

ISLAMIC MEDICAL ASSOCIATION OF UGANDA



MADARASA AIDS EDUCATION AND PREVENTION

INTEGRATION OF LIFESKILLS IN
MADARASA (ILIM) PROJECT

TRAINING CURRICULUM

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TOPIC NO. 1: INTRODUCTION:

Time: 1 hour

Procedure:

1. Ask participants to mention what should be mentioned when introducing a new person or new thing in an area or before other people.
2. For introduction, set the example: mention your names, where you live, what you do, likes, dislikes and reason for coming. Ask each participant to do the same.
3. Ask each participant to mention his/her expectations during the workshop.
4. Inform participants of the aims and objectives of the workshop and the period expected for the workshop.
5. Ask participants the importance of setting up ground rules to follow during the workshop.
6. Ask participants to suggest ground rules for the workshop and pin them up for use during the workshop.

Key Issues:

Main Goal of the Project:

To help young Ugandans to be strong enough as they make decisions and choices for a bright future.

Workshop objectives:

To help participants to:

1. understand the meaning of lifeskills
2. identify needs of a child when outside of school.
3. prioritise the lifeskills needed by a child when outside of a school
4. analyse their attitudes towards Lifeskills education
5. understand the aims of lifeskills education
6. understand the health promoting home
7. understand the importance of promoting self-esteem in a home
8. internalise the role of lifeskills in their lives
9. understand how to mobilise the children and make a workplan for educating them.

Examples of ground rules:

Being honest, respecting others and their contributions, listening and respecting other people's contributions, contributing, keeping time, being confidential .

TOPIC NO. 2: THE DEFINITION OF LIFESKILLS

Time: 2 1/2 hours

Procedure:

1. Ask participants to explain what they understand by the term lifeskills.
2. Ask participants to give examples of life skills they know of. Add other examples, which have not been mentioned
3. Ask participants to mention the objectives of lifeskills.
4. Ask participants the main goal of lifeskills among the children and youth.
5. Ask participants why children and youth need lifeskills
6. Ask participants who should provide lifeskills to children
7. Ask participants who and what may influence (positively or negatively) one's acquisition of lifeskills

Key Issues:

Lifeskills: are the strategies or abilities one uses to get along with one's own personality, one's friends, family, the society and the environment as a whole. These strategies empower the young person to interact with the society in which they live as effectively as possible.

Examples of Lifeskills:

- Assertiveness
- Coping with stress
- Empathy
- Interpersonal relationships
- Non-violent conflict resolution
- Self-awareness and self-esteem
- Creative thinking
- Problem solving
- Coping with emotions
- Effective communication
- Formation of friendships
- Negotiation
- Peer pressure resistance
- Critical thinking
- Decision making

Some elaboration (give sceneries)

- i) **Assertiveness**: Briefly, this refers to the ability to:
- express one's feelings, needs or desires openly and directly but in a respectful way
 - stand up for one's beliefs without putting down others in the process
 - know what you want and be able to take necessary steps to achieve what you want within the specific context.

ii) Coping with emotions:

Coping refers to the ability to manage or deal effectively with a situation or a problem. Emotions are mental or instinctive feelings in response to internal or external stimuli. Emotions may be considered positive or negative. Regardless of their nature, they can be destructive if poorly handled or constructive if adequately managed.

iii) Coping with stress:

Stress refers to a condition of increased activity in the body, which overwhelms the individual beyond what their mental capacity can handle. This can happen as a result of physical, psychological or emotional events e.g. love and friendship, broken relationship, death of a loved one, lack of money/employment. Stress can be destructive if poorly handled. It becomes a problem when a person can no longer withstand the pressure. Stressful circumstances cannot be completely avoided but can be contained within manageable limits. It is believed that a certain amount of stress may be essential to get one awakened to the need to focus on one's actions and appropriate response.

So, coping with stress refers to the effective management of a situation that weighs hard on a person's mental capabilities as a result of increased physical or emotional pressures.

iv) Effective Communication:

Is the ability to express oneself clearly and appropriately (verbally or non verbally) during interactions with other people in any given circumstances. Mere exchange of words does not ensure good communication. Effective communication is a skill that can be learned, nurtured and supported if given constant practice. It involves (among others) active listening, respect for others' feelings, use of body language and observation.

Although good communication doesn't guarantee an end to problems, it goes a long way towards improving relationships and minimising possibilities of conflict.

v) Empathy:

This refers to the ability to identify oneself mentally with another person. By doing this, one may be in a position to understand the feelings of others and therefore to help or advise them.

vi) Formation of friendships:

This is the ability to construct meaningful and healthy associations with other people. One cannot live alone like an island or solitary rock. He/She needs others with whom to share life: activities, hopes, fears, and ambitions. Formation of friendships naturally starts from the earliest stages of life. As children grow into adolescents, they need to understand how mutually beneficial friendships are formed and how they are developed.

vii) Interpersonal Relationships:

The ability to coexist amicably with others in one's environment requires effective interpersonal relationships. People who sometimes find themselves in hostile environments may need to contain these difficult situations and utilize every opportunity to build mutual understanding between themselves and others.

viii) Negotiation:

Involves consciously discussing issues of disagreement between persons in order to reach a compromise, which does not take advantage of either side. To carry out effective negotiation, firm grounds for one's defense has to be established. The compromise reached does not mean a compromise of one's beliefs, values and principles. It involves being able to cope with potentially threatening or risky situations involving interpersonal relations.

ix) Non-violent conflict resolution:

This is the ability to handle a hostile situation of friction between persons calmly and peacefully. Disagreement can be normal and healthy but when it turns into violence, it becomes a problem, which needs more careful and calculated handling. This skill of non-violent conflict resolution is aimed at the reduction or elimination of destructive confrontation with mutual respect and consideration.

x) Peer resistance:

This is the ability to consciously resist the desire "to go along with the crowd". It includes resisting the tendency to conform to undesirable activities or deliberations without feeling obligated to make explanations and/or apologies. It means standing up for one's values and beliefs in the face of conflicting ideas or practices from peers. Friends sometimes come up with unacceptable or dangerous suggestions and may put pressure on one to accept them. One needs to be clear about one's own standing even if it means being threatened with ridicule or exclusion from group membership. Adolescence is a period of great desire to belong, to be like the other group members. However, if the group is turning to negative influences and habits, peer resistance is a very important skill for children and adolescents.

xi) Self-awareness and self-esteem:

Self-awareness is an individual's ability to appreciate the strong and weak points of one's own character. This realisation enables one to take actions, make choices and decisions, which are consistent with one's abilities.

Self-esteem (this is the basis of all life skills) is the way an individual feels about him/herself and how he/she believes others feel about him/her. It has been described as an awareness of one's worth as a unique and special person endowed with various attributes and great potential. A person's self-esteem can be either destroyed or boosted through the individual's relationship with others. High self-esteem tends to encourage healthy behaviour while low self-esteem tends to encourage unhealthy behaviour.

xii) Critical thinking:

Is the ability to think through situations adequately, weighing up the advantages and disadvantages so as to be able to take appropriate decisions concerning people or one's environment. Today, young people are confronted by multiple and contradictory issues, messages, expectations and demands. These interact with their own aspirations and ambitions and constantly require them to make decisions. They need to be able to critically analyse the environment in which they live and the multiple messages that bombard them.

xiii) Creative thinking:

This is the ability to think of and explore the possibilities of doing a task or dealing with a problem in more than one way. It may involve coming up with a new idea, trying out a new and more challenging way of doing a task or approaching a problem.

xiv) Decision making:

The ability to utilize all available information to weigh a situation, analyse the advantages and disadvantages and make an informed and personal choice.

As one grows up, he/she is frequently confronted with serious demands, which require one's attention and demand decision-making. These may be in regard to relationships and their future. These situations may present conflicting demands, which cannot be met at the same time. One must prioritise and make choices but at the same time be fully aware of the possible consequences of those choices. Hence the importance of weighing the consequences before making a decision and establishing a framework for working through one's choices and decisions.

xv) Problem solving:

This is the ability to identify, cope with and find solutions to difficult or challenging situations. Problem solving is related to decision-making and the two may often overlap. It is only through practice in making decisions and solving problems that children and adolescents can build the skills necessary to make the best choices for them.

Objectives of Lifeskills:

Life Skills education aims at promoting the following abilities in the learner:

- taking positive health choices
- making informed decisions
- practicing healthy behaviours
- recognising and avoiding situations and behaviour that are likely to pose risks to health

The goals (outcomes) for learning life skills may include:

- personal development
- social development
- feeling of fulfillment
- empowerment
- ability to make a meaningful contribution in life for themselves, their families, group and country
- informed choices
- healthy behaviour
- prevention of drug abuse, violence, suicide, irresponsible sexual behavior
- new skills

Institutions and persons that may influence one's acquisition of life skills (positively or negatively) include:

- peers
- parents
- community
- service provision
- policy and legislation
- social-political system

TOPIC NO. 3: IDENTIFYING THE NEEDS OF A CHILD WHEN OUTSIDE OF SCHOOL:

Time: 2 1/2 hours

Procedure:

1. Ask participants to identify periods when a child is outside of school.
2. Ask participants the needs of a Ugandan child when outside school.
3. Ask participants the influences (positive and negative) on this child when outside of school
4. Ask participants rights and responsibilities to consider when dealing with a Ugandan child outside of school.
5. Ask participants the current provisions for a Ugandan child (outside school)
6. Ask participants how their communities are currently meeting and/or not meeting the needs of the child outside school
7. Ask participants how a community might work towards meeting some of these needs

Points to note:

Examples of needs of a Ugandan child outside of school:

- Parental love and guidance
- Security, shelter and protection
- Informal education
- Trust and respect
- Freedom of speech, expression
- Lifeskills e.g. self awareness, self esteem, decision making, problem solving, etc
- Absence of conflict in a family
- Ability to weigh and analyse situations
- Ability to take initiatives and be responsible
- Ability to withstand negative pressure
- Ability to communicate, negotiate their positions and feelings
- Equal rights, responsibilities and opportunities

2. Examples of influences on the Ugandan child outside of school

a) At home: Parents influence: the training, discipline, responsibilities, love, financial support, education, values and attitudes.

Brothers and sisters: - playing, sharing responsibilities, etc

Aunts and uncles: - counseling, cultural and traditional practices, financial support, accommodation, feeding, etc.

b) Outside school: Peer influence on behaviour, values, attitudes and beliefs, Slums, streets, Rural, urban or semi urban, Workplace (bar, restaurant, home,

c) Community: Neighbors, clan civic leaders, religious leaders, local authorities, bosses, lovers, adult exploiters, etc.

d) Social/Public services: accessibility, adequacy, etc

e) Cultural practices and beliefs: traditional initiation practices e.g. Female genital mutilation, pulling labia, circumcision, ethnicity, dressing, priorities

f) **Economic:** Adult exploitative employers, dubious survival activities e.g. stealing, pick pocketing, etc.

g) **Environment:** social, physical, biological

h) **Internal forces:** demands of growing up, formation of individual values and attitudes

i) **Media:** print, electronics, etc.

3. **Examples of rights to consider when dealing with a Ugandan child outside of school:**

An individual has rights and responsibilities. For example "The Right of the Child", children statute (1995).

The following are the rights of the child in Uganda (passed by the Uganda Parliament in 1995 called Children's Statute)

Rights of the child in Uganda

- i) A child in Uganda should have the same rights, irrespective of sex, religion, custom, rural or urban background, nationality, tribe, race, marital status of parents.
- ii) The right to grow up in a peaceful and secure environment, and to have the basic necessities of life, including food, health care, clothing and shelter.
- iii) The right to a name and a nationality.
- iv) The right to know his or her parents and to enjoy family life with them and or their extended family. Where a child has no family, or is unable to live with them, he or she should have the right to be given the best substitute care available.
- v) The right to have his or her best interests given priority in any decisions made concerning the child.
- vi) The right to express an opinion and to be listened to and to be consulted in accordance with his/her understanding in decisions, which affect his or her well-being.
- vii) The right to have his/her health protected through immunization and appropriate health care, and to be taught how to defend himself/herself against illnesses. When ill, a child should have the right to receive proper medical care.
- viii) A child with disability should have the right to be treated with the same dignity as other children and to be given special care, education and training where necessary so as to develop his/her potential and self-reliance.
- ix) The right to refuse to be subjected to harmful initiation rites and other harmful social and customary practices, and to be protected from those customary practices, which are prejudicial to a child's health.
- x) The right to be treated fairly and humanely within the legal system
- xi) The right to be protected from all forms of abuse and exploitation
- xii) The right to basic education
- xiii) The right to leisure which is not morally harmful, to play and to participate in sports and positive cultural and artistic activities.
- xiv) The right not to be employed or engaged in activities that harm his/her health, education, mental, physical or moral development
- xv) A child, if a victim of armed conflict, a refugee, or in a situation of danger or extreme vulnerability, should have the right to be among the first to receive help and protection.

Responsibilities of the Child in Uganda.

A child in Uganda shall first of all have responsibilities towards his or her family, society, country and then the international community.

A child shall, according to his/her age, ability and rights, have the duty:

- i) to work for the cohesion of the family, to respect his/her parents, elders and other children and to assist them.
- ii) to use his/her abilities for the benefit of the community
- iii) to preserve and strengthen cultural values in his/her relations with other members of the society, in the spirit of tolerance, Dialogue consultation and to contribute to the moral well-being of the society.
- iv) to preserve and strengthen the independence, national unity and the integrity of his/her country

4. Current provisions for a Ugandan child outside school.

- a) Vocational skills (sometimes)
- b) Health education (occasionally)
- c) Programmes on radios
- e) Religious activities
- f) Health services (sometimes)

TOPIC NO. 4: PRIORITIES FOR THE LIFESKILLS EDUCATION OF A CHILD OUTSIDE SCHOOL:

Time: 2 1/2 hours

Procedure:

1. Explain to the participants the purpose of this activity, i.e. identifying and prioritising lifeskills needed by children.
2. Divide participants into groups and each elect its own group leader.
3. Provide each group with a list of either aspects of knowledge, skills or attitudes.
4. Ask each group leader to read out the items to the group members and then let each group rank the items from the highest priority to the lowest by giving a number to each item.
5. In a plenary, let each group leader present the group's prioritised list.
6. In a plenary, ask participants to discuss what they feel about the priority lists above.

Key Issues:

List of aspects of knowledge:

1. Sources of legal information and advice
2. Rights and responsibilities of a Ugandan citizen
3. How to pass the primary 7 exam
4. Drugs
5. Safe sex
6. How a car engine works
7. Sources of free condoms
8. Their own personality, needs and abilities
9. How Nile Special is brewed
10. Where to get help

List of aspects of skills

1. How to steal to survive
2. Taking initiatives
3. Making and taking decisions
4. How to drive a car
5. Leadership
6. How to mend a diesel engine
7. Asking for help
8. Behaving assertively
9. Learning from mistakes
10. Coping with stress
11. Assessing risks
12. How to negotiate

List of aspects of attitudes:

1. Tolerance
2. Respect for ways of life
3. Determination

4. Consideration for others
5. Acceptance of social position
6. Acceptance of current state of affairs
7. Honesty
8. Sense of humour
9. Respecting the law
10. Responsibility
11. Equality
12. Positive mental approach

LESSON NO. 5: QUESTIONNAIRE: ATTITUDES TO LIFESKILLS

Time: 1 1/2 hours

Procedure:

1. Read out the first statement of the questionnaire.
2. Ask participants to raise their hands if they agree with the statement read. Count the hands and record the number. Then ask those who disagree with the statement to raise their hands. Count the hands and record the number. Do the same for those who are undecided.
3. Ask participants to give reasons for their responses.
4. Ask participants to reach a consensus if possible.
5. Read the next statement and repeat the same process until all statements are read.

Questionnaire on Attitudes to Life Skills

1. Lifeskills education goes against Ugandan culture
2. The most important lifeskill is passing examinations.
3. It is no good giving lifeskills to children outside of school.
4. Children outside of school should not blame anybody if they are raped.
5. Most children when outside of school do not want to be helped.
6. No one can help children outside of school with lifeskills.
7. The money spent on providing children outside of school with lifeskills education could be better spent elsewhere.

LESSON 6: AIMS OF LIFESKILLS EDUCATION:

Time: 2 1/2 hours

Procedure:

1. Explain to the participants the purpose of this activity, i.e. prioritising aims of lifeskills for children when outside of school.
2. Divide participants into smaller groups each with a group leader
3. Provide each group with a list of aims of lifeskills
4. Ask each group leader to read out the items to the group members and then let each group rank the items from the highest priority to the lowest by giving a number to each item.
5. In a plenary, let each group leader present the group's prioritised list.
6. In a plenary, ask participants to discuss what they feel about the priority lists presented.

Aims of Lifeskills education:

1. To teach the child outside of school how to survive
2. To teach the child outside of school how to behave
3. To enable the child outside of school to take a full and active role in the community
4. To promote self-confidence, self-esteem and self-worth
5. To promote positive attitudes e.g. towards cultural/ethnic diversity, gender equality and people with special needs
6. To provide the child outside of school with the skills to cope with a variety of situations
7. To give the child outside of school the knowledge to pass examination
8. To empower the child outside of school to manage his/her lifestyle

TOPIC NO. 7: THE HEALTH PROMOTING HOME:

Time: 2 1/2 hours

Procedure:

1. Ask participants to mention the four components of the health of a person. Illustrate this on a large piece of paper.
2. Divide class into 4 groups and let 2 groups share thoughts about a health promoting home while the other 2 share thoughts on what constitutes a traditional family home. Let each group list its findings on large pieces of paper.
3. Starting with health-demoting homes, and then health-promoting homes, let the groups present their findings.
4. Discuss the presentations and add whatever is left out from the given examples.

Examples of some of the factors that should be highlighted:

A. The traditional Family Home

- i) The structures available in the homestead are dilapidated with hardly any beds or clothing for the children. There are improvisations ranging from pieces of wood, logs, mats or even bare floor for sitting and sleeping on.
- ii) While it is the father who has a proper seat and bed, he demands that every child must observe maximum cleanliness.
- iii) Within the home, the adult/parent is physically distant from the children. He keeps a bundle of sticks for disciplining offenders. He does not refer to his children by name, but uses his stick to point at them using such crude names as "You bad face" or "You stupid fool", etc.
- iv) There is only a small hut on the compound allowing no air circulation among its occupants who are tightly packed inside.
- v) The family meals are cooked in the open, a few paces away from the pit latrine facility, while the ducks, chicken, etc feast on the rubbish heap by the cooking site.
- vi) The homestead has no water supply on the compound. Water is collected from a river, while people wash themselves and their clothes in the same water source. Others defecate or urinate just by the river banks.
- vii) The parent, for lack of better recreation, carries a bottle of potent local brew and a few sticks of cigarettes to his home for company as he inspects the children's chores.
- viii) There is no space for playing. Children play on bare ground with sharp protruding stones and other objects. If they get hurt, they only rub a little saliva into the cuts.
- ix) There is a box labeled "First Aid" but it has been empty and locked for the last 20 years.
- x) There is only one toilet(latrine) for the whole family. It is quite common to see others just walk around and defecate behind the latrine.

- xi) This latrine is full and overflowing but the children have no alternative, even if they have to hold their noses against the stench and wade through swarms of flies.
- xii) The father only appears to give directives, which the wife and children must execute without question. There is nothing like family meetings where discussions can take place.

B. The Health Promoting Home

- i) The home is well set with sufficient sitting/learning facilities
- ii) The rooms are not crowded and the parents are concerned with the individual child. They know them and refer to them by their names.
- iii) The father enjoys a warm relationship with his family. Family meetings are held on a regular basis to discuss possible ways of improving their home.
- iv) Parents display exemplary behaviour to their children.
- v) There is an open communication between the children and their parents concerning their welfare
- vi) Parents participate in their children's school programmes and facilitate the children to practice what they learn from school.
- vii) Children have a well maintained compound on which they play various games. Parents participate in these games too.
- viii) The home encourages child to child health activities
- ix) The family collaborates with the health committees of the community and other organisations to carry out a number of activities such as :
 - protecting water sources
 - maintaining roads
 - constructing health and toilet facilities.
- x) The family participates in intersectoral link activities e.g. courses, seminars, workshops, projects
- xi) The family emphasizes immunisation of all the children. They work hand in hand with the health workers.
- xii) The home has a well maintained rubbish pit and holds major week end cleaning sessions to ensure a healthy environment.
- xiii) There is a tree edge around the home and flower gardens.
- xiv) There is a vegetable garden to promote the good nutrition of the children and parents and also for practical demonstrations.
- xv) Parents use life skills promoting approach while dealing with their children.

5. The following statements apply to either the traditional or health promoting home.

Read out one of the statements. Ask participants whether it applies to the traditional or health promoting home. Discuss the statement with participants to reach a consensus.

- 1) Recognizes the importance of the home environment to the developing child only to a limited extent, but the adults are central and the children on the periphery.
- 2) Emphasizes that children learn from a wider world and participate in development and practice of skills that empower the individual to respect her/himself and others.
- 3) Considers domestic work as limited only to females and not to males.
- 4) Takes a wider view of the home as the principle example of screening and disease prevention, but also attempts to cultivate a positive awareness within the children as consumers of health services.
- 5) Tends to prescribe solutions to children's as perceived from the adult/parent perspective.
- 6) Does not consider actively the health and well being of a child. Instead, it measures their worth by the amount of work done.
- 7) Recognizes the child as a developing individual with individual needs and rights and responsibilities
- 8) The home promotes life skills in individual children to facilitate effective handling of their own problems.
- 9) Emphasizes personal hygiene, especially to the girls and physical health to the boys, to the exclusion of wider aspects of health.
- 10) Promotes spiritual, mental, emotional and social well-being of the children without discrimination.
- 11) Does not involve children actively in the discussions and decisions about their welfare, but considers parental/adult decisions as paramount and final
- 12) Encourages equal participation of genders and their collaboration for the common good, e.g. clearing the bush.
- 13) Views the role of the home purely in terms of health screening and reinforcement without adequate education and supervision.
- 14) Discriminates against the females regarding nutrition needs.
- 15) Recognizes the importance of the home environment in terms of appreciation of good and direct physiological effects on the child.
- 16) Views the development of a positive self-image as central to the promotion of good health, also views individuals as taking increasing control over their lives.
- 17) Takes limited account of psychological factors and encourages stereotype behaviour and outlook to life.
- 18) Does not allow for the child's own experiences to be acknowledged and discussed.
- 19) Promotes equal nutrition provisions to both boys and girls without discrimination.
- 20) Considers the children's feelings and opinions as paramount, and the adults or parents as active facilitators whose support and cooperation is central to the health promoting home.

- 21) Concentrates on cultural/traditional health instructions, acquisition and practice of skills and their application in sustaining female submission and male dominance.
 - 22) Recognizes the wide range of influences and attempts to take account of children's experience, beliefs, values and attitudes recognising individual children's needs.
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6. Ask participants how they feel about the health situation in their own homes. Ask how many are traditional and how many are health promoting.
7. Ask participants what dangers or advantages do they feel they face in such a health situation.
8. Ask participants what are some of the reasons why their homes are what they are?
9. Ask participants what role they can play as members of their families to improve their environment?
10. Ask participants how they can share the health information with their families.

Key Points

1. An individual has rights and responsibilities. For example "The Right of the Child", children statute (1995).
2. The home reflects what individuals who live in it are in reality. It is contradictory to look as smart in a filthy environment.
3. Individuals can resolve to ensure a clean environment and can determine to do it.
4. The skills emphasized in the above activity are:
 - critical thinking
 - creative thinking
 - problem solving
 - decision making

LESSON 8: PROMOTING SELF ESTEEM IN A HOME

Time: 2 1/2 hours

Procedure:

1. Ask participants to define self-esteem
2. Explain the concept of self-esteem in children and its relationship to health-related behavior of the child
3. Ask participants to think back about some experiences they underwent as a result of their parents' destructive behaviours towards them. These experiences will have been destructive to their self esteem. List the responses given and add what is left out from the attached list.
4. Ask participants to think back about some experiences they underwent as a result of their parents' constructive behaviours towards them. These experiences will have been constructive to their self esteem. List the responses given and add what is left out from the attached list.

Examples of destructive and constructive parent/adult behaviour

Destructive parent/adult behaviour

Beating, bullying, using bad language towards the child or sarcasm.

Belittling, ridiculing, favoritism, being unjust, pointing accusing fingers, victimization and use of 'you' instead of the child's actual name.

Sexual abuse, drunkenness, being shabby, being late, telling lies to children, being unprepared, backing in a home, using degrading, impolite language.

Making unfair demands on the children. Suppressing the children's self expression, torture, violent punishment, using children as scapegoats for adult anger.

CONSTRUCTIVE PARENT/ADULT BEHAVIOUR

Kind - being friendly/receptive - listening to a child - motivating the child

Being sympathetic - showing concern about the child's life - wishing children success/luck/well - acknowledging a child's efforts

Being fair and impartial - avoiding discrimination on sex, ability or character.- being supportive to the child- encouraging family discussion-keeping time and promises made to children

Respect for the child rights

5. Ask participants which of the two lists was difficult to compose and why?
6. Discuss some of the ways these adult behaviours affect the child's self esteem
7. Ask participants to state how they will apply what they have learnt in order to boost the self esteem of the children outside of school.

TOPIC 9: SAMPLE ACTIVITIES

ACTIVITY 1: Who does the work at home?

Time: 1 1/2 hours

Procedure:

1. Explain to participants that you are going to have a discussion on the work in the home.
2. Ask participants to mention what work girls usually do at home and list it
3. Ask participants to mention what work boys usually do at home and list it
4. In turn, ask boys and girls which tasks on their list do they dislike
5. Ask participants if this distribution is fair and then discuss the responses
6. Depending on who does more and who does less work at home (according to lists produced), ask participants:
 - i. Why girls (or boys) usually do more work than the others at home?
 - ii. whether boys (or girls) should do more work to help the others? Why or why not?
 - iii. Where the above views (on who does what and why) come from and whether they can be changed?
 - iv. What (and how) should boys and girls do to ensure that work is equitably distributed at home.

Key Points:

- Society is changing from what it was in the past. Certain roles may have to be revisited
- It is not a sign of weakness for men to do domestic work in the home. Boys need to be encouraged to share in carrying out tasks in the home.
- We need to appreciate each other's roles in society.

Lifeskills developed:

- effective communication
- creative and critical thinking
- empathy

ACTIVITY 2: Fatuma misses food again

Time: 1 1/2 hours

Procedure:

1. Read the story of Fatuma the Orphan to participants.

Fatuma the Orphan

Evening always found Fatuma very tired at home. After school, she had to do domestic chores like fetching water, cooking food, washing utensils, bringing in the goats, bathing children ,etc, etc. However, Sarah would complain to her husband about Fatuma. "Fatuma is an eater and not a producer", she said. "She doesn't want to work, yet she never misses any meal!" Fatuma always had tea without milk or sugar though the rest of the children had these. "If Fatuma wanted milk, why didn't she come with a cow?" She answered back when her husband pointed out that Fatuma's tea had no milk in it." Mother please, put some sugar in Fatuma's tea and give her some food", Ali begged her mother."We do not have a sugar depot nor a food store!" Sarah spat out.Fatuma drunk her hot brown water suppressing a desire to cry. She had to do what brought her t o Kiyeera and not to let food upset her aims. She was determined to abide by her dying father's words...

2. Ask them the following:

- i. How they think Fatuma feels socially, mentally and physically
- ii. How they think Sarah breaks Fatuma's feelings about herself (self-esteem)
- iii. What more Sarah's husband could have done
- iv. What more Ali would have done
- v. How Fatuma is coping with the situation

3. Let volunteers role-play the scenario before the entire group (no preparation required)

Key points:

- Orphans are usually mistreated because they have lost their parents and may not have an adult to speak for their rights or whom they can confide in and share with.
- Orphans may have their esteem destroyed by people with whom they live. Careless jokes and angry remarks made by other children often hurt their feelings.
- We can treat orphans better by learning to feel how they feel. This is called empathy.
- We need to appreciate, show love and affection to our parents, brothers and sisters whenever we can because we never know when we may lose them.

Lifeskills developed:

- empathy
- coping with stress and emotions
- self esteem

ACTIVITY 3: Raped, defiled and disgraced

Time: 1 1/2 hours

Procedure:

1. Ask participants what they understand by rape and defilement
2. Let one of the participants read the following case study to the rest of the participants

Raped, defiled and disgraced:

Ganafa had all along loved his 16 year old cousin sister that he went to the extent of desiring to have sex with her. One day, he faked to be sick and requested that it should be only his cousin sister to nurse him. One time, when everybody was away and Ganafa's sister was giving him water to drink, he grabbed her and raped her. After that, he hated her more than he had ever loved her before. He even threatened to kill her if she never went away.

3. Ask participants what laws do they know that protect girls from such actions
4. Ask participants why usually men take advantage of women?
5. Ask participants what they think about the following statement: *Raping and defiling are family and private issues. So, abused children and adults should not talk about it.*
6. Ask participants what can be done to change this attitude.
7. Ask participants of ways how Ganafa's sister can regain her self-esteem and confidence
8. Ask participants if males can be raped and explain.
9. Ask participants how they feel about this story as boys or girls

Lifeskills to be developed

- critical thinking
- problem solving
- empathy

Activity 4: Developing Own Activities:

Any group of people can develop their own activities. The following are examples of scenarios, which can be developed.

1. You are a girl of 15 years and in S.3. Your father tells you that there is no more money for your school fees because your young brothers have to study. He tells you that besides, you are now mature and ready for marriage. So, he has found a man to marry you. How do you deal with such a situation?
2. You are a house girl and your male boss wants to sleep with you. He says nobody will know. You are assertive and want to refuse. How do you deal with such a situation?
3. The wife of your neighbor is always beating her step-child. You are enlightened about the rights of children and want to stop the situation. You choose to speak out to her so that she stops. How do you go about it?

4. You are a girl, 16 years old and in S.4. The only two friends of yours have of recent got 2 to 3 boyfriends in the next trading centre who always buy for them dresses and shoes plus a lot of eats. You only have one old pair of shoes and a school uniform. Your friends are persuading you to also get boyfriends in order to get these things but you are reluctant. They are even threatening to cut off their friendship with you if you do not agree to their suggestion. How do you go about it?
5. You are a boy 17 years. Your friends are always teasing you that you have never had sex. They advise you to get yourself a girl but you are uncomfortable about this suggestion. How do you respond?

Topic No. 10: Drama Activities:

Time: 1 1/2 hours

Procedure:

Ask participants:

1. what drama activities (in relation to the project) young people can be involved in.
2. why young people should be involved in drama activities.
3. how drama activities can be carried out.
4. the different levels that drama activities can be carried out.
5. when drama activities can be carried out.

Topic No. 11 Workplan for teaching of Lifeskills

Time: 1 1/2 hours

Procedure:

1. Ask participants to mention qualities of people who should facilitate lifeskills education.
2. Ask participants how these facilitators of lifeskills education will mobilise the young people for the lifeskills education.
3. Ask participants how these facilitators will make a workplan for the education of lifeskills.
4. Ask participants to mention where and when appropriate the lifeskills education should be carried out.
5. Ask participants how best these facilitators can follow up and supervise their responsibility of teaching lifeskills to young people.

