

Life Skills Education for Adolescents and Youth; Facilitator's Manual



Preface

Sustainable COmprehensive REsponses (SCORE) for Vulnerable Children and their families is a 5 year USAID-funded project implemented by a consortium of partners led by AVSI Foundation, with the participation of CARE international, TPO Uganda and FHI360. SCORE targets 25,000 vulnerable households in 35 districts, implementing a family-centered, multisectoral approach, with the aim to reduce the vulnerability of moderately and critically vulnerable children and their families. Specifically, SCORE seeks to improve the socio-economic status of vulnerable households, improve their food security and nutrition status, increase the availability of Protection and Legal Services, and increase their capacity to access, acquire or provide critical services. Uganda is a growing country with over 30.7 million people, with an estimated 17.1 million children. By 2013 the SCORE project had enrolled nearly 23,000 HHs, counting more than 80 thousand boys and girls under 18.

Children and adolescents face many challenges at a critical time in their development, and it is critically important to equip them with life skills to enable them deal constructively and positively with their daily challenges, and to realize their full potential, a true treasure for the Ugandan society. With this in mind, SCORE aims to promote, encourage and educate vulnerable Ugandan children and youth to lead positive and fruitful lives.

This manual is a great opportunity for us all who are directly engaged in working with adolescents and youth to help them adopt positive personal values, essential for formulating and pursuing personal goals and dreams, from which a whole society will benefit. The manual is heavily modeled around a series of other life skills resources. In specific, we would like to acknowledge the extensive work of AVSI in their publications, "The Value of Life" and "Do You want to play with me?" In addition we also acknowledge AVSI and IRC for their publication "Life skills manual for participants and Youth in Northern Uganda and Karamoja Region", Elizabeth Glaser Pediatric AIDS Foundation Uganda for their publication, "A Guide on How to Start and Implement Ariel Children's Clubs", Health Initiatives for the Private Sector Project for their publication, "Cognitive and Life Planning Skills Manual" and finally Family Health International (FHI) India Country Office In Collaboration with the National AIDS Control Organization (NACO) for the publication, "Life Skills Education Toolkit for orphans and other vulnerable participants in India" All these excellent resources were instrumental to the development of this manual, that is contextualized to fit vulnerable children and youth targeted by the SCORE project.

I thank all partners, most especially those from the SCORE team (at AVSI, CARE, TPO, and FHI360), who have over the time participated in enriching this resource. I also wish to acknowledge the Uganda Ministry of Gender, Labor and Social Development, and its National Implementation Unit, who have been part of the team of reviewers of the drafts that led to the current version. I trust that this manual will be a useful resource and tool for the work of the SCORE team, as well as that of many other agencies and projects concerned with tapping the potential of the young generations of Uganda, for Uganda.

Massimo Lowicki Zucca

SCORE Chief of Party

Life Skills Education for Adolescents and Youth; Facilitator’s Manual

This training manual is meant to be used by social workers, parents, teachers, health workers, rehabilitation officers, local leaders and other educators to use as a resource material for educating young people, 10 – 18 years (adolescents) and 19-35 years (youth) with the relevant life skills required to lead fruitful, safe, meaningful and happy lives

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Photo of a life skills session with social workers

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Acronyms and Abbreviations

AA	Alcohol Anonymous
FM	Facilitators Message
HIV/AIDS	Human immune deficiency virus/Acquired Immune Deficiency Syndrome
IDU	Injection drug users
IRC	International Rescue Committee
LEAP	Livelihood Education and Protection to End Child Labor
OVC	Orphans and other vulnerable children
SCORE	Sustainable Comprehensive Responses for vulnerable children and their families
TPO	Transcultural Psychosocial Organization
UACE	Uganda Advanced Certificate of Education
UCC	Uganda Children's Center
UYDEL	Uganda Youth Development Link
VC	Vulnerable children

Overview of the Manual

Rationale

Adolescence is a stage filled with excitement, new feelings, many unanswered questions, changes, and difficult choices. Young people need to be helped with life skills essential for wisely navigating these life's waves to maturity. They need to know the facts about themselves, their dreams, dignity, own relationships, emotions, sexuality and learn the skills to be helped plan and enjoy their lives.

The purpose:

This Life skills Education Manual is aimed at equipping young people with life skills in order for them to understand who they are, appreciate where they are going and what challenges are along the way and consequently adopt positive behavior that will enable them to find joy in their lives as they mature.

Content

This manual is divided into ten modules with a number of sessions and a variety of activities under each session. The users of this manual are encouraged to use these tools to provide a rationale and framework for selecting and adapting the sessions and activities to their specific context. In addition, the modular format is chosen to enable users of the manual have a manageable spaced scheme of work (based on, modules) at different times. The users are encouraged to organize participants in groups not bigger than 25 and go over module after module with certain practice breaks in between.

Each activity has Review/discussion sessions to help link the activity to real experiences. In addition, a triangle with FM -Facilitators message – is a reminder for the facilitator on key points related to a specific session. This manual encourages innovation/contextualizing according to specific needs and therefore facilitators are discouraged from taking every activity's examples as complete and fitting in all situations. The facilitator must choose carefully as some sessions discuss sensitive feelings and thoughts that must be supported by earlier activities to make the participants feel comfortable. The life skills sessions might bring up strong emotional and psychosocial issues that would need to be tackled by professionals, such as psychologists and counselors. Therefore during the breaks, between meetings, it is expected that adolescent's and youth will be individually followed up and supported at home/outside the bigger group to deal with the identified issues. The sessions are geared towards helping young people learn life skills and encouraging them to support and help each other both in and outside the training sessions.

This "Life Skills Education" manual is packaged considering ten important modules that do not stand-alone but complement each other.

- Module 1: Getting Started
- Module 2: Knowing myself
- Module 3: Relationships
- Module 4: Coping with Emotions
- Module 5: Passive, Aggressive and Assertive Behavior
- Module 6: Growing up
- Module 7: Communication
- Module 8: Decision Making
- Module 9: Substance Abuse
- Module 10: Reaching my Goals and Dreams

Summary of each Module

Module 1 focuses on creating rapport between the facilitator and the participants as well as among the participants. As a means of working well with each other, orderliness is put priority by setting up ground rules together, followed by generating expectations by the youths. Helpers are also identified for the proper governance of the group. The facilitator then introduces the contents of the training, outlining the entire path of the manual. An introduction of the participants then follows. Critical attention is focused on the discovery of the identity through exploring social-cultural backgrounds of individual participants. Specific attention is also made to understand from the participants themselves the kind of challenges they are facing and how these can be responded to through life skills education.

Module 2 focuses on helping the adolescents and youth understand better who they really are in terms of their behavior, character, manner and pointing out their strong points and areas that they could strengthen. This module points the adolescents and youth towards self-awareness and gives them skills to appreciate who they are and prepare them to look out for what lies ahead. It is also here that a link is made between who the adolescent or youth would like to be as related to who they are as a person.

Module 3 tackles a very critical subject in the life of adolescents; how to manage relationships. At the onset of teenage phase, many adolescents go through a very trying phase as they experiment in different relationships, find themselves in often risky relationships with peers and often strained relationships with adults. This module helps them to verify and appreciate every relationship they get involved in. This covers relationship environments at home, school, work and other settings. This module also explores relationships with peers and adults.

Module 4 focuses on helping adolescents and youth to internalize the influence of emotions on their lives and how to ably manage their own emotions. Feelings and emotions are used here as lenses that can help them to better discover the meaning of the reality they are facing.

Module 5 details a tripartite behavioral comparison of passivity, aggression and assertiveness, one of which or otherwise each person belongs. Adolescents and youth are again helped to critically examine where they most commonly fall, and how passivity and aggression can be two extremes that may not lead to positive healthy relationships. Young people are therefore helped to become more assertive through practical engaging activities.

Module 6 helps the participants to find answers to often disturbing questions of life, such as what is happening to my body? What are all these changes that I am experiencing? Where am I going? What are my responsibilities? Young people are prepared to transition into adulthood with a good understanding of gender, and culture along with the different stereotypes.

Module 7 focuses on how to help young people with skills of communication. Communication is the basis of all relationships. The quality of a relationship is determined largely by the quality of the communication within it. That is why good communication is a skill that needs to be learned. In this module, we help adolescents and youth to understand how they communicate and we help each individual with the specific skills they need to learn to communicate effectively.

Module 8 focuses on how to help young people with skills that enable an individual to make informed decisions or choices without putting his or her life and others' at risk. Specific areas emphasized under this module will include; Problem solving (a skill that enables us to recognize problems and find ways to meet our needs and avoid conflicts and dangers), Critical thinking and Creative thinking. By being creative it means that you have new ideas of doing things. Creative thinking is very important because young people have often been faced with unfamiliar situations with which they have to be able to cope; they need to be creative.

Module 9 tackles terrible addictions affecting many young people today. The module offers adolescents and youth a more reliable and mature position in front of such challenges like alcoholism and other substances/drug consumption. Participants make reflections on why young people use drugs, they also identify commonly used drugs/substances by young people, discuss the signs and symptoms of drug use and how to avoid drug/substance abuse.

Module 10 helps the youth to fine tune their fundamental needs/wishes/dreams/desires and so be able to effectively plan for now and the future, outlining how to realistically get there. At this stage, they now know where they want to go but the question they have now is "how do I get where I want to go?" At this stage redesigning of goals takes place as a result of the need to focus on them. This module focuses on issues that can prevent young people from achieving their set goals and the various ways in which they can overcome the obstacles to achieve their goals. This module is aimed at equipping young people with life skills of dealing with the challenges they are facing and learn how to cope with their respective realities.

Methods:

The sessions use different Active Learning Methods such as role play, discussion, surveys, games, quizzes, movies and other activities. The use of these methods demands that facilitators are comfortable using interactive methodologies and encouraging participants to participate. Some practice and preparation on the part of the facilitators is always helpful.

The Active Learning Methods in the manual do not demand writing and reading to the greatest extent possible. It is important that the Active Learning Methods, though enjoyable, are not viewed as just games. Discussion and review of thoughts, experiences and learning with the participants must follow. The broad review questions that are provided are not meant to be used verbatim. They are meant to remind the facilitator of issues that should be discussed.

Selected works of writers, philosophers, film makers, visual artists and even actual biographies of famous people have been suggested as tools to help young people further reflect on the life skills that they are learning. These tools are meant as a guide and therefore are not entirely exhaustive. Facilitators are encouraged to add on to these tools any other works that they believe can help young people relate to the life skills manual more easily in the different contexts.

Most sessions require that the young people sit in a circle or semi-circle so that they can easily interact with each other. The facilitator may sit inside or just outside the circle. If the participants are sitting on the floor, it is recommended that the facilitator do the same. Needs change; so do people. The sessions must be adapted to suit these changing needs as well as different local conditions and languages. Suggestions, tips and experiences have been provided in some of the sessions to allow for variations in the activities.

The sessions and activities can also be adapted to differences in the age of participants, though broadly they are suitable for young people between the age of 10 – 18 (adolescents) and 19-35 (youth). The information needs and the different developmental levels of participants should determine the plan for conducting sessions. Facilitators may refer to the information available in the manual while planning sessions. Life skills are learnt over a period of time and activities need to be repeated, perhaps with variations to reduce monotony, for real skill building to take place. A number of energizers and warm-ups need to be included to keep the participants attentive and interested.

Duration:

Each of the 10 modules should averagely be done within 4 hours. It could be more or less depending on the actual length of the module. Some are longer than others and therefore could be split into two and done twice. In about 40 hours, as individually spaced the training should be done. It is therefore estimated that if a group meets for 4 hours each time every two weeks, this training would take about 5-6 months averagely.

Module 1

Getting Started

Module One: Getting Started				
Module	Objectives	Session	Activities	Life skills
1. Getting Started	<ul style="list-style-type: none"> • Learn each other's' names, age and where we come from/place of origin • Facilitate communication among young people • Help young people make new friends • Make guiding norms/rules for the group • Identify and clarify expectations about the training 	One: Introductions and rules and expectations	<ul style="list-style-type: none"> • Introductions • Question, Answer • If I could be... • Bubbles... • Challenges that adolescents and youth face • Introduction to life skills and the training overview • Making ground rules • Our expectations • Choosing "helping hands" 	Self-awareness, interpersonal relationships and communication
	<ul style="list-style-type: none"> • Learn each other's behavior, character and any special qualities 	Two: Getting to know each other better	<ul style="list-style-type: none"> • Name and meaning • Animal Traits 	Self-awareness, critical thinking and communication
	<ul style="list-style-type: none"> • create a sense of friendship and begin to build trust so that personal growth takes place 	Three: Trust and Support	<ul style="list-style-type: none"> • Circle of trust • Trust Me • My buddy 	Empathy, communication, critical thinking, and interpersonal relationships

Session one: Introductions and rules and expectations

Session Objective:

- To help participants get to know each other and create a comfortable learning environment
- To understand the challenges that adolescents and youth face in their daily life
- To Introduce the life skills training to all participants as a response to the challenges that they face
- To be able to establish ground rules understandable by everyone in the group, for the smooth running of sessions with minimum distraction
- To be able to capture the real needs of the participants at the onset of the training and be able to later address them in the course of the training

Activity One: introductions

Ask all participants to introduce themselves by saying their name, age and where they come from for instance, Evans Laker, 31 years old from Pagak,

Activity Two: Question and Answer

Materials needed: **Questions**

Below is a list of guiding questions that you can cut out and distribute to all participants randomly. Each participant is given an opportunity to pick one and is not allowed to exchange it with anyone else. Ask all participants to quietly open and read all their questions and think up their brief responses to the questions. Then give all participants a chance to read out their questions loudly and respond to them. Please help participants who cannot read so that they can have their answers ready.

- ® Ensure that all participants are respectful to each other and do not interrupt, boo, laugh at their fellow participants as they respond to their own questions.

Deviations: **you can develop your own relevant ones – but make sure that they do not elicit shame or affect some ones privacy**

List of questions/actions

- ♣ Who is your best friend and why?
- ♣ Who would you point out as your role model?
- ♣ What is your hobby?
- ♣ What does your name mean?
- ♣ What do you do first when you wake up?
- ♣ Do something that can make us all laugh
- ♣ Mention one person you admire and why
- ♣ Describe the scariest event in your life.
- ♣ What or who inspires you every day and why
- ♣ Tell us about one of your aspirations in life
- ♣ What is your talent
- ♣ Describe one of your happiest moments in your life
- ♣ Describe one of your sad moments in your life
- ♣ What do you do for fun?
- ♣ Where would you want to live? Your dream home/place
- ♣ Which animal best represents your character?
- ♣ What has been your most embarrassing moment in life?
- ♣ What chore do you absolutely hate doing?
- ♣ If you could learn to do anything, what would it be?
- ♣ What's the hardest thing you've ever done?
- ♣ What was the last experience that made you a stronger person?

- ♣ What is your favorite food?
- ♣ What's your best color?
- ♣ What one thing have you done that you quickly remember and are proud of?
- ♣ What is your favorite day of the week/month of the year?
- ♣ If the whole world were listening, what would you say?
- ♣ What is the one place you dream about travelling to?
- ♣ What is your favorite drink?
- ♣ What do you do to calm down when you are extremely angry?
- ♣ If someone was to give you a gift, what would you want to receive?
- ♣ What did you want to become as a child?
- ♣ What is the one profession that you never admired as a child?
- ♣ Describe your first day at school
- ♣ What are the character aspects of a person that you can't stand?
- ♣ What did someone do for you recently that made you smile?
- ♣ Sing your best song
- ♣ Tell us a short story that you remember
- ♣ What one thing did you do in the past that you often think about and still regret
- ♣ Who is the one person that you greatly respect and why
- ♣ How would you describe a truly successful person

Activity Three: **If I could be**

Materials needed: None

Procedure:

Children stand or sit in a circle. Ask them to think about who or what they would like to be and why. You can use categories of famous people from history or from the local community, sports, music, movies, animals and any other aspects/things. Ask participants to introduce themselves and say who or what they would like to be and why

Examples:

If I could be a...

- ♣ Cock, I would be very early at school because they always wake people up early in the morning
- ♣ Baby, I would be happy because I would be carried all the time
- ♣ Car, I would be very fast because cars are really fast
- ♣ Crested crane, I would be beautiful and popular because it is one of the most beautiful birds and is honored and popular because it is on Uganda's court of arms
- ♣ Giraffe, I would eat from the tallest point and enjoy the most fresh parts of trees
- ♣ Bean, I would be eaten by many people and I would feel the warmth of everyone's stomach

This game gives the facilitator a chance to see what kind of things or characters young people relate to. Take note of these different choices as it may form part of the basic information you need to have of the different young people.

Activity Four: Bubbles

Materials needed: A big empty space/room

Procedure:

Everyone finds a partner and holds their hands. Participants have to imagine they are bubbles floating in the air and walk very slowly and gently around the space or room

they are in, focusing on each other and talking to each other. When one pair bumps into or brushes another, their bubble bursts and they swap partners. This game helps young people get more comfortable around each other.

Note: Keep an eye out to avoid heavy impact collisions

Activity Five: Challenges that adolescents and youth face

Materials needed: None

Procedure:

- Ask participants to brainstorm on some of the challenges they face in their lives
- Group challenges into broad categories and link the ones identified that can be related to life skills e.g. issues related to making choices, decisions, sex, relationships, communicating among others.
- Inform participants that in the life skills training we shall be learning how to deal with some of life's challenges (those linked to life skills)
- Make referrals to other service providers for the challenges which cannot be dealt with within the life skills training.

Activity Six: Introduction to life skills and training overview

Materials needed: None

Procedure:

- Ask participants to brainstorm on the definition of life skills and also identify some examples of life skills.
- Use the notes below to further expand participants understanding of life skills

What are Life Skills?

These are "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Life Skills can be taught or learned. They enable us deal with the daily challenges of life:

Why are life skills important?

- They help us to focus and pay attention
- They can help us have a better awareness of ourselves,
- They help us develop a stable self-image and appreciate ourselves better.
- They teach us self-control and self-regulation
- Help us learn how to take care of our bodies
- Help us learn how to recognize and express our emotions
- They teach us empathy, being able to take on the perspectives of others
- They help us learn to communicate effectively
- Teach us how to make informed decisions and how to plan our lives (jobs, career, life, future)
- They help us learn to accept praise and criticism as well as overcome failure
- They are also helpful in modeling rational (nonviolent) behavior in conflict situations

Examples of life skills

Skills necessary to have a good relationship with yourself:

- **The ability to cope with emotions.** Emotions, such as anger and fear are usually reactions to a situation and may cause regrets if they are acted upon impulsively. It is a useful and constructive skill to be able to contain these emotions and to think before taking action. This will help young people to act with thought and purpose in their lives. Instead of simply reacting to events or circumstances that they may find themselves facing.
- **Self-esteem.** Often vulnerable children lose self-esteem because of their situation. They may be intimidated easily or develop inferiority complexes. These children need their self-esteem boosted in order to know that they are important and highly valued.
- **Assertiveness;** Assertiveness involves knowing what you want and why you want it, and being able to take necessary action. Vulnerable children especially need this skill to learn how to express their feelings in a positive way. Assertiveness also entails children being able to say what they do not want or don't like, and can help to reduce the sexual exploitation of children.
- **Self-awareness.** All children need to be aware of their individual abilities and talents: and to develop them, knowing that each individual is unique, created in God's image.

- **The ability to cope with stress;** children live in very stressful situations. Constant stress can be destructive to the growth and development of children, and cause debilitating depression. Therefore. Children need to know the causes and signs of stress and how to get help and support to deal with stress to ensure proper development and growth.

Skills necessary to have a good relationship with others:

- **Good social manners:** children often have to deal with different types of people, their peers and adults. In such situation, knowing how to behave, communicate, respond to stressful situations, deal with different people from different backgrounds
- **Friendship formation:** This is an important skill as it helps young people find peers or other people with whom they can relate and share experiences
- **Peer resistance skills:** linked to assertiveness, this is an important skills for growing children, especially adolescents who are constantly in the company f good and bad friends. The ability to resist peer pressure therefore becomes an important skill.
- **Effective communication:** children need to be able to express themselves comfortably since communication is critical for any relationships
- **Negotiation;** involves the ability of seeing both sides of a specific issue and agreeing without being confrontational and without compromising ones principles. In specific, win-win negotiation styles are critical for the growth and wellbeing of children

Skills necessary for making good decisions:

- **Critical thinking:** Children are faced with many contradictory messages, expectations and demands from different people including teachers, friends, parents, radio and television. They therefore need to be able to analyze their choices and decide on what's best for them.
- **Creative thinking:** This involves coming up with new and different ideas of approaching situations. It is about having more than one solution to try out
- **Decision making:** children may be confronted with serious demand which require them to make appropriate decisions. They must be able to make a complete analysis looking at the pros and cons of each aspect and even going further to challenge their values and beliefs before they make safe and informed decisions
- **Problem solving;** this involves the ability to identify, cope with and find solutions to the difficult and challenging situations that vulnerable children face

Training overview

Inform the participants that this life skills training shall be carried out on modular basis with a week or two break in between the trainings. This means that participants will have to choose whether they would rather meet weekly or every two weeks. The facilitator should guide the participants to choose a date and time that is favorable to most of them, taking into consideration their school, apprenticeship/training and home related work schedules. Each module requires an average of 4 hours to complete and there are a total of 10 modules, some shorter than others. This therefore means that if a group chooses to meet for 4 hours every two weeks, the training would end in about 5-6 months with a total average of 40 hours meeting.

Activity Seven: Making ground rules

Introduce the activity by saying that we want to make our training area a happy and safe one for everyone. Just as there are rules for driving or playing a game, we can also set rules for everyone here to follow. Encourage the participants to formulate the rules. Please note that if the participants do not think it is important, do not force them. Moreover avoid putting any sort of penalties. This will encourage young people to act appropriately out of interest and not force.

The list may look something like the following sample. If, however, it does not resemble this list, then the facilitator should suggest or add some of the rules and explain why.

® **Guiding ground rules**

- ♣ Only one person speaks at a time.
- ♣ Everyone gets a chance to speak.
- ♣ Come on time.
- ♣ Everyone should participate and not only some.
- ♣ Everyone should listen to the other person's views.
- ♣ Do not make fun of another.
- ♣ Do not pass on secrets outside the training session.
- ♣ Everyone should respect everyone else.
- ♣ Treat everyone else equally.
- ♣ Do not say bad words.
- ♣ Do not hit anyone

- ♣ Do not boo anyone else
- ♣ Do not laugh at anyone else
- ♣ Do not answer on someone else's behalf unless asked to

Discussion

- ♣ Some rules are non-negotiable. These include confidentiality, the right of any person not to say anything and or other sensitive information should not be given out. It is okay to say you know someone without mentioning her/his name while sharing that person's behavior or opinion.
- ♣ Discuss what should be done if any of the ground rules are broken. Fewer rules will be broken if all participants buy into the ground rules and accept the rules as their internal values.
- ♣ Write the rules on chart paper and display the rules in every session and encourage participants to refer to them if necessary

Activity Eight: Our Expectations

1. The facilitator informs participants that the group will be meeting for each module to learn more about themselves and manage their lives in a happy, safe way. In a circle, ask the participants to state one thing that they want to learn or what their expectations are from these sessions
2. The facilitator must clarify any unrealistic expectations. This is very important. In simple terms, the facilitator explains life skills as those different tools which one can use to help reach one's goals and purpose in life. These skills help one deal with their everyday life situations. Give examples like communication, negotiation, controlling anger and sadness, loving one self, saying no, taking a risk among others

Activity Nine: Choosing "helping hands"

The facilitator asks participants to choose some "helping hands"/leaders. We call them helping hands to avoid using the word "leader" – because sometimes leaders can be taken to know it all and act as commanders. Helping hands is meant to encourage young people to help/guide other participants. Ask participants to volunteer names and by show of hands support the choices that have been made. Remember to ask for the consent of the persons whose names have been chosen before assuming they are interested in leading.

Below is a guiding list of helping hands. Participants can choose these or more or even remove some of them. Note that if participants are not interested in having helping hands you should respect their decision and in this case, the facilitator will lead or choose assistants at different times



Have you helped participants to get comfortable? Is the environment friendly? Make sure that all participants are at ease. Make rules and expectations as clear as possible. Clarify on the expectations that we cannot meet and those that can be met. Make sure that the choice of helping hands is free and fair.

Session Two: Getting to know each other better

Session objectives

- To help participants make a link to their cultural background and identity while making them proud as opposed to ashamed of their origin through the meaning of their names
- To get to know participants better in terms of their character and behavior

Activity One: Name and meaning

Ask all participants to take a minute to reflect on the meaning of or reason why they were given their surname (it can be the same or different). After this, ask all participants to say their full names and the meaning or reason why they were given those names, and how this makes them feel.

- ® Ensure that all participants are respectful to each other and do not interrupt, boo, laugh at their fellow participants. Also, inform all participants that no one is allowed to volunteer answers to any others name except if a participant does not know and nominates an individual to explain the meaning of their name. Note that some participants may not know the meaning and or reason why they were given such a name and may not be willing to nominate any one to help them answer. This should be respected and left at that.

Discussion and case studies

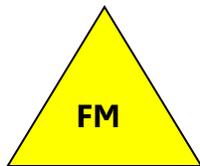
1. My name is Murungi which means beautiful. This name makes me feel proud and happy. I feel loved and beautiful. When I grow up, I will also name my children the names that make them happy and proud of themselves
2. My name is Rachkara which means actually bad. My mother gave me this name because, during the time I was born, she was having marital problems with my father that led to their separation so she named me as a way of remembering how bad my father was. I do not like my name and I am not proud of it because of the bad meaning. My friends tease me about my name and I feel bad When I grow up, I will not give my children such names.

Names are given for various reasons including; to remember certain situations under which a child is born, culture, a reminder about community and personal events, reminder of courage, love, caution, the economic situation among others. Having a name with a bad meaning does not mean that your parents do not like you and therefore you should not feel angry with them.

Activity Two: Animal Traits

Ask the children to choose an animal that they feel best represents their character and then ask them to mention the name of that animal and the trait/character that the animal has which directly relates to their own character.

- ① Ensure that all participants are respectful to each other and do not interrupt, boo, laugh at their fellow participants.



Have you told participants not to feel angry with their names? Whereas names offer a clue to our social cultural backgrounds, they do not define us. We are defined more by who we exactly are. Animal traits exercise is going to help you understand each participant's character and behavior better without directly asking for it. Keep track of all this information so that you can keep referring to it throughout the training.

Session Three: Trust and Support

Session objectives

- To create meaningful relationships with one another that can be helpful in the entire training and learning process
- To create a trust and support environment within the group essential for working well together

Activity One: Circle of Trust

- ® Participants form a circle, shoulder to shoulder. One person stands in the middle of the circle, straight but relaxed, arms at the side, knees and hips locked, and feet on the ground. Then this person closes his/her eyes and slowly leans to one side or the other. The participants in the circle support the person by reaching out and lightly pushing him/her with their palms. In this way the person in the middle can be supported and passed around by the group. It is important for the person in the middle to remain relaxed while standing firmly on his/her feet (with straight knees and hips), and for group members to be responsible for gently supporting him/her so he/she does not fall to the ground. This game must be done gently and should only be considered after a discussion with all participants about the need for trust and support.

Ask and discuss the following questions

- How did you feel about being supported by your friends in the outer circle and
- How did you feel about supporting the person in the middle?

Activity Two: Trust Me

Materials needed: Black or dark colored pieces of cloth /Handkerchiefs

Divide the group of participants into pairs, and blindfold one person. The person without the blindfold leads the other by talking to them or by touch. Remind the leader that it is his or her responsibility that the blindfolded one does not fall or get hurt. This should preferably be played in an open area. Place a few obstacles in a room. Make the pair switch roles so the one who was leading the first time gets blindfolded in the next.

Ask: How the person being led felt? **And** how the leader felt?

Activity Three: Buddy/secret friend

Materials needed: Little pieces of paper with participant names written inside

Procedure:

Write down all participants names on a piece of paper. Then cut out each participants name from the large paper. Fold it and put all the names in plate or basket or even a box for mixing. Then, randomly ask participants to pick out one chit of paper. In case any participant picks out their own name, ask them to put it back into the raffle, shake it up and start the picking part anew. Tell all participants to keep the name they have picked out secret/private for the rest of the time of the life skills training (until you finish the ninth/last module). Ask each participant to be supportive, helpful and nice to the person whose name they have picked (who is now their buddy) but without necessarily saying that they are the ones. Note that they can also be nice and supportive to others who are not necessarily their buddy. At the end of the life skills training, during the way forward, each participant will have three chances to guess who their buddy/secret friend was while giving reasons for the choice. If after three attempts, the guess is still wrong, then the buddy shall come out and disclose their name. For those that guess correctly, a big hand clap is given to the buddy who must have been a supportive friend to his other buddy.



Developing trust is essential for every person. Each of us needs to confide in another person in all circumstances of life. This requires authentic companionship in a mutual relationship.

Module 2

Knowing myself

Module Two: Knowing myself				
Module	Objectives	Session	Activities	Life skills
2. Getting to know myself	<ul style="list-style-type: none"> Identify young people's own strengths: What they are good at and what positive qualities they have Get feedback from their friends in the group about their positive qualities Learn to protect themselves from any negative remarks about themselves Decide what quality or skill they would like to strengthen Help young people learn how to build their strengths Learn that my value as a person is not determined by my situation or circumstances of life 	One: I am Special, My Abilities, My Skills and My Value	<ul style="list-style-type: none"> My Positives My Talents/Special Gifts My "Protective Shield" The documentary, "Greater" An extract from "Marija Judina (1899-1070)" The Value of life Building my strengths; Case of Rona Quiz Documentary, "The Boy who harnessed the wind" Movie, "Butterfly circus" 	Self-awareness, critical thinking and communication
	<ul style="list-style-type: none"> Identify and share some of their values Understand that many intangible things have more value than material and tangible things Examine the relationship between values and behavior Learn how much time and resources are spent in certain activities and the relationship with values held by young people 	Two: My Beliefs and Values	<ul style="list-style-type: none"> My Life Auction Values Voting 	Self-awareness, critical thinking, communication and decision making
	<ul style="list-style-type: none"> Define values, needs, desires and goals of young people. Help young people to set their personal goals that they feel will lead them to real happiness Identify specific things/ challenges that obstruct young people from attaining their 	Three: My hearts desires, values and goals	<ul style="list-style-type: none"> Understanding the Heart's Desires, human values and Goals Film show and Discussion; <i>Coming to America</i> Alternative to activity 1: 	Self-awareness, critical thinking, communication and decision making

	goals <ul style="list-style-type: none"> • Define and Identify life skills that young people need in order to be able to protect their values • Identify life skills that young people need to achieve their set goals 		Developing personal Values and Goals	
	<ul style="list-style-type: none"> • Discuss the ups and downs in their lives • Identify their hopes for the future 	Three: My Life	My River of Life	Self-awareness, critical thinking, communication and coping

Session One: I am Special, My Abilities, My skills and My Value

Session Objectives:

- To help adolescents and youth to recognize that every human being has a value
- To help adolescents and youth understand that their value, just like that of everybody else is irreducible.
- To help young people realize that no matter the circumstances they have gone through, they can be helped to rediscover themselves.
- To help adolescents and youth discover their strong points and further develop them into their life expectations

Activity One: My positives

Materials needed: paper plates

Positives include: Qualities and skills. **Note** that Qualities are related to character and behavior or who you are while skills are related to what you can do/abilities e.g. honesty as a quality and ability to communicate well through language skills as a skill. Note that even physical characteristics can be considered qualities.

1. Ask each participant to write two positive qualities and two skills they have that they like about themselves.

Some participants might not be able to identify their strong qualities or skills they are good at. In that case, slowly guide them to identify them. Do not allow other participants to volunteer responses for them. Part of this exercise is to enable each person truly point out what they consider their strengths. Encourage participants to think hard and honestly about at least two strengths

In a circle, ask each participant to read out everything that s/he has written. This may sound like: "I have a happy smile, good handwriting, generous, look after my little sister well and dance beautifully"

2. Give each participant a paper plate and ask the participants to tap the paper plate on their backs and move about the room. Ask each participant to write something positive on the plate of another participant. Remind each participant to be specific.

For example, instead of “nice” or “helpful,” ask them to write, “Helps with pen”, “talks to me when I feel lonely”, “says good jokes” or “always keeps my secrets”.

Ask participants to compare what they have written with that which was written by their fellow participants. Discuss any new findings/controversies

Activity Two: My Talents/Special Gifts

Materials needed: Identity card shaped paper

Each individual creates an identity card on a sheet of paper, as suggested here:

Name:
Sex:Age :
Village/Town:
Special Gifts / Talents:
.....
.....
Expectations in Life:
.....

Discussion

Some participants share with the group some of their gifts and talents, and their expectations in life.

Examples of Special gifts/talents:

- **Sports, Strength , Artist/drawing , Writing, Football player**

Expectations in Life:

- **Good wife/ raising a good family, Good administrator, Live long, Education, Good businessman, Peace and security, Lead a spiritual life**

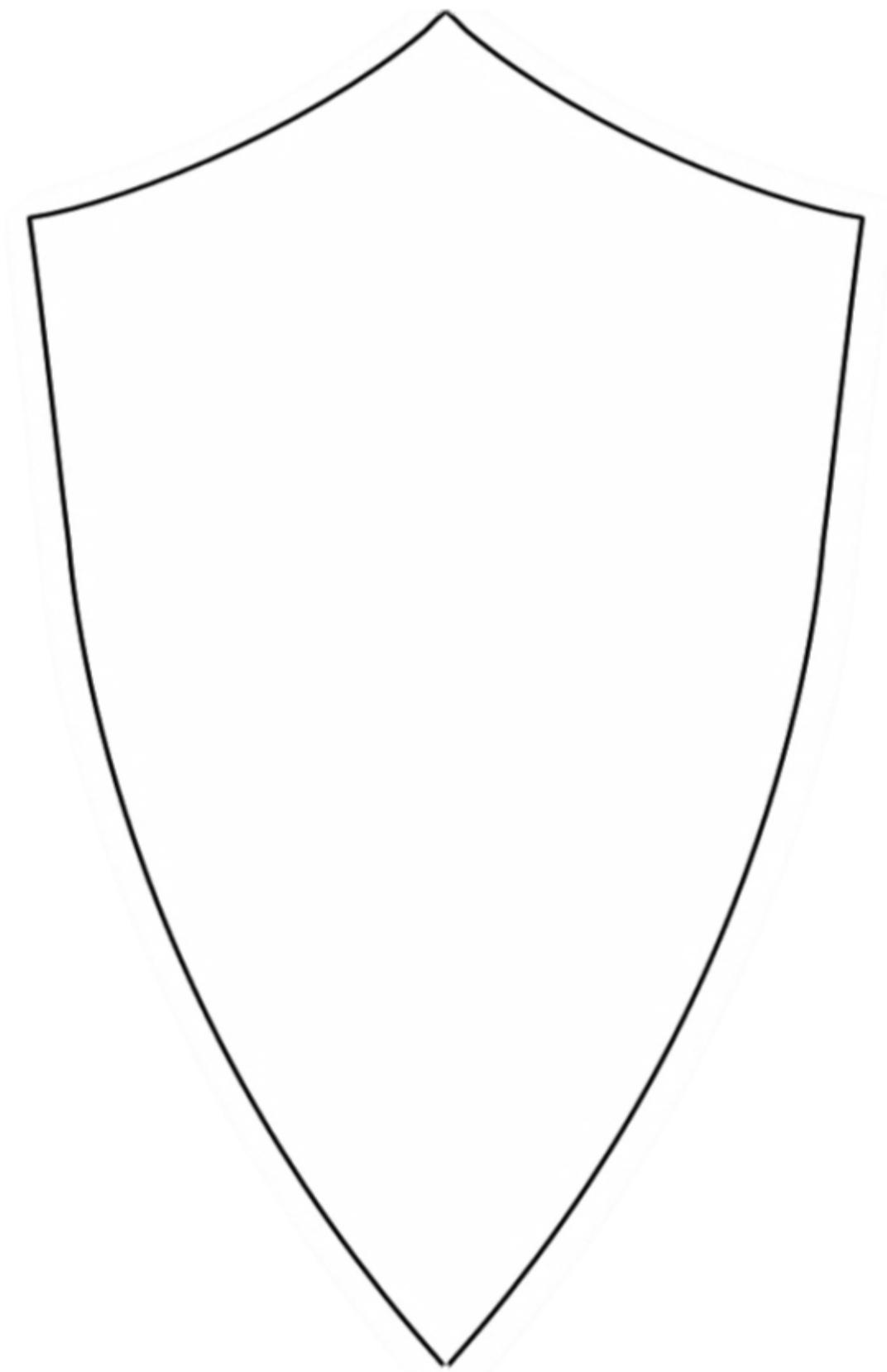
Note: Guide participants to link their talents/special gifts or what they are doing now to their expectations in life. For example, a person with singing as a talent could consider being a musician as an expectation in life

Activity Three: My "Protective Shield"

Materials needed: Shield like shaped cut out paper

1. This activity can follow immediately after the first one. If you have taken a break, spend some time reminding participants about what they have done. Make sure everyone has his/her plate when you are speaking. Give some time for each participant to look at the plate and read what has been written.
2. Distribute the cut out shields to each participant. Discuss with the participants what shields are used for (to protect, to look after the person holding it). Ask the participants to write their names in the center of the shield. On one half of the shield, ask the participants to look at their paper plates and write the best things they like about themselves on the shield. On the other half, ask them to write qualities or skills or behavior they would like to have.
3. Ask the participants what this shield means to them and how it would help them. The children may answer, "to protect myself when others are mean to me" or "to show the world what a wonderful person I am" or "no one can hurt me now".
4. Each participant shares his/her shield with the group.
5. The shields and the paper plates can be put up on the wall so that children can look at them whenever they come to the group. You could even have an exhibition of these shields. If there is a shortage of space, an alternative is to keep the shields safely until the next session. A display of these plates during the life skills sessions is a powerful reminder for the participants of their strengths.

Below a picture of a shield



Activity Four: The value of a human being; where does my value lie? And how do I discover that I have this value?

Materials needed: The documentary, "Greater" and an extract from "Marija Judina (1899-1070)" (Through a companionship the person discovers his value)

Group discussion

What is my value and where does my value lie?

Ask participants what they understand by value. Ask them to relate the term value to human life. Then discuss the following:

- The human being has a value that is given; and so it cannot be reduced.
- The human being does not make himself: if I look at my own experience I cannot deny that the greatest and most profound evidence is that I do not make myself, I do not give myself life, someone greater than me gives me this life, and my responsibility with the help of this someone greater than me is to take care of myself and most of all acknowledge and appreciate my value as a person
- Since I am "made" there is a source, an origin of my being, I discover that I am dependent on somebody greater than me.

Therefore, whether I am poor, weak, have a disability, have HIV/AIDS, have experienced a recent tragedy. These are only some aspects of life that are not greater than the value of my life. As a human being I am stronger and greater in value and therefore I can stand up and look at myself differently, as a valuable person capable of conquering all these adversities.

How do I discover my value?

Group discussion: Ask participants to brainstorm on how one can discover their value. Ask them to reflect and share on a time in their lives when they discovered something great about themselves and how it happened.

Guiding points for facilitator:

Another person can help you discover your value. When someone looks at you and treats you in such a special way and looks at you as valuable despite the circumstances you are in, you ask yourself how someone else can see you in such a way and you are compelled to look at yourself differently.

Read the following extract and discuss

Marija Judina (1899-1070) (Through a companionship the person discovers his value)
During an outing for students, just in my very group, there was a nuisance, a boy 8 – 9 years old. He had no family and was living with relatives whom he did not like and who did not love him. He was called Akinfa. He was irritating, teasing everyone, the Jewish children in a particular way, squabbling with everyone. All of us, especially me who was responsible for the child, urged him with words and by example.

But once Akinfa passed all the limits: he beat up one of his companions, insulted the adults and committed a little theft. So his expulsion was decreed. When the time came to execute the sentence, the time of separation, I don't know how, I burst into tears. And here was the second birth of Akinfa: he too burst into tears, he asked for forgiveness from all, gave back what he had stolen and, since then, followed me all over the field. And he explained to everyone that in his life he had never seen a teacher who was crying for his pupil, who was crying, to quote his own words, about the soul and the life of a brat. Precisely this was the sense of his wonder and of his desire to get back on the track.

Watch the documentary, "Greater, Defeating AIDS – a documentary by Emmanuel Exitu, 2008"

Extract from the documentary for guiding the discussion

(A real life battle against AIDS based on an encounter, a belonging, an education)

Vicky Aryeny: "She talked to me... I developed a hard heart; I only had an open heart to die. I knew nobody, even Rose, would ever love me; if the man I had come into union with had rejected me, nobody would ever love me. She told me: "Vicky don't you know that the value in you is greater than the value of sickness?" That kept me moving"

- Discuss how Vicky was able to realize her value in the face of an adversity like HIV/AIDS
- Tell participants that this discovery of our value is a continuous process. It may happen one day but can continue to happen each time and can happen in different circumstances with different people/events

Activity Five: My value as a person

Materials needed: Beautiful pot or a breakable clay cup

Ask all participants to stand in a circle and show all participants a very beautiful pot or a beautiful cup. Tell them to imagine that this pot or cup which you will receive in your hands represents your life, something very precious. When it is your turn to take the pot or cup you are invited to express something about the good way you are taking care of your life, through words, movement, and how you handle the pot or cup.”



Pass the pot or cup to each person in turn so each can express something about his/her life. For instance:

- This is my life and I will not compromise anything for it
- This is my unique life
- I am a strong person and I cherish my life
- My life is so beautiful

After all participants have handled the pot, the facilitators take the pot and toss it back and forth, moving recklessly with it, talking about negative behaviors (such as smoking, playing with sex and drinking) and ignoring the pot. Eventually the facilitator drops the pot which falls and breaks.



Ask the participants to go back in silence to their seats. Allow them a few minutes to think and write their thoughts and feelings in their books.

Group discussion

Ask participants to share their responses and list them on a chart.

What did you observe? What happened inside you?

- Lost hope and got confused
- Felt sorry and was heartbroken when the pot broke
- Life is precious and must be guarded well
- Life once lost will never be the same
- We should not be irresponsible people if we want to live happily
- Felt guilty for failing to advise the others who were playing with the pot
- One's life is also important to the community

Life is a gift. I am an active participant in my life and growth, and I am responsible for how I handle this gift. I am the one who takes care of my life through what I choose. Every choice has its consequences, positive or negative. We are the ones who make the choices. We need to learn to make the best decisions in each situation.

What are you feeling about the broken pot or cup? What should we do with it?

- Life can never be the same again after a calamity befalls you
- It takes time and effort to recover, but we can recover with strong resilience
- We need courage to cope with problems
- Forgiveness – we need to forgive ourselves and others in order to recover well
- In order to make proper recovery we need to learn from our past mistakes
- We need to be there for persons who have fallen and help them in their recovery process

Activity Six: Building my strengths

Materials needed: Case study - Rona

Group discussion

The world of a person is made up of three important aspects

1. Relationships
2. Activities
3. Spirituality

Through **RELATIONSHIPS I HAVE** parents, family, friends, Teachers, a community = **TRUST, LOVE, SENSE OF BELONGING, IDENTITY**

Through **ACTIVITIES I CAN** Study, work, eat, dance, do any everyday activity = **COMPETENCE, CONFIDENCE, INITIATIVE**

Through **SPIRITUALITY I AM** Values, Beliefs, Culture = **SELF ESTEEM, PURPOSE IN LIFE, IDENTITY AND RESPONSIBILITY**

Case study: Rona

Rona is a 12 year old girl in P.6 who has just lost her parents as well as her close relatives who live nearby in a mudslide. She returns home from School to the tragic news. When Rona's parents were still alive, they had taught her a lot of things about cookery. She would participate during the holiday in making little cakes (mandazi) for sale as a contribution for her school fees. Rona also once heard her father speak of a good family friend of theirs that live in the nearby town. She remembers the address but realizes she has no transport to go to there. It is quite far. Rona feels sad but still dreams of a bright future in school.

Having dealt with the three important aspects that make the world of a person, what advice would you give to Rona at this down moment in her life?

Responses could include:

- **Make some little cakes (Mandazi) for sale and use the proceeds to travel to town to get assistance** (Through **ACTIVITIES I CAN** Study, work, eat, dance, do any everyday activity = **COMPETENCE, CONFIDENCE, INITIATIVE**)
- **There must be someone in the village that could help her, a leader or another family friend, a teacher etc** (Through **RELATIONSHIPS I HAVE** parents, family, friends, Teachers, a community = **TRUST, LOVE, SENSE OF BELONGING, IDENTITY**)
- **Rona should stick to her dream, goal, and hope and believe things will be well. This will keep her going as she plans the next move** (Through **SPIRITUALITY I AM** Values, Beliefs, Culture = **SELF ESTEEM, PURPOSE IN LIFE, IDENTITY AND RESPONSIBILITY**)

Ask other participants to share experiences where they had to rely on the three important aspects to overcome a situation.

Note that these 3 aspects can only be used well if one knows themselves well enough.

Activity Seven: Quiz

Materials needed: Quiz and True and False word cards

Read out these statements aloud and ask participants to group according to whether or not they feel the statement is **True or False**. Placing two cards with True and False in different parts of the room can help facilitate this process.

#	Statements	True	False
1	I am too fat for my age. My friends always tease me about it. They are right. I am worthless.		
2	Having a disability is the end of the world. There can be nothing at the end of the journey.		
3	Physical appearance can take you places. I believe my beauty is just enough. That is enough – nothing is as important.		
4	There is no point in trying, once you are born of poor parents, live in an environment where many people are sick and poor, you are also destined to remain worthless.		
5	When you have the right skills, and the right relationships plus a good sense of direction that is grounded in your positive beliefs, nothing can keep you down.		
6	Being a girl/lady is really an unfortunate thing. Boys and men are just on top of everything. They get it all by just being male.		
7	My value depends on the circumstances in which am in. If I am poor, my value is less		
8	It does not really matter how hard you work. It is always about your tribe. You need to come from the right tribe.		
9	Since I am great at talking, everyone will just fall for whatever I say. All I need to do is frame it well – even if it is a lie.		
10	Material things are the most important, they are the key to complete and full success.		

Note – Finding a balance is important. Knowing yourself, your strengths and weaknesses is an important part of shaping your life. This is the starting point to really improving yourself and having a positive life.



Activity Eight: Movie, “The Boy Who Harnessed the Wind”

Materials needed: short film, “The Boy Who Harnessed the Wind”

Review:

- Watch the film together and discuss the strengths that William had. Do you see any of the three important aspects that make the world of a person working to build his strengths?
- Do you feel inspired by William? In which way?

Activity Nine: Movie, “Butterfly circus”

Materials needed: short film, “Butterfly circus”

Note: There is a varied list of possible films and documentaries that portray how someone can discover their strengths and how they can be supported to make this discovery or how someone can change his/her life path because of someone else’s influence. Some of them include; *Radio*, *The Blind side*, *Martian Child*, *“I’m in Love with a Church Girl”*, *Facing the Giants* and many others. For any of these films, we recommend that you buy an original version from an authorized dealer in your area. After showing the documentary or film that you have chosen, discuss how the main character is helped to find his strength, talent or how he’s helped to know himself better or to succeed. Discuss the different influences that enable the characters discover something about themselves.

Review of Butterfly Circus:

- Watch the film together and discuss how Will was able to start seeing himself differently as someone with a value and not a mere limbless man “*whom God himself had turned his back against*”
- Try to identify his talent and discuss how it was possible for him to discover his strength and his value. Who influenced him and how?
- What other thoughts do you have? Do you feel inspired by Will? In which way?

Have you helped participants to discover their value? Life is precious and therefore needs to be lived with care. Young people need to be helped to recognize the value they are, no matter the circumstances. Besides this awareness, participants should be helped to recognize that they each have skills they are best at, which need to be personally put to use for a happy life. No one else can best discover this on their behalf.

Session Two: My Beliefs and Values

Session objectives

- To establish the major beliefs and values upheld by each participant
- To understand the individual differences in values amongst adolescents and youth and understand how these values and beliefs influence decisions

Beliefs: Assumptions and convictions that are held to be true by an individual or a group regarding events, concepts, people and things. Beliefs are the assumptions we make about ourselves, about others in the world and about how we expect things to be. Beliefs are about how we think things really are. Beliefs tend to be deep set and our values stem from our beliefs.

Values: Are those things that really matter to each of us/THINGS WE RATE HIGHLY... they can be ideas, thoughts, items, beliefs we hold as special. Caring for others, for example, is a value; so is the freedom to express our opinions. Most of us learned our values - or morals, if you prefer - at home, at church or at school.

Activity One: **My Life Auction**

Materials needed: Play money of about 5000 Uganda shillings for each participant in denominations of 1000 Uganda shillings and picture cards of a nice house, vacation, girlfriend/boyfriend, true friend, popular person, better physical appearance, skills training, respect and love, pleasure...

1. Count the number of participants. Make twice as many cards. Ask the participants about what they generally value in life. Encourage them to mention material or tangible things as well as abstract things such as a good car, house, having sons, having a good friend, honesty, a healthy life, to be famous, to be loved and so on. Write these on the cards, and stick them on the wall. Select a few from each set. Tell the participants that there will now be an auction of these selected items, and each of them can buy whatever they want. Make sure you select both tangible and intangible items.
2. Distribute play money of 5000 Uganda shillings to each participant in denominations of Uganda shillings 1000. Play money should preferably look like real money. Tell the participants that this money will help them to "buy happiness".
3. Inform the participants of the rules of the auction. Once the goods are sold, they cannot be returned. The participants are free to buy or save their money. At each auction, two items will go up for sale. A participant can buy one or both items. The participant may also choose not to buy anything.

4. Select 10 pairs of items, putting a different value on each. As a rough guide, the sum of the value of all the items should be worth double of what each participant has (or Uganda shillings 5,000). This forces the participants to choose. You can even decide to put higher prices on the necessary or valued items, which can be abstract. Make sure you have several copies of the items going up for sale, so that you can give them to participants who decide to buy the items.

One example of an auction is presented below. Be sure to use the items that participants have listed earlier and adapt to the local conditions. Some strategies of conducting the auction are in italics. Make sure you use them in the appropriate place no matter what items you choose to auction. Having discussed these questions with the participants, the facilitator can now broach the subject of how our "wants" are determined by our value system. Our value system in turn is shaped by our family, society and life experiences. It is important for the children to understand that our values make us act in a certain way to meet our "wants," i.e., our values influence our behavior. If we critically examine and review our values, then we have the power to change some behavior that may be harmful for us.

Here are the two items up for sale. Each of them costs 1000 Uganda shillings. Put the cards up:

Option A	Option B
<p>1</p> <p>A BEAUTIFUL HOUSE</p> 	<p>A VACATION FOR YOU AND YOUR FRIEND ANYWHERE YOU LIKE FOR ONE MONTH</p> 
<p>2</p> <p>BEAUTIFUL GIRLFRIEND/ WIFE or HANDSOME BOYFRIEND/HUSBAND</p>	<p>STEADY JOB</p>
<p>3</p> <p>BE THE MOST POPULAR PERSON IN YOUR CIRCLE OF FRIENDS</p>	 <p>ONE TRUE FRIEND</p>

4	FURTHER STUDIES AT ANY LEVEL OF YOUR CHOICE	
5	A HEALTHY FAMILY	WORLD FAME 
THOSE WHO BOUGHT A HEALTHY FAMILY GET 2000 UGX BACK AS BONUS		
1	TO CHANGE ANY ONE THING ABOUT THE WAY YOU LOOK	A CHANCE TO LEARN A SKILL YOU REALLY WANT
2	FIVE YEARS OF ANY PHYSICAL PLEASURE THEY WANT	RESPECT AND LOVE FROM PEOPLE YOU CARE ABOUT
<ul style="list-style-type: none"> • AFTER THE PARTICIPANTS HAVE BOUGHT OR NOT, SAY THAT SOME THINGS COST MORE THAN WAS ORIGINALLY EXPECTED. THE ONES WHO SELECTED FIVE YEARS OF PHYSICAL PLEASURE SHOULD PAY 2000 UGANDA SHILLINGS MORE • SAY YOU CANNOT BUY ANYTHING MORE. ANY MONEY YOU HAVE NOW IS WORTHLESS. YOU HAVE BOUGHT ALL THE 'HAPPINESS' YOU CAN. 		

Discussion

Values and beliefs influence behavior: For instance: If your value lies in physical beauty you may find yourself making certain decisions based on face value. Ask participants to think of other examples where your values and beliefs actually influence the way you behave

Note: People's values are different; they cannot be divided into right or wrong categories. Our values are shaped by many factors including age, environment and experiences. A particular person's values are not permanent. They can change over time as the person ages, changes environment or experiences changes. While each one of us is influenced by our family values, in some cases, children do not share the same values as their parents.

Activity Two: Values Voting

Materials needed: word cards with Agree, Disagree and Not sure, and value statements

1. In three corners of the room paste three signs: **“Agree,” “Disagree”** and **“Not Sure.”** Tell the participants that you will be reading out some statements that expresses some values. The group will vote on each of the statements. After each statement, the participants must go to the sign which best describes what they feel about the value. A participant can change his or her position at any time.
2. Be sure to explain that there is no right or wrong answers. Everyone has their own opinions, and it is all right to express it.
3. After each statement has been read out and the participants have chosen their answers, ask them to discuss the answers among themselves. Then ask one of them to say what they felt about the statement. The participant must express what the group has said and not only what s/he believes.
4. Count the votes for each statement to discuss later. Some suggested value statements are listed below.

Choose and adapt according to your needs and for the time you have. Add others that may be more relevant. Value statements, which bring a variety of answers, indicate what the children are not sure of, and are therefore useful for the facilitator to review and discuss with the group.

- 1. Getting money is important. It does not matter how one earns it.**
- 2. A man should not cry or be kind.**
- 3. Whatever happens will happen, so why plan?**
- 4. You can get a good job without finishing secondary school.**
- 5. It is okay to steal if your parents/guardians/work place employer does not catch you.**
- 6. If someone hits me, I have a right to hit back.**
- 7. Drinking can help to manage stress and problems in daily life.**
- 8. To earn money you cannot be honest.**
- 9. Birth control is a woman’s responsibility.**
- 10. Boys and Men are more intelligent than girls and women**

Review

In a circle, discuss:

- Was it easy to decide? Why?
- Did you change your mind about where to go?
- Who influenced you? Why?
- Were you surprised at any of the votes?



All people have values and beliefs that are influenced by various things including environment, gender, culture, tribe, past experiences etc. These values and beliefs influence our behavior and actions. It is important to understand ones values so as to rationally make informed decisions/choices beyond the limitations of our values and beliefs.

Session Three: My hearts desires, values and goals

Session objectives

- Define values, needs, desires and goals of young people.
- Help young people to set their personal goals that they feel will lead them to real happiness
- Identify specific things/ challenges that obstruct young people from attaining their goals
- Define and Identify life skills that young people need in order to be able to protect their values
- Identify life skills that young people need to achieve their set goals

Activity one: Understanding the Heart's Desires, human values and Goals

Ask the participants to close their eyes and relax their hands, arms and feet. Your neck and shoulders are relaxed. There is no strain anywhere. Your eyes are closed and you are seeing yourself on the road of your life. On the road there are many people you know, your friends and your family. You come to a junction and realize that you are in the next year. Think. What do you look like? What are you doing? Who are your friends at that time? Who are you with? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Are you happy?" Say to the participants, "You are now walking again on the road and now you are five years older." Keep on repeating such questions extending the time period for each question. You may add, "Are you married? What is your spouse like? Where do you live? What are you doing? How is your health? Have you changed in any way?" Say, "You are walking again and now you are 10 years older and you have two children what are they like? Where do you live? What are you doing? Are you and your family healthy and happy? How do you feel?" Quietly soften your voice. After a minute or so ask the participants to open their eyes and relax. Do not say anything for a minute or two.

- Ask participants if any of them is willing to share his/her dreams? /What is your most pressing desire now?
- Is it easy to realize that dream /desire? If no, why not?

Here, starting with the individual and opening out to the group, we identify the major storms (challenges) in society which are swaying young people off balance today.

- What do you have to do now, in order to realize your dream?
- Ask fellow participants to advise the volunteer regarding what to do to realize his/her dream.

- Do this for at least five participants, while noting down the said challenges and probable means to overcome them (these will yield the appropriate link to life skills addressed by the manual.)

Remind participants that:

- When facing the reality I realize that I have a lot of needs or desires (from Latin *desiderium* = about the stars) yearning to be fulfilled – the desire for beauty, love, truth, justice and happiness.
- Looking at the human experience I recognize that every human being has the same infinite fundamental desires.
- These desires are traditionally called ‘the heart’. In most cultures the heart is considered as the center of humanity.
- The truest expression of human needs and desires originate from the heart, hence a very important human instrument. Prior to the expression of the heart’s desires there is no human dynamism, action or development.

Activity two: Film show and Discussion; *Coming to America*

Note: There is a varied list of possible films to portray commitment to ones principles or reaching ones goals including among others, *Akeelah and the Bee*, *The Pursuit of Happyness*, *Coach Carter*, *Love and Basketball*. For any of these films, we recommend that you buy an original version from an authorized dealer in your area.

Show the film that you have chosen and discuss how the main character supported to uphold his principle or reach his/her goal?

Notes on the film; *Coming to America*:

The film is about a prince Hakeem who travels to America from an imaginary African kingdom called Zamunda to look for his bride abandoning the one selected for him back home. He decides to go to Queens New York and this is where he meets the love of his life Lisa. The two fall in love but his traditional background soon catches up with him after his Father King Joffer Jeffers travels to America to look for his son. In a twist of love, heart break and sacrifice he still manages to marry the woman of his dream after a change in the traditional practice that had been in existence. This film though greatly entertainingly brings out the true understanding of being committed to the truest heart’s desire, personal verification and the need for support in upholding the truest personal values and goals. After showing the film discuss how prince Hakeem commits to achieving his goal. Discuss how Prince Hakeem is he supported to uphold his desire/reach his goal

Activity three **(Alternative to activity 1): Developing personal Values and Goals**

Materials needed: None

Helpful Questions:

- What is the meaning of a value and a goal?
- What is your greatest goal in life?
- What plans do you have to ensure that you realize this dream or goal you have set?
- What life skills will help you to achieve your set goal?

Make a plan, identify resources and possible obstacles, set timelines, get started on the journey of reaching the goal, expect challenges and make plans to overcome them. This requires skills of some sort. A probable list of life skills safe-guarding such values and goals includes assertiveness, decision-making, self-awareness, communication, negotiation, peer pressure management, people management skills, among others. It is important that at this point, you remind participants of the life skills that this training shall be focused upon.



Awareness and commitment to personal values and goals is important. Awareness of the influence of other people, such as peer members, parents, school and the wider community is very critical in the person's growth and maturity. There is need to understand and seek the support of other people in order to protect our value and achieve our goals. Adherence to human values and personal goals helps young people to remain focused even when they experience pressure from friends or the surrounding environment. So, young people need to be helped to deal with the challenges experienced during these difficult years (10 -35 years). The modules that follow help us to appreciate these realities of adolescence and how to guide the young to personal responsibility that will enable the fragile youth to sail through to maturity.

Session Four: My Life

Session Objectives:

- To help the youth reflect on real life experiences they will have gone through as a means of self-awareness and compare their own life experiences with others.
- To help the young people begin sharing their truest life experiences sincerely with people they trust.

Activity one: The River of Life

Materials needed: Flip chart, pencils and rubbers

1. Ask participants to form pairs. Ask them to discuss the memories of the happy times and the difficult times in their lives.
2. Ask the participants to draw their "River of Life". The River of Life begins when the participant is born. When there is a happy event the river flows upwards, when something sad happens it flows downwards. When an event is neither happy nor sad, the river flows in a straight horizontal line. Encourage the participants to remember as far back as they can and write or draw the events. The events could be marriages, deaths, entering school, meeting your best friend, learning how to cycle, going on a trip for the first time, or anything else that is felt as important.
3. Encourage each participant to then imagine some happy events in the next five years and then 10 years from now and draw it using a different marker.
4. Each participant then shares their River of Life with the rest of the group. If the participant has had many traumatic events in life and does not wish to share with a partner or the rest of the group, his/her wishes must be respected

Review

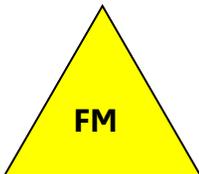
In a circle, discuss:

- What did you feel when you analyzed your life with another person? Was it helpful?
- Why or why not?
- Did your friends have lifelines different from yours?
- Do you think the events you have mentioned are likely to happen in the future?
- What do you need to do now if you want them to happen in the future?

MY RIVER OF LIFE "EDWIN"



Above, an example of an individual's River of life



This is a sensitive activity. Ensure that individual participants are supported during and after this activity. Life is characterized by ups and downs and young people need to be helped to understand that it is only normal. The low points do not have to override one's life. Through relationships, activities and spirituality, one can move from the down moments to the higher grounds of ones journey of life.

Module 3

Relationships

Module Three: Relationships				
Module	Objectives	Session	Activities	Life skills
3. Relationships	<ul style="list-style-type: none"> Understand that the relationships of love include parents, brothers and sisters, friends and peers as well as that special person – a boy or a girl, a husband or a wife Learn that love can be expressed in many ways by caring and helping Understand the difference between a good and a bad friend Understand that give and take in any relationship is important 	One: Network of Relationships	<ul style="list-style-type: none"> Relationship Map Circle of friends poem True Love The film: The consequences 	Self-awareness, communication, critical thinking, and solving problems
	<ul style="list-style-type: none"> Understand that different perceptions of the same situation may lead to conflict Have better self-awareness regarding individual responses to conflict situation Communicate and manage strong emotions that contribute to managing conflict. Learn positive conflict resolution Methods Learn that creative ways of solving conflict lead to a win-win situation 	Two: Conflict and Negotiation	<ul style="list-style-type: none"> Who is right? Who is wrong? Conflict Ladder Different Perspectives: This and That Responses to Conflict Case study – Jacinta 	Critical thinking, coping with feelings, self awareness, empathy, problem-solving and creative thinking

Session One: Network of Relationships

Session Objectives:

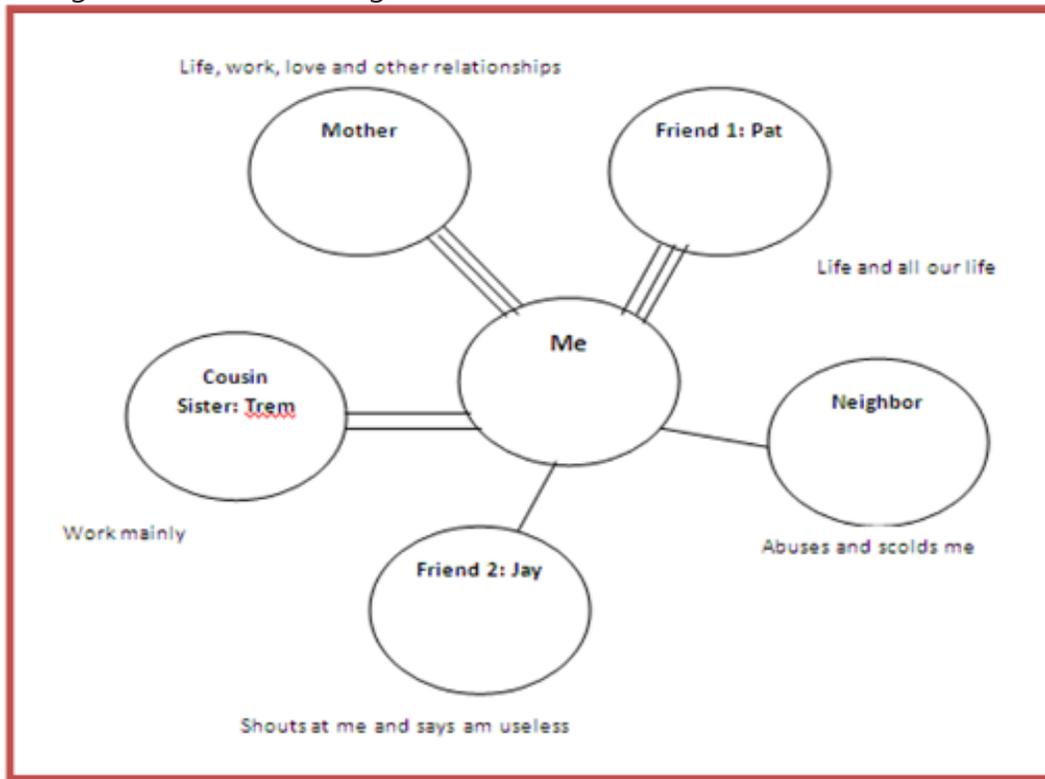
- To help adolescents and youth create valuable and meaningful relationships for positive growth/authentic maturity
- To help young people recognize the value of maintaining reasonable mutual relationships especially with parents, relatives and peers/ friends

Activity one: Relationship map

Materials needed: Relationship map

1. Discuss with the group that they are going to talk about all the relationships they have at the moment. Some of these relationships are very close while others are not.
2. Give a chart paper to each participant and ask her/him to draw or write their name in the middle of the chart. They will now draw circles around their name or picture depicting all the people they have a relationship with and have regular communication. These could be friends, family or a community member.
3. Once all the circles have been drawn, ask all participants to draw a single line with a cross for a broken relationship, one line if their relationship is not very close (based on conflict), two lines for a fair/causal relationship and three lines for the closest relationship. Three lines are drawn for someone with whom they would like to be with the most.
4. On the lines ask participants to write what they talk about with this person. These are known as Relationship Maps. This is an excellent exercise that not only introduces the activity to the participants, but also gives excellent insight to the facilitator for later sessions or counseling. The facilitator may understand which relationships mean a lot to the child and which ones need to be strengthened.

The drawings will look something like this:



5. Initiate a discussion on special relationships, and tell the participants that in the next session they will be exploring relationships with their families, peers and special boyfriend or girlfriend and if older husband or wife.

Be sure to explain that special relationships can be between two people of the same or opposite sex. For the moment, do not discuss the relationships that have only one or two lines. Tell the group that these will be discussed later (See session on conflict.)

Activity Two: Circle of friends poem

Materials needed: Copies of the poem, "My circle of Friends"

Read the circle of friend's poem below together and then discuss the difference between good friends and bad friends

My Circle of Friends

I have many friends

But ***only a few are true***

I have friends that I only say hi and bye to

I have friends that only come around
When they need answers or advice
And although these aren't true friends
They play a big part on teaching me
About life

On the other hand,
I have true friends
Who encourage and support me
Sure we have our differences
But only true relationships withstand obstacles

They compliment me on a good job
And they send my spirit to the skies with their constant,
loyal friendship
And sometimes I just wonder

Why

Why God only put a few good friends
On Earth
For me to grow up with
I think I may have the answer
But I'm unsure
Because many things in life hold little security

But maybe true friends are gifts

Wrapped under a big Christmas tree
That is disguised in a scholastic setting

It's our job to constantly unwrap each gift

To hunt for the ones

That bring joy and happiness
And to learn from those
That resemble the world

Poem written by True Eyes

<http://www.poemhunter.com/poem/my-circle-of-friends/>

Discussion:

1. Ask participants to think about all the friends that they have and write down 5 names of people that they consider as their good friends.
2. Ask participants to choose one that they consider a very good friend of the five. Discuss if it was a hard or easy exercise
3. Ask participants what criteria they used to choose the five and later on the one very good friend. Are there some participants who have difficulties in choosing only one very good one out of the five? Discuss why this is hard as opposed to those who find it easy
4. Brainstorm on the qualities that make one a good friend as opposed to a bad friend. Responses may look like the following

Good friend	Bad friend
Is ready to be there for you at any time of your life	Not available especially at bad times
Is open and trust worthy	Not open
Is reliable	Not reliable
Helps you when you have problems	Does not share in your problems
Gives you good advice	Gives you bad advice
Never leaves you when you are in trouble	Leaves you when you are in trouble
Helps you and encourages you to work hard for a great future	Does not help you
Does not waste your time	Wastes your time
Does not deceive you to do bad things	Leads you astray
Cares about your feelings	Doesn't care about your feelings
Shares with you the little he/she has	Doesn't share his/her things
Makes you happy	Makes you unhappy
Loves you no matter what	Pretends to love you during your best times
Expresses disappointment in you assertively and guides you to be better	Does not express his/her disappointment – talks behind your back

Activity Three: **True love**

1. Ask participants to brainstorm on the different types of love that exist between different kinds of people. Possible responses may look like the following:

Note however that different writers indicate different types of love and sub divide these. However for this session we will focus on the four broad kinds of love as below and specifically discuss eros and how it is confused with lust.

A. Storge – affection

Affection (storge) is **fondness through familiarity, especially between family members** or people who have otherwise found themselves together by chance. It is

described as the most natural, emotive, and widely diffused of loves: natural in that it is present without coercion; emotive because it is the result of fondness due to familiarity; and most widely diffused because it pays the least attention to those characteristics deemed "valuable" or worthy of love and, as a result, is able to transcend most discriminating factors. Ironically, its strength is also what makes it vulnerable

B. Philia – friendship

Philia is the love between friends. Friendship is the strong bond existing between people who share common interest or activity. Friendship is exceedingly profound because it is freely chosen. Few people in modern society appreciate true Friendship because few of them have experienced it.

C. Eros – romance

Eros is love in the sense of **'being in love' or 'loving' someone**. This is distinct from sexuality, which Lewis calls Venus (In the lay terms lust or fantasy). It is Venus that desires the sexual aspect of a relationship, while Eros longs for the emotional connection with the other person.

D. Agape – unconditional love

Agape is the love that brings forth caring regardless of the circumstance. It is the greatest of loves, and can be seen through Christian virtue. It is sacrificial love. It is the love that God has for his people.

2. Remind participants that we shall focus more on the **Eros-romance kind of love** that is often confused with Venus (lust or sometimes labeled fantasy)
3. Ask participants to share experiences on romantic love and try to identify if that love was true or not. Look at the table below to differentiate true love from fantasy

Love	Fantasy
Builds gradually between two people	Makes one think they are in love at first sight
Drawn to the whole person	Attracted to only a few aspects of a person
Based on understanding	Love cannot be explained
Makes one happy and better	Can result in behavior that is forceful in order to satisfy oneself
It is faithful, peaceful, safe, hopeful and	Can be unstable, unfaithful, jealous and

confident	fearful
It says, "we can be patient, we have our whole life ahead of us. We will last forever; we can wait, nothing can ruin us"	It says, "we only have tonight". "Let's get married!"
True love makes people feel proud of each other and eager to introduce each other to family and friends	Fantasy usually makes someone feel embarrassed about the relationship and keep it a secret
In true love, physical touch is mild, slow, natural, and honest, considerate and respectful	In fantasy, physical touch is for its own sake and nothing else

Review:

We have been looking at the different types of friends, the good and bad and we also looked at love; the different types of love. We also realized that TRUE love has specific characteristics as seen above.

1. Remind participants that TRUE LOVE WAITS. The first step to love is being friendly and then falling in love, discovering that we are loved as much as we love. BUT at this point we can express love using small aspects, words and actions which however should only be limited/ controlled. True love makes use of the time before marriage to study and better understand our partners to decide whether this is the person you want to spend the rest of your life with. True love therefore will not involve sexual intercourse before marriage.
2. Encourage participants to ask different questions about sex and love and respond to them to clear their doubts

Activity Four: The film: "Consequences"

Materials needed: The film: "Consequences"

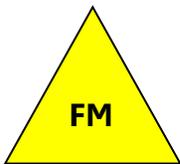
Watch the film "consequences" and discuss what seemed apparent to you about love. How does it relate to our definition of true love? When you look at the two couples, can you identify which of the two had true love? What lessons do you learn from this film?

Additional Activity Five: The film: "Yellow Card"

Materials needed: The film: "Yellow Card"

Watch the film "Yellow Card" and discuss what seemed apparent to you about love. How does it relate to our definition of true love? When you look at the two couples, can you identify which of the two had true love? What lessons do you learn from this film?

Note: There is a varied list of possible films to portray true love, including among others, *Anna and the King*, *The Sound of Music*, *Love and Basketball*. For any of these films, we recommend that you buy an original version from an authorized dealer in your area. Show the film that you have chosen and discuss how the main character chooses true love. In some of the films it is possible to define true love from fantasy. Help participants to make this differentiation using the chosen movies.



Help young people understand the meaning of a TRUE relationship, one that can offer them genuine companionship to maturity. A critical scan of the entire relationship network is recommended for each individual. Ensure that you look at each participant's relationship map and identify issues that may require further work outside the regular group.

Session Two: Conflict and Negotiation

Session Objectives;

- To help the young people develop critical conflict resolution skills helpful in maintaining critical relationships
- To develop in each of the participants the habit of effective negotiation in all aspects of life

Explain that conflicts can emerge simply because of difference in perspective/ the way some one sees something. This perspective is often influenced by different backgrounds.

Ask participants to brainstorm and discuss some of the reasons why we have conflicts. These may include:

- Culture,
- Values
- Past experiences
- Lack of understanding
- Religion
- Temper
- Gender
- Attitude
- Beliefs
- Miscommunication

Activity one: Who is Right? Who is wrong?

Materials needed: Instruction chits

1. Before the session, prepare three sets of instructions on as many chits as there are participants. If you have 9 participants, you will have nine chits divided into groups of three chits with the following instructions:

Instruction # 1: Remain seated on your chair

Instruction # 2: Put all the chairs in a circle;

Instruction # 3: put all the chairs near the door;

Instruction # 4: put all the chairs near the window.

Instruction # 5: Gather all participants for a discussion.

2. Give one chit to each participant and tell them that s/he is not to disclose it to anyone under any circumstances.
3. Start the exercise and tell everyone that they have only five minutes to follow the instructions given.

Review

- Did the participants follow the instructions?
- When someone did something different from what you were doing, what did you do? Cooperate, argue, join in, persuade?
- Did anyone have an argument, what was it like and what did you feel?

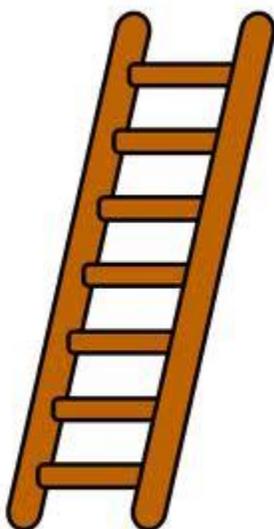
Activity two: **Conflict Ladder**

Materials needed: **Picture of a conflict ladder**

1. Discuss with the group that disagreements are a part of everyday life. Sometimes the disagreements become conflict situations and people can get very angry. Give the following or similar scenario:

You have told a secret to a friend and found out that it has been told to others. After finding out, you go to the friend to talk about it but the situation gets out of control.

2. Brainstorm with the group how one would react in such a situation. You should be able to identify four levels:



Level Four

Very angry, shouting, absolutely no control and can get violent.

Level Three

Quite angry, arguing and tone is loud. May use sarcastic language.

Level Two

Disagree, are able to talk but in an upset tone, explain what you feel.

Level One

Angry but do not say anything, but body language says it.

3. Ask a pair of participants to volunteer and give them a minute or two to do a role play. They must show all four levels. Note that as the volunteers walk up the ladder, so does the conflict escalate.

Review

Discuss all the levels:

- How did the body language and the speech change?
 - If Level One is conflict, then how does not talking, pouting also create problems?
 - At what point do you think you had a chance for a positive resolution?
 - When did things get out of control? How did you feel?
4. Ask participants to reflect on their own experiences. Which levels have they seen more? Do they know how to resolve a conflict?
 5. Refer to the Relationship Map and decide one way by which a conflict may be resolved with those marked by a single or double line.

Activity Three: Different Perspectives, This and That

Materials needed: The Point of view Dilema picture

Introduce the activity by saying that conflict often arises because we see a situation in different ways. Each one believes that his or her perspective is right. Disagreement arises sometimes because we cannot agree on a solution that takes into account each other's opinion and at times even when we see that the point of view of the other person is better, we still refuse to accept to change our point of view in front of the other person

Note that what is critical is to accept the others point of view as theirs even if you do not agree, to respect it and still love the other person and not to always try to change the other persons point of view

Pass the picture of the Point of view Dilemma

Each person is given a minute to see the picture but no one must comment. Do not offer any suggestions. After the picture has been passed around, ask the group what they saw.

Some will say a young lady, others an older one and some may have seen both.

Pass the picture to the one who has seen both and ask him or her to explain. If the other participants have not seen either the young or the old lady, ask if they can see them now.



EFFECTIVE PEOPLE"

Review

Note the differences in what was seen.

How many saw both images?

Was it difficult to see the other picture even after being shown?

Was it difficult to explain to others what you easily saw?

Ask participants to reflect on their own lives. Has anyone experienced this problem when they tried to explain what had happened, but no one was willing to listen?

Taken from Stephen Covey, "7 HABITS OF HIGHLY

Responses to Conflict

1. Tell the group that there are many ways to resolve disagreements. Most people use one way more than others. Sometimes it may work and sometimes it may not
2. Ask the group to list some of the ways a conflict can be resolved.

After participants have listed these different ways, discuss this list below taken from the situation cards and point out the similarities and or difference. The list may look like this:

1. Withdraw temporarily

For example, B is so angry that A withdraws.

2. Compromise

For example, A wants the same dress that B wants. A decides to let go of it this time and buys something else.

3. **One person forces another to agree**

For example, B insists that her/his solution is correct. A agrees.

4. **Discuss and find alternatives**

For example: A and B search for what to do. A wants the same dress that B wants. They try to look at other shops with same design, come again next week, ordered one more.

5. **Negotiate win-win**

For example: creative problem solving. A wants the same dress B wants. Both decide to buy something else.

6. **Say nothing**

For example, B is upset but A refuses to respond.

7. **Do whatever you want**

For example, B does what he or she wants.

8. **Discuss whether some solutions are better than others and why.**

Note that when conflict is not resolved by involving both persons in a positive manner, you may solve the problem but not feel happy about it. Talk about how you can have happiness on both ends of the bargain

9. **Lose-Lose:**

So much disagreement or violence, no one wins, because no one can even sit and discuss.

10. **Win-Lose:**

One forces the decision or one accepts it without bothering about the other, or one does not talk of the problem. Problem is resolved but one person is not happy. These are generally conventional ways of resolving conflict.

11. **Win-win:**

A creative, new solution is found in which both feel happy.

Discuss that some steps can be followed to make sure we reach a solution that is acceptable to both. Remind the group that good communication and the skills they have already learned help in solving problems and conflicts.

A simple three step approach is:

STOP

Check out the situation. Are emotions high? Have you stated your position clearly using 'I' words? Do you know all the facts? Do you understand the other's point of view?

THINK

What solution would be best? Look for win-win solutions.

ACT

Try it out, and then try again if it does not work the first time.

Some problem statements for trial:

- A friend goes to see a movie and lies to his or her parents. You tell the truth. The parents find out and want to know what has happened;
- Your best friend has found a new friend to be with. You are ignored and feel hurt;
- Your friend insists that you stole his pen;
- Your parents ask you to help at home when your brother who was supposed to do the task is playing;
- You lend some money/book to a friend, but the friend does not return it;
- Your friend invites you to go out, cancels and then asks someone else without telling you;
- A young person teases someone who has a squint or is from a certain caste;
- A friend teases a girl whom you know, and you do not like it; and
- A husband beats his wife whenever she does not obey him.

The participants may also refer to their Relationship Maps for problem situations.

Review

- What was difficult to resolve?
- Which solution would you try?
- After each role play, invite comments from the rest of the group.

Activity Four: Case study –Jacinta

Materials needed: Jacinta story

Read this case study together and discuss how Jacinta can negotiate her way out of child labor. Use the skills already learnt in the past modules.

Jacinta is a 10 year old child. She dropped out of school because her parents could not pay PTA contribution, buy books, and uniforms.

She looks after her neighbor's three children aged 2, 6, 7 and 8 years. The older two children go to school while the young one stays at home with her all day. Jacinta's monthly wage is paid to her father.

Jacinta wants to go back to school but she does not know how to bring this up with her father who is convinced that the family can only survive when Jacinta works.

Adapted from, "Life skills manual for children and youth in Northern Uganda and Karamoja Region", IRC and AVSI LEAP project

The Right to Protection from child labour



What life skills do you encourage Jacinta to use to deal with her situation

The facilitator can show the picture to further bring to life the problem of child labor

Some possible responses could be:

- Jacinta talks to her father assertively about her interest and they work out a way of helping the family survive in another way without necessarily relying only on her since she is still a child
- Jacinta approaches a good friend of her father and tells him to speak to her dad on her behalf so that she can return to school
- Jacinta speaks to the family where she works about her interest in going to school and possibly working part time if this can be agreeable



Young people will experience both internal and interpersonal conflicts and these can be very destructive if not well handled. At this stage of the training, it is important that experiences of their involvement in conflict and how they managed to get out of them are shared. Direction towards a human approach is critical here.

Module 4

Coping with Emotions



Module Four: Coping with Emotions				
Module	Objectives	Session	Activities	Life skills
4. Coping with Emotions	<ul style="list-style-type: none"> Identify and express different feelings Understand that feelings can be expressed both verbally and nonverbally Understand that it is normal for feelings to change and that they can change in intensity Learn that young people share many emotions during adolescence. 	One: Understanding Feelings	<ul style="list-style-type: none"> Pass the Feeling Mix and Match Feelings Mood Meter 	Self-awareness and critical thinking
	<ul style="list-style-type: none"> Understand how negative feelings expressed by others or by oneself affect self-esteem and behavior Understand some feelings hurt, but there are ways to express them safely 	Two: Feelings that Hurt	<ul style="list-style-type: none"> A Drop in the Bucket Blow up the Balloon Think Feel Do Managing Anger Managing Sadness Fear Not Managing stress 	Self-awareness, critical
	<ul style="list-style-type: none"> Explore feelings linked to HIV Explore feelings linked with grief and loss Learn coping strategies that lead to positive thinking and feeling Learn how to care for someone with HIV 	Three: A Stronger Me	<ul style="list-style-type: none"> A Book of Me Happy Memories A Story of Hope 	Self-awareness, critical thinking, coping with stress and emotions, problem solving and empathy

Session One: Understanding Feelings

Session objectives:

- To help young people learn and manage their emotions as step to maturity and harmonious living
- To help young people learn more about emotions, how they are differently expressed in order to live peacefully with others despite the emotional differences.

Activity one: **Pass the Feeling- Mistaken identities**

Materials needed: word cards with emotions/feelings, bag and music

1. The facilitator prepares cards with names of feelings such as joy, shyness, loneliness, sad, scared, funny, confused, excited, angry, happy, and curious adding any other feeling and puts them in a bag.
2. The participants sit in a circle and “pass the parcel of feelings” while the music plays. When the music stops, the child who has the parcel picks up a card from the bag and acts out the emotion described. No words are to be used. The rest of the groups have to guess the feeling expressed.
3. List out the feelings in the “feelings parcel” and add if participants suggest anything more. Keep the list on the wall and refer to it in different sessions when feelings need to be expressed. In some cases the feelings move into natural groups such as **happy, angry and scared**. Move the cards so that they fall into these groups

Review

(Questions are only to be used as guidelines – language must be adapted to the local context)

- Was it difficult to express certain emotions? Why?
- How did they feel when they did not use words?
- Did the children guessing have any difficulty identifying the emotion?
- Do different people express the same emotion in different ways?
- Do girls and boys express them differently? Why?
- When did you last feel joy/sadness/any other emotion?

A participant may, if he or she wishes, describe the situations that gave rise to the feelings that occurred.

4. Ask participants to recall how they were helped and with whom they shared their feelings.
5. Remember to end the session on a happy note; participants can recall when they laughed most recently or expressed joy.

Below some examples of some emotions on faces:

 happy	 sad	 angry
 scared	 shy	 confident
 surprised	 ashamed	 disgusted
 exhausted	 confused	 bored

Activity two: **Mix and Match Feelings**

Materials needed: word and sentence cards

1. Introduce the activity by reminding the group that feelings are also expressed non-verbally, through 'body language.' Understanding how our body reacts to feelings helps us think about the feeling and express it the way we choose.
2. The facilitator says a simple sentence in three different ways and each time asks participants to guess what emotion is being expressed:

Sentence A:	"I was asked to go to the Principal's office."	Say it with excitement as if it is an honor and you expect to get some good news . Ask the group what sort of feeling or emotion you are expressing.
Sentence B:	"I was asked to go to the Principal's office."	Say it as if you were fed up of going there, so you are bored . Ask the group what sort of feeling or emotion you are expressing.
Sentence C:	"I was asked to go to the Principal's office."	Say it as if you were irritated and angry , as if it was an unfair event taking place. Ask the group what sort of feeling or emotion you are expressing.

3. Divide participants into groups of three or four. You should have at least four or five groups.
4. Give each group five "feeling statements" and ask them to place them in front of the group on the floor or on a table, depending on where they are sitting. The following feeling statements may be used:
 - When I am angry;
 - When I am very sad;
 - When I am happy;
 - When I feel scared; and/or
 - When I feel nervous.

- Next give each group one set of body statements that describe these feelings. The groups have to match the body statement with the feeling. Once they have completed one set, they move onto the next set and then the next. Give out one set at a time. When the groups finish, each will have a grid like this:

Statements

Feeling Statement	Set One	Set Two	Set Three
When I am angry	I feel tension in my neck and shoulders	My breathing becomes shallow and quick	My head is about to burst
When I am very sad;	I feel empty inside.	My heart feels heavy	I feel very tired.
When I am happy;	I feel light, like I am flying in the air.	I want to smile.	I have butterflies in my stomach
When I feel scared; and/or	My knees feel weak.	My heart beats fast.	My stomach feels sick.
When I feel nervous.	My stomach is upset.	I cannot sit still.	I have a headache.

- If there are differences in how the groups match the body statements with the feeling statements, let them discuss why they did so. It is possible that some people react to emotions differently. The facilitator can adapt and change any of these statements as required.
- Brainstorm with the group the different non-verbal ways the body responds such as posture, tone of voice, speech rate, breathing, facial expression, gestures. In each list some examples:

<i>Posture:</i>	<i>Breathing:</i>	<i>Facial expression:</i>	<i>Gestures:</i>	<i>Tone of voice:</i>	<i>Speech rate:</i>
Chest thrown out, head and shoulders bowed, leaning on one side;	Long sigh, fast breathing;	Smile, knit brows, raised eyebrows, lips pinched together, looking with half closed eyes, flared nostrils;	Fist raised, finger tapping on table, arms on waist;	High pitched, shaking, harsh, rough;	Fast and jerky, slow and careful, hesitant;

Add others to the list

Ask a volunteer to pick any two bodily expressions and ask the group to guess the feeling. You should get different answers. Lead a discussion on how the same body movement is interpreted differently. Take two more volunteers to illustrate the point.

Discuss how we may express one emotion verbally but our body language expresses something different, which may confuse the observer. **Young people get themselves into risky situations when this 'mismatch' between verbal and non-verbal behavior occurs, and 'mixed' messages are sent.**

Review

- Ask the group how they express their feelings such as happiness, fear, nervousness, anger and sadness. Discuss the differences in their answers.
- What other emotions do they feel in their bodies that have not been expressed by these statements?
- Do they feel overwhelmed by emotions sometimes?
- What do they do when they feel so?
- Would others know what they are feeling in their body?

Activity three: **Mood Meter**

Materials needed: Mood Meter drawn on a chart

- Introduce the activity by telling participants that we all have different feelings inside us. Some feelings we feel very often and some infrequently. Explain that a mood meter will allow us to plot them.
- Remind them that all answers are right and that each person should write what s/he really feels.

- The mood meter has a scale from 0 to 10, with 0 meaning that a person does not have this feeling and 10 meaning that this feeling comes very often.
- Make a bar diagram on the x-axis with four or five major feelings such as happy, sad, and angry. Add one or two others according to the situation such as worried, nervous, shy and so on. **(Refer to the feelings list if required.)**
- The Y-axis shows bars on a scale of 0 to 10. Each participant notes the feelings s/he has on the bar and signs at the level that represents his or her feelings. For example, a person who gets angry a lot may sign in at 10 and does not feel sad most of the time may sign in at 3. Each child gets a mood

Mood Meter

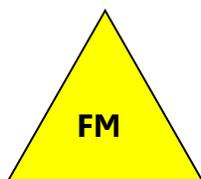


The facilitator can ask for volunteers to explain their mood meter. No comments should be made, and all feelings should be accepted. The mood meters can be consolidated to discuss what the common emotions are in the group. By talking about the group emotions, participants

find it easy to express why someone may feel very sad or angry.

Review

Reflect on the most common emotions and level with the group. Why did this happen? What are the new emotions added? Point out that one can have positive and negative emotions at the same time. If there are very low scores on the bars, the facilitator or a counselor may decide to talk to the group later on an individual level.



You are advised to try and workout various demonstrations of emotional situations and call the verification of the young people in regard to what is good, bad and coping mechanisms. Help young people to realize that a mismatch between verbal and nonverbal actions can be misinterpreted and could lead to risky situations

Session Two: Feelings that Hurt

Session objectives

- To help participants gain sensitivity to hurting feelings and begin taking care of how they affect themselves and other people
- To establish the best means possible in overcoming hurting feelings

Activity one: **A Drop in the Bucket, Meditation Exercise**

Materials needed: 2 small buckets of different colors and a small pile of little stones and Yella's story

1. Ask participants to sit relaxed and close their eyes. Use any yoga exercises for deep breathing and relaxing. The instructions would be as follows:

Take a deep breath; Feel the breath moving in and out of your body; Experience it; Relax your shoulders, arms and legs; Each one is resting and the tiredness is going out; You feel good inside; feel the goodness and hold it; Now you are slowly waking up; You feel your arms and legs, your neck and face; Slowly open your eyes; You are ready to get up.

Give a minute or two for the participants to get up. Do not hurry. This exercise before the story helps the participants to manage the negative feelings that may arise as the story develops.

2. Discuss with the participants how one feels if we say a good thing about ourselves and how one feels if we criticize ourselves. How does the statement "I am a good person" feel and how does "I am not good at anything" feel? Ask the participants how they feel when they are appreciated and someone says nice things to them. Ask them how they feel when someone is rude and criticizes them.
3. Inform participants that you will be reading a story. Ask for two volunteers and give each a small bucket. The buckets should be of different colors. On one bucket make a big positive + mark and on the other make a negative – mark. The + bucket will hold all the positive statements and the – bucket will hold all the negative statements. Keep a big pile of stones in the middle. Instruct participants that as the story develops, for every positive remark they must tell the person standing in front of the + bucket to drop a stone into it. The volunteer must throw the stone from a height so everyone can hear the sound PLONK!!
4. The facilitator must create his or her own story that participants can identify with. It is a good idea to have more positive than negative statements. The following story is only an illustration.

Yella:

Yella was a young girl of 14 who lived with her mother, father, one brother and two sisters in a small hut in a very crowded slum in the city. Her brother was the oldest, and she was the second child in the family. Her father ran a small tea shop. Every morning she had to be up early to fetch the water from the common tap.

One morning she got up a little late. Her mother shouted at her, "You lazy girl! By the time you go, the water supply will stop. Cannot you be more responsible?" Yella got up and quickly washed her face. Her father said, "Have some tea and go, or you will feel tired and won't be able to carry the water." She had some tea and rushed off carrying the water container.

A few older women were waiting in the line. Yella did not like them because they were often rude. One of them said, "Look at her, she is so dark, who will marry her?" Another said, "She thinks she is very clever because she goes to school. She is too proud." But the lady in front of her said, "Do not listen to them. You are an intelligent girl." Yella rushed back home with the water. She had to finish her household chores before going to school. Seeing her rushing, her older brother said, "Do not worry, I will help you wake up the younger two and get them dressed for school. "Somehow she managed to reach the school. She had forgotten to bring the homework book. Her teacher yelled at her, "You are punished. Go and stand outside the class. You are careless." Her friend said as she got up, "Do not worry. In the recess, we will have our break together. I will wait for you." As they sat down to eat, two girls sat next to them and started pointing and laughing at Yella. Yella felt very sad. What were they saying about her? Was she ugly? Her clothes were not as clean as theirs. She felt useless. She went home quite sad.

At home she found that her favorite aunt had come to visit. She worked in the nearby office and had studied up to S.2 She was happy to see Yella and said, "I have great plans for you. You are an intelligent, hard-working girl. You must finish your school." Yella felt very happy and thought, "Yes! I will pass in all my subjects and I can then be what I want." Her little sister came up to her and said, "Play with me, I like to play with you." The neighbor came and said, "Please take my child also to play with you. You are so kind to these little ones." Her mother was happy hearing this and forgot her anger and said, "Yes, you are my special girl."

Review

- At the end of the story, see which bucket is fuller. If the positive bucket is heavier, how does Yella feel? What would a child with a heavy negative bucket feel? Did Yella also fill her buckets with her thoughts?
- What sort of a bucket do you carry?

It is a good idea to end on a positive note. Ask the group to recall all the positive qualities in the bucket, or ask them to state one by one which positive quality they liked for themselves.

Activity Two: **Blow up the Balloon**

Materials needed: Balloons

Discuss with participants that we tend to keep many feelings that hurt locked away inside us. When the accumulated load of hurts become too much to manage, they burst out like a pressure cooker. By then we have no control over them. But if we are more aware of our feelings, we can express them in ways that are safe and do not harm others or us. We do not allow them to build up.

Take a balloon and blow it up, asking participants to imagine the balloons as some of the feelings they have. They have not been expressed and they are getting bigger and bigger inside their hearts. Some of the feelings are those of sadness, anger or fear. Ask participants what would happen if you continued to blow up the balloon **(it would burst)**. Say, you were upset but now you are angry **(blow up the balloon more)**, now you are really **mad (blow more)**, you feel like hitting someone or something and shouting **(blow up more, the balloon may burst)**.

Now, blow up another balloon. Tell participants to imagine a situation where one of them was upset with her/his friend because s/he did not come yesterday as promised and made you wait for hours. The next day you talked to your friend about how upset you were and felt better.

The facilitator should symbolize this by not blowing the balloon any further, but letting it stay the size it was. As you talk more and more with your friend, you realize that s/he had to rush to the hospital because his/her younger sister had hurt herself badly. The anger goes away. So the facilitator lets the air out of the balloon slowly.

The facilitator can use an example for sadness or fear as well.

Ask the participants to close their eyes and imagine the balloon. This is their balloon. It is filled with feelings of sadness, intense anger and fear. These feelings are getting bigger and bigger. But then you find someone to talk to, or you tell yourself you are good.

Take a deep breath. Relax. The balloon starts getting smaller because air is slowly going out of it. You relax and talk, you feel good. All the feelings that hurt are becoming smaller. Eventually they become so small that the balloon becomes limp and is blown away by the wind. Feel the balloon blowing away. Feel light as if a weight has been lifted. Relax and open your eyes. You are feeling so much better.

Review

- What sorts of balloons do you have, full ones ready to burst or soft ones?
- Can negative feelings go away if you want them to?
- How do you help yourself, how can others help you?

Activity Three: **Think Feel Do**

1. Introduce the activity by saying that many events take place in life that each of us respond to differently. Also, the same person responds to a similar situation differently at different times.
2. Remind the group of earlier sessions on self-esteem, that if you feel you can do it, you will be able to do so. Remind the group also of making wise decisions, and that when they are very sad or upset or angry they cannot think clearly and might behave in a way that is unsafe.
3. Talk to the group about how we “think” with our head and “feel” with our heart. Ask them to imagine a situation where someone insults them. How would they react in the first instance: with the heart (feeling) or with the head (thinking)?

Generally, our first reactions are our feeling reactions.

If we know what we are feeling (and the earlier sessions explored this), then we can think more clearly about what to do. Explain to the group that we may have many feelings but we do not act on all of them. That is, all feelings do not lead to some kind of action or behavior.

Note again here that feelings are not bad. It is how we express them or respond to our feelings that are critical.

4. Divide the group into three or four groups and give each a problem card. On this card the children will have to describe what would happen if the feeling was negative:
 - What would be the thoughts?
 - What would be the behavior?
5. Participants can also discuss what would happen in the same situation if the feeling were positive:
 - What would be the thoughts?
 - What would be the behavior?

The groups then share their stories.

Some examples of problem statements are:

Negative	Positive
<p>I have failed in my exams; <u>Negative Feelings:</u> feel like crying, I am no good, I am not clever; <u>Thoughts:</u> What is the point of trying if I cannot succeed, anyway the teacher does not like me; <u>Behavior:</u> I will drop out;</p>	<p>I have failed in my exams; <u>Positive Feelings:</u> I feel upset but I know I am okay; <u>Thoughts:</u> I did not work as hard as I should have; I need to get some help so this does not happen the next time; <u>Behavior:</u> I will try again;</p>

Analyze the others in the same way and add your own statements:

- Some girls are making fun of me and calling me names;
- Our football team has lost the match. We cannot play in the finals; and
- My mother is sick, and the health worker says she needs a lot of care.

Review

1. Ask participants to discuss what they have learned from this. What was more difficult? Why?
2. Observe your friends and family. Who is able to feel positive and react in a manner where they have more control? Who seem to have negative feelings, and what do they do? How do you feel when you have good feelings about yourself, and how do you feel when you have bad feelings? Do you behave differently? Which do you prefer?

Activity Four: **Managing Anger**

1. Explain that all anger is not bad. For example, anger can be helpful when some injustice is being done and we want to counter it, or when it pushes us to do better because we failed the first time, or when it energizes us in an emergency situation to get things done. Anger is bad when it gets out of control.
2. The facilitator can refer to the mood meter to talk about how some people feel very angry and some do not. Ask this second group of people to share the techniques they use to manage their anger.
3. The facilitator may ask participants to present a real or imaginary anger-provoking situation or can provide one her/himself. This will then provide the ground to make up a list of ways to manage anger in a productive manner.

The list to manage anger may look like this:

- Avoid the situation; (Especially if it is a trigger point, such as a bully or policeman threatening you. Some children are faced with situations where they have little control, so it is best to avoid the situation).
- Count from 1 to 10 before responding, to calm down;
- Talk to a friend before it becomes too late to handle the anger;
- Say to yourself again and again, "I will not get mad, yes I can do it, I can control myself;"
- Be assertive; and/or
- Go for a walk, listen to music, run or do a vigorous exercise.
- Do not forget to congratulate yourself if you succeed.

4. End the session through a guided meditation.

Close your eyes – Relax – Feel the body loosen; your shoulders, legs, arms and neck – Take a deep breath and do it again – Now feel your anger – it is a wave. Sometimes it is a big wave and sometimes it is a small wave – Feel the hurt and say to yourself you no longer want to feel the hurt -- Make your anger very small and let it go away in the distance – Now feel inside you – You feel very calm – You can handle anything. You can control your anger – Slowly now open your eyes. When you open tell yourself that you can do it and you will do it.

Review

- Ask participants how they felt and what they have learned. How do they normally behave? What can they do to control their normal anger response? What do their friends do? Who can help?
- Discuss the most appropriate reaction.

Activity Five: Managing Sadness

1. The facilitator can ask for some personal experiences, however as indicated earlier, you need a co facilitator who is an experienced counselor and can handle any emotional outbreaks or reflections that may arise.
2. Remind the group that if they wish to remain silent, their feelings will be respected. If a child is still grieving, it is advisable to have individual sessions with a counselor.
3. Refer to the mood meter to discuss the different levels of sadness. Ask the group what causes a little sadness and what causes serious sadness. Ask if feelings of sadness change over time. Participants may bring up the subject of death and dying. Ask them what they think happens when a person dies. Where do they go? Accept all answers. Say that everyone feels happy and sad in his or her life. Happiness and sadness live side by side. Remind the group that they can express their feelings in many ways.

4. Discuss how sadness can be expressed inside us (without anyone else knowing what you are experiencing) and outwardly in our behavior.
5. Explain that if a river is flowing and we block it, it may find another course. In the same way, if we feel very sad but do not express it and block it, it may come out in different ways. After participants have stated what may happen, list the ways sadness may be expressed:
 - Depressed;
 - No appetite;
 - Bedwetting;
 - Stop looking after one's physical needs;
 - Disturbed sleep;
 - Headache or stomachache;
 - Bullying and getting angry;
 - Feel intense fear;
 - Poor performance at school;
 - Stealing; and/or
 - Hitting someone.
6. Ask the participants how they would help a friend who is feeling sad. The list could look like this:
 - Hold the person's hand while s/he cries;
 - Talk about it;
 - Bring some food that the friend likes and coax her/him to eat;
 - Just sit silently beside the friend;
 - Go for a walk with the friend; and/or
 - Do some chores together.
 - If the friend had lost a loved one, you could also
 - Look at the happy thoughts album together;
 - Think of the happy times you had together with the loved one; and/or
 - Think of all the things that the loved one would want you to do.
5. Ask participants to relax and close their eyes. Do not rush.

Breathe in and out – Breathe deeply – Feel inside and think of your feeling as a wave, which comes and goes – You are standing on the shore, watching the waves come and go – But you only watch, you do not enter the water – The feelings come and go – You watch peacefully – You watch the big waves and you watch the little waves – Let go of your feelings bit by bit – Just watch them – As you watch, you feel strong, you feel you will be fine. A small ray of light comes in – It gets brighter and brighter – Think of all the happy times you had – Feel the happiness – Hold on to it – Feel what a special person you are – Tell yourself you will be the best person and you are good – You feel strong –

You are at peace – You feel you can help others – Feel the strength – When you wake up, you will feel at peace and you will feel strong. Say nothing for a few minutes. Thank the children for coming.

The facilitator must be prepared for any help that participants will need including help of a professional counselor.

Also note that the proposed relaxation activity above is only meant to lighten the mood in the room. It will not erase any trauma but will give you room to better shift to another activity as you prepare to work with any specific young people that may require some additional help.

Activity Six: **Fear Not**

Materials needed:

1. Introduce by saying that all of us have fears. Fears also change with time and age. For example, a young child may be afraid of thunder but lose that fear as s/he grows up. Ask participants to share what they fear. They can talk about it or they can draw something they are afraid of now or were afraid of once.
2. Participants share their drawings and realize that there may be common fears. If there are any imaginary fears, the facilitator must make a distinction between real fears like an accident or a fall and a fear like a ghost.
3. Ask some of the participants to describe what they felt when they were really scared. Some of these may be:
 - Heart pounding;
 - Palms sweating;
 - Legs feel stiff or tingle or weak;
 - Breath is short and quick; and/or
 - Feel like there is heaviness in the stomach.

Discuss how they can help themselves and their friends when they are scared.

- Go to a person you can trust and will comfort you.
 - Hold on to something that comforts you like a toy or blanket.
 - Take deep breaths.
 - Talk to a friend.
 - Hold a friend's hand.
4. Assure the group that there is nothing wrong with feeling fear; even a soldier in the battlefield feels fear. The advantage of recognizing our fear is that we learn to control it. In that case fear helps us instead of harming us. For example, it is fear that makes us run from danger and can save our lives.

Review

- Discuss how participants can help themselves be less scared. Who can help them?
- How can fear affect our risky behavior? What decisions can we make for ourselves to reduce our fear? How can we help our friends?

Activity Seven: **Managing stress**

Materials needed: Questions on stress measurement

What is Stress?

In our daily lives we experience stress. **A little stress helps us** to be better at the things that we do such as meeting new people or going to see a manager when we have problems at work, however too much stress can prevent us from going on with our daily activities.

Stress is a feeling from inside that occurs when a person is faced with a situation or problem that the person perceives as having no means or resources to solve. In other words, there is a gap between the stressful event and resources available to the person to deal with the stressful event. **Stress** has a practical element and an emotional element. For example, someone who has lost a job may be concerned about what to eat, how to pay the rent (practical) and at the same time they might feel angry or depressed (emotional).

There are 2 different levels of stress:

Primary Stressor

It is the initial disturbing experience or event (e.g. death of a parent, being sexually abused).

Secondary Stressors

They are experienced as a result of the primary stress (e.g. dropping out of school after the death of a parent).

There are 2 different levels of stress:



Each of these elements has both a practical and emotional concern. Another example may be a case of sexual abuse, where the rape itself is the primary stressor but secondary stressors may include related injuries, harassment by police, shame, and loss of virginity, potential pregnancy, fear and depression.

Ask young people to share if they can remember a stressful event in their life? What was the main event that happened? What happened as a result of this main event? What was your reaction?

Some examples of primary stress with secondary stressors in brackets:

- moving house (packing, the pressure of moving quickly because new tenants are coming, stuff broken/lost)
- getting married (preparations, fighting with mother and other relatives or close friends over cake, dress, venue; etc)
- death in the family/of a friend (funeral arrangements, taking over the care of sister's children, disputes about sharing property & belongings)
- going for a job interview (being late, worried about whether you're dressed properly)
- starting a new job (learning a whole lot of new things all at once, getting to know new people and worried about making the right impression)
- losing a job (worrying about food and other needs, paying bills)

Signs and Symptoms of Stress

Discuss with participants, how the signs and symptoms of stress can be divided into emotional, physical and behavioral categories?

Possible Answers:

<u>EMOTIONAL</u>	<u>PHYSICAL</u>	<u>BEHAVIORAL</u>
<ul style="list-style-type: none">• <i>Sadness</i>• <i>Helplessness</i>• <i>Guilt</i>• <i>Loneliness</i>• <i>Anger</i>• <i>Betrayal</i>• <i>Uncertainty</i>• <i>Anxiety</i>• <i>Irritability</i>	<ul style="list-style-type: none">• <i>Headache</i>• <i>Fatigue</i>• <i>Problems with digestion</i>• <i>Inability to focus/lack of concentration</i>• <i>Sleep disturbances (too little or too much, nightmares)</i>• <i>Sweating palms/shaking hands</i>• <i>Palpitations (increased heart beat)</i>	<ul style="list-style-type: none">• <i>Eating too much or not eating enough</i>• <i>Bullying/fighting with other children</i>• <i>Harsh treatment of others, aggression</i>• <i>Use of abusive language</i>• <i>Isolation/withdrawal/not playing with others</i>• <i>Difficulty in communication</i>• <i>Excessive thumb-sucking/ twiddling of fingers</i>• <i>Restlessness - cannot sit in one place for a long time</i>• <i>Day-dreaming</i>• <i>Increased whining and crying-behavior in a spoiled manner</i>• <i>Regression to earlier behavior patterns, e.g. bed wetting</i>• <i>Tendency to cry easily</i>

These signs and symptoms:

- Differ depending on the age of a person (e.g. a 6-year old child might regress (bed-wetting) and withdraw from people around him/her after the loss of a parent, a 16-year old child might become aggressive)
- Differ depending on the environment that the young person is in
- Might last a short while if these young people have supportive adults around them, but if there is no support the symptoms might carry on for a long time or get worse.
- Remember that young people may not have the verbal skills to express how they feel so they might display more of the physical and behavioral signs and symptoms.

Activity Eight: **Measuring the level of stress**

STRESS ASSESSMENT

Assessment questions	Yes (1)	No (0)
1. Do you feel tired all the time or have trouble sleeping?		
2. Do you have a hard time relaxing or feel unable to relax?		
3. Do you forget things all the time?		
4. Are you frequently angry and tired at the end of the day?		
5. Do you argue all the time, even about minor things?		
6. Do you never find time for yourself?		
7. Do you no longer want to socialize with others?		
8. Do you lack patience and feel others are always wrong?		
9. Do people often tell you that you seem tense or upset?		
10. Do you always feel under pressure?		
Total score		

- If your total score is 7 and above (you have 7 yes), you are very stressed and need to see a professional counselor
- If your total score is between 5 and 7, you are relatively stressed and need to do something to reduce the stress
- If your total score is between 3 and 5, you have certain stressors but these do not disturb your overall performance
- If your total score is between 0-2, you do not need to worry about your stress level. You probably have different ways of dealing with stress

How then do I cope with stress?

Failure to cope or manage stress can lead to the following changes in children:

- Loss of control and self-confidence and a feeling of helplessness
- Some of it may even show as physical illness which can affect the overall wellbeing of young people

Discuss with young people the different ways of coping with and managing stress. The following responses could help

**Brainstorm on the kinds of coping mechanisms that young people can think of?
Ask them, what they do to cope with stress?**

Note that one can cope negatively (e.g. through drug or substance abuse) or positively through (e.g. exercise and good nutrition, joining a support group etc)

Possible responses:

- **Prevention and Planning:** · Respond to situations before they happen through life skills like decision making, problem solving and daily activities which build confidence and self-esteem (e.g. cooking, doing laundry, being involved in daily decision-making in the home, etc.).
- **Understanding the Situation and Consequences:** Help young people to get well informed about the situation and how it is likely to end. (E.g. if a child is living with a terminally ill parent, it is better to discuss the possibility of death so that child may not get shocked when death occurs).
- **Inclusion in the Process:** Encourage young people to be involved in the process (if moving, in helping to pack and finding a new school; in the death of a parent in helping to care for the parent to the level to which he/she feels comfortable; if parents are having another baby, allow older child to help feed the baby and tell them about it before the baby is born).
- **Problem Solving** · Encourage young people to come up with solutions to their problems (this should be age appropriate).
- **Good Exercise, Rest and Nutrition:** Eat a balanced meal and find time to play, rest and take care of yourself.
- **Emotional Support and Counseling:** Encourage young people to get emotional support by encouraging them to talk to a counselor about the problem.

While it is very important to teach and help young people to cope with stress, it is also very important to help them build resilience.

Resilience is the **emotional/inner strength** that one possesses and enables one to cope with difficult circumstances. Young people can also have resilience.

Activity Nine: **Learning about Resilience**

Materials needed: Rubber band

Take a rubber band and stretch it as far as possible.

Ask: What happens when you stretch the rubber band?

Possible Answers: It can change its shape and adapts to being stretched

Ask: What happens when you let it go?

Possible Answers: It snaps back. It may also change in terms of color and elasticity depending on how far it was stretched.

Ask: What happens if you stretch it too far?

Possible Answers: It snaps

Ask: How does this relate to resilience?

Possible Answers:

The dictionary defines resilience as:

- The power to return to the original form after being bent or stretched
- The ability to recover readily from illness, depression, adversity

When we use the term resilience in psychology, it means:

- The ability to recover quickly from severe events, especially if there is a supportive environment
- This does not mean that after being “stretched” by an adverse event, there are no effects. The individual experiences all the reactions to stress that we spoke about but they are able to quickly adapt and solve the problem or adapt to the new situation.
- Just as the elastic band snaps when it is stretched too far, it’s important to remember that nobody is infinitely resilient. Without proper support and with exposure for too long to adverse situations, even the most resilient person can “snap”
- Good news about resilience, it can be built and cultivated in almost anybody

What makes a young person Resilient?

Refer to the world of a person in module two, “I have, I can, I am”, and also look at the following suggestions

- **A close and secure relationship with a caregiver:** A resilient young person usually has a positive relationship with his caregiver. He feels safe and secure and enjoys his relationship with his caregiver.
- **A close relationship with the remaining family members:** A resilient young person is usually close to other family members if he loses his parent or primary caregiver. He feels close to his family and knows his place.
- **Education:** A resilient young person continues his education even after difficult situations or loss.

- **Close links to his or her:** A resilient person usually has strong links to his community. He is involved with neighbor's and community activities and knows where he fits in.
- **A wide range of emotions:** A resilient young person is usually comfortable with a wide range of emotions. Resilient young people are able to understand their own emotions and can express them in words and actions (e.g. able to say "I am angry" or "What you are doing irritates me").
- **A good personal memory:** A resilient person can usually recall positive relationships, moments of kindness, and role models (for example teachers, parents) as well personal achievements of the past.
- **A sense of belonging:** Resilient young people know where they belong. They are grounded at home, in the community, in an organization, and they have a sense of their own culture. They are able to look for and find emotional support from other people. They are self-confident and also confident of the support of peers and caregivers. This support may change from time to time; it may not be provided by the same person over an extended period of time but may change.
- **Interest in others:** A resilient young person feels the need to help others. S/he has the feeling for the needs of others and is able to help.
- **A value and belief system:** Resilient young people know what is right and what is wrong. They have a sense of justice. They have a strong spiritual belief system that may include faith in any kind of transcendent being (one God, several Gods, the power of ancestors etc.). Some young people will develop some sort of political or cultural ideology. Or may identify with certain cultural, political or religious leaders.
- **Creativity, innovation and curiosity:** resilient young people are curious and eager to learn. They are creative and use their imagination. They are able to use the existing materials and opportunities in their environment to ensure their survival. Resilient young people are able to imagine a future that gives them a goal to work towards.
- **Self-confidence:** Resilient young people have a sense of humor and are confident of their own abilities and resources.



Meditation exercises are not a solution to the hurtful feelings; they are only an opportunity to calm oneself so as to think of a better/ sustainable response to the hurtful feelings. Take note of participants who commonly experience hurtful feelings. These need to be helped individually.

Session Three: A Stronger Me

Session Objectives:

- To help participants identify and use supportive structures for managing emotions
- To help young people make a recollection of all their strong points as an aspect that can help them ably handle their emotions
- To help participants practice the use of available relationships to manage emotions

Activity one: **A Book of Me**

Materials needed: Blank little books (no lines)

Begin the activity through some deep breathing and relaxation exercises.

1. Revisit with the group all that they have learned about themselves, their feelings and how well they have learned to live with and accept their feelings. Suggest that each one will be making a book about themselves that will describe their special qualities.
2. Hand out the books with blank (not lined) paper inside. Discuss with the group what they could write on the paper if they wanted to introduce themselves to someone.

Brainstorm some ideas

- Photograph
 - Their special feature (eyes, hair, voice, height, etc)
 - Special skills and qualities
 - What they like to eat
 - What hobbies they have
 - Their family
 - What movies they like
 - What clothes they like to wear
 - Their special friend's name
 - Their hopes
 - Their dreams
 - Role model
 - What makes them happy
 - A favorite song
3. Give decorative material to the group to decorate the front cover of the book.

4. Do not make the exercise very complex. Even a few pages are all right. Make sure participants enjoy doing the activity. Most of all ensure that there is a lot of time for them to share with friends and the facilitator

Below are some two examples of cover pages of a “stronger me book”



Activity Two: **Happy Memories**

Materials needed: Soft background music

1. Introduce the activity through relaxation exercises. Soft music in the background will help to create a soothing atmosphere. Discuss that we all have many pleasant and happy memories.
2. The facilitator can talk about his or her own memories and visualize the scene: I was in the field. It was a hot day and I could smell the ripe mangoes. I was playing with my brothers and sisters.
3. Make groups of three and ask the participants to share these memories. No comments should be made. Ask for volunteers to share.
4. Provide a chart paper to each participant and ask them to draw whatever they enjoy doing: eating an ice-cream, playing football and singing, looking at the sky and watching their favorite hero. Ask the participants to choose which drawing they like the most at that moment. Give them a few moments to decide.
5. Ask them to close their eyes and visualize as if they are experiencing the activity.
6. Ask them to hold onto the feeling. After a few minutes, ask them to open their eyes.
7. Call upon volunteers to share how they feel. Ask them if their day-to-day problems feel any different after this exercise.

Review

- What emotions and thoughts did they experience while going through the exercise?
- Why did these thoughts or feelings come?
- Do they feel that having these memories or thinking about pleasant things would be useful to them

Activity Two: **A Story of Hope**

Materials needed: The story of Hope

1. Have an introductory exercise of relaxation and deep breathing.
2. Tell participants that you will be telling them a story. It is a special story because it is about children, about hope and a better life. Though the story is ostensibly about a child by the name of Aron and his family, it is the story of many other boys and girls who have faced sadness but became strong as they cared for and helped one another.
3. Ask participants to think of the feelings the people in the story had and how they faced up to challenges. Tell them to think of ways they could help Aron and his family.

The Story

Part One

Aron was a 15-year old young boy. He was tall for his age and loved to play football. Every day after school, he would run off to play football with his friends in the small open ground near the school. He was very happy because he was the best batsman among his friends and everyone wanted him to be on their team.

His father was away in the city called Masaka working in a small factory. It was hard work but he could send money home for his family. Aron had a sister, Mary, who was ten. His mother worked as a cleaner in the nearby houses. It was a lot of hard work for her, but she was very keen to make enough money so that her children would receive a good education.

Aron's father had last come home six months ago. That time he had a little fever and diarrhea that cleared up with some medicine. When other people came from Kampala, they would bring messages to Aron and his family that the father was well except for a bit of cough that was not going away. No one worried, thinking that unlike the small town where Aron lived, there were many doctors in the city who would take care of his father's ailment.

One day his father came home unannounced. He said he was very sick and finding it difficult to work. His employer had told him to go home and come back when he was

better. Aron's mother was worried and scared. That whole night she was up talking to his father. The next morning for the first time Aron saw his mother and father fighting. A great deal of tears flowed and many words were spoken. One word he heard was AIDS. He tried to ask his mother what was wrong with his father but she kept saying it was nothing, that everything would be fine. He had heard about it in school. He was frightened and that day he did not enjoy his football at all.

Review

- How is HIV transmitted?
- Is there a cure?
- What were the reactions of Aron's mother?
- What did Aron feel?
- What feelings do people have when they know they have HIV? When someone they know has HIV?
(Point out to the participants that the first reaction of a life threatening illness like HIV is usually denial.)
- What should Aron do?
(Ask the participants what will happen next. Take some of their suggestions and move on.)

Part two

Aron's father lay on a bed and lost weight day-by-day. He was very irritable. He would not eat. The mother kept saying that nothing was wrong. The neighbors would whisper and quickly go past the house and the friends he liked began to avoid playing with him. Those were sad times. His mother was always tired of looking after his father and working all day. She was also always going to the government hospital. She was getting sick too. Aron would run away from his house; he was doing badly at school and getting into a lot of fights. His best friend James did not know what to do. His sister would come to him because she was worried about what was happening. One day his father died. Very few people came to mourn. His mother struggled to have the body buried. Aron helped her get everything ready. It was a sad day for the family.

Review

- How are the different members of the family reacting?
- How did the community respond?
(Draw participant's attention to the fact that the next step after denial is usually anger. Anger can be shown in irritableness, in fighting. When we are upset, we do not study well either).

- How do you look after a person living with HIV/AIDS? What precautions should you take? **(Discuss how HIV is transmitted and not transmitted. A person living with HIV needs rest, food and love like anyone else. HIV is not transmitted by casual contact and touch).**
- What should Aron's mother do?
- What should Aron do?
- Can his friend help?

Part Three

One day the health worker came to visit and had a long chat with Aron's mother. She would sit and think, and would keep quiet most of the time. One morning, she called Aron and told him that he would have to learn to be brave because she depended a lot on him and he was a good boy. She told him that his father had died of AIDS and had passed on the infection to her. That is why she was so sick. She said that the health worker had said that if she rested and ate good food she could still work and live. She did not want Aron to give up his studies.

Aron began helping his uncle at the garage for a few hours every day and started earning some money. It was a bit difficult because he had to give up football and had to study late. But they managed. He told his friend James and he too would come to help. Sometimes Aron and his sister would sit by their mother and just talk.

One evening, his mother called him and told him that she wanted to start putting things together so that he would know where everything was in case she was not there. He was so angry that he left the house. He came back very late at night; he had been crying under the tree behind the church. The health worker came to visit and asked Aron to join in the discussions with his mother. A lot of things had to be done and the health worker showed Aron how the medicines had to be given to his mother. The health worker especially told him that he must come to the center to meet a person from an organization who was helping children like him.

Review

- How did Aron feel when his mother told him about HIV?
- What were the reactions of his mother and Aron?
- What is Aron doing to help his mother and the family?
- How do you think he is feeling? How is his friend helping? Can he do something else?

(At this stage participants should be told that after denial and anger, one learns to accept, and with acceptance comes preparation for making decisions that will help and provide comfort). Incorporate the suggestions of the group and move on.

Part Four

Aron, his sister and his mother together made the Memory Box. These were happy times because they felt so close to each other. Aron began to take part in the activities of the youth group at the center. He learned that there were many children like him, and he wanted to learn how to help them. His friend James would come to help his sister with her homework and he too joined the youth group. They talked to the neighbors and the other children and soon people would drop by to ask how his mother was or send some food. The priest from the church came and would read from the Bible. The day his mother died, she was at peace and happy that she had done the best for her children. Aron often felt sad remembering his parents but he also remembered the good times and knew he had a lot to do for himself and his sister. He felt strong and with the love of his family, friends and community knew he could make it.

Review

- What were the feelings of the family members?
- How did Aron feel after the death of his mother?
- How did the friends and community help?
- Why do you think this change took place?

Adaptation

For Younger people:

Materials needed: The story of Chintu

The concept of a story to discuss death and dying and change is used but the story is symbolic, by weaving a story around nature, about trees and animals. If possible, the facilitator can make pictures or use a poster to illustrate the story.

The Story

Once upon a time Chintu, the little sparrow, lived in a big banyan tree. Her mother and father had laid a nest there and when she had opened her eyes for the first time in her life the tree was the first thing she had seen. She loved to go up and down the branches and perch on the leaves. Many of her friends came to visit her in the tree, the butterflies, the bees and other little birds like her. As she grew up she went to spend some time with her grandparents who lived in the Neem tree across the field. Her mother and father were out for a whole day looking for food for the family and they wanted Chintu to be safe. But every morning, she would fly to the banyan tree to say hello. One day she found the banyan tree drooping and the leaves were looking brown. She went and flew from branch to branch asking the tree what was wrong. The banyan tree said that it was feeling very weak and tired.

Chintu ran to her grandfather. He knew lots of things and would surely help the banyan tree. He took some herbs but they did not help. Finally he went to consult his friends, they had a meeting but nothing seemed to help. Chintu went to the deepest corner of the banyan tree and curled up. She did not know what to do now. She stayed there quiet and not moving. Chintu went to her grandmother. She was feeling very sad. Her grandmother told her to be kind to the banyan tree and to call her friends to cheer it up. She called the butterflies, bees and the little birds and everyday they would go and play on the banyan tree to make him happy. Sometimes Chintu did not feel like playing but would go to the tree and hold on to one branch and sleep. The banyan tree was feeling very sad and Chintu would talk to him and remind him of all the lovely times they had: when Chintu was born, the day she fell out of the nest and his branches protected her from falling to the ground, how she had hid behind the roots and leaves while playing hide and seek. Chintu had grown into a confident little bird; she was no longer the little helpless newborn in the nest.

One day the banyan tree did not respond. It was too tired and sick and one day the tree shed its leaves and drooped to the ground forever. Chintu and her friends felt very sad. The forest keeper came one day and chopped off the tree but he left a stump. The rains came and all around the stump beautiful flowers and green grass began to grow, the butterflies came and sat on them and Chintu felt that although the banyan tree had gone away it was still there for her.

A few guideline questions have been provided below:

- What did Chintu do when she was happy? Sad? Helpless? Ask a volunteer to demonstrate it through their voice and body.
- Did they think Chintu would have an appetite? Sleep? Would her body feel tense? Tired? Ache? Headache? Body ache?
- If participants are willing, the facilitator can ask if they have ever felt like Chintu. When? What did they feel?
- What did Chintu do to feel better (sing, play, talk)? Who did she go to for help?
- The facilitator should ask volunteers to share what they do when they feel like that. Who can help?
- How did Chintu feel later? Why?
- How do participants suggest that their friends be comforted? What can young people do? What about adults?



Engage young people in identifying the most relevant supportive structures and relationships available for each of them. Help them make a reflection and recollection of their strengths.

Module 5

Passive, Aggressive and Assertive Behavior

Module Five: Passive, Aggressive, Assertive				
Module	Objectives	Session	Activities	Life skills
5.Passive, Aggressive and Assertive	<ul style="list-style-type: none"> • Learn how behavior that is aggressive or passive can make a someone vulnerable • Learn assertive skills that reduce vulnerability • Learn that assertiveness is essential to communicate in a way that explains what you want to say in a clear manner without being aggressive or passive 	One: Learning to be assertive	<ul style="list-style-type: none"> • Brainstorming on the meaning of assertiveness, passiveness and aggressiveness • Our Behavior – Passive, Aggressive or Assertive • I and You: Using "I Feel" Statements • Saying "No" and Meaning it (includes persuasion) 	Critical thinking, communication and decision-making

Session one: Learning to be assertive

Session objectives

- To help the young people to reflect on the importance of assertive behavior as opposed to the two extremes of passive and aggressive behavior
- To help young people communicate more assertively and therefore make better relationships for better personal growth.

Activity one: Brainstorming on the meaning of assertiveness, passiveness and aggressiveness

Ask participants in plenary if they have ever heard the word, passive, aggressive and assertive. If yes, what do they mean and how different are they different.

Responses could be:

Assertiveness	Passiveness	Aggressiveness
<ul style="list-style-type: none"> - saying NO and meaning it - Being principled - The behavior of a self-confident person who does not hurt others with his/her attitude - Respecting the rights of oneself and others - The determination to do or achieve a desired goal despite the obstacles one faces - The ability to do something based on ones values, despite external pressure - has a straight posture without any slouching with expressions generally relaxed - Tends to make an unhindered and normal eye contact with the other people. Expressions tend to be cool or pleasant. 	<ul style="list-style-type: none"> - Reluctance - Lazy - Being unclear - Careless - Not mindful - Not straight - Aimless - Boring - Allowing other people make decisions for you 	<ul style="list-style-type: none"> - Being rude - Disrespectful - Coming out too strongly - Violent - Hostile - Tense - No concern for others - Reckless - Careless - Tends to stand with crossed arms and a rigid posture. - may at times have threatening facial expressions - An aggressive person tends to glare at others in order to make them turn submissive

Activity Two: **Our Behavior – Passive, Aggressive or Assertive**

Ask participants to pay attention as you role play each behavior. They have to help you come up with a list of similar behavior. If there are girls in the group, you may get a lot of passive examples. Help them to define aggressive behavior. Many participants do not know about assertive behavior. The facilitator can ask them to observe the role play and then make a list of the assertive behavior.

The facilitator says, "Can I go to the movie?" in a very passive manner, looking down, shuffling the feet, and in a low tone. Ask the participants to list what they saw and add to the list. Brainstorm with them what they do when they do not want to do something they are supposed to do without confronting the person involved.

The list may look like this:

- Low tone
- Giggling
- Hesitant voice
- Hiding the face in the hands
- Fidget
- Pout or sulk, do not talk to anyone
- Pretend you did not hear
- Forget you had to do something; and/or
- Fall ill

Tell the participants that this is passive behavior. Explain that when you act like this, you do not make your own decisions; you wait for someone to make it for you

The facilitator repeats the same questions: "Can I go to the movie in an aggressive way. Ask the participant's to list what they saw in the way it was said and the action. List what they say.

Next ask them to think of a time when they or their friend had to do something they did not like and their reaction was confrontational. Let them narrate the experience and try to imitate using both verbal and non-verbal actions how they reacted.

Ask them to explain why they reacted in such a manner. Is it their usual reaction? Was it caused by a historical problem? Were they stressed?

The second list may look like this:

- Shouting;
- Frowning;

- Speaking ill of someone or insulting;
- Talking behind their back;
- Shaking their fingers and pointing;
- Complaining about the other person—does not understand, never lets me do it;
- Saying ‘I will show you what I do next time’; and/or
- Physically showing force or pushing.

Inform the participants what they saw was aggressive behavior. Explain that in such behavior, you do not think or care what the other person feels. This is because you do not think it is important.

Suggest that the participants now try to say ‘What is the time?’ by looking straight up, with shoulders back, confident voice and face. The effect will be quite dramatically different. Ask the group what they felt about the change in tone and body language. Remind the participants that it is important to have the right tone. Ask the participants to help you to complete a list of what assertive behavior may look like. It is quite possible that the participants do not know this because they have not thought of assertive behavior as an alternative.

- Stand firm.
- Have a clear voice.
- Speak confidently but not rudely.
- Look up.
- Body language must be controlled not challenging.
- Listen to the other person.
- Reply respectfully but firmly.
- Begin with “I” statements.

Review

- How did it feel to change the behavior?
- If someone starts behaving in a passive or aggressive way, will the participants be able to tell the difference?
- Can they spot and change to assertive behavior themselves?

Activity Three: I and You: Using “I Feel” Statements

Explain to participants that assertive statements have three parts

- **I feel...(not “you are”)**
- **When or because...**
- **What I would like is ...(not “why don’t you” or “you must do”)**

For example

1. **"I feel** upset **when** you call me names and **what I would like is** for you to call me by my own name."
2. **"I feel** worried **whenever** you travel so late, **What would make me at ease** is if you could travel a little earlier"
3. **"I feel** uncomfortable **when** you ask me to have sex with you before marriage, **what I would like is** to wait until after marriage"
4. **"I feel** scared and worried **when** you suggest that we over charge the customers, **what I would like is** that we maintain a specific rate for all"

This must be said in the assertive manner discussed earlier.

Exercise: Ask participants to think of scenarios where they have to respond assertively to specific situations and ask them to act out how they would respond assertively.

Examples can include:

1. Joy finds 1000 Uganda shillings on the ground and Cathy insists they should keep quiet and just buy something to eat at the canteen instead of reporting the issue to a teacher
2. You have lost a friends' wrist watch you had borrowed and now you are being tasked to explain what happened in an assertive way
3. A husband/wife comes home late and drunk and now you are the wife/husband who is expressing discomfort about this situation

Deviations – act this out also using aggressive and passive styles to see the difference in impact.

Note: Tell the participants that a new behavior always takes time to learn and may feel strange. Suggest that they could try their newly learned assertive behavior in simple, positive situations before trying them out in situations where you have to express unhappy or upset feelings.

For example,

- "I was happy when ...you remembered me on my birthday."
- **With more confidence,** you could try "I feel upset when you ...take my books without asking. I would like you to ask me next time you want one of my books."
- **Later,** with even more confidence, you could try, "I feel scared and angry when you come home drunk. I would like you to talk to me about it when you are sober so we can together try to stop this alcoholism."

Review

- Ask the participants how they feel about learning this new skill.
- Do they know anyone, such as a friend, other adults, or someone they admire, who use these skills?

Activity Four: **Saying “No” and Meaning It**

Start with a discussion on why it is important to just say NO sometimes. Ask participants to memorize certain situations where they had to say NO but said Yes, or I will Try, or Maybe AND they still regret having not said NO from the start

Discuss how this could have made them feel – when they eventually had to say NO after a series of Yes, Maybe, I will see, Somehow, ok... among others

Responses may include:

I felt bad, embarrassed, scared, worried, confused,

Below are two examples where some people even now in adult hood still regret the time they said yes instead of no

Rachael: I once jokingly said yes to a motor cycle rider’s invitation to be his girlfriend. One later that evening he came to our home, where I lived with my elder sister requested me to escort him for a walk towards his home. Of course I wasn’t really happy to go but I had to go along since I had already said yes to being his girlfriend earlier. As I walked next to him on that little bushy path along a deserted road, I felt really scared and regretted already my decision as the man begun trying to hold me closer. After looking around in different directions and seeing no one, I just quickly jerked my hand out of his and ran as fast as my legs could take me so that I could escape. I am happy he didn’t chase me and I actually reached home safely but I still regret leading on this man even if I was not interested.

Mark: While in my Secondary 3 first term holiday, my uncle asked me to choose one of the two daughters of his friend as a wife. I did not really want to have a wife while in Secondary 3 in Nabumali high school but out of respect for my uncle I chose one of them. By second term holiday she was already pregnant. When I returned in third term holiday I was forced to stay home and start farming to get food and money in preparation for my child who was nearly born. I sincerely regret this decision because I was never able to complete school. I dropped out and I still feel unhappy about that decision.

Below are some examples of risky situations that you can find yourself in where it is important to say NO

- Stealing;
- Saying no to sex;

- Cheating on an exam; Cheating a customer
- Taking drugs;
- Going out with a stranger or an adult you know but do not feel comfortable with; and/or
- Keeping stolen goods
- Keeping quiet after picking someone's lost item
- Being persuaded to inflate certain accountabilities
- Going to a party/ dance
- Lending someone you do not trust your items like money, a watch, a dress etc

Explain that in these situations it is best to say "no" firmly and if necessary leave the place. Make a circle and tell the group to practice saying no. Each person must use the appropriate voice, body language and expression and say "no" assertively. The group should repeat the exercise several times.

Participants have a great time doing this and as they practice a few times, they become more confident of themselves and of being able to say "no". Remind them how they started and how they are saying "no" now.

Review

Ask the participants how they felt saying "no:"

- Was it difficult? Why?
- Are they or anyone they know used to saying "no?"
- What was the reaction to their saying "no?"
- Did it help them? Why and why not?

Remind the group that "**no**" is used only in risky situations and not in every situation.

Remind the group that they have learned how to make assertive responses and how to say **No. Note** that sometimes you can say "NO" and add something else (another word (s) and or action). E.g.

- Saying "No" or "I do not want to do that," plus walking away if necessary
- **Delaying** (Let me think about it, I will tell you later what I want to do, I do not have time today).
- **Negotiate or make alternative suggestions such as** "Let us go here instead" or "We can do this as well." The attempt here is to make a win/win situation from a negative one.



Young people can mean to be passive or aggressive, depending on many factors. By now, the true behavior of each trainee should be clear to you. Your task will be to help those on the negative end to turn and cross over to becoming assertive by conduct. The effects of each of these behavioral categories need to be internalized by the participants.

Module 6

Growing up



Module Six: Growing up				
Module	Objectives	Session	Activities	Life skills
6. Growing Up	<ul style="list-style-type: none"> Describe physical changes during puberty Show greater awareness of their changing bodies and emotions Learn to talk comfortably about sex and sexuality Understand the relationship between sex and gender Understand how social and cultural norms determine perceptions about sex and gender 	One: My Body and Me	<ul style="list-style-type: none"> The language of sex How Different Are We? Case study –Andrew Face to Face with choices and Responsibility How is My Body Changing? 	Self-awareness, critical thinking and communication
	<ul style="list-style-type: none"> Clarify misconceptions about sex and sexuality Understand how these myths and misconceptions can be harmful to young people 	Two: Facts and Myths: What Do I Know of Sex and Sexuality	<ul style="list-style-type: none"> Quiz Time Case study -Juma 	Communication, critical thinking and self-awareness
	<ul style="list-style-type: none"> Recognize what is a “bad touch” or unwanted sexual touching Discuss where and who can give a “bad touch” Discuss what young people can do when it happens 	Three: Body Mapping	<ul style="list-style-type: none"> Bad touch 	Self-awareness, coping with emotions and stress, critical thinking and problem solving

Session One: My Body and Me

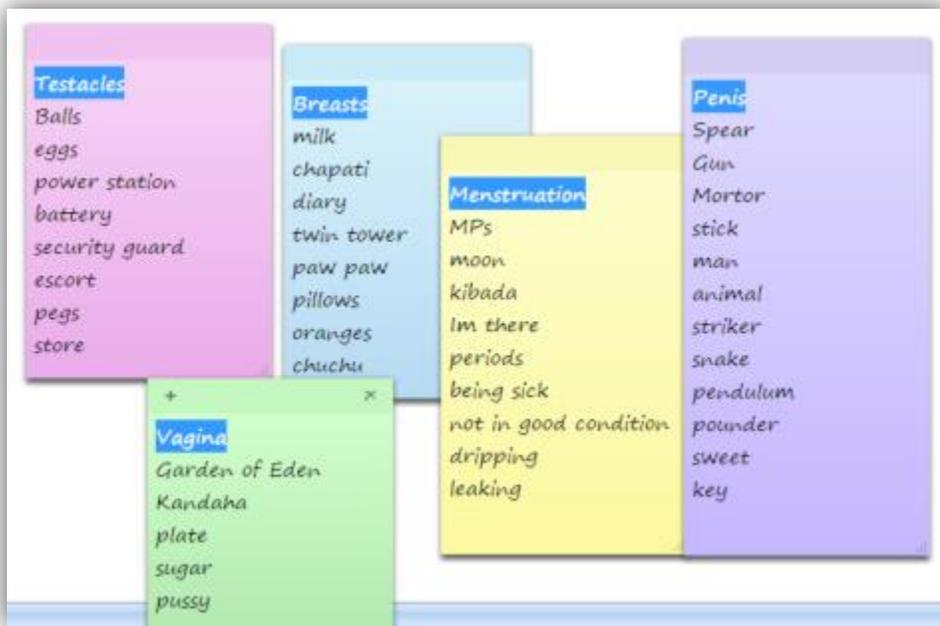
Session Objective:

- To provoke participants to a more detailed scrutiny of the nature of their bodies and how they change and respond to sexual stimulus.
- To help the adolescents and youth to appreciate the value of sex and sexuality to humanity, hence the need to live these subjects responsibly.

Activity One: The Language of Sex

1. Write the following words on separate sheets: vagina, penis, menstruation, sexual intercourse, backside, breasts, masturbation, testicles, condoms, semen
2. Add or remove words according to your group. Do not use more than eight to ten words.
3. Ask the group to write down any slang words they use. Remind them that this is to ensure that they can learn to talk about different parts of their body and sexual acts so that they can protect themselves. If the group is shy, tell them to write on small pieces of paper and place them below the relevant sheet.
4. Open each paper carefully and slowly read out the word and write it on the sheet.
5. Make groups of four or five and ask them to discuss the following questions:
 - Which words in the list are most acceptable for "public" use?
 - Which words are most unacceptable?
 - Which words are violent?
 - Which words have negative meanings for girls? For boys?
 - Why do people use words that do not respect girls or boys?
 - Is it fair to label a woman as loose but call a man a "real man" if he has many sexual partners?

Ask the group to present their findings. Depending largely on the context, the list may look like the one below:



Review

How did they feel discussing these words? What was new about what they learned? Use the question box if necessary.

Activity Two: How Different Are We?

Materials needed: Question Box

1. Make three columns on a flipchart. On top of the first column write "Girl/Woman" and leave the other two blank. Ask the children to list what girls are like, what are their special characteristics and how they are different from boys. These may include commonly accepted qualities or stereotypes. Try to get as big a list as possible.
2. Label the third column "Boy/Man." Repeat the same for what boys are like.
3. Make sure both columns have some negative and positive traits and abilities. Also add any biological differences (such as menstruation, breasts, and wet dreams, cracking of the voice, beard and penis).
4. Now reverse the heading of the first and third columns by writing "Boy/Man" over the first column and "Girl/Woman" over the third column. Go through the list and ask participants whether boys can have the behavior or quality that is supposed to be for girls and whether girls can have those that are said to belong to boys. Those that cannot be interchanged between boys and girls are placed in the middle column labeled "Sex."

Some possible answers are:

Girls/women	Sex	Boys/men
<ul style="list-style-type: none"> • Short; • Shy; • Long hair; • Wear earrings; • Like to dress up; • Cry easily; • Do not play football; • Are not as strong as boys; • Do housework; • Have breasts; • Have periods (menstruate); • Have a vagina. 	<ul style="list-style-type: none"> • Breasts; • Menstruation; • Vagina; • Penis; • Moustache. 	<ul style="list-style-type: none"> • Playful; • Strong and Tall; • Cannot sit in one place quietly; • Muscular; • Have a penis; • Like to eat a lot; • Do not cry; • Have moustache; • Deep Voices; • Love to play football; • Do not cook.

Question Box

Tell the participants that there is a question box where they can write any questions that requires answers without disclosing their names. Inform them that it will be opened at the end of every activity or session and answers will be provided at that time. When providing answers, encourage answers from the group first to understand what the group knows and then provide the accurate answers. Place the question box in a place that is easily accessible and make sure everyone knows where it is.

Review

- Why did we give different qualities to boys and girls?
- Who influences us in giving these qualities? What do parents say? Teachers? Others?
- How realistic are the qualities?
- Can these qualities harm the way we look at boys/girls?
- What is one new thing you have learned of the opposite sex?

Activity Three: **Case study – Andrew**

Read this case study together and discuss, how Andrew can deal with the difficulties he is encountering because of switching gender roles (breaking gender stereotypes). Discuss this using the life skills already learnt in the past modules.

Andrew is a 17 year old boy in Patongo High School. He lives with his mother who is a widow. Recently his mother was diagnosed with cancer. She is very sick and unable to cook or go to the bush to collect firewood for her family. Andrew as the eldest child in the home has to collect firewood and cook for his mother and younger brothers and sisters every day. Andrew's friends started laughing at him and called him names but this did not discourage him from helping his family.

Adapted from, "Life skills manual for children and youth in Northern Uganda and Karamoja Region", IRC and AVSI LEAP project

What life skills do you encourage Andrew to use to deal with his situation?

Activity Four: **Face to Face with choices and responsibility**

Materials needed: **Volunteer adult to share on choices and the story of Ms. Igama**

Invite an adult man and a woman to the group and ask them to share with the participants what choices they have made in their lives and what were their responsibilities when they were growing up. Participants can form questions related to:

- Education;
- Age of marriage;
- How many children? Why?;
- Work responsibilities at home;
- Work outside the home;
- Dress;
- Who made decisions for you?;
- What would you do differently if you had to start again?

Participants read a story of a modern woman or man who broke gender barriers. Facilitators can adopt these figures according to the context where participants are:

Here is one such example:

It is unusual to spot a female boda boda rider in Madi Sub-region, which covers the two districts of Moyo and Adjumani. Passengers first hesitate and some stare in disbelief



when Ms Matilda Igama calls out to them to sit on her motorbike. Ms Igama has made history by taking a bold decision to take on the business of riding a motorcycle for commercial gain, making her the “first ever female boda-boda rider” in the sub-region.

She clocked two years in the business last month and is vowing to continue doing the same. She was previously

dealing in retail business in Adjumani Town but decided to cross over to transporting passengers at a fee.

“It all started when I cleared my business loan and I was given one motorcycle as asset loan from Equity Bank Adjumani branch. And the condition attached to the asset loan was paying back Shs3 million,” she said. After receiving the motorcycle, she hired a male rider and they agreed that he gives her Shs15,000 on a daily basis while she continues to operate a retail shop. “Through savings from the motorcycle and the money from my

retail shop I returned to Equity Bank for another asset loan. I bought five motorcycles within a space of two years, making it six with the first one I had obtained as asset loan," she says.

Ms Igama then employed six youths to operate her motorcycles on agreement that each of them would at the end of the day give her Shs10,000. But the plan failed this time. Managing the six motorcycles turned to be a nightmare to her because some of the riders breached the agreement.

"In less than a year, they had disappointed me by deliberately refusing to honour the agreement. I registered cases at police almost daily and this brought a lot of hatred with my workers and their relatives forcing me to sell off the five motorcycles and I was left with only one," she says. Ms Igama decided to start riding her remaining motorcycle. The economic pressure had increased on her. She says losing the boda boda business would mean she would not be able to meet her loan obligation and cater for her family. "My aim is to pay the school fees of my seven children. Six of them are in secondary schools and one is in primary," she says.

But what does it take to be the only female boda boda rider in the town? "I first feared competition from the experienced young male riders and this has prompted me to set up my own stage at Awindiri Trading Centre on Openzinzi Road. And surprisingly, men come a lot for me to take them home, offices and to gardens and schools," she adds.

The stage where Ms Igama operates from has been named First Lady Boda Boda stage by residents. There are currently 15 riders at the stage, which is the first to be initiated by a female rider. The 48-year-old rider makes about Shs70,000 daily and saves Shs30,000 daily. "I have 10 prominent customers who usually call me to transport them to various destinations every day. I also transport 10 nursery kids to and from school every school day at Shs 30,000 per child per month," Ms Igama says.

"My daily work starts at 6:30am and ends at 6:00pm from Monday to Saturday and I rest on Sundays." "I treat male customers differently because sometimes they can do 'strange things' on you. And sometimes the male ones deliberately refuse to pay money. They instead ask for love affairs after making a stopover," Ms Igama says.

She adds that much as she has become an experienced boda-boda rider, some customers still doubt her capability because others brand female riders as learners who want quick money.

"There is no specific work meant for women in this competitive world. It is not the money from your husband that can make you happy but initiate your own project and be very principled and you will succeed," she says.

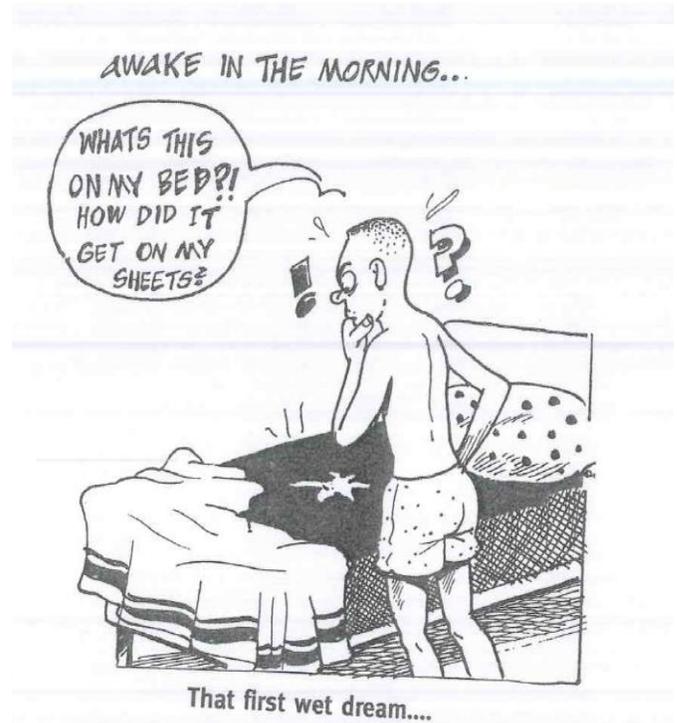
Source: <http://www.monitor.co.ug/News/National/Female-boda-boda-cyclist-rides-route-where-few-women-dare/-/688334/1849250/-/r82nti/-/index.html>

Activity Five: How is My Body Changing?

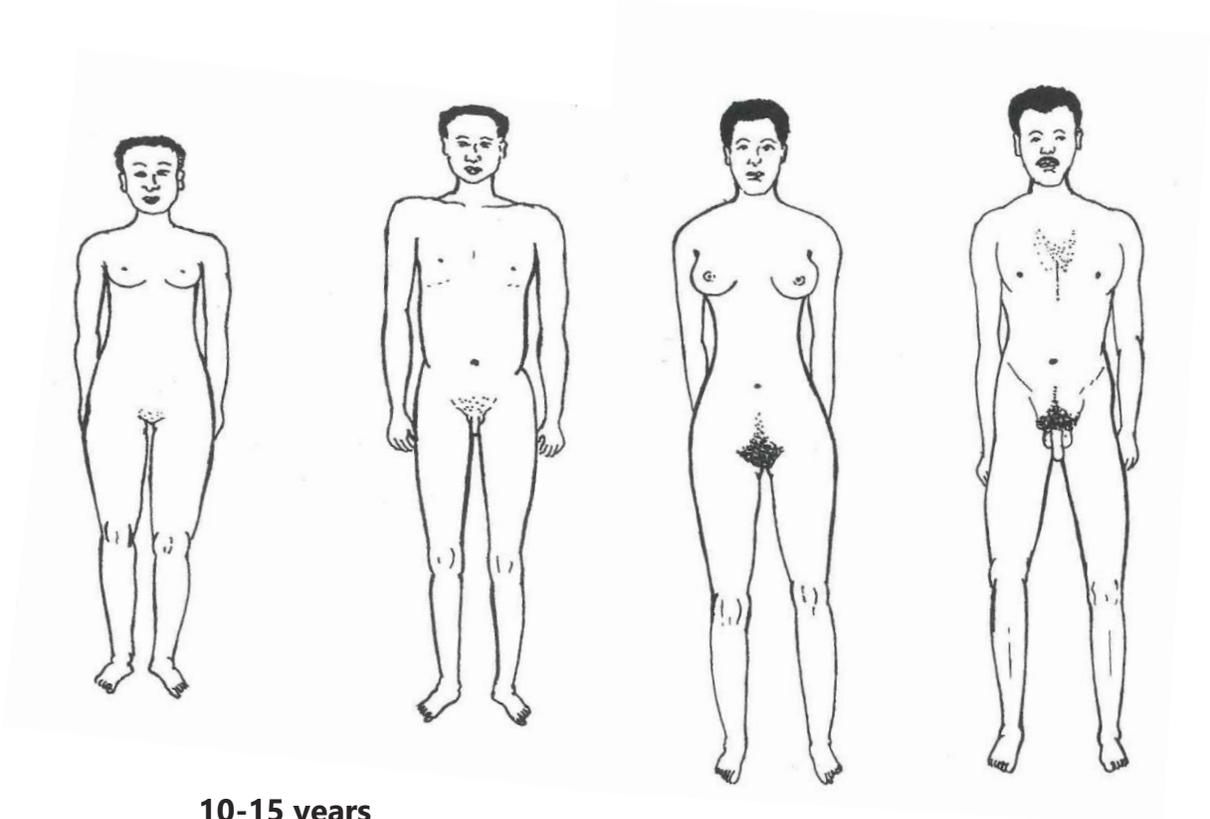
Materials needed: **Pictorial of Physical changes in Boys and Girls during Puberty**

It is suggested that you could have separate sessions for boys and girls depending on how comfortable they are, especially the girls, about discussing this topic in a mixed group.

1. Introduce the topic by saying that we are going to look at puberty, the stage in life when a boy develops into a man and a girl into a woman. Inform them that the changes begin at 9-12 years and continue until they are 16 –17 years old. Girls generally start earlier than boys by a year or so. Tell them that somebody changes can be seen easily and some changes take place inside the body.
2. Show the picture "Physical Changes in Boys at Puberty." Ask the young people to describe the changes that occur. The points that need to come out are described below for the facilitator's reference.
3. Ask young people how they felt when they first got your periods/erection/wet dreams? (Or saw the other changes in your body)?
 - Who did you go for help or advice?
 - What did they say?



15 years to Adulthood



10-15 years

Additional Resource

Useful in further understanding growth stages and the changes that take place in puberty

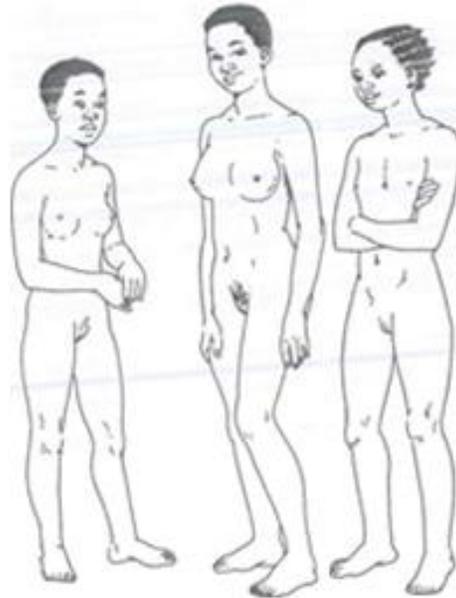
Physical changes during puberty for girls and boys	
Girls	Boys
<p>Puberty Event and Age (Years) at which it happens</p> <ul style="list-style-type: none"> • Growth of breasts 7-13 • Growth of pubic hair 7-14 • Body Growth 9 ½ -14 ½ • First Period 10-16 ½ • Underarm Hair 2 years after pubic hair shows up • Acne Around the same time as underarm hair 	<p>Puberty Event and Age (Years) at which it happens</p> <ul style="list-style-type: none"> • Growth of testicles and scrotal sac 10-13 1/2 • Growth of pubic hair 10-15 • Body Growth 10 ½ -16 ½ • Growth of penis 11-14 ½ • Change in voice About the same time as penis growth • Facial and Underarm Hair About 2 years after pubic hair appears • Acne About the same time as underarm hair appears
The Influence of Puberty on Female and Male Behavior	
Girls	Boys
<p>When a female goes through puberty many changes occur in the body. In addition to affecting a female's appearance, these changes can also lead to some of the following behaviors</p> <ul style="list-style-type: none"> • Sleeping a lot • Feeling moody • Masturbation • Some women experience premenstrual syndrome (PMS) around the time of their periods. PMS can include: <i>headaches, back pain, irritability or moodiness, feeling sad or emotional, bloating, and breast tenderness.</i> Some women don't have any of these symptoms, while others have all of them and perhaps a few more. (Cutting back on salty foods and caffeine may help reduce the symptoms.) 	<p>When a male hits puberty, the influence of testosterone on his body and brain increases and may lead to some of the following behaviors:</p> <ul style="list-style-type: none"> • Masturbation • Bumping into things • Feeling moody and more aggressive • Sleeping a lot • Thinking about and fantasizing about sex • Wet dreams

Remember, puberty is not the same for everyone, so some girls may grow pubic hair before they develop breasts, and some boys may have a pubic hair before the



All these boys are 13 years old but are developing at different rates

growth of the scrotal sac or testicles and it is absolutely normal.



All these girls are 13 years old but are developing at different rates

Activity Six: Question Box

Open the question box. Read the questions and encourage the group to answer before providing clarifications. This will also help the facilitator understand how much participants know.



Sexual matters, HIV/AIDS and other related issues are a great challenge to young people. As a facilitator, you have the task of helping the trainees reach a mature position in front of these challenges, starting with a critical look at the nature of man's body and how the heart and reason are not distanced from the solution to living these subjects responsibly.

Session Two: Facts & Myths: What Do I Know of Sex and Sexuality?

Session Objectives:

- To help young people distinguish the difference between sex and sexuality and learn how to live responsibly
- To equip adolescents and youth with more facts on sex and sexuality matters that de-mystify commonly upheld misconceptions on the subject

Activity one: Quiz Time

Materials needed: Quiz

This activity is like a quiz. Depending on the group, you can have two teams of either boys or girls or a mixed group depending on the level of comfort of the group. You could divide the group into more than two teams. If the groups are divided into only boys and girls, make sure there is no competition. With single sex groups, you could introduce competition. Make sure the teams understand that they must discuss first and then give the answer. If the participants need to be active, paste cards with True and False written on them in different corners of the room, so that the participants can move while answering.

A question is asked and each team gets to answer. The team gets points only if both the answer and the explanation are right. If one team fails, pass the question to the next team. For every right answer with explanation, the team gets two points. If the team wants a hint, the facilitator can give a hint, in which case the team gets only one point for getting the right answer.

Quiz Questions

Facilitator note: Do not show this to participants until after quiz time

		True	False
1	If a girl does not bleed during the first sexual intercourse, then she is not a virgin.		False. The presence of a hymen is not linked to virginity. The hymen can break in certain kinds of physical activity as well. In some cases it may not be there at all.
2	The female determines the sex of the baby		False. The male semen contains the X and Y chromosome. The egg contains only the X chromosome. An XY combination is a boy and an XX combination is a girl. No medicine or religious ritual can select the sex of a baby.
3	A girl cannot get pregnant if she has sex only once or twice.		False. A girl can get pregnant even from a single act of intercourse including the first one.
4	Masturbation makes a boy impotent.		False. Both boys and girls can practice masturbation or self-stimulation of genitals. It causes no harm even if certain religious beliefs are against this practice
5	A drop of semen is equal to 60 drops of blood. Hence, the loss of semen weakens the body and should be avoided.		False. Semen has no relation to blood. Semen is meant to be thrown out of the body.
6	Nocturnal emissions or "night fall" or "wet dreams" makes boys weak.		False. Loss of semen through a 'wet dream,' or sexual intercourse is perfectly natural and, harmless. It is a normal part of human physiology. It should not be called a weakness.
7	A girl can get pregnant even if a boy does not ejaculate or "come" inside her.	Right. Pre-seminal fluid contains sperm that can make the girl pregnant, so even if a boy does not ejaculate inside a girl's vagina she can still become pregnant.	

		True	False
8	If you clean your vagina after intercourse you cannot get pregnant.		False. Sperm reaches the uterus very quickly and cannot be removed by cleansing.
9	Girls who wear "western" clothes or short, tight clothes are inviting boys for sex.		False. Girl's dress is not a reason to make assumptions about sexual activity or consent for having sex.
10	Before a girl reaches eighteen, her sexual organs are not fully developed and can easily tear.	True. The inner lining of the vagina can get torn and she can more easily acquire an STI or HIV.	
11	Most boys exaggerate their sexual experiences when talking about them.	True. Studies have shown that boys like to boast.	
12	Boys should have sex before marriage to prove their "manhood" but girls should remain virgins.		False. A stereotype. Both boys and girls should avoid sex before marriage.
13	A boy cannot be raped, but a girl can be.		False. Boys and men can be forced to have sex against their will by another male or female.
14	A girl cannot get pregnant before her first period.		False. The first period marks the end of the first menstrual cycle. Girls can get pregnant during the first cycle.
15	If a girl accept gifts or food from a boy, that means she has agreed to have sex with him.		False. Food or gifts have nothing to do with consent to having sex.
16	When a girl says "no", she actually means "yes" and she wants to have sex.		False. This is a stereotype. Both boys and girls have the right to say no and make choices about sex.
17	You will not get pregnant if the boy/man you are having intercourse with assures you that you will not get pregnant.		False. If a man releases sperms into the vagina, he cannot control whether it will cause you to become pregnant or not.

Note:

- When translating the questions in regional languages, care must be taken for choosing the words used.
- The facilitator must adapt the questions according to the age and knowledge level of the participants.
- Here too, the comfort level of the facilitator is very important in talking about sex and sexuality.

Review

General questions: what they learned about themselves and the opposite sex.

Activity Two: **Case study –Juma**

Materials needed: Juma’s case study

Read this case study together and discuss how Juma can help himself to get out of this situation using the life skills already learnt in the past modules.

Juma is 14 years old and he is an orphan. He is in p.6. His father died during one of the LRA (Rebels) raids in the village. Juma had to live with his auntie Amina in a two roomed house in town and because of limited space; Juma shares his room with his cousin Fatuma.

Fatuma works in town. During the day time, she goes to the market to sell second hand clothes. In the evening she always comes back with little gifts for Juma. Juma looks up to Fatuma as his big sister. Unfortunately Fatuma does not look at Juma as her little brother. She has begun demanding for sex from him. Juma reported this to his auntie, who has warned him never to talk about it again. Juma feels insecure and rejected. He is now planning to run away and stay on the streets where he feels safer.

Adapted from, “Life skills manual for children and youth in Northern Uganda and Karamoja Region”, IRC and AVSI LEAP project

What life skills do you encourage Juma to use to deal with his situation?



In the contemporary Ugandan society, there exist lots of myths about sex and sexuality, which end up misleading many young people. At this moment, the provocation of their verification requires careful guidance, so that they can reach the truth easily without getting astray. Note that quiz is quite fast and is modeled around a competition to enable young people learn how to quickly identify truth from myth.

Session Three: Body Mapping

Session Objective:

- To help the adolescents become more aware of the need for self-respect and respect for others in sexual matters.
- To further empower young people in handling issues related to sexual conduct and abuse.

Key Points

Bad touch means any sexual touch or advance that a person does not want. Some of the participants may have experienced sexual abuse, so this session must include facilitators and counselors who can handle emotional trauma. Ensure confidentiality

Activity One: Bad touch!

Materials needed: a body map

- Ask the participants to mark with an X in the places on the body that participants particularly hate to be touched, or parts of the body where they have been touched, which have made them uncomfortable.
1. Explain that these are both "bad touches." Do not probe as it may embarrass some participants.
 2. The facilitator should note the behavior of the participants during the session that may require individual counseling later.
 3. Also discuss:
 - Where "bad touch" can happen. The places that may be risky include the market, dark areas near bars, hotels, restaurants etc.
 - Who can do it?
 4. Brainstorm with the participants about what they could do if they are caught in such a situation.
 5. Suggest some simple ideas if the participants have not already mentioned them, such as talking to a trusted adult or running away. Further sessions can be planned based on the participants' answers.

Review

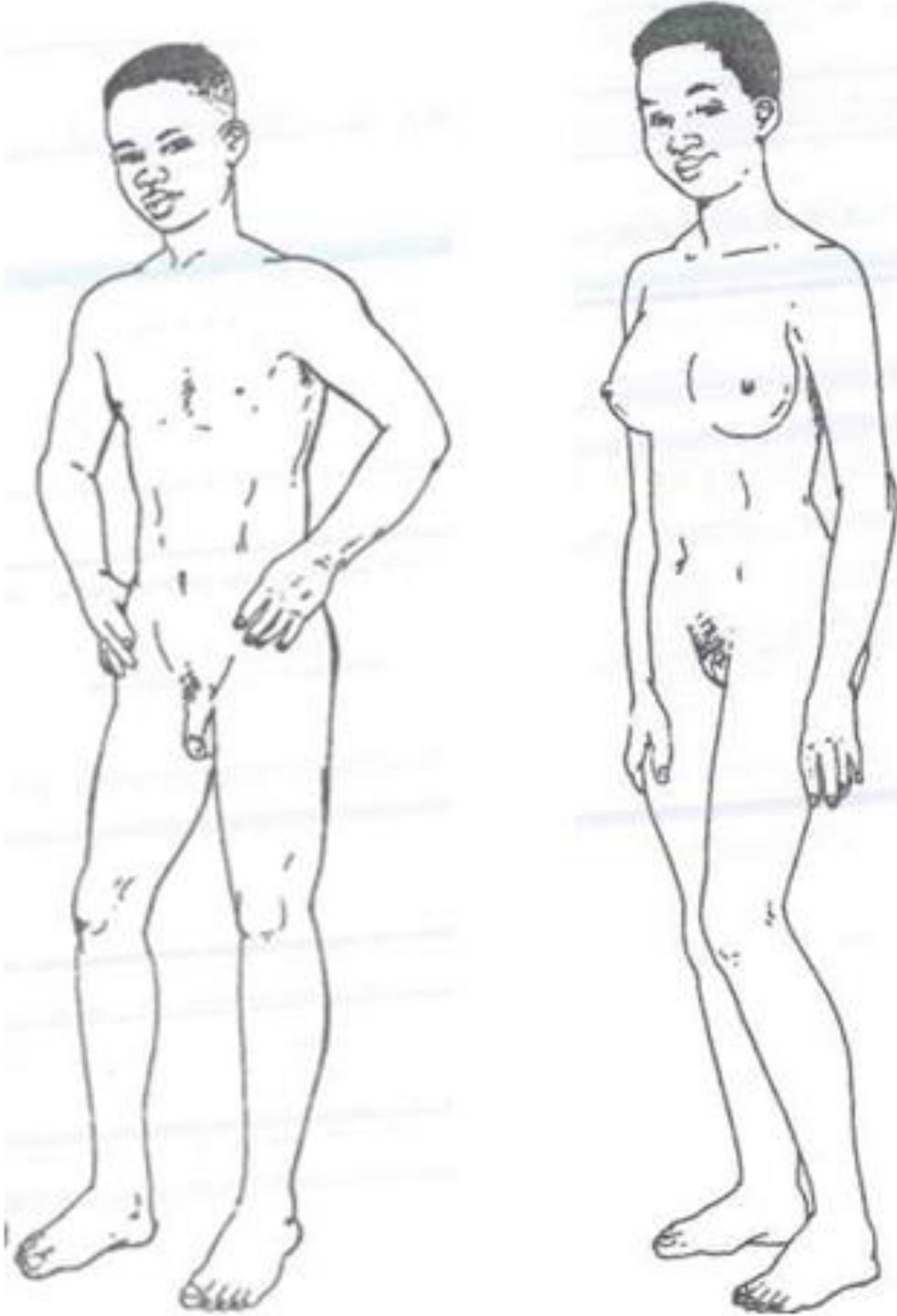
Ask the participants if they found the session useful, what they liked or did not and why.

Below a pictorial of a body map that can be enlarged and used for mapping (pointing out) the bad touches



Adolescents can at times mean to remain docile or extremely active in matters relating to sex. In this session, the facilitator is advised not to take things for granted but rather provide caution that will ensure safety from bad touches and other forms of pre-mature sexual advances.

Body Maps



Module 7

Communication

Module Seven: Communication				
Module	Objective	Session	Activities	Life skills
7. Communication	<ul style="list-style-type: none"> • Learn to listen attentively • Understand that we communicate both verbally and non-verbally 	One: How we communicate	<ul style="list-style-type: none"> • Pass the message 	communication
	<ul style="list-style-type: none"> • To understand more about communication skills • To assess our own level of communication • To learn how to communicate effectively through understanding the qualities of a good listener and the skills needed for communication 	Two: Effective Communication	<ul style="list-style-type: none"> • How well do I communicate? • Communication check • Being a good listener 	Critical thinking, communication

Session One: How we communicate

Session objectives

- To understand what communication is and how it can be both verbal and non-verbal
- To understand what constitutes a communication pathway
- To learn more about the barriers that affect communication and how to overcome come them listen attentively;

Activity one: Pass the message

Materials needed: **None**

- Ask all participants to line up in a straight line, the chose one word and instruct all participants that you will pass on one word or sentence to the first participant as quietly as possible (whisper in the ear of the first participant in the line) without repeating.
- Then go ahead and quietly tell the first participant on the line and ask them to tell their neighbor the exact word until all participants have told their neighbor the word and the last person has been told.
- Ask the last and first person what word was communicated and compare them.
- Discuss the difference in the word at the beginning of the line and at the end.
- Ask participants what could have happened along the communication path.
- Discuss the reasons why the word could have changed along the communication path.

These constitute the barriers to communicating effectively. Some of the responses will look like this:

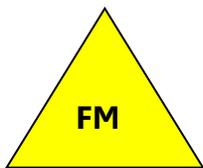
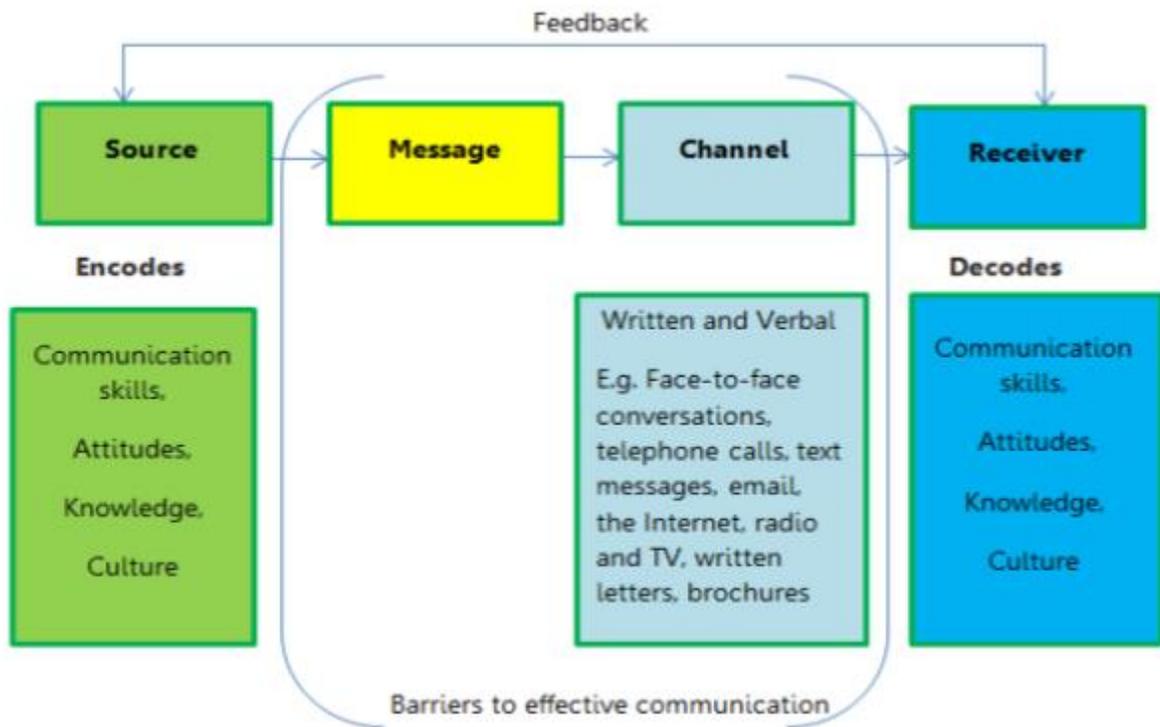
- Judging – imposing your values on others (often it occupies you) makes you too busy appraising their appearance, tone of their voice, or the words they use e.g. criticizing, name calling, diagnosing, praising to manipulate a person
- Sending solutions – interrupting before one completes e.g. ordering, threatening, moralizing, excessive in appropriate questioning, finishing sentences for the speaker
- Avoiding the others concerns - (not dealing with the fears and concerns) e.g. advising, diverting, logical argument, reassuring
- Language used which could be in appropriate or completely not understood
- Demonstration of roles, tittles like holding an upper position
- Look down over the person to whom you are communicating
- Not showing interest in the person to whom you are communicating
- Mismatch between the nonverbal and verbal expressions (Refer to module 5)

- Use of jargons that are difficult to understand
 - Information overload
 - Poor listening; at times we just don't listen, but only hear.
 - Being judgemental
 - Tone of voice; sometimes a very harsh tone distracts one from listening to the actual issues as it creates a bias
 - Environment where the communication is being done
 - Being aggressive or passive (Refer to module 5)
 - Time Pressures: Being in a hurry can grossly affect communication since information may be partially given, i.e., not completely transferred. Thus sufficient time should be given for effective communication.
 - Distraction/Noise: Communication is also affected a lot by noise to distractions. Physical distractions are also there such as, poor lighting, uncomfortable sitting, unhygienic
 - Emotions: Emotional state at a particular point of time also affects communication. If the receiver feels that communicator is angry he interprets that the information being sent is very bad. While he takes it differently if the communicator is happy and jovial (in that case the message is interpreted to be good and interesting).
-
- Discuss with participants how one could overcome some of these barriers to effective communication
 - Use the same activity to understand what communication really is and the path way involved in communication.
 - Brainstorm on what communication is and what are the components of a communication pathway. Responses may look like this;

Communications is a process of sending and receiving messages either verbally or non-verbally between people.

It implies the presence of two people/parties: one talking and another listening

Look at the following communication path to show the components of a communication flow



Young people should be made to understand that communicating well and clearly is important if one is to clearly understand. Help the youth identify some of the barriers that have affected their own communication and how they can deal with them.

Session Two: Effective communication

Session objectives

- To understand more about communication skills
- To assess our own level of communication
- To learn how to communicate effectively through understanding the qualities of a good listener and the skills needed for communication

Activity one: How well do I communicate?

Materials needed: **Communication skills self-assessment questions**

- Ask participants to write draw a box with 4 columns and 13 rows and number the rows from the second row as 1 to 11 as below. On the 12th row write the total. On the first row second column, indicate A –Yes -3 and the second column, B- Sometimes -2 and the third column C-Never -1
- Read out the following questions and ask them to self-score themselves as honestly as possible. Then ask them to add their total score in each column to all the other column totals to find a total score. Interpret as follows

Total score = 30-38 - You are not good at communicating

Total score = 19-29 - You are good at communicating

Total score = 12-18 - You are an aggressive communicator –not a very popular type of communicator

- Help each individual to look at each specific question and their score to understand what their weak points are so to develop working points to better their communication skills.
- Look at the example of Rina's self-assessment report. Look at the areas that require some work and specific actions to improve (those that are shaded in red).
- In the total score we can see that Rina is not good at communicating even if she boards with only a point to those who are good at communicating.
- Rina can choose to work on 3 main aspects like question 6-8 where she can directly cause a change. However, she needs to be helped by a social worker to improve these aspects.

	Communication skills self-assessment questions	A Yes 3	B Sometimes 2	C Never 1
1	Do you often feel that you cannot find the right words to express yourself?			
2	Do other people often misunderstand you?			
3	Do you feel frustrated when others don't understand you?			
4	Do you try to explain when others don't understand you?			
5	Do you often try to stay away from socializing?			
6	Do you try not to talk to others during social occasions?			
7	Do you like to be alone most of the time?			
8	Do you feel it's difficult to make yourself understood?			
9	Do you feel it's very difficult to speak up in front of many people?			
10	Are you often considered weird, unsocial or something similar?			
11	Do you try to be as quiet as you can in public?			
	Total			

Example of an Rina's self-assessment;

#	Questions for self-assessment	Yes 3	Sometimes 2	Never 1	
1	Do you often feel that you cannot find the right words to express yourself?	3			
2	Do other people often misunderstand you?	3			
3	Do you feel frustrated when others don't understand you?		2		
4	Do you try to explain when others don't understand you?		2		
5	Do you often try to stay away from socializing?		2		
6	Do you try not to talk to others during social occasions?	3			
7	Do you like to be alone most of the time?	3			
8	Do you feel it's difficult to make yourself understood?	3			
9	Do you feel it's very difficult to speak up in front of many people?	3			
10	Are you often considered weird, unsocial or something similar?	3			
11	Do you try to be as quiet as you can in public?	3			
	Total	24	6	0	30

Activity two: communication check

Materials needed: **Communication check self-assessment questions**

- Following what you did in the communication skills self-assessment, instruct participants to draw lines as you did above to look like in the box below

	Communication Check -Questions	A Never True 1	B Some Time 2	C Often 3	D Always True 4
1	I do not Interrupt others as they talk				
2	My voice is appropriately pitched (not too loud, not too soft)				
3	I do not dominate the conversation (giving others a chance to speak)				
4	I talk an equal amount compared to others				
5	I look people in the face				
6	I do not criticize (put down) others				
7	When listening, I show my reaction to the speaker e.g. by nodding				
8	I express what I feel, not only what I think				
9	I face the speaker and avoid crossing my arms or turning away from him/her				
10	I ask or encourage others to speak				
11	I respond to the speaker, showing interest				
12	I do not interrupt others to make my point				
13	I pay attention to the speaker the entire time he/she is talking				
14	I ask questions to show interest in what the speaker is saying				
15	I evaluate what a speaker says and how he/she says it rather than judging the speaker him/herself				
	Total				

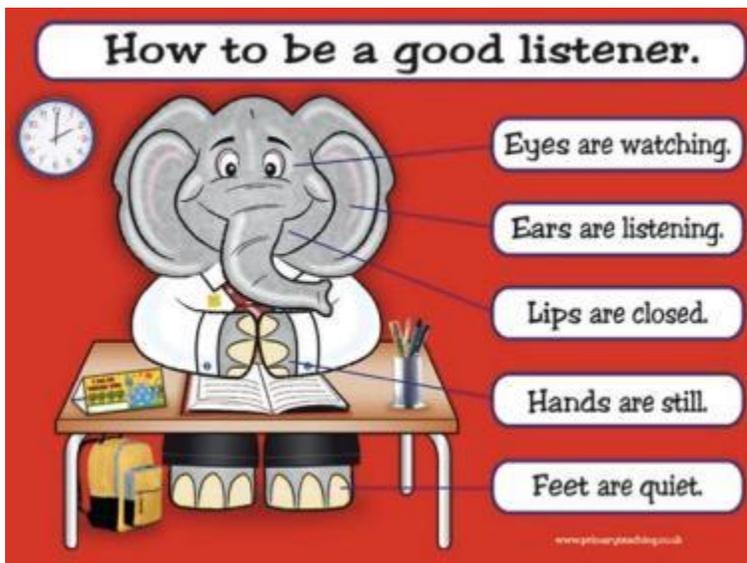
- Interpret as follows and discuss how to be helped with each of the communication aspects that you may have

15-27 points – Poor
28-39 points – Fair
40-47 points – Good
48 - 60 points – Excellent

Activity three: Being a good listener

Materials needed: **Blank drawing paper and some pencils**

- Ask participants to draw any images that represent good listening.
- Do any of the pictures look like this? (With ears stretched out or eye contact maintained?)



<http://marcellapurnama.files.wordpress.com/2012/03/good-listener.jpg>

<http://www.carloweducatetogether.ie/home/wp-content/uploads/2011/12/listening-poster.jpg>

- Brainstorm on the different qualities of a good listener. Responses should look like the following:

Qualities of a good listener



DO

Sit face to face.
Find a quiet place where the person feels free to talk.
Lean towards the person.
Nod or use facial expression or gestures to encourage the person to say more or to let them know you understand.



Share eye contact (appropriate amount).
Notice the person's body posture.
Notice the facial expression.
Look for what is not said as well as what is said.
Find the real feelings behind the story and body language.



Listen carefully and try to remember what the person says.
Re-state what has been said to show you understand.
Ask to clarify or to understand the person better.
Give appropriate feedback - reassurance, suggestions, encouraging responses.



Give undivided attention to the person (free of other thoughts or worries).
Avoid interruptions or distractions.
Show interest in the person.
Be kind and respectful.
Concentrate on the person, not on your problems or what you want to say.



Be patient. Give time to the speaker.
Be a trustworthy person who keeps secrets.
Be empathic and approachable.
Be tolerant and accept the person without judgement.
Avoid keeping in mind bad rumours about your speaker that will influence you listening.
Have courage to tolerate reactions or behaviour that is off-putting (there's a reason someone behaves that way).
Believe there is good in every person.

DON'T

Blame.
Undermine or minimize what the person says.
Give advice or solutions (listen to the solution of the speaker).
Immediately tell your story of a similar experience.
Lie or tell half-truths.
Promise things that you cannot afford (you will lose trust).
Discipline or use an intimidating voice.
Interpret what they say without clarifying it.



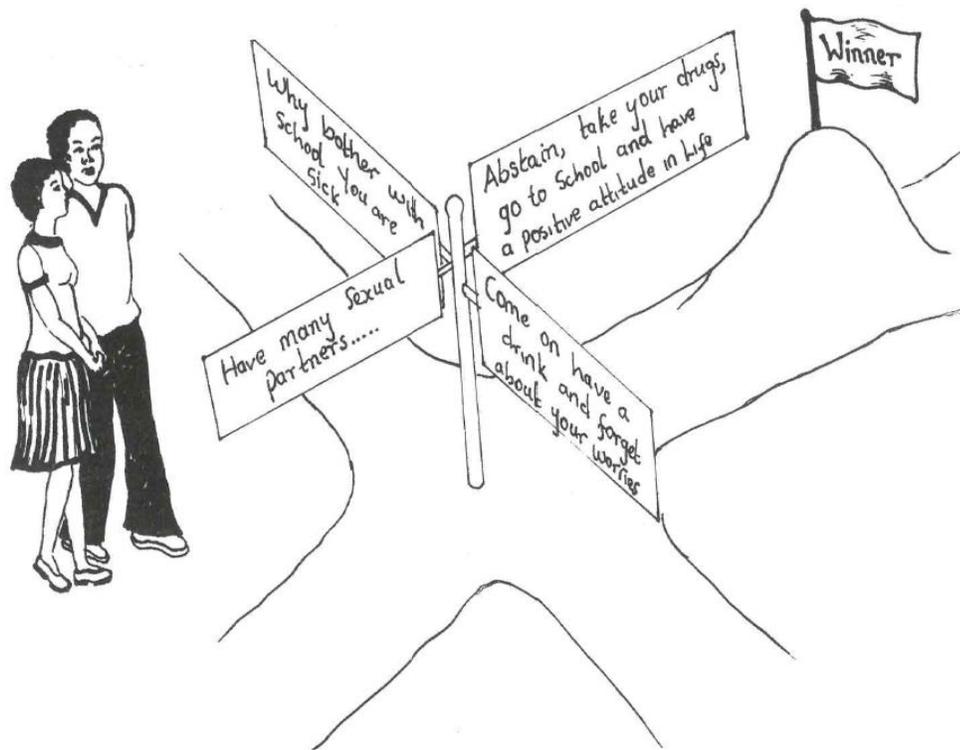
We usually think that we listen only with our ears, but we also listen with our eyes, mind, body and heart. All of the above qualities of a good listener help the speaker to express their true thoughts and feelings, and this builds a good relationship.



Poor listening often means that messages are distorted, not heard or heard only partially and misinterpreted. In these situations, we cannot understand what the person is trying to say. Non-verbal communication is as important as verbal; communication can break down or lead to problem situations if there is a mismatch between the two. Many young people give "mixed" messages; they say one thing and their non-verbal behavior conveys a different message. This confusion can lead to misinterpretation and a license on the part of the listener to exploit the situation to his or her advantage.

Module 8

Decision making



Module Eight: Making Decisions				
Module	Objectives	Session	Activities	Life skills
8. Decision Making	<ul style="list-style-type: none"> Understand that each person has a unique pattern of behavior that adapts to different situations Learn that determining the risk in any situation is the key to safe behavior Understand that young people can choose and are responsible for their behavior in any situation 	One: What Influences Our Decisions?	<ul style="list-style-type: none"> Brainstorming on what influences our decisions Testing the Waters Taking Risks Choosing Behavior 	Critical thinking, self awareness, creative thinking and decision making
	<ul style="list-style-type: none"> Help young people think through and make decisions carefully Understand that the decisions they take can have many effects on themselves as well as on others Know why making a decision to delay sex is safe and learn strategies to do so 	Two: How Do We Make Decisions that are Safe?	<ul style="list-style-type: none"> Three Cs in Decision-making Violet's story Making Ripples: Good and Bad Decisions Delaying sex Best Response 	Critical thinking, creative thinking, problem-solving and decision-making
	<ul style="list-style-type: none"> Identify why problems occur and what steps can be taken to solve them Learn to choose the most appropriate situation by analyzing possible consequences 	Three: Solving Problems	What Should I do? <ul style="list-style-type: none"> Problems and Solutions The "5 WHYS" 	Critical thinking, creative thinking, problem-solving and decision-making.
	<ul style="list-style-type: none"> Changing behavior is difficult but possible Understand how young people unknowingly convince themselves not to change Understand that young people are the only ones who can take control of their lives and be responsible for them 	Four: We Can Change Behavior	<ul style="list-style-type: none"> Excuses, Excuses You are in the Driver's Seat Open Door, Closed Door 	Self-awareness, critical thinking and decision making

Session One: What Influences Our Decision?

Session Objective

- To equip the participants with knowledge, skills, values and attitudes helpful in effective decision making
- To shape the abilities of young people to make more informed and safe decisions

Activity one: **Brainstorming on what influences our decisions**

Brainstorm on the general reasons why/how people come to make certain decisions the way they do. Ask participants to back these ideas with examples/explanations. Some of these reasons could like this:-

- Background
- The history/past experience
- The particular situation and the way it presents itself
- One's values
- Environmental influence
- Community/culture
- Family
- Educational/knowledge/skill level
- Peer influence
- Our character/being
- Someone else takes it for them.
- Wait until someone else decides.
- Do what an older person says.
- Do not make any decision at all.
- Think through the choices and then choose.

Activity two: **Testing the waters –linked to our character as people**

1. Introduce the activity by saying that our behavior is influenced by what happens outside us as well as what happens inside us. This activity will look at what happens inside.
2. Tell the group that we are all going to the lake or the sea. It is very hot and you would like to get into the cool water.
 - **Ask participants to show exactly how they would respond to the situation.**
 - **The following is a list of the things that summarizes how the group will engage with the experience of the lake/cool water:**

1. **Just run into the lake and dive in (“PLUNGER”)**
2. **Walk in slowly, wetting your body bit by bit and getting used to the temperature (“WADER”)**
3. **Just dip your toe into the water and then decide if you will go in (“TESTER”)**
4. **Stand on the side and look around and try to figure out what to do next (“DELAYER”)**

Variation: You could vary the situation. For example, you could say that you just got a piece of cake or some sweets or a chocolate that you particularly like and have been waiting for. Act out these actions; it is great fun! But do not mention “plunger,” “wader,” etc. to the group at this stage. (In the example of a cake, some will eat it fast and gulp it, some will eat bit by bit, yet another will take a small bite to check the taste and then decide to eat it, while another will keep it for some time and decide later when to eat it)

Ask people to move into different corners of the room according to the behavior that is most common for them. Note that this can be confusing as sometimes people can be plungers and other times, delayers or even the wader or tester depending on the situation. However ask participants to identify what their most common reaction is.

As a help activity, ask participants to reflect on the different times they took decisions and find their most common/usual reaction.

Now put the cards up in different parts of the room with the labels “PLUNGER”, “WADER”, and “TESTER”, “DELAYER.” Use appropriate translations.

Ask the group what is good and bad about the behavior they have selected.

In the group, ask them to share when they did not respond in this manner and what the circumstances were. Are there certain situations that trigger different behavior? What is the result of the behavior; does it have a good outcome or does it create more problems?

Review

- How does behavior change in different situations?
- What could be the problems if a “tester” and a “plunger,” or if two “plungers” are together?
- What are the positive and negative aspects of each person’s behavior? Can it cause conflict?
- Are your friends any of the four types discussed today? Could they be helpful to you? Say, you are a plunger but a friend is a delayer and helps you to think through a problem.
- You, on the other hand, see danger quickly, and make sure your friend gets out of the situation quickly. When can their behavior or ‘type’ create trouble for you? An example could be if both are “plungers.” In this case, you may get into a risk situation such as stealing very quickly

Activity three: **Taking Risks**

1. Tell the group that we will be looking at some of the risky situations that we face. We encounter some risks in daily living such as when we cross a road or play a difficult game or run to catch a bus. But some risks can harm us and we can choose to reduce them.
2. Ask the group to **define what they understand by risk**. Make the point that some risks are more dangerous than others. Ask participants to give examples of activities that are less risky and those that are more risky. With older groups discuss risky behavior related to sex and HIV.
3. Draw them into a discussion about why they or their friends may be participating in very risky activities. Ask them to list their feelings while they participate in such activities. The list could run as follows:
 - Do not understand fully the consequences
 - They feel excited;
 - Feels powerful, can do anything;
 - Enjoys while it lasts;
 - Likes to be in the group; and/or
 - Is scared

List the more risky activities that they or their friends may be involved with. The list could include those used below, and make sure to add some if they have been missed. Some of the risky activities are applicable to older groups and some to the younger ones.

- Taking help from someone you do not know
- Walking alone at night
- Drinking a lot of alcohol
- Eating dirty food by the road side without washing your hands
- Dressing inappropriately
- Going to a late night adult dance when you are so young
- Having a relationship that includes certain physical touches at a very young age
- Getting into a fight
- Having sex before marriage
- Smoking cigarettes and other harmful substances
- Stealing
- Taking money from a stranger
- Cheating in exam or at work e.g charging a customer more
- Telling a huge lie that could have a bearing upon the way someone else is viewed and treated

Activity Four: **Choosing Behavior**

Start this with a discussion on whether or not it is possible to choose one's own behavior. Ask participants to share on whether they often choose their behavior or behave like robots. Note that robots do not choose their behavior, they simply follow orders. Are we like robots? Always following exactly as we are told?

Do a practical activity or demonstrate to make sure they understand. Ask for five volunteers to pretend to be robots. This activity is fun. The facilitator will give commands and the robots have to do as they are told. The other persons will observe if the robots are behaving as they have been told to. Some suggestions are:

- Stand up;
- Walk slowly;
- Clap hands; and
- Smile.

Discuss what the observers noted, and ask for five more volunteers to do the following.

Discuss with the group that in every activity they do, even the most routine ones, there is room to choose how to behave, even when other people like superiors, friends, bosses, adults, parents etc direct them to behave in certain ways. Participants in reality, have more choices than they think.

Important Notes

Making decisions is a complex process. Our values determine many of the decisions we make. Many of our values also change over time. Good decision making depends on understanding the situation well, being aware of our choices and, most importantly, seeing the consequences of our choices.

We make decisions every day on what to eat, what to wear or how to reach a place, whether or not to go somewhere, whether or not to call, what to tell someone etc but certain things like HIV/AIDS, and other illnesses as well as certain life decisions demand that we make difficult decisions to reduce our risk behavior. Decisions even get more complicated when it is apparent to a decision maker that there is something to gain on both sides e.g. whether to take on a good paying job or enroll for a school degree with a free scholarship.

These decisions can affect the outcome of our lives. This means that we not only need to understand what risk is, what's to gain/lose but also how to make the right choices based on a great analysis so that we can be safe



The facilitator is hereby reminded that youthful stage is very volatile that quite often, if noted guided or formed well, many young people make terrible mistakes in life. Many indeed have confused experiences of how they were introduced to sexual intercourse, or found themselves in bad company. It is here, that their heart and reason are implored, loyally adhering to the truth of the matter at hand.

Session Two: How to make decisions that keep us safe or bring us the best positives

Session Objectives:

- To empower young people with skills and values that are dignifying and ensure their safety
- To introduce the youth to the habit of verification of every proposal made to them so that they can make safe and informed decisions

Activity one: **Three Cs (Challenges, Choices and Consequences) in Decision-making**

Note: Instead of the 3 Cs, something similar may need to be used to translate the idea into the local language.

1. Begin with a story that challenges the group to think differently. An example of such a story is below: You can think of other stories that make a similar point.

A. Mr. Tumwebaza and his son were traveling by motor cycle. Suddenly, the car in front of them braked, and they were thrown off the motor cycle. Mr. Tumwebaza died on the spot, but his son was rushed to the nearest hospital. The doctor began the operation and looked at the boy and said, "I cannot operate on my son." How was this possible?

(Answer: the doctor was the mother)

Note: that if participants had difficulties in finding the answer – it is probable that they have gender biases. Explain that when we have to solve a problem, we sometimes have to think in very different ways and many times putting aside our prejudices, experiences

B. If I have it, I don't share it. If I share it, I don't have it. What is it?

Answer: A Secret.

C. I'm tall when I'm young and I'm short when I'm old. What am I?

Answer: A candle

D. Mary's father has 5 daughters – Nana, Nene, Nini, Nono. What is the fifth daughter's name?

Answer: If you answered Nunu, you are wrong. It's Mary!

E. *Throw away the outside and cook the inside, then eat the outside and throw away the inside. What is it?*

Answer: Corn on the cob, because you throw away the husk, cook and eat the kernels, and throw away the cob.

Explain to the group that we will be looking at how we can make safe/positive choices.

2. Show the 3Cs on a flipchart in this way

Challenge/decision	Choices	Consequences
	Choice # 1	
	Choice # 2	
	Choice # 3	
	Choice # 4	

3. Analyze the different choices that are available (at least three). List them. This is the 2nd C. After each choice add BUT and ask the children what could be the positive and negative consequences (the 3rd C).
4. Ask the group to vote on the best choice. **Use the story of Violet below:**
5. Give an example of a decision to be made. For example, read violets story below and decide:

Activity Two: The story of Violet

Materials needed: Violets' story

Look at the story of Violet below and discuss:

Story of Violet

Violet was a double orphan living with an auntie in town. She was fifteen. Her auntie wanted her to go to the market every morning to sell fruit. One day Violet was walking back home thinking about the fact that she had sold only a few mangoes and the



money collected was very little. She was worrying especially because her auntie had told her that she needed money badly that day, to give it back to somebody from whom she had borrowed it. A car passed and stopped in front of Violet. She did not know the driver personally. The only thing she knew was that he was a very generous man, especially towards young girls. The man opened the car and said: "Let me give you a lift. You look very tired."

VIOLET IS AT A DECISION POINT

There are two possible choices for her:

She agrees to get into the car

or

She refuses to get into the car

What should she do?

*Taken from THE VALUE OF LIFE Page 58, and originally taken from **SEX, LOVE, LIFE** by Association of Lay Missionaries (ALM), Youth and AIDS Project, page 85. Illustration by Acha Graphics*

Activity Three: **Case study –Dorothy**

Materials needed: Dorothy's story

Read this case study together and discuss how Dorothy can make a decision on what to do with the money she has just picked.

Dorothy is my class mate. One day she remained alone in the classroom to complete her homework while the rest of the class mates went out for games. As she was moving out after she had completed her work, she saw ten thousand shillings on the floor. She picked it up and wondered what she should do with the money.

Adapted from, "Life skills manual for children and youth in Northern Uganda and Karamoja Region", IRC and AVSI LEAP project

What should Dorothy do with the money? Help Dorothy make a safe and positive decision

6. Ask the group to suggest a challenge they face, and go through the same steps.
7. Explain that in life each one has to face one's own challenges and make decisions. It may help to consult with someone whom you trust in making decisions. With younger children, make a point of the need to consult a trusted adult.

Review

- What did you learn?
- Do you think you can apply this activity in your daily life?
- What kind of help would you need?

Activity Four: **Making Ripples: Decision-Making**

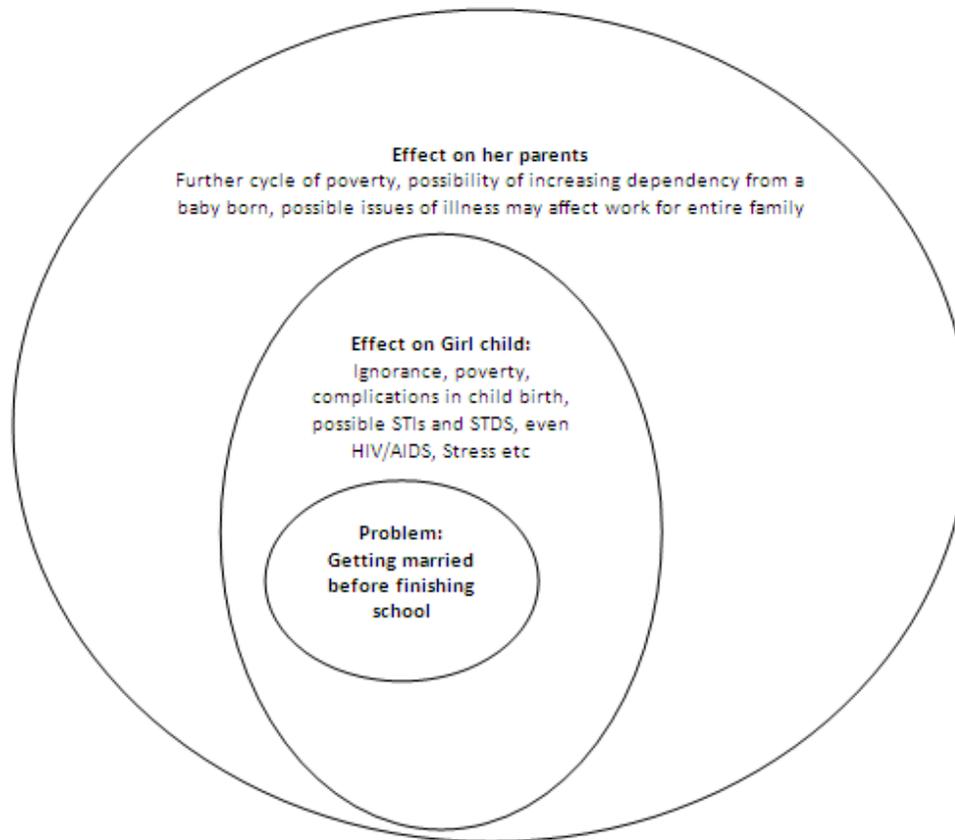
Materials needed: A picture of ripples in water in a lake or in a well for display and a bucket of water and some stones/pebbles

1. Throw some pebbles/stones in a bucket full of water and watch the ripple effect
2. Display pictures of ripples in water in a lake or in a well. Talk about how if you throw a stone, the ripples spread far and wide; discuss how this has far-reaching consequences.
3. Link the example to human behavior; how what one does has far-reaching effects on oneself, on others, and on future events.
4. Draw concentric circles on a flipchart to represent ripples of water.
5. Label the circles: The innermost circle should represent the behavior; the next circle stands for the behavior's effect on the nearest person, and the next circle the effect on someone a bit further away and so on. Draw as far out as you would like to go to demonstrate how far-reaching the effects can be.

Examples: some possible examples:

- Parents may decide to get their daughter married while she's still at school without her consent





- A friend may convince another to increase the cost of a certain item in order to get money
- A husband or wife may insist on having an extramarital relationship
- A step mother may decide in the middle of the term to take her step daughter to the village to harvest some food and so she misses school
- You get angry and shout at your mother. What is the effect on your mother?

Note: Encourage participants to come up with relevant local/contextual examples especially based on experience

Review

- Can we control or change the ripples we send?
- Can we change the ripples that others send?
- Have you been able to do so for anyone or for yourself?

Discussion: Linking Learning with Life

- What ripples would you like to change in your family? With your friends? At school? How can you do this? Who can help you?

- Take an incident that happened at home, or at school or with your friends. Think about your ripples. Could you have changed a ripple? What would have happened if you could do it again?

Activity Five: Decision exercise –**Theme: Delaying Sex**

Materials needed: Case examples – Reena and Sam

This activity is for older children 15 years and above: Introduce the idea of delaying sex or abstinence until marriage, when one is older and more responsible. Enact a role play or read a story. Some suggestions are provided below, but feel free to adapt as necessary. **Use only one of the role plays given below.** Ask the group to think about why this couple should delay having sex.

Case Example

Reena likes the attention she is getting. She knows Joe has no job but is not worried about that fact. She believes that they are young and something good will happen in the future. She knows that Joe wants to have sex but this reminds her of her friend who got pregnant and had to run away. Joe has asked her to go with him to the park in the afternoon when it is empty the next day.

What should she do?

Sam is going to be married to Mya in six months. Both parents know about this, and they have agreed. Sam keeps telling Mya that they can have sex because they are getting married. Sometimes Mya also feels like having sex.

Ask questions to the group to think about what could happen. On a flipchart write two lists, ‘reasons for having sex’ and ‘reasons for not having sex.’

<p>Some of the reasons for not having sex could be:</p> <ul style="list-style-type: none"> • Not the custom to have sex before marriage (religious/cultural belief); • My family does not approve; • Scared of getting pregnant; • Scared of HIV/STI; • Not ready; • Not sure s/he is the right person; • We can hug and kiss, so there is no need to have sex; and/or • We are good friends, so we can wait. 	<p>Some reasons to have sex could be:</p> <ul style="list-style-type: none"> • Everyone is having it; • I love her/him; • Curious what it is; • One partner convinces the other that there is no problem; • The partner will lose interest; and/or • To have a child (assuming this is after marriage).
<p>These reasons are solid. And most importantly the consequences are more positive and healthy</p>	<p>BUT are these reasons good enough? Think about the consequences</p>

Activity Six: **Best Response Game**

Materials needed: Pressure lines

1. Tell the group that we will be practicing some of the skills we have learned about not having sex when we do not want to. Discuss how young people get pressured into having sex. Tell them that the life skills we have learned will help us get out of these situations.
2. Ask for a few volunteers to serve as judges. Divide the rest of the group into two groups. Ask the groups to imagine a name for them. Make a scorecard, and write the team names on a chart.
3. Discuss how peer pressure is one of the most difficult problems for young people (refer to the module on relationships.) Discuss how it is very difficult to say no when there is pressure between partners.
4. Tell the group that you have a few pressure lines that can be used by a boy or girl to force the other person to have sex.

The rules of the game are:

- A pressure line will be read;
- The groups have one minute to discuss (or two minutes if the group is small) to come up with the best answer to refuse physical relations;
- Remind the group that a time limit is being given because we have to come up with quick answers in some of these situations in real life;
- They must discuss in the group and ask a spokesperson to speak out or write the answer;
- When the time is up, the chits will be collected or the lines will be spoken. Both teams speak their lines;
- The judges have one minute to choose the winner. The winning team gets 2 points; the other team gets 0;
- Complete as many pressure lines as you want; and add up the scores and select the winner.
- The winning team gets a gift (a round of applause or some such appreciation)

Examples of pressure lines (these can be adapted or different ones used):

1. I know you want to—you are just afraid.
2. Do you not trust me? Do you think I have AIDS?
3. If you do not have physical relations/intercourse with me, I will not see you anymore;

4. But I love you! Don't you love me?
5. Nothing will happen. You will not get pregnant;
6. But we are going to get married anyway. Why not only once before marriage?
7. Are you not curious;
8. We had physical intercourse once so now what is the problem?
9. Everybody is doing it;
10. We will have it only once.

Review

- Ask the group if they found this activity useful. Ask them to elaborate upon their answers to explain the ways in which they found the activity useful.
- Did learning many responses to these situations prepare them better for such situations? Ask the judges what they felt.
- Have the groups faced a similar situation. See if there are any differences in their responses.
- Ask them if anyone wants to share a real life incident (no names) of a friend or themselves and tell the others what happened. Could they have said something different now after having learned the new skills?
- Ask the group to talk to at least two of their friends about what they have learned and discuss with them what they feel about delaying sex. If there are some who want to learn how to say 'no' to sex, set up a similar exercise with friends to help them.



Young people need to be equipped with skills that help them to develop a habit of verifying every proposal made to them in all life. This will involve engaging them into a series of activities that shape their critical thinking and judgment skills.

Session Three: Solving Problems

Session Objectives:

- To empower adolescents and youth with skills necessary for effective problem solving
- To engage the participants in the habit of always searching for the best alternative to resolving conflicts

Activity One: **What Should I Do?**

Materials needed: Bag with some objects

1. Ask participants to observe what you are doing:

Action	Response	Comment/Note
Pick up a book and ask What is it?	Participants may say a Book	Similarity in response
Sit and pretend to type. Then ask What am I doing?	Participants may answer typing	Similarity in response
Make a fierce face, showing teeth and ask What am I?	Participants may answer differently e.g. a scare crow, a lion, a witch, angry etc	Note the variation in responses

2. Discuss why there was an agreement among the children in their answer to the first example. **It was because they could see what the object was**
3. Why was there an agreement on the first two? Because they had seen the same thing and could remember.
4. Why was there a difference in the last action? Because children used their own imagination and different memories.
5. Discuss how experiences in our past influence how we make decisions.

Inform the group that we will be doing another activity.

1. Ask participants to sit in a circle.
2. Pass round a cloth bag filled with some filled with some objects. The facilitator goes to each person and asks her/him to feel from the outside (not look) inside the bag and write on a little chit what they feel is inside the bag.
3. Give each participant a very short time, say 15 seconds, to feel the bag.
4. After everyone has finished, ask the group what was in the bag. As they tell what was in the bag, they also put up their chits for all to see what they wrote
5. The facilitator then shows the contents.

Review

Though all participants handled the same objects, were there differences in their answers about what the bag contained? Why was it so? Do our past experiences influence our decisions or the way we look at problems? Discuss the need to look at problems in many different ways.

Give the example below:

Judith is married to Geoffrey. Geoffrey is continuously convincing Judith, his dear wife to drink milk, and also buy and feed their 5 little children on milk but Judith refuses to listen. This is her story

A Long time ago, when Judith was only 2 years old, she stole some powder milk and ate it since she was very hungry and she could not wait for an adult to come and give her. When her father found out what she had done, he beat her so terribly that she never forgot this incidence. Since that day, up to this day, when she is now 40 years old, she is incapable of drinking milk or eating powder milk. She always remembers the terrible experience and trembles. She has also influenced her children not to take milk since in her mind it is always a bad memory. Unfortunately this means her children and even herself, get to miss out on the great nutrients found in milk.

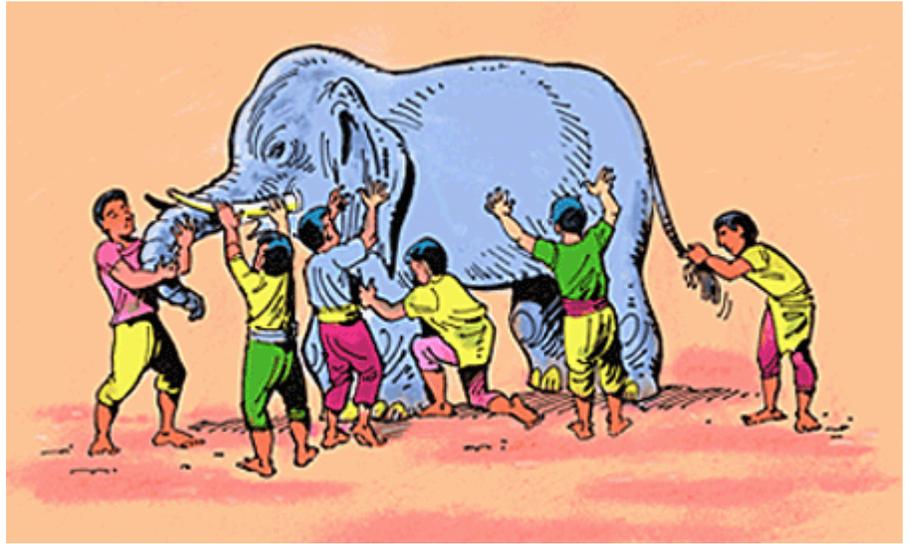
Discuss with the group further on how past experiences influence our way of dealing with challenges or problems.

Activity Two: Problems and Solutions

Materials needed: Video Clip of, "The elephant and the six blind men" and or story of the elephant and the six blind men

1. Show the clip on the elephant and the six blind men or read the story together

Once upon a time, there lived six blind men in a village. One day the villagers told them, "Hey, there is an elephant in the village today." They had no idea what an elephant is. They decided, "Even though we would not be able to see it, let us go and feel it anyway." All of them went where the elephant was. Every one of them touched the elephant.



"Hey, the elephant is a pillar," said the first man who touched his leg. "Oh, no! It is like a rope," said the second man who touched the tail. "Oh, no! It is like a thick branch of a tree," said the third man who touched the trunk of the elephant. "It is like a big hand fan" said the fourth man who touched the ear of the elephant. "It is like a huge wall," said the fifth man who touched the belly of the elephant. "It is like a solid pipe," said the sixth man who touched the tusk of the elephant.

"Hey, the elephant is a pillar," said the first man who touched his leg. "Oh, no! It is like a rope," said the second man who touched the tail. "Oh, no! It is like a thick branch of a tree," said the third man who touched the trunk of the elephant. "It is like a big hand fan" said the fourth man who touched the ear of the elephant. "It is like a huge wall," said the fifth man who touched the belly of the elephant. "It is like a solid pipe," said the sixth man who touched the tusk of the elephant.

They began to argue about the elephant and every one of them insisted that he was right. It looked like they were getting agitated. A wise man was passing by and he saw this. He stopped and asked them, "What is the matter?" They said, "We cannot agree to what the elephant is like." Each one of them told what he thought the elephant was like. The wise man calmly explained to them, "All of you are right. The reason every one of you is telling it differently is because each one of you touched a different part of the elephant. So, actually the elephant has all those features what you all said."

Oh!" everyone said. There was no more fight. They felt happy that they were all right.

2. Ask the children what message they have derived from the story.

Answer: The correct answer: that we must study the whole picture and not just a part of it

3. Discuss with the children how they usually solve problems. Do they weigh it from all angles?

Activity three: The "5 WHYS"

1. Explain how problems can be solved using the simple "why" question five times.

For example, I cheated during the exams **But why?**

1. But why?
I did not study last night
2. But why?
I had gone out with my friends
3. But why?
There was a birthday party of my friend's girlfriend.
4. But why?
My friend threw the party for his girlfriend because it was her birthday so that she could really feel great and he could not postpone the day just because of my exam so I went
5. But Why?
I felt that I could not miss it for anything. It would mean letting down my friends

Example two

1. Why are you distancing yourself from me my friend?
Because you are always shouting at me and abusing me
2. But why do you say that am always abusing you and shouting at you?
I had gone out with my friends
3. But why?
Because last week when I borrowed your book and returned it a bit late, you shouted at me and abused me
4. But why did you not bring back my book in time and yet we had agreed about when you would bring it back?
Because, I had lent it to another friend who had asked for it.
5. But why did you lend out my book to your friend without even asking me?
Because that friend threatened that if I didn't lend her your book, she would stop talking to me and I did not want to lose her friendship.

Note: What is interesting about this series of asking “But why” as one goes deeper into the circumstances, is that what appears as a simple problem at first gradually gets complicated and reveals how social relations and values figure in our decisions. After the first “why,” one would think that the child could try and be prepared better. But by the time we are at the third “why,” we understand that friends are creating problems for him. So, the appropriate response for the child at this stage would be either to say “no” or persuade the friends not to do so.

Case examples: Choose one or two and role play how you get to the resolution of problems

- Your best friend decides to miss school and asks you to do so also.
- Your friend asks you to distract the shopkeeper so that he can steal something from his shop.
- A stranger meets you and speaks in a friendly manner. He asks you to come with him.
- You are walking on a very hot day and a stranger offers to give you a lift in his vehicle.
- Your friends are all going to have a drink/smoke/have some and they invite you to come.
- You are writing an exam and a friend who has not studied asks you to help.
- Your neighbor or someone you know asks you to take a lot of money/stolen goods and keep them for him until he needs them.
- Your friend asks you to borrow his/her cycle (or some other object) from another friend without telling the person.

Review

Was it easy to solve some problems? Which ones? Which were difficult and why? Did different

People have different ways they solved problems? Were some solutions better than others? Why?



The tools provided in decision making should not be used literally. Also note that there are certain overriding issues like values and beliefs that influence certain decisions therefore these tools are to be used as a guide to arrive at the best possible option and not as the literal/final solution.

Session Four: We Can Change Our Behavior

Session Objectives:

- To engage the participants in identifying winning alternatives to behavior change.
- To create young adults, cable of embracing the practice of creative thinking in front of every challenge in life

Activity one: Excuses Excuses

1. Begin by pointing out that we may know what change is required in our behavior but still do not put into practice. It is important for us to be open to change. Inform the group that we will look at some of the excuses we make from time to time.
2. Ask the group to reflect on whether they often have used these excuses to avoid change. Read them out aloud and ask them if they have ever used them. Provided that they are comfortable, you can make this more interactive by asking the group to put their hands up if they often use these excuses
3. Then have a discussion on the reasons for not acting on what we have learned or what others may have recommended. Some of these may include the following:
 - It is too difficult
 - It has to be gradual
 - We do not want to change;
 - Change is too new;
 - We are too lazy; and/or
 - We still do not understand how important it is.

Excuses list:

- I've tried that before;
- It is a good idea but impractical;
- They will laugh at me;
- I am not ready to do it;
- I will do it next time;
- I have seen others try it already;
- I do not have the time;
- I have never done that before;
- That is not my problem;
- You may be right but ...
- It is too much trouble to change;
- I will think about it;
- I have not had problems so far with what I did; and/or
- My situation is different.

Review

- Did some of the excuses sound familiar?
- Do some of your friends respond like this?
- How did you feel and act when they said this?
- Have you also done the same in the past?

Activity Two: You are in the Driver's Seat



Materials needed: Numbers in different colors depending on the number of groups or words that make a sentence in different colors and chits with the word work and X on them

1. Discuss with the group the fact that when we do not change, we become passive and lose control. Give the example of a bus (which stands for your life) where you are in the driver's seat. If you decide to sit there, you can take the bus wherever you want. If you keep the driver's seat empty in your bus and sit in the back, your bus will either go nowhere or to places over which you have no control. It is important for the group to understand that they are responsible for their actions. Taking responsibility means not saying, "I am unlucky or it is not my fault when I get into trouble" or "I do it because my friends do it." If you are in the driver's seat, you decide your route and who gets into your bus.
2. Divide the group into groups of five to six, and in each group give chits to all. No one must show her/his chit to anyone. Only two persons per group get a chit with an X on it. These children must be passive, i.e. do nothing. They do not harm the group process but do not help either.
3. Assign any group activity to all. You can develop activities of your own depending on the time and resources available. Some suggestions are given below:

Place numbers 1-10 or words (that when put together make a sentence) in different places in the same room – in different color schemes depending on the number of groups. Ask each group to find those colored numbers/words and put them in order.

Note that participants with X do not help or stand in the way. They are passive.

Motivation: The first group to finish gets an award.

Review

If you were active, how did you feel?

If you were with an X and playing a passive role, how did you feel?

How can taking control of what you do make a difference in your life, school, work, or where you live?



The certainty of the adult in the life of a young person is very important. At this stage of the training, the facilitator is the second adult in the life of this adolescent, besides the parent or family he comes from. You therefore must make all effort possible to empower participants youth with creative thinking skills which will enable him to always find solutions to his own challenges

Module 9

Substance Abuse

Module Nine: Substance Use				
Module	Objectives	Session	Activities	Life skills
9. Substance Use	<ul style="list-style-type: none"> • Know the different types of substances used by young people • Understand why young people use these substances • Understand the consequences of taking these substances and the risk of HIV 	One: Understanding the Risk	<ul style="list-style-type: none"> • Your Choice of Drugs 	Self-awareness, critical thinking, and interpersonal relationships
	<ul style="list-style-type: none"> • Understand harmful effects of smoking and tobacco • Understand how alcohol affects judgment and increases risk of acquiring HIV/AIDS and other diseases • Learn how injection drug users (IDUs) are at high risk of acquiring HIV/AIDS • Learn how other legal and illegal drugs and substances can harm and increase the risk of acquiring HIV/AIDS 	Two: The Problem with Substances	<ul style="list-style-type: none"> • To Smoke or Not • IDU and Risk: Pass the Needle • Alcohol Abuse • Pop and Inhale: Drugs and Inhalants 	Self-awareness and critical thinking
	<ul style="list-style-type: none"> • Identify protective strategies against the use of drugs • Be able to reduce the negative effect of drugs and substances • Examine the myths and beliefs surrounding HIV risk and substance abuse • Use critical thinking to make wise choices, • learn positive ways to handle stress and emotions 	Three: Protecting My Friends and Myself	<ul style="list-style-type: none"> • Myth or Fact • Tempt Me, Tempt Me Not • Making It All Work • Additional material – article 1 and 2 	Communication, critical thinking and decision making

Session One: Understanding the Risk

Session Objectives:

- To make participants become more aware of the prevalence of substance abuse in their communities
- To help adolescents and youth appreciate the dangers of substance abuse in their lives

Activity one: Your Choice of Drugs

Materials needed: Pictorial of Alcohol, Cigarettes and other drugs

1. Ask the participants what drugs they have heard of or know that their friends are using. This might include: cocaine, heroin, Petrol, charas, ganja, medicines (over the counter), Typewriter eraser fluid. In case alcohol, cigarettes, rolled cigarettes or chewing tobacco are not mentioned, add them.
- Divide the participants into two or three groups. Ask each group which drugs they feel are “good” and which are “bad.” After each group makes its presentation, help the participants look at and understand the differences. Explain how differences reflect values, what friends think, culture, religion and influences of the media.
 - Classify the substances:

Name	Examples
Alcohol	Beer, Wine, Home Brews (e.g. Kwete, Lira-Lira, Ajono etc), Spirits
Nicotine	Cigarettes, Tobacco
Cannabis	Marijuana, Bangi, Shisha
Stimulants	Cocaine and Amphetamine
Opiates	Heroin, Cocaine, Codeine
Volatile Inhalant	Petrol, Glue, Solvents, Paint, Thinners

*Note that – Not all these substances are found in our communities. Concentrate on those that are specific to your community

2. Ask participants to brainstorm on the different methods of use. The list could look like this:
- Injection with needle under skin into vein or muscle
 - Smoking or inhaling through the mouth or nose or by placing a bag over one’s head, “bagging”

- Placing on mucous membrane e.g. inside the anus, vagina, nose or under eye lid
 - Chewed, swallowed or dissolved slowly in the mouth
 - Rubbed into skin
3. Explain that some substances carry a high risk for HIV, such as drugs that are injected and sharing of used needles. Also discuss that alcohol and addictive drugs impair judgment and indirectly place a person at risk.
4. Read the following story:

Ray went with some friends to see a movie. Then they all decided to go to Pat's house. Nobody was there and they could drink as much as they liked. Ray just had a fight with his girlfriend/at home/with his employer and got quite drunk and then Pat started smoking a cigarette he had rolled. Ray did not want to smoke but Pat told him to have just one puff. He did but had no clue what happened next. All he knew was that when he woke up, he was in the police station. He is worried about his health and what he may have done.

5. Discuss why Ray took those drugs. Then brainstorm why people take any drugs. The list could look like this:



- To forget;
- To keep up with friends;
- Because they feel lonely;
- Because they feel hopeless;
- To feel happy;
- Considered glamorous (advertisements promote, movie stars use them);
- To try it just once – to experiment;
- They like the feeling;

- They are addicted to it;
 - To relax; and/or
 - To have fun
6. Discuss how these drugs put Ray at risk of HIV
 7. Discuss the consequences of taking drugs. Ask participants to make a list. The list may include:
 - Unable to coordinate movements;
 - Arguments and conflicts;
 - Interferes with decision-making;
 - Dulls senses;
 - Violent behavior;
 - Intensifies or depresses feelings or moods;
 - Unable to communicate clearly;
 - Unable to stop
 - Stealing;
 - Failure in school/work;
 - Trouble with the police;
 - Getting STIs or HIV;
 - Having sex;
 - Taking risks; and/or
 - Problems with family, friends and at work.
 8. Ask the participants why some people do not take any of the above substances
 - Bad for health
 - Illegal (in some cases)
 - To avoid risk of HIV
 - Can solve problems in other ways (meet a friend if lonely, play a game)
 - Have better ways to relax
 - Values prevent me from taking drugs
 - Want to be in control of myself
 - Friends cannot push me



Many substances are very addictive and you can easily become hooked.

Review

- What did the participants feel about this session?
- Is it important to discuss issues of substance use with young people?



Substance abuse is increasingly becoming a major challenge to young people in Uganda today, penetrating both school going and non-school going adolescents. Many of the young people do not know the dangers of what they consume but just conform to peer influence. Ensure that participants are made aware of what is at stake.

Session Two: The Problem with Substances

Session Objective:

- To help the young people appreciate the consequences of substance abuse
- To help the adolescents and youth realize how drugs affect one's judgment, consequently rendering him vulnerable.

Activity One: Alcohol Abuse

Materials needed: Two long sticks

1. Ask a volunteer to play the role of a drunken person. On the basis of this role play, discuss with the participants what happens when a person gets drunk: cannot walk straight, speaks in a slurred manner and loses all control over oneself. How did the person feel after the alcohol levels in the blood stream had subsided? Usually the person feels worse, gets a headache and may throw up. Conclude the discussion by pointing out to the participants that even though alcohol initially makes a person feel good, the good feeling ultimately subsides and results in painful feelings.
2. Tell the participants that all of us are going to experience what it feels to be on a "high." This could be through alcohol or drugs.
3. Take two sticks and place them at one end of the room. If you are playing the game outside, stick them into the ground. At the other end, divide the group into two and place each group in front of one stick. The first person must go once around the stick and return to the next person in the line. The second must go twice, and so on. The group that finishes first wins

Review

- How dizzy did everyone feel? Did someone feel dizzier than others?
- Why was that? Did the number of times a person went around the stick affected the degree of dizziness? Could this be related to the amount of alcohol or drugs used?
- Was it difficult to run back to the next person in the line? Explain that this is what happens when one takes alcohol or other drugs and that the more one takes, the less control one has.
- Point out to the participants how critical thinking could be impaired by the consumption of alcohol or drugs.

Activity Two: Pop and Inhale: Drugs and Inhalants

1. Give each child a piece of paper to fold into four sections, like a square with four boxes. In each box, the child should write four things that are very important to them, such as some persons, what they possess, something they really like to do, something they treasure and is special.
2. Participants can draw or write.
3. Participants will identify four different types of drugs such as inhalants (thinner, glue, paint solvent), amphetamines or cough syrups, heroin, and marijuana. The participants share the information they have about the drugs.
4. As each drug is named, the child will tear one box and place it on the floor next to him or her. When all four drugs have been called out, all four boxes will be on the floor and the child will have nothing in his hand. Ask the participants to read what they lost.
5. The facilitator lists all that the participants have written and adds the following if not mentioned:
 - Family breaks up;
 - Jobs are lost;
 - Crimes like stealing start to pay for the drugs; and
 - Conflicts with friends.
6. Ask a child what problems one could have that could make a person want to try drugs. Take two or three examples, and ask the participants whether there were any other ways to handle those problems other than to take drugs. Do some brainstorming and inform the participants that this will be explored in greater depth in the next session.

Review

- Why did you select these four important things among many others?
- Who uses these drugs?
- Are they available?
- How did you feel when all that you possessed that you loved disappeared? How would the people you "lost" feel about you?
- What do you do if you have a problem? Where do you go?



Help young people to see the problem with substance abuse as a situation not external to them

Session Three: Protecting Myself and My Friends

Session Objective:

- To empower young people with knowledge, skills, values and attitudes essential for protection against drug and alcohol abuse
- To engage the participants in generating best means of protection against substance and alcohol abuse

Activity One: Myth or Fact

Materials needed: Quiz questions

1. Divide the group into two teams. Each team gets to choose a statement card and answer 'true' or 'false' to that statement. If the answer is correct, the team gets one point and if the explanation is right, an extra point is given. If an explanation is incorrect or incomplete, the facilitator must immediately clear up the misconceptions before going on to the next statement. The team with the most points wins.

		True	False
1	One or two cigarettes a day cannot harm me.		False. Smoking is harmful. Cigarettes contain a very large number of toxic chemicals (about 4000) that harm us. Besides, people can get addicted by smoking just one cigarette a day
2	Inhaling glue or paint thinner or petrol or nail polish remover or whitener is safer than other substances.		False. Death can occur at the first attempt to sniff. This can damage the brain, and cause Personality changes.
3	Drug use in pregnancy is dangerous.	True. There is a possibility of miscarriage, low birth weight and developmental delays.	
4	Sharing a needle cleaned with water is safe.		False. The needle and syringe must be cleaned with water and bleach or should be boiled for 20 minutes before reusing. Sharing needles should be avoided.
5	If you use 'lower level' legal drugs like cough syrups and prescription drugs, you will be safe from addictive drugs like heroin, crack and marijuana.		False. Most addicts say they started off this way and quickly moved to more dangerous drugs.
6	Drugs help a person manage his or her problems.		False. Drugs may temporarily make a person forget or feel better. But the problem does not go away. In fact, by substance use, one more problem is being created.
7	More young people are beginning to use drugs and alcohol.	True. Advertisements, stress, peer pressure are pushing young people to experiment at earlier ages.	

		True	False
8	Alcohol is a sexual stimulant.		False. In fact it weakens sexual performance. It also impairs judgment and condom use becomes difficult. What it does is loosen one's inhibitions, making a person take sexual risks that would not be taken if sober.
9	Using more than one drug at a time is dangerous.	True. The effect of more than one drug is unpredictable.	
10	Those who take drugs should be punished. That is the quickest way to solve the problem.		False. Punishing does not solve the problem. It is important to prevent young people from taking drugs. Many young people take drugs because they have insufficient information or are pressured by peers or do not know how to deal with emotional problems.
11	If I smoke or drink at a party, I will be liked.		False. People who matter will like you regardless. The others are not worth the friendship.

If participants have any doubts or misconceptions, clarify these as well. Add other statements according to the prevalent myths and beliefs.

Activity Two: Tempt Me, Tempt Me Not

Materials needed: Sweets

1. Ask for 7 volunteers from the group. Take them outside the room and give them sweets that they can eat, and some extra sweets that they can give to other participants back in the room in case they ask. Instruct them to eat the sweet in a manner quite tempting so that when they return to the room. They can give any other participant who asks for a sweet.
2. After a few minutes ask the volunteers to identify those in the room who asked for sweets and were given.
3. Ask all participants who were tempted and asked for a sweet for the reasons why they were tempted. Also ask the other group who did not ask for sweets why they refrained from the temptation. Discuss these reasons together and relate them to substance abuse.
4. After the activity, ensure that the whole group gets a sweet.

Review

- Why were some people tempted?
- Ask the participants to think of risky situations where they were tempted. Was it similar to this one or different? Why and in what way?
- Try to relate this exercise to any risky behavior such as gambling, drinking, drug abuse or sexual behavior.

Activity Three: Making it All Work

Materials needed: None

1. Discuss with the participants if the information is now enough to avoid taking drugs or reducing use and if there is anything else that they may need to do to straighten out their lives. The participants should point out that thinking; decision-making and communication are some of the life skills needed for the above goal.
2. Ask someone to recall the three Cs, which were learned in decision-making (challenges, choices and consequences). The facilitator should help the participants walk through the three steps.
3. Ask the participants what happens when the pressure to take drugs increases. The list may look like:
 - You feel your own pressure. Other people do not say anything, but you see others and feel pressured to join in;
 - A friend offers the drug. The friend offers it, and you take it without much hesitation;

- Verbal pressure ranging from insults (do not be a baby) to reasoning (one will not hurt you);
 - Physical pressure. Where one is physically threatened to join.
4. Divide the participants into two or three groups. Provide them with problem cards and ask them to find solutions. They should discuss the problems within the group and present them as role plays
 - My good friend has started taking drugs and often asks me to try. I like my friend and do not want to lose the friendship. How can I help him or her and myself?
 - Friends are sitting together after several drinks and someone suggests having a last round before they leave. After a large number of drinks, reaching home could be a problem. Yet everyone is saying that one more will not be harmful;
 - Bato lost his wallet and his entire month's salary. He is feeling really bad about it. His friends invite him for a drink and say he will feel better;
 - After the movie, everyone was hanging around. Then someone started smoking a cigarette and passed it around. It has come to you. Your friend say, all of us are smoking it, why do not you?
 5. List all the techniques you can use to protect yourself. Add to this list if some more are required.
 - One person must remain sober to protect others from making a wrong decision;
 - Limit consumption by decreasing quantities of alcohol and drinking fewer times a week;
 - Support friends who, like you, are trying to abstain or be responsible;
 - Practice saying "no," be assertive;
 - Say to yourself, "enough is enough" and move out of a situation to think clearly;
 - Leave if you cannot handle the situation;
 - Carry a condom; and
 - Take help from a trusted person.

Review

- Do you think the methods were appropriate?
- Would they work in a real life situation?
- What do you do if it is difficult to refuse a friends offer?

Activity Four: Film, "Karanja"

Materials needed: The film "Karanja"

Watch the film Karanja together and discuss with young people about the different things that Karanja lost due to Alcoholism. What finally made him stop? Can you identify the theme, of the value of a person and how it helped Karanja make a decision to stop? Who helped Karanja? Discuss other themes that participants may identify.

Activity Five: Additional Resource Materials

Article one: Drug addiction in teens

Publish Date: May 13, 2013

Many more youth get addicted to drugs because they are easily accessible

New vision **Sunday Vision**

Many teenagers are increasingly getting addicted to marijuana, oblivious to the danger it poses. Elizabeth Namazzi and Pascal Kwesiga found out why some teenagers find it hard to let go of the notorious leaf

Rogers Twinomugenyi 18, scored 15 points in last year's Uganda Advanced Certificate of Education (UACE) examinations. Sadly, he might not continue with his education due to marijuana addiction. "I can only say that I am going to university with hope, but there is nothing to show that I can make it," he says.

Addicted at a tender age



Twinomugenyi, who lives in a slum in Kamwokya, Kampala, blames his addiction on the environment he lives in. "This society is permissive. Children start living on their own as early as six years. Our parents are marijuana smokers too and we have no role models," he says.

Another teenager in the same slum, Hassan Isingoma, says he started smoking marijuana four years ago. He is now a S2 student in a government-aided schools in Kampala.

Isingoma says he can no longer resist the addiction because he cannot understand what is taught in class if he does not smoke marijuana. Isingoma is just one of many boys who are getting addicted to marijuana at a tender age. Referring to marijuana as "food for the brain," he says: "those who want to fight marijuana use should know that we are addicted and it is really hard to stop it. Without it we cannot do anything.

To drive his point home, when a team of officials from Teen Challenge Uganda and Uganda Health Communication Alliance visited Kamwokya slum to follow up on the youth they are trying to help to drop the habit recently, Isingoma pulled out the stuff and puffed as his peers cheered.

As he smoked his eyes quickly turned reddish but he kept on assuring his visitors that he was feeling fresh and ready to go for afternoon lessons at school.

Wrong role model

Isingoma belongs to a group of boys led by a 24-year-old man who calls himself Simple Wizard. Others refer to him as King of the Wizard Crew. The boys see him as their hero. Each morning he

gathers his friends for a marijuana smoking session. Apart from musical practice, there is hardly anything that this group of young men does after smoking.

Simple Wizard, who did not want to give his real name, says after smoking marijuana and tobacco, he feels relaxed. He says he is so addicted to the drugs that he cannot spend a day without them. Although their names are not in the public domain as entertainers, these boys say they earn a living through music.

Ignorance rules

Some of them are not aware of the dangers of smoking marijuana. Whereas Simple Wizard complains that he becomes sleepy if he smokes a lot of marijuana, he does not think it can cause him other problems.

"My blood is very strong and I do not think marijuana can do me any harm. I have had sex with eight women who have AIDS but I have not contracted it. In fact I have a baby with one of them," Simple Wizard says, betraying his recklessness.

A mother of three who asked not to be named says: "It is a big problem raising children in such an environment. Many children end are passive smokers."

The true heroes

However, like an oasis in a desert, Edward Bitiibwa has resisted the temptation. Although he sings with the smokers, Bitiibwa is aware of the dangers of smoking tobacco and marijuana. "After smoking, they look like they are out of their senses. They become lazy and if they do something good for themselves, it is by accident," he says.

Overcoming addiction

Once addicted to smoking and drugs, one needs help in order to overcome the addiction. It is not an easy battle to win, but many have tried and managed to rebuild their lives. An example is Sanny Katongole, 23, who quit after smoking for four years. Katongole was helped by counsellors from Teen Challenge Uganda.

Before joining the rehabilitation programme eight months ago, Katongole had become dependent on marijuana to the extent that he could only have the confidence to talk after smoking.

"Smoking is so addictive and it makes you lose your natural abilities. While you are talking with your colleagues, you will suddenly realize that you are not saying what you should be saying until you go away and smoke before you rejoin your colleagues," he says.

Like many of his colleagues, Katongole regrets the four years he spent smoking marijuana because he lost enormous opportunities and friends. He also lost the trust of people around him.

"I lost somebody who was paying my fees. I lost many opportunities and friends. People no longer trusted me," he says.

Katongole who will be completing his counseling schedule in August vows not to smoke again because it nearly ruined his life. "Here we take counseling and Bible lessons. I will not smoke again because I have Jesus in my life," he adds.

Likewise Moses Musisi 23, who started his counseling sessions 12 months ago, says he was only saved by relatives who took him for counseling.

“Alcohol had ruined me until my relatives brought me here. I will never drink again,” he says.

Relapse

Although Musisi is committed to leading a drug-free life after his treatment, he has to work hard to prevent a relapse, which can happen if he hangs around wrong company.

This may include people who are still taking drugs or living in an environment where drugs are easy to get. He also has to find alternatives to drug use, especially when he is having problems or going through stressful situations.

Causes of drug addiction

According to senior psychiatrist and deputy executive director of Butabika Hospital, Dr. David Basangwa, addicts are usually unable to control their dependence on drugs. “Addicts are unable to stop using drugs because chemical changes take place in their bodies and cause them to crave drugs,” he said.

When one is addicted to drugs, one cannot function without them, which explains why Simple Wizard and his colleagues cannot do anything without drugs in their system. Basangwa notes that younger people get addicted faster than older people.

According to research, a child’s environment, availability of drugs and genetic factors are some of the factors that lead to drug addiction in children.

For instance, children whose parents abuse drugs are more likely to get addicted to drugs. Such children may be 45% to 79% more likely to abuse drugs than children whose parents stay away from drugs.

Some studies have also shown that children with genes that can increase one’s risk of abusing alcohol stand a higher risk of abusing and getting addicted to drugs. In one 2003 study, identical and fraternal twins were studied and results showed that an identical twin is likely to use and get addicted to drugs/alcohol if his/her twin is addicted to these substances.

Dangers of drug abuse

Dr. Fred Okuku of the Uganda Cancer Institute says little attention is paid to the dangers of smoking. Problems associated with smoking are likely to increase as more young people pick the smoking habit in a country with the youngest population in the world.

Okuku says smoking remains a big challenge, although it accounts for less than 10% of the cancer burden in Uganda.

He warns that one can develop lung cancer from smoking the pipe, cigarettes and marijuana. According to Okuku, out of every five smokers, one will develop cancer. Drug abuse can also lead to mental illness, loss of jobs or dropping out of school. In most cases, addicts commit crimes under the influence of drugs, although this may not save them from the long arm of the law.

The cost of treating drug-related cancers

Okuku adds that the cost of treating the disease is very high because it requires a combination of drugs and surgery. The cost of treating cancer, if detected early in Uganda, ranges from sh7m to sh10m, although it can get higher than this.

However, most people discover that they have cancer when it is too late. "For a poor country like Uganda the solution lies in giving up smoking because many cannot foot the bill," he says.

He explains that if the cancer is in advanced stages, a patient may be placed on oxygen, implying that shs 300,000 has to be spent in refilling the oxygen tank every two weeks.

Where to get help

1. Alcohol and Drug Unit in Butabika Hospital.
2. Prevention of Alcohol and Drug Abuse Uganda, Church Road, Old Mulago, Kampala.
3. Serenity Centre, Kabulamuliro, Namulanda (Off Entebbe Road)
4. Teen Challenge Uganda, Ntinda, Kampala
5. Uganda Youth Development Link (UYDEL) located in Masooli (Kampala), Nabulaggala (Rubaga, Kampala) and in Kitega, Mukono.
6. Most hospitals/health facilities around the county.
7. Alcohol Anonymous Uganda (AA), Kampala holds meetings on Alcohol and Drugs every Tuesdays and Fridays at Christ the King Church Kampala (1st Floor, room 3) from 01:00pm to 2:00pm. You can also visit AA centres in Masaka, Lira, Jinja, Kabale, Mbarara, Bushenyi, Gulu, Arua and Rukungiri.
8. Drug Abuse Prevention Initiative, Kampala
9. Police Family Protection Unit: Visit any police station countrywide
10. Beam of Hope, Mbale
11. Fresh Start: behind Temple Hill, Kisaasi, Kampala.
12. Hope Rehabilitation Centre, Kampala
13. National Care Centre: Kasenyi Road- Off Gaba Road at Zebra Point, Katuso-Buziga, Kampala
14. Sober Uganda, Plot 25 Namirembe Road, Kampala
15. Uganda Children Center (UCC) Kampala
16. Transcultural Psychosocial Organization (TPO-Uganda)

Ask the expert

Q What causes addiction?

A Tobacco contains nicotine as the main component which causes addiction. You become addicted to smoking once nicotine gets into your blood.

Is reverse smoking as bad as other types of smoking/drug use?

It is because people who engage in reverse smoking by putting the part of the cigarette with fire in the mouth develop oral cancer on the tongue and other tissues in the mouth that get burnt.

Does chewing fresh tobacco/drug leaves cause cancer?

Yes. People who chew fresh tobacco leaves develop cancer of the stomach since they swallow the toxins contained in the tobacco. Such people are also likely to develop cancer in other parts of the body that get into contact with the leaves before they settle into the stomach.

**Dr. Fred Okuku,
Uganda Cancer Institute**

Source: <http://www.newvision.co.ug/news/642643-drug-addiction-in-teens.html>

Article 2: Young girls more prone to addiction

Publish Date: May 15, 2013

Research shows that more teenage girls are getting addicted to smoking
New vision

By Patson Baraire

Research done in Uganda shows that the average Ugandan child starts smoking at the age of 13. In tobacco growing areas like Arua district, the initiation age is even lower, with some children taking to the habit at the age of nine.



In such areas, research shows, 61% of smokers expose their family members to second hand smoke. Second hand smoking can be fatal to a person who does not smoke at all.

One explanation for such a low initiation age, according to the Kanungu district LC3 chairman, Nelson Natukunda, is easy access to tobacco.

In Kihiihi sub-county, for instance, he revealed that most farmers keep their harvested tobacco

in their houses because they have no stores. This exposes the young to tobacco consumption at a tender age. These revelations were made during a media house training on Tobacco control for Radio stations in Kanungu and Rukungiri districts.

According to the Coalition of Tobacco Control Alliance in Uganda, more young girls are taking to smoking when compared to boys. The National Coordinator for Uganda Communications Alliance, Richard Baguma Tinkasimire, blamed advertising campaigns that portray smoking as socially acceptable to the youth for the alarming trend.

“Strong action must be taken to protect women, especially the young ones from the dangers of tobacco use and exposure to secondhand smoke,” he cautioned.

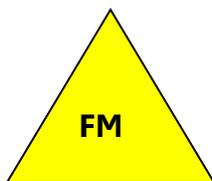
Baguma revealed that a lot of money is spent on treating tobacco related illness and diseases. “More than sh200 billion is spent on treating cancer related diseases as a result of tobacco consumption.

It has been proved that 75% of the patients of oral cancer at Mulago Hospital had a history of smoking for a period ranging from two to eight,” he said.

He said since Uganda ratified the World Health Organization Framework Convention on Tobacco control the government needs to expedite the Tobacco control bills to protect children and other innocent people.

The MP for Kinkiizi East, Dr. Chris Baryomunsi, tabled a private members bill to parliament to enact more stringent laws to control tobacco consumption in the country.

Source: <http://www.newvision.co.ug/news/642745-young-girls-more-prone-to-addiction.html>



Young people must be helped to overcome substance abuse in the communities. Most of the alternative solutions must come from them. This way, the protection is likely to be more sustainable, given their involvement as we have seen from session one. Hence, the facilitator must guide young people to establish the best avoidance paths possible.

Module 10

Reaching my Goals

Module Ten: Reaching My Goals				
Module	Objectives	Session	Activities	Life skills
10.Reaching My Goals	<ul style="list-style-type: none"> • Talk about the hopes and wishes of participants and how they visualize the future • Identify a role model and define the qualities that the participants would like to acquire • Understand how values, wants and needs influence the decisions that affect a child's future 	One: My Hopes, My Dreams	<ul style="list-style-type: none"> • Who Do I Admire? • I Wish, I Hope 	Self awareness, critical thinking and creative thinking
	<ul style="list-style-type: none"> • Set realistic short and long-term goals and think of problems and solutions needed to reach these goals • Make choices carefully as they may change the future life path • Think and feel positively to find solutions and try again • Be responsible so that participants impact their own and other's lives in a positive way 	Two: My Goals	<ul style="list-style-type: none"> • Goals I Can Reach • How Do I Set My Goals? • A "Mantra" for Trying • Famous person • Being Responsible 	Self awareness, critical thinking and creative thinking
	<ul style="list-style-type: none"> • Review one's lifeline and make changes if required • Revisit goals they set that will change their lifeline • Use the life skills learned to change their life path 	Three: Moving On	<ul style="list-style-type: none"> • Revisiting My Lifeline • Magic Box 	Self awareness, critical thinking and creative thinking

Session One: My Hopes, My Dreams

Session objectives

- To help the young people recall how hopes, dreams and desires are at the origin of their hearts and are the stimulus to growth and development as identified in module two at the start of the life skills training
- To appreciate how young people's own happiness depends on the level of personal responsibility

Activity one: Whom Do I Admire?

1. Discuss with the participants the fact that we all have some people whom we admire. Some of them are admired more than others. Ask them to think of one person they admire the most and would aspire to be. The participants must focus on the qualities of the person chosen. Help them decide by offering a number of choices including a sportsperson, a famous person in history, a public figure, someone whom they know or even someone in their family. The person could be alive or dead or even someone from another country.
2. Explain that such a person is called a **role model**. Usually a role model is a point of reference (we need somebody to look at), one with admirable qualities like love, truth, justice, happiness, a source of growth, a continual reminder of ultimate values and of the commitment to them and importantly a person in whom I see a reflection of my truest self
3. Discuss how a role model can help young people to lead more positive lives.
4. Give the participants a minute or so to think quietly. Then ask them to share the identity of the person selected. Remind them that they should think about the qualities that they admire and why they selected those qualities. The qualities could be personality traits of this person, or how he or she relates with family and friends. The participants select one role model and share with the group who that person is and why they admire them
5. At the end of these presentations you may find some common models. If such a situation arises, discuss more about this common role model and look at the qualities that the model has. Write them on a flip chart. Make sure that points related to good work ethic, caring husband and father (for boys), respect and caring, helping others, a good education, a healthy lifestyle (may include not smoking, drinking excessively, fit body) are pointed out and discussed irrespective of the role model. For girls, qualities of assertiveness and achievement in role models provide examples of working through social and cultural stereotypes.

6. Give a minute or two for the participants to reflect. Give each one a card and ask them to write their role model and three to five important qualities they like about the person. This card will later go into their "Magic Box"(see last activity). Ask them to mark the card a few of the qualities with a dot or a tick mark. They will start working on these and share them with the group over the next period

Review

- Ask the participants what they have learned from this session. What was useful? What did they learn from the different role models selected?

Activity Two: I Wish, I Hope

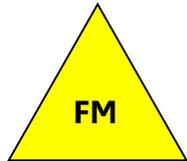
1. Introduce the activity by saying that we all have dreams and hopes; and tell the participants that we will be looking at them. We will look at wishes for the near future and also at hopes a bit further down the road.
2. Discuss that "**I wish**" is short-term because it says, "***I wish I could do well in my exam next week***" but "**I hope**" is long-term because we say, "***I hope I finish my 6 month apprenticeship course***"
3. Give the participants a minute to think of some wishes and hopes. They do not have to share them with the rest of the group.
4. Inform the participants that each one will be going on a journey into their life. If you can, play some soft music in the background.

Ask the participants to close their eyes and relax their hands, arms and feet. Your neck and shoulders are relaxed. There is no strain anywhere. Your eyes are closed and you are seeing yourself on the road of your life. On the road there are many people you know, your friends and your family. You come to a junction and realize that you are in the next year. Think. What do you look like? What are your clothes like? What are you doing? Who are your friends at that time? Who are you with? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Are you happy?" Say to the participants, "You are now walking again on the road and now you are five years older." Keep on repeating such questions extending the time period for each question. You may add, "Are you married? What is your spouse like? Where do you live? What are you doing? How is your health? Has HIV or other kinds of risky behaviors affected you? Have you changed in any way?" Say, "You are walking again and now you are 10 years older and you have two children what are they like? Where do you live? What are you doing? Are you and your family healthy and happy? How do you feel?" Quietly soften your voice. After a minute or so ask the participants to open their eyes and relax. Do not say anything for a minute or two.

3. Ask if anyone would like to share her or his wishes and dreams. Do not force anyone. Do not comment on any of the life histories.

Review

- Ask the participants if they felt it was easy to visualize their future.
- Was it easier to look at their life for the next year or for 10 years later? Were there any problems they saw?
- What would they have to do now to realize their dreams?



At this stage of the training, much has been discussed right from the person's self-awareness, through the challenges faced and probable solutions. Now is the time for the facilitator to help young people shape the future they need. Emphasis should be put on their truest needs, hopes, dreams and desires that correspond to their strengths and talents as identified in module 2-knowing myself.

Session Two: My Goals

Session Objectives:

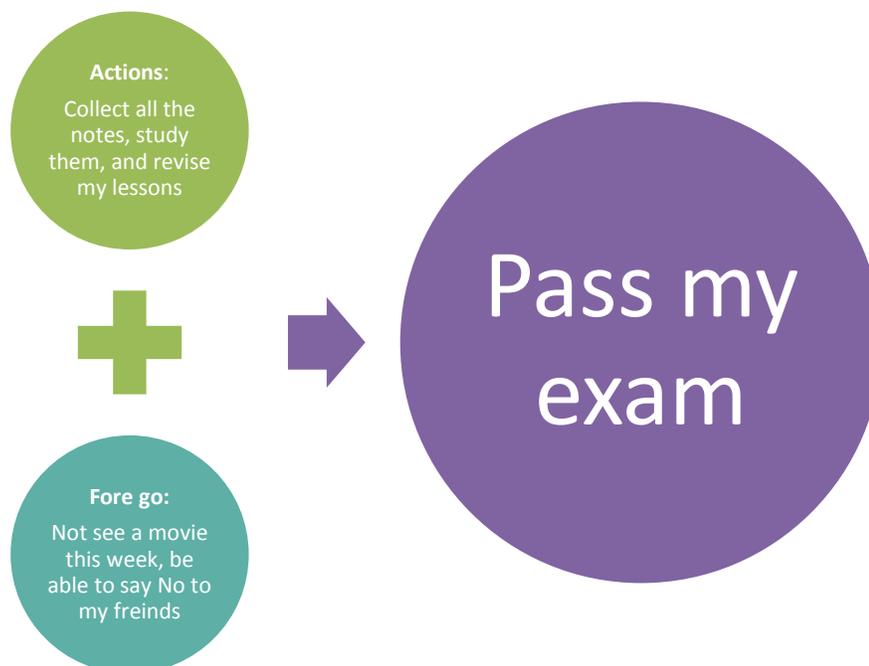
- To help the young people set their truest goals for future growth and development.
- To engage each young person to critically analyze their set goals as a sure step to their life fulfillment

Activity one: Goals I Can Reach

Materials needed: Seema case, STOP and GO Chits

1. Introduce the activity by saying that to make our dreams a reality, we have to learn to set goals. Give a few examples like the following:

E.G. 1: if I want to pass the exam next week, I have to collect all the notes, study them and revise my lessons this week. This will mean I cannot see a movie this week. I must be able to say “no” to my friends;



2. Inform the participants that there are some steps that help us establish realistic goals, on a flipchart write, "**Reaching our Goals.**" Ask the participants what the first step would be:
 - A. Choose the goal; (Check: Is it realistic? Is it good for me? Who else is this decision good for?)
 - B. Find out what problems may occur in achieving the goal and the possible solutions to those problems;
 - C. What are my resources (Check: Who will help me? Do I have the money? What skills do I have?)
3. Tell the participants that we will try out an example. Prepare the room so that the participants stand at one end.
4. Make a line and place four STOPS along the way. Place an obstacle after each STOP that the participants have to overcome. It could be an upside down chair or a table. At the end, on the other side of the room, write, "I have reached my goal."
5. Place one participant at the starting point and place another at each STOP. You can have two or three such goals to make sure all the participants participate. Tell the participants that there is no going back on a decision that is made.
6. Select three participants (girls and boys) to be the judges. They will judge the choices made and whether the consequences of each choice have been thought through.

GOAL 1: Seema wants to become a police woman

Seema has an older brother and two younger sisters. She is expected to help her mother a lot. Even though she is only a year younger than her brother, she always feels that her parents favor her brother. She once saw an interview of a woman police officer on television. Since then she wants to be a policewoman. But no girl in her family has studied beyond school, nor do the girls in the family work. Right now she is right now in Primary 6

Seema starts walking down her journey of life and she meets the first **STOP** where she has to choose between two chits. If she chooses **GO**—She reads the content and continues, if she chooses **STOP**, She reads the content and has to explain how she can move forward. If the judges are contented with her explanation then she is handed the **GO** chit and allowed to move forward to the next stage. She does this until the end of the life plan. In case she is not convincing enough after a stop chit, the judges ask her to get out of the race and give the chance to another person

Stop One:

- **STOP:** Her brother has failed in primary 7 and has to take the exam again the next year. This requires school fees for another year. There is no way that the family can afford Seema's schooling fees for this year too. Her mother suggests that she drop out for this year and enroll again next year
- **GO:** Seema knows her brother has failed and so she wants to make sure this does not happen to her. She will have to study much harder.

Stop Two:

- **STOP:** Seema's mother has suddenly fallen ill and the final examinations will be held next week. Her younger brother is sick. Her father thinks that she should be looking after the family first and not herself. He asks her to leave school.
- **GO:** Seema's mother recovered quickly so she could sit for the exams.

Stop Three:

- **STOP:** A marriage proposal has come. The family of the bridegroom does not want a big wedding so they can save a lot of money. Seema knows that the boy has had many girlfriends, but he has a job and has been referred by one of their very close relatives. Seema has to marry soon. What will she do? Decide and give choices and consequences.
- **GO:** Seema was out of town and could not meet the boy's family. They will come later because the family has decided to wait and see her when she's back.

Stop Four:

- **STOP:** The exam for the police force is very competitive. Seema has done a lot of housework lately so did not have enough time to look after herself. She did not pass the fitness test.
- **GO:** The interview went well and they were impressed by Seema's desire to do something with her life.



- **You have reached your goal. The facilitator can adapt more stories that are relevant.**
- **Remind participants that life is like that; we do not know what may be in store for us.**

Achieving a goal makes you feel good about yourself!

Review

- Ask the groups to share what they felt after reaching the goal. Were some choices difficult to make?
- Ask the judges to give the ratings and explain why that score was given. Discuss the consequences and the difference that resulted in the life path. Make sure that the

participants perceive the connection with what they decide now and what happens later.

- What did the participants feel about choosing the paper chits? Remind them that life is like that; we do not know what is in store for us.
- Ask the participants to think about their goals, for themselves, their education, job and family. Tell them that these goals will be discussed in the next session.

Activity Two: How Do I Set My Goals?

Group check in (How many participants thought about their goals? What were they? Remind participants about an earlier activity on the ID – in which they wrote their expectations in life. Revisit the ID together and try to develop goals around similar areas)

1. Remind the participants of the earlier session, of the steps in setting goals and the examples. Give the participants two differently colored cards: one color for the short-term and another color for the long-term. Give them markers and ask them to think of a short-term goal (short-term means next day or week) and long-term goals (over a month or a year).
2. Write the goal on the front of the card with one goal on each card. They should also think of problems (and solutions). On the back of the card, write today's date and set a deadline to achieve the goals. For a long-term goal, write the sub-goals on the back of the card that have to be achieved in order to achieve the main goal.
3. Most people's goals are greatly influenced by the people around them. So first, look around you. Think about the people in your community. Whom do you admire? Whom do you greatly respect? The person might be a teacher who always knows the answers to everyone's questions. It might be a doctor who knew exactly what was making you sick a few months ago. It might be the priest or a pastor at your church. It might be your own parents.
4. Encourage the participants to set up different types of goals – at least two.

Think about your goals often to help you focus on them



Some broad headings are:

- Health goals;
- Emotional goals;
- Relationship goals; and
- Education goals.

Examples of short-term goals could be—

- Health—I will give up smoking or drinking for a day/two days/a week.
 - Relationship—I will meet my friend who gets me in trouble only once this week instead of everyday because I want to slowly end the relationship.
 - Emotional—I will control my anger when my brother troubles me, or I will practice my assertive skills once.
 - Education—I will finish my homework tonight instead of trying to complete in the morning
5. Ask the participants to share one short-term and one long-term goal with a “buddy” along with the problems and solutions on the way to reaching the goal. The buddy can recommend changes if necessary. If time permits, ask the buddy to present the goals. Otherwise, ask for volunteers and discuss two or three goals. If you are going for a sample, choose a variety of goals to discuss. For example if you already have an educational goal, ask for volunteers for a relationship goal.



Review

Ask the participants what they have learned from the exercise. Discuss why it is important to have goals. (Otherwise you lead a purposeless life, moving everywhere without direction like the wind or you can get into trouble and lead a destructive life).

Each child should look at their cards and sit with the facilitator if any clarifications are required. Ask participants to keep their future in a safe place or keep it in at the training center. These will later move into their magic boxes.

Activity Three: A “Mantra” for Trying

1. Discuss with the participants that in spite of your best efforts, you will still face many setbacks in life. How would they handle their feelings? Remind the participants of the Feelings activities in Module Eight and that it is important to have positive thoughts, so that they can feel good and act positively.

Positive thoughts—to positive feeling—to positive action.

Take any of the examples from below or create a new one.

I want to go off Alcohol, but I slipped up last night. I know I can do it **(positive thought)**—I feel confident—I will try again tomorrow or I will go to a counselor for help **(positive action)**.

OR

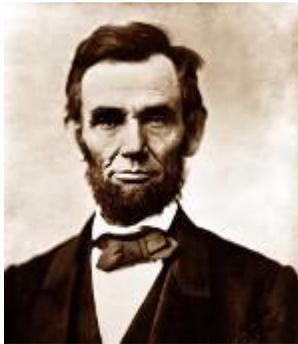
I knew right from the start I cannot do it **(negative thought)** – I am useless **(negative feeling)** – I give up **(negative action)**.

2. Work through some more examples. Encourage the participants to contribute.
3. The participants can think of a "mantra" or a chant that they can say. A chant works because you believe in it. Encourage the participants to compose a mantra when the times are difficult. The mantra can be used by buddies to help one another. You can divide the group into two or three so that they can brainstorm. Bring them back together, and write down the mantras the participants have particularly liked. Ask them to choose one for themselves.

Activity Four: Famous person

Materials needed: Famous people -Cases

The facilitator can read a story of a famous person who never gave up. Below are some examples even though Facilitators are encouraged to choose well known successful people from their country:

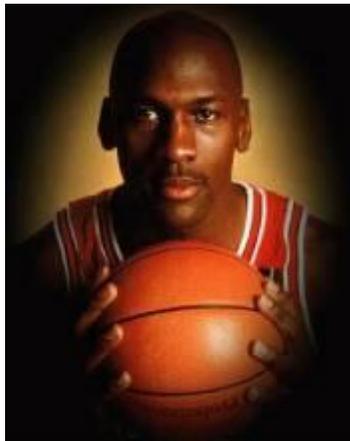


Abraham Lincoln, received no more than 5 years of formal education throughout his lifetime. When he grew up, he joined politics and had 12 major failures before he was elected the 16th President of the United States of America.



Ludwig van Beethoven, a German composer of classical music, is widely regarded as one of history's supreme composers. His reputation has inspired - and in many cases intimidated - composers, musicians, and audiences who were to come after him. Before the start of his career, Beethoven's music teacher once said of him "as a composer, he is

hopeless". And during his career, he lost his hearing yet he managed to produce great music - a deaf man composing music, ironic isn't!



By acclamation, Michael Jordan is the greatest basketball player of all time. A phenomenal athlete with a unique combination of grace, speed, power, artistry, improvisational ability and an unquenchable competitive desire. Jordan single-handedly redefined the NBA superstar. Before joining NBA, Jordan was just an ordinary person, so ordinary that was cut from high school basketball

Stephen Kiprotich born 27 February 1989 is a Ugandan long-distance runner, born in Kapchorwa District. He is the 2012 Olympic champion in the marathon, with a winning time of 2:08:01. This was the first Olympic medal for Uganda since 1996, the first gold medal



since 1972, and the first ever in the marathon. He is the youngest of seven children, his parents are subsistence farmers from Kapchorwa District, near the Uganda-Kenya border. As a child, he missed three years of elementary school due to an undiagnosed illness. From 2004 to 2006, he quit athletics to concentrate on school. Then, at the age of 17, he quit school and moved to the Eldoret region of Kenya, in the Rift Valley, to train for the marathon with Kipchoge. He was assisted by A Running Start, a non-profit foundation based in New York.

From green banana juice to multi-millionaire real estate Tycoon

His Excellency, (Pakistan's Honorary Consul in Uganda) Mr. Boney Mwebesa Katatumba (hereafter referred to as "Boney M") was born to successful parents of the Banyankole people in the Ankole region of Uganda. Boney M became interested in business and doing well in life from an early age. Selling green banana juice to travelers along roadsides was one of his childhood businesses. He used to sell a bottle of juice at five cents and earn about 1Ugshs daily after selling over 20 bottles. That was in 1953 when I was only seven years old. It embarrassed his parents a lot as his father was a Gomborara chief. His friends also used to complain about his character but he endured.



The fiery passion to become a successful businessman followed Boney M from childhood to adulthood. While matriculating at Makerere University, Boney M was not ashamed to start a car washing business, something many of his classmates considered beneath him. Boney M noticed that many students had cars badly in need of a wash as they became covered in mud by Uganda's thick red clay soil. He quickly filled a need by washing cars for students and employed others to work for him. Many mistakes in business were made, but he quickly bounced back and tried different strategies and took new risks. Eventually, Boney M would go into business with his brother who was studying architecture at the time. He soon capitalized on the real estate market in Uganda, which propelled him along the path of eventually becoming a multimillionaire.

Review

Ask participants what they have learned today.

- Have they stopped trying in the past?
- Do they know of friends who did not give up?
- Why do some people try and some do not?
- How can we help those who fail?

Activity Five: Being Responsible

Materials needed: A guest mentor who can be from any choice of profession like a teacher, engineer, cook, social worker

1. Discuss that we are all responsible for what we do. Ask the participants to think of the following people's responsibilities or make their own list. List one or two responsibilities like: Teacher, Doctor, Father, Student, Brother

2. Ask the participants to play a "What if..." game. They must think of the responsibility they have written. And say "What if..."
 - The doctor did not...
 - The teacher did not...

Review

- Ask the participants what they learned and liked about the session.
- Ask the participants to think of one or two of their responsibilities and how they could fulfill them better. Ask a few to share with the group.
- Invite one of the people, such as a doctor, mother, father or a teacher, for a discussion with the group. Prepare them for the "out of the box" questions the participants may ask.



Participants must be reminded to recall their truest needs expressed in the first module, check them through with the present reality and be helped to come up with authentic goals which are likely to respond to their respective individual needs. Ask participants to share with you any specific contextual experiences of people in their community that they can relate success to and discuss these at length as a group.

Session Three: Moving On

Session Objectives:

- To guide the young people to revisit their respective personal goals comparing them with the fundamental ideals of life
- To offer the participants an education that will help them affirm the set personal goals

Activity One: Revisiting My Lifeline

1. Pair the participants and encourage them to discuss each other's lifeline right from the beginning (when they were born). They should then discuss the events that they want to take place at different points in the future.
2. The participants should discuss if they want to make changes and if so, 'why.'
3. Encourage the participants to share only the changes and the "why" with the wider group. (The changes would hopefully be because of the life skills they have learned).

Review

- Congratulate the participants for the wonderful work they have done. Ask them to think of all that they have learned during the program and share one of the lessons learned with the rest of the group in the next session.

Activity Two: Magic Box

Materials needed: paper boxes

1. Remind the group of all the sessions and activities undertaken. If possible, list them. Ask the participants to talk about what they have learned or liked about each session or activity. Encourage everyone to talk and allow one person to make only one statement. Move quickly through this activity.
2. Inform the group that they can come at any time and seek help from the facilitator.
3. Give each one their "magic box" and encourage them to decorate it as they like.
4. Distribute all the materials, such as the paper plates (where everyone had written positive qualities), the shields, the cards with their goals and the lifeline.

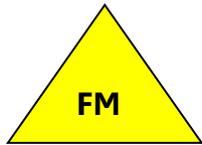


At this stage, re-designing of goals takes place, following the truest needs of the individuals. The probable obstacles are discussed and the alternative means to be overcome. Help young people to appreciate all the challenges in their environments and still see and follow up opportunities for personal growth and development.

Conclusions

- Thank all participants individually for being in the program
- Tell the participants to contact you at a specific time if they would like to continue meeting or want to develop a group such as a peer club.
- Close the program by lighting a candle and passing it on from person to person and singing a song that has words of inspiration as a way of encouragement for all young people with all the skills we have learnt. The candle represents a continuing challenge in front of us which must be approached with a light heart and knowing that most importantly their value is stronger or greater than the challenges that they shall encounter.
- Any exercise may be chosen, but it is important to close on a positive note. The facilitator must participate in this ceremony.

Congratulations! You have successfully taken a group of adolescents or youth through the ten module training in life skills. This however does not mean that you no longer interact or follow them up. Continue your relationship with these young people and encourage them to continue supporting each other and even possibly engaging in other activities as a group.



Refer them to any relevant service points as needed.

Annex

Annex 1: Life skills education assessment tool

SCORE PROJECT LIFE SKILLS EDUCATION ASSESSMENT TOOL

Date of assessment (DD/MM/YYYY) ____/____/____ Name of Implementing Partner _____

Client Name _____ Name of Household Head: _____

Year of Birth ____ Client Sex (M or F) ____ Household member Code

Village: _____ Parish: _____ Sub-County/Division: _____ District: _____

Instructions to respondents:

- *The following is a list of activities that you will use to measure the change that the life skills education training may be having on the participants of the training.*
- *This questionnaire is supposed to be filled out for selected participants in the life skills education study twice, at the beginning of the training in the first module as a pre-training questionnaire and later at the end of the 10th module as a post training tool.*
- *Participation in this study is purely through free will. Therefore tell participants that they can opt out of the study at any time and will not lose any privileges –like the participation in SCORE activities or this life skills training.*
- **Indicate as appropriate:** Is this the Pre-training test **OR** Post-training test? _____

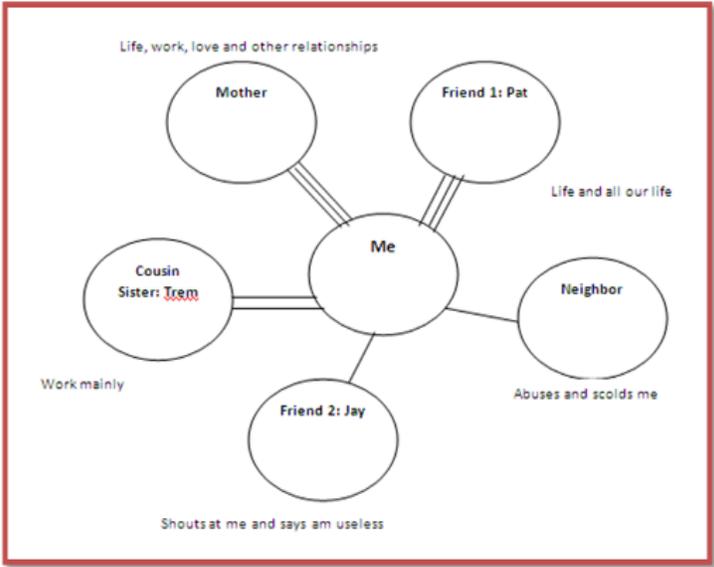
The test

(Note that in order for this test to be valid, every question must be responded to. The social worker should therefore make thorough check of the entire work at the end of each questionnaire administered and follow up with the data team to ensure that all questionnaires are entered in the life skills database as soon as possible).

1. Exercise on relationships

Give a chart paper to each participant and ask her/him to draw or write their name in the middle of the chart. They will now draw circles around their name or picture depicting all the people they have a relationship with and have regular communication. These could be friends, family or a community member.

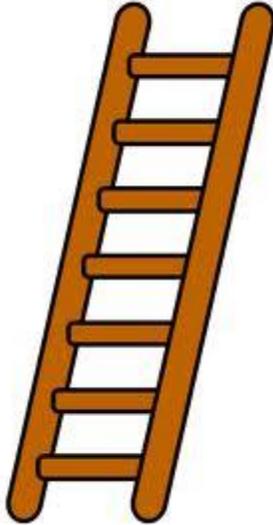
- Once all the circles have been drawn, ask all participants to draw a single line with a cross for a broken relationship, one line if their relationship is not very close (based on conflict), two lines for a fair/causal relationship and three lines for the closest relationship. Three lines are drawn for someone with whom they would like to be with the most.
- On the lines ask participants to write what they talk about with this person. The relationship map can look like the one below. Ask participants to use the space below to draw their actual relationship maps



Picture of Relationship Map

2. Exercise on the conflict ladder

- Using the conflict ladder below, plot (by circling) the level where this participant fits most averagely in their life. Ask each participant to reflect on his/her own experiences. Which levels have they seen more?



Level Four

Very angry, shouting, absolutely no control and can get violent.

Level Three

Quite angry, arguing and tone is loud. May use sarcastic language.

Level Two

Disagree, are able to talk but in an upset tone, explain what you feel.

Level One

Angry but do not say anything, but body language says it.

3. Exercise on the mood Meter

- Introduce the activity by telling participants that we all have different feelings inside us. Some feelings we feel very often and some infrequently. Explain that a mood meter will allow us to plot them.
- Remind them that all answers are right and that each person should write what s/he really feels.
- The mood meter has a scale from 0 to 10, with 0 meaning that a person does not have this feeling and 10 meaning that this feeling comes very often.
- Make a bar diagram on the x-axis with four or five major feelings such as happy, sad, and angry. Add one or two others according to the situation such as worried, nervous, shy and so on. The Y-axis shows bars on a scale of 0 to 10. Each participant notes the feelings s/he has on the bar and signs at the level that represents his or her feelings. For example, a person who gets angry a lot may sign in at 10 and does not feel sad most of the time may sign in at 3. Each child gets a mood

Mood Meter



4. Exercise on communication

How well do I communicate?

- Give participants the list of questions below and instruct them to score as honestly as possible

	Communication skills self-assessment questions	A Yes 3	B Sometimes 2	C Never 1
1	Do you often feel that you cannot find the right words to express yourself?			
2	Do other people often misunderstand you?			
3	Do you feel frustrated when others don't understand you?			
4	Do you try to explain when others don't understand you?			
5	Do you often try to stay away from socializing?			
6	Do you try not to talk to others during social occasions?			
7	Do you like to be alone most of the time?			
8	Do you feel it's difficult to make yourself understood?			
9	Do you feel it's very difficult to speak up in front of many people?			
10	Are you often considered weird, unsocial or something similar?			
11	Do you try to be as quiet as you can in public?			
	Total			

5. Exercise on general psychosocial wellbeing

Instructions

The following is a list of questions about how you may have been feeling over the past two weeks. For each question, please answer by stating the number that most reflects how much you agree or disagree with the statement (show response scale):

		Strongly agree (4)	Agree (3)	Disagree (2)	strongly disagree (1)
1	I do not feel stressed and worried				
2	I enjoy doing things				
3	I do not feel like crying				
4	I can shake off sad feelings				
5	I feel life is worth living				
6	I have hope for my future				
7	I feel good about myself				
8	My health is good				
9	I do not feel tired these days				
10	I feel people like me				
11	I feel confident				
12	I feel able to solve problems in my life				
13	I am able to make decisions in my life				
14	I want to be around friends and family like usual				
15	I do not get into more trouble than usual				
16	I do not get so angry these days, I don't get into fights				
17	I get along well with other people				
18	I am able to make friends				
Sub total					
Total					

This tool is adapted from a "GUIDE TO MONITORING AND EVALUATION OF THE NATIONAL RESPONSE FOR CHILDREN ORPHANED AND MADE VULNERABLE BY HIV/AIDS", The United Nations Children's Fund (UNICEF), New York, 2005

6. Exercise on general change

Note: This exercise is only filled out when collecting end of training assessment data

Ask the life skill training participant if according to them or their parents, relatives, friends, neighbors, or any other community persons, there is a change in their life and behavior as compared to when they were starting this training. Try to summarize their change story in the space below. Try to record some direct quotes where possible. **Make sure that each participant's change story is discussed and detailed by the respective trainer or social worker, documented in soft copy and sent through the channel to the secretariat for possible publicity.**

CHANGE STORY

Thank participants for being a part of this study and end the exercise