



Called to Care



No. 8

My Life - Starting Now

Knowledge and skills
for young adolescents

By Lucy Y. Steinitz
with Eunice Karanja Kamaara



My Life - Starting Now

**Knowledge and skills
for young adolescents**

**by Lucy Y. Steinitz
with Eunice Karanja Kamaara**



Published by the Strategies for Hope Trust, 93 Divinity Road, Oxford OX4 1LN, U.K.
Email: sfh@stratshope.org. Website : www.stratshope.org

© Strategies for Hope Trust

ISBN 978-1-905746-36-1 (E-book: www.stratshope.org)

ISBN 978-1-905746-15-6 (Paperback)

First edition, November 2010

Reprinted February 2012; January 2013; September 2013; September 2014;
September 2015.

Extracts from this book may be freely reproduced for non-profit purposes, with acknowledgement to the authors and the publisher. Organisations wishing to produce adaptations or translations of this book are asked to request permission from the Strategies for Hope Trust at the above address or via email: sfh@stratshope.org.

The publication and distribution of this book have been assisted financially by CAFOD, the Interchurch Organisation for Development Cooperation (ICCO)/Kerk in Actie and World Vision International. The views expressed in this book, however, do not necessarily reflect the policies of these organisations.

Unless otherwise indicated, all Biblical quotations are from the *Good News Bible*, 1979 edition.

Design and cover: Alison Williams

Illustrations: Marika Matengu; Danny Chiyesu (pages 12, 20, 39, 44, 53, 74)

Typesetting: Alison Williams

Printed by Parchment, Oxford, UK

Edited and produced by G and A Williams, Oxford, UK

My Life - Starting Now

Knowledge and skills for young adolescents

Contents

Acknowledgements	4
Preface: About the <i>Called to Care</i> toolkit	6
<i>Called to Care</i> partners	7
Foreword	8
Introduction.....	9

MODULE A - God loves me for being me

1. I am special and you are special (combined adult and young people's session)	13
2. My hero and me	18
3. I have good values	21
4. I can make good decisions.....	25
5. I can prepare for my future	29

MODULE B - My body is God's gift to me

6. Keeping my body healthy	33
7. Protecting myself from drugs and alcohol	36
8. My body is changing	40
9. My sexual and reproductive health.....	45
10. HIV & AIDS prevention and care	50

MODULE C - With God at my side, I can achieve my goals

11. I know how and when to say "No!"	57
12. I can deal with peer pressure	62
13. What is love?.....	66
14. I am part of a community.....	71
15. My commitment to God, my family and myself (combined adult and young people's session)	75



Acknowledgements

This manual forms part of the African Christian Initiation Programme (ACIP), a community-based participatory programme of the Eldoret-based Gender and Development Network (Eldo-GADNet). Eldo-GADNet is an inter-denominational, inter-disciplinary and inter-ethnic initiative. It serves to help meet the mandate of Moi University to translate knowledge generated in the University into practical development for communities at local, national, continental and global levels.

This manual is the product of a long process, enabled by many people. The authors deeply appreciate the advice and support of various organisations and individuals, including the African Christian Initiation Programme (ACIP), Allan Akoko, Lydia Hasheela Amutenya, Lucia Bopoto, I Choose Life-Moi University branch, John Ng'ang'a Kiarie, Bernd Kiekebusch, Moi University (Kenya), Lewis Nguku, Anne Njoroge, Boaz Otieno-Nyunya and Edwin Were.

Special thanks are due to the following people for reading and commenting on the draft manuscript: Ernestina Agyepong, Janice Clark, Maryn Olson, Dorcas Olubanke, Dr V Chandra Mouli, Nanabolele Monyau, Josie Tengtenga, Christina de Vries and Sr Lynn Walker.

Special thanks are due to the founders of Eldo-GADNet in recognition of their initial work on conceptualising the structure of this manual and drafting sections of the text. These colleagues are Pamela Abuya, Emily Choge, Joyce Nyairo and Mary Wahome.

Pre-testing took place at FOCHTA (Friends of Claude Ho in Thyolo Association) in Malawi, and at the Osire Refugee Camp in Namibia with the support of Philippi Namibia, Marianne Olivier and especially Gabriel Luale Sehenu.

The text uses symbols to credit key sources:

- ✦ *Adventure Unlimited: Life Skills for an AIDS-Free Generation* by David and Janet Cunningham (Scripture Union, Zimbabwe, 1994)
- ⚙ *Choosing Life: Lifeskills training for young adolescents* (Eldo-GADNet, unpublished document).
- ❄ The *Christian Family Life Education* manual of the Change of Life Styles Project in Namibia (Family Health International/Namibia, 2005)
- ✧ *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* (Family Health International/YouthNet, 2006). Excerpts and adaptations published with permission from Family Health International.
- *The Journey of Life: Community Workshops to Support Children* by Jonathan Brakarsh and the Regional Psychosocial Support Initiative (REPSSI, Johannesburg 2005)
- ⌘ *A Life Skills Curriculum for Guide Leaders* by the Kenya Girl Guides Association (Family Health International, 2008). Excerpts and adaptations published with permission from Family Health International.



- ✕ *Peer Facilitators' Guide for Life Skills Development* (Christian Aid, London 2007)
- ⊗ *Stepping Stones* by Alice Welbourn (Strategies for Hope Trust and ActionAid, London 1995).
- *Teenage Survival Info Bank* (Eldo-GADNet, unpublished document)
- The *Window of Hope* curricula by Erica von Wietersheim with Lucy Y. Steinitz (Namibia Ministry of Education and UNICEF, 2004-05)

The authors also drew ideas from the following resources: *Creating a More Supportive and Protective Environment for Our Children: A curriculum for Community Based Orphan Programmes* (Christian Aid, London 2007); *Choices: A Guide for Young People* by Gill Gordon (Macmillan, London 1999); *100 Ways to Energise Groups* by the International HIV/AIDS Alliance (Brighton, 2002); *Choose Life: Guide for Peer Educators and Youth Leaders* by World Relief (Baltimore, 2005).

We are particularly grateful to CAFOD, the Interchurch Organisation for Development Cooperation (ICCO)/Kerk in Actie and World Vision International, who funded the production and distribution of this book.

Eunice Karanja Kamaara
Lucy Y. Steinitz
Glen Williams

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ART	Antiretroviral Therapy
HIV	Human Immunodeficiency Virus
VCT	Voluntary Counselling and Testing

“Education is the most powerful weapon you can use to change the world. It is also a weapon that the world cannot do without in the fight against AIDS. Education saves lives.” *Nelson Mandela*



Preface

About the CALLED TO CARE toolkit

In many countries throughout the world, churches and individual Christians are responding to Christ's call to 'love your neighbour as yourself' by undertaking community-based activities to address the massive challenges of HIV and AIDS.

In sub-Saharan Africa, churches have often been in the forefront of efforts to reduce the impact of HIV and AIDS. They are demonstrating, in many practical ways, that they feel 'called to care' for those who are infected or affected by the AIDS epidemic. They have, for example, pioneered ways of making basic health care available to people living with HIV, and of providing children orphaned by AIDS with education, social support and health care.

Churches have been less effective, however, in addressing problems such as HIV prevention, HIV-related stigma, shame and discrimination, and cultural and gender issues associated with high-risk sexual behaviour. Denial of the reality of HIV and AIDS within church communities is also widespread. Moreover, although sex is the main means of HIV transmission in most countries, it is rarely discussed in church circles in an open, non-judgemental way.

Yet churches and other faith-based organisations have enormous potential for empowering individuals and communities with the knowledge, attitudes, skills and strategies they need to deal with issues related to sex, gender and AIDS. Moreover, growing numbers of church leaders have become aware of the need for a much more concerted effort to address the issues raised by the AIDS epidemic in a broader, more comprehensive manner.

In order to support this effort, the Strategies for Hope Trust has developed the *Called to Care* toolkit. This consists of a set of practical, action-oriented handbooks on issues related to HIV and AIDS for churches and communities, especially in sub-Saharan Africa. The *Called to Care* handbooks are designed to enable pastors, priests, religious sisters and brothers, lay church leaders, and their congregations and communities to:

- ❖ Reflect on and understand the spiritual, theological, ethical, health, social and practical implications of the AIDS epidemic and the Christian call to respond with compassion.
- ❖ Overcome the stigma, silence, discrimination, denial, fear and inertia that inhibit church and community action to address AIDS-related issues more effectively.
- ❖ Guide their congregations and communities through a process of learning and change, leading to practical, church-based actions to help individuals, families and communities reduce the spread of HIV and mitigate the impact of AIDS.

The *Called to Care* toolkit consists of practical, user-friendly handbooks designed for use with churches and communities at different levels of awareness and experience in relation to the AIDS epidemic. This book, No. 8 in the toolkit, focuses on lifeskills for young adolescents.

Two more *Called to Care* handbooks are currently being developed. These will be on the topics of parenting and food security.

The *Called to Care* project is being implemented through a process of international, ecumenical collaboration between churches, faith-based organisations, international church organisations and networks, publishers, distributors and other partners.

We invite you to participate in *Called to Care*, not only by using the handbooks in the toolkit in your congregation or community, but also by writing to us about your experiences, which we would be pleased to post on the Strategies for Hope website: www.stratshope.org.

Yours in faith and solidarity,

Glen Williams
Series Editor
Strategies for Hope Trust



CALLED TO CARE partners

The *Called to Care* toolkit is published and distributed in partnership with the following international, national and local organisations:

Africa Christian Textbooks
African Christian Initiation Programme (ACIP)
African Holy Zionist Church
African Network of Religious Leaders living with or personally affected by HIV and AIDS (ANERELA+)
Anglican Diocese of Eastern Zambia
Anglican Diocese of Southern Malawi
Balm in Gilead
CAFOD
Catholic AIDS Action
Christadelphian Meal-a-Day Fund
Christian Aid
Christian AIDS Bureau for Southern Africa
Christian AIDS Network
Christian Connections for International Health
Christian Council of Ghana
Christian Literature Fund
Council of Anglican Provinces of Africa
Ecumenical HIV and AIDS Initiative in Africa (EHAIA), World Council of Churches
Family Health International
Eldo-GADNet
German Institute for Medical Mission (DIFAEM)
Interchurch Organisation for Development Cooperation (ICCO)
International Christian Medical and Dental Association
International Network of Religious Leaders living with or personally affected by HIV and AIDS (INERELA+)
Kachere Press
Kerk in Actie
Khulakahle Child Counselling and Training Forum
Lutheran World Federation
Masangane
Maurice and Hilda Laing Charitable Trust
Micah Initiative
Misereor
missio Aachen
Organisation of African Instituted Churches
Tabernacle Sifa
Tearfund
United Society for the Propagation of the Gospel
Upendo AIDS Centre
World Vision International
Zentrum Oekumene.



Foreword

Youth is probably the most wondrous stage in human development, but it is also the most dramatic. Many of us have witnessed the beauty of children growing up into independent and responsible adults. But we have also witnessed the tragic shattering of youthful dreams due to early pregnancies, drug and alcohol abuse, crime, violence, disease and poverty.

In many parts of the world, but especially in Africa, the passage from childhood to adulthood has become even more challenging due to the breakdown of the traditional family, with all its rites of passage, associated structures, resources and social support. The explosion of information technology and the attendant dramatic cultural and economic changes further complicate the scenario for young people. As a result, they are tempted by high-risk behaviour, which can lead to life-threatening health problems such as HIV and other sexually transmitted infections. At the same time, many young people feel increasingly alienated from their families and from wider society.

My Life - Starting Now is designed to help strengthen the capacity of churches, faith-based organisations, community groups and individuals to respond to the ‘call to care’ for young people - especially in the early years of adolescence (11-15 years). It is based on the belief that, while young people are great assets for any society, they also need extra attention and understanding in difficult times. In a participatory, fun-filled approach to teaching and learning, this handbook uses role plays, case studies, games, stories, Bible study and artwork to promote discussion and explore critical life skills for young people today.

No special training is required to use *My Life - Starting Now*. It is intended especially for use by church leaders such as youth group leaders, Sunday School teachers, catechists and religious sisters. But it can also be used by school teachers, parents, guardians and other family members. It can be used in both formal and informal settings - either in part or as a whole. It will be particularly effective if used intensively in a residential workshop, where two or three sessions are covered each day.

My Life - Starting Now aims to empower young people to take charge of their lives in a positive way. It begins by affirming individual identity, but within the context of the wider community. It also includes session for parents and guardians on their role in guiding and mentoring young adolescents. One section of the book explores the meaning of ‘love’ in its various forms. It also places special emphasis on sexual and reproductive health, but without isolating this from the entire process of growing up.

To buttress and tie everything together, the book ends with a session on commitment - to God, to one’s family, to one’s community and to oneself. As with the first session, this session should include not only the young people but also adults - teachers, trainers, facilitators, parents and guardians.

We hope that *My Life - Starting Now* will be useful to everyone who wants to help young people develop into healthy, happy, responsible adults who are able to fulfil their hopes and dreams and make a positive contribution to their communities.

Dr Eunice Karanja Kamaara
Faculty of Philosophy and Religion
Moi University, Eldoret, Kenya

Dr Lucy Y. Steinitz
Independent Consultant
Windhoek, Namibia



Introduction

This section presents the following information:

WHO this book is for.

WHY this book was written.

WHAT this book is about.

WHERE and **WHEN** this book can be used.

HOW this book can be used most effectively.

WHICH materials you need.

Please read these pages before you begin to use the modules and activities that make up this training manual.

Who?

This book has been written for churches, faith-based organisations and community groups, primarily in sub-Saharan Africa, who want to help young people aged 11 to 15 develop the skills they need for life.

Why?

All of us have witnessed the tragedy of shattered dreams of young people due to early pregnancy, drug and alcohol abuse, disease, poverty, violence and family conflict. How can we help our youth bring their dreams to fruition? One answer is by working with young people to help them acquire the life skills they need to face the challenges of adolescence and young adulthood. Second, by building on a foundation of love. The more that young people feel loved and accepted for who they are, the more they will want to choose good behaviour patterns and make good decisions for their future. Third, by getting everyone involved - including parents, guardians, and local faith and community leaders - in order constantly to reinforce the learning at home and in the community. Finally, by making

this learning fun. As this course aims to demonstrate, all of us learn best when we enjoy what we are doing.

What?

My Life - Starting Now aims to help young people by offering them an enjoyable way to learn about improving their self-esteem, building good relationships, making smart decisions, living a healthy lifestyle, providing care and support to others, and resisting negative peer pressure. Additional attention is given to good communication skills, the equal rights of girls and boys, avoiding bad habits such as illegal drugs and alcohol, preventing early pregnancies and HIV infection, and accepting young people and their adult relatives who are already HIV-positive.

In this book you will find both traditional and modern ideas. You may think of the traditional ideas as those that stress community and sharing - the 'We' part of our lives. Thus, *My Life - Starting Now* includes a focus on teamwork, on caring for one another, and on helping the family and community. But we also focus on each young



person as special, created by God as a unique individual. This helps develop the 'I' or the individuality of each young person, including the development of self-esteem and self-determination, which are often considered features of modern thinking.

The way these tie together is through Christian values that emphasise both the 'We' and the 'I'. The Bible reminds us that there is no greater commandment than to *"love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind"* and *"love your neighbour as you love yourself"* (Luke 10:27).

Where and when?

My Life - Starting Now can be facilitated once or twice a week as a course in a church or a community over a period of several weeks or months. Alternatively, it can be used more intensively as a residential workshop at a holiday camp - for example, during the school holidays - covering two or three sessions per day.

How?

My Life - Starting Now is divided into three modules, each consisting of five sessions (see Contents, page 3). Parents, guardians and community representatives should be **invited to the first and the final sessions**. All sessions except the final one are planned to last for between one hour 30 minutes and two hours. The final session is projected to last about two hours, plus time for refreshments.

The manual uses role plays, case studies, games, stories, Bible study and artwork to promote discussions and explore different points of view. Every session starts with a Biblical text and a prayer or song. The facilitator should take a few minutes to ask what the participants think can be learned from these Biblical passages. After

a short discussion, ask a participant to lead the day's prayer or song, or take that role yourself. You may also ask the participants to keep a diary about each day's learning and their impressions of the course.

The sessions should be held in the young people's preferred language or languages. The stories and activities may also be adapted to the local culture and setting. Make sure you are familiar with the contents of each session before you facilitate it.

The facilitator may be an adult or an older youth. No special training is needed, as long as you are respected by the participants and you treat them all with equal respect. You may find it useful to work as a group of two facilitators. At all times, facilitators should listen carefully, make everyone feel comfortable, and provide a lot of positive comments, which will encourage the participants actively to share ideas, concerns and information. If there are more than 25 participants, you should make two groups.

Particularly in a residential setting, try to intersperse the sessions with sports or other recreational activities, and add some guest speakers (e.g. someone who is openly living with HIV and/or a person who is recovering from drug or alcohol abuse).

NOTE FOR FACILITATORS:

To make the Bible passages more interesting, ask one or more participants to help. For example, one may read the text in the country's official language and another in the local language.

You could also ask two participants to prepare some music (drums, instruments, or a song) or a Biblio-drama for the next session.

You may also highlight the Scripture reading once more at the end of the session, to help the participants connect the Bible with their daily lives.



Each session starts with the reading aloud of a Biblical text, followed by a short discussion.

Which materials?

- ☑ A Bible: Old Testament and New Testament; at least one in the local vernacular, if possible, and in the national language
- ☑ Flip chart, paper and marker pens and/or a blackboard with chalk
- ☑ A4 paper (about 500 sheets) for drawing and writing
- ☑ pens and coloured pencils or crayons
- ☑ Notebooks for each participant for note-taking or a diary - optional
- ☑ Five blindfolds (cloths) for session 7
- ☑ A long ball of string for session 14
- ☑ Masking tape, Prestik or Blutack to attach papers to a wall
- ☑ A small basket



- ☑ Copies of the case scenarios (hand-written or photocopies) in 4D (pages 26-27)
- ☑ A 'Question Box' with paper and a pen or pencil. Young people should be encouraged to write down their questions or concerns and then put them in the box anonymously

for the facilitator to read and address. (The facilitator should make sure to have the box available at each session and to check it regularly. Although extra time may be needed to answer the questions for the group, it is very important to do this.)



Remember to have the Question Box available at every session, and to encourage participants to use it.



Module A:

God loves me for being me

Session 1 (combined adult and young people's session):

I am special and you are special

Learning goals:

Both the young people and the adults will understand the aim and structure of the course. Additionally, the young people will learn how they are unique and loved by God and others, while the adults will focus on listening and responding skills.

NOTE FOR FACILITATORS: This first session is for the adults and young people combined, although there are some parts where the groups should be separated into two different rooms, each with their own facilitator. Two facilitators are therefore needed for this first session.

Activity 1A:

Welcome and aim of the course

 **Time needed:** 20 minutes.

Welcome all the participants and their parents or guardians to the start of the course.


Explain the aim and outline of the course in detail (see Introduction, page 9), including the time and place for all the sessions.

Ask if there are any questions.

Activity 1B:

Scripture reading and prayer

 **Time needed:** 10 minutes.

 Ask two parents or guardians to read Psalm 139:13-14 and 1 Timothy 4:12 out loud. Ask the participants for their ideas about these two passages. Explain that the passages teach us that we should be happy and proud because each of us is made by God. Continue with a prayer or song. Then ask the adults and the young people to meet separately for the next hour.



The next four activities are for parents and guardians only: (Young people's activities follow on page 16.)

Activity 1C (adults only): Introductions

 **Time needed:** 10 minutes.

Ask the parents and guardians to introduce themselves, and thank them for showing their support by coming to this session.

Activity 1D (adults only): Parenting our children

 **Description:** Discussion.

 **Time needed:** 25 minutes.

Discuss the following questions, writing the responses on a flip chart:

- What specific challenges do young people face between the ages of 11 and 15?
- What challenges do parents and guardians face in raising young people of this age?

- What helpful strategies should adults adopt to help them cope with parenting adolescents?

Activity 1E (adults only): Outline and philosophy of the course

 **Time needed:** 15 minutes.

Briefly review the course Introduction as well as the Contents page. Explain that, through this course, young people will:

- ⊙ Improve their self-esteem, which will help them feel confident and able to overcome obstacles and challenges in their lives.
- ⊙ Learn how to make good decisions, like saying "No" to sex or to the misuse of drugs and alcohol.

Active listening:
observe your child's
body language, actions
and tone of voice.





- © Develop skills to deal with negative peer pressure and protect themselves from dangers like HIV and teenage pregnancy.

Activity 1F (adults only): How can you help?



Description: Discussion.



Time needed: 15 minutes.

1. Encourage the parents and guardians to ask their children about the sessions when they are at home. Add that they are also welcome to contact you, if they want. Then ask how they interpret the Scriptural verse, *"Love is patient and kind; it is not jealous or conceited or proud"* (1 Corinthians 13:4).

2. After accepting a few responses, explain that one way to show love is by *active listening*. This means being open and taking time to really, really listen to your child, and understand his or her concerns and views. Ask participants how they demonstrate active listening and then highlight the eight points in the box below. Write the bold type on the board or flip chart.

Ask the parents and guardians to try active listening over the next few weeks, and explain that you will talk about their experiences when you meet again as a group at the end of the course.

NOTE FOR FACILITATORS: Prepare in advance a handout of the text in the 'Active Listening' box (below).

Active listening

Ask open-ended questions:

Rather than asking questions that can be answered with a "yes" or a "no", ask open-ended questions that require detailed answers, e.g. how did that make you feel? What did you do next?

Find out what silence means:

You may ask gently, "You are being very quiet and I can't tell what's going on. What are you feeling?"

Help the young person focus:

You may say gently, "You're talking very fast and I can't quite understand what you are getting at. Is something going on that is upsetting you?"

Reflect back the young person's ideas or emotions:

To understand properly what the young person is saying, listen for the emotions and core ideas, and then repeat them back to the young person;

for example, "What I'm hearing is so-and-so. Can you say a bit more?"

Listen with your eyes:

Observe the young person's body language, actions and tone of voice. These are often good clues as to what he or she is really thinking or feeling. Think about what you are seeing, and invite the young person to tell you more.

'Bite your tongue':

Hold back from passing judgement, criticising or giving advice unless the young person asks for it. If you offer these things when the young person is not ready, he or she will probably 'turn off' and not respond at all to your questions.

Offer encouragement and support:

Provide as much positive reinforcement, support and encouragement as possible. This shows that you are paying attention, that you care, and motivates the young person to communicate more with you in the future.



The next four activities are for young people only:

Activity 1C (young people only): Introductions

 **Time needed:** 15 minutes.

Ask everyone to stand in a circle and ask the participants, in turn, to give their name and then to act out their favourite animal. Everyone else has to guess what the animal is. Continue until all the participants have introduced themselves.

Activity 1D (young people only): Workshop expectations and ground rules

 **Description:** Discussion.

 **Time needed:** 15 minutes.

1. Ask the participants to mention **one thing** that they would like to get out of this workshop - for example, learn new things about growing up, make new friends, learn about HIV and AIDS, have fun. Write these on a flip chart. The facilitator should hang this chart on the wall and also bring it back to the last session for the evaluation.

2. Briefly describe **how the course will be organised**, namely, that it is divided into three modules of five sessions each, and that the last session will be together with their parents and guardians. Refer to the Contents page, if needed. Explain clearly when and where all the sessions will take place.

3. Next, ask the participants to suggest some **ground rules** to be followed during the workshop. Ask for a volunteer to write these on a flip chart: e.g. keeping time, regular attendance, and everyone helping to clean up afterwards. Explain that a Question Box is available throughout the workshop. Participants may put written

questions and comments anonymously into the box, and we shall address them at the start of each session.

Activity 1E (young people only): My big heart

 **Description:** Artwork.

 **Time needed:** 30 minutes.

1. This small artwork activity is intended to help the participants feel that they are loved and special - for example, by other people, by themselves, and by God.

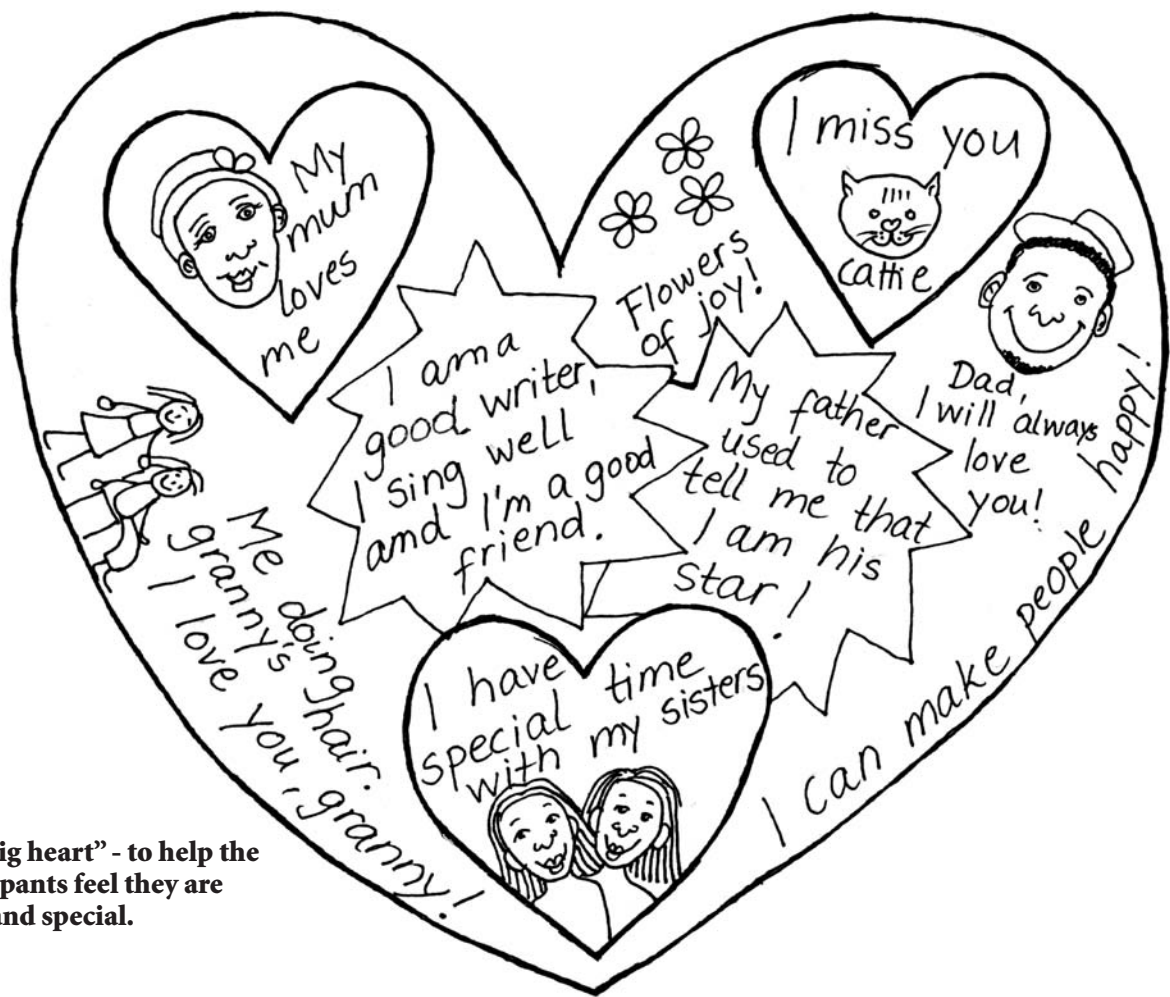
2. Give all the participants a sheet of A4 paper and let them share coloured pencils or crayons. Tell them to draw a big heart. Inside the heart, they should draw or write things about themselves that they like or something they can do well (see illustration opposite). They should also include the people or things that make them feel special or loved, or memories from the past that they like to think about. Give the participants enough time to draw something meaningful.

3. Put all the pictures on a wall or in the middle of the room, and invite all the participants to talk about their pictures, but do not force anyone. Provide positive feedback and encourage other young people to do the same. Ask the participants what they learned from this activity, and tell them they can take their artwork home if they want.

Activity 1F (young people only): Open discussion

 **Time needed:** 5 minutes.

Set aside this time for any questions or comments that the participants want to share. Answer any questions that have been put into the question box.



The “big heart” - to help the participants feel they are loved and special.

The final activity in this session is for adults and young people together:

Activity 1G (adults and young people): Closing circle reflections and prayer ❄️

🕒 **Time needed:** 10 minutes.

Bring the session to a close with a word of thanks for the time spent together and the learning that took place. Remind the young people of the time and place of their next session. Let the adults know how glad you

are of their commitment, and remind them of the graduation and feedback session (session 15), when you hope to see them again. End with a song or a prayer, or both.

NOTE FOR FACILITATORS: Closing the session could be more fun if you introduce a ‘high-five’ or another youth gesture involving all members of the group, followed by a yell. This type of ritual adds a sense of togetherness to the group.



Session 2:


My hero and me

Learning Goals:

Participants will identify as their hero someone who has special qualities that they admire, and who can inspire them to live a better life.

Activity 2A: Scripture reading and prayer

 **Time needed:** 10 minutes.

Welcome the participants and thank them for coming.  Ask someone to read out Hebrews 6:12 and ask for comments.

Explain that the passage teaches us we should identify people whom we respect, who will inspire us and give us guidance as we grow older.

Continue with a prayer or a song.

Activity 2B: Fire on the mountain

 **Description:** Game.

 **Time needed:** 10 minutes.

This game requires an odd number of participants, with one person designated as the caller. (The facilitator can join the game to make an odd number.) The participants should stand in a circle. The caller says loudly, *"Fire on the mountain, run, run, run!"* Everyone runs around in the circle until the caller says, *"Put it out!"* Then everyone, including the caller, must find a partner. One person will be left out, and the process starts again with that person doing the calling.

Activity 2C: Everyone is good at something

 **Description:** Sharing.

 **Time needed:** 10 minutes.

Ask the participants to pair up with the person sitting next to them. (If there is an odd number, make one group of three.) Explain that each of us is good at something - even if it is not always obvious at first. Sometimes, this good thing is called a 'talent' or a 'gift' - a special ability given to us by God. If we use it well, this talent can help us have a good future and can also help others.

Within the pair, each child should describe one thing that he or she is good at doing - for example, playing a sport, cooking food, singing, growing vegetables, or getting good marks at school. Each person should then introduce his or her partner to the group: *"This is my friend [name] and he/she is good at ..."*

Activity 2D: The Three Kittens

 **Description:** Story and discussion.

 **Time needed:** 20 minutes.

Explain that sometimes we don't realise what talents we have, so they remain hidden.



But, as this story (in the box below) shows us, these talents can be very important. Now read the story out loud.

Afterwards, ask the young people what they

liked about the story, and what they learned from it. Remind them that we have all been given special talents by God, and it is our job to figure out what they are, and how to use them to help ourselves and others.

The Three Kittens

Uncle Big Cat heard that some weeks ago his sister had given birth to three kittens. When he came to visit them, he saw that they all had smooth black fur and big green eyes. To Uncle Big Cat all of them looked exactly alike!

"How will I tell you apart?" he asked the kittens, after he had greeted their mother.

"I have big teeth," said the first kitten, with a big toothy smile on her face.

"I have little white spots underneath my front paws," said the second kitten, who waved his paws in the air, so that his uncle could see.

"I have a LOUD VOICE!" meowed the third kitten, making such a big sound that everyone else fell backwards from the noise.

"That is all very well," answered Uncle Big Cat. "But when I just look at you from far away, I still can't tell the difference. How else can I tell you apart? Tell me something special and important about you."

The first kitten with the toothy smile said, "I like to catch things."

The second kitten with the white spots under his paws answered, "I like to play hide-and-seek."

"Meow, MEOW, MEOW!" shouted the third kitten, while everyone else quickly covered their ears. "I like to sing so that everyone can hear my LOUD VOICE!"

Uncle Big Cat sat quietly for a moment and then said, "I am glad to learn all of this." He continued, "But as your uncle, I still want to get to know you even better. So could you

please tell me something else that is special about each of you?"

Once again, the toothy kitten spoke first: "I can run very far and very fast," she said.

The second kitten answered, "I'm good at digging deep holes in the earth for kittens to hide in, even though this makes my spotted paws all dirty."

Before the third kitten spoke, everyone else stepped back to protect their ears. "I'm good at climbing up the trees where I can look far and wide in all directions," she cried, and then she scampered up the tallest tree to show everyone.

Just then, the kitten with the loud voice let out another squeal. "Over by the bushes there is a sand-snake!" she called to the others. The toothy kitten quickly ran into the deep hole that her brother had dug out the day before. She was well hidden. A minute later, when the snake slid past, she jumped out of the hole and grabbed the snake with her big teeth. Then she ran back with the snake to rejoin the rest of her family.

The toothy kitten dropped the snake at the feet of her uncle. Then the kitten with the white spots said: "This is how our mother taught us to work together so that all of us can eat."

Uncle Big Cat responded with a big purr: "I am very proud of each of you. All of you are special in your own way, but with the way you work together as a family, this makes you even more special."

"Meow, MEOW, MEOW," the cat with the loud voice started to sing. Only this time, everyone joined in!



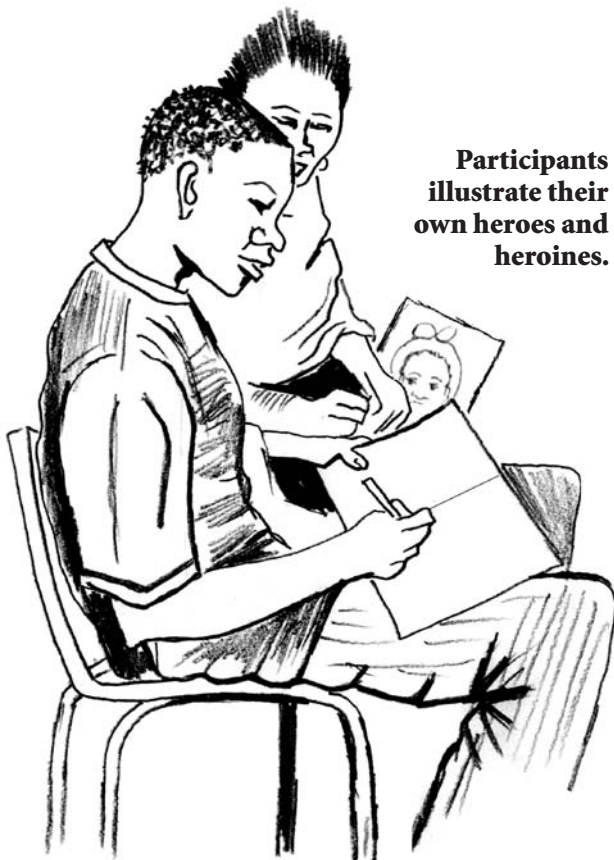
Activity 2E: My hero

 **Description:** Artwork and writing.

 **Time needed:** 40 minutes.

Explain that all of us have heroes or heroines in our lives. These are people we look up to, who make us feel good and inspire us to become better people. They are special in ways that are important to us. Heroes and heroines have found a way to make the most of their talents, in order to help themselves and others. Often they have had to overcome great difficulties to achieve their success, like poverty or disability or having been an orphan. Ask the participants to give some examples of people they consider a hero or heroine, and then ask them why. The next activity will help us think about our heroes and heroines, and what we can learn from them.

Give each participant a sheet of A4 paper and fold the long side in half so it looks like two



**Participants
illustrate their
own heroes and
heroines.**

A-5 sheets. Ask the participants to share the coloured pencils or crayons, and instruct them to draw their own hero or heroine on one side of the paper. Explain that the hero or heroine they choose should be someone they know a lot about, but that this person can be alive or dead. They might know their hero or heroine personally, but they do not have to.

After drawing the picture or portrait (head-only picture), participants should write on the other half of the page who this person is and why this person is their hero or heroine. Then they should add how the person makes the participant feel. For example: "My grandmother. Even though she is old, she works hard and she makes me feel loved." Or "My cousin. He started his own business and lets me help him."

On the back of the sheet of paper, ask the participants to use the left side to describe any talents or interests they have that make them like their hero or heroine. (For example: "I am strong like my father", or "I like to read a lot, like my teacher".) On the right-hand side of the paper, ask the participants to make a cover: "My Hero/ Heroine and Me", and write their own name and the name of their hero or heroine. They are also free to decorate their sheet of paper with drawings or patterns.

After they have finished, invite the participants to talk about what they have made, but do not force anyone to do so. Provide positive feedback and encourage other young people to do the same. After a short discussion, tell the participants they can take their sheets of paper home if they want.

Activity 2F: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Bring the session to a close in the usual way.



Session 3:

I have good values

Learning Goals:

Participants will learn how to identify what is most important in their lives, and to live according to values which are both modern and traditional.

Activity 3A: Scripture reading and prayer

Time needed: 10 minutes.

Welcome the participants and thank them for coming. Ask someone to read out Philippians 4:8-9.

Explain that today's Bible message teaches us that we learn important values from our life experiences and from what others teach us, and these values help us overcome the challenges we face.

Continue with a prayer or song.

Activity 3B: The Name Game

Description: Game.

Time needed: 10 minutes.

This short game is useful to help participants remember one another's names. Ask the participants to stand in a circle and clap. As they clap, call out the name of one person. That person should change the style of clapping (for example, slap her knees or snap his fingers) and then call out the name of another person, who does the same thing, and so on, until everyone has had a chance to participate. Repeat the game to reinforce everyone's name.

Activity 3C: 'We' values versus 'I' values

Description: Discussion.

Time needed: 15 minutes.

1. Explain that today we shall talk about values. Values are the principles and ideas that help guide us when we decide what is right or wrong. Ask the participants if they can name any values. (For example: honesty, respect for other people, ambition, humility, love of one's family.)

Some people say that there are traditional values and there are modern values, and that the two are in conflict with each other. But that is not always so. Many traditional values are important, and so are many modern values. We need both.

For example, one traditional value is caring for other people. Another is cooperation - emphasising that the group is very important. Let's call these the 'we' values. We use them when we help other people, sometimes without being asked. We cooperate with and care for members of our family, our friends, and people who live in our community.

2. Modern values tell us to rely on ourselves, not others. Modern values emphasise individuality - focussing on our own needs and encouraging us to compete with others in order to do better in school or work. Let's call these the 'I' values. The 'I' values help



us develop our unique abilities and leadership skills. At the same time, there is a danger that individuality and competition, if taken to an extreme, can lead to selfishness and greed. Moreover, if you focus *only* on your own needs, then it is possible that others won't want to assist you when you need their help.

3. Both types of values are important: sometimes it is the right time to express 'we' values and sometimes it is the right time to express 'I' values. Ask participants for examples of 'we' and 'I' values. Then ask:

- ▶ How do you express 'we' values when caring for a sick relative?
- ▶ How do you express 'I' values when you are doing your school homework but a friend wants you to play sport?

Activity 3D: What is valuable?

 **Description:** Demonstration.

 **Time needed:** 5 minutes.

Place several coins or paper money of different denominations on a table. Ask for a volunteer to choose the one that has the most value to him or her. Then ask why he or she made the choice. Write the word 'value' on the board. Explain that values that can be touched are called *tangible* and those that cannot be touched are called *intangible*. These are the values that money can't buy. Ask for examples of intangible values, and be sure the following are included: respect, love, fairness, friendship and honesty.

We get our values from what others teach us, and also from our own past experiences. Point out that, while it is easy to know which tangible things have the most value, it is sometimes difficult to define the value of intangible things. People's values differ from one another. As long as other people's values do not cause harm, we should tolerate and respect them.



What do we value most?

Activity 3E: What tangible and intangible values are important to you?

 **Description:** Imagining.

 **Time needed:** 15 minutes.

1. Explain that our values help to define who we are. As we get older and can make more of our own decisions, our values will determine the actions and the type of decisions we make. We shall now try an 'imagining activity' to help clarify what tangible and intangible values are the most important to us, and why.

2. Speaking very slowly, in a soothing voice, and leaving a few moments between each sentence, say to the group:

"Sit comfortably, close your eyes gently, and listen carefully to what I am saying. Imagine that your house is on fire. Look at the flames but don't panic. All the people and the animals are safe. You do not have to worry about them. Now imagine that you still have a few minutes to get out only five of your most important things. The things



you decide to take must be very important to you. They might hold precious memories or represent important ideas, or they might have great financial value. They can have an intangible value or a tangible value. Don't worry how big or heavy they are.

Check every corner of the house. Imagine you pick up something and you think about it, and the memories it holds for you. Then put it down, and after a while, pick up something else and think about what it means to you. Keep doing this until I tell you when you have to make your final decisions."

3. Wait at least a minute before talking again. Then say:

"Now, think about everything you have picked up and the memories which they hold for you. Review each of these in your mind. Now you have to choose what is most important to you. Take only those five items that are most important to you, and keep them with you. Take them out of the house and leave the place. Keep them close to you. Breathe deeply

and slowly, and move your arms and legs. Slowly return to this room - to the present. After you have arrived, open your eyes again."

4. Divide the group into pairs and ask the participants to tell one other about the items or the memories which they took out of the house. Ask the participants to explain to their partners why they took particular things. How do they think they might use these objects in the future, as they grow up? Ask for a few volunteers to share what they chose to take from the 'burning house', and why.

Activity 3F:

The Wooden Bowl

 **Description:** Story.

 **Time needed:** 15 minutes.

1. This story (below) tells us how one family discovered what values are most important to them. Read it out loud to the participants:

The Wooden Bowl

Once upon a time, there was a very old man whose eyes had become quite blind and whose ears had become quite deaf. His hands and knees shook and he could barely walk. Eating was very difficult for him. He could not hold his spoon properly and he often spilled soup onto the table. This annoyed his son and his son's wife. "We must do something about Grandfather," the son finally said. "I have had enough spilled soup, noisy eating and food on the floor."

So they gave Grandfather a clay bowl and told him to eat outside. Grandfather said nothing, but sometimes he had tears in his eyes as he sat alone. One day his hands could not hold the clay bowl and it fell down and broke. The young wife was angry and she sighed. She brought Grandfather a wooden bowl and from then on Grandfather had to use the

wooden bowl for his food. One evening, as the husband and wife were sitting together after supper, they noticed that their son was trying to put together some pieces of wood.

The father asked sweetly, "What are you making?" The little boy answered just as sweetly, "I am making a wooden bowl for you and Mama to eat from when I am grown up."

The wife and husband looked at each other for a while. Then tears started to run down their faces. They immediately went outside to fetch Grandfather and gently led him back to the family table. For the remainder of his days, Grandfather ate every meal with the family. And for some reason, nobody minded any more when a spoon was dropped, or soup got spilled, or a mess was left at the table.



2. Ask the participants what they liked about the story, and what they learned from it. Afterwards, remind them that this story shows us how our values determine the way we live and relate to other people.

Activity 3G: The value of equal rights ☉



Description: Discussion.



Time needed: 20 minutes.

1. Explain that every country has many laws that give its citizens certain rights - for example, that people should have access to certain benefits like basic health care and education. In addition, there is an important international agreement known as the *United Nations Convention on the Rights of the Child*, which almost every country in the world has signed. One important value in this agreement is that all children - girls as well as boys - should be treated equally. That doesn't mean that girls and boys are the same, but it does mean that they are equally important and have equal rights. In most cultures men and women, girls and boys, are expected to do different things, but this does not mean that women are not able to do the things that men usually do, or that boys cannot do the things that girls usually do.

2. Discuss further: Can girls play football? Can boys play netball or hopscotch? Can a woman become the head of state? Can a man raise a child without a woman being around? The answer to all these questions is YES. They may not be easy to achieve, but they are possible.

Most of the time, boys and girls can both do the same thing. This does not mean that they always want to do the same thing, or that they are expected to. But it does mean that they are **ABLE** to do the same thing, such as doing mathematics, collecting wood, washing dishes, crying when they are sad, sports, or changing the nappies of a baby.



Can girls play football? YES!

3. Ask the group what we can do to help boys and girls to be treated more equally in our homes and communities. (For example, boys and girls can help each other with the chores at home; girls can speak up in class to show the teacher they are serious about their studies; girls and boys can have the same dreams about what they want to do in the future; brothers and sisters can defend each others' equal rights.)

4. After a short discussion, ask the participants to stand in a circle. Take a sheet of paper and crumple it into a ball, and ask the participants to toss it to one another. Each time a participant catches the ball, he or she must say: "*One thing I can do to show that I believe in equal rights for boys and girls is ...*" When everyone has had a turn, end the discussion.

Activity 3H: Closing circle reflections and prayer



Time needed: 10 minutes.

Bring the session to a close in the usual way.



Session 4:

I can make good decisions


Learning Goals:

Participants will learn how to analyse and solve their problems by making good decisions, and how to practise this approach in their day-to-day lives.

Activity 4A:

Scripture reading and prayer

 **Time needed:** 10 minutes.

Welcome the participants and thank them for coming.  Ask someone to read **James 3:13-14** and ask for comments. Explain that each of us has the capacity to make good decisions and avoid bad ones. We should use God's gifts to us - our intelligence, our minds, our bodies, our talents - to do well. Continue with a prayer or song.

Activity 4B:

Untangling the human knot

 **Description:** Game.

 **Time needed:** 10 minutes.

Ask the participants to form groups of 10-12 people each, and then to hold hands in a circle. Keeping their hands together, both circles of participants should then tie themselves into as entangled a knot as possible. Now ask each circle to untangle their knot, but without letting go of their neighbours' hands. (Hint: this requires some discussion to work out how each person should move, and in what order.)

When all the circles have untangled their knots, ask the participants what they



The human knot.

learned from the exercise. Emphasise that problem-solving requires cooperation and a step-by-step process of decision-making.

Activity 4C:

How do we make good decisions?

 **Description:** Discussion.

 **Time needed:** 30 minutes.

1. Ask the participants what they know about how to solve problems and make decisions. Ask for a volunteer to describe



a small problem that he or she faces. Ask that person: *“How do you think about the problem and eventually come up with a decision about how to solve it?”*

Explain that, in this course, we will refer to our ‘problems’ as ‘challenges’. In order to make smart decisions throughout life, we need to be aware of challenges, choices and consequences. To make a successful decision, it is good to follow this Three Cs model:

CHALLENGES

CHOICES

CONSEQUENCES

1. Write the Three Cs on the board or flip chart. Explain what is meant by each step in the Three Cs model.

- ⊙ **CHALLENGES:** Define and understand the problem you face. Why is it important to you? Who is affected? Can the problem be broken down into several smaller problems? Can they be solved more easily separately?
- ⊙ **CHOICES:** List all the different ways or options you have to solve the problem. Be as creative as possible. Is there anyone else who can help? (Remind the participants that many problems are solved more easily if the problem is shared with a trusted friend or adult. Through prayer, one can also ask God for help.)
- ⊙ **CONSEQUENCES:** Analyse what could happen as a result of each one of the choices – good things and bad things – and how would that make you feel. Reject those that you consider wrong or potentially harmful to yourself or others. You may pursue any – or all – of the choices that you believe will have a good consequence or result.

2. Make your decision. Choose from those choices that are best because they have few or no negative (bad) consequences and are

most possible to achieve. You may choose one option or more – for example, two or three. Break down the choices you have selected into steps – what you must do first, second and so on. Set a timeline for implementing your decisions and implement the first step right away.

3. Apply the following case study:

Tsitsi has been sick and missed a lot of work at school. Now she is failing her subjects. Her uncle believes it is a waste of money to keep paying Tsitsi’s school fees, and told Tsitsi’s mother that Tsitsi should leave school and find a job or do something else. If you were Tsitsi’s friends, what would you advise?

4. Via discussion, list Tsitsi’s challenges. Then list all the choices that Tsitsi has (e.g. listening to her uncle and leaving school; talking to another trusted adult to convince Tsitsi’s mother that Tsitsi should stay in school; asking her friends and teachers for extra tutoring to pass her subjects).

5. Next, outline the possible consequences of each choice (both negative and positive consequences).

6. Finally, agree as a group what Tsitsi should decide.

Activity 4D:

Small groups and discussion



Description: Small discussion groups



Time needed: 30 minutes.

1. Copy each of the following four scenarios onto a piece of paper, and put each one in a basket. Divide the participants into small groups of 3-4 people each. Ask each group to choose one. (If there are more than four groups, copy some scenarios twice.) Each group must answer the question at the end



Tsitsi's challenge: to stay at school - but how?

of their scenario. They have 8-10 minutes in the small groups to prepare, and two minutes each for their presentation. If they want,

they may present their answers in a role play. Afterwards, lead a discussion about common themes or approaches.

Scenario No. 1:

Mary lives with her grandmother, whom she loves very much. But every morning Mary's grandmother wants Mary to fetch water and do other chores, so Mary is always late for school. Yesterday, Mary's teacher said that Mary must come on time, or she won't be allowed in the classroom. If you were Mary's friends, what would you advise her to do? Apply the Three Cs model in this case study.

Scenario No. 2:

Matthew's problem is that his family is very poor and he does not have paraffin or a candle at home to do his schoolwork. As a result, his marks at school are suffering. If you were Matthew's friends, what would you advise him to do? Apply the Three Cs model in this case study.

Scenario No. 3:

Sarah has a boyfriend who wants to have sex with her. Sarah likes her boyfriend very much but she doesn't want to get pregnant. The boyfriend says he will be careful and use a condom, so everything will be okay. If you were Sarah's friends, what would you advise her to do? Apply the Three Cs model in this case study.

Scenario No. 4:

John is small for his age and lives with his mother, who has HIV. Recently, some bigger boys have been bullying John and calling him an "AIDS-boy." They also said they would beat John up if he told a grown-up about their behaviour. If you were John's friends, what would you advise or do? Apply the Three Cs model in this case study.



Activity 4E: Three Cs to good decision-making



Description: Writing.



Time needed: 20 minutes.

Give each participant a sheet of A4 paper and a pencil or pen. Ask everyone to think of one problem they are personally facing - they can choose a big challenge or a little one (but it should be a real one). Then, using the outline below, which the facilitator should put on the board or flip chart, ask them to fill out their sheet of paper. (Make it clear that the sheet of paper will include the outline, or ask the

young people to copy it onto their sheet of paper.) Afterwards, the young people should share what they wrote with at least one other person in the group. Tell them that they will not be required to share with the entire group, however. The young people should then take their sheet of paper home.

Activity 4F: Closing circle reflections and prayer



Time needed: 10 minutes.

Bring the session to a close in the usual way.

THREE Cs TO GOOD DECISION-MAKING

Identify a **CHALLENGE** you are facing:

Identify 3 **POSSIBLE CHOICES** you have:

Choice 1:

Choice 2:

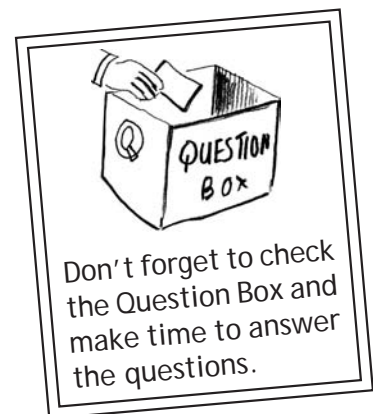
Choice 3:

List the **CONSEQUENCES** of each choice, both positive and negative:

Choice	Positive consequences	Negative consequences
1
2
3

Decide which choices have the best consequences and can be easily implemented. Write down the decisions that you will take:

.....
.....





Session 5:

I can prepare for my future

Learning Goals:

Participants will identify and commit themselves to a meaningful goal in life, as well as to the skills and actions needed to achieve that goal.

Activity 5A: Scripture reading and prayer

Time needed: 10 minutes.

Welcome the participants and thank them for coming. Ask someone to read **Colossians 3:8-10** and ask for comments.

Explain that, in order to live a successful, fruitful life we need to follow God's will, rid ourselves of bad habits, make good decisions and work hard.

Activity 5B: People to People

Description: Game.

Time needed: 10 minutes.

This game requires an odd number of participants. (The facilitator can join in, if needed.) Everyone finds a partner, except for one person, who is the leader. The leader calls out actions such as "nose to nose", "back to back", or "head to knee". Participants have to follow these instructions in their pairs. When the leader calls out "people to people", then everyone has to find a new partner, including the leader. The one left out becomes the leader, and continues the game.

Activity 5C: Andrew Mulenga's dream ✕

Description: Story.

Time needed: 15 minutes.

1. Explain that this is a true story about a boy with big dreams. Read the story (on page 30) out loud.

2. Ask the participants what they liked about the story, and what they learned from it.

After the discussion, remind them that all of us have the right to our dreams, and that



Andrew Mulenga's future: an impossible dream?



Andrew Mulenga's dream

When Andrew Mulenga was a child, he used to walk every day from his family's small home in rural Zambia to his school in town, 7 kilometres away. One day, Andrew's teacher gave the class, as homework, an assignment to draw a picture showing how they wanted their future to be.

Andrew set to his homework and drew a detailed plan of the house he wanted in the middle of a large cattle ranch. He included himself in the picture as the owner and manager of the ranch, together with his family, including several young people. He put a lot of effort into the project and the next day he handed it to his teacher. Two days later, Andrew received his drawing back. On the top was a large red 'F' for 'Fail' with a note that read, "See me after class".

Andrew went to see the teacher after class and asked, "Why did I receive an F?"

The teacher said, "This is an unrealistic dream for a young boy like you. You have no money. You come from a poor family. Your family has very little land. Developing a large farm requires a lot of money. You have to buy more land, pay

for the original breeding stock. There is no way you could ever do it." Then the teacher added, "If you will re-do this drawing and make it more realistic, I will reconsider your grade."

Andrew went home and thought about what the teacher had said. He asked his father what he should do. His father said: "Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you."

Finally, after thinking long and hard, Andrew handed in the same picture. He said to his teacher, "You can keep your F and I'll keep my dream."

Some 15 years later, Andrew invited some of his old school friends and his teacher to meet his wife and three healthy children at his five-bedroom house in the middle of a large cattle ranch. In the living room, framed on the wall, was the drawing he did at school, still with the 'F' mark on it. As the teacher was leaving, he said, "I am sorry, Andrew. Long ago, when I was your teacher, I was something of a dream-stealer. During those years, I stole a lot of children's dreams. Fortunately, you hung onto yours."

with God's help and a lot of hard work, many of our dreams can come true.

Activity 5D: My future as a beautiful island ✂

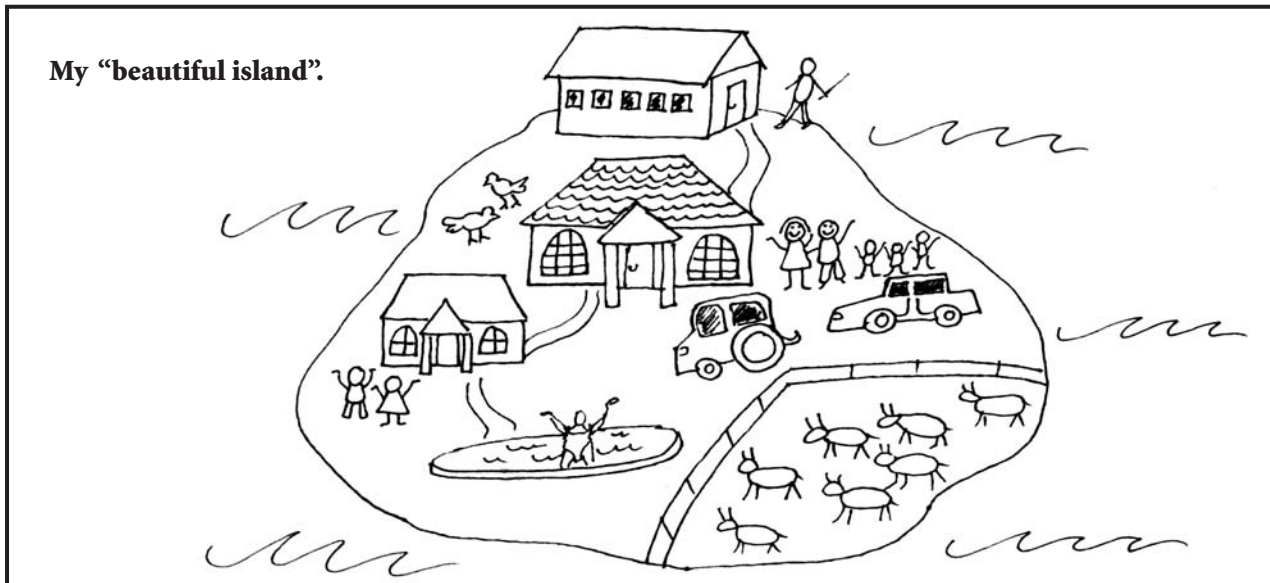
 **Description:** Drawing and demonstration.

 **Time needed:** 25 minutes.

1. Give everyone a sheet of A4 paper and ask them to share the coloured pencils or

crayons. Tell the participants, "As Andrew Mulenga did as a child, try to imagine your future as you want it to be, 15 years from now. Pretend your future is an island, surrounded by water. Picture it in your mind. What does it look like? What will you be doing in your future? Who will be with you? Where will you live? Will you have any farm animals or pets? What else do you picture on your island?"

2. Ask the participants to draw a picture of their future island, just as they think it will be. Ask them to put in as much detail as



possible. Give them enough time to make something meaningful.

3. After 15-20 minutes, ask everyone to stand in two rows, facing each other, and holding their pictures so everyone else can see them. Remind the participants that, because they are thinking of their future as an island that is surrounded by water, they will need some bridges in order eventually to get there. Say, *"You are back here in the present and you are looking at your future island. Ask yourself:*

- ❖ *"Which bridge am I on now?"* (e.g. primary or secondary school, my first job).
- ❖ *"Which bridge will I get on next?"* (e.g. secondary school, university, vocational training, or a better job). Tell the participants to take one step forward.
- ❖ *"Which bridges am I going to use to stay safe and healthy and be able to get to my future island?"* (e.g. studying or working hard, not using illegal drugs or alcohol, staying healthy). Tell the participants to take one step forward for each strategy.
- ❖ *"What do I need to do right away to start moving towards my future island?"* Tell the participants to take another step forward.

4. Now ask the young people to look back to where they started walking and ask, *"As you*

cross your bridges, one by one, do you get closer to your Dream Island?" Explain that in the real world it is also true that, in order to reach your goals, you have to take things step by step. Emphasise that this process applies equally to boys and girls.

5. Encourage the participants to keep their sheets of paper to remind themselves of their dreams. Suggest that, if they want, they can change their islands or add additional ones at a later date. Most importantly, they should continue to identify the steps they need to take in order to reach their dream, and then DO IT!

Activity 5E: Body spelling

 **Description:** Game.

 **Time needed:** 5 minutes.

Ask the participants to stand, and tell them that everyone should bend their bodies into different letters, so that they can spell out some of their dreams. Call out each letter and then have the participants shape them with their bodies, so they spell out the goals that the participants already mentioned: e.g. 'DOCTOR', 'FARMER', 'GOOD COOK', 'FOOTBALLER'. Do no more than three or four words, just to help the participants feel refreshed.



Activity 5F: Improving my study skills☀



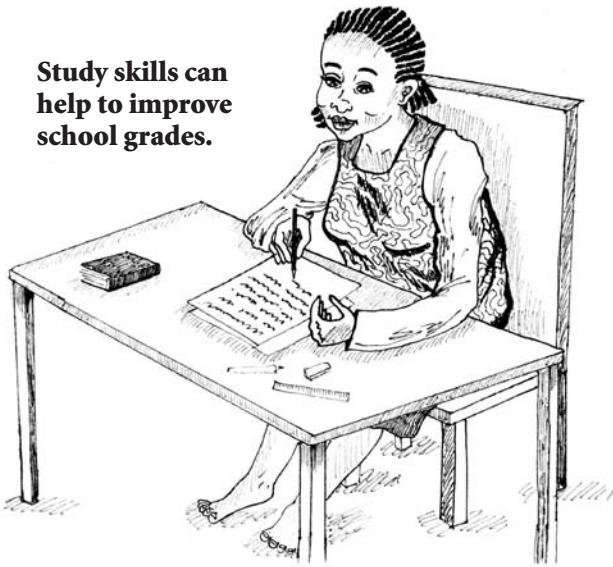
Description: Writing.



Time needed: 25 minutes.

1. Explain to the participants that one of the most important ways to achieve our dreams is to work hard at school. That includes doing our homework and studying for exams.

Study skills can help to improve school grades.



2. Give everyone a sheet of A4 paper and a pen or pencil. Tell the participants that the next activity involves answering some questions for themselves (not to hand in) to help them better understand their style of study. Ask all the questions aloud, and allow time for everyone to write down their answers. Then ask for a few responses to each question, and briefly highlight how the approach can be helpful.

- a) Do you have a quiet place to sit and do your homework and revise? If not, are there other places in the community that you could use – for example, the church, the school, or the home of a friend or relative?
- b) Do you start your revision for an examination a long time beforehand, so

you have enough time to review everything you need to know?

- c) Do you read aloud when you are revising?
- d) Do you make notes from your books, as you revise?
- e) Do you draw diagrams when you are revising?
- f) Do you attempt to re-do an exercise or experiment without the teacher's guidance or prompting?
- g) When you are studying for an examination, do you try to guess ahead of time what some of the questions might be about, and then try to answer as a practice?
- h) Do you create rhymes, songs or word patterns to help you remember formulas? If so, give an example.
- i) When you read a book, do you take time to visualise the story – for example, the characters' appearances, colours of clothes or landscapes of places?
- j) Do you belong to a voluntary study group where you discuss schoolwork among friends? If yes, how does your study group add value to your academic work?

3. Conclude by encouraging the participants to try some of the study techniques that are new for them. Make it clear that there are different ways to learn and to study, but effective learning generally requires a combination of study skills.

Activity 5G: Closing circle reflections and prayer



Time needed: 10 minutes.

Bring the session to a close in the usual way.



Module B:

My body is

God's gift to me

Session 6:

Keeping my body healthy

Learning Goals:

Participants will learn how to keep their bodies healthy, which will help them improve their health, and be better able to reach their goals.

Activity 6A:

Scripture reading and prayer

Time needed: 10 minutes.

Welcome the participants and thank them for coming. Ask someone to read out Genesis 1:27-28 and ask for comments. Explain that our bodies are a gift from God, which we should treasure and look after. Continue with a prayer or song.

Activity 6B:

Fruit Salad ⊗

Description: Game.

Time needed: 10 minutes.

Count off the group participants, using local fruits - for example, banana, pawpaw, mango, melon - and then starting with the first fruit again. This should result in 4-6 persons per 'fruit'. Now, ask for a volunteer and remove

that person's chair from the circle. The volunteer should call out a particular fruit and those people have to get up and look for another chair - while the volunteer also rushes to sit down. This will leave one person in the middle again, who must call out a different fruit, and so on. The person in the middle may also call out, "Fruit Salad!", in which case everyone should get up and try to find a different chair. When everyone has had at least one chance to move around and there is laughter, end the game.

Activity 6C:

My healthy body

Description: Team competition.

Time needed: 20 minutes.

1. Break everyone into four or five teams, using the different 'fruits' to which they were assigned from the Fruit Salad game.

2. Give each group one piece of flip chart paper and a marker pen. Tell each group



that, in a few minutes, you will give each team eight minutes to list as many different things as possible that young people can do to stay healthy. Ask them to mention the different topics that they could focus on: for example, what to eat, bad habits to avoid, personal hygiene and sanitation, or taking care of yourself when you are sick. When making their list, however, they should put it in the form of instructions: what young people should do and what they shouldn't (for example, "Do this..." or "Don't do that..."). The goal of the competition is to list as many *different* instructions as possible.

3. During the feedback period, ask the first group to call out one thing on their list and find out if the other groups have something similar. Then ask the next group to offer a different 'instruction' that they wrote down and continue in the same way. Stick all the lists onto the wall. Determine which group has the highest number of different instructions and applaud them as the winner.

Activity 6D: When you or someone you know gets sick

 **Description:** Discussion and demonstration.

 **Time needed:** 15 minutes.

1. Say that, no matter how much people try to stay healthy, sometimes they get sick. Among the serious diseases affecting many parts of Africa are malaria, tuberculosis and typhoid. We should try to prevent ourselves from getting these diseases, but that is not always possible. A person who is in pain or feels ill should go to a health care facility for assistance.

2. Ask the participants to identify some symptoms of illness, and write these on a sheet of flip chart paper. Here are some examples:

- + Fever (feeling really hot)
- + Excessive sweating (even when resting)
- + Difficulty in breathing



**Raised body temperature
can be a sign of fever.**

- + Headaches
- + Excessive tiredness
- + Chills
- + Rapid pulse or heartbeat
- + Diarrhoea
- + Coughing
- + Lack of appetite
- + Pain
- + Feeling weak

3. Remind the participants that people on medication should be encouraged to continue taking it at the right time, as prescribed. Any participants who have questions can put them in the question box or come to the facilitator privately.

4. Explain that it is easier to take care of our bodies if we understand how they work. Let's practise with one indicator of illness: namely, body temperature. The normal body temperature is about 37 degrees Celsius. If you want to compare the body temperature between two people and you don't have a thermometer, place the back of one hand on the other person's forehead and the back of your other hand on your own forehead. Then, compare the two. If one person is much hotter, you should feel the difference.



That person may have a fever. Now ask the participants to practise with each other. (Normally, everyone in the group should have about the same body temperature.)

Activity 6E: Mapping health information and services ✂

 **Description:** Artwork.

 **Time needed:** 30 minutes.

1. Explain to the participants that they will now be drawing a map of their community that highlights all the different places where they can get information about health. Divide the participants into the same 'fruit-groups' as before, and give each one a piece of flip chart paper and a couple of marker pens. Each group should draw a rough map of their village or neighbourhood, highlighting such places as schools, hospitals, clinics, pharmacies, community centres, major shops, businesses, places of worship, markets and libraries.

2. Ask the groups to draw a star next to all the places where they can get information about health. Explain that information can also be obtained directly from people, through the media, and through community events. At the places where they can get health care services (such as a clinic, hospital, or a Voluntary Counselling and Testing Centre), they should add a heart.

3. After 15 minutes, each group should attach their map to the wall, and everyone should walk around the 'gallery' looking at all the maps.

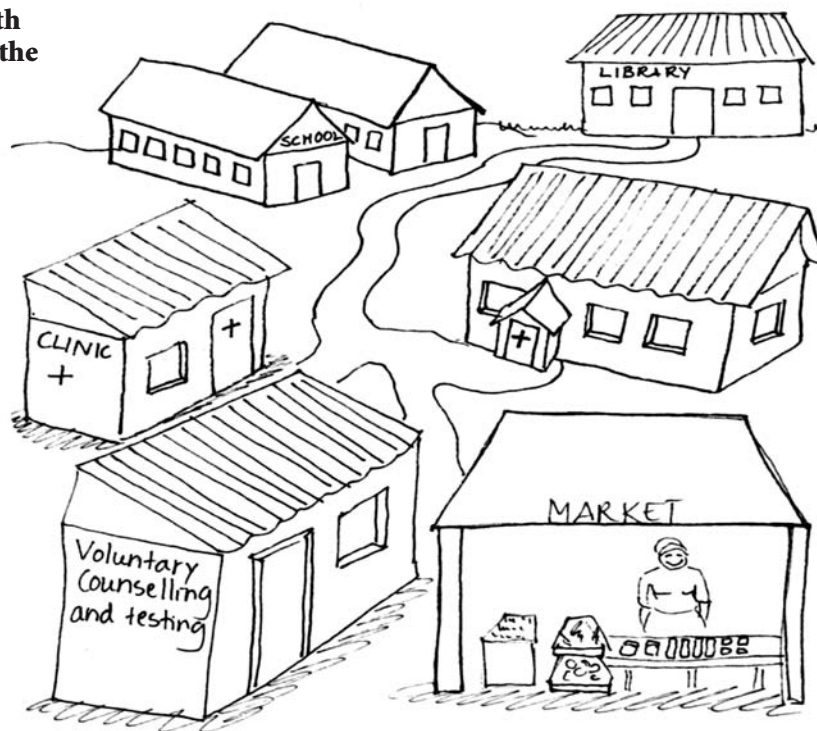
4. Wrap up the activity by reminding everyone that taking care of our bodies is a big responsibility, but we can get a lot of help from other people and organisations.

Activity 6F: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Bring the session to a close in the usual way.

**Sources of health
information in the
community.**





Session 7:

Protecting myself from drugs and alcohol


Learning Goal:

Participants will learn how to protect their bodies from the dangers of drug and alcohol abuse.

Activity 7A: Scripture reading and prayer



Time needed: 10 minutes.

Welcome the participants and thank them for coming.  Ask someone to read out **Ephesians 5:15-18**, and ask for comments. Explain that the passage teaches us that a person who abuses alcohol or uses harmful substances (like drugs) is not wise. Continue with a prayer or song.

members of the group standing at their side of the room and shouting instructions where the Blind Searcher should go to find the object. Before the search begins, however, all the Blind Searchers should be turned round and round three times to lose their orientation - some confusion is likely! The first Blind Searcher to find their object wins.

When discussing the game afterwards, point out that the disorientation and confusion is similar to how many people feel and react when under the influence of illegal drugs or alcohol.

Activity 7B: The Blind Search



Description: Game.



Time needed: 10 minutes.

Divide the participants into five groups and give each group an object such as a plastic bottle, a book or a cup. Ask each group to select one person to be their 'Blind Searcher' and tie a cloth loosely around that person's eyes as a blindfold. Then ask the groups to place the object they have been given at the far end of the room, wherever they choose. (Note: all the objects do not have to be in the same place.) The object of the game is to have the Blind Searcher try to find the object belonging to his or her group, with other

Activity 7C: What is drug and alcohol abuse, and what can we do about it?



Description: Small groups.



Time needed: 25 minutes.

1. Explain that drinking alcohol and taking drugs affects the central nervous system by stimulating or depressing it. Add that by drug abuse, we are *not* referring to the correct use of medicinal drugs. Moreover, when we are talking about alcohol abuse, we are also not talking about small amounts of alcohol taken responsibly by adults. Drugs and alcohol are dangerous substances. Using them can



What can you say if your friends want you to take alcohol or drugs?

get you into trouble with the law; it can affect your school performance; and it can lead to illness, accidents and death. These substances can also become addictive.

2. Ask the participants to return to their five groups. Give each group one sheet of flip chart paper, one or two marker pens and a copy of one set of the questions below. Each group should take 15 minutes to discuss all the questions, but assign them only one question (a,b,c,d or e) for a short report (1 minute each) to the whole group. Afterwards, briefly highlight the key points that were raised for everyone to remember.

- a) Why do young people start taking drugs or alcohol in the first place? Why do you think only some young people start and others don't? Describe the difference in the young people.
- b) What are the consequences of alcohol or drug abuse that you have seen among young people or adults?
- c) Do you know of people who used to drink alcohol a lot or take illegal drugs and then

stopped? How did they do it? Was it easy or hard, and why?

- d) Do you know people (young people or adults) who abstain from alcohol and illegal drugs (that is, they don't ever use them at all)? What can you do to have fun without drinking or drugs?
- e) If your friends want you to start drinking alcohol or taking illegal drugs, what are some things you can do or say to stay away from this, but still try to keep them as friends?

Activity 7D: **Jacob's story** ❄️

📄 **Description:** Role play.

🕒 **Time needed:** 20 minutes.

1. Pre-select two participants to read or act out the following role play (page 38) between a younger brother and elder sister. Use a word to describe the type of illegal drug



Jacob's story

Jacob: Anna, I need to talk with you about Mum and Dad.

Anna: Why is that?

Jacob: I'm afraid they're going to find out I'm in trouble at school.

Anna: What happened? What did you do wrong?

Jacob: Well, I got caught by a teacher with some guys who were smoking chat/dagga behind the school. I am worried that Mum and Dad are going to find out.

Anna: Illegal drugs? Are you crazy?

Jacob: Well, I wasn't smoking when we got caught, but I think the teacher is going to tell Mum and Dad.

Anna: Jacob, you know that if you're anywhere near the stuff, the police could pick you up and you'd get punished or even sent to jail. And these drugs can hurt your body and make you do stupid things that can get you sick or even killed.

Jacob: I know all that, Anna. But I was with some older boys and they were pressuring me to try the stuff. I only had a little bit.

Anna: This is really serious, Jacob. This can affect your entire future.

Jacob: Yes, I'm really scared. Afterwards, the teacher said that sometimes the drugs you

get on the street are mixed with other illegal substances that are **even worse for you**. I don't want anything bad to happen to me.

Anna: The teacher is right. You can also get addicted, you know, if your body becomes dependent on the drug. Addiction makes you want to lie and steal in order to get more drugs, and it can also increase your chance of getting HIV.

Jacob: Oh, Anna. I promise to stop. I really do.

Anna: It's good you want to stop, but you need to tell Mum and Dad and ask for their help.

Jacob: No way! They will kill me.

Anna: You know that Mum and Dad will find out anyway. I'll stay with you for support when you talk with them. You must tell them what you've learned and that you'll stay away from people who try to influence you in a bad way.

Jacob: OK, Anna. I'll tell them tonight.

Anna: That's good, Jacob. But, I am still worried about you. If this ever happens again, please promise me that you will say "No". And if you ever need help, please come to me. I'll do whatever I can to help you.

Jacob: Thanks, Anna. I have really learned my lesson and I promise I'll say "No!" You're the best sister ever!



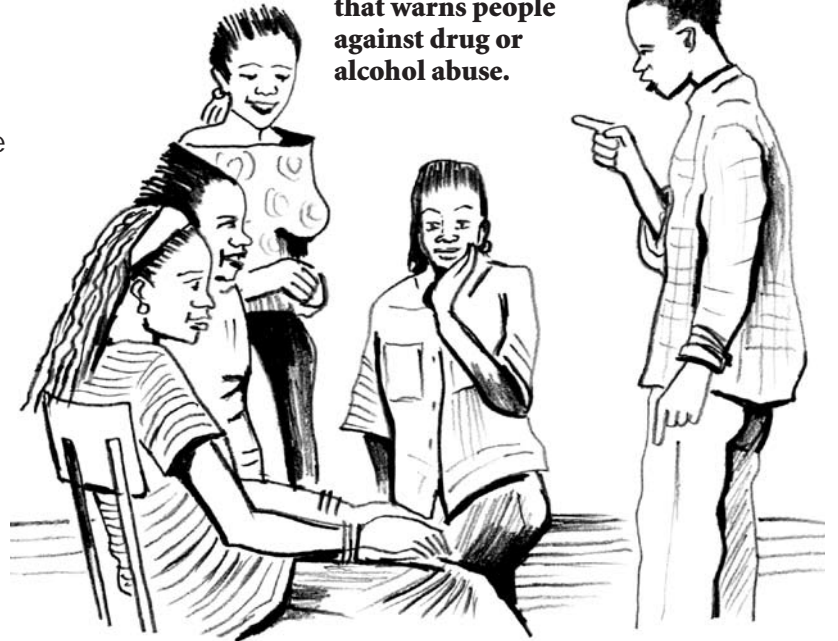
(*chat* or *dagga*, etc) that is most common in your area.

2. Discuss the following questions with the participants:

- ▷ Does the role play show a common problem in your community?
- ▷ Why did Jacob start to get involved with drugs?
- ▷ Do you like the way Anna handled the situation? Please explain your response.
- ▷ Do you think Jacob really learned a lesson? Please explain your response.
- ▷ What else can Jacob do to stay away from drug or alcohol abuse?

saying that if any of the participants want to talk to you privately about any of these issues, you are available to do so.

Preparing a message that warns people against drug or alcohol abuse.



Activity 7E: Warning others against abuse

 **Description:** Drama or song.

 **Time needed:** 25 minutes.

1. Once again, ask the participants to return to their five groups, but this time they should prepare a short radio or TV message that warns people against drug or alcohol abuse. After 10 minutes, participants should come back and perform their message (1 minute each) to the whole group.

2. Highlight the common themes. Remind the young people that there are also other bad habits - for example, smoking cigarettes, or sniffing glue or kerosene - that can also lead to long-term health problems. These habits should be avoided or stopped. Conclude by

NOTE FOR FACILITATORS: As an additional activity, you may wish to invite a former alcoholic or illegal drug user to talk about his or her experiences and to respond to questions from the participants.

Activity 7F: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Bring the session to a close in the usual way.



Session 8:

My body is changing


Learning Goals:

Participants will understand and accept the physical, emotional and social changes that occur during puberty.

Activity 8A: Scripture reading and prayer



Time needed: 10 minutes.

Welcome the participants and thank them for coming.  Ask someone to read out 1 Corinthians 13:11 and ask for comments. Explain that our bodies and our relationships with people change as we grow older, but God is always there for us. Continue with a prayer or song.

Activity 8B: Body movements



Description: Game.



Time needed: 10 minutes.

1. Start by saying that our bodies are wonderful and can do many things. Let's stand up and see what we can do. Ask the participants to suggest different body movements, and ask the whole group to try out some of them. Here are some examples:

- ☆ Blink your eyes very fast.
- ☆ Pat your body, up and down.
- ☆ Move your fingers and toes, and roll your head at the same time.
- ☆ Jump up and down, as high as you can. (Repeat several times.)

- ☆ Bend your knees to touch your toes. Then stand and put your hands behind your head. (Repeat several times.)
- ☆ Move your belly (stomach) in and out and move your hips in a circle.
- ☆ Shake like a tree in a storm.
- ☆ Now say, *"Turn your right leg on the floor in a circular, clockwise movement. As you do this, try to draw a circle in the air with your right hand in an anticlockwise manner. Notice what happens to your right foot."* (The hand and the leg will always move in the same direction because both movements are centrally controlled by the mind.)

2. Say that these are things that will not change very much as we grow older. But other parts of our bodies and our feelings do change. Some of our relationships may also change, for example with some family members and friends.

Activity 8C: We are changing all the time



Description: Discussion.



Time needed: 40 minutes.

1. Start by saying that today we going to talk about the physical, emotional, and social changes which young people experience



In puberty, emotional feelings - including sexual attraction - may run high.

as part of puberty. Ask, “*Who knows what puberty means?*” After taking a few responses, explain.

2. Explain that puberty is a time when the bodies of girls and boys change physically and emotionally. A girl becomes physically able to become pregnant, and a boy becomes physically able to make a girl or a woman pregnant. It is a time when new chemicals called hormones start to be produced by your body, causing your body to change into the body of an adult. Puberty typically starts between ages 8 and 13 in girls, and ages 10 to 15 in boys, and lasts for about 2 to 5 years.

During puberty, our bodies start to look different; we develop different feelings; we want to spend our time in different ways; and we start to take on more and different responsibilities. There are also some differences in the ways that boys and girls change, but some things are the same for both.

3. Ask the participants to list the different ways in which they can expect to change as

they grow older, and write these on the flip chart or board. Ask whether these changes affect only girls or boys, or both, and note that accordingly. Make sure that emotional feelings are also included, including sexual attraction. Mention that not all children and young people change at the same pace or in exactly the same way, but we all ‘get there’ eventually. Use the following two lists (in the boxes below and on page 42) as a guide. Leave time for questions and answers. If the participants are shy, suggest that they write a question anonymously and put it in the Question Box or basket, and then provide the answer later in the day, or on the following day.

Physical changes during puberty

1. Your skin becomes oily, sometimes with pimples or acne. This goes away after some time, but the face should be washed each day with soap and water.
2. Increased hair growth on legs, underarms, and in the pubic area (private parts). Boys also grow some facial hair.
3. Breasts grow, swell, and may hurt a bit (especially for girls). It is common for one breast to be a bit smaller than the other.
4. Your body changes shape. Girls generally reach their full height before boys, but eventually most boys grow taller than most girls.
5. Perspiration increases and body odour may appear. It can be controlled by washing or bathing daily.
6. The voice deepens, especially for boys. Boys’ voices may suddenly change between low and high, but in time this will stop.
7. For girls, the monthly period or menstruation begins, and there is more wetness in the vaginal area. For boys, wet dreams and erections occur, and the penis and testicles grow larger.

All of these changes are completely normal.



Emotional changes during puberty

1. You want more independence and privacy.
2. Questioning your identity: for example, "Who am I? What is the meaning of life?"
3. More moodiness, anger and depression.
4. Wanting to look and act like your friends.
5. Caring a lot about how you look - worrying that others think you are ugly.
6. Feelings of attraction to boys/girls.
7. Sudden 'crushes' on movie stars, pop artists, sports heroes, teachers, peers.
8. Worry about your future (school, family, job).
9. Curiosity about your sexual organs.

All of these feelings are completely normal.

Activity 8D: Paul and Lorata

 **Description:** Role play.

 **Time needed:** 10 minutes.

Read out each of the following two role plays, and then ask for two volunteers to act them out in front of the group. After each role play is performed, ask the group for ideas about what they might do to help Paul and Lorata.

Role play No. 1:

Paul used to be a lively boy but since last year he has become shy and withdrawn. He tells his friend, "I am too ugly for words. No matter how much I clean my face, it keeps growing pimples. My friends have grown big, but I am still small like a little boy." Paul

tells this to his friend, Peter, who tries to help him. One person in the role play should be Paul, and the other should be Paul's friend, Peter.

Role play No. 2:

Lorata likes reading and quiet activities. Her older sister, Hellena, is very outgoing and popular. Until recently, Lorata did not mind the differences between them, but last week a boy at school teased Lorata and said, "I can't believe you are Hellena's sister. She is so beautiful and you are, well... you are just plain Lorata." Lorata starts crying and tells this to her friend, Pamela, who tries to make Lorata feel better. In this role play, one person should be Lorata and one person should be Pamela.

Activity 8E:

Common talk about sex and

 **Description:** Writing.

 **Time needed:** 30 minutes.

1. Make sure everyone has a piece of paper and a pen or pencil. Then say, "During puberty, it is normal to think a lot about sex and to look for more information about sex and related topics, such as sexually transmitted infections, and HIV and AIDS. But what is true and not true? It isn't always easy to know."

2. Tell the participants that you will now read 20 statements aloud (box opposite), and they should write down whether each statement is TRUE or FALSE.

NOTE FOR FACILITATORS:

The answers are provided for your reference.



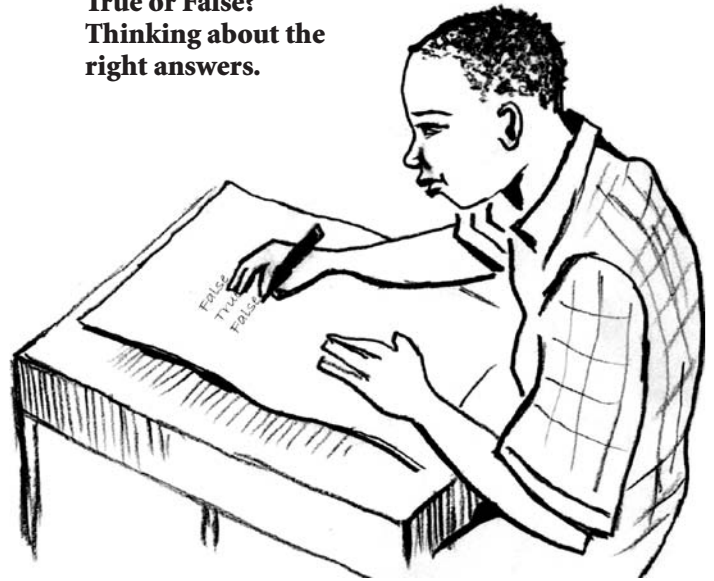
True or False?

1. Boys and girls cannot really love each other unless they have sex with each other. - **False**.
2. A boy's sperm will rot if he does not have sex by the age of 18. - **False**.
3. A girl cannot get pregnant if she has sex during her monthly periods. - **False**. *It is not common, but it is possible.*
4. You cannot get HIV from virgin boys and girls. - **False**. *HIV is transmitted through means other than sex.*
5. If a girl wears revealing or scanty clothes, that is an advertisement that says, "I want to have sex." - **False**. *There are many reasons why girls (or boys) choose to wear a particular style of clothes.*
6. A boy who is circumcised can't get HIV. - **False**. *Circumcision offers some protection, but infection is still possible.*
7. If you take a shower right after having sex, then you can wash away the HIV virus, if you were exposed to it. - **False**. *Showers won't help.*
8. A man can be cured of STIs (sexually transmitted infections) if he has sex with a virgin girl. - **False**.
9. There are some drinks and foods you can take before sex to avoid getting pregnant. - **False**.
10. A girl cannot get pregnant if she has sex with a boy who is under 15 years. - **False**. *A boy under 15 years old may have matured physically already.*
11. A girl cannot get pregnant if she has not started her periods. - **False**. *She may have had her first ovulation and can conceive just before her first menstruation.*
12. You can get HIV from a mosquito if it bites another person with the HIV virus before it bites you. - **False**. *A mosquito's body can't pass the HIV virus from one person to another.*
13. If two people are faithful to each other, then they won't get HIV. - **False**. *First they must know that they are both HIV-negative, which requires an HIV test.*
14. If a girl drinks very strong tea when she is pregnant, she will have a miscarriage. - **False**.
15. If a young person has HIV, that means she or he has been engaging in sex. - **False**. *You can get HIV in other ways, too.*
16. An old person can't get HIV or another STI. - **False**. *People of any age can get HIV.*
17. HIV may be spread through kissing. - **False**, *unless the infected person has sores or other wounds in the mouth.*
18. Taking anti-malaria tablets or another drug before sex protects a girl from getting pregnant. - **False**. *Also, taking anti-malaria tablets or other drugs without a doctor's prescription can be dangerous.*
19. Sprinkling spirits or other potent brews on a girl's sexual organ after sex will protect her from STIs. - **False**.
20. Wearing two or three condoms gives more protection from pregnancy and STIs than wearing one condom. - **False**. *Wearing more than one condom can lead to bursting of the condoms.*



Tell the participants that the correct answer to all of these questions is FALSE. Go through each of the questions in the quiz, and explain the answer. Ask if the participants have more questions. If you cannot answer right away, say that you will try to find out for the next session and then follow up. Remind participants that they can also put anonymous questions in the Question Box. Tell the participants that many of these issues will also be covered in depth during the next few sessions.

True or False?
Thinking about the
right answers.



Activity 8F: My inner peace



Description: Sharing.



Time needed: 10 minutes.

NOTE FOR FACILITATORS: This activity is intended to help young people understand that, even though there are a lot of changes in their bodies and their lives, one way they can cope is by remembering things they enjoy and good experiences they have had in the past.

1. Start by saying that change is exciting, but it can also be stressful. To help us, it is good for everyone to have a special memory or thought in our minds that, when we think of it, gives us inner peace. Examples are a place we have been to, or a particular person in our lives, or the feeling we get when we pray. When we think of these things, we feel calm and happy. Give the participants a few moments to think about such a special memory or thought.

2. Then ask the participants to pair up with the person sitting next to him or her. (If there is an odd number, make one group

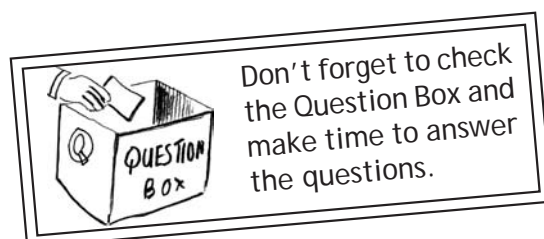
of three.) Each member of the pair should tell the other about the thought or memory that makes them feel calm or happy. The listener should say something positive about this. Afterwards, invite some of the pairs to share what they have discussed, but don't force anyone to do so. Remind the participants that, at stressful times or when they feel unhappy, they should always return to this memory or thought in their minds.

Activity 8G: Closing circle reflections and prayer



Time needed: 10 minutes.

Bring the session to a close in the usual way.





Session 9:

My sexual and reproductive health

Learning Goals:

Participants will understand sex, sexuality and reproductive health, and God's view of these concepts.

Activity 9A: Scripture reading and prayer

Time needed: 10 minutes.

Welcome the participants and thank them for coming. Ask someone to read out 1 Corinthians 3:16-17 and ask for comments. Explain that our health and our bodies are like a valuable temple, and we should treat them with good care and respect. Continue with a prayer or song.

NOTE FOR FACILITATORS: Always give clear, correct information about sex, sexuality and reproductive health. Bear in mind that if a participant knows the name of sexual body parts or other information contained in this session, this does not necessarily mean that he or she is already sexually active. Alternatively, if a participant does not know these terms, this does not necessarily mean he or she is not sexually active.

Activity 9B: Sex and Sexuality: what do these mean? ❄

Description: Discussion.

Time needed: 15 minutes.

Tell the participants that today we are going to talk about two topics that are very

important, but they can also be very sensitive. We shall start by talking about sex and sexuality. Write each term on a sheet of flip chart paper for everyone to see, and ask the participants to define each one individually.

After taking a few responses, explain the **definition of sex**, including the points below:

- ▣ Our sex is something that is determined at conception, when the male sperm fertilises the female egg. Our sex makes us male or female. For example, on the day you were born, your family announced to the world: "We have a boy!" or "We have a girl!" This kind of expression tells the world what your sex is - you are either male or female. God made each sex equal, but different.
- ▣ If you are male, your sexual organ is a penis. If you are female, your sexual organ is a vagina.
- ▣ Sex can also refer to sexual activity, such as when two people touch each other's sexual organs and arouse each other. This can lead to sexual intercourse, when a man's penis is hard and he inserts it into a woman's vagina. If a person has sex with him- or herself, this is called masturbation.

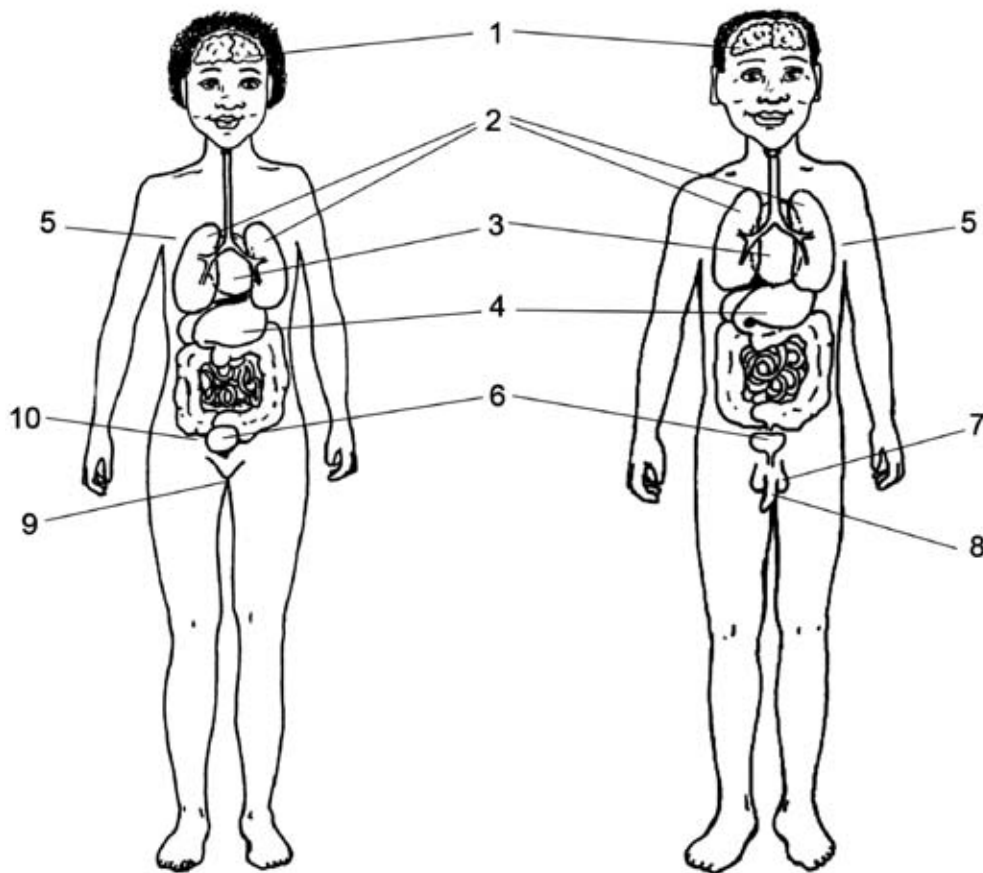
Ask for comments and questions, then explain the **definition of sexuality**, including the points below:

- ⊙ Sexuality is the total expression of who we are as human beings. It involves sexual expression and relationships.



My Body (girl)

My Body (boy)



- | | |
|------------------------|---|
| 1. Brain | The brain helps us to think and is the manager of the whole body. |
| 2. Lungs | The lungs help us to breathe air into and out of the body. |
| 3. Heart | The heart is between the lungs, and pumps the blood through the body. |
| 4. Stomach | The stomach manages the food we eat. |
| 5. Breasts | Both men and women have breasts, but only the women's produce milk for a baby's nutrition. |
| 6. Bladder | The bladder stores the urine that we pee out a few times every day. |
| 7. Scrotum & testicles | The scrotum is a little bag holding two testicles outside a boy's or a man's body. Sperm cells - that are needed to make babies - live in the testicles. |
| 8. Penis | The penis has two functions: the urine passes from the bladder through the penis; also sperm cells are carried through the penis when it gets hard. |
| 9. Vagina | The vagina is the opening of a woman's body through which babies are born. To make babies, the man's sperm must be passed through the penis into the woman's vagina. A woman's urine is not passed through the vagina but just next to it, through a separate opening known as the urethra. |
| 10. Uterus | A woman has a uterus (also known as a womb) behind her bladder - this is where a baby grows. |



- ⦿ Sexuality means that you are aware of what it means to be male or female.
- ⦿ It also means that you are aware of your own and other people's bodies, and you may feel sexually attracted to someone.
- ⦿ Sexuality begins at birth and lasts a lifetime.

Activity 9C: The human reproductive system

 **Description:** Information and discussion.

 **Time needed:** 35 minutes.

1. Explain that in this session we are going to discuss the human reproductive system. By 'reproductive' we mean the parts of the human body that 'make babies'. Ask for two volunteers to lie on the floor while their bodies are outlined with chalk. Alternatively, outline their bodies on several pieces of taped flip chart paper. (Avoid outlining between the thighs while the volunteer is still on the floor, but complete this section afterwards.)

Now, ask other volunteers to show where they would draw the major internal organs (for example, the heart, lungs, brain), as well as the female and male sexual and reproductive organs, and draw these. Ask for volunteers to label each of the major body parts. (Refer to the box on the opposite page.) Correct any mistakes in labelling or in spelling, and explain each of the basic features. Thank the volunteers for the job when done.

Activity 9D: Malla's story ⦿

 **Description:** Story.

 **Time needed:** 20 minutes.

1. Explain that the following story about Malla tells us about some of the things that can happen if we are not careful and we do not

wait for the right time to have sex. Tell the young people that this is a long story, but you will ask some questions along the way.

Read the story (on pages 48 and 49) out loud, and pause for discussions at the places indicated, as well as at the end.

Malla confides in her friend Leah.



Discussion after the story: Ask the participants for their comments on the story, and what they learned from it. Then ask, *"What are the consequences for Malla because she gave in to Robert's demands? Is HIV the only thing that can happen if we aren't careful about our sexual behaviour? How can we help people like Malla and Robert before they get involved with each other, and also after Malla became pregnant and HIV-positive?"*

Activity 9E: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Bring the session to a close in the usual way.



Malla's story

Leah misses her best friend Malla very much. Malla left school some months ago. Since then, Leah has not seen Malla. But today she decides to visit Malla at her home. The dog starts to bark as she opens the gate, and she knocks at the door three times. She waits for a few minutes, and then Malla opens the door. Leah notices how big Malla's stomach is and how tired she looks.

"Hi, Leah, how are you? What a surprise! I'm so glad to see you."

"I have missed you, and I wanted to see you," Leah replies.

"Oh, Leah, I know. I miss you too!"

Leah asks Malla, "I haven't seen Robert for a long time. Is he supporting you?"

But Malla does not answer. Then she changes the subject. "Are you hungry?" she says.

"Malla, did something happen between you and Robert?" says Leah. "Why don't you sit down? I'll braid your hair and you can tell me what happened."

At this stage ask the young participants: "What do you think happened to Malla?" After some responses, go on with the story.

Malla sits down and Leah starts to comb Malla's hair. Malla says, "When Robert and I had sex, it wasn't the first time for Robert."

Leah asks, "And didn't you use a condom?"

Malla answers, "He asked me if I loved him and if I trusted him. I was scared. I had never had sex with anyone else before. I was too embarrassed to ask him to use a condom. I was so stupid!"

"Malla, we all make mistakes and one day all this will be okay."

"No, Leah, things are not okay. When I started to feel sick in the mornings, I went to the clinic. I found out that I was pregnant, but that was not all."

Leah says, "What are you talking about, Malla?"

"The doctor told me that I am HIV-positive," whispers Malla.

"You are HIV-positive?"

"Yes. I told Robert after I came back from the clinic. He looked at me with such wide eyes, and then he just ran away. And that was the last time I ever saw him."

Leah opens her arms, "I'm so sorry, Malla. Come, let me hug you."

"Aren't you frightened of me?" says Malla.

At this point, ask the young people: "If you were Leah, how would you answer Malla's question?" After clarifying this point, go on with the story.

"No, Malla," Leah says. "I'm not frightened of you. I know that I can hug and kiss HIV-positive people without getting infected. And we can also share this glass of water, don't worry! But this must be a hard time for you to go through all by yourself."

Malla says, "Well, the doctor is helping me, and she gave me medicine so that I do not pass the virus on to my unborn baby."

"Are there medicines for that?"

"Yes. The government is paying for them. But you only get them if you get yourself tested. I now hope so much that my baby will be born free of HIV."



"Malla, I hope so too. It's good that you got tested, so that you can now protect your baby with the medicines."

"Yes, and it's also good to be tested because the nurses and counsellors teach you how to take good care of yourself. They say that if I eat healthy food, sleep enough, go for walks and do other exercises, I can live a healthy life for many years to come. They call this 'living positively'. I pray to God every day that my baby will be healthy and that I will live a long time. But I know that prayer is not enough – I also have to take care of myself the way the nurses and counsellors tell me."

"Oh, that's good, Malla. I'll also help you to take good care of yourself! But what else did the nurses and counsellors tell you?"

"Well, to stay away from sex for as long as I can. And if I do have sex again, I should make very sure that my husband or my boyfriend uses a condom."

Leah starts to braid Malla's hair and they are silent for a while. Then Malla says slowly, "Leah, one day my body will become weaker, because the HIV virus destroys the white blood cells that protect my body against diseases."

Leah asks, "White cells?"

At this point, ask the participants:
"What is Malla talking about? What are the white blood cells?" After some responses, go on with the story.

"Yes, the nurse explained to me that these blood cells are also called CD4 cells. A healthy person has hundreds of CD4 cells in every drop of blood. But when you are HIV-positive, the HIV viruses attack the CD4 cells in your blood and destroy them."

"And what happens then?"

"When you have very few CD4 cells in your blood, you have AIDS. Then your body does not have enough CD4 cells left to fight

off diseases like TB, diarrhoea and other infections."

"And what happens then?"

"Well, before you get to that stage, you can take some medicines called ARVs that will help you stay alive. But you have to keep taking these medicines for the rest of your life."

"Malla, you **MUST** find Robert and tell him that he should get himself tested. You must have gotten the virus from him, so he must be HIV-positive too!"

"Leah, I think Robert is afraid that his friends and his family will find out that he's HIV-positive. He's scared of what their reaction will be like."

"But Malla, he **MUST** go to a testing centre. He has to find out if he's HIV-positive, so he does not spread the disease to others as well. And he must take good care of himself if he is HIV-positive. Can't we talk to Robert's mother about it?"

"No, Leah, I think Robert must tell his mother himself. We don't have the right to tell anybody that Robert is HIV-positive. He has to get tested, and then he has to tell his family and friends himself. I told him to get tested when I saw him the last time. I just hope that he will have at least ONE good friend or family member who will be as kind and caring as you are to me."

"You are my best friend, Malla, and I love you."

"I love you too, Leah, and thank you for visiting me – and for braiding my hair! I feel so much better."

"Well, Malla, I have to get home before it gets too dark."

Malla walks Leah to the gate and gives her a big hug. Then Leah starts her long walk back home.



Session 10:


HIV & AIDS prevention and care

Learning Goals:

Participants will gain knowledge and skills to help them avoid becoming infected with HIV, and to help them understand that their support and compassion can help people living with HIV lead lives full of hope, purpose and promise.

Activity 10A: Scripture reading and prayer

 **Time needed:** 10 minutes.

Welcome the participants and thank them for coming.  Ask two people to read out **Deuteronomy 30:19-20** and **John 10:10** and ask for comments. Explain that God wants us to choose life over death at all times. Given the presence of HIV and AIDS in our community, we should protect ourselves from infection as much as we can. But we should also help people who are already living with HIV, and may be suffering from stigma and discrimination. These messages will help us focus on the day's session. Continue with a prayer or song.

Activity 10B: Basic facts about HIV and AIDS

 **Description:** Discussion and information.

 **Time needed:** 15 minutes.

1. Ask the participants to explain the difference between 'HIV' and 'AIDS'. After taking several responses, make sure you have gathered the following information and have written clear notes on a sheet of flip chart paper:

- HIV is a virus; it stands for 'Human Immunodeficiency Virus'. HIV attacks and weakens a person's immune system.
 - 'AIDS' means 'Acquired Immune Deficiency Syndrome'. It is a collection of diseases that result from a weakened immune system.
 - A person can have HIV for a long time before he or she develops AIDS.
2. Ask how HIV can get into a person's body. Take several responses and write the correct information on a sheet of flip chart paper. It should contain the following information:
- HIV is found in blood, semen, vaginal fluids and breastmilk.
 - It is passed to another person through unprotected sexual intercourse; through infected blood; and also from mother to child during pregnancy or childbirth, or through non-exclusive breastfeeding¹.

Activity 10C: The Zed-Virus game ❄️

 **Description:** Game.

 **Time needed:** 25 minutes.

1. Before the game begins, prepare small pieces of paper. There should be enough for all but three of the participants. All the

¹ For more information, please visit the website of the World Health Organization (www.who.int), specifying "HIV + breastfeeding".



The Zed-Virus game - but HIV is not spread through shaking hands.



pieces of paper, except for five, should be blank. Three of the pieces of paper should be marked with a 'Z' and two should have the word 'Glove' written on them. Fold the papers and tape or staple them shut.

2. Explain to the participants that they are going to play a game that will help them to understand better how quickly HIV can spread through a community. Urge the participants to listen carefully to the rules of the game.

3. Tell the participants that they live in a community where there is a fatal disease called the 'Zed-virus'. There is only one way to become infected with the Zed-virus, which is by shaking hands with someone who is already infected with the virus. The virus cannot be spread any other way.

4. Give all but three participants a taped or stapled piece of paper and a pen or pencil. Ask the participants to *wait* before opening

their papers, which contain information they will need later in the game. Make sure all the 'Z' card and 'Glove' papers are distributed.

5. Tell the participants to move freely about the room, greet people, and shake hands with five different people. After shaking hands with someone, the participant should write that person's name on the outside of their paper. Once a participant has five names on their paper, they should sit down. The three participants who did not receive a piece of paper can move about and greet people, but they should not shake hands with anyone.

6. After a few minutes, when all of the participants have finished and sat down, ask them to open their pieces of paper. Ask the three people with 'Z' written on their piece of paper to stand up, please. These people have been carrying the Zed-virus.



7. Then, ask everyone who shook hands with the people holding the 'Z' cards to stand up, please. These people may be carrying the Zed-virus. Therefore, anyone who shook hands with any of these people may be infected with the Zed-virus. They should now stand up.

8. Tell the participants that anyone now standing who has a card with the word 'Glove' written on it can sit down. People with 'Glove' written on their cards were protected from the Zed-virus, which cannot pass through a glove. Anyone without a piece of paper is also protected, because they 'abstained'.

9. Ask the group to look at how many people are standing who might be infected with the Zed-virus. Explain to the participants that this illustrates how quickly a virus, such as HIV, can spread from just one person. End the game by asking all the participants to sit down.

10. After finishing the game, ask the participants the following questions. Be sure to reinforce the answers that are included below:

a) How is the Zed-virus different from HIV?

HIV is not spread through casual, day-to-day contact, such as shaking hands.

b) How is the Zed-virus similar to HIV?

In this game, the Zed-virus is similar to engaging in unprotected sexual intercourse, or sharing intravenous drug needles or syringes. The game shows how fast HIV can spread through a community. But only certain kinds of behaviour can transmit the virus. If you abstain from these, you will not get the virus.

c) What would be responsible behaviour during the Zed-virus crisis?

People could wear gloves every time they shake hands. This approach is not 100 per cent safe. For example, the glove might fall off or it might have a small hole, but it will help a lot. Also, people could decide not to shake hands but to use other safe ways to greet each other. People could take care of others with the

disease. Money could be allocated for researching a cure for the Zed-virus.

Explain to the participants that in the Zed-Virus Game there was only one way the imaginary Zed-virus could be transmitted: i.e., by shaking hands. Remind everyone that HIV can be transmitted by several types of behaviour: e.g. having unprotected sex, sharing drug-needles or syringes, and (if the mother is infected with HIV) during pregnancy or childbirth, or through non-exclusive breastfeeding.

Activity 10D: Preventing HIV transmission

 **Description:** Discussion.

 **Time needed:** 15 minutes.

1. Ask the participants if they know how to avoid getting the HIV virus. Use the following for reference.

To avoid becoming infected (or to avoid becoming re-infected), you should avoid having unprotected sex or having your blood come into contact with someone else's. Since the main way that HIV is transmitted is through sex, stress the following approaches:

► **Abstinence from sex:** This is the only sure strategy and it also avoids unplanned pregnancies and other sexually transmitted infections. But most people do not abstain from sex for their whole lives.

► **Being faithful** to one uninfected partner who is also faithful to you, after both you and your partner have been tested for the HIV virus.

► **Correct and consistent condom use.** Although condoms are not 100 per cent reliable, they give a very high level of protection against HIV, while also protecting against pregnancy.



NOTE FOR FACILITATORS: If it is consistent with your church teaching, and depending on the participants' ages, you may circulate male and female condoms and demonstrate how they should be used, using a banana or a wooden model of a penis.

2. Explain that once a person gets the HIV virus, it stays in that person's body forever. But living positively and getting good medical treatment (including antiretroviral drugs, if needed) can prolong and improve the quality of life for people who are infected with HIV. It is important to know your own HIV status. If you are HIV-positive, this knowledge can help you plan for your future, make informed choices, and take the necessary steps to live a longer, healthier life. Testing is done at hospitals, clinics, or at a voluntary counselling and testing (VCT) clinic in the community.

3. Tell participants where the nearest VCT centre is, and perhaps arrange a visit there.

Activity 10E: Twenty-six questions[☼]

Description: Quiz.

Time needed: 30 minutes.

1. Divide the participants into two lines, facing each other. Ask the following questions (box, pages 54 and 55) to each group alternately, starting at the top of each line.

If the participant gives the correct answer, he or she earns two marks for the team. If that person is unable to answer the question correctly, ask the other line. Partial answers are worth one point only, and the other line gets a chance to earn the additional point.

Suggested answers are included in italics after each question. The questions which require more than two responses are indicated.



Two teams compete for the highest number of correct answers to the twenty-six questions.



Twenty-six questions

- a) What does 'HIV' stand for?
Human Immunodeficiency Virus.
- b) What does 'AIDS' stand for?
Acquired Immune Deficiency Syndrome.
- c) How do you get AIDS?
By first getting HIV - see below.
- d) Name three ways that HIV is spread.
Having unprotected sex with someone who is infected with HIV, from mother to child, sharing sharp objects, sharing needles for injecting drugs, blood transfusions.
- e) Name at least three ways HIV is NOT spread (although some people still believe these myths).
Mosquito bites, sharing eating utensils, shaking hands, hugging, sharing latrines.
- f) How can we tell if we have HIV?
Only through testing.
- g) Name three possible signs of HIV infection.
Getting many other infections, weight loss, mouth ulcers, skin rashes.
- h) Name two ways to protect yourself against HIV.
Abstain from sex, avoid transfusion with HIV-positive blood, use a condom during sex, avoid sharing sharp objects (e.g. razor blades), make sure that you and your partner are faithful to each other (after both of you have tested negative for HIV).
- i) Name two more ways to protect yourself against HIV.
See above (h).
- j) Can HIV be cured?
No, but it can be managed through positive living and good medical treatment.
- k) How long can someone live with HIV, if it is properly managed (cared for)?
No age limit is known, but with a healthy life-style and good medical treatment, it is possible to live a very long time. Some people with HIV have already lived for more than 20 years.
- l) Can you get HIV through having sex with only one person whom you trust?
Yes, if that person is already HIV-positive but has not told you.
- m) Do people living with HIV have only themselves to blame?
No. They need our support.
- n) What is the difference between 'stigma' and 'discrimination'?
Stigma is a mark of disgrace or disapproval; to 'stigmatise' someone means saying bad things about them and making that person feel isolated. Discrimination means not allowing someone to do certain things or to access his or her rights: e.g., not giving someone a scholarship or a job because he or she is HIV-positive. Stigma and discrimination are both wrong.
- o) Name just two ways that someone with HIV can stay healthy.
By positive living: e.g. continuing to work, socialising with friends, sleeping well, eating healthy food, going to the doctor when feeling sick, taking special drugs when needed, avoiding re-exposure to HIV through unsafe sexual behaviour.



- p) Name two more aspects of positive living.

See above (o).

- q) What are two things you would advise an HIV-positive friend of yours who says she or he wants to get married?

Advice includes: "Make sure that both you and your partner know each other's HIV status. Always use a condom during sex. Seek professional counselling. Seek medical advice if you want to become a parent."

- r) What should you do if you have a friend who has been coughing for three weeks? What illness could that person have?

Encourage him or her to go to the clinic for a TB test.

- s) Name two ways to help someone living with HIV, especially if they are not feeling well.

Provide them with some healthy food, encourage them to live positively, accompany them to the health centre, encourage them to take their medicines regularly, do some tasks for them (e.g. cooking, fetching water or firewood) if they are unable to do them, offer them emotional and spiritual support.

- t) Name two more ways to help someone living with HIV.

See above (s).

- u) List two things that people with HIV should take special care to avoid doing.

Drinking alcohol, smoking tobacco, taking illegal drugs, having unprotected sex.

- v) What are STIs?

Sexually transmitted infections (STIs) are diseases that are transferred through sexual contact.

- w) Name some STIs.

Syphilis, gonorrhoea, chlamydia, chancroid, genital warts, genital herpes, HIV.

- x) Name two signs or symptoms of STIs.

Pain when urinating, skin rash or sores in the genital area, pain in lower abdomen, itching genitals - but these may also be symptoms of other diseases.

- y) Name two things you should do if you suspect you have an STI.

Visit the clinic, ask a parent or guardian to take you to hospital, get tested for HIV and other infections.

- z) What should you do if your friend thinks she is pregnant and is afraid to tell anyone?

Encourage her to take a pregnancy test, offer to accompany her to a clinic to see a doctor or nurse.

Add up the scores and let everyone clap for the winning team.

Be sure you have corrected the wrong answers and reinforced the right ones.

NOTE FOR FACILITATORS: As an additional activity, you may wish to invite someone who is living positively with HIV to talk about his or her experiences and to respond to questions from the participants.



Activity 10F:

Fighting stigma



Description: Role play and discussion.



Time needed: 15 minutes.

1. Remind the participants that, although we want to avoid the spread of HIV, we also do not want to stigmatise or discriminate against people who have HIV. Say *“To make this point, we shall perform a short role play.”*

2. Invite four volunteers to go out of the room to get some ‘food’ quickly (for example, stones or sticks) that they want to sell in a marketplace. Meanwhile, tell the other participants to pretend that they are in a marketplace, engaging in activities like selling and buying food and other items. Tell them that the volunteers have a poison in them that infects the food they sell. When the volunteers come back and try to sell their food, naturally the other participants will not want to buy from the ones selling ‘poisoned food’, and may say negative things or run away. After a few minutes, end the role play and ask the volunteers to share their feelings. Then ask the others how they felt, by not feeling free to buy the food from their

friends. Now add that you spread the rumour about the food being poisoned, but you knew it wasn’t true. Ask again, how does that make the other people feel?

3. Explain that these are the feelings people experience through stigma and discrimination, but much worse. Explain that stigma is based on lies and myths about HIV transmission, and because some people think that they are somehow better than others. Instead, people living with HIV need everyone’s support. Ask participants to identify ways they can fight stigma and discrimination in their community, and show their support to people who are infected or affected by HIV. List these suggestions on the board or flip chart.

Activity 10G:

Closing circle reflections and prayer



Time needed: 10 minutes.

Bring the session to a close in the usual way.



Module C:

With God at my side, I can achieve my goals

Session 11:

I know how and when to say “No!”

Learning Goal:

Participants will learn how to communicate effectively in order to avoid behaviour and activities that can be harmful.

Activity 11A: Scripture reading and prayer

Time needed: 10 minutes.

Welcome the participants and thank them for coming. Ask someone to read **Matthew 5:37** and ask for comments. Explain that this Bible passage reminds us to be clear when we communicate, so we can avoid misunderstandings and temptations that could be harmful to us. Continue with a prayer or song.

Activity 11B: Simon Says

Description: Game.

Time needed: 10 minutes.

1. In this game, ‘Simon’ is in charge and therefore it is only when the facilitator

reports that “Simon says” that the participants should do what ‘Simon’ says. If the facilitator says something without first reporting that Simon is saying it, then everyone should remain still. For example: when the facilitator says: “Simon says: ‘stand up’”, then everyone stands up. But if the facilitator simply says: “Stand up”, then nobody should obey.

For example, call out: “Simon says ‘jump up’”, “Simons says ‘stop’”, “Simon says ‘lift up your hands’”, “scratch your nose”... Those who scratch their noses should be asked to go and sit down: they are out of the game because they obeyed something that Simon did not say.

To confuse the participants, talk fast. To confuse them even more, do all the things you say whether Simon has said them or not. Some of the participants are bound to copy what you do without listening to the words. This game continues until all or most of the participants are out.



2. Tell the participants that this game reminds us that we must be very careful about whose voices we should obey and whose we shouldn't. We should follow the words of God and of the people we trust, and we should seek help from others if we need it.

Activity 11C: How do we say “No”?



Description: Discussion.



Time needed: 10 minutes.

1. Tell the participants that today we shall learn how and when to say “No”. Learning to say “No” is very important. Why? Saying “No” at the right moment can protect us from being hurt. For example, if someone asks you to jump from a very high bridge, what can happen if you do not say “No”? Ask for more examples – e.g. getting into a stranger’s car or taking illegal drugs.
2. Add that saying “No” at the right time can also protect us from bad decisions that can spoil our future. For example, if a friend asks you to leave school for a week, what can happen if you do not say “No”? Ask for more examples: e.g. if you are asked to join a gang and steal from a shop, or to ‘prove your manhood’ by having sex or drinking alcohol.
3. Explain that it is sometimes very difficult to say “No”, especially to an adult. This is because we respect adults, as most of them like children and young people and want to help them. But there are also adults who are not kind to children and young people, even when they appear friendly or when we know them well. It can also be difficult to say “No” to a friend. Which words can you use? How can you use your whole body to say “No”?
4. Give the following example: Imagine you are walking along the street and a stranger stops next to you in his car. He rolls down the window and asks you to get into his car to show him the way to the cemetery. What can you say to him?

Ask each participant to answer the stranger with “No”. The others have to listen carefully to each participant saying “No”.

5. Now ask the group to imagine that you, the facilitator, are the stranger in the car. Put on a hat or something to show that you are now playing the role of the stranger. Pretend to roll down the car window and ask one of the participants to get into the car and show you the way to the cemetery. Now ask several participants the same question, and ask each one to answer the stranger with “No”. The others have to listen carefully to each participant saying “No”. At the end of the round, ask the participants about how different a “No” can sound. For example, it can sound shy and giggly; hesitant or unsure; or it can sound firm, aggressive, loud and strong. Then discuss which kind of “No” will be ignored by a person who wants to do bad things, and which kind of “No” is strong and convincing.

Activity 11D: Practising how to say “No” ☉



Description: Acting.



Time needed: 20 minutes.

Tell the participants that they will now get some more practice in saying “No”.

1. Using my voice to say “No!”

Explain that you will ask several questions. To each question the participants should first answer “No” using only their voices. First, their “No” should be very weak and quiet, perhaps because they don’t want to disappoint the person who asks the question. Then, repeat the questions, but this time their “No” should be very clear and loud. However, everyone should remain seated and should not scream. Mention that this type of communication is called verbal communication, and it relies on the words we use and on the tone of our voices.



Ask the participants the following questions:

- ★ Do you want to eat sand?
- ★ Do you speak the Chinese language?
- ★ May I take all your spare clothes and sell them for money?
- ★ May I touch your private parts?
- ★ Are you afraid to say “No”?

2. Using my body to say “No!”

Say that you will now repeat the same questions. This time everyone should keep their voices quiet, but they can stand up and use their body to say “No!”. Briefly discuss with them beforehand which parts of their body they can use - for example, their hands, their head, their feet, their shoulders, or their whole body. Add that this type of communication is called non-verbal communication or body-language, and it gives added meaning to whatever is said.

Now repeat the same five questions and ask the participants to try out different body movements to say “No”.

3. Using BOTH my voice and my body to say “No!”

This time, you will ask the participants to use both their voices and their bodies to say “No!”. Explain that a weak “No” may include looking down or sagging your shoulders, or hiding your face with your hands. A clear “No” should be more assertive - maybe including a firm gesture like stamping a foot - but it should not be rude or threatening because that can make the other person angry and start a fight.

Now ask the same questions again, and ask the young people to use their voices *and* their bodies to say “No”. Finally, discuss which approach is best and why.

Activity 11E: Delaying tactics ✨

 **Description:** Discussion.

 **Time needed:** 15 minutes.

1. Explain to the participants that ‘**delaying tactics**’ are another way to handle difficult situations. In most cases, it is best simply to say “No” to suggestions you don’t like. But sometimes people might not have the courage to say this to their friends or their elders. A delaying tactic might give you time to decide how to say “No” more clearly in future. For example, if someone is trying to pressure you to have sex, you could use the following delaying tactics:

- ❖ You can make a delaying statement such as: “I’m not ready”; “Not now”; “I have to go home”; or, “I don’t feel well”.
- ❖ You can take a delaying action such as chewing some food, dropping something on the ground, looking distracted, or going to the toilet.
- ❖ Finally, you can create some physical space: for example, by placing your arms



in front of your body, pushing the other person away, standing up, or just walking away.

2. Ask participants when they think it might be better to use a delaying tactic, rather than directly saying "No" (e.g. with your elders, with a good friend).
3. Conclude by explaining that you can sometimes use the '*sandwich approach*'. This approach helps you hold on to your relationship with the other person, even though you don't want to do what she or he has asked of you. The idea is to sandwich the negative - that is, the "*No*" or the '*delaying tactic*' - gently but clearly in between two positive statements. So you may say: "I like you and appreciate what you have done for me. But let's stop and talk about this first. I don't want us to do anything we may regret later."
4. Ask for volunteers to apply a *delay* or a *sandwich* approach to the questions in 11D (page 59).


Activity 11F: Introduction to issues of sexual abuse



Description: Text study.



Time needed: 15 minutes.

1.  Read the scripture about the story of Tamar, especially 2 Samuel 13: 1-18.
2. Point out that sexual abuse - forcing another person to engage in sexual activity against his or her will - has, sadly, been happening since the time of the Bible. Tamar suffered because of what happened to her, and the Bible is telling us to do what we can to avoid this kind of suffering now. We must try to avoid all kinds of abuse - physical abuse, emotional abuse or sexual abuse. At the same time, if abuse happens to any of us, we must remember that it is never, ever, our fault.

Activity 11G: Good touch and bad touch



Description: Discussion.



Time needed: 10 minutes.

1. Start by saying that everyone has been given the gift of touch. Touching is important. It can make you feel warm, loved, and comfortable. Touch can be very pleasurable: for example, when you brush your hands or faces against a soft cloth or a flower. But touch can also be painful: for example, if you run into a sharp thorn or get burned by fire. We will end our session today by focusing on 'Good Touch' and 'Bad Touch'.
2. Explain that you can usually tell whether a touch is 'good' or 'bad' by the way it makes you feel. What makes a good touch? Ask the participants for responses. Be sure to say: "*Good Touch is touch that we are comfortable with, from something or someone we are comfortable with, that does not come near our private parts against our will. Bad Touch is the opposite: it is something we should try to avoid but we must also know what to do if it happens anyway.*"

Activity 11H: 'X' Marks the Spot



Description: Game.



Time needed: 20 minutes.

1. Explain that the aim of this game is to encourage concentration, awareness of bodily feelings, and relaxation. It is also an example of a 'Good Touch'.

In this game, every participant gives another participant a kind of shoulder massage in a playful way.

NOTE FOR FACILITATORS: When playing this game, touch should be restricted to the upper and middle parts of the back. Anyone who does not want to participate in this game should not be forced to do so.

2. Ask the participants to line up in a circle, with everyone facing the back of the person in front of him or her. Ask everyone to place his or her hands on the shoulders of the person in front. Start by saying slowly:

"X marks the spot..."

(draw a big X on the person's back)

"With a dot-dot-dot..."

(with the forefinger, press a row of three dots down the person's back)

"And a dash-dash-dash..."

(draw three long lines across the person's back)

"And a BIG question mark..."

(draw a very large question mark on the back, from the shoulders down, and gently punctuate with a dot)

"Scribble up, scribble down.... Scribble ALL AROUND..."

(with both hands, move all fingers up and down the back and then make a big sweeping circle)

"And now comes the big WOOSH..."

(blow air on the back of the person's neck).

3. Remind the participants that 'X' Marks the Spot is an example of Good Touch. Ask them to describe why. (For example, it was gentle, it felt good, it stayed away from people's private parts, it was on top of clothes.) Ask, *"What should you do if someone wants to touch you in a way that makes you feel bad or uncomfortable?"* After several responses, be sure that the following points are made:

- ☐ It is okay to say "No" if someone wants to touch you in a way that makes you feel bad or uncomfortable. Your body belongs



Good Touch is touch that we are comfortable with.

to you, so you get to decide who touches you, where and when.

- ☐ Adults should always know better than to touch young people in a bad or uncomfortable way. This means that even if an adult whom you respect wants to touch you in a bad way, you have the right to say "No". You may also be able to avoid Bad Touch by pulling away or screaming loudly.
- ☐ Remind everyone that sexual abuse, including rape, is a crime. Children are never at fault and should be protected, but any adult who is involved may be punished by the law.
- ☐ State clearly, *"If anyone touches you or makes you touch them in a way you do not like, you should tell a trusted adult. If the person you tell cannot help you, tell someone else."*



4. Explain to the participants that people who mistreat a child or young person may tell him or her to keep their relationship a secret. They might also threaten to hurt the child if he or she tells anyone. Emphasise to the participants that if someone touches them in an uncomfortable or bad way, they should follow these steps, written on the flip chart or board:

- ▶ Firmly say “No!” to the abuser.
- ▶ Get away from the abuser, or yell, scream, or make a fuss.
- ▶ Go to a trusted adult (such as a parent, grandparent, teacher, pastor, police officer, nurse, etc.).
- ▶ Try to describe what happened.

- ▶ If the first adult does not listen, tell someone else, and keep telling until someone listens and helps.
- ▶ If you know about a Child Protection organisation in your area, contact it.

Activity 11: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Bring the session to a close in the usual way.

Session 12:


I can deal with peer pressure

Learning Goals:

Participants will gain confidence and skills to stand firm in the face of negative peer pressure.

Activity 12A: Scripture reading and prayer

 **Time needed:** 10 minutes.

Welcome the participants and thank them for coming.  Ask two people to read out 1 Corinthians 15:33 and Proverbs 12:26, and ask for comments. Explain that our future depends on how we choose our friends and to whom we listen. Continue with a prayer or song.

Activity 12B: Lifeboat

 **Description:** Game.

 **Time needed:** 10 minutes.

Let all the participants spread out in the room, standing. Tell them to imagine that they are swimming in the ocean, waiting for lifeboats to pick them up and rescue them. Call out: “*The life boats are coming! Swim! Swim! Swim!*” Everyone should now walk around the room making swimming

movements. While they are still swimming, call out “Lifeboats for TWO!” or “Lifeboats for FIVE!”, and everyone should now get into groups of twos or fives in order to be ‘rescued’ by a lifeboat. Participants who stand alone, or in a group of the wrong size, ‘drown’. You can end the game by calling “Life boat for all!”, which means that now all the participants have to stand together.

Activity 12C: Understanding peer pressure

 **Description:** Discussion.
 **Time needed:** 5 minutes.

1. Remind the participants that during the last session they practised how to say “No!” when faced with a decision that could harm their future. The examples that were discussed were pretty clear. Depending on whether you said “Yes” or “No”, you could tell whether you were making a good decision or a bad decision.

2. Explain that sometimes, however, the situation is not so clear. Perhaps it seems that everyone is doing something you thought was bad, but now you think that there can’t be much harm in it, after all. Or perhaps you are receiving many messages that are tempting you to go ahead and ‘just do it’ – for example, from other young people in your neighbourhood, or songs on the radio, or things you see on the TV or in videos. When other young people try to persuade you to do things their way, that is called ‘peer pressure’. Ask the participants for examples of peer pressure, including the role of the mass media.

3. Add that, in response to peer pressure, it is often not good enough to say “No” once or even twice, because peer pressure keeps returning. It tries to wear you down into saying “Yes”. How can you respond? Suggest that one strategy might be to form positive



peer support groups: namely, finding other young people who hold the same values as you do, and helping one another make good decisions and maintain good habits.

Activity 12D: Five steps to help you stand firm ☸

 **Description:** Discussion.
 **Time needed:** 15 minutes.

NOTE FOR FACILITATORS: The Five Steps chart (page 64) should be prepared on a flip chart before the session. Complete only the left-hand column. You will complete the right-hand column during the session.

1. Explain that we shall be talking about Five Steps to follow in the face of negative peer pressure. Start by asking the participants to think about one good habit or behaviour that they want to maintain, despite peer pressure to do the opposite. Tell them we’ll call this their ‘Healthy Decision’.



2. Now ask for one volunteer who is willing to answer some questions about the Healthy Decision that he or she has selected.

Ask, “*What Healthy Decision have you made?*”. Then tell all the participants that, although we shall be using the volunteer’s Healthy Decision as an example, when you go through the Five Steps everyone present can contribute to the discussion.

3. Show the participants the Five Steps you have written on the flip chart sheet.

4. Discuss each of the Five Steps by applying the Questions and Comments to the example

offered by the volunteer. Ask for everyone’s comments, questions and suggestions.

NOTE FOR FACILITATORS: In this discussion, be sensitive to young people who may have already taken on some ‘bad habits’ or made mistakes. You may say something like: “*Much as we try never to make mistakes, God understands that making mistakes is also human. He is loving and forgiving. So if this has happened to you, try to get back on track as quickly as possible so you are practising good habits and behaviours once again.*”

FIVE STEPS:	Questions and Comments:
1. Explain why your Healthy Decision is important.	(Describe your Healthy Decision. What are you hoping to achieve as your goal for the future, and how can your Healthy Decision contribute to that goal?)
2. Identify the pressures that try to pull you away from your Healthy Decision.	(What situations or people try to pull you away from your Healthy Decision? Pay special attention to situations involving peer pressure. Also consider music, videos, and movies that may be trying to influence you negatively.)
3. Make a plan for how to stick to your Healthy Decision and implement it.	(How can you avoid or turn away from the people and messages that try to pull you away from your Healthy Decision? What actions can you take that will make it easier to maintain your Healthy Decision - for example, finding like-minded friends or forming a peer support group?)
4. Practise your clear communication skills to fight off challenges.	(What are some of the different ways you can communicate your decision to stick with your Healthy Decision? Who can give you emotional support for your decision? How can a peer support group help you?)
5. Be proud of yourself for doing as well as you have.	(Be proud of yourself that you have made and kept your Healthy Decision in the face of challenges, including negative peer pressure. Write a smiley face (😊) and pat yourself on the shoulders: Well done! Keep it up!) 😊



Activity 12E:

My healthy decision



Description: Writing.



Time needed: 25 minutes.

Give all the participants a sheet of A4 paper and a pen or pencil. Ask everyone to think about one good habit or behaviour that they want to start or maintain as their 'Healthy Decision'. Ask them to write their Healthy Decision on the top of their sheet. Then, ask them to write down the Five Steps (from the chart used in 12D) with space in between, and to fill in that space with responses to the questions and comments you will read to them in a few moments (referring to the chart on page 64) about each one of the steps. When everyone is finished, suggest that they should take their Healthy Decision sheet home; this is for them to keep for the future.

example, a youth organisation or club). Good peer pressure can help you focus on your schoolwork, find good activities to do, and work on volunteer projects that can make your community a better place. Emphasise that good peer pressure is an expression of caring. To illustrate, use the following case scenario:

Rachel (12) and David (14) became orphans when their mother died two months ago. They moved to their grandmother's house near you, but their grandmother is very old and frail. Last week, Rachel and David started attending your school. They don't have any friends and seem sad. What can you and your peers do together to make Rachel and David feel better? Examples are: asking them to join in with games, inviting them home after school, bringing them into conversations, asking them what sort of music they like. Make the point that sometimes it is easier to help others as part of a group, rather than just one person alone.

Activity 12F:

Good peer pressure



Description: Discussion.



Time needed: 15 minutes.

1. Explain that so far, this session has focussed on peer pressure as a bad thing. But peer pressure also can work the other way. Good peer pressure means positive encouragement and guidance from other young people in the community. This can be done informally among like-minded friends, or by being part of a peer support group (for

2. Ask the participants if they can think of other examples of good peer pressure. Write these examples on the blackboard or flip chart, and summarise.

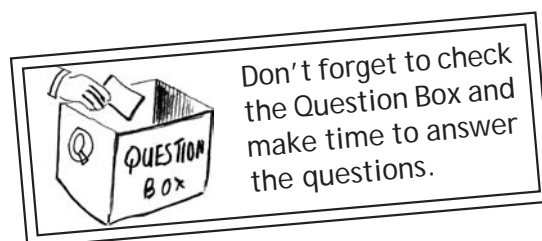
Activity 12G:

Closing circle reflections and prayer



Time needed: 10 minutes.

Bring the session to a close in the usual way.





Session 13:

What is love?


Learning Goals:

Participants will learn to distinguish real love from sexual attraction and infatuation, and will understand what God intends real love to be like.

Activity 13A:

Scripture reading and prayer

 **Time needed:** 10 minutes.

Welcome the participants and thank them for coming.  Ask two people to read out John 15: 12-13 and 1 Corinthians 13:4-7 and ask for comments. Explain that true love is defined by commitment, responsibility and caring. Continue with a prayer or song.

Activity 13B:

The Bottle Game

 **Description:** Game.

 **Time needed:** 5 minutes.

Ask the participants to stand in a circle. A bottle or some other object is passed around. The first participant has to do something with the bottle, such as turn it upside down, kiss it, rub it, or touch their knee to it. This person passes the object to the person on his/her right, who must do the same action as the first participant, and then add another action before passing the object on. The third person must do the first two participants' actions before adding his or her own, and so on. If someone forgets an action or does it incorrectly, that person is 'out' and the next person gets a chance. This can continue until there are just a few participants left.



Activity 13C:

Discussion: What is love? ✨

 **Description:** Discussion.

 **Time needed:** 20 minutes.

1. Ask participants to define what the word 'love' means to them. Write down several definitions on the board or on flip chart paper. Then ask the participants to give the names for 'love' in different languages, and write these down too. Add that, in



Real Love	Infatuation
Real Love is patient: Love takes time to know you and to give. Love is a growing thing and growing takes time.	Infatuation rushes: It is always in a hurry. It is a super big rush for approval and affection. The big hurry leads to a big crash and burn-out.
Real Love sets you free: It encourages freedom to develop and enjoy other activities and friends. It allows you space to be yourself and helps you grow.	Infatuation imprisons: It cuts off other friendships. It is upset and angry over any person or activity that interferes with your time together.
Real Love accepts: It cares about you as you are. It trusts you and is thoughtful, sensitive and creative. It longs to serve and to see you grow and develop.	Infatuation demands: It wants to be served. It tries to change your personality and when its demands are not met, it wants to reject the whole relationship.

most languages, the same word is used to describe different kinds of relationships – for example, the love between a parent and a child, between brothers and sisters, between a husband and wife, between married and unmarried people, the love of Jesus, or the love that one feels for one's country. What all these forms of love have in common are care, trust, respect and concern for the other person or people.

2. Now, ask the participants to explain what 'falling in love' means; that is, finding one person so special that one desires to get very close to him or her to listen, touch and just be with that person. Explain that, especially for young people, 'falling in love' arouses feelings of intense sexual attraction. These feelings are normal and healthy, but if they are not managed, they can lead young people into having a sexual relationship before they are really prepared for it.

Add that this strong passion for somebody is called 'infatuation'. It's quite easy to confuse infatuation with real love. Ask the participants to describe the differences between the two. After hearing a few responses, summarise the table above on the board or flip chart by writing only the words that are in bold.

Activity 13D: Is this real love? ☉

Description: Discussion.

Time needed: 15 minutes.

Read the four short scenarios below out loud, and after each one ask the participants to answer the question: *"Is this real love?"*

1. **Joseph** is walking along the street when he sees a beautiful young woman. He follows her and, when he gets close, he says: "Hi, lady". He calls, "Do you realise how beautiful you are?" The young woman walks on and does not answer. Joseph follows her and says to her, "Why don't you smile at me? I'm sure you have a wonderful smile."

Is this real love? Does Joseph love the woman? Could it be a case of 'love at first sight'? Let the participants suggest some answers. Then make very clear that this is not love. Joseph does not even know the girl. What he feels is 'attraction'. If we find somebody very beautiful or attractive, we feel attraction. This attraction can be very



short – a few minutes – or it can last longer. But it is not real love.

2. Rosa dreams day and night of a boy whom she saw in the shop a few days ago. She does not know much about him, but because he smiled and asked her name, she thinks the boy must be in love with her. She is neglecting her schoolwork, she is neglecting her friends, she cannot think or talk about anything else, only about the boy. “I think I love him!” Rosa keeps telling her sister and friends.

Is this love? Does Rosa really love this boy? Let the participants suggest some answers. Then make very clear that this is not real love either. Rosa does not know the boy. She is attracted to him, and even more than that, she is infatuated. This means she is imagining things that are not true and forgetting everything that is important.

3. Matthew and Lucia have been going out together for three months. Matthew gives Lucia a lot of presents. After some months, Matthew tries to have sex with Lucia, but she says, “Please, Matthew, let’s wait, I’m not ready for this!” Matthew answers, “I’ve waited for a long time. I thought you were a woman and not a baby anymore! Everybody is doing it! Why not us?”

Lucia answers, “Most of my girlfriends are not. They are afraid of getting pregnant! And of getting AIDS!”

Matthew is shocked and says: “Do you mean to say I’m sick with this disease?”

“No, Matthew, please, I did not say that. But let us wait. I want to finish school first.”

Matthew says, “Wait, wait, wait! I can’t wait any longer. I’ve given you lots of presents. If you really loved me, you would want to please me.”

Is this love? Does Matthew love Lucia? Let the participants suggest some answers. Then make very clear that this is not real love either. Presents cannot buy love. Presents should not

be used to buy sex either. And sex is never a proof of love. Matthew does not respect Lucia, and Lucia cannot trust Matthew.



Can Matthew’s presents buy Lucia’s love?

4. Judith and Lucas have been going out together for eight months. Lucas says, “Judith always supports me. We are there for each other. If she feels sad, I help her out. I know she cares for me. I know that I can tell her secrets and she will keep them. I trust her.”

Judith says, “Fun and laughter are important in our relationship. I also get support from Lucas. He helps me with my schoolwork. He’s a friend I can talk with. We do not lie to each other, and Lucas respects me when I say that I am not ready to have sex. He says, if I don’t want it, he also does not want it. We agreed to wait until we are both ready.”

Is this love? Do Judith and Lucas love each other? Let the participants suggest some answers. Then say “Yes!”, Judith and Lucas love each other. They know each other, they care for each other, and they support each other. They do things together, they talk with each other and they respect and trust each other. They also treat each other as equal human beings, and have not rushed into having sex.



Activity 13E: The Bird of Love ☉

 **Description:** Demonstration.

 **Time needed:** 25 minutes.

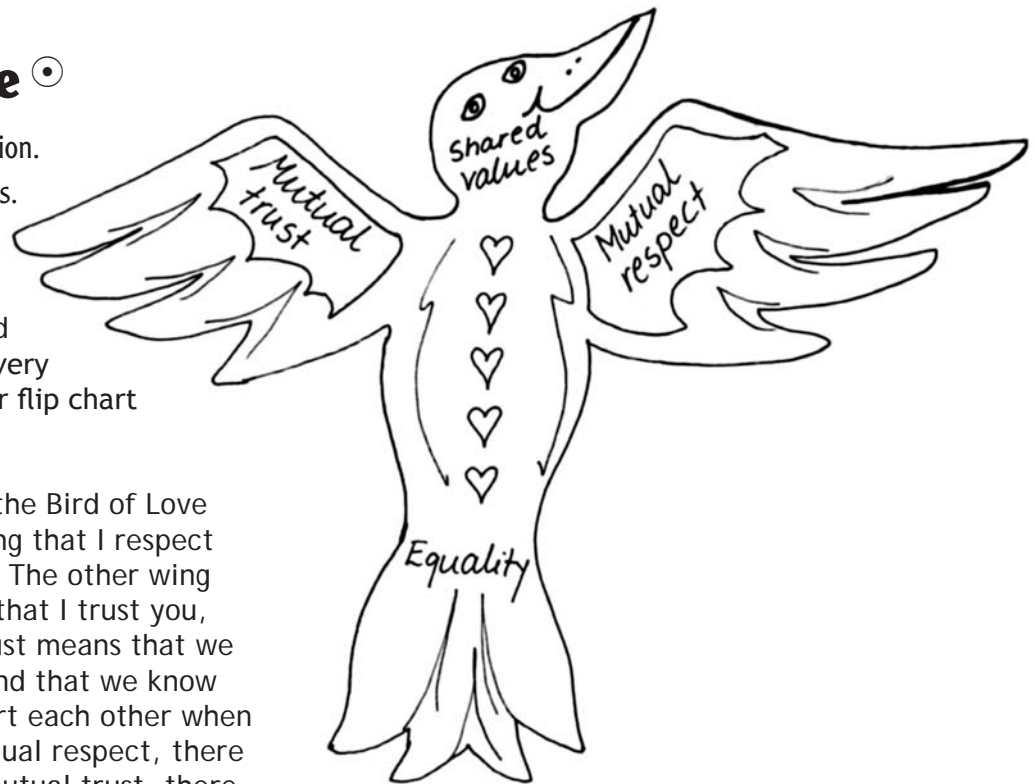
1. Start by saying that love is like a bird. A bird needs two wings, a tail and a head to fly. Now draw a very simple bird on the board or flip chart and explain:

THE WINGS: One wing of the Bird of Love is **mutual respect**, meaning that I respect you, and you respect me. The other wing is **mutual trust**, meaning that I trust you, and that you trust me. Trust means that we do not lie to each other and that we know that we will always support each other when needed. If there is no mutual respect, there is no love. If there is no mutual trust, there is no love. If one of these wings is broken, the Bird of Love cannot fly.

THE TAIL: The Bird of Love has a tail. The tail helps the bird to keep its balance. The tail of the Bird of Love is called **equality**. One person should not dominate or take charge over the other. People who love each other must treat each other equally and fairly. Otherwise there cannot be true love.

THE HEAD: The Bird of Love also has a head, on which it relies for direction and decision-making. The head is made up of our **shared values** - for example, our commitment to God and other things we believe in. Real love between two people includes sharing the same values. If these come into conflict or become weak, the bird will become confused and will not be able to stay in the air.

2. Give all the participants a sheet of A4 paper and let them share coloured pencils or crayons. Ask them to draw a beautiful bird with two big wings, a head and a big tail. (See illustration above.) Tell them to write




mutual respect and *mutual trust* into the two wings, *equality* into the tail, and *shared values* on the head. Give them enough time to draw something meaningful.

3. When everyone has finished, put all the pictures on a wall or in the middle of the room. Invite everyone to look at and admire one another's work. Give positive feedback and encourage the participants to do the same. After a short discussion, tell everyone they can take their drawings home if they wish.

Activity 13F: Beautiful water, beautiful sex ❄️

 **Description:** Bible study.

 **Time needed:** 15 minutes.

1.  Ask one of the participants to read out loud Proverbs 5: 15-18. Ask everyone to listen for all the words that have to do



with water, and the ways in which water is contained.

NOTES FOR FACILITATORS: For this Bible passage, do not use the *Good News Bible*, but choose an edition of the Bible which has references to water in this passage: for example, the *Revised Standard Version* or *The African Bible*. Several days before this session, ask two participants to practise reading out the questions and answers in the box below.

2. Ask two participants to read out the following questions and answers:

Q: Are these passages only teaching us about water or are they also teaching us about something else?

A: *They also teach us about sex.*

Q: What does God want us to learn about sex from these passages of Scripture?

A: *God wants to teach us that He has boundaries for sex and to encourage people to wait until marriage to have sex.*

Q: What is good about water?

A: *It gives life to people, animals, and crops. It helps build our houses and other buildings. It is refreshing and cleansing.*

Q: What is good about sex?

A: *It gives life to a marriage. It builds a family. It is refreshing.*

Q: What happens when water gets poisoned with disease, such as typhoid or dysentery?

A: *It can bring sickness and sometimes death.*

Q: What happens when sex is poisoned with unplanned pregnancy, STIs, or AIDS?

A: *It can bring problems - including sickness and sometimes death.*

Q: What happens when water really floods?

A: *It can destroy all that it has built or created.*

Q: What happens when a man's or woman's sex life floods before marriage or outside of marriage?

A: *It can destroy all that it was meant to build or create within marriage.*

Q: If 70 per cent of the world's surface is water, why does all that water not destroy us?

A: *God put water inside boundaries or limits, because God loves us.*

Q: What are some of the boundaries God put water in?

A: *Lakes, rivers, seas and oceans.*

Q: What are the boundaries God put around sex, because God loves us?

A: *Love, marriage, trust and honesty.*

Q: When you bathe, do you throw the water on the floor and roll around in it to get clean? Do you try to carry the spilled water back to the tap or the river?

A: *Of course not, nobody does that! That would be foolish! Every person on earth has to make wise choices about water. God has made water so that, in order to be of benefit to humans, animals and plant life, it must be contained within boundaries and directed to where it is most useful. When rivers flood, they can do immense damage. To let your sex life 'flood' can also be extremely harmful. God has not given us sexual boundaries to imprison us, but to protect us and to give us true love and a full life, so that sex, like water, can be beautiful, powerful, and used for our good.*



3. Ask the participants what they thought of this Bible study, and what they learned from it. Explain to them that they can make a commitment to God, themselves, their families, and their friends to save sex for marriage.

Say: *"Just as God has wisely put water in boundaries, you can also wisely keep sex within boundaries. Even if you have already become sexually active, you can make the choice to stop and wait until marriage. God*

will forgive those who make mistakes and will offer everyone a second chance."

Activity 13G: Closing circle reflections and prayer

Time needed: 10 minutes.

Bring the session to a close in the usual way.

Session 14:

I am part of a community

Learning Goals:

Participants will understand what it means to be part of a wider community, and identify key resources that can be helpful in times of need. In preparation for the final session, they will highlight key messages from the course.

Activity 14A: Scripture reading and prayer

Time needed: 10 minutes.

Welcome the participants and thank them for coming. Ask someone to read out 1 Corinthians 12:12-20 and ask for comments.

Explain that, just like the human body, our community is made up of many different parts, all of which depend on one another.

Continue with a prayer or song.

Activity 14B: Spider's Web ❄️

Description: Game.

Time needed: 10 minutes.

1. Ask all the participants to sit or stand in a circle. Take a big ball of string and, holding onto the end, roll it across the ground to someone sitting opposite from you, saying his or her name as you roll it. Keep holding onto your end tightly. Now ask the recipient of the ball of string to hold onto it so that it makes a taut line on the ground between the two of you. Then ask him or her to roll the



The Spider's Web game demonstrates how much we depend on one another.



ball across the circle to someone else, saying the new person's name as the ball rolls. He or she does the same thing. Everyone who receives the ball of string should hold firmly onto his or her part. Eventually, the circle should be made up of many taut, criss-crossing lines of string.

When the last participant receives the string, he or she should roll it back to you, so that you hold the beginning and the end of the string.

2. Now ask the participants to look at how the string connects everyone, like a spider's web. Point out that in order to keep the web firm and supported, we depend on one other. If anyone were to drop their hold on the string, part of the web would collapse. Demonstrate this by asking one of the participants to let go.

Explain that when young people make important decisions, they need love and

support from their family, friends, teachers, religious leaders and communities. This is especially true when young people experience peer pressure.

Tell the participants that the web represents the kind of support they will need when it comes to protecting themselves against unplanned pregnancy, STIs and HIV, or the temptations of alcohol use or illegal drugs.

Activity 14C: Making a referral directory ☿

📄 **Description:** Writing.

🕒 **Time needed:** 25 minutes.

1. Explain that, in this activity, we shall work together to make a directory of people and places in our community that are important

to know because they can help if a young person has a question or a concern. Explain that it probably won't be possible to finish the directory today, but with everyone's help that can be done by the next meeting.

2. Distribute a sheet of A4 paper and a pen or pencil to each person and ask them to copy the table below, which you will be writing on the board or flip chart. Explain that we shall work together, starting by filling in the left-hand column of the table. Ask the participants to list all the people and places they might approach if they needed help with some of the problems that you have been discussing during

this course. Enter these into the left-hand column. Now start to fill in the blanks in the second column, and so on across the page. Explain that you will finish this directory next week. Participants can leave their partially completed directories with you for safe-keeping, or take them home and bring them back for the final session.

NOTE FOR FACILITATORS: You will start with a box containing only the four headings in the box below. The current entries in this box are suggestions for guidance purposes only.

Referral Directory			
Resource	For what services would you go there? (Describe briefly)	Where are they located? When are they open? Phone number?	Is there someone special you should ask for? Other comments
HIV Voluntary Counselling and Testing Centre			
Health Facility (hospital, clinics)	Illness, sexual abuse, pregnancy		
Traditional authorities (name...)			
Pastors/churches (name....)	Personal or spiritual concerns, counselling		
Major organisations in the community (name...)			
Police			
Government social services	Support for orphans & vulnerable children		
Other....			



Activity 14D: What I learned in this course

 **Description:** Artwork and writing.

 **Time needed:** 20 minutes.

1. Give everyone one or two sheets of A4 paper and ask them to share the coloured pencils or crayons. The participants should now make one or two small posters, each with one important lesson they have learned from the course. Tell them to describe what they learned in writing in the middle of their paper, and then decorate it freely with pictures or designs.

NOTE FOR FACILITATORS: To help the participants remember, quickly review all the topics you have covered since the beginning of the course. Stick all the drawings, lists and tables that have been produced during the course onto the wall, where parents, guardians and community representatives can view them during the final session. Allow at least 10 minutes for this part of the activity.

Activity 14E: Agenda for the final session

 **Description:** Discussion.

 **Time needed:** 30 minutes.

NOTE FOR FACILITATORS: Before today's session, you should draw up an agenda for Session 15, the final one of the course. You should also ensure that the participants' parents and guardians know well in advance that their presence in the final session would be greatly welcomed.

Making posters.



1. Read out the agenda for the next session, so everyone knows what to expect (see Session 15). Remind everyone that this will be a longer session - 2 hours and 10 minutes, plus refreshments (optional).

2. Divide the participants into four groups and ask each of them to prepare a creative short drama, song, poem or group poster (using flip-chart paper) to present at the final session. These should show some aspects of what they have learned during the course. Each group should keep in mind that they will have 5 minutes to present whatever they produce.

Activity 14F: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Bring the session to a close in the usual way.



Session 15:

My commitment to God, my family and myself

(combined adult and young people's session)


Learning Goals:

Participants will make a personal commitment, based on what they have learned in the course. The session ends with a graduation ceremony.

NOTE FOR FACILITATORS: In advance of this extended special session, you should invite parents, guardians, and church and community leaders. Display the posters from Session 14 for all to see. Prepare a graduation certificate for each participant. If possible, provide light refreshments.

Activity 15A: Welcome: scripture reading and prayer

 **Time needed:** 10 minutes.

Welcome the participants and thank them for coming.  Ask someone to read out James 1:22-24 and ask for comments.

Explain that God wants us to be doers, not just listeners. He wants us to make a conscious decision to put into action what we have learned through this course.

NOTE FOR FACILITATORS: For the next 40 minutes, the adults and the young people are separated. Ask another adult to facilitate the adult discussions. While the young people are doing written work, you can visit the adult group for a few minutes. During that time, a responsible person should supervise the young people.

The next three activities are for adults only:

Activity 15B (adults only): Summary of course

 **Description:** Discussion.

 **Time needed:** 10 minutes.

Welcome the adults (parents, guardians and community leaders). After brief introductions, ask what the adults have heard about the course from their children, and what they thought about it. How did their own communication with their children change through the application of 'active listening', as discussed during the first session? Ask if the parents, guardians and community leaders have any questions about the course. (If there is insufficient time to respond to all the questions, ask people to write them down for you to answer later. Remind the adults to look at the young people's posters that are on display for them to see.)



Activity 15C (adults only): Gift exercise °



Description: Sharing.



Time needed: 15 minutes.

1. Ask everyone to write down on a small piece of paper (or to use a stone or other object instead) one 'gift' that she or he received from someone else as a child (for example, love, education, emotional support, a strong religious faith).

Go around the room and ask each person to put their stone, other object or piece of paper into a basket or box. One by one, everyone should now tell the group what that gift was and how it made a difference in his or her life.

2. Now ask everyone to write down on a piece of paper (or a stone or other object) a 'gift' that he or she or pledges to give to his or her child or children. This can be the same gift or a different one. Once again, go around the room and ask each person to put the note, or the object, into a basket or box, and explain what the gift is.

Activity 15D (adults only): How can we sustain the gains?



Description: Discussion.



Time needed: 15 minutes.

1. Ask how parents, guardians and community leaders can help to 'sustain the gains' of the learning which the young people have experienced during the course. Ask what the next step or steps should be, and who should take the lead?

2. Select an adult who will say a few words of acknowledgement and encouragement (for only 2 or 3 minutes) when the adults and young people reconvene. Ask everyone for suggestions of key points to include.

The next three activities are for young people only:

Activity 15B (young people only) “What I like about you”



Description: Game.



Time needed: 15 minutes.

Give all the young people an A4 sheet of paper, a pen or pencil, and a piece of tape. Ask them to write their name on the paper and then tape it onto their backs and slowly walk around the room. Every person should write a short message on the paper on every other person's back, as follows: "What I like or admire about you is..." (If necessary, slip a piece of cardboard under the piece of paper.) When everyone has finished, each participant can look at his or her messages, and take the sheet of paper home.

Activity 15C (young people only): Commitment statement



Description: Writing.



Time needed: 10 minutes.

Give all the participants an A4 sheet of paper and ask them to write a one-sentence statement which they are prepared to read out later, during the final ceremony. This could start as follows: "As a result of this course, I am making a new commitment to God, my family and my community. My commitment is: ..."

Activity 15D (young people only): Workshop evaluation



Description: Writing.

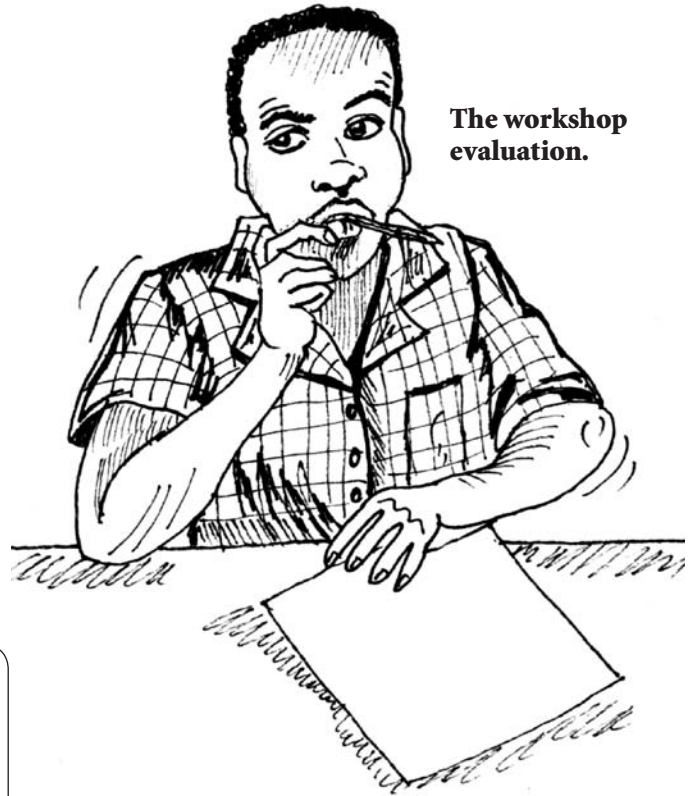


Time needed: 15 minutes.

Tell the participants that you want to learn how to improve the course in the future, so you would like them to write an



anonymous evaluation, which you will collect afterwards. Stick the flip chart paper of their expectations at the beginning of the course (Activity 1D for young people) onto the wall, and ask them to think about whether these have been met or not. Encourage specific comments on various aspects such as the venue, timing, duration, session contents, facilitation, and the balance of fun and serious activities. Let them list any other concerns they have about the course, or topics which they think should have been covered. Then, give all the young people a sheet of paper. Using the form below as a guide, ask them to write the symbols on the left-hand side of the diagram on their sheets of paper, and then fill in the four items.



The workshop evaluation.

NOTE FOR FACILITATORS: If necessary, participants can also use this time to fill in the Referral Directory from the last session, so everyone can have complete information.

Workshop Evaluation	
☺	Two or more things I liked best about the course are...
☹	Two or more things I didn't like so much, or I would recommend differently in the future, are...
✓	My score from 1 (low) to 10 (high), about how well my expectations of the course were met, is...
?	My other comments are...



The remaining activities in this session are for adults and young people together:

**Activity 15E (everyone):
Closing ceremony:
the way forward**

 **Time needed:** 50 minutes.

The table below is a suggested agenda for the closing ceremony, with recommendations on timing and presenters, and other comments. Feel free to adapt this to suit the needs of your community and participants.



Each young person makes a short 'commitment statement'.

Sample Agenda			
Item	Time	By whom?	Comments
Official welcome	3 minutes	Facilitator ("M.C".)	Includes overview of course aims.
Group work presentations	20 minutes	Young people	Four presentations of 5 minutes each, that were prepared during Session 14.
Commitment statements	8 minutes	One statement per young person	These were prepared earlier in this session.
Adult speaker	3 minutes	Parent/guardian/ community representative	This speaker was chosen earlier this session.
"The Way Forward"	3 minutes	Community representative	Words of encouragement for the future.
Graduation certificates	10 minutes	Facilitator & others	Certificate of attendance to each participant.
Word of thanks	3 minutes	To be determined	Appreciation to all who had a role.



Activity 15F: Closing circle reflections and prayer

 **Time needed:** 10 minutes.

Thank the young people for being part of *My Life - Starting Now* and thank the parents, guardians and community leaders for their support. Tell the young people that you want to thank God for this opportunity to learn, and for making your time together a great success. Offer a prayer asking for God's continuous strength in the months and years ahead.

Remind the participants that, now that they have graduated from this course,

they can start to take charge of their lives
- NOW!

Close by singing a song that binds everyone together.

Activity 15G: Social gathering

This could be a communal meal or a more informal occasion, with snacks and drinks, when the parents, guardians and community leaders can look at the artwork the young people have done, and can also talk with the facilitators about their young people's attitudes, behaviour and values.

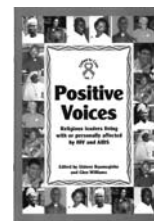


Other titles in the Called to Care toolkit

POSITIVE VOICES

Religious leaders living with or personally affected by HIV and AIDS

Personal testimonies by 14 African religious leaders (12 Christians, two Muslims) who are living with or personally affected by HIV. (40 pages; 2005; ISBN 978-0-9549051-3-2; <http://www.stratshope.org/b-cc-01-positive.htm>)



MAKING IT HAPPEN

A guide to help your congregation do HIV/AIDS work

A mini-manual to help church leaders establish and manage an HIV project. Includes sections on planning, decision-making, writing a project proposal, preparing a budget, accounting for funds, and monitoring and evaluation. (44 pages; 2005; ISBN 978-0-9549051-1-8; <http://www.stratshope.org/b-cc-02-happen.htm>)



TIME TO TALK

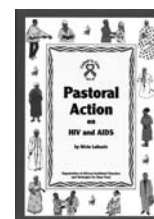
A guide to family life in the age of AIDS

A handbook to enable churches and communities to discuss family life and sex in the context of the global AIDS epidemic. Contains role plays, games, quizzes, discussion guidelines, Bible studies and other participatory exercises. (44 pages; 2006; ISBN 978-0-9549051-8-7; <http://www.stratshope.org/b-cc-03-talk.htm>)



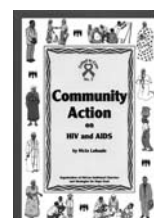
PASTORAL ACTION ON HIV AND AIDS

Developed by the Organisation of African Instituted Churches (OAIC), this handbook is designed for training pastors and lay church leaders in addressing the pastoral challenges of the AIDS epidemic. (48 pages; 2008; ISBN 978-1-905746-04-0; <http://www.stratshope.org/b-cc-04-pastoral.htm>).



COMMUNITY ACTION ON HIV AND AIDS

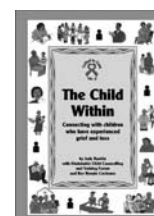
Also developed by the OAIC, this book is designed to help church leaders deal with social, cultural and economic issues related to the AIDS epidemic at community level. Covers topics such as the sexual abuse of children, domestic violence, widow inheritance and property grabbing by relatives. (48 pages; 2008; ISBN 978-1-905746-05-7; <http://www.stratshope.org/b-cc-05-community.htm>).



THE CHILD WITHIN

Connecting with children who have experienced grief and loss

Developed in South Africa's Eastern Province, this handbook breaks new ground in promoting resilience in children who have suffered grief and personal loss. It does so by enabling adults who are child care-givers to rediscover and appreciate their own 'child within'. (68 pages; 2008; ISBN 978-1-905746-08-8; <http://www.stratshope.org/b-cc-06-child.htm>)



CALL TO ME

How the Bible speaks in the age of AIDS

Designed for use by churches, faith-based organisations, NGOs and community groups. Consists of 20 Bible studies on topics related to HIV and AIDS, e.g. sex and sexuality; healing; death; grief and mourning; stigma, discrimination and denial; church leadership; marriage; children; fear and anxiety. (76 pages; 2010; ISBN 978-1-905746-14-9; <http://www.stratshope.org/b-cc-07-me.htm>)



To order or request copies of these books, please contact the Strategies for Hope Trust:

sfh@stratshope.org

The **CALLED TO CARE** toolkit consists of practical, action-oriented handbooks and mini-manuals on issues related to HIV and AIDS, designed for use by church leaders, especially in sub-Saharan Africa. The purpose of the materials is to enable pastors, priests, religious sisters and brothers, lay church leaders and their congregations and communities to:



- ☐ Reflect on and understand the spiritual, theological, ethical, health, social and practical implications of the HIV epidemic and the Christian call to respond with compassion.
- ☐ Overcome the stigma, silence, discrimination, denial, fear and inertia that inhibit church and community action to address issues related to HIV and AIDS more effectively.
- ☐ Guide their congregations and communities through a process of learning and change, leading to practical, church-based actions to help individuals, families and communities reduce the spread of HIV and mitigate the impact of the HIV epidemic.

CALLED TO CARE is an initiative of the Strategies for Hope Trust, which produces books and videos that promote effective, community-based strategies of HIV and AIDS care, support and prevention in the developing world, especially in sub-Saharan Africa.

CALLED TO CARE is implemented through a process of international, ecumenical cooperation involving churches, other faith-based organisations, international church bodies, publishers, distributors and other partners.

EDITOR: Glen Williams

THE AUTHORS

Dr Lucy Y. Steinitz was co-founder and the first National Coordinator of Catholic AIDS Action in Namibia. Afterwards she worked for Family Health International as their African adviser on children and youth. She is now an independent consultant on HIV and community development issues in sub-Saharan Africa.

Dr Eunice Karanja Kamaara is Associate Professor of Religious Studies at Moi University in Eldoret, Kenya. A Kenyan by birth, Eunice is a founding member of the Eldoret Gender and Development Network and coordinator of the African Christian Initiation Programme. She is particularly interested in the holistic health of young people.



ISBN 978-1-905746-15-6
ISBN 978-1-905746-36-1 (E-book)