



Unit Guides

Numbers 1, 2 & 3 2022 – 2023

Buddyz stand together!





Dear Buddyz

The Covid-19 pandemic has continued its strong decline in the world, with contaminations decelerating everywhere. As a result, the National State of disaster has been lifted and things are back to normal where our Soul Buddyz can be fully operational.

This year in Soul Buddyz we are going to learn more about how we can stand together to continue to keep ourselves and friends and family healthy and happy. We hope you learn new things and have fun!

Lots of love

Soul Buddyz Club Team



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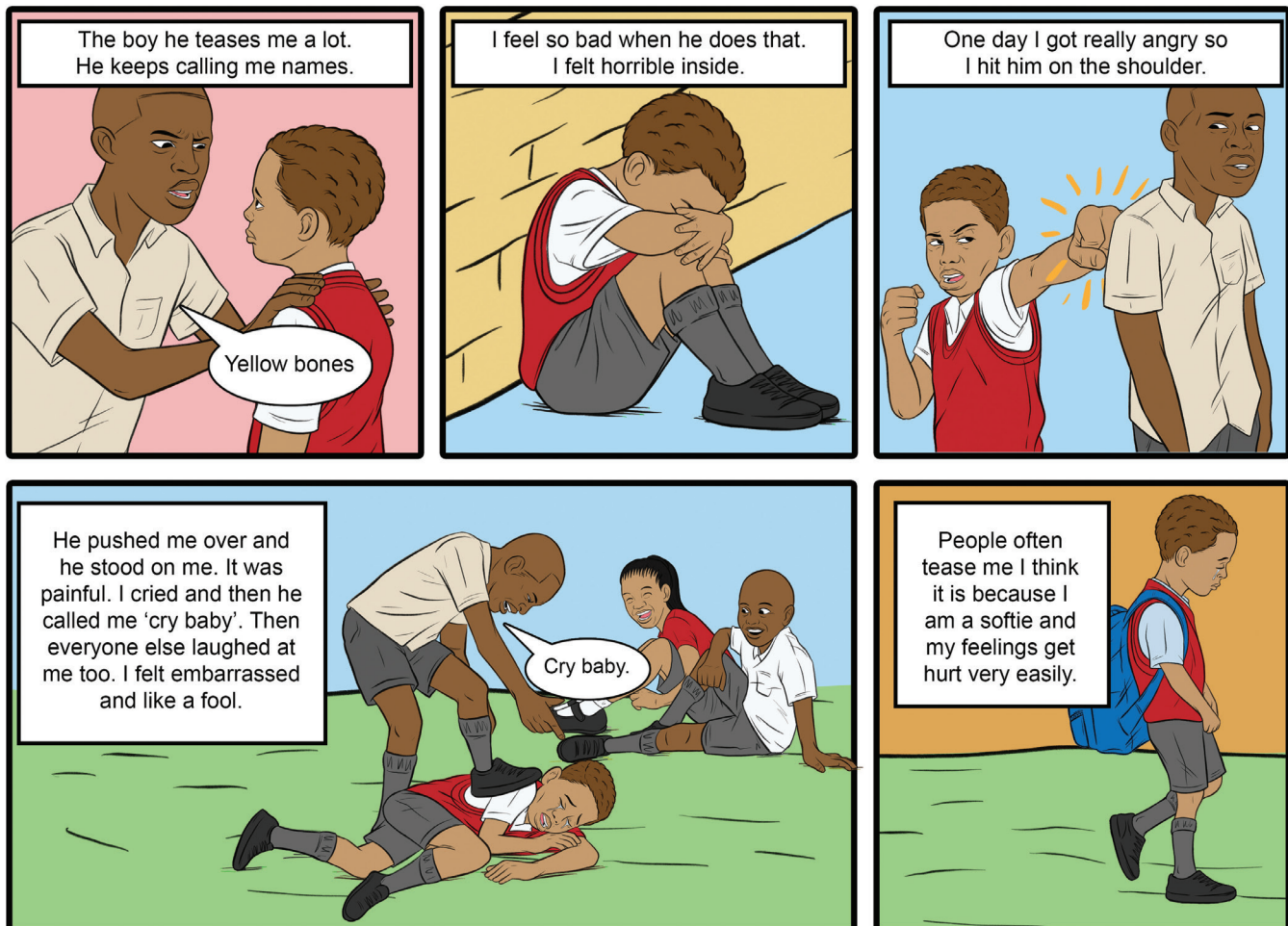


Unit Guide 1 Standing up against bullying

Buddyz have told us often that bullies at school are a big problem. They make children feel sad and angry and being a bully is not healthy for those children either. This unit looks at this big problem and especially how Buddyz can help to make their school a safer place, free from bullies with the help of their facilitator, principal and other educators.

Activity 1 What is bullying?

Read this comic in groups then talk about the questions together.



- How did being bullied make Simon feel?
- Does Simon think it might be his fault that he was bullied?
- What does he say is wrong with him?

What is bullying?

When someone who thinks they are more powerful than you hurts you over and over, they are bullying you. It is usually planned and meant to hurt you. Bullying can be:



physical



verbal



group bullying



cyberbullying

No matter how someone is bullied, bullying hurts the person badly. It makes them feel like they are useless and weak and alone. This harm can go on until the child becomes an adult.

If you are being picked on by a bully, it is not your fault. It often helps to understand why a person becomes a bully.

Natasha: *I have bullied a lot of times through last year. I think it was a Grade 7 monitor and being "big stuff" and everybody would look up to you. If the younger children wouldn't do what I wanted them to do, I would really get angry or I would just pull them.*

But I also bullied people in other ways. I would tell them to buy me stuff. And now when they see me they say, "Hello Natasha", because if they don't greet me they feel I'm just going to hit them. I would force people to do my homework because I have to clean when I get home and don't have time.

I don't feel good when I bully, but I think it is because my dad is very harsh on us. It's very bad when he shouts at me. Sometimes my dad beats me with his hands or his belt. He's very powerful, very powerful. I just get very angry. I really hate it when he hits me and I feel so stupid. Then I just let it out on somebody else.



Bullies can be physically strong, like Natasha, but inside they are often afraid and unsure of themselves. The only way they can get to feel strong and confident is by using their strength on a weaker person. **It helps to remember this if you are being bullied. It is not your fault.**

If you are a person who bullies people, what can you do? You need to think about why you bully. Perhaps you are bullied by someone stronger than you at home or at school? Spend time thinking about the feelings you have inside yourself that make you want to bully. Can you only make these feelings go away by bullying others? Talk to a friend or an older person about things you could do to feel better about yourself.

Immune system: The word 'immune' means 'protected'. There are parts of your body that work together to protect you from germs. This is your immune system.



Activity 2 Tell someone about the bullying

Bullying can get dangerous. Don't handle it alone. Tell a grown-up you trust about it. Tell until someone does something about the bullying.



Mmm? Sometimes when you tell grown-ups they call the bully out and you get in more trouble from the bully for telling on them!



Have a discussion in a group about who you could trust to tell about bullying. Someone who will do something without getting you into more trouble with the bully.

Work in pairs and practice how to explain to a grown-up that you do not want them to talk in public about what is happening to you, but you do want them to do something to stop the bullying.



If you feel you cannot talk to an adult that you know, call Childline on 08000 55 555. The call is free, and someone will talk to you about how you feel.





YOUR PROJECT: Take action against bullying

Is bullying a problem in your school? Would you like to do something about it?

An Anti-bullying policy at your school

The best way to stop bullying in a school is for the whole school to be involved. One way to involve everyone is to have an anti-bully policy that every one in the school (educators, learners and parents) agrees to follow. The educators and the principal would need to make and agree on this policy but you as a club can be the ones to get it started.

An anti-bully policy should have 3 goals.

1. To improve the self confidence of everyone in the school.
2. To make the school a place where bullying is unlikely to happen.
3. Make everyone in the school aware of bullying

Your project is to think of some ideas for an anti-bully policy and take these to your principal.



Step 1

Divide into three groups and each group should discuss one of the goals. How could you make these things happen in your school? The box on the next page has some ideas.



Step 2

Report back to the whole club. Write down your ideas. Mark those ideas you as a club can do something about, mark the ones you need the help of the principal with.



Step 3

Ask for a meeting with your principal. Choose a few Buddyz to present your ideas. Ask your facilitator to help you make a presentation to your principal on the need for a School Anti-Bullying Policy. Describe what you as a club will do and then hand over your ideas for what you are asking the principal and educators (and maybe parents) to do to make an anti-bullying policy.



Step 4

Ask your facilitator to help you follow up with the principal so that they hold a meeting and write a policy that everyone in the school agrees to follow. You can offer to help run an assembly with the principal where they introduce the policy to the school.



Send us a report of what you did to make an anti-bully policy at your school.



To improve the self confidence of everyone in the school.

Think about your school. Are some children bullied more often than others – new children, children of a different race or religion? How could the safety and confidence of these learners be improved in your school? Could the principal instruct educators to keep their eyes open for this kind of bullying and stop it straight away and discipline the bully, telling children that 'In this school, everyone is accepted'. It is important that educators set an example, the principal should make sure that educators do not tease children who are different.



To improve the school environment and make the school a place where bullying is unlikely to happen.

Does bullying happen in particular places in your school? Does bullying happen at a particular time? The principal may not know about the places where bullying happens. You can give them this information (without naming the bullies). What could be done about this, perhaps teachers need to supervise the playground or the toilets at break, maybe parents can be asked to volunteer to come to school at break time and after school to watch out for bullying.



Make everyone in the school aware of bullying.

What can be done to make everyone in the school understand that bullying is cruel and hurtful and not accepted in your school? This is where the Soul Buddyz Club can help. You can begin making people aware of bullying by making posters for the corridors at school. Use the messages in this unit to give advice to people who are being bullied. Remember to make a poster giving advice to people who are bullying.



Facilitator's page



Bullies are found in most schools and communities. Even in disciplined and positive schools there may be isolated incidents of bullying. Girls and boys can be bullied and can be bullies. Bullying can take the form of physical abuse, name-calling or exclusion from a group. Bullying online through social media is also common. Bullying of any kind needs to be taken seriously by educators and school management. Children have been known to drop out of school or commit suicide because of the stress of being bullied on a daily basis. Research shows that most children believe that when they report the bullying to an educator, very little or nothing is done to assist them. Children are also worried that if they report bullying, the educator may expose them to the bullies or others, so confidentiality is important.

It is very important to be aware that some children are more likely to be bullied than others. Children from a minority racial or ethnic group, children who are new to the school, children from a rural area and children who come from very poor homes are all vulnerable. Children who have an outstanding physical characteristic, such as wearing glasses, being very short, having a physical disability or being overweight, are also vulnerable. You should set an example by treating all children with respect. Never pick on a physical characteristic or difference when disciplining a child. All schools should have a policy that seeks to protect children who are different in any way from bullying.

Teaching children to be assertive and boosting every child's self-confidence will help them to deal with potential bullies. There are many useful activities that you can use to boost self-confidence and encourage assertiveness. Look in previous Soul Buddyz publications for these. Make sure that children know that all forms of bullying are totally unacceptable within the school. Developing a positive ethos in class and stressing the forms of behaviour that you wish to promote will markedly decrease the possible incidence of bullying. As an educator you should always be vigilant and take every incident seriously. Children need to know that adults will do whatever they can to preserve their safety and rights.

It is also important to be aware of the needs of a child who is bullying. Bullying behaviour is sometimes a sign that the bully is experiencing problems at home.

If you need to deal with a bully, it is important that you yourself do not model the bullying types of behaviours – by shouting at or hitting the child, for example. You need to indicate to the child that you disapprove of their behaviour, but you also need to be prepared to work with the bully to help them find other ways of behaving. If bullying is a serious problem in your school, you may want to contact one of the organisations listed at the end of this book for help. You can also contact the social worker in your area if you have a problem with a particular child.

Your school should have an anti-bullying policy. Here are two publications that will help you set up an anti-bullying policy at your school.

The Department of Education has a publication on how to stop bullying in schools.

<https://www.education.gov.za/Portals/0/Documents/Publications/Bullying%20A5.pdf?ver=2015-01-30-081322-067>

My Bully, My Bra: Confronting bullying in schools

This book is full of useful advice on how to develop an anti-bullying policy at school.
<http://quaker.org/legacy/peace-network/QPC-Anti-Bullying-Booklet.pdf>



Unit Guide 2 Standing up for our own and other's health



We have learned during this time of COVID that our health is very precious and we need to work to keep ourselves and others healthy. In this unit we will learn more about how there are many ways to help ourselves and family and friends to stay healthy.



Activity 1 Looking after our health and other people's health

Look at this picture with a partner, read the labels. What is each person doing to keep themselves or someone else healthy?

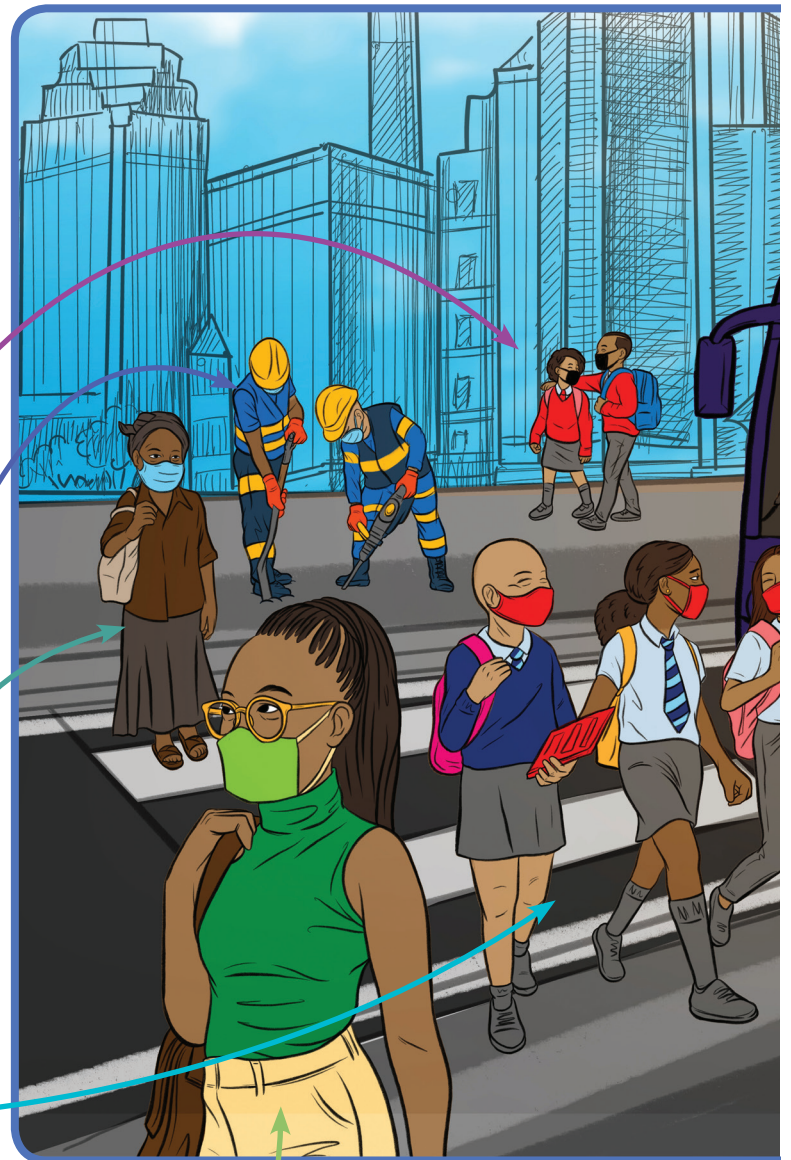
This brother and sister have been vaccinated against COVID and feel happy that they are protected from getting very sick and they can now visit their old grandmother who has been vaccinated too.

These men are wearing thick ear muffs to protect their ears from the noisy drill.

This granny has had a COVID vaccination so she feels happy she will stay well to look after her grandchildren.

These three are wearing masks to protect themselves from the COVID virus and to make sure they protect other people around them too.

This girl has asthma and takes medicine every day to control her asthma.





This bus driver makes sure everyone wears a mask when they get on her bus and she leaves the windows of the bus open.

This young man is on his way to the park to go running as he wants to stay healthy.

This young man is going to get his eyes checked as he has been getting headaches lately.

This nurse works at clinic where people come to get HIV treatment. She is thinking about how to help her patients to make sure they keep taking their ARV treatment during the Covid epidemic.

This mother is taking her baby to the clinic to be vaccinated.

This young woman is HIV-positive and knows how important it is that she takes her ARV treatment every day. It will keep her and others healthy. She has just been to the market to buy fresh vegetables to keep herself healthy.



Mama Lidia uses hand sanitizer between serving every customer.

In this Unit Guide we will look at how we all need to do things to keep ourselves and others healthy and especially how important it is for people who are HIV-positive to take and keep taking ARVs for treatment during COVID.



A puzzle for you!

Look in the picture on page 8 and 9 for one person who does something to keep herself healthy? Here is a clue

- what does she do?



Look in the picture for someone who tries to keep other people healthy. Here is a clue

- what does she do?



Activity 2 How do I keep myself and others healthy?

Sit on your own for this activity. You will not have to show anyone what you write, it is for your eyes only! Write down all the things you do that you know keep you healthy, if you need medicines then don't forget to write these down. Write down all the things you do to make sure other people around you stay healthy.

Here is Rachel's list.

For me

- I put cream on my arms every day as I get eczema here when my skin is dry.
- I play netball.
- I wear my mask at school.

For others

- I wear my mask at school.
- I walk with my granny everyday so she gets her exercise.
- I wash my hands with soap.

This protects Rachel from the COVID virus.



This protects other people at school if Rachel may have the COVID virus.



This protects Rachel's friends and family as she makes sure she does not have COVID on her hands. It also protects her from many other diseases.



Why we wear masks to protect our health and the health of others

Covid-19 travels through the air. We call it an airborne* virus. TB, measles, colds and 'flu are also airborne viruses. Covid-19 is mostly spread when particles from an infected person's nose or mouth get into the mouth, nose or eyes of people who are nearby. This happens when an infected person talks, coughs, sneezes or sings. Masks stop the virus spreading to other people when we don't know we have it. This is why we wear a mask that covers our nose and mouth. Masks can get unhygienic. Wash your masks every day.



*Airborne

When something is carried in the air, like a TB or Covid-19 virus, we say it is airborne.

Facilitator's note




This unit aims to normalise both COVID and HIV by talking generally about all the different things we do to stay healthy. It illustrates different kinds of long-term treatment for chronic illness such as Asthma and Diabetes and HIV. This gives the message that ARVs taken for HIV are just another chronic medication, reducing the stigma against HIV. It also illustrates other ways we can stay healthy – exercising, eating healthy food, making sure everyone who needs to be is immunised. Within this context, wearing a mask and getting a vaccination for COVID are sensible ways of keeping healthy.

It also makes the point that we need to act in ways that protect other people's health. Wearing a mask, washing hands and keeping in two metres apart is presented as protecting others, so is getting vaccinated.

We include information on how COVID is transmitted and on vaccinations even though we dealt with this topic in the last Unit Guide because we think it is important to keep repeating this information. There is so much incorrect information about this topic that you need to be sure your Buddzy understand the correct facts. Remember you can also be a health advocate for the correct facts in your family and amongst your colleagues and friends.

Ask your local clinic sister for advice if you are unsure of the facts. It would also be good to invite them to come to talk to the Buddyz about COVID and about HIV and AIDS.



Another puzzle for you!

Find two people in the drawing who have been vaccinated against COVID. Here are two clues.



Activity 3 Find out about vaccines

Work in a group for this activity. Start by looking through this Unit Guide for a hidden sentence explaining what the immune system is. Then each person in the group should read a sentence from the box below aloud.

Be respectful with each other, not everyone reads fast. You will be practising the special Buddyz skill of being kind and standing up for each other.

How a vaccine works

When you have a vaccination against a harmful germ, your immune system immediately gets into action working against it. Then, if you ever come into contact with that virus again, your immune system will recognise it and kill it.

Vaccines get tested for safety

Scientists test vaccines and make sure they are safe before we get them.

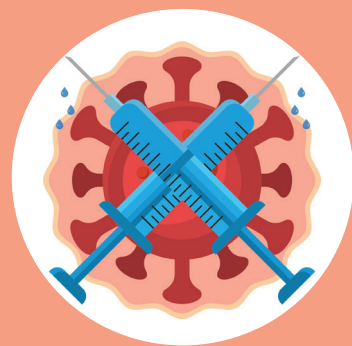
Vaccines prevent serious illness

We have had vaccines from the day we were born. Every baby receives vaccinations against serious illnesses like measles. Because of vaccines, healthcare workers don't see so many babies and children with those illnesses anymore. But we still have to carry on vaccinating because we don't want the harmful viruses or bacteria to ever come back again.

The COVID vaccine

Covid-19 is a virus that can make people very sick. Now scientists have tested a vaccine that can stop people who catch the virus getting very sick. It works exactly like the vaccination you had when you were a baby. The vaccine can be given to everyone in South Africa over 12. This is a good thing as it will stop the virus spreading.

Scientists are telling us that Covid-19 vaccines are safe for people living with HIV. The vaccine will not effect your antiretroviral (ARV) treatment in any way.





Activity 4 More about COVID and HIV

Find two people who are thinking about ARVs and COVID in this drawing. Here are two clues.



If you are taking ARVs you need to keep taking them every day!

COVID and HIV

There are parts of your body that work together to protect you from germs. This is your immune system. One part of your immune system is made up of CD4 cells. These cells make antibodies to kill harmful viruses and bacteria that could make you sick.

HIV is a type of virus. The letters HIV stand for 'Human Immunodeficiency Virus'. A 'deficiency' means that you do not have something. This is a clue to what the HI virus does. It damages the CD4 cells in the immune system. Treatment with ARV's kills the HI virus and lets the immune system build itself to protect the body from all diseases. It is important to keep taking the treatment so that the CD4 cells carry on fighting the HI virus.

It is very important that everyone who is HIV-positive gets treatment for their HIV. This will keep them healthy during the Covid pandemic. People who think they are HIV-positive need to be tested and begin taking treatment. Those who are already taking treatment must keep taking it.

It is difficult to talk to people about being tested for HIV.



But if we know someone in our family is taking ARV treatment we can help them to keep taking it.

Find some ideas on how to help people who need to take ARV treatment.

Supporting others to take ARVs

You can support people in your family or friends to stay healthy. It is very important that adults and children who are taking ARVs take them at the same time every day and never stop taking them, especially now during COVID. This can be hard to do. You can help adults and children you know with this.

My son always reminds me because he knows the time when I am supposed to take my medication. So when it's time, he comes running to me: "Mama, have you taken your medication?" Then I just say, "Yes, sir!"

Here are some ideas for helping people to remember to take their ARVs:

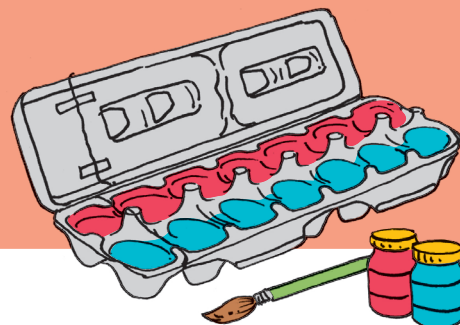
- Set a **cell phone alarm**.
- Make a **star chart**. Stick a star on the chart each time the medicine is taken
- Remind them to take the pills at the start of the same **television or radio programme** each day.
- Make a **special weekly pillbox**.



This pillbox is for people who take pills twice a day, once in the morning and once at night.

1. You will need an old 12 egg box and one extra egg box. The 12 egg box is almost the right size – but it has space for only six days and a week has seven days. Cut one of the pieces off the other egg box and stick it to the 12 egg box so there is space for a whole week of pills.
2. Colour or paint the top row one colour – this is for the morning pills. Colour the bottom row another colour – this is for the evening pills.
3. Count out a week's pills for morning and evening into the box – do this every Sunday night.

Always keep medicines away from small children – they might think the pills are sweets and eat them – which can make them very sick or even kill them.





YOUR PROJECT: Helping others stay healthy by sharing what you have learned

It may be difficult to talk to grown-ups about making sure they take treatment for HIV but now you know why it is so important in this time of COVID maybe you can use a song to tell what you know.

Here are some ideas for making up a song:



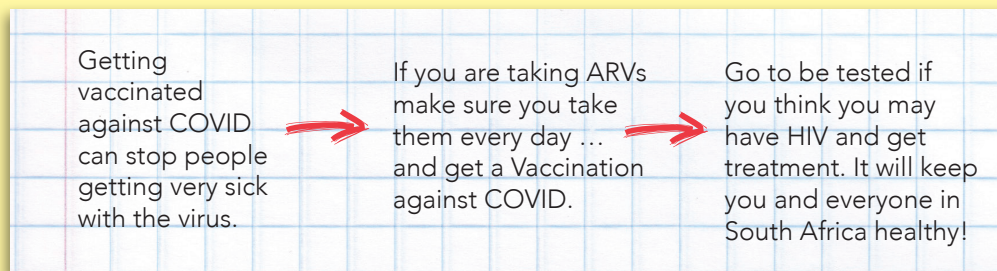
Step 1

Write down some of the things you have learned about HIV and AIDS and COVID from this unit. Start by writing down short sentences of all the things you remember.



Step 2

Make diagrams to organise your ideas.



Step 3

Turn these ideas into words for a song, which are called lyrics. Songs usually have a verse and a chorus. When you write songs you can write rhyming or non-rhyming lyrics.



Step 4

Find a tune or melody for your song. Start by saying the words in a rhythm. Sometimes a tune will come from this chanting. You can use a melody from a song that you like.




Step 5

Ask the local clinic sister to check that you have the facts right in your song.

Make sure you include some lines that say we do not blame people who are HIV-positive.

Ask the local community radio if you can sing your song on the radio.





Your project is to send us your song, photos and a report of where you sang your song. If you did get it on the radio, send us a recording!



Unit Guide 3 Standing together against sexual abuse

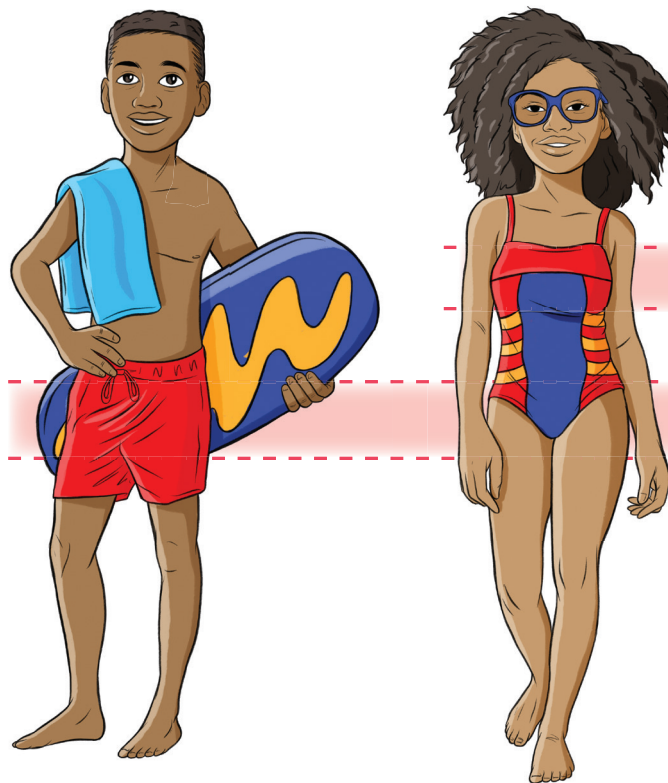
Most grown ups love and care for us but there are grown ups who do things to the parts of our bodies that are private, we call this sexual violence or abuse. Sometimes other children can do things like this too. In this unit we will learn that if it happens to us it is never our fault and how to get help.



Activity 1 Your body belongs to you ... especially the parts covered by a bathing costume

Sit with a partner and read these two pages. Talk together about anything new you have learned from the pages.

Share these new things with your whole Buddyz group.



If anyone tries to do anything to you here it is abuse.

If anyone shows you this part of their body it is abuse.

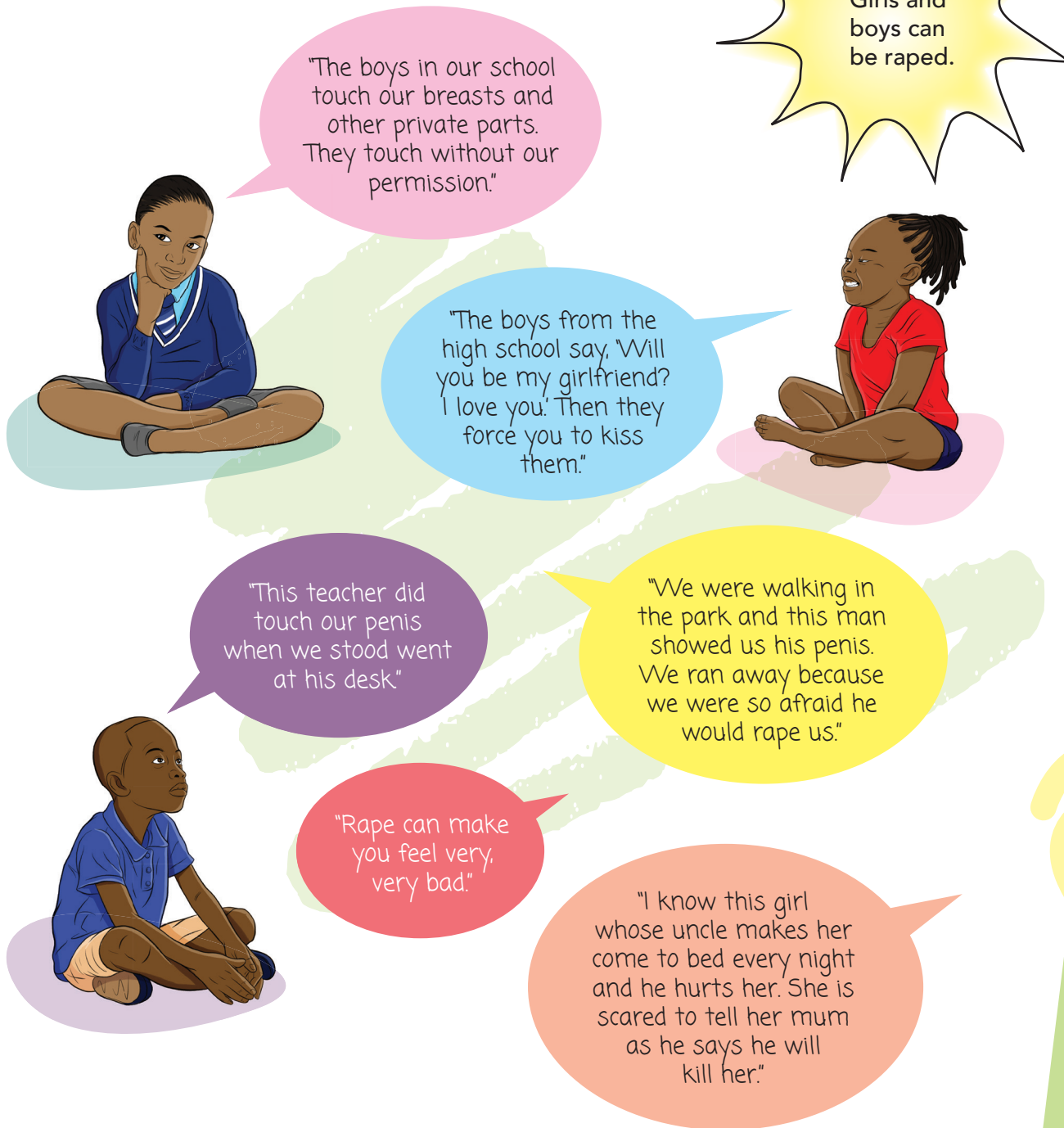
If anyone makes comments to you about this part of your body it is abuse.

Remember, abuse is also the use of force to make a person do something (like having sex) that is against their wishes.

Sex should never be disrespectful. When two people are older, love each other and give permission they can touch each other's sexual parts and have sex. This is a way for adults to show they love each other.

If anyone does do anything to the private parts of your body – it does not mean that you are bad, mad, ugly or dirty. It is not your fault.

Here are some things children told us about their experiences of abuse to and about their bodies. These will help you understand what sexual abuse is.



No one has the right to touch you or hurt your body – whether you are a boy or girl. This is abuse. Parents, guardians, other family members, caregivers, teachers and principals all need to respect our bodies.

Children also need to respect other children's bodies.



Activity 2 Tell, tell, tell

Work in groups of six and each read one of the sentences in the speech bubbles aloud. Discuss if you agree that this is what happens to children.

Read the box about 'Why it is important to tell'. Do you agree with this? What do you think of the advice given in the box?

Many, many children do not tell anyone when something bad is done by someone to their body.

They are also afraid to tell another grown up because they think they will not believe them or blame them.

Sometimes they are told to keep it secret and they are afraid.

I think that if this happens they need to find another grown-up who will listen.

Sometimes grown-ups don't listen to or believe children. This can be confusing as we expect grown ups to help us.

Yes! Keep telling until you find someone who listens.



Why it is important to tell

Experiencing abuse against your body can make you feel very bad. It can even make you hate yourself, have bad dreams or feel too afraid to leave your house. Not telling can also make us very sad or angry as we grow up. It is important to tell. If you are feeling overwhelmed by bad and sad feelings you need to find someone to talk to. Tell a friend you trust who will help you to talk to a grown up. You could write a letter to the person you want to tell if you cannot talk about it.



Activity 3 Who can children talk to in your area?

As Buddyz you can help children to find someone to talk to if they are being abused.

Work in a group. Use a flip chart paper and make a list of people that you think children could talk to if they are being abused. The box below will help you.

Put all your flip charts up on the wall and share them with each other. Keep them as you will need them for your project.

Psychologist or social worker

Some children go to see a psychologist or social worker. They are trained to help people who have been through a traumatic experience. They will listen and help you to tell your story. The local clinic can help you find the social worker.

Some of these places may be closed because of COVID so you may need to ask for help from the other people listed here.

Pastor

You could talk to the priest or pastor at your church. Go with a trusted friend or a Buddy.

Teacher

Teachers can be good listeners. You will know who the kind teachers are at your school.

A family member

Your mother or father, an aunt or uncle or even a big brother, sister or cousin can be good people to talk to.



Childline
08000 55 555

You can always phone Childline. They will refer you to someone in your area to help you. The phone call will be free.

South African Police Service
10111



YOUR PROJECT: Sharing the key messages about sexual abuse with your school



Step 1

Go back through this Unit and find the key messages. We have underlined them in a purple colour so that they are easier to find.



Step 2

Decide as a group how you will share these messages with the children in your school. Here are some ideas:

- Prepare a speech to give in assembly about the key messages.
- Make posters to put up around your school. Choose one key message.
- Write and perform a song or a play that has some of the key messages in it.
- Make posters to advise children about where they can go to for help
- Paint a mural on a wall with the key message.



★
Send us photos or write a report of the activities that you did to tell your school the key messages.

Facilitator's page



This Unit Guide gives Buddyz the facts about what sexual abuse or violence is and the need for children to tell about it. We have drawn on some recent research done in the Cape Town area with 2 800 learners aged 11 to 18.

You can find the research report here: http://www.hsrc.ac.za/uploads/pageContent/9255/SeViSSA%20full%20report_29%20November.pdf

The research shows that only about half of learners who had experienced sexual violence of any sort reported it and then usually they reported to a friend or parent. Very few reported to someone who could easily take action, such as an educator or a social worker. One of the main reasons for children not reporting was that they were afraid of being blamed or punished.

The research also showed that sexual violence perpetrated by educators was a problem for many children. Sex between an educator and a learner is illegal. The South African Council of Educators (SACE) has a code of professional ethics for educators. This code of ethics forbids educators from abusing or sexually harassing learners, and also forbids any form of sexual relations between an educator and one or more learners. You can report an educator for sexual abuse, or for having sex with a learner, to SACE. You don't have to tell them who you are, but you do need to give enough information so that they can start an investigation.

You may want to encourage the educators at your school to discuss this issue and to work towards developing a school code of conduct. A very useful book that will help you to develop a code of conduct has been produced by the Department of Education.

You can get it from <https://www.education.gov.za/Portals/0/Documents/Publications/Speak%20Out%20Booklet.pdf?ver=2015-04-10-093858-410>



Guidelines for your club's projects

Children learn through doing. With projects, they learn many new things, such as:

- team work
- goal setting and steps to reach their goals
- managing tasks to completion
- handling setbacks and making alternative plans
- leadership skills and inter-age cooperation.

We want your Buddyz to use critical thinking, explore and have fun when they do their projects.

Always send us your:

- school's name
- club's name
- facilitator's name
- province



Submit your projects to Soul City Institute for Social Justice

Email: info@soulcity.org.za

Phone: 011 341 0360





Places that help

Childline South Africa

Phone: 0800 55 555
Website: www.childline.co.za

Lifeline South Africa

A counselling service.
Phone: 0861 322 322
Website: www.lifelinesa.co.za

Gender-based Violence Line

The 24-hour hotline offers counselling for those who have been physically, emotionally, sexually or financially abused.
Phone: 0800 150 150

AIDS Helpline

Counselling, information and referrals on all wellbeing issues linked in any way to HIV. Includes advice on safe sex.
Phone: 0800 012 322



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