GUEST SPEAKER

[PLAY IMPACT JINGLE]

Host 1: We’ve learned a lot from our guest speaker and our interviewee. Now let’s hear from you with a quick quiz. This is how it works.

[INTRO QUIZ RULES]
[DO THE KNOWLEDGE QUIZ - You can create by asking questions about the content that has been shared during this outreach]

[OUTRO QUIZ]
[PLAY IMPACT JINGLE]

[Here, continue with your own script according to the outreach outline below]
Outreach Outline:
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Below is an example of an event that is one hour long.

<table>
<thead>
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<td>Outro the Guest Speaker</td>
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<td>Impact Jingle</td>
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<tr>
<td>Music/Performance</td>
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<td>Intro Roleplay</td>
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<td>Roleplay</td>
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<td>Outro Roleplay</td>
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<tr>
<td>Impact Jingle</td>
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<tr>
<td>Outro</td>
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</tbody>
</table>

Ethics and consent
This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!
**Self-acceptance** means learning to be happy with who you are, with your personality and physical appearance. It means that we accept our strengths and weaknesses without feeling guilty.

**Thought exercise:**
- When you look into the mirror, what do you see? How do you feel about what you see?
- How can characters in TV/films, models in magazines, online images affect how we view our own bodies?
- How can a loved one affect how we view our own bodies?
- Think about the last time you were feeling sad or down on yourself. Maybe you received a low grade in school, maybe you had a fight with a loved one, or you were being teased by friends. What kinds of thoughts did you have about yourself? How did you take care of yourself? (example: talk to your siblings, sing your favorite song, write in a journal, shout into a pillow, go for a walk, etc.)

**Self-esteem** is how you see and judge yourself. With a healthy self-esteem, you feel good about yourself, proud of what you can do and confident in your worth no matter what anyone else says.

**Thought exercise:**
- Name three or more things you like about your personality.
- What amazing things can you do with your body?
- List two things about yourself that you would like to grow to accept and love.

**Self-respect** is about the respect you give to yourself. This can mean taking care of your needs (sleeping, eating, exercising, etc.) and your aspirations in life (creative passions, career goals, educational pursuits, etc.). Taking care of your mind, body and heart is also known as self-care. When we respect and believe in ourselves, we recognize our right to live with dignity and happiness.

**Thought exercise:**
- Name an activity that brings you joy! (Singing, dancing, playing sports, drawing, reading, etc.) Describe in detail what you like about that activity. Why is it important to make time for this activity?
- Describe a time when you had to stand up for yourself or something that’s important to you. What was that experience like?

**Self-responsibility** means taking responsibility for the choices we make in our life. When we take ownership of our choices, we empower ourselves to find information, solutions and ask for help. We also get to celebrate all our accomplishments.

**Thought exercise:**
- Think of an achievement you are proud of (an award at school, being an amazing friend, your singing voice, your reporting skills, your football skills, etc.). What choices contribute to those achievements?
Ways to think about self-love:

Relating to Personal Values
★ How do I make choices?
★ Building positive body image and self-esteem
★ Creating a group of supportive friends
★ The importance of consent
★ Personal reflection: recognising the need to heal

Relating to Health
★ Taking care of one’s sexual health through HIV and STI prevention & testing
★ Protecting your future with contraception and family planning
★ Keeping your body happy with healthy nutrition and exercise
★ Caring for your body with hygiene and grooming

Relating to Intimacy/Sex
★ Acknowledging sexuality and experimenting with masturbation (sexual play with yourself), abstinence (choosing not to have sex) or sexual partners
★ Healing from sexual abuse, emotional abuse and body shame
★ The personal process of safely “coming out” or making your sexuality as lesbian, gay, bisexual, transgender, intersex or queer known

Making choices:
★ What does it mean to “stay true to yourself”? Why is it important to consider your core values when making choices?
★ What are ways to experiment while protecting your body, mind and heart?
★ How do young people choose sexual partners?
★ What do young people search for in romantic relationships?
★ Why might people change their minds about love and sex?
★ What is it like to change your mind or to say NO?

“As I began to love myself, I freed myself of anything that is no good for my health – food, people, things, situations, and everything that drew me down and away from myself.”

Charlie Chaplin

Fact Sheet Self-Love

Relating to Personal Values

Making choices:

Voice Pop
**Vox pop’s aim:** To get many opinions on one topic
**Who do you talk to:** Anybody from the community

**Question:** What are the ways you can take care of your heart, mind and body?

Audio profile
**Audio profile aim:** To get a first-person account of someone’s experience and journey.
**Who do you talk to:** An adult or young adult who had sex and said yes when they wanted to say no.

**Questions to ask to get the person thinking before they record their profile:**
★ What are the main reasons you had sex when you did not feel like it?
★ Do girls and boys experience the same pressures to have sex?
★ What is it like to say no when you do not want to have sex?
★ What do you need to feel valued and respected by your sexual partners?
★ If you can’t talk about it together, should you do it at all?

PSA
**The aim of a PSA:** To create a public awareness message

Seek out needed information and listen to your instincts to care, protect and love yourself.

Voice 1: Oh come on man, just do it this once.
Voice 2: No don’t, you’re going to regret it for the rest of your life.
Voice 3: Just save yourself for marriage rather.

Character: STOP... There are so many voices to consider when making choices. Be sure to have enough information and to listen to yourself.

**Tagline:** Your Choice, Your Body
You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you knows, music) to glue it all together.

You should always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you know, music) to glue it all together.

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**You should always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show. Use links (facts, tips, did you know, music) to glue it all together.**
What are the ways you can express self-love?

Does self-love have to mean making sacrifices?

Is assertiveness, like standing up for yourself, an expression of self-love?

Different ways to talk about self-love:
- Personal grooming
- Buying that new pair of jeans
- Saying yes to your friends’ party even if you don’t want to go
- Is self-love selfish?
- Is getting tested for HIV an act of self-love?
- If you love yourself it means you are vain. True or False.

Role play aim: To provide a scenario that allows the audience to act out a point about the impact statement. Decide how many characters are needed and set the scene for the ‘actors’ to play out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

Example of scenarios:
- Khanyisile’s friends are always going out on weekends and getting very drunk. On more than one occasion they have driven home drunk. Khanyisile tells her sister that she wants a change…
- When Thabo was a little boy, he was sexually abused. He didn’t tell anyone and he doesn’t trust people. His friend suspects something is bugging him, and is trying to get him to talk.
- Julia had unprotected sex over the weekend. She goes to the clinic and talks to a nurse. She is afraid and panicky and thinks she might want an HIV test.

Panel discussion aim: A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Examples of opening questions for the panel:
- How do you know when you are making a healthy, loving choice for yourself?
- How do you learn to trust yourself?
- What if what is good for you is not good for others?
- Does loving yourself get easier as you get older?

Who is on the panel: Health care professionals, community nurses, counsellors, youth, gender activists, parents, young parents.
Interview aim: An interview is a one-on-one conversation where the interviewer asks questions and the interviewee answers their questions.

Suggested questions for an interview:
★ When you think of self-love, what comes to mind?
★ What are the ways you show love for yourself?
★ How is self-love different from being arrogant or only caring about yourself?
★ What is NOT self-love?

Impact Jingle aim: A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

Suggested questions for your interview:
★ What are the kinds of words that you can think of that describe self-love?
★ Where does self-love start?
★ What examples are there of self-love in your own life?
★ How can you sustain self-love in your own life?

How to present your show

[INTRO:] Host 1: Today, we’ve learnt so much about self-love! It’s incredible to think about all the ways we can choose to honor ourselves. I know I’m worth it, are you?
Host 2: Yebo, yes! It’s exciting to learn that self-love starts inside of you and reaches so many different parts of life. It seems like self-love is essential to the longest relationship you’ll ever have. Your relationship with yourself. - Whoa!
Host 1: That’s right! Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW]. Thank you for joining us and we hope to see you next time!

[INTRO Panel Discussion]

Host 1: Before we say too much about it, let’s first hear more from you on how we can make choices that are good for us. Let’s test your knowledge with a quick quiz. This is how it works (INTRO QUIZ RULES)

[DO THE KNOWLEDGE QUIZ]

Host 2: Wow! That’s some good information about how you can show some love for yourself. Let’s hear from some of our guests about what they think self-love is and the ways we can show it.

[PLAY IMPACT JINGLE]

[INTRO Panel Discussion]

Host 1: We’ll be talking about what it means to truly love yourself. From nurturing and protecting our bodies to taking care of our hearts and minds, we’ll be exploring why self-love is so important to living a healthy and fulfilling life.
Host 2: We’ll be focusing on how self-love can guide the choices we make. ‘Cause when we love ourselves, we listen carefully to what we need on a deep, personal level. From there, we’ve got so many choices that leave us feeling good.
Host 1: We’ll be discussing how we can sustain self-love in our own lives. Whether it’s through self-care practices or making intentional choices that support our well-being, self-love is a journey we all need to embark on.

[OUTRO:

Host 1: Today, we’ve learnt so much about self-love! It’s incredible to think about all the ways we can choose to honor ourselves. I know I’m worth it, are you?
Host 2: Yebo, yes! It’s exciting to learn that self-love starts inside of you and reaches so many different parts of life. It seems like self-love is essential to the longest relationship you’ll ever have. Your relationship with yourself. - Whoa!
Host 1: That’s right! Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW]. Thank you for joining us and we hope to see you next time!

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

Please note there are also interview questions in the sample script below.

Outreach Guide
Read your audience and do something to change the vibe when they are not responding or the energy is low.

Ethics and consent
This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths!

Outreach Outline:
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Below is an example of an event that is one hour long.

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<td>Impact Jingle</td>
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<td>Outro</td>
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<tr>
<td>Music</td>
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</tbody>
</table>

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!
What is Gender and what is a stereotype?

“Gender refers to the socially created roles, personality traits, attitudes, behaviours and values that are acceptable for men and women. Gender is learnt, and changes over time.” (Talking Taboos: Gender Health & Justice Research Unit)

Sex: The biological characteristics that define humans as female, male or intersex. (Talking Taboos: Gender Health & Justice Research Unit)

A stereotype is an oversimplified idea or belief about individuals or groups of people or ways of doing things. These ideas or beliefs may or may not accurately reflect reality. Many stereotypes are racist, sexist and homophobic. (Adapted from Wiki)

Did you know that...?

- Sex and gender are not the same thing
- The media portrays stereotypes about men, women, transgender, gays and lesbians
- People assume certain things about complete strangers based on their age, sex, skin colour, and the way they dress. These things are often not true.
- Gender stereotypes can lead to oppression and discrimination

Resources

- How do gender stereotypes affect Boys and Girls?
- Young, Gay and Proud in South Africa
- HatchKids Discuss Gender Roles and the Rise of Femvertising
- HatchKids Discuss Male Gender Stereotypes

Fact Sheet G&S

Unpacking gender stereotypes in South Africa

Different ways to talk about: Unpacking gender stereotypes in South Africa

- Main stereotypes about men and women in your community
- The negative consequences of stereotypes on daily life
- Local media and stereotypes
- Breaking stereotypes

It’s important to create an identity that feels right for you

“A feminist is anyone who recognizes the equality and full humanity of women and men.”

Gloria Steinem
American feminist
Vox Pop
Vox pop aim: To get many opinions on one topic
Who do you talk to: Anybody from the community
Question to ask to your interviewees: When you think about women’s (or men’s) roles, personality traits, attitudes or behaviour, what are the three words that come your mind?
- Women are… (for example: caregivers, emotional, strong, outspoken, hardworking)
- Girls are…
- Men are…
- Boys are…
Audio commentary
Audio commentary aim: To get people’s opinion about a topic that they care deeply about
Who do you talk to: A woman who wants to have a career but is expected to be a housewife.
Audio profile
Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: Someone who is working at a job or living in a way that is not commonly associated with their gender. For example, you could talk to a police woman or a stay-at-home dad.
Questions to ask to get the person thinking before they record their profile:
- You took a path less-travelled, can you tell us a bit more about it?
- Have you ever encountered a form of oppression, discrimination or exclusion because you chose a different path?
- What would you say to other people who have dreams that don’t fit gender stereotypes?
PSA
Aim: To create a public awareness message
Example of PSA topic: promoting the practice of treating all people equally

Please note there are also interview questions in the sample show below

Once you’ve finalised your script, produced your radio features and finished your “show clock” it’s time to go live on air!

How to present your show

Use your produced radio features, your research and the suggested script and questions to write your own script.

Suggested questions for your interview with someone who knows about gender issues (gender activist, transgender person, social worker)

- Can you explain what a stereotype is?
- Do you think that it is true that all women are a certain way and all men (or gays) are a certain way?
- Can you give examples of what people assume about you because you are a woman (men/gay people/lesbians/transgender people)?
- What is the problem with assuming things about people based on their age or how they are dressed?
- What happens to people who don’t fit a stereotype?
- How could we challenge stereotyping that leads to oppression, discrimination and exclusion?

[INTRO:]
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today’s show is all about gender stereotypes!

Host 1: We’ll be talking about stereotypes we have about women (men/gay people/lesbians/transgender people).

Host 2: Stereotyping happens when we assume certain things about others based on age, sex, skin-colour and the way they dress, but those things are often not true. For example there’s the belief that men don’t cry or that women are stubborn.

Host 1: Let’s hear more about what people assume about women (men/gay people/lesbians/transgender people).

[PRESENT WHO IS BEING INTERVIEWED] (PLAY THE INTERVIEW)

Host 1: Today, we’ve learnt so much about gender and stereotypes about women (men/gay people/lesbians/transgender people)

Host 2: Yes, it’s been an eye-opener to learn that gender is not a fixed thing and that it’s something society made up in the first place. Deep!

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

Prepare to present your show

Radio Production Guide
You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you know, music) to glue it all together.

Now write your radio script

---

**General intro**

**Intro vox pop**

**Vox pop**

**Outro vox pop**

**Music transition**

**Intro audio commentary**

**Audio commentary**

**Outro commentary**

**Music transition & jingle**

**Intro interview (or intro audio-profile)**

**Interview (or audio-profile)**

**Outro interview (or outro audio profile)**

**Music transition & jingle**

**PSA**

**General outro**

**Music end**

---

**Research exercises**

- Find out for yourself what stereotypes about women, men, youth, gays or lesbians are portrayed by the media
- Research articles and YouTube videos about gender and stereotypes
- Keep a ‘media stereotype’ journal for a week, writing your thoughts about the stereotypes you notice in movies, in soap operas and adverts.
- Discuss diary notes with your production group
- Choose a specific show angle about gender and stereotypes

---

**Preparing for the outreach**

**Ways to talk about gender and stereotypes**

- Unpacking gender stereotypes in South Africa
- Negative consequences of gender stereotypes in the media
- How young people accept or reject gender stereotypes in building their identity

**Choose an angle**

**Unpacking gender stereotypes in South Africa**

**Different ways to talk about unpacking gender stereotype in South Africa**

- Main stereotypes about men and women in your community
- The negative consequences of stereotypes on daily life
- Local media and stereotypes
- Breaking stereotypes and creating a new culture (Women DJ’s and construction workers, men who do housework and raise children)

---

**Ethics and consent**

This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.

---

**Radio Production Guide**

Find out for yourself what stereotypes about women, men, youth, gays or lesbians are portrayed by the media

- Research articles and YouTube videos about gender and stereotypes
- Keep a ‘media stereotype’ journal for a week, writing your thoughts about the stereotypes you notice in movies, in soap operas and adverts.
- Discuss diary notes with your production group
- Choose a specific show angle about gender and stereotypes

**Research exercises**

- Choose an angle

**Unpacking gender stereotypes in South Africa**

**Different ways to talk about unpacking gender stereotype in South Africa**

- Main stereotypes about men and women in your community
- The negative consequences of stereotypes on daily life
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- Breaking stereotypes and creating a new culture (Women DJ’s and construction workers, men who do housework and raise children)

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**Outreach Guide**

**Research exercises**

- Choose an angle

**Unpacking gender stereotypes in South Africa**

**Different ways to talk about unpacking gender stereotype in South Africa**

- Main stereotypes about men and women in your community
- The negative consequences of stereotypes on daily life
- Local media and stereotypes
- Breaking stereotypes and creating a new culture (Women DJ’s and construction workers, men who do housework and raise children)
Outreach Guide

### Outreach formats

**Interview**

**Interview aim:** An interview is a one-on-one conversation where questions are asked by the interviewer and answers are given by the interviewee.

Suggested questions for your interview with someone who knows about gender issues (gender activist, transgender person, social worker):

- Can you explain what a stereotype is?
- Do you think that it is true that all women are a certain way and all men (or youth or gays) are a certain way?
- Can you give examples of what people assume about you because you are a woman (or depending on how the interviewee identifies, a man, young person, gay, etc.)?
- What is the problem with assuming things about people based on their sex, skin colour, age or how they are dressed?
- What happens to people who do not fit a stereotype?
- How could we challenge hurtful stereotypes?

**Roleplay Game**

**Roleplay aim:** To provide a scenario that allows the audience to "act out" a point about the impact statement.

Example of scenarios:

- A woman who wants to have a career but feels pressure to be a housewife
- A young gay man who is bullied by others at school
- A young woman who enjoys playing soccer and is stereotyped as "butch" and not really a girl

**Quiz**

**Quiz aim:** A quiz is a competition to test knowledge of the audience through a competition with prizes for the winner(s).

Examples of quiz questions:

- What is a gender stereotype?
- What is gender?
- Is sex and gender the same thing?
- What does it mean to be transgender?
- Is sex and gender the same thing?
- What is gender?
- What is a gender stereotype?

**Panel discussion**

**Panel discussion aim:** A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Example of an opening question to the panel:

What do you think are the ways we can avoid or challenge gender stereotyping?

**Impact Jingle**

**Impact Jingle aim:** A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

**How to present your outreach activity**

**INTRO:**

Host 1: Hello, and welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Today we’ll be taking a journey of listening, talking and sharing. But I won’t be flying this plane alone! Next to me is my co-pilot Host 2: Roger that! Hello everyone, it’s so exciting to see you all here! How is everyone feeling today? My name is [NAME OF HOST 2] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION] and today we are here to discuss gender and stereotypes. It’s going to be an explosive show. Are you all ready?

[PLAY IMPACT JINGLE]

Host 1: But before we talk too much, let’s get the ball rolling with what you are thinking and feeling about this topic. Let’s test your knowledge with a quick Quiz. This is a great way for us to break down stereotypes and move us into a place of understanding.

Host 2: Yep! Exactly! We’ve heard from you, now let’s hear from some of our invited guests about this topic of gender stereotyping.

[Intro panel discussion]

[Intro panel discussion]

[Outro panel discussion]

Host 1: We’ll be talking about what happens to people who don’t fit a sex or gender stereotype. And we will be asking how we can challenge stereotyping that hurts people. The way we think about people really affects the way we interact with them. We’ll be talking about stereotypes we have about women (men/youth/gays/lesbians).

Host 2: Stereotyping happens when we assume certain things about people based on age, sex, skin colour and the way they dress, but those things are often not true. For example there’s the belief that men don’t cry or that women are stubborn.

Host 1: Mmmm, these are deep thoughts! But they are important if we want to understand each other especially those among us who don’t quite fit in a box!

[Outro to knowledge quiz]

Host 2: Roger that! Hello everyone, it’s so exciting to see you all here! How is everyone feeling today? My name is [NAME OF HOST 2] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION] and today we are here to discuss gender and stereotypes. It’s going to be an explosive show. Are you all ready?

[Play impact jingle]

Host 1: That’s right! I now know what gender stereotyping.

Host 2: Yes, it’s been an eye-opener to learn how it works.

Host 1: Yebo Yes! I’ve learned a lot today. I hope that you have too! It seems that gender stereotyping can be limiting for us do it as well as for the person that we are stereotyping! And let’s remember - it’s harmful and really hurts people.

Host 2: Yes, it’s been an eye-opener to learn that gender is not a fixed thing and that it’s something society made up in the first place. Deep!

Host 1: Let’s get a round of applause for our guests about this topic of gender stereotyping.

Host 2: Roger that! Hello everyone, it’s so exciting to see you all here! How is everyone feeling today? My name is [NAME OF HOST 2] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION] and today we are here to discuss gender and stereotypes. It’s going to be an explosive show. Are you all ready?

[Do the knowledge quiz]

[Explains quiz rules]

[Do the knowledge quiz]

INTRO:

Host 1: Hello, and welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION]. Today we’ll be taking a journey of listening, talking and sharing. But I won’t be flying this plane alone! Next to me is my co-pilot Host 2: Roger that! Hello everyone, it’s so exciting to see you all here! How is everyone feeling today? My name is [NAME OF HOST 2] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION] and today we are here to discuss gender and stereotypes. It’s going to be an explosive show. Are you all ready?

[Play impact jingle]

Host 1: We’ll be talking about what happens to people who don’t fit a sex or gender stereotype. And we will be asking how we can challenge stereotyping that hurts people. The way we think about people really affects the way we interact with them. We’ll be talking about stereotypes we have about women (men/youth/gays/lesbians).

Host 2: Stereotyping happens when we assume certain things about people based on age, sex, skin colour and the way they dress, but those things are often not true. For example there’s the belief that men don’t cry or that women are stubborn.

Host 1: Mmmm, these are deep thoughts! But they are important if we want to understand each other especially those among us who don’t quite fit in a box!

[Outro panel discussion]

[Intro panel discussion]

[Outro panel discussion]

Host 1: We’ll be talking about what happens to people who don’t fit a sex or gender stereotype. And we will be asking how we can challenge stereotyping that hurts people. The way we think about people really affects the way we interact with them. We’ll be talking about stereotypes we have about women (men/youth/gays/lesbians).

Host 2: Stereotyping happens when we assume certain things about people based on age, sex, skin colour and the way they dress, but those things are often not true. For example there’s the belief that men don’t cry or that women are stubborn.

Host 1: Mmmm, these are deep thoughts! But they are important if we want to understand each other especially those among us who don’t quite fit in a box!

[Play impact jingle]
An outreach outline is a map to help you stay on track during your event. It is a list of the items and in which order they will happen in the outreach activity. Below is an example of an event that is one-hour long.

<table>
<thead>
<tr>
<th>Outreach Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Intro to the Show</td>
</tr>
<tr>
<td>Impact Jingle</td>
</tr>
<tr>
<td>Quiz</td>
</tr>
<tr>
<td>Quiz</td>
</tr>
<tr>
<td>Intro to Panel Discussion</td>
</tr>
<tr>
<td>Panel Discussion</td>
</tr>
<tr>
<td>Outro to Panel Discussion</td>
</tr>
<tr>
<td>Impact Jingle</td>
</tr>
<tr>
<td>Music/Performance</td>
</tr>
<tr>
<td>Intro to Debate</td>
</tr>
<tr>
<td>Debate</td>
</tr>
<tr>
<td>Outro to Debate</td>
</tr>
<tr>
<td>Outro to Outreach Event</td>
</tr>
<tr>
<td>Music</td>
</tr>
</tbody>
</table>

Remember to allocate time to review each format in your outreach, so that when you add them all together it comes to exactly the time you have planned for. Be realistic. An interview is likely to be between 5-10 minutes. A quiz usually runs for about 5 minutes, and there may be some discussion after. An impact jingle is no longer than 30 seconds. It is the producer's job to keep their eye on the clock.

Ethics and Consent
This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

When you create your outreach outline, be aware of the flow and the energy that certain activities generate. You don't want to start with a bang and end on a whisper.
FACT SHEET
Power in Relationships
A healthy relationship
friends, your dreams
will never require
or your dignity

The most common
give up
thinking they don't
(merriam webster dictionary)
ability to produce an effect
(Merriam Webster Dictionary)

What is Power?

- The ability to act
  (Kids.WordSmyth)
- The ability to control others
  (Kids.WordSmyth)
- The mental, physical or moral
  ability to produce an effect
  (merriam webster dictionary)

Power in Relationships: Did you know...

- Power exists in all relationships
- We all have the power and the legal right to make decisions
  that make us feel good, healthy and safe
- The instinct to communicate our needs and desires with a
  partner is healthy and normal
- In healthy relationships, power is shared

Recogising Different Types of Power in Relationships

To have power over someone is to use something to control a person's behaviours.
- Money
- Reputation
- Job
- Gender norms
- Physical strength
- Age
- Emotional manipulation. In what way can someone use any of the above to
  control someone? Discuss.

To have power within yourself is to be able to determine the course of your life
based on your feelings and values.
- Confidence
- Information
- Places of support
- Supportive friends and other healthy relationships
- Self love
- Having role models
- Personal values

Describe how any of the above can strengthen your power-within.

Power and Gender

- The law says we are all equal and we have the right to lead healthy and fulfilling lives
  (Bill of Rights)
- In life, many people do not experience equality
- Gender inequality refers to unequal power relations between women and men
  (UN Women)
- Remember, gender is not an unchangeable fact. Gender is something society creates through
  grouping sets of roles, personality traits, attitudes, behaviours and values that are “acceptable” for
  men and women
  (UN Women)
- Gender norms are the “rules” about how each gender should behave. Gender norms contribute to
  gender inequality
  (NSVRC)
- Gender norms can and do negatively impact women and men. Let’s consider how...

What's Your Relationship Reality?

- Relationships with Laci Green
- Masculinity 101: Conversations on Masculinity
- When She Breaks Your Heart Spoken Word
- Love is Respect
- Equality Wheel for Teens
- The Subject Is: Healthy Relationships
- Toxic People: How to End a Bad Relationship

The Power of Gender Norms

While gender norms are not necessarily bad, following strict gender norms can create unsafe sexual behaviors,
poor sexual and reproductive health, violent and homophobic attitudes and unhealthy relationships.

Masculinity: qualities that are usually associated with men
Norms of masculinity: strong, tough, confident, brave, aggressive, competitive, dominant, independent, rational

Being courageous and strong can be a positive thing. But when gender norms teach boys and men to hold
their emotions inside, to not ask for help and to prove their masculinity through controlling behaviours, they
become dangerous. Boys who strictly follow masculine norms are:
- More likely to hold negative attitudes about condoms
- Less likely to use condoms consistently
- Less likely to access health care
- Less likely to take responsibility to prevent pregnancy
- More likely to believe that pregnancy proves masculinity
- More likely to take decision-making power with intimate partners
- More likely to believe that relationships between women and men are full of problems
- More likely to have homophobic attitudes

Femininity: qualities that are usually associated with women.
Norms of femininity: nurturing, giving, attending to other people’s needs before their own, avoids conflict,
dependent, innocent, obedient, emotional, weak

Nurturing and giving energy and attention to others can be a positive thing. But when feminine gender norms
Teach girls and women to always put others ahead of themselves, to not talk about sex, rape or abuse then this
becomes dangerous. Girls who strictly follow feminine norms are:
- More likely to have homophobic attitudes
- More likely to believe that relationships between women and men are full of problems
- More likely to have unintended pregnancies
- More likely to believe that pregnancy proves femininity
- More likely to believe that pregnancy proves masculinity
- Less likely to take responsibility to prevent pregnancy
- Less likely to access health care
- Less likely to use condoms consistently
- More likely to hold negative attitudes about condoms

Masculinity 101: Conversations on Masculinity

Being courageous and strong can be a positive thing. But when gender norms teach boys and men to hold
their emotions inside, to not ask for help and to prove their masculinity through controlling behaviours, they
become dangerous. Boys who strictly follow masculine norms are:
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- Less likely to access health care
- Less likely to use condoms consistently
- More likely to hold negative attitudes about condoms

The law says we are all equal and we have the right to lead healthy and fulfilling lives
(Bill of Rights)

Equality Wheel for Teens

No one can rightfully claim to be loving when behaving abusively.

“Care and affirmation, the opposite of abuse and humiliation are the
foundation of love. No one can rightfully claim to be loving when behaving abusively.”

Bell Hooks
**Ways to talk about power and relationships:**

- Preparing for the show
- Choose an angle

**What does it mean to be powerful together in a relationship?**

**Dating does not mean we have to have sex**

In a relationship, do we sometimes sacrifice our power for love and acceptance?

**What does it mean to be powerful together in a relationship?**

**Talking about expectations at the beginning of a relationship**

**Seeking support and help when in a controlling relationship**

**Different ways to talk about what it means to be powerful together in a relationship:**

- What kind of ground rules can partners make together for respectful communication?
- What are the ways partners can support individual growth and the growth of the relationship?
- How do partners show that they support each other’s values and life goals?
- What are ways to practice self-love when in a relationship?
- How can partners negotiate spending time apart?
- Can partners share responsibility for condoms and other contraceptives, regardless of gender norms?
- How can partners make decisions together to benefit each other’s needs?

**Bring out multiple points of view**

- Find different ways to talk about the topic and structure your show outline

**Bring out multiple points of view and stay out of the morality of this topic. You know you’re dealing with morality when you hear the words “good” “bad” “shameful” “disgusting”**

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**Radio Production Guide**

**Vox Pop**

Vox Pop aim: To get many opinions on one topic

Who do you talk to: Anybody from the community

Question: Who holds the power in your relationship? And why?

**Audio commentary**

Audio commentary aim: To get people’s opinion about a topic that they care deeply about

Who do you talk to: Youth in the community who can talk about being interested in getting to know someone - and not just what’s in their pants.

**Audio profile**

Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.

Who do you talk to: Talk to someone, an adult or young person who is in an unequal relationship.

Questions to ask to get the person thinking before they record their profile:

- Why is the relationship unequal?
- How does this inequality play out?
- How does this inequality make you feel?
- How could the relationship change?

**PSA**

The aim of a PSA: To create a public awareness message

1. Voice 1: Hey Sandra, is your guy out again and he didn’t take you with him? I don’t get that!
   Voice 2: Agh friend, I don’t make a scene. I hate arguing.
   Voice 1: Well, I don’t think he’s treating you well by leaving you out of all his fun and activities. If you’re not out with him, why don’t you just go out yourself. Come, let’s go.
   Voice 2: No friend, I can’t. That’s just going to cause more trouble.
   Character: How much are you willing to sacrifice for being in a relationship? Don’t lose yourself. Don’t give away your power.

2. Man: Ohhh baby, that’s nice. Let me put it in.
   Woman: Hey, let’s take it slow baby. We’re just kissing and touching. That’s all I want to do.
   Man: Why did you start if you’re not going to finish the job! Agh, you’re such a tease that’s all!
   (sounds - buckle)
   Woman: Any man who can’t respect my wishes or talk about it is not welcome here.
   (sounds - door slam)
   Character: You always have the power to say no.

3. Woman: Ohhhh, that’s so nice. I want to go to the next level. Did you bring a condom?
   Guy: No I didn’t, I didn’t want to be forward. And why is it only my job to get condoms?
   Woman: You’re the guy. Guys must get condoms, not girls. Agh, we can’t go all the way now.
   Character: Take responsibility for your own protection. It’s not someone else’s job - it’s yours.
Use your produced radio features, your research, and the suggested script and questions to write your own script.

**Suggested questions for your interview with someone who knows about healthy relationships, intimate partner violence, sexual and reproductive health, family planning (social worker, family counselor, doctor, nurse):**

- Please describe the differences between equal and unequal power dynamics between partners in a relationship?
- Can you describe how unequal power relations between partners influences decision-making, especially surrounding sexual and reproductive health?
- What are the benefits of partners being powerful together in a relationship?
- How can both people in the relationship take responsibility for their sexual and reproductive health?
- What are ways someone can take care of her/himself while in a relationship?
- How can someone respectfully communicate their needs and feelings with a partner?
- What is the difference between healthy compromise and sacrifice?
- What advice would you share with someone who wants to leave a controlling relationship?
- How can someone respectfully communicate their needs and feelings with a partner?
- What is the difference between healthy compromise and sacrifice?
- What advice would you share with someone who wants to leave a controlling relationship?

---

**[INTRO:]**

Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today’s show is all about power in relationships - who’s got it, who’s giving it up - and why.

Host 1: We’ll be talking about why it’s so important for young people to explore balanced and healthy relationships while growing their sense of power, instead of giving it away. Let’s be real, as humans, we all have a need to be loved, accepted and feel valuable or attractive in some way. But we can be so hungry for love that we enter into relationships that break down our power. For teenagers especially, we need information to talk about how the power dynamics of our relationships impact our ability to lead fulfilling and healthy lives.

Host 2: We’ll be focusing on what it means for partners to be powerful together in a relationship! This includes conversations about how partners can safely experiment, learn and grow both together and as individuals.

Host 1: Let’s hear more about what people think it means for partners to be powerful together.

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[PLAY THE INTERVIEW]

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**[OUTRO:]**

Host 1: Today, we’ve learnt so much about what it means to be powerful together in a relationship! Both partners taking responsibility to show up with contraceptives and supporting each other’s personal growth? Sign me up!

Host 2: Yes, it’s amazing to learn that relationships can be empowering for partners to learn, grow and make decisions together and as individuals.

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

---

You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you knows, music) to glue it all together.

---

**Ethics and consent**

This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.
Preparing for the outreach

Ways to talk about power and relationships in your outreach activity:

- Dating does not mean we have to have sex
- In a relationship, do we sometimes sacrifice our power for love and acceptance?
- What does it mean to be powerful together in a relationship?
- Talking about expectations at the beginning of a relationship
- Seeking support and help when in a controlling relationship

Choose an Angle

What does it mean to be powerful together in a relationship?

Different ways to talk about:

- What kind of agreements can partners make together for respectful communication?
- What are the ways partners can support individual growth and the growth of the relationship?
- How do partners show that they support each other's values and life goals?
- What are ways to practice self-love when in a relationship?
- How can partners negotiate spending time apart?
- Can partners share responsibility for condoms and other contraceptives, regardless of gender norms?
- How can partners make decisions together to benefit each other's needs?

Outreach Formats

Interview aim: An interview is a one-on-one conversation where questions are asked by the interviewer and answers are given by the interviewee.

Suggested questions for an interview with someone who knows enough to give sound advice, like a counsellor, psychologist, social worker or gender specialist:

- What are the ways you can stand your ground without showing physical strength or being manipulative?
- When your partner has more power than you in a relationship, what can you do to balance things out?
- Can you give examples of when power is dangerous in a relationship?

Debate aim: A debate is a discussion between two people who have opposite opinions on an issue.

Suggested debate statements:

- In a relationship, the one making the most money has the most power.
- In a relationship, when you spend time apart, it means you don’t really love each other.

Role play aim: To provide a scenario that allows the audience to “act out” a point about the given statement.

Examples of Scenarios:

- Sandra’s partner has once again gone out without her. She feels left out but won’t say anything about it because it will lead to a fight. She stays at home and waits for her partner to come back after yet another night out.
- Thembi is having a drink at the bar with somebody she has just met. He has a nice car parked outside and has been buying her and her friends drinks all night. They begin kissing. He wants her to go home with him. She doesn’t want to but he is insisting.
Panel discussion aim: A panel discussion involves a group of people discussing one topic in front of an audience. There is usually time for questions from the audience afterwards.

Examples of opening questions for the panel:

- How can mutually healthy and loving decisions be made in a relationship?
- What are the examples or signs of an unhealthy power dynamic in a relationship?
- How can an unhealthy power dynamic in a relationship be harmful and what are the ways to protect yourself?

Impact Jingle aim: A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

Suggested questions for your interview with someone who knows about healthy relationships, intimate partner violence, sexual and reproductive health, family planning (for example: a social worker, family counselor, doctor, nurse):

- Please describe the differences between equal and unequal power dynamics between partners in a relationship.
- Can you describe how unequal power relations between partners influences decision-making, especially surrounding sexual and reproductive health?
- What are the benefits of partners being powerful together in a relationship?
- How can both people in the relationship take responsibility for their sexual and reproductive health?
- What are ways someone can take care of herself/himself while in a relationship?
- How can someone respectfully communicate their needs and feelings with a partner?
- What is the difference between healthy compromise and sacrifice?
- What advice would you share with someone who wants to leave a controlling relationship?

INTRO TO INTERVIEW

Host 1: We've learnt so much about what it means to be powerful together in a relationship! Both partners taking responsibility and supporting each other's personal growth. Sign me up!

Host 2: And my name is [NAME], and today's show is all about relationships and power - who's got it, who's giving it up - and why.

Host 1: We'll be talking about why it's so important for young people to explore balanced and healthy relationships while growing their sense of power, instead of giving it away. Let's be real people. We are humans and we all have a need to be loved, accepted and feel valuable or attractive in some way. But we can be so hungry for love that we enter into relationships that break down our power. For teenagers especially, we need information to talk about how the power dynamics of our relationships impacts our ability to lead fulfilling and healthy lives.

Host 2: We'll be focusing on what it means for partners to be powerful together in a relationship! This includes conversations about how partners can safely experiment, learn and grow together and as individuals.

Host 1: Let's hear more about what people think it means for partners to be powerful together.

[INTRO TO DEBATE]

Host 1: I've learned so much today about power in relationships and when it can actually be dangerous. Remember guys, a relationship shouldn't make you feel scared or worthless.

Host 2: That's right! Protect yourself and honour yourself. You're worth it! Don't forget to catch us next month on [DAY] at [TIME] and [VENUE]. We'll be talking all about [TOPIC FOR NEXT SHOW]. Thank you for joining us and we hope to see you next time!

Host 1: Until then, it's bye from us!
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Below is an example of an event that is one hour long.

<table>
<thead>
<tr>
<th>Music</th>
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<tr>
<td>Intro to show</td>
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<td>Outro Roleplay</td>
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<td>Outro to Show</td>
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<tr>
<td>Music/Performance</td>
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</tbody>
</table>

**Ethics and consent**

This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Read your audience and do something to change the vibe when they are not responding or the energy is low.
**Fact Sheet TP**

**Helpful Definitions**

- **Pregnancy**: the state of being pregnant, growing a child in the uterus
- **Teenage pregnancy**: When a teenage girl, usually within the ages of 13-19 years old, becomes pregnant (UNICEF)
- **Teenage parents**: Adolescent boys and girls, usually within the ages of 13-19 years old, having a child and becoming parents
- **Contraceptives**: Methods to prevent pregnancy that include condoms (male and female), birth control pills, IUDs (Intra-uterine device), patches, injections, and abstinence (choosing not to have sex), outercourse (sexual activity without penetration) (Marie Stopes)
- **Family planning**: the method of using birth control to plan and determine the number of children there will be in a family and when those children will be conceived
- **Abortion**: the surgical or non surgical termination of a human pregnancy
- **Adoption**: the act of legally taking another’s child and bring it up as one’s own

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**Did you know...?**

- About 16 million girls between the ages of 15-19 give birth every year (WHO)
- Complications during pregnancy and childbirth are the second leading cause of death for 15-19 year-old girls globally (WHO)
- Babies born to adolescent mothers face a much higher risk of dying than those born to women aged 20 to 24 (WHO)
- Health complications are often due to teenage parents not having information about their healthcare options and feeling that health clinics are not youth friendly
- More than 99,000 schoolgirls became pregnant in 2013 - that means about 271 schoolgirls became pregnant every day of that year (Stats SA)
- Teenage pregnancy has been steadily on the rise in South Africa since 2011
- 30% of South African women don’t know that they have a right to safe, legal reproductive health services, including safe abortion (Marie Stopes South Africa)

**Remember your sexual and reproductive rights!**

- The Constitution of South Africa protects...
  - Every person’s right to decide whether or not to have children, as well as to choose the timing of each pregnancy
  - People 12 years and older legally access contraception and abortions
  - People 12 years and older do not need the consent of a parent or guardian for these sexual and reproductive health services

That means...

- We have a right to protect ourselves from unwanted pregnancies
- We have a right to accurate information about contraceptives
- We have a right to access safe, effective and affordable methods of contraception
- We have a right to choose the contraceptive method that works for our needs (Marie Stopes South Africa)

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**The choice is yours - Make a plan that feels right for you!**

- Whether you want to have children safely at a certain age, prevent or terminate unplanned pregnancies - your community family planning clinic must help you create a plan without stigma or judgement
- Your plan is more likely to be successful when you work together with your partner
- Come up with a strategy to prevent unplanned pregnancies or having a safe pregnancy when you are ready
- If you are sexually active with someone of the opposite sex, take time to talk together about your plan, including your plan in the event of an unplanned pregnancy

**When choosing what is right for you, consider the challenges of teenage pregnancy**

- Early childbearing increases the health risks for both mothers and their newborns
- Newborns born to adolescent mothers are also more likely to have low birth weight, with the risk of long-term effects
- Babies need a lot of care, attention and resources
- Having a child will slow down or prevent the process of finishing school
- Having a child is emotionally and physically demanding on the mother
- Many parents are better able to take care of their baby when they are financially stable and connected to support
- Government grants or child support grants are not enough to support a child
- Unplanned pregnancy often places strain on your parents, guardians or grandparents, who often take on the responsibility of raising your child

**Why do unwanted teenage pregnancies happen?**

The majority of teenage pregnancies are unintended, unwanted or not planned. We need to investigate why this happens...

- Sometimes girls/women unintentionally become pregnant because they or their partner do not use contraceptives
- Sometimes the contraceptive is not used properly
- Lack of sex education and access to accurate information
- Young girls/women in early marriages may feel pressured to agree with the husband’s decision to have children
- Sometimes girls/women become pregnant to ‘secure’ their relationship
- Sometimes girls/women are raped and do not have the support to access treatment
- Sometimes girls/women do not feel they have control of the sexual act, how it happens, when it happens or feeling that they can stop it

**I’m pregnant. I didn’t plan this. Now what?**

If you’re pregnant, you have three options: abortion, parenting or adoption. Only you can decide what to do, but it can be helpful to talk about it with someone you trust.

- **Abortion**: Termination of pregnancy or abortion is a legal and safe procedure in South Africa up to the 20th week of pregnancy. Abortions after the 20th week are only permitted for serious medical reasons. You have a right to a safe and legal abortion in a caring and non-judgemental environment. Find out more about staying safe and avoiding unsafe/illegal abortions here.
- **Parenting**: A young person becoming a parent and keeping a child from an unwanted pregnancy will likely experience many social, financial, academic/scholastic, emotional and physical challenges. It is very important for the teen parent(s) to seek support from their parents, reliable adults, caregivers and friends.
- **Adoption**: Some women choose to let another family raise their baby. Many women who choose this option feel happy knowing that their child will live in a loving home. Some also experience that the loss and sadness is deeper and longer lasting than they expected. Learn more about adoption here. (Child Welfare)
Options for pregnancy prevention and planning

- **Abstinence** is when someone chooses to not have sex. For some, this means avoiding all forms of vaginal, anal, and oral-genital intercourse.
  - Abstinence is 100% effective in preventing pregnancy.
  - But if you’ve made the choice not to have sex and change your mind in the heat of the moment, you might not have birth control handy. (Advocates for Youth)

- **Birth control** includes a wide range of contraceptives that prevent pregnancy. Birth control can come in the form of pills, patches, injection, implant or a small device inserted into the uterus (known as an intra-uterine device, or IUD) by a doctor or nurse.
  - There are so many safe, highly effective types of birth control to meet your needs, lifestyle and budget! Learn more about short-term and long-acting reversible contraceptives and how much they cost here.
  - Consult a healthcare provider in your community to help you choose the types of birth control right for you.

- **Condoms** are barrier methods that help prevent pregnancy and spreading sexually transmitted infections (STIs) and HIV. It's highly encouraged to use condoms with another form of birth control. It is important to use condoms correctly for them to be the most effective.
  - Read and watch how to use a female condom.
  - Read and watch how to use a male condom.

- **Emergency contraception** or “the morning-after pill” can be taken if you have had unprotected sex without any contraception. It should be taken within 5 days of unprotected sex, but the earlier you take it the more effective it will be to visit a centre as soon as possible. This pill should be available at your community family planning clinic. (Marie Stopes South Africa)

Things to consider while you are pregnant

- Schedule regular check-ups with a healthcare provider to ensure a healthy and safe pregnancy.
- No more alcohol; drinking alcohol can cause permanent harm to the baby.
- Get the best nutrition available.
- Take prenatal vitamins, which help give you the additional vitamins needed during pregnancy.
- Avoid smoking; cigarettes expose the baby to harmful chemicals and reduce blood flow.
- Practice self-love and seek emotional support whenever you need it!
- Consider checking out (MomsConnect), an app that sends SMS messages with updates on your pregnancy, check-up periods at the clinic, and advice about the baby.

Resources

- Teen Parents Talking about Parenting
- Being a Teenage Mom
- A Teen Father’s Story
- 4 Women Share Their Stories Choosing Abortion
- Story of Choosing Adoption
- 7 Pregnancy Myths Debunked

“Although some teenage pregnancies are intentional, the majority of them are unintentional and lead to many negative outcomes for the teenage mother, the child, as well as other family and peers.” (UBCWiki)

Preparing for the show

Ways to talk about teenage pregnancy:

- Choosing and exploring contraceptives
- Considering abortion, parenting or adoption
- Roles of teenage fathers in an unplanned pregnancy
- Young mothers completing education
- Maternal and newborn healthcare
- Effects of social stigma toward teenage mothers
- Pros and cons of abstinence

Choose an angle

Different ways to talk about choosing and exploring contraceptives:

- When should a person start using contraceptives?
- What are the different contraceptive options?
- What are long-term and short-term contraceptives?
- How do you choose the contraceptive that is right for you?
- How often can you access a clinic?
- What is it like for young people to ask nurses or doctors about contraceptives?

Find different ways to talk about the topic and structure your show outline.
Radio Production Guide

Radio formats

Vox Pop
Vox pop aim: To get many opinions on one topic.
Who do you talk to: Young people
Question: How do you know when to start using contraceptives?

Audio commentary
Audio commentary aim: To get people’s opinion about a topic that they care deeply about.
Who do you talk to: A young person who can talk about their experience learning about, accessing and using contraceptives.

Audio profile
Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: Talk to a teenage mother about her experience.
Questions to ask to get the person thinking before they record their profile:
- How has your life changed since becoming a parent?
- In what ways is the father involved in parenting?
- What are some of the challenges you face as a young parent?
- Do you have family and friends supporting you through those challenges?
- What are your plans for the future?

PSA
The aim of a PSA: To create a public awareness message.

Voice 1: Velisa, I don’t know how to say this, but I’m pregnant. I had sex for the first time last month, missed my period and I took a test - I didn’t plan for this, I’m freaking out! There’s no way I can have a baby now!

Voice 2: Wow, ok. Well I’m glad you’re telling me about it. Let’s take a breath, book an appointment with the doctor and we’ll take it from there.

Character: Facing an unplanned pregnancy can be overwhelming. Between legal, safe abortions, becoming a parent or turning to adoption - you’ve got options. Talk to someone you trust, consult with a friendly medical professional and choose the option that works for you.

How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script.

Suggested questions for your interview with a family planning nurse/doctor or social worker

- What are contraceptives?
- What are short-term contraceptives? How do they work?
- What is long-acting reversible contraception (LARC)? How do they work?
- When should a person start taking contraceptives?
- What are the things that a person should consider when choosing what type of contraception to use?
- What are the most affordable contraceptives?
- What would you tell a young person who is interested in exploring contraceptives but concerned about their parents finding out?
- What advice would you give a young person who is trying a contraceptive for the first time?

Once you’ve finalised your script, produced your radio features and finalised your “show clock” it’s time to go live on air!

Prepare to present your show

(INTRO:)
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...
Host 2: And my name is [NAME], and today’s show is all about teenage pregnancy and contraceptives!

Host 1: We’ll be talking about why it’s so important for young people especially to get the sexual and reproductive health information we need to make choices about our bodies that will affect our futures. We can’t be shy about it, young people are having sex and accidentally becoming pregnant. We all have a right to prevent that - whether that means choosing abstinence, birth control, emergency contraceptives or legal and safe abortions.

Host 2: We’ll be focusing on young people accessing accurate information about preventing pregnancy through contraception.

Host 1: Let’s hear more about what people think about youth exploring and choosing contraceptives as a way to prevent pregnancy.

(PRESENT WHO IS BEING INTERVIEWED)
[PLAY THE INTERVIEW]

[OUTRO:]
Host 1: Today, we’ve learnt so much about contraceptives and our right to learn and explore which methods work for us! I never would have imagined the variety, hey.

Host 2: Yes, it’s amazing to learn that young people have the right to information and access to a range of contraception. It’s exciting to think about the options we’ve got!

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!
You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you knows, music) to glue it all together.

Now write your radio script

### Ethics and consent

This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.

### Ways to talk about teenage pregnancy

- Choosing and exploring contraceptives
- Considering abortion, parenting or adoption
- Roles of teenage fathers in an unplanned pregnancy
- Young mothers completing education
- Maternal and newborn health care
- Effects of social stigma toward teenage mothers
- Pros and cons of abstinence

### Choose an outreach angle

**Choosing to use and exploring contraceptives**

- When should a person start using contraceptives?
- What are the different contraceptive options?
- What are long-term and short term contraceptives?
- How do you choose the contraceptive that is right for you?
- How often can you access a clinic?
- What is it like for young people to ask nurses or doctors about contraceptives?
**Interviews**

**Interview aim:** An interview is a one on one conversation where questions are asked by the interviewer and answers are given by the interviewee.

Examples of interview questions to someone who became pregnant as a teenager.

- How has your life changed since becoming a parent?
- In what ways is the father involved in parenting?
- What are some of the challenges you face as a young parent?
- Do you have family and friends supporting you through those challenges?
- What are your plans for the future?

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**Guest speakers**

**Guest speaker aim:** This is someone you have invited to speak at the event to provide facts or meaning to the topic under discussion.

If you choose a healthcare professional as a guest speaker, here are a few example questions for the speaker to think about ahead of the outreach:

- What are contraceptives?
- What are short-term contraceptives? How do they work?
- What is long-acting reversible contraception (LARC)? How do they work?
- How do you know when to start using contraceptives?
- What is the best method to have safe sex without getting an STI?
- What should you do in a situation when you feel you have no or little control over sex, and negotiating condom use?
- What is the first thing you should do when you think you may be pregnant? And what if the test is pregnancy positive?

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**Role play**

**Role play aim:** To provide a scenario that allows the audience to “act out” a point about the impact statement. Decide how many characters are needed and set the scene for the ‘actors’ to flesh out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

Examples of Scenarios:

- 16 year old Velisa is pregnant. She had sex for the first time last month, missed her period and took a pregnancy test which confirmed that she is pregnant. She didn’t plan for this and is freaking out!
- Thabo and Thembi are in a relationship. They have spoken about having sex and want to do it safely. But they are confused by what their friends tell them about contraceptives.
- Thando and her boyfriend got drunk last night and they had sex without a condom. The next morning she begins to worry about that she might have been impregnated. She calls her best friend for advice.

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**Quiz**

**Quiz aim:** To test knowledge of the audience through a competition with prizes for the winner(s).

**True or False Quiz**

- Douching with anything or peeing after sex will prevent pregnancy - **FALSE**
- You can get pregnant if you stop taking your birth control pills for a few days - **TRUE**
- You can’t get pregnant the first time you have sex - **FALSE**
- You can’t get pregnant if the guy pulls out - **FALSE**
- You can get pregnant while on your period - **TRUE**
- Condoms are reusable - **FALSE**
- You can only get pregnant if the male is on top during sex - **FALSE**

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**Impact Jingle**

**Impact Jingle aim:** A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

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**Outreach Guide**
Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

**INTRO:**
Host 1: Hello everyone and welcome! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST1] and I am a [TITLE] OF HOST1 from [NAME OF ORGANISATION].
Host 2: And my name is [NAME], and today’s show is all about teenage pregnancy and sexual and reproductive information and access we need to lead fulfilling and healthy lives.
Host 1: We can’t be shy about it, young people are having sex and accidentally becoming pregnant. We all have a right to plan our own futures and make choices about our own bodies. If pregnancy is not part of the plan, we have a right to prevent that - whether that means choosing abstinence, birth control, emergency contraceptives or legal and safe abortions.
Host 2: We’ll be focusing on young people accessing accurate information about preventing pregnancy through contraception.
Host 1: Let’s hear from an expert who will tell us more about youth exploring and choosing contraceptives as a way to prevent pregnancy.

**OUTRO:**
Host 1: Today, we’ve learnt so much about contraceptives and our right to learn and explore which methods work for us!
Host 2: Yes, we have the right to information and access to a range of contraception. I never would have imagined there are all those options!

**QUIZ**
HOST 1: But guys, we must also remember that facing an unplanned pregnancy can be overwhelming. Between legal, safe abortions, becoming a parent or turning to adoption - you’ve got options. Talk to someone you trust, consult with a friendly medical professional and choose the option that works for you.
HOST 2: Absolutely. Get the correct information to make the right choice for you. Now let’s see if you have been paying attention so far! Are you ready for a quick quiz?

**OUTRO TO QUIZ**
[PLAY IMPACT JINGLE]
HOST 1: That’s right. Let us be information ambassadors but with accurate information. Remember, ask the professionals if you are ever unsure! Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW]. Thank you for joining us and we hope to see you next time!
HOST 2: Until then, it’s bye from us! Be safe guys!

[PLAY IMPACT JINGLE]
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Below is an example of an event that is one hour long.

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<td>Intro guest speaker</td>
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<tr>
<td>Guest speaker</td>
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<tr>
<td>Outro to guest speaker</td>
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<tr>
<td>Impact Jingle</td>
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<tr>
<td>Intro Roleplay</td>
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<td>Roleplay</td>
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<td>Quiz</td>
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<td>Outro to Quiz</td>
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<tr>
<td>Play Impact Jingle</td>
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<tr>
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If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it’s time to start your live event!
FACTSHEET
Tuberculosis (TB)
Prevention and Treatment
TB stands for tuberculosis. (Say: too-ber-cu-lowsis).

Tuberculosis (TB) is a contagious disease caused by a bacteria called Mycobacterium Tuberculosis. (Say: mahy-koh-bak-tee-er-ee-uh m)

Latent TB - People with latent TB are infected with Mycobacterium tuberculosis, but do not show any symptoms and do not feel sick. The only sign of TB infection is a positive result for a TB test. People with latent TB are not infectious and cannot spread TB to others.

Active TB - Active TB is when the TB bacteria overcomes the defenses of the immune system and begins to multiply. Some people develop active TB soon after infection, while others develop it only later when their immune system becomes weak. (Centers for Disease Control and Prevention: TB fact sheet)

TB is a very old disease that was first discovered in 1882, yet millions of people continue to get infected with TB.

Lung TB, also known as pulmonary tuberculosis, is the most common form of TB, and can be spread easily. The other type of TB that affects parts of the body, such as the spine, stomach, kidneys, intestines, the bones, brain, eyes and skin is known as extra pulmonary tuberculosis.

According to the World Health Organisation (WHO), TB is still one of the top ten causes of deaths worldwide.

TB is regarded as a gateway infection. This means that it can open the pathway to other infections.

Most people with active TB are cured by following a strict drug treatment schedule that is provided to them by health care providers.

Regular anti-TB medication is called the first line of treatment.

(World Health Organisation, TB) World Health Organisation, TB

Drug Resistant TB

Irregular or incorrect use of anti-TB drugs can cause drug resistant TB, which is infectious and can be transmitted to others, just like regular TB. Drug resistant TB is more difficult to treat because the specialised medicines are very expensive and not always available depending where you are in the world.

Multidrug-resistant TB (MDR-TB) is TB that does not respond to the regular anti-TB medication. MDR-TB requires its own medication.

Anti-TB medication for MDR-TB is called second line treatment.

Extensively drug-resistant TB (XDR-TB) is more drug resistant than MDR-TB and needs its own medication.

Anti-TB medication for XDR-TB is called third line treatment. There is no other treatment after third line.

TB is spread from person to person through the air. When someone with untreated lung or throat TB coughs, sneezes, speaks, spits or sings, they send TB bacteria into the air that others can breathe in.

The immune (say: ih-myoon) system keeps the body healthy and fights disease, but TB weakens and damages the immune system. People with weak immune systems, such as children, the elderly, people living with HIV, people who have diabetes or people who are malnourished are at risk of getting TB.

TB bacteria survive in dark places with poor ventilation. If someone infected with TB lives in a crowded house, learns in a crowded classroom with few windows or rides in a bus without proper ventilation, it is easy for TB bacteria to quickly spread. It is important to open windows in order to let fresh air and sunlight in.

One person with TB can infect up to 15 other people over the course of a year.

People who smoke have a higher risk of becoming infected with TB.

Infants and young children should be vaccinated against TB to provide protection in the younger years. This vaccine does not stop person-to-person TB transmission in adults.

TB transmission from one person to the other can be stopped by identifying people with active TB and curing them with medication. With proper and consistent TB treatment, someone with TB will quickly become non-infectious and will not spread the disease.

Education and awareness about TB helps stop the spread of the disease.

Covering your mouth and nose when coughing and sneezing is a simple action that can limit the spread of TB sputum particles and can reduce the risk to others of being infected. Sputum is a thick fluid that is produced in the lungs and the airways leading to the lungs.

(TBFacts.org)

TB is preventable, treatable and curable.

A person with TB must complete their full dose of medicine to get cured. Even though treatment may take months to complete or even more than a year in severe cases, a person must complete their full dose of medicine, taken at the right times to get cured.

If a person stops taking their TB treatment, the medicine will not work in their body again. When that type of medicine can no longer fight the TB in their body, a person is said to have developed drug resistant TB.

If not properly treated, TB can cause death.
Take note of when TB awareness campaigns happen in your community. Sometimes these campaigns offer free testing at local venues.

Public clinics and hospitals run by the government offer free TB testing.

TB treatment serving organizations such as TB/HIV Care Association (www.tbhivcare.org) Medicine Sans Frontiers (MSF) (www.samumsf.org)

Toll-free national HIV & TB hotline 0800 212 506 or SMS ‘please call me’ to 0718401572

Another free number for HIV and TB questions, 24 hours a day: 0800 012 322

TB is seen as a disease of the poor, but in reality it affects everyone, and is present in every part of the world, so it’s everyone’s business. Even Nelson Mandela and Desmond Tutu had TB!

The Sustainable Development Goals intend to end TB by 2030. (SDG Goal #3: Ensure healthy lives and promote well-being for all at all ages).

South Africa is one of the countries with the highest TB burden in the world. India, China, Indonesia, Nigeria and Pakistan are the other countries with high rates of TB infection.

People living with HIV are 30 times more likely to develop active TB.

60% of TB patients in South Africa are also living with HIV.

You cannot get TB from kissing, shaking hands, sharing food, drinks, toothbrushes and toilets.

You can get TB more than once. You do not become immune but you do become resistant to medication.

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You can get TB more than once. You do not become immune but you do become resistant to medication.

Where to go for TB testing, treatment and education service

- Take note of when TB awareness campaign’s happen in your community. Sometimes these campaigns offer free testing at local venues.
- Public clinics and hospitals run by the government offer free TB testing.
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Resources

- Tuberculosis: Latent and active infections
- How the body reacts to TB
- Xolelwa Joni’s personal story
- Simbongile Xesha: Surviving TB
- TB HIV Care
- SA Medicine Sans Frontiers
- TB information hotline for healthcare workers
- South African National Tuberculosis Association

Did you know...

- TB is seen as a disease of the poor, but in reality it affects everyone, and is present in every part of the world, so it’s everyone’s business. Even Nelson Mandela and Desmond Tutu had TB!
- The Sustainable Development Goals intend to end TB by 2030. (SDG Goal #3: Ensure healthy lives and promote well-being for all at all ages).
- South Africa is one of the countries with the highest TB burden in the world. India, China, Indonesia, Nigeria and Pakistan are the other countries with high rates of TB infection.
- People living with HIV are 30 times more likely to develop active TB.
- 60% of TB patients in South Africa are also living with HIV.
- You cannot get TB from kissing, shaking hands, sharing food, drinks, toothbrushes and toilets.
- You can get TB more than once. You do not become immune but you do become resistant to medication.

Tuberculosis: Latent and active infections

How the body reacts to TB

Xolelwa Joni’s personal story

Simbongile Xesha: Surviving TB

TB HIV Care

SA Medicine Sans Frontiers

TB information hotline for healthcare workers

South African National Tuberculosis Association

Where to go for TB testing, treatment and education service

- Take note of when TB awareness campaign’s happen in your community. Sometimes these campaigns offer free testing at local venues.
- Public clinics and hospitals run by the government offer free TB testing.
- TB treatment serving organizations such as TB/HIV Care Association (www.tbhivcare.org)
- Medicine Sans Frontiers (MSF) (www.samumsf.org)
- Toll-free national HIV & TB hotline 0800 212 506 or SMS ‘please call me’ to 0718401572
- Another free number for HIV and TB questions, 24 hours a day: 0800 012 322

Resources

- Tuberculosis: Latent and active infections
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Also remember to use local resources: newspapers, community-based organisations, government officials, and peer educators

Choose an angle

Knowing and understanding the basics of TB

Different ways to talk about knowing and understanding the basics of TB

- Knowing the facts and understanding what TB is
- Why it is important to get tested for TB?
- What to do to prevent yourself from getting infected with TB
- The importance of getting treated for TB if you are sick

Find people to speak to

- Talk to a nurse in the community
- Local organisations who work in the community on TB prevention and education
- A youth leader that does peer education about TB
- A counsellor that works at a TB clinic
- A person who has TB (or has recovered), or someone who has a friend or family member who is sick (or has recovered from) TB

Bringing multiple points of view

Bring out multiple points of view

Find different ways to talk about the topic and structure your show outline

Radiation Protection Guide

Preparing for the show

There are different ways to talk about TB, enough for multiple shows!

- How to prevent TB: prevention practices and ways of not contracting TB
- Treatment of TB: Using anti-TB drugs and how to care for yourself
- Testing for TB: knowing whether you have TB
- Understanding TB: learning about the facts
- Stigma: the way people shun and discriminate against people sick with TB

Educate yourself more on the topic

- Kids Health: www.kidshealth.org
- World Health Organization: www.who.int/tuberculosis

South African National Tuberculosis Association

Fact Sheet

Radio Production Guide

Did you know...

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- 60% of TB patients in South Africa are also living with HIV.
- You cannot get TB from kissing, shaking hands, sharing food, drinks, toothbrushes and toilets.
- You can get TB more than once. You do not become immune but you do become resistant to medication.
How to present your show

Use your produced radio features, your research, and the suggested script and questions to write your own script. [Refer to icon]

Prepare to present your show

Once you’ve finalised your script, produced your radio features and finished your show clock it’s time to go live on air! [Refer to icon]

Questions for your interview

- What is TB?
- How is TB spread?
- How does TB affect our bodies? What are the different types of TB?
- What are the symptoms of TB disease?
- Who is most at risk of getting TB?
- Where can we go to get tested in our local area?
- Can you explain the process of getting treated for TB?
- Can someone still go to school and play with their friends during TB treatment?
- How can TB infection be prevented? Can you describe how TB has affected our local community?
- What advice do you have for those trapped by the stigma surrounding TB?

[INTRO:]
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]…
Host 2: And my name is [NAME], and today’s show is all about TB (or Tuberculosis).
Host 1: We’ll be talking about what TB disease is, the facts you need to know about TB, and why it’s so important to get tested and treated.
Host 2: [NAME OF COUNSELLOR] from [NAME OF CLINIC] who works as a counsellor.
Host 1: Let’s hear more about why understanding TB is so important!

[PLAY INTERVIEW]

[OUTRO:]
Host 1: Today, we’ve learnt about TB and now have a better understanding of what it is.
Host 2: The good news is that TB is preventable, treatable and curable!
Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. So don’t forget to tune into [RADIO STATION] for the [NAME OF SHOW].
Host 2: Until then, it’s bye from us!
Outreach Guide

How to present your outreach activity

Choose an outreach angle

Different ways to talk about TB
- Preparing TB
- Testing and treating TB
- TB and Stigma

Different ways to talk about ‘Preventing TB’
- The myths and facts about TB
- Obstacles that prevent people from getting tested for TB
- TB stigma threatens lives
- How to prevent person-to-person infections
- I have tested positive for TB. Now what?

Preventing TB

Outreach Formats:

Quiz

Quiz aim: To test knowledge of the audience through a competition with prizes for the winner(s).

Longer Questions:
- What is multi-drug resistant TB?
- How does TB spread?
- Give one example how to prevent TB on public transport.
- Name at least three symptoms of TB.

True or False Quiz
- Only people with HIV get TB - FALSE
- You can get TB more than once - TRUE
- You can get TB from kissing - FALSE
- MDR-TB is curable - TRUE
- TB tests are free in public hospitals in South Africa - TRUE
- Drinking and smoking a lot puts you at risk of contracting TB - FALSE
- TB medication can be stopped as soon as the TB patient is feeling better - FALSE

Guest Speaker

Guest speaker aim: This is someone you have invited to speak at the event to provide facts or meaning to the topic under discussion.

If you choose a medical professional as a guest speaker, here are a few sample questions for the speaker to think about ahead of the outreach:
- What is TB?
- How does TB affect our bodies and what are the different types of TB?
- What are the symptoms of active TB?
- What is latent TB?
- Who is most at risk of getting TB?
- Where can we go to get tested in our local area?
- Please explain the importance of adherence to TB medication.
- What are the side effects of TB treatment?
- Can someone go to school and play with their friends or go to work while they are being treated for TB?
- What advice do you have for those affected by stigma surrounding TB?

Impact Jingle

Impact Jingle aim: A jingle is a short song or tune that is easy to sing along to and remember, and it has a clear message.

You can create one with a clear TB message.

Debate

Debate aim: A debate is a discussion between two or more people who have opposite opinions on an issue.

Debate statement: “TB only affects poor people.”
Outreach Guide

Use your outreach formats and your research to write your own script. Here is an example of part of a script. Use it as a guide to create your own script for your outreach activity.

INTRO:

Host 1: Hello, welcome everyone! Thank you all for being here at the [NAME OF VENUE] today. My name is [NAME OF HOST 1] and I am a [TITLE OF HOST] from [NAME OF ORGANISATION/GROUP]

Host 2: And my name is [NAME OF HOST 2], and today’s outreach is all about tuberculosis, which is also known as TB!

Host 1: Today we will be talking about what TB is, the facts you need to know and why it is important to get tested and treated to stop the spread of TB!

Host 2: Our line-up for today includes performances, prizes, information and lots more. We also have a guest here with us, who is going to share information about TB with us. But before we speak with our special guest, we would like to play a game with you. The game will test how much you know about TB.

[QUIZ OUTRO]

[MUSIC]

Host 1: Wow! Thanks guys for participating in our knowledge quiz! Are you all having a good time? Well there is more to look forward to!

[Intro Who is being interviewed]

[Interview]

Host 1: Impressive! It is clear that you have kept up to date about TB. To share more information and to help us understand a little bit more about TB we have [NAME OF NURSE] from [NAME OF THE CLINIC] who works as a nurse and will explain to us exactly what TB is and what his/her experiences with TB have been?

Suggested questions for your interview with a healthcare provider such as a doctor, nurse or emergency care provider.

• Why is TB still a problem in 2017?
• What are the types of TB?
• How is TB treated?
• What are self-administered TB tests and are they freely available?
• If I am infected with TB what are the steps I need to take to get treatment?
• Can you describe the treatment process?
• What are the side effects of the treatment medication?
• How much does TB medication cost?
• Is it easy to contract TB if I am living with HIV? Why?
• What should I avoid eating or doing when I am on TB treatment?

[Host 2 explains the quiz rules, and plays knowledge quiz]

[Outro to interview]

[Impact Jingle]

Host 1: Today we’ve learnt so much about TB! I learned that TB bacteria can live and float in the air for several hours, I learned the importance of making sure that spaces are properly ventilated with fresh air. I also realise the value of TB testing as soon as we feel symptoms!

Host 2: These are small actions that have big returns in preventing the transmission of TB. If it was my friend or family member with TB, I’d want to help them to act quickly and get onto treatment. We gotta take care of ourselves and support each other - that’s what testing and treatment is all about!

Host 1: Now that we have your attention, I’d like to ask you, the audience, if you have any stories related to TB, maybe your own experience or someone you know. We’d love to hear what you have to say.

[Call on audience members to briefly share their stories]

Host 2: Wow, there’s so much to learn from each other today.

[Impact Jingle]

Now lets test your knowledge with another Quiz. This is how it works.

[Quiz]

[Outro to Quiz]

Host 1 script: Wow! Thanks guys for participating in our true or false game! Are you all having a good time? Well there is more to look forward to! Next up we’d like to invite two brave souls to the front to take part in a debate.

Host 1: Hands up if you’d like to volunteer to be part of the debate!

[Hosts explain the rules of the debate]

[Live debate]

[Hosts reflect on the debate topic and outcome]

[Hosts give final comments on topic, thank the audience and remind people how to stay in touch online, etc.]

Host 2: We have a performance by [NAME OF ARTIST]. Please give him/her/them a warm welcome.

[Final performance]
Outreach Outline
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Below is an example of an event that is one hour long.

| Music |
| Intro to the Outreach |
| Intro to Quiz |
| Quiz |
| Outro to Quiz |
| Music |
| Intro to Interview |
| Interview |
| Outro of Interview |
| Impact Jingle |
| Intro to Performance |
| Impact Jingle |
| Intro to Quiz |
| Quiz |
| Outro to Quiz |
| Intro to Debate |
| Debate |
| Outro Debate |
| Final comments from audience, hosts and goodbye |
| Intro to artist presenting final performance |
| Final performance |

Outreach Guide

Ethics and Consent
This may be a sensitive topic for some, so make sure you inform your audience to respect those who share personal stories in the space.

Remember to allocate time to review each format in your outreach, so that when you add them all together it comes to exactly one hour. Be realistic. An interview is likely to be between 5-10 minutes. A quiz usually runs for about 5 minutes, and there may be some discussion after. An impact jingle is no longer than 30 seconds. It is the producer’s job to keep their eye on the clock.

Remember to take time to introduce and outro each format. A great outro is as simple as summing up what was discussed and thanking your guests who contributed to the format.
Your body is YOUR BODY. You have the right to say what happens with your body, whom, when and how. You always have the right to change your mind, at any time. Sex without consent is not sex. It’s rape.

What is consent?
- To give permission for something to happen
- In terms of sex, consent is a mutual agreement between people to engage in any sexual activity
- Consent is an enthusiastic, voluntary "Yes!"

What does consent look like in real life?
- Paying attention to a partner's body language (are they tense, hesitating, seeming uncomfortable?)
- Asking for a partner's permission for each sexual activity
- Listening and respecting the answer
- Consent doesn't have to be verbal, but verbally agreeing to different sexual activities can help both partners respect each other's boundaries
- Consent to one activity does not mean consent for all activities. For example, agreeing to kiss someone does not give that person permission to remove clothes

What are the laws of consent in South Africa?
- The legal age of consent in South Africa is 16 years.
  - It is legal for a person 16 years and above to consent to sex or sexual acts
- Young people between ages 12-16 years have the right to dignity and privacy
- Adolescents between 12-16, who consent to sex with other adolescents of similar age (not more than two years older) will not be criminalized
  - For example, a 15 year old and a 14 year old can consent to sex or sexual acts with each other. BUT it is illegal for a 13 year old and a 16 year old child to have sex
- In South Africa, it is a severe criminal offence to engage in sex or sexual acts with any child under the age of 12. Consensual or not, it is illegal.

What is the legal definition of rape?
Rape is an act of sexual penetration of a victim without their consent. Rape occurs when:
- Someone inserts their genital organ into the mouth, anus or genital organs of a victim.
- Any part of someone’s body (ex. a finger), goes into the anus or genital organs of the victim.
- Any object, like a bottle or stick, is put into the anus or genital organs of the victim.
- The genital organs of an animal are put into the mouth, anus, or genital organs of the victim.

What does consent matters because...
- Intimidated, forced or threatened in any way, through violence or threats of violence against you or someone you love, or damage to your property
- Manipulated by someone who abuses their power or authority. For example, if someone tells you that you will lose your job or receive poor marks at school if you do not have sex with them
- Lied to by a doctor or other health-worker who tells you that a sex act is part of a physical examination, or is necessary for your mental or physical health
- Asleep
- Unconscious
- Under the influence of drugs or alcohol
- A child under the age of 12
- A person with a mental disability

You have NOT consented to sex or sexual activity if you are...
Rape is terrifying, traumatic and has life changing consequences. It’s important to be aware of the different forms of rape and sexual violence.

- **Sexual abuse** refers to any action that pressures someone to do something sexually they don’t want to do.
- **Sexual coercion** is when tactics like pressure, trickery, drugs, alcohol or emotional force are used to have sexual contact with someone against their will.
- **Molestation** occurs when an adult or person significantly older than a child engages in sexual activity with a minor. The abuse can be over an extended period of time, or a one time incident, and includes touching, fondling, kissing in a sexual manner, oral sex, masturbation, sexual penetration of the anus or vagina.
- **Intimate Partner Rape/Intimate Partner Sexual Violence (IPSV)** refers to behavior within a relationship that causes sexual, physical or psychological harm. This includes acts of physical aggression, sexual coercion, psychological abuse and controlling behaviors.
- **Acquaintance rape** is rape that is perpetrated by a person the victim knows. This includes someone the victim is dating, a classmate, co-worker, employer, family member, spouse, counselor, therapist, religious official or medical doctor.
- **Date rape** is a form of acquaintance rape that can happen during a date or at a party with someone the victim may know, like, or even be interested in. Drugs and alcohol are sometimes used to weaken the victim or make the victim pass out.
- **Compelled Rape** occurs when one person forces another to sexually penetrate someone else against their will.
- **“Corrective rape” is** when perpetrators target victims based on the victim's perceived sexual orientation. This is the rape of lesbians, gays and trans people. Since term “corrective rape” suggests the need to correct sexual orientations, the term “homophobic rape” or “gender and sexuality-based rape” are preferred terms (UNAIDS).
- **Statutory rape** occurs when children between the ages of 12 and 16 experience sexual penetration into their genitals or anus by anyone more than two years older than them.

**Myth:** She got raped because she wore a short skirt.
**Fact:** Rape is never the victim’s fault. A victim must never be blamed for rape. Perpetrators make the choice to rape and they are to blame. Rape is an act of violence. (National Child Traumatic Stress Network)

**Myth:** Men and boys don’t get raped.
**Fact:** People from all walks of life across age, gender, sexuality, race, cultural background can be victims of rape and sexual abuse. A majority of male survivors were assaulted when they were children or teenagers, yet any man can be sexually assaulted regardless of size, strength, sexual orientation, or appearance. (Step Up Program)

**Myth:** He is your boyfriend so it’s not rape.
**Fact:** Nearly 1 in 10 women have experienced rape by an intimate partner in their lifetime. Consent must be given every time people engage in sexual contact. (National Child Traumatic Stress Network)

**Myth:** If a man rapes a lesbian, he changes her sexual orientation.
**Fact:** No, a perpetrator has no control over a victim’s sexual orientation. Rapists use rape as a weapon to harm and intimidate people who do not live according to their way of life. (Rape Crisis - Cape Town Trust)

**Myth:** Rape only happens with strangers.
**Fact:** Most rapes are committed by someone that the victim knows. (Women Against Rape)

**Myth:** Rape always involves a physical struggle.
**Fact:** Rape does not always involve a violent struggle. When someone does not resist an unwanted sexual advance, it does not mean that they consented. Sometimes physically resisting can put a victim at a bigger risk for further physical or sexual abuse. (Love is Respect)

**Myth:** Rape does not always involve a physical struggle.
**Fact:** Rape does not always involve a violent struggle. When someone does not resist an unwanted sexual advance, it does not mean that they consented. Sometimes physically resisting can put a victim at a bigger risk for further physical or sexual abuse. (Love is Respect)

We encourage you to research supportive services, hotlines and social workers in your area.
Different ways to talk about rape awareness
- Rape in intimate relationships.
- Understanding and practicing consent.
- Gender and sexuality-based rape (commonly known as “corrective rape”).
- Molestation and rape at home.
- Boys and men being victims and survivors of rape.

What does consent look like in a healthy intimate partnership?
What can go wrong when partners don’t ask for consent?
If a partner says yes to sex, can he or she change their mind in the middle of sex?
When a partner gives a gift, like money, does the other partner “owe” sex?

Different ways to talk about rape in intimate relationships
- Remember: Rape is an act of violence NOT passion.
- Find different ways to talk about the topic and structure your show outline.

Preparation for the show
Choose an angle

REMINDER: Rape can be a sensitive and triggering topic. The resource sheet can be used to help refer people to hotlines, supportive services and more information. We encourage the Youth Facilitator to locate the contact information of a local social worker.

Vox Pop
Vox pop aim: To get many opinions on one topic.
Who do you talk to: Anybody from the community.
Question: How do you know when your partner consents to sex?

Audio commentary
Audio commentary aim: To get people’s opinion about a topic that they care deeply about.
Who do you talk to: Youth in the community who use consent effectively with their partners.

Audio profile
Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: Talk to a local social worker, family counselor.

Questions to ask to get the person thinking before they record their profile:
- What have you learned in your time supporting and working with survivors of intimate partner rape?
- What were the steps to survivors healing?
- What advice would you share with someone who is uncomfortable talking to their partner about consent?
- What can someone do if they suspect someone they know is a victim of intimate partner sexual violence? Who can they call for professional support?

PSA
The aim of a PSA: To create a public awareness message.

1.
Voice 1: My darling, I got you something…
Voice 2: A new phone?! Thank you! My friends are gonna freak out when they see it tonight.
Character: You never owe someone sex or affection in exchange for gifts or favors. Consent is yours to give, not for someone else to buy.

2.
Voice 1: Hey pretty girl, I see you walking in that short dress! Oooooo the things I’d do to you!
Voice 2: My friend, chill out. You’re embarrassing yourself and me. She’s doing her own thing. Stop trippin.
Voice 1: She wouldn’t be wearing that if she wasn’t asking for it.
Character: The dress does not mean, “yes.” What you wear and how you wear it does not give consent. Neither is it an invitation.
Use your produced radio features, your research, and the suggested script and questions to write your own script.

**Suggested questions for your interview with someone who knows about intimate partner sexual violence, healthy relationships, consent, sexual and reproductive health (social worker, family counselor)**

- Please define consent and consensual sex.
- Can you describe what consent might look like in a healthy intimate partnership?
- How common is intimate partner sexual violence?
- How does someone know if their partner is being sexually controlling or abusive?
- What are potential consequences of intimate partner rape?
- Why might it be challenging for someone who is experiencing intimate partner rape to seek help and support?
- What can someone who is in a sexually abusive partnership do to protect themselves?
- What advice would you share with someone who wants help leaving a sexually abusive relationship?

**How to present your show**

[Intro:]
Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...
Host 2: And my name is [NAME], and today’s show is about the sensitive, but important issue of rape and sexual violence.
Host 1: We’ll be talking about the importance of consent and the realities of rape that affect individuals, families, friends, partners and communities everyday. As young people growing up, we need to understand the facts, the law and where to find support services.
Host 2: We’ll be focusing on intimate partner rape, which is when a partner or date forces you to have sex when you don’t want to.
Host 1: Let’s hear more on what people think about intimate partner rape.

[Present who is being interviewed] [Play the interview]

Outrovox pop
Vox pop
Outro vox pop
Music transition
Intro audio commentary
Audio commentary
Outro commentary
Music transition & jingle
Intro interview (or intro audio-profile)
Interview (or audio-profile)
Outro interview (or outro audio profile)
Music transition & jingle
PSA
General outro
Music end

[Outro:]
Host 1: Today, we’ve learnt so much about how essential consent is in every partnership and every sexual act! South Africa has one of the highest rates of rape and sexual violence IN THE WORLD. This conversation is critical.
Host 2: Yes, it’s a game-changer to learn that no matter what - even if you’ve been dating someone for years or they’ve gifted you a brand new phone - if you don’t want sexual contact, your partner needs to listen up and respect!
Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

Once you’ve finalised your script, produced your radio features and finalised your “show clock” it’s time to go live on air!

**Prepare to present your show**

You must always introduce your show and radio features. Then once you’ve played your features, have a concluding statement for each one. Don’t forget a final conclusion for the very end of the show.

Use links (facts, tips, did you know, music) to glue it all together.
What does consent look like in a healthy intimate partnership?
What can go wrong when partners do not ask for consent?
If a partner says yes to sex, can he or she change their mind in the middle of sex?
When a partner gives a gift, like money, does the other partner “owe” sex?
What are signs that an intimate partner is being controlling or sexually abusive?

Rape can be a sensitive and triggering topic. The resource sheet can be used to help refer people to hotlines, supportive services and more information. Find the contact information of professional support services such as a social worker or counsellor in your community and share the details at the outreach with their permission.

Examples of True or False quiz questions:
• Rape survivors often know their rapist - TRUE
• Rape is about sex - FALSE
• Sometimes rape survivors ‘asked’ to be raped - FALSE
• There is a right way and wrong way to react if you are raped - FALSE
• If you did not say yes to sex, it is rape - TRUE

Roleplay aim: To provide a scenario that allows the audience to “act out” a point about the impact statement. Decide how many characters are needed and set the scene for the ‘actors’ to play out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

Examples of Scenarios:
• Xoliswa has plans to meet up with friends to celebrate the end of their final exams. That night she receives a new phone from her boyfriend. He says she owes him some ‘sugar’ and must stay home.
• It’s a hot day and a group of schoolboys catcall a young girl passing them on a corner. She is wearing shorts and a T-shirt and one of the boys says her outfit is like she is ‘asking for it.’
• It’s the morning after Khanya was at a friend’s party. Her body feels bruised and she has the feeling that she was raped but is unsure. At the party she got very drunk and passed out on the couch. When she woke up her pants were pulled down. She doesn’t know what to do.
Suggested questions for your interview with someone who knows about intimate partner sexual violence, healthy relationships, consent, sexual and reproductive health (eg. social worker, family counselor etc.)

• Please define consent and consensual sex.
• Can you describe what consent might look like in a healthy intimate partnership?
• How common is intimate partner sexual violence?
• How does someone know if their partner is being sexually controlling or abusive?
• What are potential consequences for intimate partner rape?
• Why might it be challenging for someone who is experiencing intimate partner rape to seek help and support?
• What can someone who is in a sexually abusive partnership do to protect themselves?
• What advice would you share with someone who wants help leaving a sexually abusive relationship?

How to present your outreach activity

Use your outreach formats, your research and the suggested questions to write your own script.

[Intro to Interview]

Suggested questions for your interview with someone who knows about intimate partner sexual violence, healthy relationships, consent, sexual and reproductive health (eg. social worker, family counselor etc.)

• Please define consent and consensual sex.
• Can you describe what consent might look like in a healthy intimate partnership?
• How common is intimate partner sexual violence?
• How does someone know if their partner is being sexually controlling or abusive?
• What are potential consequences for intimate partner rape?
• Why might it be challenging for someone who is experiencing intimate partner rape to seek help and support?
• What can someone who is in a sexually abusive partnership do to protect themselves?
• What advice would you share with someone who wants help leaving a sexually abusive relationship?

[Outro to Interview]

[Play Impact Jingle]

HOST 1: Whoa! That was amazing! You are all on fire! Well done to our quiz participants!
HOST 2: Yebo! Good job everyone! Let’s keep the energy flowing. We’re calling on all you actors and performers in the audience for a roleplay.

[Intro to Roleplay]

[Roleplay]

[Outro to Roleplay]

HOST 1: Today, we’ve learnt so much about how essential consent is in every partnership and every sexual act! South Africa has one of the highest rates of rape and sexual violence IN THE WORLD. This conversation is critical.

HOST 2: Yes, it’s a game changer to learn that no matter what - even if you’ve been dating someone for years or they’ve gifted you a brand new phone - if you don’t want sexual contact, your partner needs to listen up and respect!

HOST 1: Next up it’s the final performance of the day. [Intro Performers]. Don’t forget to catch us next month on [Day] at [Time] and [Venue]. We’ll be talking all about [Topic for Next Show].

HOST 2: Thank you for joining us and we hope to see you next time! Until then, it’s bye from us!
An outreach outline is a map to help you stay on track during your event. It is a list of the items and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.

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If any incorrect information comes up in any of your formats, like the quiz, role play or panel discussion, you must correct it. Don’t let your audience leave with myths.

Once you’ve finalised your script, your performance artists, your outreach outline and prepared all your formats, it's time to start your live event!
Human Diversity:
Recognising the Range of Diversity in Our Lives
Diversity: a range of different things, forms, types, ideas and more (MerriamWebster)

Identity: the unique and entire set of characteristics that make up what a person or thing is known or considered to be (Wordsmyth)

Discrimination: the practice of unfairly treating a person or group of people considered to be different

Tolerance: accepting feelings, behaviors or beliefs of someone (MerriamWebster)

Privilege: Advantages enjoyed by an individual or group, based on discriminatory norms, attitudes or practices (Privilege&Allyship). Privilege is a consequence of political power, social status and wealth (Voices of Liberty)

Alliance: a union between people, who agree to work together (MerriamWebster)

Read some examples of individual, cultural and institutionalised discrimination here: “Levels and Types of Oppression” (University of Maryland)

“Just because someone is privileged in one way does not mean they may not be underprivileged in another” - Media Smarts

Read more about “Different Faces of Privilege”

Diversity & Identity

All individuals are unique and deserving of dignity and respect

Identities are complex. Many different factors can contribute to a person’s identity

Aspects of identity can include, but are not limited to: race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, health (including HIV status), religious beliefs, political beliefs and more...

“Diversity” means more than just seeing or tolerating difference. Diversity is a set of practices that involve:

Understanding and appreciating how we are all connected and depend on one another

Practicing mutual respect for qualities and experiences that are different from our own

Recognising that personal, cultural and institutionalized discrimination creates and sustains privileges for some, while creating and sustaining disadvantages for others

Building alliances across differences so that we can work together to end all forms of discrimination (Queensborough College)

Diversity of Human Sexuality

• Humans live in relation to each other. We all desire intimacy, love and affection.
• Humans are sexually diverse. That means people’s sexual orientations (ways in which people experience attraction) vary from each other.
• Some examples of sexual orientations are:
  • Bisexual: when a person is attracted to both women and men (KidsHealth)
  • Homosexual (Lesbian/Gay): when a person is attracted to another person of the same gender (women attracted to women commonly identify as lesbians, men attracted to men commonly identify as gay) (KidsHealth)
  • Heterosexual: when a person is attracted to someone of the ‘opposite’ gender (women attracted to men and men attracted to women) (KidsHealth)
  • Pansexual: when a person is attracted to all genders and sexes (including intersex, people who do not identify as man or woman, gender nonconforming or non-binary people) (LaciGreen)
  • Asexual: when someone does not experience sexual attraction. People who are asexual desire relationships and intimacy that do not involve sex (TheAsexualNetwork)
  • Gender and sexual minority: people whose gender identities, sexual orientation or behaviours differ from the majority of the surrounding society. This also includes transgender and intersex.
  • Transgender: describes people whose gender identity is different from the sex assigned to them as birth (GLAAD)
  • Intersex: describes when a person is born with a reproductive or sexual anatomy that does not fit the typical definitions of female or male (BuzzFeed)

Perceptions of Sexuality and Diversity

Here are some questions to get us thinking about how some identities and sexualities may be privileged and seen as “standard” or “normal”:

- When you think of people in love, who do you think about? Describe aspects of their identities (age, gender, sexual orientation, ability/disability, health, etc.)
- Describe how media (movies, tv, commercials, magazines, etc.) represents or portrays the characters who fall in love or have sex.
- How are people with disabilities represented?
- Are older people seen as sexual?
- What sexual orientation(s) are represented?
- Describe the people who commonly represent those sexual orientations.
- Which sexual orientations are not represented?

Now:

- What do your answers to the questions above tell you about what may be considered “normal”?
- What sexual orientation is privileged, or seen as “standard”?
- What is considered “normal sexuality” where you live?
- What happens when people do not conform or fit that idea of “normal”?

Resources

• Mom, I’m Not A Girl: Raising a Transgender Child
• Read more about Diversity as ‘A Way of Life’
• Sex with Disabilities?
• End the Awkward: Sex and Disability
• Queer and Disabled
• Wheelchair Dating Games
• What it’s like to be Intersex

A person does not choose their sexual orientation. Neither can a person choose to change their sexual orientation.
Methods to talk about diversity in human sexuality:

- The media’s representation of sexuality
- People with disabilities, sex and sexuality
- HIV and serodiscordant couples
- Discussing sexual diversity (sexual orientations)
- Sexuality and older generations
- The importance of recognizing human sexual diversity

Different ways to talk about the importance of recognizing human sexual diversity:

- What are the connections between recognizing sexual diversity and practicing Ubuntu?
- How does providing access to healthcare services to people of all sexual orientations enhance everyone’s well-being?
- Why is it important for health professionals to be sensitive and knowledgeable of specific needs for different sexual groups?
- In what ways can practicing mutual respect for diversity reduce abuse and hate crimes?
- How can young people work together to appreciate diversity?

Radio Production Guide

Preparing for the show

Choose an angle

Importance of recognizing human sexual diversity

Ways to talk about diversity in human sexuality:

- The media’s representation of sexuality
- People with disabilities, sex and sexuality
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Radio Production Guide

Vox Pop

Vox Pop aim: To get many opinions on one topic
Who do you talk to: Anyone in the community.
Question: What is sexual diversity?

Audio commentary

Audio commentary aim: To get people’s opinion about a topic that they care deeply about.
Who do you talk to: Find a person who can talk about their experiences of being mistreated, excluded or discriminated against based on one or more aspects of their identity (sexual orientation, ability/disability, age, HIV status, etc.)

Audio profile

Audio profile aim: To get a first person account of someone’s experience, passion and journey. Audio profiles often aim to inspire.
Who do you talk to: Talk to a nurse or doctor
Questions to ask to get the person thinking before they record their profile:

- During your education as a doctor/nurse, what did your studies teach you about sexual diversity?
- How do you think health workers’ sexual diversity education can be improved?
- Do health facilities offer sex education to youth with disabilities? Why or why not?
- In what ways can clinics improve STI and HIV prevention information to be able to talk to and reach variety of genders and sexual orientations?
- How can healthcare providers be more inclusive towards people who are sometimes overlooked, like gender and sexual minorities and people with disabilities?

PSA

The aim of a PSA: To create a public awareness message
Voice 1: Hey Lindi, do you know where the bathroom is? I soooo need to go.
Voice 2: Sure, it’s right next door. I also need to go.
Voice 1: So aren’t you coming with?
Voice 2: Well it’s for girls…
Voice 1: But you are a girl! That’s who you are. C’mon let’s go.
Character: Transgender girls are girls. Got it? Good!

Avoid people whose language sounds judgemental or shaming
Use your produced radio features, your research, and the suggested script and questions to write your own script.

Prepare to present your show

Once you’ve finalised your script, produced your radio features and finalised your “show clock” it’s time to go live on air!

How to present your show

Once you've finalised your script, produced your radio features and finalised your “show clock” it’s time to go live on air!

**INTRO:**

Host 1: It’s just gone [TIME] and you’re just in time for the [NAME OF SHOW] on [RADIO STATION]. My name is [NAME]...

Host 2: And my name is [NAME], and today’s show is all about diversity!

Host 1: We’ll be talking about why it’s so important to understand diversity beyond the idea that people are different, but also understand diversity as a practice of mutual respect. ‘Cause get this; we’re all unique, our identities are complex and we’ve got a responsibility to take care of each other. We’re more connected than you may think.

Host 2: We’ll be focusing on the importance of recognising sexual diversity. This includes conversations about sexual orientation, gender and sexual minorities, people living with disabilities and everyone’s right to access services, information and support.

Host 1: Let’s hear more about what people think about the importance of recognising sexual diversity.

[PLAY THE INTERVIEW]

Host 1: Today, we’ve learnt so much about sexual diversity! Part of recognising diversity is appreciating our humanity. ‘Cause we all have a right to love and live healthy lives without fear or discrimination.

Host 2: Yes, it’s amazing to learn that diversity is about practicing mutual respect, compassion and looking out for one another. Without fear of discrimination and protecting our human rights to access services, information and support.

Host 2: We’re more connected than you may think. We’re more connected than you may think. ‘Cause get this; we’re all unique, our identities are complex and we’ve got a responsibility to take care of each other. We’re more connected than you may think.

Host 1: Next week on [DAY] at [TIME] we’ll be talking all about [NEXT WEEK’S SHOW TOPIC]. Until then, it’s bye from us!

**OUTRO:**

**Radio Production Guide**

- **General intro**
- **Intro vox pop**
- **Vox pop**
- **Outro vox pop**
- **Music transition**
- **Intro audio commentary**
- **Audio commentary**
- **Outro commentary**
- **Music transition & jingle**
- **Intro interview (or intro audio-profile)**
- **Interview (or audio-profile)**
- **Outro interview (or outro audio profile)**
- **Music transition & jingle**
- **PSA**
- **General outro**
- **Music end**

**Ethics and consent**

This is a sensitive topic, so make sure you inform your interviewees properly and get their full consent.
What are connections between recognising sexual diversity and practicing ubuntu?

How does providing access to healthcare services to people of all sexual orientations enhance everyone’s well being?

Why is it important for health professionals to be sensitive and knowledgeable of specific needs for different sexual groups?

In what ways can practicing mutual respect for diversity reduce abuse and hate crimes?

How can young people work together to appreciate diversity?
Roleplay aim: To provide a scenario that allows the audience to “act out” a point about the impact statement. Decide how many characters are needed and set the scene for the ‘actors’ to play out the statement. It is really an improvisation, and the audience ‘actors’ make it up as they go along.

Examples of scenarios:

- Lindi is a transgender girl and is at the mall with her friends. She needs to use the bathroom and is unsure if she should use the male or female bathroom. She and her friends have a conversation about it.

- Thabo is 16 years old and is attracted to other boys. He is confused about these feelings and wonders if he is normal. He talks about it to his sister who he usually confides in.

- Thandi has always been attracted to girls. When she went through a bad break up and was feeling sad she went to see a counsellor just to talk about it. The counsellor said that being attracted to the same sex is a mental illness. Thandi respects the counsellor and did not say anything. She speaks to a close friend about the counselling session.

Use your outreach formats, your research and the suggested questions to write your own script.

**[INTRO TO INTERVIEW]**

**INTERVIEW**

Suggested questions for your interview with someone who knows about sexual diversity, gender and sexual minorities, marginalised groups, including people with disabilities (e.g. a social worker, human rights activist, nurse or doctor)

- Who are considered to be gender and sexual minorities?
- In what ways do health services recognise sexual diversity?
- What are the public health consequences of not considering gender and sexual minorities and marginalised groups?
- In what ways can the government recognise and support sexual diversity?
- In what areas can health professionals improve their services for sexual minorities and people with disabilities?
- Is STI and HIV prevention information available for lesbian, bisexual, gay, transgender and intersex people? Where can it be found?
- Where can people from gender and sexual minority and other marginalised groups go for support?

**[OUTRO TO INTERVIEW]**

**[IMPACT JINGLE]**

HOST 1: Human diversity is what we are talking about today! Thank you guys for coming out and participating. What I have learned so far today is that recognising diversity is appreciating our humanity. ‘Cause we all have a right to love and live healthy lives without fear or discrimination.

HOST 2: Oh yes, indeed! It’s amazing to learn that diversity is about practicing mutual respect, compassion and looking out for one another.

HOST 1: Now it’s over to you all in the audience! Let’s hear what you think about the topic so far. Are you ready for our quiz?

HOST 2: We’ll be talking about why it’s so important to understand diversity beyond the idea that people are different, but also understand diversity as a practice of mutual respect. ‘Cause get this, we’re all unique, our identities are complex and we’ve got a responsibility to take care of each other. We’re more connected than you may think.

HOST 1: We’ll be focusing on the importance of recognising sexual diversity. This includes conversations about sexual orientation, gender and sexual minorities, people living with disabilities and everyone’s right to access services, information and support.

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[INTRO TO QUIZ]
[QUIZ]
[OUTRO TO QUIZ]

HOST 1: Wow! You all have been paying attention! Well done to our quiz participants!

HOST 2: Thank you, that was awesome!

HOST 1: And remember everyone, what we have learned so far is that we need to work together to end all forms of discrimination, and protect our human rights to services, information and support.

[IMPACT JINGLE]

HOST 1: Yoh! What a show so far! I’m really enjoying myself. I hope it’s the same for everyone here. Is it true?

HOST 2: Yes, my friend its true! I’m enjoying learning so much about this topic of human diversity. For example, the information I am receiving today about sexual diversity is definitely challenging me to think differently about sexual orientation.

HOST 1: That is good news! Let us keep an open mind, friends. And to help us take a look closer at the topic, we have a roleplay game for those of you interested in showing us your hidden acting talents! Who is up for it?

[INTRO ROLEPLAY]
[ROLEPLAY]
[OUTRO ROLEPLAY]

HOST 1: Next up it’s the final performance of the day. [INTRO PERFORMERS]. Don’t forget to catch us next month on [DAY] at [TIME] and [VENUE]. We’ll be talking all about [TOPIC FOR NEXT SHOW].

HOST 2: Thank you for joining us and we hope to see you next time! Until then, it’s bye from us!
THANK YOU