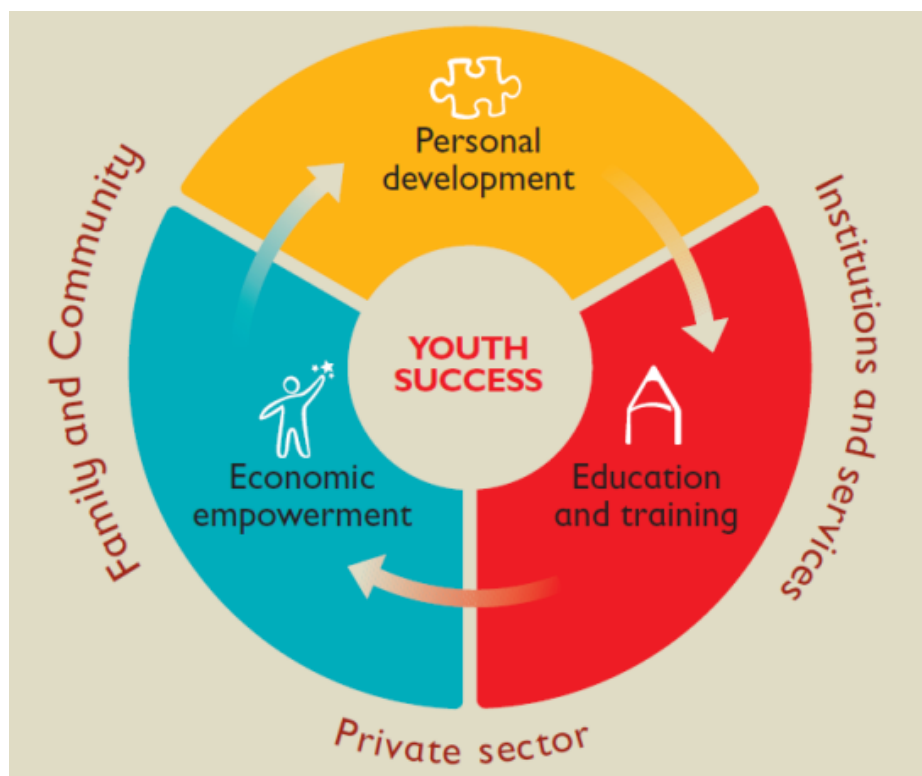




Save the Children

BVLGARI
ROMA

YOUTH EMPOWERMENT BVLGARI PROGRAMME



LIFE SKILLS CURRICULUM FOR VYA

Table of Contents

1. Guidance for Facilitators	5
1.1. Background to the YEB Project	5
1.2. Purpose and objectives of this Curriculum	6
1.3. Overall Learning Approach	6
1.4. Session Construction and Design	7
1.5. Resource Pack.....	8
1.6. Navigating the Curriculum	9
1.7. Accountability and Responsibility	9
1.8 Course Framework	12
2. Module A: Myself.....	15
2.1. Session A1. Getting to know each other.....	16
2.2. Session A2. Understanding Myself	19
2.3. Session A3. Understanding Body Changes.....	22
2.4. Session A4. Self-Confidence and Staying Safe	26
2.5 Session A5. Understanding Empathy.....	30
2.6 Session A6. Talking Respect	34
2.7 Session A7. My Dreams and Goals	37
2.8 Session A8. Communicating Effectively.....	41
3. Module B: My Family	45
3.1. Session B1: Me in my Family.....	46
3.2. Session B2: Understanding Household Income and Expenses.....	49
3.3. Session B3. Learning to Save.....	53
3.4 Session B4. Sanitation & Hygiene.....	57
4. Module C: My School & My Community.....	61
4.1. Session C1. Understanding Gender	62
4.2. Session C2: Knowing My School and My Community	65
4.3. Session C3. Becoming a Friend	69
4.4. Session C4: Talking about HIV/AIDS	72
4.5 Session C5. Understanding Vulnerability.....	76
4.6. Session C6. Basic First Aid	79

4.7. Session C7: Managing Conflict	84
4.8 Session C8. Maintaining a Positive Attitude	87
5. D: Standalone Sessions	91
5.1. Session S1. Coping Skills – The Wheel of Emotion (stress and emotion management).....	92
5.2. Session S2. My Top Five! (Individual and group exercise -aspirations).....	95
5.3. Session S3. Money Maker! (Buying, Selling and a Spending Plan).....	97
5.4 Session S4. Knowing Sanitation and Hygiene (A School Survey)	99
5.5. Session S5. Gender Calendar (Group activity – challenging roles)	100
5.6. Session S6 Mapping My Community (Group Activity – Resource map)	102
5.7. Session S7. Together We Can (Value of Team Work)	104
5.8 Session S8. The Mediator (Discussion on how to solve conflicts).....	106
5.9 Session S9. Activity Schedule (Practical exercise)	108
5.10 Session S10. My Savings Plan (Interactive game – Importance of savings).....	110
6. Resource Pack.....	112
6.1. Module A: Session A2: Self- Concept Short Stories	113
6.2. Module A: Session A3: “Body Changes in Puberty”	116
6.3. Module A: Session A4: Definitions and approaches to developing self-confidence	117
6.4. Module A: Session A5: How to show Empathy	118
6.5 Module A: Session A6: Short Stories on Respect	119
6.6 Module A: Session A7: Dreams into Actions.....	120
6.7 Module A: Session A8: Dreams into Actions.....	121
6.8. Module B: Session B3: Learning to Save	122
6.9. Module B: Session B4: Sanitation & Hygiene.....	124
6.10 Module C: Session C2: “It takes a whole Village to a child”	129
6.11 Module C: Session C4 - HIV Facts.....	130
6.12 Module C: Session C6: ABC Priorities for First Aid.....	132
6.13 Module C: Session C7: Tools for Managing Anger.....	134
6.14 Module C: Session C8: How to have a Positive Attitude	135
6.15 Standalones: Session S1 Wheel of Emotion	136
6.16 Standalones: Session S2: Activity Sheet.....	138
6.17 Standalones: Session S4: A School Survey (Questions to consider)	140

6.18 Standalones: Session S5: Table-Is it for boys or girls to do this? 141

6.19 Standalones: Session S6: Examples of Community Resource Map 142

6.20 Standalones: Session S7: The Bundle Sticks Story..... 143

6.21. Standalones: Session S9: Activity Schedules..... 144

6.22 Standalones: Session S10: Jar System Money..... 145

1. Guidance for Facilitators

1.1. Background to the YEB and NUBE Projects

SC Uganda is implementing the 5-year Youth Empowerment Bulgari (YEB) Project (2016-2020) aimed at improving employability skills and access to socio-economic opportunities for 6,400 marginalized and deprived youth (girls and boys) aged 12 – 20 years in Amuru, Nwoya and Gulu Districts in Northern Uganda. The project is being implemented in the 6 under-served sub-counties of Palaro, Patiko, Lungulu, Alero, Amuru and Lamogi which are located in Gulu, Nwoya and Amuru Districts.

The YEB Project targets youth (12-20 years) who have been out of school for more than 5 months. SC also considers other social welfare criteria; the deprived youth are mainly categorized as youth out of school, orphans, child/youth headed households, youth with disabilities, child mothers/fathers (youth with family responsibilities), youth living with HIV, youth in contact with the law, and former abductees.

- Youth have different options to enter in the YEB Project, according to their age and are broadly split into two categories.
- Younger youth aged 12-15 – often described as Very Young Adolescents (VYA)
- Older Youth who are 16 years and above.

The Northern Uganda Basic Education (NUBE) is a three years project also supported by Bulgari, Italy. The project started in January 2017 and is due to end in December 2019 and targets children aged 6-14 years. NUBE is also being implemented in Gulu, Amuru and Nwoya Districts in 21 participating primary schools. The overall objective of NUBE is; *“Increased equitable access to quality basic education”* and it aims to do this through the delivery of the following four outcomes;

- **SO1:** Increased access to and availability of primary education facilities and supplies for primary school children with respect to gender and children with disabilities
- **SO2:** Improved learning processes and environments that promote inclusion, active learning, effective teaching & assessment
- **SO3:** Enhanced community capacity and participation to support children’s learning and school effectiveness
- **SO4:** Increased investment and engagement of respective government entities in promoting education and school effectiveness for boys and girls in target schools

Due to a need to support VYA who have dropped out of school NUBE has adopted the catch-up approach to mainstream these children back in to formal education. Through the 21 participating primary schools. 20-25 VYA on each centre will be taken through catch-up education over a period of three-six months. At the same time these children will undergo life skills education that will be adopted in the whole school.

The VYA life skills sessions will be rolled to teachers (4 per school) and shall be used to teach in-school children from primary 4 to primary seven. The sessions will be included in school timetable to be delivered according to design and instruction during the roll out training. The school headteacher will take lead in monitoring the implementation of the VYA life skills curriculum alongside other school programs.

1.2. Purpose and objectives of this Curriculum

This curriculum is designed to be used with the overall “catch up” curriculum developed for younger adolescents who have dropped out of school. This series of sessions is designed to help develop Life Skills. In line with current Save the Children best practice guidance on transferable life skills and wider YEB programme aims, the overall purpose of this curriculum is to;

Improve the skills, competencies, behaviours, attitudes and personal qualities of the target group to ensure that they are more able to pursue their personal development and be economically empowered in the future.

The sessions are presented in modular form so that they can either be delivered as a holistic package or further customised or tailored based on an assessment of the needs of specific groups of youth at any given time. The sessions consist of three core modules, each with it on specific objectives, broken up into 20 learning sessions and a module of 10 standalone activities which can be used when appropriate. Core modules are as follows;

- **Module A:** Myself (8 x 1hour Sessions)
- **Module B:** My Family (4x 1hour sessions)
- **Module C:** My School and My Community (8 x 1hour sessions)
- **Standalone:** 10 x 1hour Activity Sessions on various topics

An overall course outline and plan can be found in the Folder after this introduction. Each module also has a Header Sheet or Guide at the beginning which outlines and describes the specific objectives for the module and each session.

1.3. Overall Learning Approach

Approaches to life skills development are built around the concept of Transferable Life Skills championed by Save the Children and consist of a range of activities aimed to build and strengthen the skills and capacities highlighted in the figure below.



Social Skills

Set of skills necessary to collaborate successfully with others, including respect, appropriate behaviour, empathy and adherence to social norms, and conflict resolution .



Higher-order Thinking Skills

Considered essential for success in the workplace and in personal settings. They include problem solving, goal setting, planning and decision making.



Self-Control

The capacity to control impulses, focus attention and regulate behaviours and work on objectives despite distractions, stress or incentives to do otherwise.



Positive Self-Concept

Awareness of one's own strength and potential it is comprised of emotional, social and cognitive aspects.



Communications


The ability to communicate effectively with people of different positions, ages, genders and backgrounds as well as being able to express and interpret ideas





(Source: Transferable Life Skills Toolkit (BETA Version for Field Testing)

1.4. Session Construction and Design

Sessions are designed to be approximately 60 minutes long and are broken up into a series of sub-sessions or activities each of which has a guide time indicated. Several broad types of teaching approach are suggested, and these are also indicated by a number of symbols against each activity. These are described in the table below.

Table 1: Symbols denoting type of teaching approach

Type of Activity	Symbol	Description
Tutorial		Mainly consists of the tutor/facilitator providing information and teaching to the learners. However, can and should, involve two-way communication.

Type of Activity	Symbol	Description
Group Work		Involves the learners working in groups to solve a problem or discuss an issue set by the tutor/facilitator. Likely to involve feedback to the wider group
Discussion		An organised discussion or debate amongst the group on a particular topic where they share their views and experiences
Peer-Peer		Will involve one or a group of learners taking the lead in supporting one or more others. May be particularly used in mixed ability groups
Practice / Exercise		Will involve completing a task that will help to practice knowledge as it is taught or gained

At the top of every session plan, the individual objectives and sub-sections are listed along with a description of teaching materials and resources that will be required to deliver the session.

1.5. Resource Pack

In addition to the Core modules and sessions a number of other teaching materials and resources are provided. These include references sheets, tables and templates for specific exercises and are highlighted in the session plan. Facilitators could be provided with these in hard copy within in a ring binder, but it is suggested that they are also made available (along with the overall guide) in electronic format on a flash drive.

In addition to this Facilitators will require a small number of teaching aids / resources to deliver the curriculum. These are listed below, and it is intended that they will be provided in the form of a **“Teaching Kit”** to each Facilitator.

Table 2: List of suggested items in the Resource Pack

#	Item	Quantity	Explanation
1	Flipchart Paper	1	Suggested that one is provided initially with more requisitioned as needed.
2	Flipchart pens/ markers	1	1 pack assorted colours
3	1 box pens (black or blue)	1	Box of 50
4	1 ream of paper	1	
5	Jar containing coloured beans /beads	1	Beans can be dyed in different colours e.g. red, blue, green
6	Rubber ball or similar	1	
7	1 pair of scissors	1	
8	Stapler and staples	1	

It is suggested that learners should also be given an exercise book (preferably in hardback) in which they can make notes during sessions. In addition, learners will need a folder in which they can store materials that will be given to them as the course progresses in the form of handouts by the Facilitator. In the course sessions these are called “Takeaways” and are identified using the symbol below.



Sufficient copies of Takeaway materials should be printed off and put in each facilitators ring binder.

1.6. Navigating the Curriculum

Section 1.7 below gives an overview of each module and session. In the electronic format of the Curriculum individual sessions can be found in numerical order in the relevant folder for each module. Within each module folder a subfolder for resource materials and a Header Sheet for the module can also be found. The electronic version of this document has been prepared this way to allow for easy editing, updating and customization of the product

In the Hard Copy of the Curriculum a Contents Page allows the user to find the relevant sections.

1.7. Accountability and Responsibility

In its work with children and young people Save the Children strives to uphold the highest standards of accountability, safe practice and safeguarding. It is important that all people working with or representing the organization understand and uphold these core values.

These are outlined in the Code of Conduct as highlighted below.

Policy Statement
<p>This policy - the Code of Conduct - applies to Save the Children International (SCI) employees, trustees, volunteers, interns, trainees, contractors and consultants and others who represent our organisation. The policy applies to us 24/7, 365 days a year, and is as relevant and applicable to our personal life as it is to our professional life. For this reason, all those who work for SCI or who represent the organisation in any capacity are required to sign a declaration confirming that they have read and understood the Code of Conduct and agree to comply with the requirements of the Code at all times.</p> <ul style="list-style-type: none"> • SCI is a rights-based organisation. Those who work for SCI, in whatever capacity, endorse the concept of human rights in general and children’s rights in particular, and commit to respecting those rights in all our decisions and actions • SCI’s work is based on deeply held values and principles. It is essential that our commitment to children’s rights and humanitarian principles is supported and demonstrated by all employees and other representatives. If any of us fails to act in a way that is consistent with our values and principles, we fail as an organisation. • Our ability to achieve our aims, often in complex and insecure environments, is linked to our reputation. This reputation relies heavily on everyone who works for us upholding and promoting high standards of

Policy Statement

conduct. Working for SCI means you are accepting a special responsibility for safeguarding human rights in general and children's rights in particular

- The basic values of SCI require that we observe the laws, customs and traditions of countries worked in or visited. In cases where such laws, customs or traditions contravene the UN Convention on the Rights of the Child and/or the Universal Declaration of Human Rights, these latter two shall prevail. They are founded on the conviction that all children and adults are of equal value, children have special rights, and everyone has a responsibility to uphold those rights.
- If you are a manager, you have a particular responsibility to set a good example; and to create a working environment that supports employees and other representatives in upholding these standards and that helps you to manage behaviour that breaches the Code of Conduct.
- With this common rights perspective, we strive for exemplary behaviour and the realisation of effective and reliable work for children's rights. We consider that it is of the utmost importance to ensure that all resources are used in an appropriate and effective way, be they personal or economic resources, and that they are used for the means for which they are designated.
- In order to make this Code of Conduct come alive within Save the Children, we must not only apply it individually but also be ready to bring to the attention of relevant senior managers within SCI any potential incident, abuse or concern that we witness or of which we are made aware.

Principles

1. I will respect others:

- I will respect the basic rights of all human beings, regardless of gender, disability, ethnicity, religion, caste, language, HIV status and other aspects of identity. I will act fairly, honestly and tactfully in order to treat people with dignity and respect.
- I will not take part in any form of discrimination, harassment, or abuse (physical, sexual or verbal), intimidation or exploitation, or in any other way infringe the rights of others.

2. I will work actively to safeguard children:

- By carrying out my special responsibility for children to whom SCI has a duty of care and by creating a safe environment for children in order to prevent their physical, sexual or emotional abuse or neglect.
- I will:
 - Comply with all relevant policies and procedures
 - Attend all required training
 - Report any concerns about the welfare of a child or the behaviour of an adult
- I will not:
 - Act in any way that breaches SCI's Child Safeguarding Policy and procedures or in any way places children at risk of harm;
 - Withhold information about any current criminal convictions, charges or civil proceedings relating to child abuse, either when I join SCI or arising during my time of employment with SCI or during the period in which I am representing SCI in any capacity.

3. I will maintain high standards of personal and professional conduct:

- By striving for high standards in my work, taking responsibility for my actions and not abusing my position of power as a representative of SCI. I will not behave in a way that undermines my ability to do my job or is likely to bring SCI into disrepute.
- I will not:
 - engage in sexual relations with anyone under the age of 18, or abuse or exploit a child in any way • exchange money, employment, goods or services for sexual favours or engage in any form of sexual exploitation
 - drink alcohol or use any other substances in a way that affects my ability to carry out my role or affects the reputation of the organisation
 - be in possession of, nor profit from the sale of, illegal goods or substances
 - ask for or invite any personal payment, service or favour from others, especially beneficiaries, in return for our help, support, goods or services of any kind
 - accept bribes or significant gifts (except small tokens of appreciation) from governments, beneficiaries, donors, suppliers or others which have been offered as a result of my employment or other representational role with SCI
 - enter into any sort of business relationship on behalf of Save the Children with family, friends or other personal/professional contacts for the supply of any goods or services to SCI or any employment related matters without authorisation.
 - view, download, create or distribute inappropriate material, such as pornography, on SCI computer/systems, or any other computer systems, including my own personal property.

4: I will seek to protect the safety and wellbeing of myself and others:

- By being aware of and complying with local SCI health & safety and security policies and practices and highlighting any areas of concern to management.
- I will not behave in a way that causes unnecessary risk to myself or others.

5. I will protect Save the Children's Assets and Resources:

- By handling our financial and other resources carefully, ensuring that SCI's resources are not mis-used and protecting them from theft, fraud and damage.
- I will not release to others any private and confidential information relating to SCI (or for which we are responsible) unless legally required to do so.

6. I will report any incident or concern that relates to, or may relate to, a breach of this Code of Conduct.

1.8 Course Framework

Module	Sessions	Title	Session Objectives / Competencies
A. Myself	A1	Getting to Know Each Other	Learners will identify themselves to the group and get to know other group members, as they relate through listening, talking, and working together.
	A2	Understanding Myself	Learners are able to demonstrate self-awareness and an understanding of the basic needs of others and how they can work together in a group.
	A3	Understanding Body Changes	Learners understand and are able to discuss body changes that happen at puberty, what they mean and how to manage them.
	A4	Self Confidence and Staying Safe	Learners understand the meaning of self-confidence and assertiveness, can identify ways to appropriately build self-confidence and be assertive and are able to relate this to their own environment.
	A5	Understanding Empathy	Learners understand the meaning of empathy, can identify behaviours associated with it and relate these to their own context.
	A6	Talking Respect	Learners can define respect, identify qualities and characteristics they associate with it, and are able to discuss approaches to treating others with respect and the importance of valuing differences.
	A7	My Plans and Goals	Learners understand the value of dreams and the importance of setting realistic goals to help them achieve these. They can set goals complete with steps and timeframes.
	A8	Communicating Effectively	Learners can define communication, consider its importance and relevance to them, describe its elements, and identify types of communication and their use in different contexts. Learners understand and can describe how non-verbal communication can impact on effective communication.
B. My Family	B1	Me in My Family	Learners recognize that families can be diverse in terms of their construction, consider the rights of children within families, and understand the concept of give and take in family relationships.
	B2	Understanding Household Income and Expenses	Learners are able to carry out basic transactions using money and demonstrate an understanding of the principles of household income and expenditure.
	B3	Learning to Save	Learners understand the importance of saving and can identify approaches and tools for doing so.
	B4	Sanitation & Hygiene	Learners understand the importance of water, sanitation and hygiene at the personal, family and community level.

Module	Sessions	Title	Session Objectives / Competencies
C. My School and Community	C1	Understanding Gender	Learners can differentiate between gender and sex in terms of roles and behaviours and understand gender stereotypes and their consequences. They are able to discuss and articulate their own views on these issues.
	C2	Knowing My School and My Community	Learners recognize the importance of being engaged and responsible in their school and community, at the same time they understand and can discuss the role of both their school and community in helping them grow into active citizens.
	C3	Being a Good Friend	Learners demonstrate an understanding of friendship, its importance and can identify the attributes of being a good friend
	C4	Talking about HIV/AIDS	Learners will be able to demonstrate a basic knowledge about HIV/AIDS and its prevention, will have been updated on latest facts and key messages about HIV/AIDS and are able to discuss issues related to this.
	C5	Understanding Vulnerability	Learners will understand the concept of vulnerability and will be able to draw up a list of vulnerable groups in their own communities and generate practical ideas of ways of dealing with it. They will also be aware of mechanisms and people who should be able to help those who are vulnerable.
	C6	Basic First Aid	Learners will understand what First Aid is and how to safely apply it in their situation.
	C7	Managing Conflict	Learners can define conflict and its impacts and can use some simple anger management tools and techniques.
	C8	Maintaining a Positive Attitude	Learners demonstrate an understanding of the importance of having a positive attitude in daily life

Module	No.	Sessions	
		Title	Brief Description
Standalone	S1	Coping Skills – The Wheel of Emotion (group game)	A group activity aimed at helping learners identify and reflect on various techniques and strategies that would enable them to cope with stress-causing situations.
	S2	My Top Five! (Individual and group exercise -aspirations)	A group game in which participants test their future aspirations of self-development by sharing with their peers the goals they want to achieve.
	S3	Money Maker! (Group exercise in planning & budgeting)	A group activity in which learners practice buying and selling to enable them to get familiar with managing money
	S4	Stop the Spread! (Group activity – health education poster)	Learners will explore their understanding of water, hygiene and sanitation issues by undertaking a short survey of facilities in their school and discussing the issues
	S5	Gender Calendar (Group activity – challenging roles)	Through developing an activity calendar, learners consider and discuss different gender roles to explore their understanding and thinking on gender issues.
	S6	Mapping my Community (Group Activity – Resource map)	A group activity where learners identify different resources around their community and present them on a simple map
	S7	Together We Can (Interactive game – team work)	A group discussion aimed to help learners practice working together to accomplish tasks and recognize the importance of working in teams and cooperation.
	S8	The Mediator (Discussion on how to solve conflicts)	A group discussion to help learners understand the importance of mediation in resolving conflict
	S9	Activity Schedule (Group Activity)	Learners draw an activity schedule to help them to consider how to plan and use their time effectively.
	S10	My Savings Plan (Interactive game – importance savings)	Interactive game to remind learners of the importance of learning how to save through practicing Saving

2. Module A: Myself



2.1. Session A1. Getting to know each other

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners will identify themselves to the group and get to know other group members, as they relate through listening, talking, and working together.
Resource requirements	<ul style="list-style-type: none">Flip Chart and Marker Pens, paper cards and pens

Summary of session content
<ul style="list-style-type: none">What is my Name?Sharing Ideas or responsesSummary and feedback

What is my Name? (Guide Time: 20 minutes)



Group Work

- ❖ Start the session by explaining to the learners that they are going to play a **“Read my Name Game!”** to help them introduce themselves and also know the names of their fellow learners. Lead the learners in playing this game by following the instructions in the table below.

	The Read my Name Game!
1	Divide learners into groups of 5-6 members,
2	Each small group should form a circle and appoint a leader
3	Distribute Paper cards and pens to the groups - enough for each learner to receive one
4	Ask learners to write their name on the card and give the card to their leader
5	The leader will then mix the cards and again give each a learner a card.
6	Each learner will read aloud the name on their card while the rest of the group pays attention
7	When a member of the group hears their name, they pick their card and move into the middle of the circle and the rest of the group claps for them in recognition
8	Repeat this until everyone has heard their name and gotten back their card

- ❖ Bring back the learners into the whole group and ask them whether;
 - The group has learnt their Name.
 - They know the name of their neighbour.

Sharing ideas or responses (Guide Time: 20minutes)



- ❖ Explain to the learners that they will get to know one another more by practicing exchanging ideas on different questions or topics. You will use locally available items or objects to initiate a discussion. This would generate various similar and different answers or responses. You will need to think about and collect together the items before the lesson.
- ❖ Use the example given in the table below to guide learners to practice sharing ideas as a way of getting to know one another. In this example fruit and vegetables are used.

Sharing Ideas	
1	Bring up a group 2-3 learners to the front and ask them each to pick one item which they particularly like. Then ask each of them the following questions; <ul style="list-style-type: none"> • What the item is? • Why they chose it instead of the others?
2	Thank learners for coming to the front and for giving answers, then ask the rest of the group to also contribute their ideas. Explain to the learners that there are no right or wrong answers, but it is important to understand that different people have different likes and it is helpful to understand them.
3	The point of this exercise is to encourage people to share ideas and to listen to and understand one another
4	Repeat this several times.

- ❖ After completing the above ask the group whether they have enjoyed sharing ideas and whether;
 - they now know their fellow learners.
 - apart from knowing their fellow learner's names, what more thing/s do they know about them?
- ❖ The other example that could be used to encourage learners get to know one another could also be;
 - A discussion about famous people (this could be local, national or even international)
 - Places they would like to visit
 - Places they have ever visited

Summary and feedback (*Guide Time: 20 minutes*)



Discussion

- ❖ Explain to the learners that in this last section of the session, they are going to reflect on the importance of the whole session “**Getting to Know each other**” through asking learners the questions below;
 - Ask learners to name some people in the group that they didn’t know before, but they have now learnt about
 - What they have learned about those people.
 - Why is it important to get to know everyone in this group?
- ❖ Please make sure that at least every learner responds to the questions in this section because;
 - Every learner is an important member of the group
 - It’s important that everyone in the group makes an effort to get to know their fellow learners and work together, as this would help them to succeed in their training
 - Every learner needs to play an active role in the group in order for them to succeed

2.2. Session A2. Understanding Myself

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners are able to demonstrate self-awareness and an understanding of the basic needs of others and how they can work together in a group.
Resource requirements	<ul style="list-style-type: none">Flip Chart, Marker Pens and Rubber Ball
Resource Pack and Takeaways	<ul style="list-style-type: none">Self-Concept short stories

Summary of session content
<ul style="list-style-type: none">Introduction to the Concept “Self”Self-Concept/ Understanding – Sentence StartersSummary and feedback

Introduction to the Concept “Self” (Guide Time: 25minutes)



Discussion

- ❖ Write the definition of **“Self”** (below) on the chart and ask the learners to discuss it. Ask learners what they think are things that make them different from their fellow learners and what makes them the same? Make sure that you encourage participation from both girls and boys.

Definition of “Self”
This refers to an individual’s basic personality or nature or character. This is terms of your strengths, weaknesses, thoughts, beliefs, emotions and why you do things the way you do. They are characteristics that make us appear different from others.

- ❖ Try to guide people to look beyond just thinking about physical characteristics – for example by talking about what colours they like etc.
 - Some of the answers to expect the learners will be in terms of height, weight or size, skin colour. Other learners will say they are taller than their neighbours, or bigger than their new friends

- Some will also describe themselves in terms of sex, “I am girl and John my neighbour is a boy”
- ❖ Ask learners why it is important for them to know or understand themselves? and discuss this with the learners. Some reasons or answers are highlighted below for your guidance as you lead the session.
- Enables us to recognize our strengths and weaknesses
 - Helps us to identify what needs to be done to complete a task
 - Helps us to recognize mistakes and be able to make changes
 - Leads us to understand and talk about feelings
 - Helps us to recognize other people’s needs and feelings
 - Helps us to see how our behaviour affects others

Self-Concept/ Understanding – Sentence Starters (*Guide Time: 25 minutes*)



Groupwork

- ❖ The groupwork below is intended to help learners express themselves clearly and to encourage others to do the same. Go through the steps below with the learners.

Steps	Description
1	Divide the learners into small groups of no more than 4 people each.
2	Explain that in their groups they are going to be asked to verbally complete some sentences as individuals, sharing what they want to say with other members of their group. Learners should be asked to use appropriate facial expressions and hand gestures to accompany the feelings/emotions they are describing. Emphasize that they should answer honestly and that they should respect the answers given by other members. It is important that every member of their group answers the questions. They can discuss the answers or ask clarifying questions if they wish to.

Steps	Description
3	<p>Show the learners the sentences below (either on the Chart or on separate pieces of paper) and make sure that they understand them.</p> <ul style="list-style-type: none"> • I am really good at... • I have trouble with... • One thing that makes me feel sad is... • What makes me happy is • What makes me angry is • When I am bored, I <p>You can add further sentences to those above depending on how you feel your group will manage with these or how they get along. Start by giving an example of your own.</p>
4	<p>Move around observing how your group is completing this task – further explaining and encouraging as required. Give around 20 minutes for the groups to work together and then complete the last exercise below</p>

Summary and feedback (*Guide Time: 10 minutes*)



Discussion

- ❖ Bring the group back together and ask them to discuss the following questions about the groupwork that they have just completed;
 - How did they find this exercise?
 - Did any of the answers from their fellow group members surprise them? If so why?
 - How did they feel answering the questions themselves?
 - Were there any major differences in answers provided by boys and girls? If so what?
 - What do they feel they have learned from this session?



- ❖ Give the learners copies of the following from the Resource Pack to take home;
 - Self-Concept short stories

2.3. Session A3. Understanding Body Changes

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners understand and are able to discuss body changes that happen at puberty, what they mean and how to manage them.
Resource requirements	<ul style="list-style-type: none">Flip chart and Marker Pens
Resource Pack and Takeaways	<ul style="list-style-type: none">“Body Changes in Puberty” (table)

Summary of session content
<ul style="list-style-type: none">What is Puberty?Myths and FactsSummary and Feedback

Discussions about body changes and puberty can be difficult and sensitive. Girls in particular may find it difficult and embarrassing to discuss these issues in front of boys and a male facilitator. For this reason, during the first two sub-sections boys and girls should be separated into two groups. It is recommended that each group is facilitated by a teacher appropriate to their gender for this session. The groups should be brought back for a recap at the end.

What is Puberty? (Guide Time 30-minutes)



Discussion

- ❖ Explain that in this session you are going to discuss Puberty - stress that this is something that people sometimes feel embarrassed to talk about but that it is important to do so in order to understand the important changes that it brings about.
- ❖ Ask for a volunteer or two to try and define puberty. Build on what the learners share by then going on to explain the brief definition below.

What is Puberty?
Puberty is a time when a person's body, feelings, and relationships change from a child's into an adult's. These changes are physical, emotional, and social. Puberty happens to everyone although everyone goes through the changes of puberty at slightly different times. No matter when the changes of puberty happen to you, it's normal."

- ❖ Ask the learners to mention any physical changes of puberty they have heard of or have questions about. As learners share their responses, write them on the chart.

- ❖ Once the learners have mentioned a few of the physical changes distribute copies of the “Body Changes in Puberty” table from the Resource pack and go through it carefully and slowly with the learners, checking for understanding and answering any questions.

Change	Explanation
Boys and Girls	
Grow taller	<ul style="list-style-type: none"> Children going through puberty experience a sudden increase in growth spurt where they start to grow taller as all of their body grows bigger.
Develop pubic hair around genitals and under arms	<ul style="list-style-type: none"> Pubic hair starts to grow around the genitals, meaning the penis and scrotum on a boy and the vulva on a girl. Hair also starts to grow under the arms.
Might get acne or pimples	<ul style="list-style-type: none"> The hormones that cause someone to go through puberty can trigger more natural oil to develop on the skin, including the face. In some people extra oil on their face can cause them to develop pimples or acne. Generally washing daily with soap and water can help reduce this.
Sweat or perspire more	<ul style="list-style-type: none"> During puberty the sweat glands start to produce more sweat which is also more likely to have a strong smell. People going through puberty should therefore bathe more often with soap and water.
Hormone changes cause more sexual feelings	<ul style="list-style-type: none"> The hormones that cause a person to go through puberty also cause new or more sexual feelings and desires.
Girls	
Breasts develop	<ul style="list-style-type: none"> Girls breasts and nipples will grow larger. There is a wide variety of breast shapes and sizes.
Ovulation and menstruation begin	<ul style="list-style-type: none"> The ovaries will start to release an egg or ovum, generally about once every four weeks. If the egg does not join with a sperm and implant, the lining of the uterus is shed and the blood and tissue leaves through her vagina once a month, often called “having a period.” The bleeding can last from between 2–10 days. A girl can also experience cramps during her menstrual period when the uterus is contracting to shed the lining.
Hips widen	<ul style="list-style-type: none"> The hips of a girl start to get wider so that her pelvis can support a pregnancy.
Vaginal discharge	<ul style="list-style-type: none"> The inside of the vagina cleans itself out every day and during puberty, girls might notice more clear to white discharge in their underwear or on the toilet paper when using the bathroom. This daily discharge, as long as there is no strong smell and it does not change colour, is very normal
Boys	
Hair on face and chest	<ul style="list-style-type: none"> The amount of hair a boy grows on his face and chest is inherited meaning it’s determined by his father and likely to be very similar to other male relatives. Boys generally develop hair around their mouth, cheeks and neck around the face, and on the chest to some degree.
Erections happen more often and for no reason	<ul style="list-style-type: none"> Erections are when the penis fills with blood and gets harder and bigger, standing away from the body. During puberty erections get more frequent and sometimes for no reason. These will go away by themselves.
Voice gets Deeper	<ul style="list-style-type: none"> As a boy gets taller, the vocal chords get thicker causing his voice to slowly get deeper. and maybe crack sometimes. The Adam’s apple or larynx in the neck will start to stick out a bit and become more noticeable.
Sperm are produced	<ul style="list-style-type: none"> Sperm are the cells a boy makes in his testicle. They combine with other fluids to create something called semen which is released from the tip of his penis when he ejaculates. Some boys to experience ejaculation of semen while they are asleep and is sometimes called a Wet Dream. It often happens as a result of the hormones in his body and is normal if it does happen and also totally normal if it never happens.

Puberty Myths and Facts? (Guide Time 20 minutes)



Groupwork

- ❖ Explain that often when people start to talk about these things they are embarrassed and find it difficult to talk about or ask questions. As a result, young people might sometimes hear or read things that aren't actually true. Knowing facts is important because it helps us to stay healthy and safe.
- ❖ Explain that you will be reading statements and the learners are to decide whether they are a myth, meaning they are not true, or whether they are true and are therefore Facts. Explain that if the learner thinks the statement is a myth, they should wave their hands in the air and if they think the statement is a fact, they should keep their hands by their sides.
- ❖ Once the students have responded, make sure to share the answer and take time using the points listed under each statement to explain why the statement is a myth or fact. Use as many statements as time allows.

Statement	Answer and Explanation
If you do not exercise the penis through sex, it will stop functioning and decrease in size.	MYTH! Sex is not "exercise" for the penis. Your penis doesn't need exercise. It will work just fine without any sex at all. Sexual abstinence or "waiting" can never hurt your penis.
You need to have sex whenever you get an erection.	MYTH! This is definitely not true, which is a good thing. If you don't have sex, the erection will just go down on its own. You can't possibly injure yourself by not having sex when you get an erection.
Wet dreams are a sign that you need to have sex.	MYTH! Wet dreams are just one way that your body gets rid of sperm and semen. It is not a sign that you need to have sex.
Breasts grow big when girls let boys touch them.	MYTH! The size of the breasts is genetically determined. Nothing you do will make them bigger or smaller.
Girls with breasts that have drooped have already had sex, or they had an abortion or a baby.	MYTH! Breasts droop because of gravity. If you have big breasts they are more likely to droop because of the weight.
Generally, girls begin puberty before boys.	FACT! Most girls begin puberty about one or two years earlier than boys.
If a girl misses her period, she is definitely pregnant.	MYTH! When girls first start menstruating, they often have irregular periods and may even skip a month or two at times. However, if a girl has had sexual intercourse, missing a period can be a sign of pregnancy.
Boys need sex more than girls do.	MYTH! Neither boys nor girls need to have sex to be healthy. It's normal and healthy for boys and girls to have sexual feelings,

Statement	Answer and Explanation
	however it's important for everyone to think seriously about what they want to do and not do when it comes to acting on those feelings. Sexual intercourse at an early age often leads to confusion, guilt, regret, and sometimes even unplanned pregnancy and STIs, including HIV. For these reasons, it's best to wait until you're older to start having sexual intercourse.
When Girls are Menstruating, they are Infectious and dirty	MYTH! Menstruation is entirely normal, and girls are not infectious because of it. Neither are they dirty! What they do sometimes need is space and facilities to wash if this is necessary so that they can continue going to school despite it being their period. Boys, and other girls, need to treat them with respect.

(Adapted from Puberty Lessons - Advocates for Youth/UNFPA)

❖ Finish off this session by asking the learners the following questions;

- What was it like to play this game?
- What could someone do who was not sure if something was a myth or a fact regarding puberty and sexuality - what are the risks?
- What arrangements are in place at your school to help girls manage menstruation - and how could these be improved?

Summary and Feedback (Guide Time 10-minutes)



Discussion

- ❖ Having separated the learners for the 2 sub sessions above bring the group back together as a whole for a quick discussion.
- Each facilitator should summarize the key points that came out of their respective sessions
 - Ask the learners whether they have any further questions or key points they want to bring
 - Finish by emphasising the importance of treating each other with respect and understanding



- ❖ Copies of the “Body Changes in Puberty” table from the Resource Pack.

2.4. Session A4. Self-Confidence and Staying Safe

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners understand the meaning of self-confidence and assertiveness, can identify ways to appropriately build self-confidence and be assertive and are able to relate this to their own environment.
Resource requirements	<ul style="list-style-type: none">Flip chart and Marker Pens
Resource Pack and Takeaways	<ul style="list-style-type: none">Definitions and approaches to developing self-confidence

Summary of session content
<ul style="list-style-type: none">Understanding Self-ConfidenceHow to develop Self-Confidence in LearnersHow to stay Safe

Understanding Self-Confidence (*Guide Time 20 minutes*)



Discussion

The Bird and the Branch
<p>A tired bird landed on a branch. The bird rested, enjoying the view from the branch and the protection it offered from dangerous animals. Just as the bird became used to the branch and the support and safety it offered, a strong wind started blowing, and the tree swayed with such intensity that it seemed the branch would snap in half.</p> <p>But the bird was not worried for it knew two important truths. The first truth – even without the branch it was able to fly, and thus remain safe through the power of its own two wings. The second truth – it also knew that there are many other branches upon which it can temporarily rest.</p> <p>A bird sitting on a tree isn't afraid of the branch breaking because its trust is not on the branch but on its wings, so believe in yourself and you can achieve many things</p>

- ❖ The above story of the Bird and the Branch provides many good lessons on self- confidence. Ask learners to tell you what they learn from the above. Potential lessons for your reference include;
 - It is good to believe in your ability

- Positive mental attitude is a key aspect of self-confidence - always be your number one cheerleader (Speak positively to yourself)
- ❖ Write the definition of **“Self Confidence”** in the box below on the chart and ask learners to discuss what they understand by that term.

What is Self Confidence
Refers to a belief in one’s own ability to do the best. It does not consider one’s size or require them to be the best or the brightest to have self-confidence. An individual has to believe in their capability to perform best. All it takes is the willingness of an individual to take risks.

- ❖ Explain to the learners that Self-belief /confidence is one of the most important factors that enable people to succeed in life. Ask learners to mention examples of self-confidence. Follow a few examples in the below for guidance

Area	Description
Interviews/meetings	<ul style="list-style-type: none"> • It is important to be able to speak and give answers to questions about yourself clearly and confidently during interviews or meetings. • For example; this might be being able to express yourself clearly when you are asked by a the Doctor or Nurse at the Health Centre how you are feeling or when asking for a job being able to explain with confidence what experience you have and what you know.
School/Institution	<ul style="list-style-type: none"> • While a student, pupil or learner is taught and given knowledge to pass exams or succeed in school and needs to study and prepare prepare for exams, it is also very important for them to believe in themselves that they are able to pass exams and tests so that they can give their best performance in exams.
Meeting	<ul style="list-style-type: none"> • Presenting at a meeting, speaking to a big number of people or fellow learners requires confidence in what they are saying to the people listening (audience). For example; this might include speaking in the school assembly.

How to develop Self-Confidence in Learners (*Guide Time: 20 minutes*)



- ❖ Explain to learners that they need to have confidence in order to be successful in life. Take them through some of the ways or **approaches to developing self-confidence** that are listed in the table below include: -

Approach	Description
Ask questions	<ul style="list-style-type: none"> As learners, you should not fear or feel shy to ask questions- when you need clarifications, corrections or any kind of help at school from a fellow student, teacher, at home hospital or when in any new place
Believe in your strengths	<ul style="list-style-type: none"> Always appreciate yourself or have pride in yourself for a completing a task; for example being happy that you have passed exams or finished doing domestic work at home
Desire to risk	<ul style="list-style-type: none"> Always love to try out tasks that seem hard or impossible. Be happy to face new experiences as opportunities to learn rather than occasions to win or lose.
Learn to encourage yourself (cheerleader)	<ul style="list-style-type: none"> Tell yourself how proud you are of everything you have done or are doing. Positive self-talk helps to subdue the negative thoughts and fear in you for example encouraging yourself with phrases or quotes like; <ul style="list-style-type: none"> No one is perfect Failure is part of success Failure is part of life, if you don't fail you don't learn To fail is to learn....to learn is gain One step at a time Such Quotes help to encourage pick yourself up move on
Set reasonable goals	<ul style="list-style-type: none"> These could be goals like desiring to be the first in class or desiring to be a teacher and do your best to achieve them and be happy with the outcomes. Unreasonable goals could be one wanting to go to another country without a Visa or Passport.
Self-Assessment	<ul style="list-style-type: none"> Let it be a habit to always check or test yourself independently. Check how you feel about your own behavior, work, etc. will give you a stronger understanding of self.
Wealth or resources	<ul style="list-style-type: none"> Check for what resources and help are available to you in your school and community and make you use of them. For example, libraries, counsellors, teachers, study groups, tutors, the internet.

How to stay Safe (Guide Time: 20 minutes)



- ❖ Explain to learners that in this part of the session, they are going to be taught to state their views and feelings without being aggressive or affecting the freedom or rights of other people around them. Tell learners that you will teach them how to be **“assertive”**
- ❖ Write on the chart and explain to learners the meaning of the word **“assertiveness”** in the box below

Definition of Assertiveness
Refers to ways by which an individual is able to express his/her views, opinions and feelings without violating the rights of other people. It is a skill that is learnt. Assertiveness also helps people to defend their personal space or boundaries

- ❖ Explain to learners the list of some of the ways showing assertiveness in the table below

Area	Description
Saying 'no'	<ul style="list-style-type: none"> • Sometimes it reasonable/understandable for one to politely 'say no' without clearly refusing or apologizing for doing something. • If you are ever asked to do something which you feel is wrong or improper then you should calmly but clearly say "No" and safely get away from the situation.
Making /responding to Requests	<ul style="list-style-type: none"> • This works in cases when one is not able to complete a task. You can be assertive by calmly explaining why you are unable to complete a task or by discussing priorities in terms of requests
Networking	<ul style="list-style-type: none"> • This could be in terms of social interactions or exchanges of information where an individual proactively joins conversations and expresses their opinion and ideas whilst also listening to others and giving them opportunity to speak.
Compliments and praise	<ul style="list-style-type: none"> • It can be important to both give compliments to others and also when receiving them to acknowledge that they have been given.

- ❖ Based on the above ask learners to give examples themselves of issues or situations where it might be important to show assertiveness.



- ❖ Remember to give the learners copies of Definitions and approaches to develop self-confidence from the Resource Pack to take home

2.5 Session A5. Understanding Empathy

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners understand the meaning of empathy, can identify behaviours associated with it and relate these to their own context.
Resource requirements	<ul style="list-style-type: none">Flip chart and Marker Pens, and extra papers
Resource Pack and Takeaways	<ul style="list-style-type: none">Fact Sheet on How to show Empathy

Summary of session content
<ul style="list-style-type: none">What is Empathy?How to show EmpathySummary and Feedback

What is Empathy? (Guide Time 20 minutes)



Discussion

- ❖ Start the session by reading for the learners the short story in the box below.

James and the Disabled Man
One market day James a young boy of 12 years saw a disabled man in wheelchair struggling to cross a busy main road in the trading center and he offered to help him cross the road up to the shop where the man was going and back. James did this because he thought about how challenging it must be for the man to cross the road and imagined himself in that situation.

- ❖ Tell learners that from the above story, we can learn good lessons on “empathy”. Ask learners to share with the group what lessons they learn from the story. Please see some of the lessons are listed below for your reference;
 - It is good to always be willing to help
 - Empathy can be showed by anyone irrespective of their age
 - We should be willing to help even strangers
- ❖ Write the definition of “**Empathy**” in the box below on the chart and ask learners to discuss what they understand by that term.

What is Empathy

Empathy refers to a state where one shares another person's feelings and experiences through imagining what it is or would be like to be in their situation.

- ❖ In such circumstances, an individual puts themselves in the position of another and tries to understand them without imposing their values. Some of the examples that show cases of empathy include: -
 - One feeling sad or excited when a friend is sad or excited, even if one is not affected by whatever caused their friend to feel that way for instance feeling sad for a friend who did not make it to the final soccer team or being happy for a friend who got a new dress
 - Feeling sad for a relative who has failed their final exams
 - Celebrating with a friend for winning a scholarship
- ❖ Ask the learners to describe a time or examples of when they felt empathy. Write down their responses and draw on the definition above for your reference

How to show Empathy (*Guide Time: 20 minutes*)



- ❖ Explain to learners that in this part of the session, they will be taught about ways through which individuals extend empathy. These include attitudes or behaviors which are shown to other people when in good or bad times. The table below lists some of them

Behavior	Description
Listening	<ul style="list-style-type: none">• This involves one paying attention to listen to what is being told, thereafter you respond or identify with their situation
Kindness	<ul style="list-style-type: none">• Kindness as a way of extending sympathy could be in form one being generous to another, giving a helping hand to mention but a few.
Show Concern/Care	<ul style="list-style-type: none">• Concern and care normally requires that emotional support is given in cases where people open up about their personal problems, when they are not feeling well. Concern and care are shown by asking;<ul style="list-style-type: none">○ How one is feeling?

Behavior	Description
	<ul style="list-style-type: none"> ○ Whether there is anything you could do for them? ○ Or for close friends, you decide to call them on the phone or to meet up, this can make a big difference to them.
Recognizing feelings	<ul style="list-style-type: none"> • Here one reads or recognizes the state of mind a friend may be in, for example; frustration, sadness, disappointment, anger, joy and responds to this. This could be by simply saying: <ul style="list-style-type: none"> ○ “I’m so sorry that you are feeling this,” ○ “This must be really frustrating,” ○ “What happened” ○ I am happy for you my friend/sister etc.
Ask Questions	<ul style="list-style-type: none"> • Questions should be asked as a way to react to problems shared in an open conversation to encourage people to tell you more about their issue. For example, if a child tells a friend that they no longer go to school anymore. You would expect the friend to ask questions in reaction. Questions like; <ul style="list-style-type: none"> ○ Oh sorry, what happened? ○ Are you feeling sick or ill? ○ Were you stopped from studying because of school fees?
Don’t judge	<ul style="list-style-type: none"> • In this situation it is important to mainly listen and considering a problem the way it is presented and therefore respond accordingly instead of passing judgment on an issue.

Summary and Feedback (Guide Time 20 minutes)



Peer to Peer

- ❖ Explain to the learners that they are going to conclude the session with a short 5- minutes **“Role Play Game”**, which is aimed at reviewing and also help them understand better the session “empathy”, by practicing how to tell a fellow learner who is hurting and help them to feel better. Follow the instruction in the table below for your guidance

#	Role Play Game
1	Split the learners into pairs
2	Ask a learner in each pair to act like s/he has been bullied and feels bad, while the other learner acts as someone who is concerned and tries to make the bullied learner feel better.
3	Have the members of the pair switch roles and repeat the activity
4	Bring the learners back to into the whole group and use the remaining few minutes to discuss how to help people in these situations.



- ❖ Remember to give the learners A copies of a sheet on **“How to show Empathy”** from the Resource Pack to take home

2.6 Session A6. Talking Respect

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none"> Learners can define respect, identify qualities and characteristics they associate with it, and are able to discuss approaches to treating others with respect and the importance of valuing differences.
Resource requirements	<ul style="list-style-type: none"> Flip charts and Marker Pens Spare paper and pens
Resource Pack and Takeaways	<ul style="list-style-type: none"> Short Stories on Respect

Summary of session content
<ul style="list-style-type: none"> Understanding Respect People and qualities associated with respect Treating others with respect

Understanding Respect (Guide Time: 20minutes)



Discussion

- ❖ Explain to the learners that in this session we are going to talk about how important respect is. This includes all people everywhere - fellow learners, families and communities.
- ❖ Tell learners that you are beginning the session by reading for them a story on Respect **“The Mocking Ojara”** in the Box below.

The Mocking Ojara
<p>Ojara was a bright intelligent boy in school who was always the first in class every term at Layibi Primary School. He used to laugh or make fun of weak or poor performing pupils, especially a one Oola who was an orphan and sometimes missed school because his 80-year-old Grandmother would not afford to pay school fees on time, so Oola would miss the big part of the term while sitting waiting for fees and always ended up not performing well in class. However, in the final term, Ojara fell ill and missed most part of school, instead it is Oola who used to help him with the notes because he had got a sponsor to pay his school fees and so started school at the opening of the final term on time. Oola in the end was among the best in the final promotional exams but Ojara was promoted on probation and the whole class was happy for Oola. Ojara found himself in the same situation as many of the pupils he used to laugh at and mock and he felt ashamed. He learned his lesson, and from that day one he used not to laugh at poor performing pupils in class</p>

- ❖ Read again the lesson that Ojara learnt and ask learners to identify more lessons they learn from the above story. One more lesson for guidance would be that he learnt
 - Even poor performing pupils are capable of improving or excelling in class and there can be many reasons someone does not perform well – so it is important not to judge but to respect all.
- ❖ Ask learners what they understand by the term respect and explain that you want to create a working definition and record the results. Ask the participants to compare their definitions with the ones in the box below – further discuss and adjust their working definition as necessary.

Definition of Respect
<ul style="list-style-type: none"> • ‘Respect is a positive feeling or action shown towards someone or something considered important or held in high esteem or regard; it conveys a sense of admiration for good or valuable qualities; and it is also the process of honouring someone by exhibiting care, concern, or consideration for their needs or feelings’ • ‘To give due regard for the feelings, wishes, or rights of others’

People and qualities associated with respect (*Guide Time: 30 minutes*)



Groupwork

- ❖ Split the learners into groups (of not more than six per group) – try to make sure that you mix the groups so that they contain a mix of people with different abilities in terms of writing,
- ❖ Explain, that in their groups, you want them to discuss and draw up a list of people they all agree that they respect. These could be people they know, from their village, or people that they have heard about from history or on the news.
- ❖ Once they have done this – they should discuss what qualities of character or behavior these people have/had that make or made them worthy of respect. Guide participants to explore beyond external qualities, such as beauty, material wealth, or popularity and to consider qualities related to character etc.
- ❖ They should draw out their answers in the form of a matrix on the paper provided as below. Tell the learners that their list must contain women as well as men! (*a few examples are provided below for your guidance*).

Person respected	Qualities
Pope Francis	patience, calmness, integrity, compassion
Nelson Mandela	perseverance, authority, leadership, wisdom
Dorcas Inzikuru	hard-work, perseverance, skill
Dr. Mathew Lukwiya	loving, selfless, caring
Archbishop John Baptist Odama	honesty, humility, leadership
Bishop Macleod Baker Ochola II (Rtd.)	honesty, mediator, leadership

- ❖ Ask learners if they have ever heard about those Persons in the table above, if **not** you go ahead and explain why such people are highly respected and recognised
- ❖ Give your groups about 20 minutes to discuss and agree their answers and then call the groups together and ask for someone from each group to present their findings.
- ❖ Discuss further as a whole group. Try to conclude that the qualities of character are the ones that really matter in terms of who earns our respect.

Treating others with respect (*Guide Time: 10 minutes*)



Discussion

- ❖ Explain that treating people with respect makes families, schools, communities and the world in general a better place to live in. Write the heading **Signs of Respect** on the chart and note the points.
 - Listening to others when they speak.
 - Valuing other people's opinions, even if you don't agree with them.
 - Being considerate of people's likes and dislikes
 - Don't mock or tease people.
 - Not talking about people behind their backs.
 - Being sensitive to other people's feelings.
 - Not pressuring someone to do something he or she doesn't want to do.
- ❖ Ask the group whether they agree with this list – and if there is anything they wish to add. If so – discuss it in the group and add it to the list if appropriate.



- ❖ Distribute copies of Short Stories on Respect from the Resource Pack

2.7 Session A7. My Dreams and Goals

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none"> Learners understand the value of dreams and the importance of setting realistic goals to help them achieve these. They can set goals complete with steps and timeframes.
Resource requirements	<ul style="list-style-type: none"> Flip Chart & Marker Pens Extra pens and paper
Resource Pack and Takeaway	<ul style="list-style-type: none"> Copies of Fact Sheet Dreams into Actions

Summary of session content
<ul style="list-style-type: none"> What is a Dream? Dreams into Actions Summary and feedback

What is a Dream? (Guide Time: 20minutes)



Discussion

- ❖ Begin the session by telling learners that you are going to discuss “Dreams and plans” in life and read for them this Child inspirational Dream story below

Dream Dream and Dream!
<p>Nancy was a young daughter of a nurse at Lacor Hospital and was small, thin and short. She used to study at Lacor Excel Primary school. She was shy and used to be ridiculed by her fellow mates for wanting to play Netball. However, she was determined and wanted to prove to her friends that she could be a Netballer. Every evening after attending school and also finishing her homework, she then practiced netball. Her mother understood her and would encourage her to play Netball with her friends in the Nurses’ residence. When the inter-school Netball competition was announced, Nancy naturally decided to take part in the selection process. Her friends mocked her again but when she participated in the selection process, they were shocked to see her perform and play brilliantly and emerge the Top-scorer and Best player for her School.</p>

- ❖ Ask learners how they feel inspired by Nancy’s story above and what lessons do they learn from dreaming?
- ❖ Ask learners the following questions:

- Whether they know what a dream is?
 - Have they dreamed before?
 - Who do they want to become in future?
- ❖ Write on the chart the word “**Dream**” and ask learners define a dream so you come up with a working definition and record the results. Ask the group to compare their definitions with the one in the box below – further discuss and adjust their working definition as necessary.

What is a Dream?
“A cherished aspiration, ambition, or ideal”

Dreams into Actions (Guide Time: 30 minutes)



Discussion

- ❖ Explain to learners that dreams are often imaginary or ideas which only carry meaning when put in to action, this therefore means that **a dream becomes a goal when action is taken to make it come true**. A goal sets a plan which helps a dream to become a reality.
- ❖ Lead learners to recognize that having goals can help them focus on their dreams for example **Nancy’s dream of being Netball Player helped her focus on her goal to play for School Netball Team**, she therefore continued to practice/train even when her friends mocked
- ❖ Tell the learners that it is **important that goals are realistic – in other words that they have a good chance of being achieved – but at the same time a goal should not be too easy**. Explain that if a goal is not realistic, they could easily become discouraged, but that if it is too easy, they could become bored. Lead students to recognize that a goal should be both achievable and challenging.
- ❖ Give some examples to the learners and ask them to consider whether the example is; realistic or unrealistic, and, if it is realistic whether it is challenging / too easy. *Some potential examples are provided for your guidance below;*
 - Okello has decided that he wants to build a rocket and go to the moon (unrealistic)
 - Sarah has decided that she will try save money to buy 3 goats (realistic –challenging)
 - Michael has decided that he will listen to the radio every day (realistic – too easy)
 - Alice has decided that she wants to learn how to make pottery (realistic – challenging)

- ❖ Next, explain that goals should have **time lines or time targets** for when they should be achieved. This is important to keep someone focused on an objective – but explain that a time line should also pass the realistic and challenging test.
- ❖ Big goals sometimes also need **smaller steps – like stepping stones across a river** – to help you achieve them. Provide an example – such as the one below;
 - **Goal:** Steven wants to have his own milling machine within five years,
To do this he has identified the following smaller steps towards achieving his goal.
 - Step 1: He is going to find out more about how much it would cost to buy, to run and operate and work out potential earnings from it.
 - Step 1: He is going to open a savings account at the bank and save every month
 - Step 3: He is going to find 2-3 other people to join him
 - Step 4: He is going to find out more about loans and credit
- ❖ Next, using the examples of the learners Goals you have written on the chart, go through the Goals inviting the learner whose individual goal it is to come up and revise their goal if it is necessary. They should get ideas and contributions from the group. They should consider the following when making their revision;
 - Is it realistic?
 - Is it challenging?
 - What timeline or time target does it have?
 - Does it need to be broken down into smaller steps?
- ❖ Continue to ask learners to come up – ideally, if time allows, until everyone has had a go at revising one of their Goals.

Summary and feedback (Guide Time: 10 minutes)



Discussion

- ❖ Conclude the session by reminding learners that;
 - Goals can help keep you focused on achieving your dream
 - It is important to set realistic goals that you can achieve.
 - Dreams can inspire you
 - Stepping-stone goals help you to achieve long-term or bigger goals by breaking them into manageable parts.
 - Goals should have time lines or time targets



- Give learners copies of the fact sheet on dreams into actions

2.8 Session A8. Communicating Effectively

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">• Learners can define communication, consider its importance and relevance to them, describe its elements, and identify types of communication and their use in different contexts.• Learners understand and can describe how non-verbal communication can impact on effective communication.
Resource requirements	<ul style="list-style-type: none">• Flip Chart and Marker pens
Resource Pack and Takeaways	<ul style="list-style-type: none">• Copy of Tables on Elements & Types of Communication

Summary of session content
<ul style="list-style-type: none">• Definition of communication and its important?• Elements of communication• Types of communication

Definition of Communication and its importance (*Guide Time: 25minutes*)



Discussion

- ❖ Start the session by telling the learners that today they will think about how to communicate effectively
- ❖ Inform them that they are going to play a game called **Blindfold Game** that demonstrates how to communicate effectively. Guide the learners to play the game in the box below.

Pass the Message
Divide learners into groups of between 5 and 10. Call one member of the group to you and tell them a simple message (of 3-4 sentences) that they have to pass on to the next person in the group by whispering who then has to pass it on to the next. The last person should come back to you and tell you the message. You should repeat back what you said originally and discuss what the differences are.

- ❖ Get learners back in the whole group and ask them what they learnt from the game.

- ❖ Write the definition of “**Communication**” below on the chart and ask learners to discuss how they understand by the term communication?

Definition of communication
“This is a process by which relations are established between the members of society. It allows them to exchange information, ideas, and experiences.

- ❖ Discuss with your group why they think communication is important – some ideas related to this are in the table below but there are other answers the group may identify. Write them on a flipchart and discuss.

Reasons why communication is important
<ul style="list-style-type: none"> • Clarifying ideas and different views and opinions to understand each other • Establishing and maintaining relations between the members of society • Exchanging information, ideas, and experiences • Getting individuals and groups to share knowledge and adopt new ideas • Influencing other people and giving guidance • An essential means to direct and change individual and collective behavior; • Communication helps in the achievement of goals.

Elements of Communication (*Guide Time: 15 minutes*)



- ❖ Understanding the basic elements of communication is important so that learners can think about what is needed to effectively communicate. Different elements of communication are described below. Explain these to your learners and discuss them.

Element	Description
The Sender	The sender is the speaker, the transmitter, or the source that assumes responsibility for carrying the idea or information which they wish to communicate. What is it that makes somebody easy or difficult to understand? – think of things like speaking clearly, knowing the subject etc.
The Message	This is the topic or the information you wish to send. A clear message is simple and does not contain too many ideas or pieces of information. It is also in a language that the receiver understands and is relevant to their culture and experiences.

Element	Description
The Media	This is a way or channel through which the message is sent (transmitted). It might be direct, through word of mouth, in a letter/mail, on a radio or phone etc. Get your learners to identify different media
The Receiver	This is the person or persons that the message is intended for. To effectively receive a message, it is important to listen attentively and to be prepared to ask for clarification if things are not clear.
Feedback	This is the process of sending the message (back) from the receiver to the sender. It confirms that the former has received the message and understood it. In this case, the sender will notice whether the contents of the message have been approved or not. The swiftness with which the feedback occurs will depend on the situation.
The Environment	Thinking about where and when to communicate is important because a good environment affects how effective communication will be – for example noise, lighting etc. are all important as well as thinking about when to send a message.

- ❖ Ask learners whether they understand and are familiar with these elements of Communication?

Types of Communication (*Guide Time: 20 minutes*)



Discussion

- ❖ There are several types of communication and it is important to think of these when planning how to communicate effectively. Using the broad classifications below ask the learners to give you examples of kinds of message that might best be passed using different types of communication (*examples are given below for you to consider but don't provide these at the beginning*)

Type	Example
Individual	<ul style="list-style-type: none"> • Discussion about personal problems or issues • Concerns about someone's behavior or attitude
Collective/Group	<ul style="list-style-type: none"> • Discussion about ideas for a common cause (e.g. forming a VSLA, working on a community road)
Public	<ul style="list-style-type: none"> • Announcement on radio of plans for an event or public meeting • Public meeting to discuss community or government Programmes

- ❖ It is also important to consider issues related to **non-verbal communication**. As well as what we say (verbal) how we present ourselves and our body language (non-verbal) can make a significant difference as to whether a message is understood and accepted. Discuss this with your group and ask

them how they feel about this and non-verbal actions or gestures. Look at the examples below and with the group think about their impact on effective communication (and add your own as well);

- Someone is speaking but doesn't look at the audience
- Someone is listening but has their arms folded and looks bored
- Someone is speaking and waving their arms around or pointing at people
- Someone is listening but is also playing with their mobile and giggling to themselves



- ❖ Copies of tables on Elements & Types of Communication

3. Module B: My Family

ME AND MY
FAMILY

3.1. Session B1: Me in my Family

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners recognize that families can be diverse in terms of their construction, consider the rights of children within families, and understand the concept of give and take in family relationships.
Resource requirements	<ul style="list-style-type: none">Flip Chart & Marker PensExtra pens and paper

Summary of session content
<ul style="list-style-type: none">Introduction to Families and Family RelationshipsThe Role of a Family in Supporting a ChildGive and Take – Family Relationships

Introduction to Families and Family Relationships (*Guide Time: 15 minutes*)



Groupwork

- ❖ Explain that in this session we are going to look at issues around families and why they are so important for us, both as individuals and for the whole of society.
- ❖ Split participants into groups. As you do this try to ensure that the groups are mixed in terms of ability and gender so that the learners can help each other as required. Distribute additional paper and pens.
- ❖ Tell the learners that with help from other members of their group that they are going to draw a picture of their family following the instructions below (go through these but consider also writing them on the chart for reference).
 - Thinking of your family, write the titles (mother, father, grandfather, brother, sister, etc.).
 - Include all the people you consider part of your close family, whether they live in your compound or not.
 - For people that do not live in your compound put a mark against their name and symbol to show this.

- ❖ Give the groups 10 minutes to complete their drawings and call them back together.
- ❖ Ask for a volunteer to come forward and explain their chart to the group and then ask for another volunteer who thinks their chart is quite different from this to also come forward and do the same.
- ❖ **Conclude that a family structure doesn't necessarily consist of a father, mother and children. Families can be Mother and Father but also single parent, children living with stepparents, grandparents, other relatives or sometimes even friends. Some families may be child headed.**

The Role of a Family in Supporting a Child *(Guide Time: 15 minutes)*



Discussion

- ❖ Explain that the group is going to take a few minutes thinking about the role of a family in terms of supporting a child.
- ❖ Ask the group to discuss the following questions in the left-hand column of the table below, noting the learner's answers down on the chart. *Answers are provided in the right-hand column for your guidance but don't show these to the learners until after you have discussed them.*
 - What is the definition of a child in Uganda?
 - What responsibilities do parents or guardians have for children?
 - Outside of their family, what responsibilities do children's communities have for them

Question	Answer(s)
What is the definition of a child in Uganda?	A child in Uganda's Constitution is defined as any person who is below 18 years of age.
What responsibilities do parents or guardians have for children?	Every parent, guardian or any person with custody of a child has the duty to maintain that child. This duty gives a child the right to: <ul style="list-style-type: none"> • Education and guidance • Immunization • Adequate diet • Clothing Any person who has custody of a child shall protect the child from discrimination, violence, abuse and neglect. <i>(Children's Act, 2016)</i>
What responsibilities do communities have for children?	The community has the duty to report any abuse of rights or neglect to provide a child with adequate food, shelter, clothing, medical care or education, to the Local Government Council. <i>(Children's Act, 2016)</i>

- ❖ Ask the learners what they think of the above – and discuss issues that they raise. It is important to note that the answers provided in the table above are drawn from the Law of Uganda so have authority. However, there are also all kinds of cultural and traditional views and beliefs that will also be important. Say that these should be recognized and respected **as long as** they do not conflict with people’s rights or responsibilities under the Law.

Give and Take – Family Relationships *(Guide Time: 30 minutes)*



Explain that the group is going to play a game called “Give and Take” to help think about family relationships and how they work. Complete the Steps below.

Step	Detail
1	Distribute one sheet of paper to all learners.
2	Write the phrase “give and take” on the chart and ask the group to discuss what they think this means.
3	Come to an agreement on a correct and acceptable definition and write it down on the chart. It should be similar to the one below. <ul style="list-style-type: none"> • “recognizing each other’s needs, shared benefits, and cooperation”
4	Explain that “give and take” is a key element in all successful relationships but is often especially important in a family.
5	Ask them to write down numbers from 1 to 10 on their paper.
6	Ask the learners to fill in up to 10 ways in which they give to their family.
7	When they have finished ask them to write 1-10 on the reverse side of the paper and fill in up to 10 things they get or take from their families.
8	Divide the learners into 2 groups. Each group should prepare a consolidated list of what they give to and what they take from their families.
9	Get the two groups to briefly present their findings
10	Explain that in some ways we could consider what we take from our families as privileges and what we give as our responsibilities as members of that group

- ❖ Emphasize again that “give and take” is a key element in all successful relationships but is especially in a family. Ask the learners whether they agree with this and discuss.

3.2. Session B2: Understanding Household Income and Expenses

Type of Content	Life Skills
Session Objectives	Learners are able to carry out basic transactions using money and demonstrate understanding of the principles of household income and expenditure.
Resource requirements	<ul style="list-style-type: none">• Flip chart and Marker Pens• Multi-Squared paper cards• Any locally available objects like (beans, maize grains) etc.

Summary of session content
<ul style="list-style-type: none">• Introduction to managing money• Household Income and Spending• Summary and feedback

Introduction to managing money (*Guide Time: 15 minutes*)



Discussion

- ❖ Tell the learners that they will begin the session with a short story on spending money. Read the story in the box below for the learners.

Spending Money Story
A young girl, Precious was from a poor family but, on her Birthday, her rich auntie gave her Uganda shillings 15,000 to buy herself a gift. However, she only used 5000/= to buy a mathematical set for school she then used part of the money to buy her young Brother a toy car and bought cake with the remaining money and shared it with the whole family

- ❖ Ask learners what lessons they learn from the story above?
- ❖ Ask learners whether they have ever received money as a gift and spent it?
- ❖ Write the words '**understanding Money**' on the chart and explain that we are going to discuss the management of money.

- ❖ Tell learners that most of them are familiar with money, have seen and used it before and so you will lead them to a discuss how to manage money in terms of income and expenditure (earnings and spending).
- ❖ Next ask what money is used for and write some of the different uses of money down on the chart – for example; *buying goods at the shop, paying for services like transport etc.*
- ❖ Explain to learners that different countries have different types of money. Ask if they know some of the money used by other countries and write examples of these on the chart (*for example: Kenya shillings, US Dollars, UK pounds, South Sudan pounds, Rwandan Francs*).
- ❖ When its value is written down this is shown by attaching/tagging a symbol onto any **digit** or **number** for example numbers/ digits **1, 10,100, 1000, 10,000** or in the case of Uganda shillings the word **shilling (shs) or /=**, they become **100shs, 1000shs, 10,000shs**. This illustration can be seen in the table below

Ref	Number/Digit	Money in Shilling(shs) or /=
1	100	100/=
2	1,000	1,000/=
3	10,000	10,0000/=

Ask learners for more examples of Uganda shillings and write them down (shs 20,000 and 50,000/)



Discussion

- ❖ Explain to learners that in this section, that you are going to show them how it is possible to manage money through drawing spending plans or budgets.
- ❖ Write on the chart **definition of income**. Read for learners the definition of income in the box below

Working definition of Income
Income simply refers to money that is coming in. This money can be a payment in form of an allowance, profits from selling goods such as crops or animals, or just money received freely

- ❖ Ask learners to mention ways through which people get money. Write their answers on the chart but also use the following answers for reference;
 - Salaries- Payments after work
 - Wages- Payment for short term work (Casual labor)

- Doing business (Buying and Selling)
 - Allowances-Money paid to do something for example money for transport can be called transport allowance, pocket for students can also be an allowance
- ❖ Ask learners whether they have ever received any money, if so
- What type of payment was it?
 - Why were they given that money?
- ❖ Explain that if they learn to manage their own money, it would help them become financially responsible adults. Tell them that the major way of managing is through drawing a **Budget or plan**.

Working definition of a Spending plan	
A Spending Plan is just a simple plan that is drawn to show what you will do with the money you have or earn. It shows how money coming in (Income) will be used/spent on other things or items (expenses). Expenses are items, thing or bills on which money is spent. For example, clothes, water, school fees etc.	

- ❖ Lead the learners to practice drawing a spending plan using the table below for your guidance

#	Item & description	Amount (Ush)
1	Transport to school	300/=
2	Breakfast	500/=
3	Lunch	1000/=
4	Pocket money	500/=
Total		2,300/=

- ❖ Explain to learners that a spending plan simply shows how one will use their money on different things in a given period of time as with the case of the example above. Bring up a learner or two to come and demonstrate to the whole group their spending plan.
- ❖ Ask learners whether they have ever drawn/usually draw spending plans for the money they get
- ❖ Explain to them that once they learn to manage their money through spending wisely, they will be capable of managing budgets for their families' money in future. Tell learners that a similar spending plan, budget can be used by the whole family to plan how much to spend money on for example food, school fees, transport and others expenses in a month. Use the example of a table below to show the group a household spending plan

#	Item & description	Amount in IUsh
1	Household items (sugar, batteries, etc.)	60,000/=
2	School fees	25,000/=
3	Water Users Committee contribution (electricity, water)	2,500/=

4.	Transport to market	5,000/=
5	Money for emergencies (Medicine)	25,000/=
Total		117,500/=

Summary and feedback (Guide Time: 20 minutes)

PRACTICAL EXERCISES

- ❖ In the final part of the session, explain to the learners that you are going to lead them to practice income and spending using a simple Income Spending Plan Activity, to further help them learn how to allocate the limited money (resource) to different items.
- ❖ In this exercise cards are used to represent items that can be bought. You should draw different numbers of squares on a selection of the cards – the squares represent the values of the item. Beans, or another similar type of object, will be used to represent money.

#	Income Spending Plan Game
1	Split learners into small groups of 3-5, members
2	Give each group a set of expenditure cards which have squares on them and explain these represent the things they can choose to buy, and that the squares on them tell them how much the items are worth.
3	Give each group 15 beans (or any other locally available small objects)
4	Tell them that the locally available objects like beans (or similar small objects) are to represent the income available
5	Ask learners to allocate their income to their choices by placing beans on the squares on the cards.
6	Cards given out to each group should have more squares than available beans, so learners must select where to spend their allowance.
7	Each card should give different amounts of spending choices (numbers of squares) to help learners consider alternatives within each spending category.
8	Find out and let the groups share choices they have made
9	After the groups have made spending choices, take away four beans and explain that sometimes income changes or reduces and that affects choices that have to be made.
10	Learner groups will reallocate their choices following a reduction in the available income.

- ❖ Ask learners what lessons they pick for the game
- ❖ Ask learners whether they have learned dealing with incomes and expenses?

3.3. Session B3. Learning to Save

Type of Content	Life Skill
Session Objectives	<ul style="list-style-type: none"> Learners understand the importance of saving and can identify approaches and tools for doing so.
Resource requirements	<ul style="list-style-type: none"> Flip chart and Markers Extra pens and paper Paper Notes representing money
Resource Pack and Takeaway	<ul style="list-style-type: none"> Savings Plan Template A picture of the Jar System Money

Summary of session content
<ul style="list-style-type: none"> What is Saving? Where to Save and how to spend Money? Saving Plans to achieve Saving Goals

What is Saving (Guide Time: 10minutes)



Discussion

- ❖ This session will teach learners what it means to save, the advantages and disadvantages of savings and how to learn how to Save.
- ❖ Lead the learners to play the short game below. Before the lessons you should prepare small pieces of paper each representing Ush 1,000. It is suggested that up to 20 will be sufficient.

Item Shop Money
<p>Play this game with the learners with you acting as the seller to help them develop an understanding of money. First, give learners the paper representing money to use to buy items of up to 10,000 shillings from you. Think of items such as books, paper, pens, mangoes as items to sell. Thereafter, the learner/s can act as buyer/s and sellers in the game with each other with you supervising. Ask the learner to buy items of up to a value of 6 thousand shillings but then to keep 4 thousand shillings. Do this with around 5 learners (with the group watching). At the end ask all of those who have played to put their remaining money on the table and count it. Discuss how by saving a small amount an individual or a group might have available a larger amount when needed.</p>

- ❖ Write the definition below on the chart and ask the learners to discuss it. Ask the Learners how they understood the game and how it relates to Saving?

Definition of Savings
Savings implies the act by which people keep a portion or part of their assets or belongings in cash or in kind for future use.

- ❖ Explain that routine or regular savings in small portions or bits helps to reach or achieve a significant amount in the short and long term if one sticks at it.
- ❖ Savings can be done by Individuals or groups of individuals who share common interests in achieving specific goals or who have similar needs.
- ❖ Ask the learners what they think some of the reasons for saving are and write these on the chart. Some examples are given below – ask the learners if they can think of more;
 - Individual needs: clothing, food, entertainment, etc.
 - Seeds, tools, livestock
 - Emergencies: medicine in case of sickness, house repairs, contributions to funerals
 - Future opportunities: school fees, need to start business, or assets like buying land, motorcycle, etc.

Where to Save and how to spend Money? (Guide Time: 20 minutes)



Discussion

- ❖ There are a number of different ways in which money can be saved. Ask the learners to identify some of these and write them on the chart – examples of some of these are listed below.
 - Banks or Microfinance Institutions
 - Savings and credit cooperatives (SACCOS)
 - Village Savings and Loan Associations (VSLA)
 - At home (in cash), individuals normally have Saving Boxes where they keep their money for future use.
 - In kind (gold, jewellery, livestock, land)- Some people keep their money in form property or assets which they sale in future to acquire or meet their goals for example a parent selling a piece of land to pay fees for his son at the University, selling cattle to buy a motorcycle etc.

- ❖ Ask learners to mention if they know of any savings groups in their area or other ways in which people save.

Simple Ways to use Money using A Jar system Money

- ❖ Explain to learners that in this section you will teach them simple ways of how to spend and save their money using these simple steps below.
- ❖ Write on the chart **A Jar System Money**.
- ❖ Distribute copies of the picture of the jar system Money to the learners that you can find in the Resource Pack.



- ❖ Show learners that the above four jars for each is labelled with their name and the words "spend," "save," "give" and "grow" and represent how to distribute money in those jars and use it.
 - **Spend:** money can be spent however they choose
 - **Save:** money they're saving for a specific item like buying a new shirt, chair bicycle
 - **Give:** money to give to anybody or anything of their choice for instance share some money with a friend
 - **Grow:** money used for setting up a small business-like selling paraffin. Selling fish or Mukene.
- ❖ Ask learners to mention more examples of how the money in those jars could be spent?

Saving Plans to achieve Saving Goals (Guide Time: 30 minutes)



- ❖ Explain to learners that different individual/s have varying reasons for saving, some which are the ones already discussed above. Depending on the reason for saving, it is very important to make a **“Savings Plan”**, in order to remember the reason for saving and the goal you wanted to reach, the amount of money you need to achieve your goal, the period or time you want to take and when you plan to make deposits.
- ❖ This may be a **Short term or Long term Saving Plan**, which in most cases is determined by finances or amount needed to achieve that goal. A Short-term goal may need a **few weeks or months** while a Long-term goal may need **one year or more** to be achieved
- ❖ An example Saving Plan is shown below. Draw this on the chart and go through it with the learners.

Person	Saving Goal/ Reason	Required amount	Period Months/Years	Savings per week or month Ush
Short-term Goal				
James	New school shoes	36,000	3 months	3,000 per week
Ajok	School bag	10,000	2 months	2,500 per week
Long term				
Sandra	Phone	120,000	12 months	10,000 per month
Okullo	Bicycle (2 nd hand)	315,000	18 months	17,500 per month
Linda	Goats (pair)	300,000	15 months	20,000 per month

- ❖ Explain to the learners that from the above table;
 - **Ajok** wants to buy a school bag in two months-time but, she needs to save shillings 2,500 per week to attain her goal whereas **Okullo**, whose goal is to buy a bicycle in 18 months’ time, needs to save shillings 17,500 every month in order for him to be able to achieve this.
 - Go ahead and explain to Saving plans for **James** and **Sandra** to the learners
- ❖ Ask one of the learner/s to come and explain the saving plan above to the whole group
- ❖ Make clarifications and repeat for learners where necessary



- ❖ A blank copy of the Savings Plan template
- ❖ A picture of the Jar System Money

3.4 Session B4. Sanitation & Hygiene

Type of Content	Life Skill
Session Objectives	Learners understand the importance of water, sanitation and hygiene at the personal, family and community level.
Resource requirements	<ul style="list-style-type: none">• Flip chart and Markers• Extra pens and paper• Pictures of open defecation from Resource pack• Powder (Turmeric/Charcoal) any other available non-irritable substance
Resource Pack & Takeaway	<ul style="list-style-type: none">• Pictures highlighting poor sanitation - for stimulating discussions in small groups/ at home

Summary of session content
<ul style="list-style-type: none">• Defining Water, Sanitation and Hygiene (WASH)• The importance of handwashing• Implication of Open Defecation

Defining Water, Sanitation and Hygiene (WASH) (Guide Time: 10 minutes)



- ❖ Explain to the learners that in this session, they are going to explore the relationship between Water, Sanitation and Hygiene (WASH) and its significance to our day-to-day life. Explain that three key terms **Water, Sanitation and Hygiene (WASH)** are very interdependent in helping people live in a healthy and clean environment for example, without proper latrines or toilets water sources can become contaminated; without clean water, good hygiene practices may be hard to maintain which in turn can lead to contamination of food and the spread of germs.
- ❖ Ask learners to think of the main importance of clean water, sanitation and hygiene. Use the box below to explain each of them to the learners

Key role of Water, Sanitation and Hygiene
<p>Water, is essential for human survival. We need clean water to stay in a safe and healthy environment.</p> <p>Sanitation, ensures that people have access to toilets and can use of latrines or toilets in order to separate human waste (faeces) from contact with people</p> <p>Hygiene, nurtures good hygiene practices, like washing hands with soap.</p>

- ❖ Ask learners whether they understand or are familiar with the above key roles of Water, Sanitation and Hygiene

The importance of Hand washing (*Guide Time: 30 minutes*)

PRACTICAL EXERCISES

- ❖ You will need to prepare some practical elements of this session beforehand.
- ❖ Explain to the learners that they are going to practice an activity, **the Powder Game**, which will help to demonstrate how unwashed hands can help to spread around germs and diseases. This game at the same time explains the importance of hand washing at critical moments like after defecation, before and after food preparation in order to prevent contamination. Use the instructions in the table below to guide the learners into the discussion

#	The Powder game (Turmeric Spice/ Charcoal)
1	Prepare a bowl of turmeric powder or any other locally available powder for example charcoal or flour but, make sure it is not an irritable or poisonous substance and can easily be removed from clothes.
2	Ask two learners to volunteer and come to the front
3	Ask volunteers to dip their hands into the bowl of Turmeric powder
4	Volunteers should then randomly go and shake hands with some learners, refilling your hands with the powder (turmeric or charcoal) as necessary.
5	They should also touch other surfaces, leaving a trail, marks or spots as they go
6	Ask the group to look how fast and easy it was for the powder to spread amongst the group and even further. Explain that in the same way germs (which are invisible) can spread.
7	<p>Tell the learners to Imagine that they were about to sit down and enjoy a meal however, just before you started to eat, they noticed their hands were covered with turmeric/charcoal. Would you continue eating?</p> <ul style="list-style-type: none"> • Powder(turmeric/charcoal) represents just a fraction of the germs present on our hands. Imagine that we could see our hands covered with millions of germs. Would you want to eat food with hands that look like that?"
8	<p>Ask learners to think of what would happen if they prepared food with germ-filled hands? Likely answers</p> <ul style="list-style-type: none"> • Contact would spread contamination. • Germs would enter the body through the mouth. • Germs clinging to unclean hands could easily transfer to food and from food to mouth

(Exercise adapted from a [Training Manual on Hygiene and Sanitation Promotion and Community Mobilization for Volunteer Community Health Promoters developed in Ethiopia with the support of USAID and World Bank WSP](#))

- ❖ Explain to the learners that washing hands is a very important habit to develop and maintain in order to prevent the spread of germs. There are certain times when handwashing is particularly important. Ask the learners what these are, some of the possible answers include;
 - After defecating in the field or latrine
 - Before eating
 - Before cooking or food handling
 - Before feeding a child or breastfeeding
 - After cleaning a baby

- ❖ After learners have given their responses, tell them that to be as effective as possible that handwashing requires the use of water and a **cleansing agent**, which is soap in most cases, however in some cases soap may not be available or could be expensive to buy. Alternatives could be;
 - Wood ash will also rub off any dirt that smells. The slight irritation you feel when you wash your hands with ash shows the cleansing power of ash
 - Clean sand with water can be used for hand washing to help to rub off dirt

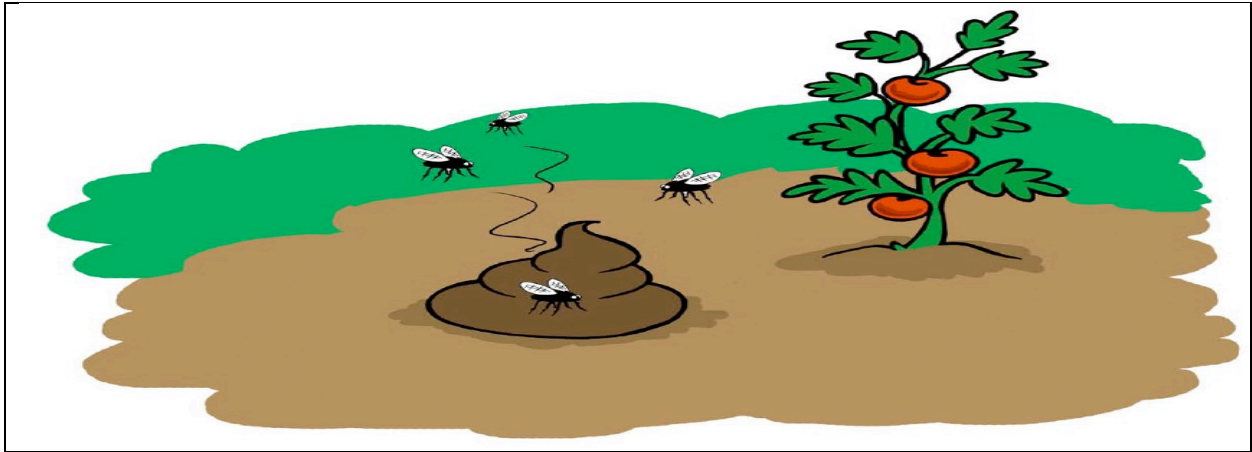
Implications of Open Defecation (*Guide Time: 20 minutes*)



Discussion

- ❖ Explain to the learners that in this last part of the session, you are going to discuss the effect of open defecation and how to deal it with. Bring up the table of the pictures on open defecation from the resource park and lead the learners in a discussion about them.





(Pictures taken from [Centre for Affordable Water and Sanitation Technology \(CAWST\)](#), reproduced here under the [Creative Commons](#) approach to which they subscribe. Further excellent material is available via their website)

- ❖ Ask learners the following questions from the above pictures
 - How do the two pictures relate to open defecation?
 - Ask learners whether they are familiar with such cases in their communities?
 - How can open defecation affect peoples' health?
 - What diseases can this cause? Write the answers on the chart. Some of the diseases could be; ***Diarrhoea, Intestinal worms Infections, Typhoid, cholera***
 - How do we prevent open defecation? Some of answers here could be; ***digging latrines or building toilets, teaching people about dangers of open defecation.***



- ❖ Pictures highlighting poor sanitation - for stimulating discussions in small groups/ at home

4. Module C: My School & My Community



4.1. Session C1. Understanding Gender

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners can differentiate between gender and sex in terms of roles and behaviour's and understand gender stereotypes and their consequences. They are able to discuss and articulate their own views on these issues.
Resource requirements	<ul style="list-style-type: none">Flip Chart & PensSpare paper and pens

Summary of session content
<ul style="list-style-type: none">Defining Gender and SexGender Stereotypes and their Consequences

Defining Gender and Sex (Guide Time: 20 minutes)



Discussion

- ❖ Explain that in this session we are going to be looking at issues related to people's roles related to their gender and sex.

Definitions of Gender and Sex
<p>The term sex refers to the biological characteristics of being male or female – including our internal and external differences that we are born with and that can develop and change through our lives.</p> <p>Gender refers to the roles and behaviors that boys and girls and men and women are taught to play within a society or group. These are sometimes quite different between cultures and places. It can affect our expectations of what we expect to achieve or have rights to do in terms of decision making, education or types of job and income.</p>

- ❖ After going through the definition above read out the two short stories below which are about the roles of boys and girls. In both of these examples what might be considered traditional gender roles are challenged to some extent.

Sarah's Motorbike dream
<p>Sarah has always been interested in engines and mechanics. Some of her friends and relatives have in the past laughed at her and said that this was something for boys and not girls. However, when she got the opportunity to join a course in motorcycle mechanics, she took it and has become one of the best mechanics in her area. Many people now bring their motorcycles to her for repair. Her family are now proud of her achievements.</p>

Olobo's Kitchen

From an early age Olobo was always interested in cooking food and used to help his Grandmother and Mother prepare food for his family. As he grew older some days, he would even cook the food entirely by himself. Neighbours and his peers used to sometimes laugh about him doing this wondering why he was doing what they said was a girl's work. However, when Olobo left school he got a place on a catering course and is now a cook at a top Kampala restaurant.

- ❖ Ask learners what they think are the lessons from the two stories above and ask them to come up with more examples about the expected roles of girls and boys in their community. Then, using the box explain to the learners the definitions of gender and sex.

Gender stereotypes and their consequences (Guidance Time: 40 minutes)



Discussion

- ❖ Explain that building on the above, we are going to talk about gender stereo-types and their consequences for personal development.

Definition of "Stereotype"

"A widely held but fixed and oversimplified image or idea of a particular type of person or thing"

- ❖ Explain what a stereotype is, based on the definition above.
- ❖ Relate the story below to the learners.

A Tale of Two Goats

Two goats one black and one brown lived happily together in a village in Kitgum. One night after a dinner of Malakwang and Maize prepared by the Brown goat they went to bed and fell asleep. Suddenly a loud noise from nearby woke them up. The brown goat hid under the bed, while the black one picked up a stick and ran towards the door to find out what was going on.

- ❖ From the information provided it is actually impossible to determine the sex of the two goats, but many people tend to choose based on what they expect in terms of male and female behaviour and roles- the story is intended to help you to get learners to think about this.
- ❖ Ask the participants to identify which one of the goats is male and which one is female - let them discuss this in the group until they have reached a degree of consensus. Ask them to substantiate their choice with examples of qualities or behaviours often assigned to men and women and how that influenced their decision. They can be both negative and positive attributes.

- ❖ **The correct answer is that from the information provided it is impossible to tell which of the goats is male and which is female.**
- ❖ To conclude the exercise, tell the participants that no one can say exactly which goat is female and which one is male from the information provided.
- ❖ Split the learners into at least two groups. Ask each group to consider what consequences they think gender stereo-types might have for women and men and girls and boys in their community in terms of;
 - Their roles in and around the home
 - Their ability to get employment or work
 - Decision making in the village / community
 - Ownership of things such as land or bicycles etc.

Groups should be given 10 minutes to discuss these questions, then bring the groups back together and ask each to report their findings and discuss.

4.2. Session C2: Knowing My School and My Community

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none"> Learners recognize the importance of being engaged and responsible in their school and community, at the same time they understand and can discuss the role of both their school and community in helping them grow into active citizens.
Resource requirements	<ul style="list-style-type: none"> Flip Chart & Marker Pens Extra pens and paper Locally available items for the first sub-session.
Resource Pack and Takeaways	<ul style="list-style-type: none"> Copies of a diagram on “It takes a village to raise a child”

Summary of session content
<ul style="list-style-type: none"> What is a Community? Role of Families, Schools and Communities in raising a Child

What is a Community? (Guide Time: 20 minutes)



Explain that in this session you are going to share and discuss living responsibly in school and the community. Begin the session by guiding learners into participating an activity called Working Together. Read the instructions in the table below for the learners.

#	Working together
1	Split the learners into small groups of 5-6 members
2	Give each group materials (paper, pens, a string, a thread, small stones or other any other available objects - you will wish to consider and prepare these beforehand)
3	Ask the learners to use the materials given to them to make something. Examples of these could be a box, a plane, a bag, a cup, a hat etc.
4	Each member of the group should have a role or part to play in completing the task.

- ❖ Bring back the learners into one group and ask them
 - How did you work together to get the job done?
 - How important is the activity to them?
 -
- ❖ Write on the chart; What is a Community? and explain to the learners the definition of a community given in the box below.

Definition of a Community
A community is a group of people living in the same place or area having a particular characteristic or interest in common.

- ❖ Some of the examples of a community may include:

Examples of Communities
A group of students in a class Footballers in a League A village People in a city or town neighbourhood/division

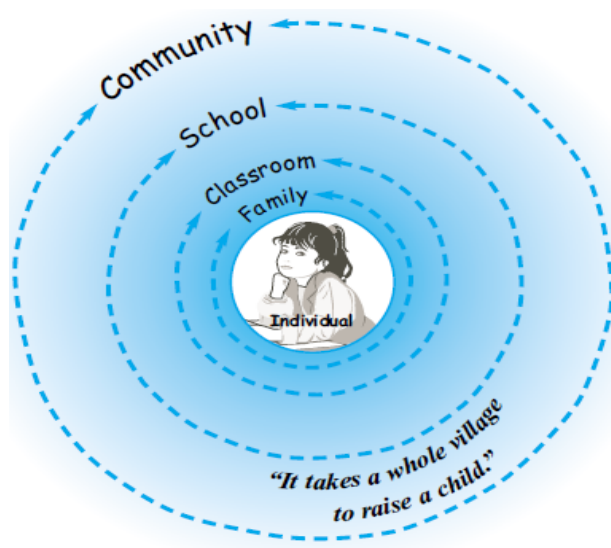
- ❖ Ask learners to think of more examples of a community. Write these on the chart

Role of Families, Schools and Communities in raising a Child (*Guide Time: 40 minutes*)



Discussion

- ❖ Write the Proverb below on the chart.
 - “It takes a village to raise a child” (believed to originally come from Nigeria)
- ❖ Hand out copies of the diagram that shows the relationship between families, schools and communities’ role in raising up children. Explain and discuss the diagram with the learners **“It takes a village to raise a child”**



- ❖ Explain that the diagram shows that parents, schools and communities need to work together to meet the interests of children when raising them.
- ❖ Explain that the group is going to take a few minutes thinking about the role of a school and a community in terms of supporting a child.
- ❖ Ask the group to discuss the following questions in the left-hand column of the table below, noting the learner's answers down on the chart. *Answers are provided in the right-hand column for your guidance but don't show these to the learners until after you have discussed them.*
 - What is the definition of a child in Uganda?
 - What responsibilities do parents or guardians have for children?
 - Outside of their family, what responsibilities do children's communities have for them

Question	Answer(s)
What is the definition of a child in Uganda?	A child in Uganda's Constitution is defined as any person who is below 18 years of age.
What responsibilities do parents or guardians have for children?	<p>Every parent, guardian or any person with custody of a child has the duty to maintain that child. This duty gives a child the right to:</p> <ul style="list-style-type: none"> • Education and guidance • Immunization • Adequate diet • Clothing <p>Any person who has custody of a child shall protect the child from discrimination, violence, abuse and neglect. (<i>Children's Act, 2016</i>)</p>

Question	Answer(s)
What responsibilities do schools have for children?	<p>Schools provide learners with knowledge and train and equip them with skills to make them future responsible citizens of the country</p> <ul style="list-style-type: none"> • Education • Mentorship • Training <p>Schools are also responsible for making sure that children are safe and protected while they are at school.</p>
What responsibilities do communities have for children?	The community has the duty to report any abuse of rights or neglect to provide a child with adequate food, shelter, clothing, medical care or education, to the Local Government Council. (<i>Children's Act, 2016</i>)

- ❖ Ask the learners what they think of the above – and discuss issues that they raise. It is important to note that the answers provided in the table above are drawn from the Law of Uganda so have authority. However, there are also all kinds of cultural and traditional views and beliefs that will also be important. Say that these should be recognized and respected **as long as** they do not conflict with people's rights or responsibilities under the Law.
- ❖ Finally, ask the learners what they think are the responsibilities of children in their school and community? Record the answers on the chart and discuss them. These might include things such as; treating everyone with respect, sanitation and hygiene etc.



- ❖ Remember to give the learners copies of a diagram on the Role of a Family, School and a Community in raising a child **“It takes a village to raise a child”** to take home

4.3. Session C3. Becoming a Friend

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none"> Learners demonstrate an understanding of friendship, its importance and can identify the attributes of being a good friend.
Resource requirements	<ul style="list-style-type: none"> Flip Chart & Pens Spare paper and pens

Summary of session content
<ul style="list-style-type: none"> Who is a Good Friend? Becoming Good Friends/Good Friendship Acts Summary and Feedback

Who is a Good Friend (*Guide Time: 20 minutes*)



Discussion

- ❖ Explain to the learners that they are going to begin this session by playing a simple Friendship activity called **“In Common”** Find the details of this game in the table below for your reference

	“In Common”
1	Divide the learners into groups of 5-6 members,
2	Learners should be mixed so that people who normally sit together are not all doing so
3	Distribute paper and pens to each group and ask the learners to draw up a list of things that they have as hobbies or interests (for example; football, netball, reading, singing).
4	Once they have the list of everyone’s hobbies ask them to now identify those that they have in common with each other and to make a list of these.

- ❖ Ask the learners to identify reasons why the above game is important in making new friends? Some of answers are mentioned below for your reference.
 - It helps them to learn about each other
 - It helps to draw them closer to their fellow learners in the group
 - It helps them to develop new friends
- ❖ Write on the Chart **“who is a friend”** and Ask learners to tell the whole group what they understand by the term a friend. Follow the definition in the box below for reference

Definitions of a Friend

A **friend** simply refers to a person you know, like and trust. Such a person is important and can be called a **Good Friend**

Becoming Good Friends/Good Friendship Acts (*Guide Time: 30minutes*)



Discussion

- ❖ Ask learners whether they have friends and what makes them good friends
- ❖ After learners have shared their responses, explain to the learners that for one to have good friends, they **MUST** be a good friend as well. Ask them to share examples of how they think good friends should treat each other and list these on the chart using a simple box like the one provided below (the examples in it are for your reference only). Try to guide the discussion so that the learners come up with most of the examples provided.

How good friends treat one another

- Good friends listen to each other
- Good friends encourage one another
- Good friends try to understand each other's feelings and moods.
- Good friends help each other solve problems.
- Good friends give each other compliments
- Good friends can disagree without hurting each other
- Good friends are dependable
- Good friends respect each other
- Good friends are trustworthy
- Good friends are patient with one another
- Good friends care for each other

- ❖ Explain to learners that friendship is about give and take. If you want someone to become your friend you also have to show them that you are interested in and care for them. Explain to the learners that you are going to take them through a simple table with quiz on different examples of friendship, to check their understanding of good friendship. They only have to respond with words **Good** or **Bad** as a way of checking whether they are able to recognize the friendly acts. Suggested answers to question are indicated with a Tick in the box against a **Good/Bad alternative act**.

#	Friendship Example	Good act	Bad act
1	A new learner is walking around, doesn't know where to sit because she doesn't know anyone yet. The two friends invite the new learner to sit with them. <i>Is this a good friendly act?</i>	✓	

#	Friendship Example	Good act	Bad act
2	Otim is playing football with his friends. As he is running forward he is fouled just when he is going to score. However, Okumu the friend who is playing on the opposite team starts mocking him, for failing to score. <i>Is Okumu doing right to laugh at a friend?</i>		✓
3	A girl is practicing dancing with a friend of hers. She is having a lot of trouble mastering a dance stroke. Her friend helps her by dancing through the move, step by step, and supporting her as she tries it again and again. <i>Is this a good or bad act of friendship?</i>	✓	
4	Prossy is excited to wear her new dress to church. When she arrives, she sees another girl in the congregation wearing the same colour dress. She is a little disappointed not be the only person wearing the dress, however, she compliments the other girl on her style and says that they can be friends. <i>Is this good or bad?</i>	✓	

❖ Ask learners whether they have other examples on acts of good friendship to share with the group?

Summary and Feedback (Guide Time 10 minutes)



❖ Explain to the learners that you are ending the session with a revision where they are going to mention reasons why it is important to have good friendships? Some of the answers are listed below for your guidance.

- A Good friend helps you feel less lonely
- A Good friend loves and cares for you
- Good friends can be supportive
- A Good friend gives good encouragement
- Friendship increases happiness

4.4. Session C4: Talking about HIV/AIDS

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none"> Learners will be able to demonstrate a basic knowledge about HIV/AIDS and its prevention, will have been updated on latest facts and key messages about HIV/AIDS and are able to discuss issues related to this.
Resource requirements	<ul style="list-style-type: none"> Flip Chart and Marker pens Additional pens
Resource Pack and Takeaway	<ul style="list-style-type: none"> Copies of the HIV Quick Test and Facts sheet

Summary of session content
<ul style="list-style-type: none"> Test your Knowledge on HIV/AIDS Key Prevention Messages

Test your Knowledge on HIV/AIDS (Guide Time: 30 minutes)



Discussion

- ❖ Explain that in this session we are going to talk about HIV/AIDS. This is because it remains an important issue for all of us and our families that impacts on every aspect of our lives.
- ❖ Explain that whilst some of them may know a great deal about this topic already but some may know less so it is important that everyone has the chance to learn or refresh. Also stress that this is a topic some people may find it difficult to talk about and it is important to remember this and to continue to respect each other's views and feelings.
- ❖ Distribute copies of the **Quick Test – Knowledge of HIV sheet** (from the Resource pack) amongst the learners and give everyone 10 minutes to think about the answers. After this go through the answers with the group asking for volunteers to read out each question and their answers (*a completed sheet is provided below for your guidance*).

#	Question	True	False
1	You can see if a person is infected with HIV		✓
2	The main way that people get infected with HIV is through sex.	✓	
3	A mother who is HIV positive will always have an HIV positive baby.		✓

#	Question	True	False
4	You shouldn't eat from the same plate as someone with HIV otherwise you will get infected.		✓
5	There is no such thing as safe sex.		✓
6	If you already have a sexually transmitted disease, you are 5-10 times more likely to be infected with HIV during sex	✓	
7	Drinking alcohol might interfere with your judgement and put you at greater risk of contracting HIV	✓	
8	People usually die from AIDS related diseases rather than AIDS itself	✓	
9	Most symptoms of AIDS are symptoms of other diseases too	✓	
10	You cannot get infected with HIV by ordinary daily contact with a person with HIV.	✓	

- ❖ Next, to make sure that everyone clearly understands the basic facts about HIV/AIDS go through the key points in the table below which is available in the Resource Pack. Make sure every learner has their own copy of the **HIV Facts sheet**.

What is HIV?	<ul style="list-style-type: none"> HIV stands for: Human Immuno-deficiency Virus It is caused by a virus which cannot be seen with the naked eye – only through a powerful microscope.
What does HIV do	<ul style="list-style-type: none"> It makes people ill by making your immune system stop working properly. Your immune system is your defence against infections and illness which means your body cannot fight against infections and diseases. People who are HIV positive can look and be well for a number of years, but they can still infect other people with the virus. An infected person becomes more likely to get illnesses and less able to deal with them. Eventually, without treatment, one of these diseases can cause their death.
Where is HIV found in the human body?	<ul style="list-style-type: none"> HIV is found in the blood and other body fluids – including breast milk, in an infected person
What is AIDS?	<p>Acquired Immune Deficiency Syndrome</p> <ul style="list-style-type: none"> AIDS is caused when HIV weakens the immune system so that it can no longer properly fight infections. It is called a syndrome because there are a number of different symptoms it causes.

How is HIV passed from person to person?	<ul style="list-style-type: none"> • Sexual contact is the main way that people become infected. • Other ways in which HIV may be spread is from contaminated blood transfusions, through other contact with blood (from used needles etc.). In Uganda it is very unlikely that you would get HIV from a blood transfusion if you receive it a proper clinic as all blood is tested. • From mother to child – in the womb, at birth or sometimes through breast milk.
Ways that you cannot get HIV	<ul style="list-style-type: none"> • Sharing utensils like plates and cups • Shaking hands • Kissing on the cheek or hands • Sleeping in the same room • Using the same shower or toilet • Being at school together • Playing sport together
What is the status of the epidemic in Uganda ¹ ?	<ul style="list-style-type: none"> • Uganda has lost nearly 2 million people to HIV AIDS – this is more than the number lost in wars since independence. • Currently 1.2 million people in Uganda live with HIV. The prevalence rate as measured in 2016 was 6.2% across the country as a whole and 7.2% in the mid-north region, which includes Acholi². • While great achievements have been made in reducing transmission and in treating people with the disease, there continues to be no cure and its effects on the country are still severe. In 2016 it was estimated that there were 227 new infections per day. • Young people, especially women and girls are more affected than men.

- ❖ Check whether anyone has any questions about any of the above and clarify as required. If you are not sure of the answer tell them you will get back to them about it. Write it down and check with a health worker (with the help of the office if needed) and then make sure you get back to the group with the answer.

Key Messages: (Guide Time: 30 minutes)



Discussion

¹ Uganda Aids Commission figures 2017

² Uganda Population Based HIV Impact Assessment (2016-2017)

- ❖ Explain that you are going to quickly go through a number of key messages which are based on those contained in: “A Call for Action for Youth in the Fight Against HIV/AIDS produced by the Uganda Aids Commission”.

1	Abstain from sex until you are ready for the consequences and responsibilities that come with it. Just because your friends are having sex does not mean that you should. The consequences are not shared by your friends. The age of consent in Uganda is 18 years.
2	If someone is sexually active they should adopt safer sex practices such as using condoms and faithfulness - it is important to remember this as you get older
3	Before you engage in sex, know your HIV status and that of your partner
4	Avoid bad influences and risky places - in particular avoid alcohol and drug abuse that can compromise your decision making and can expose you to HIV and other sexually transmitted infections.
5.	As children no one should ever try to force or persuade you or any of your friends to engage in sex. If someone does try to do this it is important that you tell an adult whom you trust about it as soon as it is safe for you to do so.
6.	Remember, you cannot catch HIV/AIDS just by normal contact with someone; for example, by playing or sharing food with them. People living with HIV /AIDS have a right to our care and respect just like anyone else does.

- ❖ When you have been through the above ask the learners to discuss the following questions;
 - What do they think about the key messages – are they relevant to our community?
 - Are there risks of people being forced into early sex - what could be done to prevent this and make children safer?
 - If you needed to who would you be able to talk to about the issues discussed here?
- ❖ **If a large number of significant issues come out of this discussion, particularly if you don't feel that it has been possible to satisfactorily answer them all, consider scheduling another session and talk to the office about the potential for a health worker / health educator with knowledge of HIV/AIDS to lead this.**



- ❖ Copies of HIV Quick Test and Fact sheet”

4.5 Session C5. Understanding Vulnerability

Type of Content	Thinking About Vulnerability
Session Objectives	<ul style="list-style-type: none"> Learners will understand the concept of vulnerability and will be able to draw up a list of vulnerable groups in their own communities and generate practical ideas of ways of dealing with it. They will also be aware of mechanisms and people who should be able to help those who are vulnerable.
Resource requirements	<ul style="list-style-type: none"> Flip Chart & Marker Pens Spare Pens and Paper

Summary of session content
<ul style="list-style-type: none"> Defining Vulnerability Vulnerability and its causes among children in community Impact of Vulnerability to individuals, family and Community

Defining vulnerability (Guide Time: 15 minutes)



Discussion

- ❖ Explain that in this session that we are going to take some time to think about what is meant by vulnerability, how it is seen in our communities and our response to it. As with discussions on Gender and HIV/AIDS this topic is included as it is something that affects many people in our communities.

Definition of vulnerability
Reduced capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazards or risk.

- ❖ Ask learners what they think **vulnerability** or “**being vulnerable**” means. Make a note of their answers on the chart and agree on a definition leading them towards the one highlighted above. Explain that while being poor makes you vulnerable that vulnerability can affect people who may not be necessarily obviously poor or suffering from a problem at this point but are at increased risk from something which, if or when it occurs, affects them more seriously than someone else.

A Tale of Two Friends
John and Bosco are friends and live in the same village. They are both of the same age and are both traders in Sim-sim. To look at them you would think they were both the same in terms of economic status as they both looked as if they were doing quite well, dressing in smart clothes and having good phones! Other young people envied them.

A Tale of Two Friends

However, one season the Sim-Sim harvest was particularly bad, and John and Bosco struggled to both buy and sell Sim-sim as it was both difficult to find but also very expensive. After a couple of months of struggling they both stopped trading. John managed to see himself through to the next season because his brother who worked for an NGO in town, and his Mother, who traded in silver fish (Mukene) across into DRC helped him. Bosco, however, was an orphan with no one to easily help him and was forced to sell things like his phone and smart clothes to survive.

- ❖ Read the story above to the learners and discuss the following questions (*potential answers are provided in italics for your guidance*).
- Why was Bosco vulnerable? (*because he was an orphan and so had limited other support*)
- What was the risk or hazard that impacted on him and John? (*harvest failure*)
- Does this story help to explain vulnerability and how it can sometimes be a little hidden?
- Was there anything Bosco (and indeed even John) could have done to make himself less vulnerable to the poor harvest? (*the answer is yes – he could have saved and/or invested in other small businesses, traded in more than one commodity etc.*)

Vulnerability and its causes in our community (Guide Time 20 minutes)



Discussion

- ❖ Explain that vulnerability can have different impacts on people. The impact can be financial - where people don't have enough money and/or food, but also what is sometimes called social - where people's ability to interact with others and have normal social contact – is limited.
- ❖ Ask the learners to identify what groups of people are vulnerable in their community. Record the answers on the chart and where answers are similar agree on a consolidated list. Examples are provided in the box below for your guidance.

Orphans	People with Disability	Widows	People Living with HIV/AIDS
Elderly	Mentally Ill		

- ❖ Discuss with the learners the following factors that might make children and youths vulnerable in their community. Let them come up with their own ideas – but some are provided in the box below for your guidance as you lead the discussion.

What makes children vulnerable in our community

- *Being poor and having no land*
- *Being an orphan*
- *Having a parent who drinks a lot*
- *Having a parent who is sick a lot and cannot dig easily*
- *Coming from a place other than this village and clan*
- *Former abductees from the LRA – especially girls*
- *Disability*
- *Living with HIV/AIDS*

Impact of Vulnerability on individuals, family and Community and support networks (*Guide Time 25 minutes*)



Discussion

- ❖ From the discussions above, ask the learners to mention effects of vulnerability to them as individuals, their families and the community.
 - They should consider the potential economic impacts on the individual and/or their families. These impacts might be on lost income or in extra things they might have to buy or pay for.
 - It also important to think about the social impacts – some things may attract a stigma or simply make it difficult for an individual to join in with community events etc.
 - Ask the learners to think of practical things that they believe could be done at community level to reduce the vulnerability of these groups or lessen the impact on them. These should be realistic and achievable.
 - Ask the learners to identify people or structures in their community who can offer support and help to vulnerable people - encourage them to think of both formal and other structures (for example; relatives, elders/traditional leaders, religious leaders, LCs, Community Development Officers. Discuss how to approach or refer to these groups.
- ❖ Finish off by saying that vulnerability is something which has many different aspects but is important to think about them both on an individual but also a community perspective. We are always stronger as a group, whether it is a family, a group of friends, or a whole village – when we stand together.

4.6. Session C6. Basic First Aid

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">• Learners will understand what First Aid is and how to safely apply it in their situation.
Resource requirements	<ul style="list-style-type: none">• Flip Chart & Pens• Spare paper and pens
Resource Pack and Takeaways	<ul style="list-style-type: none">• Copies of tables of the ABC Priorities and the Essential first aid skills to take home

Summary of session content
<ul style="list-style-type: none">• What is First Aid• Essential first aid skills for young youth• First Aid Kit

What is First Aid? (*Guide Time: 10 minutes*)



Discussion

- ❖ Explain that in this session we are going to study about the concept of **“First Aid”**, which is an important skill in life that all human beings ranging from children to adults should at least have in order to be able to deal with minor accidents, injuries or health emergencies before medical help is available.
- ❖ Ask learners whether they have ever been in a situation where they found themselves as the only ones supposed to offer immediate assistance to someone who was injured or became suddenly sick. If so,
 - What was it?
 - How did they address it?
 - Which kind of help did they offer?
 - How did they feel?
- ❖ Write on the Chart **“what is First aid”** and ask learners what they understand by the term. Follow the definition in the box below for reference

Definitions of First Aid
First aid refers to the immediate assistance given to any person suffering from a sudden sickness, illness or an injury, to preserve life and prevent the condition from worsening.

Essential First Aid (*Guide Time: 30 minutes*)



PRACTICAL EXERCISES

- ❖ Tell the learners that in this section, you are going to introduce them to simple basic skills of First Aid. These are very important and can be used in and outside school settings by any person.

The ABC principles of First Aid

Safety First! When approaching an accident or event you should always assess the situation before you do anything else. This should involve.

- Taking quickly what has happened.
- Checking for dangers to yourself and to the casualty
- Making sure the area is safe

The ABC Priorities for First Aid		
(A) Airway	<ul style="list-style-type: none"> • In this case, the airway of an unconscious person may be narrowed or blocked, making breathing difficult and noisy or impossible. • This can happen when the tongue drops back and blocks the throat or when blood, vomit or broken teeth etc. are blocking the Airway. • You hold the chin and tilt the head back to lift the tongue away from the entrance to the air passage. You should clear any obvious blockage if you can. • Place two fingers under the point of the person's chin and lift the jaw, while placing your other hand on the forehead and tilting the head well back. If you think the neck may be injured, tilt the head very carefully, just enough to open the airway. 	
(B) Breathing	<ul style="list-style-type: none"> • Here you Check for the breathing by placing your head near the person's nose and mouth. • Feel for breath on your cheek or moisture on the back of your hand 	 
	<ul style="list-style-type: none"> • If a person has just stopped breathing use mouth to mouth ventilation. Make sure the airway is open and head tilted back. Pinch the nostrils together, take a deep breath and blow into the mouth, firmly sealing your lips around the mouth so air is not lost. You should see the chest rise. 	

**(C) Circulation
(and bleeding)**

- Check for circulation (to see if the heart is still beating) by feeling for the Adam's apple (lump on the windpipe) with two fingers.
- Slide the fingers to the side of the windpipe and feel for the pulse. If the heart has stopped beating use **chest compression** to try to restart the heart.
- Place your hand flat just above the point where the ribs meet the breastbone. Bring the other hand on top of it and lock your fingers together.
- With your arms straight, press down firmly on the breastbone, pushing it down by 4–5 cm.
- Release the pressure and repeat the compressions at a rate of about 80 per minute.
- If the person is also not breathing, alternate 15 compressions with two breaths until help arrives.
- **Stop any serious bleeding by applying firm pressure on the wound until the bleeding stops. Never use a tourniquet.**

The Recovery Position – Put them on their Side

This is the best position for an unconscious person. It allows them to breathe easily and prevents them from choking. After checking the ABC, bend the nearest arm to you, putting the hand by the head. Then bring the far arm across the chest and hold both hands in one of yours. With your other hand pull the furthest leg up at the knee and roll the person towards you to lie in this position.

- ❖ Tell the learners that you are now going to take them through other approaches for applying basic First Aid for some other common events. Go through the issues in the table below and discuss them with the learners.

#	First Aid Situation	Application of Skill
1	Nosebleeds	<ul style="list-style-type: none">• Sit the person upright and tell them to lean forward to reduce blood pressure in the veins on their nose and to stop blood running into their throat which will make them choke• Tell them to use their thumb and index finger to pinch their nostrils tightly shut, and to breathe through their mouth for a few minutes
2	Simple Burns	<ul style="list-style-type: none">• Cool the burn by holding the burned area under cool running water or apply a cool, wet compress until the pain eases.• Remove rings or other tight items from the burned area. Try to do this quickly and gently, before the area swells• Don't break blisters because Fluid-filled blisters protect against infection.
3	Suspected broken bones	<ul style="list-style-type: none">• Immobilize the area where a break is suspected – make the person comfortable so they can keep the injured part still. Don't try to suddenly move them unless they are in danger.

		<ul style="list-style-type: none"> When they do have to be moved, do so carefully and gently making sure that weight is not put on the injured part (e.g. leg or arm)
5	Head injuries	<ul style="list-style-type: none"> Get the person to sit down so that if they feel dizzy or lose consciousness, they won't fall over. Put a cold compress on the area to reduce swelling. Keep watching the person to make sure they are alert and responsive. If they are, then their injury is probably minor, although someone should stay with them until they recover or have seen a health worker If they become less responsive or confused in any way, they should be taken to a health facility immediately.
6	Snake bite	<ul style="list-style-type: none"> Make sure the snake is no longer there. Try to keep the victim calm and tell them not to move around – in order to slow down the spread of the venom Remove any jewelry and tight clothing near the bite before swelling affects the area. Position the victim if possible, so that the bitten is at or below the level of their heart. Cover the wound/bite mark with a clean, dry dressing or other item of clothing and arrange for the person to be taken to a health facility Do not apply a tourniquet or cut the bitten area

First Aid Kit (Guide Time: 10 minutes)



- ❖ Tell learners that in most emergency cases, accidents, or injuries where first aid is given, it is administered to the patient with the help of different tools and items which are carried in a box or kit called the **First Aid kit/Box**. Read for them the definition of a First aid kit in the Box below.

Definition of a First Aid Kit/Box
A first aid kit refers to a collection of tools or materials that are used to give first aid medical treatment

- ❖ First aid kits should be located in various areas that are seen as potential sites where people might need help these include; school and workplaces, places where lots of people meet (markets, church etc). They should ideally be in a green or red box or bag that's marked with a white cross and should be easy to find.



- ❖ Ask learners whether they have ever seen a first aid kit before and where?
- ❖ Some of the contents of First Aid Kit include: plasters, sterile pad, bandages, disposable gloves, Face shields or masks, disinfectant solution, Gauze pads, Sticky tape (adhesive tape), Pins and clips, scissors
- ❖ Finish by asking learners whether or not a simple First Aid Kit is available anywhere in their school or wider community – where it can be found and who looks after it? If it isn't available maybe you could consider making it a project to try and get one to be put in place.



- ❖ Remember to give the learners copies of a tables of the ABC Priorities and the Essential first aid skills to take home

4.7. Session C7: Managing Conflict

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">Learners can define conflict and its impacts and can use some simple anger management tools and techniques.
Resource requirements	<ul style="list-style-type: none">Flip Chart & Marker PensSpare paper and pens
Resource Pack and Takeaway	<ul style="list-style-type: none">Copy of Table for Managing Anger

Summary of session content
<ul style="list-style-type: none">What is Conflict and how to manage it?Managing Anger

What is Conflict and how to manage it? (Guide Time 40 minutes)



Discussion

- ❖ Introduce this session on managing conflict to learners by telling them that you are going to begin it with a short **Win-Win conflict story**. Read the story for them in the box below:

Win-Win Story
Samuel returned home before his young brother Solomon and he was asked by the mother to use the bicycle to go fetch water at the borehole. Minutes before going, Solomon also arrived saying he wanted the bicycle to go visit a friend and that he should be the one taking the bicycle because he asked the Dad for it in the morning before he went to school

- ❖ Ask learners to share ideas on how to solve this conflict? How can it be turned into a situation where both may be satisfied?
- ❖ Explain to learners that in this session you are going to discuss how to manage conflict. Start by asking the learners what they think of when they hear the word **“conflict.”** Encourage them to consider situations that create conflict, how they feel when they or someone they know are involved in it, the results of conflict, and so on.
- ❖ Record people’s responses on the chart grouping similar responses to create a cluster. An example is drawn below for your guidance.

<u>Conflict Meaning:</u>	<u>Situations Creating Conflict</u>	<u>Feelings</u>	<u>Results of conflict</u>
Arguments	property for use	Worried	Damaged relationships
Disputes	Arguments over land	Anxious	Violence
Competition	Lack of money	Frightened	Loss of resources
	Different ideas	Angry	
	"Family" arguments		

- ❖ When learners have exhausted their ideas, ask them to review the cluster on the chart and suggest a definition for "conflict." Record responses. *It is important to note that in the context of northern Uganda which has a recent history of violent conflict it might be expected that learners will tend to focus more on violent conflict involving armed groups. This is an important potential aspect of conflict and was a reality with severe consequences for many people and must be recognized.*
- ❖ Try to lead learners to recognize that conflict is often about different ideas or a struggle of some kind between two people or groups and violence or a physical struggle only happens when it gets out of control. A degree of conflict over issues and situations can be a normal part of life that does not have to result in violence. Conflict is a natural part of life that we can learn from. One strategy for managing conflict is to be ready for it and to manage it effectively so that it does not become a serious problem.
- ❖ Select 2-3 of the examples that the learners gave (choose simple day to day problems at community/family level) and ask them to break into 2-3 groups. Give each group the situation and tell them that they have 10 minutes to design a short skit highlighting the situation and how they might manage or calm the situation. Get each group to act it out and briefly discuss.

Managing Anger (Guidance Time: 20 minutes)



Discussion

- ❖ Anger is a normal human emotion that can be important to express in some situations. However, one of the main reasons why differences of opinion or ideas become conflicts, sometimes even violent conflicts, is when anger is expressed excessively or gets out of control. Learning to effectively control and manage anger can therefore be an important way of making sure conflicts don't escalate and keeping good relations.
- ❖ Ask learners to identify day to day situations that can make them feel angry. Record their answers on the chart. Some potential examples are provided below for your guidance.
 - Other people not doing their household work
 - People not giving things back they have borrowed
 - Food not being prepared on time
 - Being cheated at the market

- Someone flirting with someone you like
 - Missing out on a free distribution e.g. for a mosquito net.
- ❖ Write Tools for Managing Anger on the chart and ask the learners if they know of any tools for managing anger and note of these on the chart. Some examples are provided in the table below.

Tools	Explanation
Think before you speak	<ul style="list-style-type: none"> • In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same. Some people find it helpful to count to 10 before they speak in these situations.
Once you're calm, express your feelings	<ul style="list-style-type: none"> • As soon as you're thinking clearly, express your frustration in an assertive but non-confrontational way. State your concerns and needs clearly, but without hurting others or trying to control them.
Exercise	<ul style="list-style-type: none"> • Physical activity can help reduce stress that can cause you to become angry. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other enjoyable physical activities.
Stick with "I" statements	<ul style="list-style-type: none"> • To avoid criticizing or placing blame — which might only increase tension — use "I" statements to describe the problem. Be respectful and specific. For example, say, "I'm upset that you didn't help with looking after the animals today instead of "You never do any work."
Don't hold a grudge	<ul style="list-style-type: none"> • Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.
Talk to someone	<ul style="list-style-type: none"> • Sometimes talking to another person about the situation can help you to calm down and maybe see the problem in a new way. These might be friends, relatives or someone else you trust.

- ❖ Discuss with the learners the above tools and any additional ones they identify.



Copy of Table for Managing Anger

4.8 Session C8. Maintaining a Positive Attitude

Type of Content	Life Skills
Session Objectives	<ul style="list-style-type: none">• Learners demonstrate an understanding of the importance of having a positive attitude in daily life
Resource requirements	<ul style="list-style-type: none">• Flip Chart & Pens• Spare paper and pens
Resource Pack and Takeaways	<ul style="list-style-type: none">• Copies of a table on how to have a positive attitude

Summary of session content
<ul style="list-style-type: none">• What is a Positive Attitude?• How to have a positive attitude?• Summary and Feedback

What is a Positive Attitude (*Guide Time: 20 minutes*)?



Discussion

- ❖ Begin the session by telling the group that they going to discuss **Maintaining a Positive Attitude** and that you are going to read for them a story in the box below;

Winning the Battle
Harrison used to perform last in class. This was because he loved playing and disrupting fellow learners during lessons and used to pay less attention in class. Towards the final promotional exams, Harrison was told that he would be expelled from school if he did not pass the exams. Looking at his friend who was very determined and desired to pass exams and always revised a lot, Harrison also began to concentrate in class, revise seriously. This helped him get the pass mark and he was eventually promoted to another class

- ❖ Ask learners what lessons they can learn from the story above. Some of the answers are below for your reference.
 - It is possible to bring about improvements by changing their behavior
 - Winning requires one to make an effort and be positive.
- ❖ Write on the chart “**Attitude**” and ask learners what they think it means. Use the definition in the box below for your reference

Definition of an Attitude
An attitude refers to the way an individual feels or acts towards another person, a thing or a situation. An attitude can be positive or negative.
Positive attitude is where a person is hopeful and continues maintaining a positive mindset about someone, a thing or situation
Negative attitude, however, is one that is not optimistic about a situation, person or a thing

- ❖ Some of the examples of Positive and negative attitude are listed in the table below

Positive Attitude	Negative Attitude
Love for a sport/game	Dislike for a sport
Tries to see the good in people	Always sees the negative / faults of people
Shows good emotions like joy, love, gratitude, peace, and hope.	Full of negative feelings like; as anger, disappointment, irritation, envy, etc.
Expects to achieve good results	Exhibits a mindset of a person expecting bad results

- ❖ Ask learners to mention more examples or differences between positive and negative attitude using the above table for reference.

How to have a positive attitude? (Guide Time: 20 minutes)



Discussion

- ❖ Explain to learners that a **Positive Attitude** is viewed as a very major influencing factor to success in life because it helps to build people's confidence, self-esteem or belief. Tell learners that in this part of the session you are going to share with them some of the ways that might help to build and increase a positive attitude. They are listed in the table below;

#	Approach	Description
1	Always be with positive people	Such people normally have new ideas, and are interested in lots of other things which make you generally better person
2	Check your language	It is important to think carefully and mind how you speak. Speaking positively builds your confidence and helps you to succeed. Find a positive way to view everything and everyone.
3	Develop a daily routine	This helps you accomplish a lot for example in school a revision timetable would help a learner concentrate and pass exams

#	Approach	Description
4	Set personal goals	These keep you focused and act as guides to help you succeed. For example if you want to pass final exams, you will continue reading even when you fail mock exams
5	Be open and embrace learning	You should always be a person that desires and is willing to learn and also curious about many things
6	Be patient	This will make the present challenges not seem so hard because you know a little more wait will bring good news.
7	Make things happen yourself	You should know that it is up to you to make things happen, your hard work is what will bring good things, be willing to accept to change quickly and also keep going in hard times

- ❖ Ask learners if they can think of any other way to have or improve on their attitude positive? Please add them to the above list

Summary and Feedback (*Guide Time: 20 minutes*)

PRACTICAL EXERCISES

- ❖ End this session by telling the group that they going to practice Maintaining a **Positive Attitude** by taking off a few minutes to answer a few review questions in an activity called “**Look at the other side**”, with a purpose of trying to look at issues or problem in a different way from what they actually are (positive way). Follow the instructions in the table to guide learners into this exercise;

#	“Look at the other side” Exercise
1	Give each learner a piece of paper and a pen
2	Ask them to fold the paper once into two halves and ask them to write two of the following headings on the front side of the paper and two on the back side of the paper, each heading should be on one half on the paper or page <ul style="list-style-type: none"> • School • Friends • Family • Self
3	Then ask learners to think of any problems they are having in any of these of the areas above (family, friends, school, self). Once they got an idea, have them draw a in question form (For example: “How can I get along better with my brother?” as opposed to “My brother keeps annoying me.”)
4	Let them think and write how they would deal with that problem in the form of a question for example;

#	"Look at the other side" Exercise
	<ul style="list-style-type: none"> • How can I live better with my sister? as opposed to "My sister always gives me a hard time" • How can I pass mathematics? instead of "Mathematics is a very hard subject" • How can I obey my Mum? rather than "My Mum disturbs me a lot"

❖ Ask learners how helpful is such an exercise to them. Some of the likely answers to the question are;

- It helps us learn to live well with one another
- It helps us think of solutions to our problems
- It helps us think of the positive side of an issue



❖ Remember to give the learners copies of a table on *how to have a positive attitude*

5. D: Standalone Sessions



5.1. Session S1. Coping Skills – The Wheel of Emotion (stress and emotion management)

Type of Content	Life Skills
Session Objectives	Learners are able to identify and reflect on various techniques and strategies that would enable them to cope with stress-causing situations.
Resource requirements	Paper and pens, Marker pens, flip chart
Resource Pack and Takeaways	Copies of Wheel of Emotion Activity Sheet and Tools for Anger Management

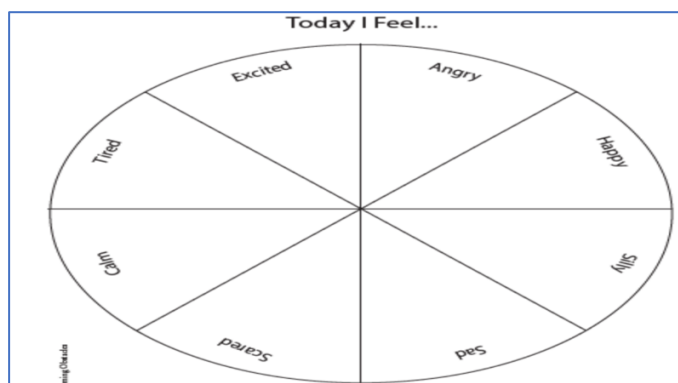
Discussing Coping Skills (Guide Time: 40minutes)

PRACTICAL EXERCISES

- ❖ Explain to the learners that they are going to discuss and practice how to Cope with different life experiences or feelings which arise from different situations that cause them to experience strong feelings. This will include; anger, sadness, happiness, joy etc.
- ❖ Write on the chart what are “**Emotions**”? and read for the learners the definition in the box below and discuss it with the learners

What are Emotions
An emotion is a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with. Our emotions can also be affected by our physical situation; for example, whether we are hungry or our age and whether we are sick.

- ❖ Explain to the learners that you are going to use a game called “The Wheel of Emotions” to think about how we can manage strong feelings / emotions when they do occur. Write on the chart “**Wheel of Emotions**” and distribute copies of the Wheel of Emotion activity sheet from the resource pack and explain the different kinds of emotions or feelings that people experience in daily life.



❖ After explaining to the learners, the above activity sheet, ask them

- Whether they are familiar with all the emotions above?
- What situations make them feel these things?

❖ Use the instructions in the table below to guide the learners into the Wheel of Emotion Activity

#	Wheel of Emotion Activity
1.	Ask for a volunteer to choose one of the emotions from the Wheel and to then to express this through facial expression or talking to the rest of the group. The group should then guess which one it is. Ask learners to think of other ways to express those emotions
2	Continue until all of the emotions have been covered and several learners have participated.

❖ In this final part of the exercise ask learners whether or not the emotions they have discussed need to be managed and why. For example - although it can be justified to feel it and express it - anger needs to be managed so that it does not hurt people or cause problems to the person expressing it. Being too excited might cause someone to lose concentration or not pay attention.

❖ Ask learners to think of ways how to manage emotions so that they are expressed appropriately and write these on the chart. Some ideas about dealing with anger of the answers are listed below for your guidance - but encourage the learners to think about other feelings as well;

Managing Anger	Explanation
Think before you speak	<ul style="list-style-type: none"> • In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same. Some people find it helpful to count to 10 before they speak
Once you're calm, express your feelings	<ul style="list-style-type: none"> • As soon as you're thinking clearly, express your frustration in an assertive but nonconfrontational way. State your concerns and needs clearly, but without hurting others or trying to control them.
Exercise	<ul style="list-style-type: none"> • Physical activity can help reduce stress that can cause you to become angry. If you feel your anger building, try going for a brisk walk or run.
Stick with "I" statements	<ul style="list-style-type: none"> • To avoid criticizing or placing blame — which might only increase tension — use "I" statements to describe the problem. Be respectful and specific. For example, say, "I'm upset that you didn't help with looking after the animals today instead of "You never do any work."
Don't hold a grudge	<ul style="list-style-type: none"> • Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.
Talk to someone	<ul style="list-style-type: none"> • Sometimes talking to another person about the situation can help you to calm down and maybe see the problem in a new way. These might be friends, relatives or someone else you trust.



Remember to give the learners copies of the “Wheel of Emotion Activity Sheet” from the Resource Pack to take home - and also copies of the “Table for Anger Management” highlighted above.

5.2. Session S2. My Top Five! (Individual and group exercise -aspirations)

Type of Content	Life Skills
Session Objectives	Learners will test their future aspirations of self-development by sharing with their peers the goals they want to achieve
Resource requirements	Paper and pens, Marker pens, flip chart
Resource Pack and Takeaways	"My Top Five" sheets

"My Top Five!" (Guide Time: 30minutes)



- ❖ Write on the Chart **"My Top Five! "**
- ❖ Explain to the learners you are to lead them in a practical exercise to will allow them to practice skills related to understanding myself, My Dreams and Goals and personal development and creativity.

#	"My Top Five! " Exercise
1	Split learners into groups of two making sure that those who may struggle with writing are placed with ones with more ability.
2	Distribute copies of the "Top Five" activity sheet from the Resource Pack to each individual.
3	Ask learners to draw a list of their Top 5 choices from each of the different categories presented
4	Explain that these top five lists are meant to help them discover who and what is important to them. Make sure all understand to list their top five choices for each category – but they should remember that it must be things they are willing to share with the whole group!
5	Explain that they should give individual answers but that they are working in pairs to help each other complete the list. Allow 30 minutes to complete the activity

- ❖ Bring the learners back into the main group. Write the following questions on the chart based on each category (*you may want to prepare this before the Session*). Don't show these questions to the learners until they have finished their group work.

Category	Questions
Top 5 People in my Life	<ul style="list-style-type: none"> • Are those who are listed mostly friends or family? • Are they people you've known for a long time? • Are they people you know well, or admire from a distance? • What qualities of character, if any, do these people share (examples could include honesty, loyalty, perseverance, kindness, etc.)?
Top 5 Things I like to do	<ul style="list-style-type: none"> • Are they things you do with others or alone? • Do you mostly use your body, your mind, or both to do them?

Category	Questions
Top 5 Places I would like to visit	<ul style="list-style-type: none"> • Why is it you want to go there? • Would you like to go alone or with other people?
Top 5 Things to own	<ul style="list-style-type: none"> • Ask why they chose these five things. • Are these things mainly for their own use or for others benefit as well? • What do these things say about what they value most in life?
Top 5 Rules I live by	<ul style="list-style-type: none"> • Why did you choose these rules? • What qualities of character do these rules reflect?
Top 5 Dreams for the future	<ul style="list-style-type: none"> • Explain why these dreams are important to you. • Do you expect to do so?

- ❖ Ask for one volunteer to come forward first and tell people his/her answers one category at a time.
- ❖ After each category, the group should ask that person questions about the reasons for their choices based on the questions you have written out on the chart. But remind them that when asking questions that they must treat the person with respect.
- ❖ Continue with other members of the group until all have finished or time is completed
- ❖ Ask learners what lessons they have learned for the group activity?



- ❖ Remember to give the learners copies of “My Top Five!” from the Resource Pack to take home

5.3. Session S3. Money Maker! (Buying, Selling and a Spending Plan)

Type of Content	Life Skills
Session Objectives	Learners will practice buying and selling to enable them get familiar with managing money
Resource requirements	<ul style="list-style-type: none"> • Flip chart and Marker Pens • A sample of Ush coins and notes up to 10,000 • Small squares of paper or card (10x10cm) to use as money

Buying, selling and a spending plan (Guide Time: 30 minutes)



Discussion

- ❖ Explain to learners that they are going to practice buying, selling and drawing a spending plan through a simple group activity

Step	Buying Using Money and Selling for money
1	Divide learners into groups – using your knowledge of the group try to ensure that each group has some people whom you know are more capable and able to help guide the others with this exercise if necessary.
2	Give each group a piece of paper and a pen and tell them they have 20 minutes for this exercise
3	Have groups further split into those that buy or the ones that sell in the market
4	Ask each group to identify a list of items or goods that they are likely buy for consumption or use at home or that they might sell in the market for example; <ul style="list-style-type: none"> • A group may come up with a list of items to buy like; soap, books, pencils, matches • The other group might identify items to sell such as shirt, pair of shorts, soda , eggs
5	Let them list the prices for each of those commodities for example; small Vaseline tin 1,200/= pencils =200Shs per pencil, soap 3500/= per Bar, matches =200 per match box
6	Learners then identify one of the members of the group to present to the whole team the list they have come up with
7	Encourage and correct any mistakes
8	Ask all the leaners if they have learnt Buying and Selling

- ❖ An example of a buying and selling list is provided below for your guidance and use if necessary.

(a) List of items to buy

Ref	Item	Cost Shilling(shs) or /=
1	Vaseline	1,200 a tin
2	Pencils	2400 dozen
3	Soap	3500 per bar
4	Matches	200 per box

(b) List of items to sell

Ref	Item	Cost Shilling(shs) or /=
1	A shirt	5,000
2	Soda a bottle	1,000
3	Pair of shorts	2,000
4	Eggs	500 each

- ❖ Next ask the learners to go back into their groups and explain that they are going to practice budgeting. Drawing a list of items to buy and sell as above
- ❖ Ask learners to also practice drawing a spending plan from the above list of items. Follow the example below for guidance

Step	Spending Plan
1	Ask each group to draw up a shopping list of items to buy from an available budget of 7500shs in a shop using the above example; small Vaseline, pencils, soap, matches
2	Let them list the prices for each of those commodities for example; small Vaseline tin 1,200/= pencils =200Shs per pencil, Soap 3500/= per Bar, Matches =200 per match box , Razor Blade at 200 each
3	Learners then identify one of the members of the group to present the group Budget
4	Encourage and correct any mistakes
5	Ask all the leaners if they have learnt Buying and Selling

- ❖ An example of a budget up to Ush 7,500 is provided below for your if necessary.

Ref	Item	Cost Shilling(shs) or /=
1	Vaseline	1,200 a tin
2	Pencils	2400 dozen
3	Soap	3500 per bar
4	Matches	200 per box
5	Razor Blade	200 per razor blade
5	Total	7,500

5.4 Session S4. Knowing Sanitation and Hygiene (A School Survey)

Type of Content	Life Skills
Session Objectives	Learners will explore their understanding of water, hygiene and sanitation issues by undertaking a short survey of facilities in their school and discussing the issues
Resource requirements	<ul style="list-style-type: none">• Paper and pens, Marker pens, flip chart
Resource Pack	Copies of the questions to be considered for each group

Survey (*Guide Time: 60 minutes*)



- ❖ Split the learners into at least two groups of 3-4 persons each. One group should be exclusively for girls and one for boys. Other groups can be mixed.
- ❖ Give them copies of the questions and survey sheet from the resource pack, The questions that they have to consider are as follows;
 - Thinking about their school they should list down the sanitation facilities (e, g latrines and handwashing points). How many and what are they?
 - They should consider whether these are working as they should and if not, what are the problems with them? (for example; are they clean, not working, not enough of them etc.)
 - What are the implications of them not working properly?
 - Are the issues the same for girls and boys?
 - What could be done to improve things - including by the learners themselves?
- ❖ Back in the main group each sub group should briefly present their findings and these should be discussed. Consider whether there were differences in the responses provided by boys and girls and discuss these.

5.5. Session S5. Gender Calendar (Group activity – challenging roles)

Type of Content	Life Skills
Session Objectives	Learners discuss different gender roles to explore their understanding and thinking on gender issues.
Resource requirements	Paper and pens, Marker pens, flip chart
Resource Pack and Takeaways	Copies of “Is it for boys or girls to do this?”

Is it for boys or girls to do this? (Guide Time: 30minutes)



Discussion

- ❖ Explain to the learners that you are going to lead a discussion on gender roles in their community and encourage at least everyone to contribute because this topic is about how they have been trained or taught to live as girls and boys in their families and community.
- ❖ Remind them this discussion is a revision of the **Module C, Session C1** that they learnt on Understanding Gender.
- ❖ Draw this table (**Is it for boys or girls to do this?**) on the chart before the session starts and go read each role on the list and ask for learners to raise hands up if they think that role is for girls or keep their hands down if they think it is for boys.
- ❖ You should put a Tick in the box against a YES or NO option. Use the majority hands raised to determine where to put a tick or to consider kind of response

#	Boy	Yes/No	Girl	Yes/No
1	Mechanic (Bicycle or Motorcycle)		Cooking	
2	Driving, riding a Bicycle or Motorcycle		Nurse	
3	Football player		Cleaning house/office/ surfaces	
4	Nurse		LC1 Chair	
5	Mathematician		Farming (digging)	
6	Selling goods (trading)		Taking children to hospital	

- ❖ After you have written down their answers, then ask them the following question;
 - Why they do not agree with their fellow learner on some answers?
 - Where do their answers come from?
 - Is it true that some if not all the above roles can be done by both girls and boys?
 - Do they have examples of cases where boys do girls' work in their homes or community? If yes, then let them mention these roles and please list them down
 - Do they really find any difference in the roles of both girls and boys?
 - What happens if boys perform duties for girls from the above table and vice versa?



- ❖ Remember to give the learners copies of “Is it for boys or girls to do this?” from the Resource Pack to take home

5.6. Session S6 Mapping My Community (Group Activity – Resource map)

Type of Content	Life Skills
Session Objectives	Learners are able to identify different resources around their community and present them on a simple map
Resource requirements	<ul style="list-style-type: none">• Flip Chart & Marker Pens, sticks, soft ground• Livelihood or day to day objects that can be easily picked up and are available (the facilitator will wish to ensure this before the session)
Resource Pack and Takeaways	Copies of examples of Community Resource Maps

Drawing a Resource Map (*Guide Time: 45 minutes*)

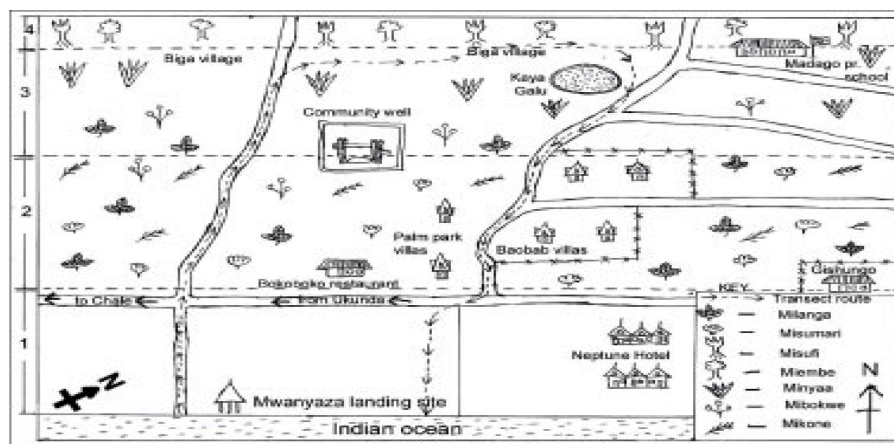


Discussion

- ❖ Explain to the learners that this session will help them to draw a map which shows different features that are represented by any locally available objects. Follow the table below to guide the learners into this exercise
- ❖ Write on the chart “**Resource**” and use the definition in the box below to explain its definition

Definition of a Resource
A resource is something that has the potential to be used to help reach a goal or objective. Resources can include equipment, land, water animals, buildings, telephones etc. People and skills can also be a resource. When these resources are drawn on the map, they form a Resource Map

- ❖ Bring up a copy of a Community Resource Map from the resource pack and explain how it is drawn to the learners. Make sure that you explain that it is important to agree on the symbols to be used for objects and to have a Key showing these.



- ❖ Use the instructions in the table below to guide the learners to practice how to draw a Resource Map

#	Resource map
1	Draw a Sketch map or an example of Resource Map onto a flipchart before the exercise for learners to use as a reference
2	Split learners into groups of 5-6 members
3	Give each group a flip Chart & Marker Pens
4	Ask group members to identify something that they think is a resource, discuss and agree whether or not to include it on the map
5	Some of these resources could be buildings like a shop, school, hospital, churches, LC offices football pitch or stadium, a borehole, mango trees etc.
6	Ask the groups to discuss and decide on a symbol to represent a resource on the map. This symbol should be used to represent that kind of resource
7	Tell learners to ensure sure that each group map has a key explaining what the symbols represent.
8	Each map should have a compass to show the direction of these resources
9	Bring back the learners in the whole group and ask the groups to present their maps to the whole group – making additions or corrections as required.

- ❖ As you conclude the session ask learners
 - How did they find the whole exercise of drawing a Resource Map?
 - What do they think a map like this might be used for - why is it important?
 - Are the learners able to use the skill acquired to draw any other kind of map?



- ❖ Remember to give the learners copies of the examples of A Community Resource Map from the Resource Pack to take home.

5.7. Session S7. Together We Can (Value of Team Work)


Type of Content	Life Skills
Session Objectives	Learners practice working together to accomplish tasks and are able to recognize the importance of working in teams and cooperation .
Resource requirements	Paper and pens, Marker pens, flip chart
Resource Pack and Takeaways	Copies of The Bundle Sticks Story

Working together as a Team (*Guide Time: 30 minutes*)



Discussion

- ❖ Explain to the learners that they are going to discuss the value and importance of working together as a team to accomplish tasks through a short story on **the Bundle of Sticks**. Distribute copies of this story to learners. Go ahead and read it for the learners and then guide them through the discussion

The Bundle of Sticks
 <p>An old man had a set of quarrelsome sons, who were always fighting with one another. On the point of death, he summoned his sons around him to give them his last advice. He ordered someone to bring in a bundle of sticks wrapped together. To his eldest son, he commanded, "Break it." The son strained and strained, but with all his efforts was unable to break the bundle. Each son in turn tried, but none of them was successful. "Untie the bundle," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. "You see my meaning," said their father. "Individually, you can easily be conquered, but together, you are invincible. Union gives strength."</p>

- ❖ Explain to the learners that from the story;
 - A stick- represents a single task or piece of work or challenge faced in life
 - A bundle of Sticks- represents the total amount of work to be done or all challenges faced
- ❖ Ask the learners what the father meant by saying "Individually, you can easily be conquered, but together, you are invincible. Union gives strength."
 - What is Team work? – use the definition in the box below to explain the meaning of team work

Definition of Team Work
The combined action or efforts of a group, especially when it is effective and efficient

- From the above story, how did the sons break the bundle
- Why did the father call the two sons to come break the bundle together?
- Why could not the two sons manage to break the bundle individually?
- How important was it for the sons to work together to break the bundle?
- What lessons can we get from the above story?
- How can the learners relate the above story to team work in our day to day life?

- ❖ Finally ask the learners to mention examples of when they worked together to complete a task or meet a challenge. These could be at home, school or somewhere else etc.



- ❖ Remember to give the learners copies of the Bundle Sticks Story from the Resource Pack to take home

5.8 Session S8. The Mediator (Discussion on how to solve conflicts)

Type of Content	Life Skills
Session Objectives	Learners are able to understand the importance of mediation in resolving conflict
Resource requirements	<ul style="list-style-type: none">• Flip chart and Markers• Extra pens and paper

Understanding the role of Mediation in Resolving Conflict (*Guide Time: 30minutes*)



Discussion

- ❖ Explain to learners that in this session you will lead them to discuss different ways of helping to resolve conflicts. Discussion will be based on a story about a **Controversial Football Match**
- ❖ Remind the learners that this topic of discussion is developed mainly from the earlier session they learnt on “Managing Conflict” that is located in **Module C Session: C7**. Distribute copies of this story to learners. Go ahead and read it for the learners and guide them through the discussion

A Controversial Football Match
Fighting broke out in a tense final of a football match of the 2010 Professor Ongom Christmas Cup. Players and fans of Aswa FC were not convinced by the red card given to their defender and a subsequent penalty being awarded to their fierce rivals Pajule FC. They thought the decision was a bit harsh against their side and that it was a way of trying to appease their opponents after Aswa FC had taken the lead through a soft penalty. This forced the referee to stop the game for a while to first calm fans and players who were opposing the decision. What also helped to calm things down is that some of the leaders from both communities who were present in the crowd urged both players and supporters to calm down. The referee also went on to listen to the captains of both sides and consulted further with his assistants and the other match officials. They eventually decided that his earlier decision to send off a player and award a penalty should stand. This decision seemed harsh but Aswa players had to accept it and continue playing

- ❖ Tell the learners that from the above example, different people take on different roles in order to overcome the tension or cause of fight between the fans and players on the pitch.
 - Referee- is the chief mediator supported by the local leaders
 - Players and Fans on both sides are the parties in dispute
- ❖ Ask learners the following questions
 - Do they think the players did the right thing to try and oppose the referee’s decision?
 - Did the referee handle the dispute well?
 - What do you think about the role played by the leaders from both communities?
 - Does this story relate to conflict in their community?

- Do similar or related cases of conflicts occur in their community? If any ask them to share examples and write them on the chart
- Whom do they run to when they get misunderstandings with their siblings, peers, at home or with friends and classmates at school to help them settle their cases and why?
- What is the role of a mediator in solving problems or resolving conflict?
- Why is it important to involve other people in solving problems or conflict?
- What lesson do the learners pick from the above story? Write the answers on a chart

5.9 Session S9. Activity Schedule (Practical exercise)

Type of Content	Life Skills
Session Objectives	Learners are able to draw an activity schedule to help them to consider how to plan and use their time effectively
Resource requirements	Flip Chart, Pens and markers
Resource Pack and Takeaways	Copies of Activity Schedules

Practicing Activity Schedules (Guide Time 30 minutes)

PRACTICAL EXERCISES

- ❖ Explain to the learners that they are going to learn and also practice how to draw a personal **Activity schedule** based on the various tasks they perform at different times of the day, that is morning, midday, afternoon, evening and night.
- ❖ Write on the chart the topic “**How to draw my daily Activity Schedule**”
- ❖ Ask learners to identify the activities they do at home and write them on the chart. Some of these are listed in the table below for your guidance

Bathing, Digging, Washing dishes, Cleaning the house, Sweeping the compound, Washing dishes, Going to school, Fetching water, Washing clothes, Cooking and serving lunch, eating lunch, Sports, music dance & drama, Ironing clothes for school, Preparing dinner, serving dinner, Revising books, Caring for younger siblings, Taking food to older relatives, Time to sleep

- ❖ Draw up a table showing a personal or individual schedule. Use this example below for your guidance (*You might need to prepare this table before the session*)

Time or part of the day	Type of activity							
	Digging	Shopping	Washing Ironing & Clothes	School	Compound	Preparing Dinner	Music & Drama	Games Sports
Morning								
Midday								
Afternoon								
Evening								
Night								

- ❖ Explain to the learners that the above personal chart denotes the daily activities of an individual from morning to night. It shows that someone goes digging in the morning, also cleans the compound, then goes for music and drama in the afternoon and winds up their day playing games and sports.

- ❖ Bring some learners to the front to practice shading their daily activities on the schedule above schedule above.
- ❖ Ask the learners how they think an Activity Schedule might be of use and whether they can think of other types of activity schedule. Some examples are provided below for your guidance. These are; a **School timetable, Church timetable, Health Centre timetable, Football fixtures, housework timetable**
- ❖ Ask learners to think of the importance of having an activity schedule and write them on the chart
- ❖ Ask learners whether they have learned how to draw **activity schedules**, if not repeat for them and make necessary clarifications.



- ❖ Remember to give the learners copies of Activity Schedules from the Resource Pack to take home;

5.10 Session S10. My Savings Plan (Interactive game – Importance of savings)

Type of Content	Life Skills
Session Objectives	Learners are reminded of the importance of learning how to save through practicing Saving
Resource requirements	<ul style="list-style-type: none">• Flip chart and Markers• Extra pens and paper• Paper Notes representing money (Coins)• Jars if available, plastic containers, or plastic bags if nothing else is available, representing the Jar System Money
Resource Pack and Takeaways	<ul style="list-style-type: none">• A picture of the Jar System Money and the Savings plan

Savings Challenge (Guide Time: 30minutes)

PRACTICAL EXERCISES

- ❖ Explain to learners that this session will test their understanding of the discipline of saving through an activity called **Try a Savings Challenge!** Tell learners that this activity is mainly built from the session they learnt on savings “Learning to Save”, that is located in **Module B Session: B3**. Use the steps in the table Below to guide you through this activity
- ❖ Before you begin the session, prepare a locally made “Jar System Money”. Get jars, plastic container or plastic paper bags, to represent the Jar system Money, with one of them labelled to represent Saving and another one Spend as seen in the picture below;
 - **Spend jar**-represents money to be used to for transport by both A & B
 - **Save Jar** –represents money to be saved to buy a ruler and a mathematical set



- ❖ You should prepare small pieces of paper each representing Uganda shillings coins 100. It is suggested that up to 20 “virtual” coins of 100/= will be sufficient.
- ❖ Draw up a simple Savings plan for the learners to use. Follow the example in the below for your guidance

Learner	Saving Goal/ Reason	Required amount(shs)	Week 1	Week 2	Week 3	Week 4
A	School ruler	1,200	300	300	300	300
B	Food container	2000	500	500	500	500

#	Try a Savings Challenge!
1	Split learners into groups of 4-5 members
2	Give each group copies of the savings plan and a diagram of the Jar System Money
3	Give every group money coins of up to a total of 2000 shillings for each group
4	Have each group represent a learner and choose the reason for saving from the above savings plan
5	<p>Tell them that in their group they should discuss approaches for managing their savings. Assume that both learners A & B are not working and that their main source of money is that given to them by their parents for transport and lunch money every morning before they go to school. However, with this they will face some challenges but also opportunities. These are described below;</p> <ul style="list-style-type: none"> • # Challenge 1- Both learners will either walk part of their distance or decide not to buy food at lunchtime so that they are able to save the amount required every week • # Challenge 2- Some days they may not want to save because of maybe they are feel hungry or they feel too weak to walk • # Opportunity: They might find some opportunity to earn a little extra money by helping their parents or relatives on the farm at weekends. • # Challenge 4- On Some days, <ul style="list-style-type: none"> ○ their parents may not have enough money to give them to afford breakfast ○ they may not get money for transport and lunch <p>Given the above they should discuss how they would manage saving.</p>
7	Bring back the whole group to share how they managed to save money
8	What lessons do learners pick from the Try a Savings Challenge!
9	How would they relate these lessons to Savings in our daily life?

**TAKE
AWAY**

❖ A picture of the **Jar System Money and the Savings plan** from the Resource Pack to take home

6. Resource Pack



6.1. Module A: Session A2: Self- Concept Short Stories

The Lion and the Sheep



There was once a pregnant lion that was on its last legs. She dies soon after giving birth. The new born not knowing what to do, makes its way into a nearby field and mingles with a herd of sheep. The mother sheep sees the cub and decides to raise it as its own.

And so the lion cub grows up along with the other sheep and starts thinking and acting just like a sheep. It would bleat like a sheep and even eat grass!

But it was never truly happy. For one, it always felt that there was something missing. And secondly, the other sheep would constantly make fun of it for being so different.

They would say, *"You are so ugly and your voice sounds so weird. Why can't you bleat properly like the rest of us? You are a disgrace to the sheep community!"*

The lion would just stand there and take in all these remarks feeling extremely sad. It felt it had let down the sheep community by being so different and that it was a waste of space.

One day, an older lion from a far off jungle sees the herd of sheep and decides to attack it. While attacking, it sees the young lion running away along with the other sheep.

Curious as to what was happening, the older lion decides to stop chasing the sheep and pursues the younger lion instead. It pounces on the lion and growls asking it why it is running away with the sheep?

The younger lion shakes in fear and says, *"please don't eat me, I am just a young sheep. Please let me go!"*.

Upon hearing this, the older lion growls, *"That's nonsense! You are not a sheep, you are a lion, just like me!"*.

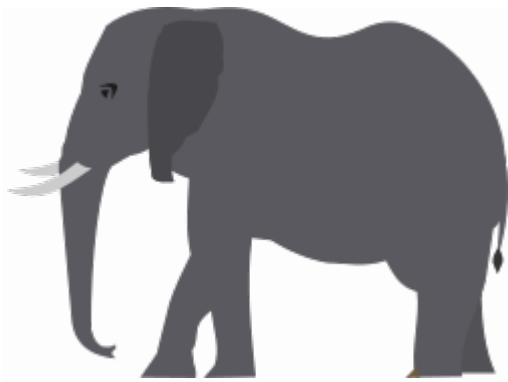
The younger lion simply repeats, *"I know I am a sheep, please let me go"*.

At this point the older lion gets an idea. It drags the younger lion to a river nearby and asks it to look at its reflection. Upon looking at the reflection, **the lion much to its own astonishment realizes who it really was; it was not a sheep, it was a mighty lion!**

The young lion feels so thrilled that it lets out a mighty roar. The roar echoes from all corners of the jungle and frightens the living daylights out of all the sheep that were hiding behind the bushes to see what was happening. They all flee away.

No longer will the sheep be able to make fun of the lion or even stand close to it for the lion had found its true nature and its true herd.

2: The Elephant and the Pig

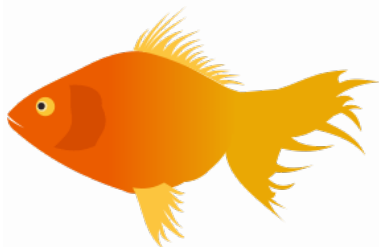


An elephant was walking toward its herd after taking bath in a nearby river. On its way the elephant sees a pig walking towards it. The pig as usual was coming after a relaxing dip in muddy waters. It was covered in mud. Upon approaching closer, the pig sees the elephant moving out of its way allowing the pig to pass. While walking past, the pig makes fun of the elephant accusing the elephant of being afraid of it.

It also tells this to other pigs standing nearby and they all laugh at the elephant. Upon seeing this, some elephants from the herd ask their friend in amazement, *"Were you really afraid of that pig?"*

To which the elephant replies, *"No. I could have crushed that pig under my leg if I wanted to, but the pig was muddy, and the mud would have splashed on me too. I wanted to avoid that, hence I stepped aside."*

3: The Monkey and the Fish



The fish loved the river. It felt blissful swimming around in its clear blue waters. One day while swimming closer to the river banks it hears a voice say, *"hey, fish, how is the water?"*.

The fish raises its head above the water to see who it was. It sees a monkey seated on a branch of a tree extended over the water.

The fish replies, *"The water is nice and warm, thank you"*.

The monkey feels jealous of the fish and wants to put it down. It says, *"why don't you come out of the water and climb this tree. The view from here is amazing!"*

The fish feeling a little sad, replies, *"I don't know how to climb a tree and I cannot survive without water"*.

Hearing this the monkey makes fun of the fish saying, *"you are totally worthless if you cannot climb a tree!"*

The fish starts thinking about this remark day and night and becomes extremely depressed, *"yes, the monkey is right"*, it would think, *"I cannot even climb a tree, I must be worthless."*

A sea-horse sees the fish feeling all depressed and asks it what the reason was. Upon knowing the reason, the sea-horse laughs and says, *"If the monkey thinks you are worthless for not being able to climb the tree, then the monkey is worthless too because it cannot swim or live under water."*

Upon hearing this the fish suddenly realized how gifted it was; that it had the ability to survive under water and swim freely which the monkey never could!

The fish feels thankful to nature for giving it such an amazing ability.

6.2. Module A: Session A3: “Body Changes in Puberty”

Change	Explanation
Boys and Girls	
Grow taller	Children going through puberty experience a sudden increase in growth spurt where they start to grow taller as all of their body grows bigger.
Develop pubic hair around genitals and under arms	Pubic hair starts to grow around the genitals, meaning the penis and scrotum on a boy and the vulva on a girl. Hair also starts to grow under the arms.
Might get acne or pimples	The hormones that cause someone to go through puberty can trigger more natural oil to develop on the skin, including the face. In some people extra oil on their face can cause them to develop pimples or acne. Generally washing daily with soap and water can help reduce this.
Sweat or perspire more	During puberty the sweat glands start to produce more sweat which is also more likely to have a strong smell. People going through puberty should therefore bathe more often with soap and water.
Hormone changes cause more sexual feelings	The hormones that cause a person to go through puberty also cause new or more sexual feelings and desires.
Girls	
Breasts develop	Girls breasts and nipples will grow larger. There is a wide variety of breast shapes and sizes.
Ovulation and menstruation begin	The ovaries will start to release an egg or ovum, generally about once every four weeks. If the egg does not join with a sperm and implant, the lining of the uterus is shed and the blood and tissue leaves through her vagina once a month, often called “having a period.” The bleeding can last from between 2–10 days. A girl can also experience cramps during her menstrual period when the uterus is contracting to shed the lining.
Hips widen	The hips of a girl start to get wider so that her pelvis can support a pregnancy.
Vaginal discharge	The inside of the vagina cleans itself out every day and during puberty, girls might notice more clear to white discharge in their underwear or on the toilet paper when using the bathroom. This daily discharge, as long as there is no strong smell and it does not change colour, is very normal
Boys	
Hair on face and chest	The amount of hair a boy grows on his face and chest is inherited meaning it's determined by his father and likely to be very similar to other male relatives. Boys generally develop hair around their mouth, cheeks and neck around the face, and on the chest to some degree.
Erections happen more often and for no reason	Erections are when the penis fills with blood and gets harder and bigger, standing away from the body. During puberty erections get more frequent and sometimes for no reason. These will go away by themselves.
Voice gets Deeper	As a boy gets taller, the vocal chords get thicker causing his voice to slowly get deeper. and maybe crack sometimes. The Adam's apple or larynx in the neck will start to stick out a bit and become more noticeable.
Sperm are produced	Sperm are the cells a boy makes in his testicle. They combine with other fluids to create something called semen which is released from the tip of his penis when he ejaculates. Some boys to experience ejaculation of semen while they are asleep and is sometimes called a Wet Dream. It often happens as a result of the hormones in his body and is normal if it does happen and also totally normal if it never happens.

6.3. Module A: Session A4: Definitions and approaches to developing self-confidence

What is Self Confidence
Refers to a belief in one's own ability to do the best. It does not consider one's size or require them to be the best or the brightest to have self-confidence. An individual has to believe in their capability to perform best. All it takes is the willingness of an individual to take risks.

Approach	Description
Ask questions	<ul style="list-style-type: none"> As learners, you should not fear or feel shy to ask questions-when you need clarifications, corrections or any kind of help at school from a fellow student, teacher, at home or when in any new place
Believe in your strengths	<ul style="list-style-type: none"> Always appreciate yourself or have pride in yourself for a completing a task; for example being happy that you have passed exams or finished doing domestic work at home
Desire to risk	<ul style="list-style-type: none"> Always love to try out tasks that seem hard or impossible. Be happy to face new experiences as opportunities to learn rather than occasions to win or lose.
Learn to encourage yourself (cheerleader)	<ul style="list-style-type: none"> Tell yourself how proud you are of everything you have done or are doing. Positive self-talk helps to subdue the negative thoughts and fear in you for example encouraging yourself with phrases or quotes like; <ul style="list-style-type: none"> No one is perfect Failure is part of success Failure is part of life, if you don't fail you don't learn One step at a time
Set reasonable goals	<ul style="list-style-type: none"> These could be goals like desiring to be the first in class or desiring to be a teacher and do your best to achieve them and be happy. Unreasonable goals could be one wanting to go to another country without a Visa or Passport or do a job with no training.
Self-Assessment	<ul style="list-style-type: none"> Let it be a habit to always check or test yourself independently. Check how you feel about your own behavior, work, etc. will give you a stronger understanding of self.
Wealth or resources	<ul style="list-style-type: none"> Check for what resources and help are available to you in your school and community and make you use of them. For example, libraries, counsellors, teachers, study groups, tutors, the internet.

Definition of Assertiveness
Refers to ways by which an individual is able to express his/her views, opinions and feelings without violating the rights of other people. It is a skill that is learnt. Assertiveness helps people to defend their personal space or boundaries

6.4. Module A: Session A5: How to show Empathy

Behavior	Description
Listening	<ul style="list-style-type: none"> This involves one paying attention to listen to what is being told, thereafter you respond or identify with their situation
Kindness	<ul style="list-style-type: none"> Kindness as a way of extending sympathy could be in form one being generous to another, giving a helping hand to mention but a few.
Show Concern/Care	<ul style="list-style-type: none"> Concern and care normally requires that emotional support is given in cases where people open up about their personal problems, when they are not feeling well. Concern and care are shown by asking; <ul style="list-style-type: none"> How one is feeling? Whether there is anything you could do for them? Or for close friends, you decide to call them on the phone or to meet up, this can make a big difference to them.
Recognizing feelings	<ul style="list-style-type: none"> Here one reads or recognizes the state of mind a friend may be in, for example; frustration, sadness, disappointment, anger, joy and responds to this. This could be by simply saying: <ul style="list-style-type: none"> "I'm so sorry that you are feeling this," "This must be really frustrating," "What happened" I am happy for you my friend/sister etc.
Ask Questions	<ul style="list-style-type: none"> Questions should be asked as a way to react to problems shared in an open conversation to encourage people to tell you more about their issue. For example, if a child tells a friend that they no longer go to school anymore. You would expect the friend to ask questions in reaction. Questions like; <ul style="list-style-type: none"> Oh sorry, what happened? Are you feeling sick or ill? Were you stopped from studying because of school fees?
Don't judge	<ul style="list-style-type: none"> In this situation it is important to mainly listen and considering a problem the way it is presented and therefore respond accordingly instead of passing judgment on an issue.

6.5 Module A: Session A6: Short Stories on Respect

A Man with a young Nephew

Once upon a time, there was a man in a small Apaa village who lived by himself who couldn't see. He was blind. Yet, he always took a 10-year-old nephew to guide him walk when going for shopping at the trading Centre. One late evening when they were going back home they came across a group of young teenagers. Seeing that the man was being led by the boy they started passing comments and making fun of them. One of them asked, "Hey Man! Why do you move with that young boy?!" The blind man replied, "Yes, unfortunately, I am blind, and I can't see anything, but this young nephew of mine is guiding me - it seems that you can see but do not understand."

Lesson: *The group of teenagers felt embarrassed and apologized.*

Making Family Special

When I was a kid, my Mom liked to prepare Potatoes with Malakwang in pasted (g-nuts and Sim-Sim) or Odee, which was Dad's favourite food every Sunday for dinner. I remember one evening in particular when she had made dinner after a long, hard day at work. On that evening, the sauce got extremely burned. I remember waiting to see if anyone noticed! Yet all dad did was reached for his plate and ate and thanked Mom for cooking. Mom in turn apologized to my dad for burning the food. And I'll never forget what Dad said: "It ok, I love eating Potatoes with Malakwang even when they are burned."

Lesson: *Life is full of imperfect things and imperfect people. everyone can make mistakes!*

Fear vs Respect

A long time ago there was a very bad king named Lajal who ruled over the Kim kingdom with all the surrounding villages. All the people were fearful because of his cruelty. Lajal had his guard called Tom who was very humble and loyal, and for this reason the king loved him so much more than all the other guards. One fateful morning Tom suddenly felt ill and he died. King Lajal organized the burial for his late servant Tom and almost the entire kingdom came to the burial. King Lajal was very happy to see that people loved him so much and he felt he was the most popular king in the world. After a short time, King Lajal also died, but few people came to his funeral.

Lesson: *Respect is something you have to earn; you cannot force it on others to respect you.*

6.6 Module A: Session A7: Dreams into Actions

- Dreams are often imaginary or ideas which only carry meaning when put in to action, this therefore means that **a dream becomes a goal when action is taken to make it come true**. A goal sets a plan which helps a dream to become a reality.
- it is **important that goals are realistic – in other words that they have a good chance of being achieved – but at the same time a goal should not be too easy**. If a goal is not realistic, you can easily become discouraged, but that if it is too easy, you can become bored. **Goals should be both achievable and challenging**.
- **Potential examples of realistic and unrealistic goals are provided below;**
 - Okello has decided that he wants to build a rocket and go to the moon (unrealistic)
 - Sarah has decided that she will try save money to buy 3 goats (realistic –challenging)
 - Michael has decided that he will listen to the radio every day (realistic – too easy)
 - Alice has decided that she wants to learn how to make pottery (realistic – challenging)
- ❖ Big goals sometimes also need **smaller steps – like stepping stones across a river** – to help you achieve them.

6.7 Module A: Session A8: Dreams into Actions

- Dreams are often imaginary or ideas which only carry meaning when put in to action, this therefore means that **a dream becomes a goal when action is taken to make it come true**. A goal sets a plan which helps a dream to become a reality.
- it is **important that goals are realistic – in other words that they have a good chance of being achieved – but at the same time a goal should not be too easy**. If a goal is not realistic, you can easily become discouraged, but that if it is too easy, you can become bored. **Goals should be both achievable and challenging**.
- **Potential examples of realistic and unrealistic goals are provided below;**
 - Okello has decided that he wants to build a rocket and go to the moon (unrealistic)
 - Sarah has decided that she will try save money to buy 3 goats (realistic –challenging)
 - Michael has decided that he will listen to the radio every day (realistic – too easy)
 - Alice has decided that she wants to learn how to make pottery (realistic – challenging)
- ❖ Big goals sometimes also need **smaller steps – like stepping stones across a river** – to help you achieve them.

6.8. Module B: Session B3: Learning to Save

A simple savings plan

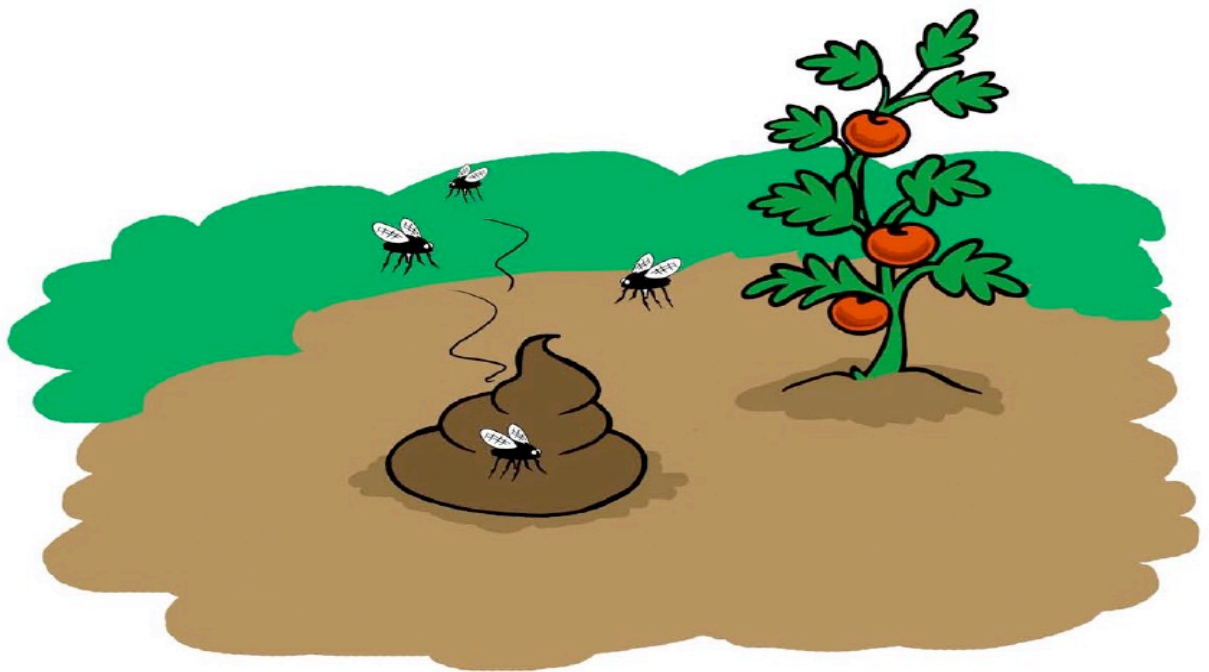
Saving Goal/ Reason	Amount Needed	Period Months/Years	Savings per week or month Ush.

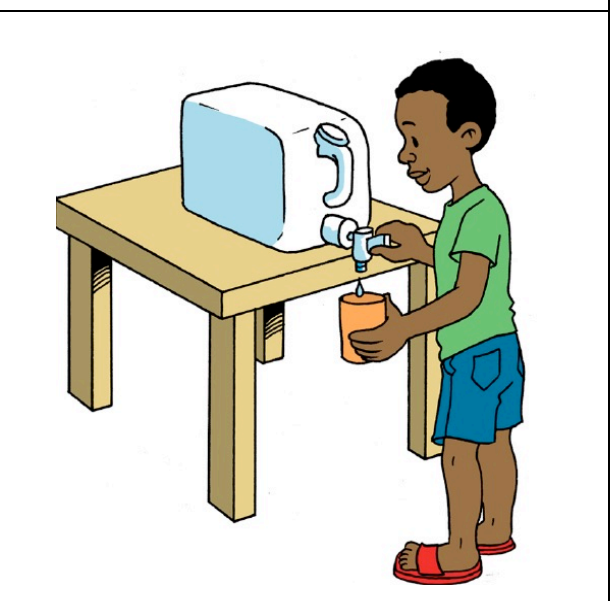
Jar System Money

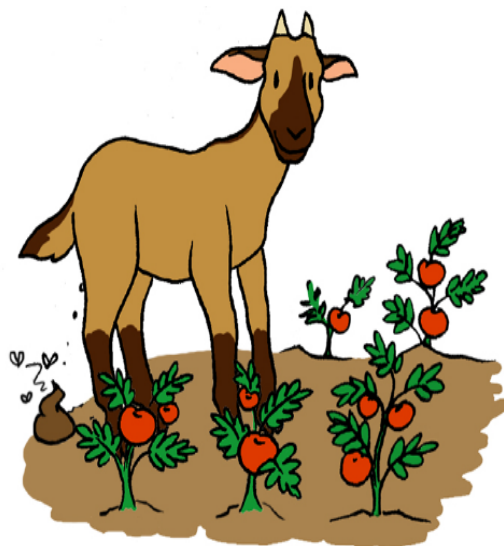


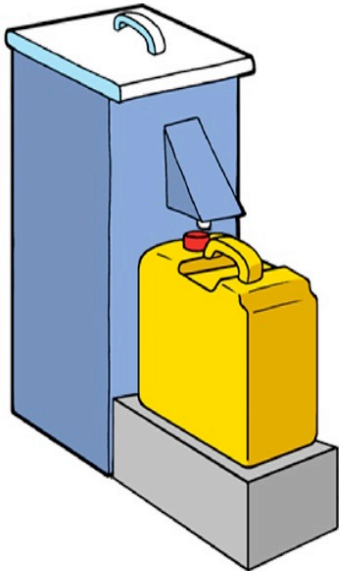
6.9. Module B: Session B4: Sanitation & Hygiene



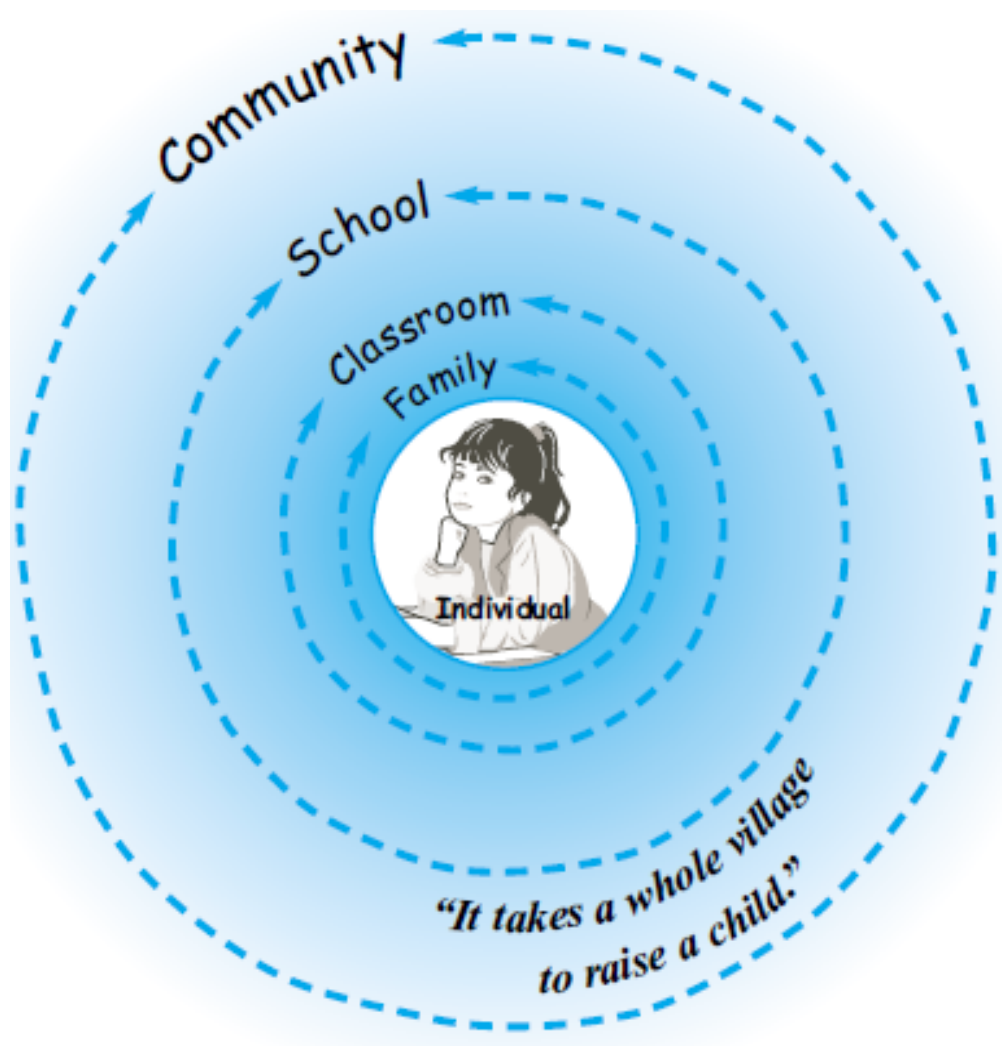








6.10 Module C: Session C2: "It takes a whole Village to a child"



6.11 Module C: Session C4 - HIV Facts

Quick Test

#	Question	True	False
1	You can see if a person is infected with HIV		
2	The main way that people get infected with HIV is through sex.		
3	A mother who is HIV positive will always have an HIV positive baby.		
4	You shouldn't eat from the same plate as someone with HIV otherwise you will get infected.		
5	There is no such thing as safe sex.		
6	If you already have a sexually transmitted disease, you are 5-10 times more likely to be infected with HIV during sex		
7	Drinking alcohol might interfere with your judgement and put you at greater risk of contracting HIV		
8	People usually die from AIDS related diseases rather than AIDS itself		
9	Most symptoms of AIDS are symptoms of other diseases too		
10	You cannot get infected with HIV by ordinary daily contact with a person with HIV.		

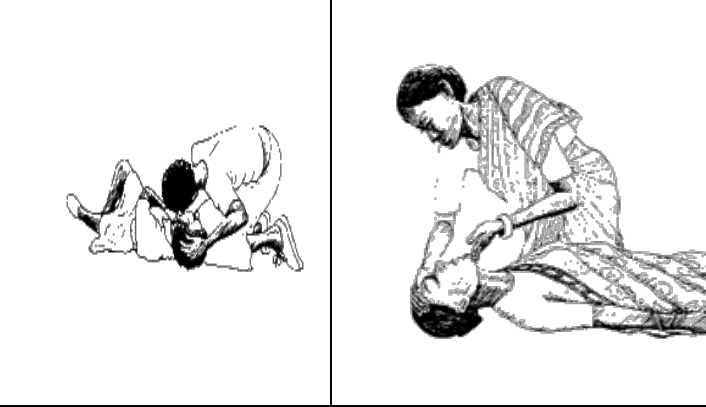
HIV Facts

What is HIV?	<ul style="list-style-type: none"> HIV stands for: Human Immuno-deficiency Virus It is caused by a virus which cannot be seen with the naked eye – only through a powerful microscope.
What does HIV do	<ul style="list-style-type: none"> It makes people ill by making your immune system stop working properly. Your immune system is your defence against infections and illness which mean your body cannot fight against infections and diseases. People who are HIV positive can look and be well for a number of years but they can still infect other people with the virus. An infected person becomes more likely to get illnesses and less able to deal with them. Eventually, without treatment, one of these diseases can cause their death.
Where is HIV found in the human body?	<ul style="list-style-type: none"> HIV is found in the blood and other body fluids – including breast milk in an infected person
What is AIDS?	<p>Acquired Immune Deficiency Syndrome</p> <ul style="list-style-type: none"> AIDS is caused when HIV weakens the immune system so that it can no longer properly fight infections. It is called a syndrome because there are a number of different symptoms it causes.
How is HIV passed from person to person?	<ul style="list-style-type: none"> Sexual contact is the main way that people become infected. Other ways in which HIV may be spread is from contaminated blood transfusions, through other contact with blood (from used needles etc.). In Uganda it is very unlikely that you would get HIV from a blood transfusion if you receive it a proper clinic as all blood is tested. From mother to child – in the womb, at birth or sometimes through breast milk.
Ways that you cannot get HIV	<ul style="list-style-type: none"> Sharing utensils like plates and cups Shaking hands Kissing on the cheek or hands Sleeping in the same room Using the same shower or toilet Working together Playing sport together
What is the current status of the epidemic in Uganda ³ ?	<ul style="list-style-type: none"> Uganda has lost nearly 2 million people to HIV AIDS – this is more than the number lost in wars since independence. Currently 1.2 million people in Uganda live with HIV. The prevalence rate as measured in 2016 was 6.2% across the country as a whole and 7.2% in the mid-north region, which includes Acholi⁴. While great achievements have been made in reducing transmission and in treating people with the disease, there continues to be no cure and its effects on the country are still severe. In 2016 it was estimated that there were 227 new infections per day.

³ Uganda Aids Commission figures 2017

⁴ Uganda Population Based HIV Impact Assessment (2016-2017)

6.12 Module C: Session C6: ABC Priorities for First Aid

The ABC Priorities for First Aid		
(A) Airway	<ul style="list-style-type: none"> In this case, the airway of an unconscious person may be narrowed or blocked, making breathing difficult and noisy or impossible. This can happen when the tongue drops back and blocks the throat or when blood, vomit or broken teeth etc. are blocking the Airway. You hold the chin and tilt the head back to lift the tongue away from the entrance to the air passage. You should clear any obvious blockage if you can. Place two fingers under the point of the person's chin and lift the jaw, while placing your other hand on the forehead and tilting the head well back. <p>If you think the neck may be injured, tilt the head very carefully, just enough to open the airway.</p>	
(B) Breathing	<ul style="list-style-type: none"> Here you Check for the breathing by placing your head near the person's nose and mouth. Feel for breath on your cheek or moisture on the back of your hand 	 <ul style="list-style-type: none"> If a person has just stopped breathing use mouth to mouth ventilation. Make sure the airway is open and head tilted back. Pinch the nostrils together, take a deep breath and blow into the mouth, firmly sealing your lips around the mouth so air is not lost. You should see the chest rise.
(C) Circulation (and bleeding)	<ul style="list-style-type: none"> Check for circulation (to see if the heart is still beating) by feeling for the Adam's apple (lump on the windpipe) with two fingers. Slide the fingers to the side of the windpipe and feel for the pulse. If the heart has stopped beating use chest compression to try to restart the heart. Place your hand flat just above the point where the ribs meet the breastbone. Bring the other hand on top of it and lock your fingers together. With your arms straight, press down firmly on the breastbone, pushing it down by 4–5 cm. Release the pressure and repeat the compressions at a rate of about 80 per minute. If the person is also not breathing, alternate 15 compressions with two breaths until help arrives. Stop any serious bleeding by applying firm pressure on the wound until the bleeding stops. Never use a tourniquet. 	

#	First Aid Situation	Application of Skill
1	Nosebleeds	<ul style="list-style-type: none"> • Sit the person upright and tell them to lean forward to reduce blood pressure in the veins on their nose and to stop blood running into their throat which will make them choke • Tell them to use their thumb and index finger to pinch their nostrils tightly shut, and to breathe through their mouth for a few minutes
2	Simple Burns	<ul style="list-style-type: none"> • Cool the burn by holding the burned area under cool running water or apply a cool, wet compress until the pain eases. • Remove rings or other tight items from the burned area. Try to do this quickly and gently, before the area swells • Don't break blisters because Fluid-filled blisters protect against infection.
3	Suspected broken bones	<ul style="list-style-type: none"> • Immobilize the area where a break is suspected – make the person comfortable so they can keep the injured part still. Don't try to suddenly move them unless they are in danger. • When they do have to be moved, do so carefully and gently making sure that weight is not put on the injured part (e.g. leg or arm)
5	Head injuries	<ul style="list-style-type: none"> • Get the person to sit down so that if they feel dizzy or lose consciousness, they won't fall over. • Put a cold compress on the area to reduce swelling. • Keep watching the person to make sure they are alert and responsive. If they are, then their injury is probably minor, although someone should stay with them until they recover or have seen a health worker • If they become less responsive or confused in any way, they should be taken to a health facility immediately.
6	Snake bite	<ul style="list-style-type: none"> • Make sure the snake is no longer there. • Try to keep the victim calm and tell them not to move around – in order to slow down the spread of the venom • Remove any jewelry and tight clothing near the bite before swelling affects the area. • Position the victim if possible, so that the bitten is at or below the level of their heart. • Cover the wound/bite mark with a clean, dry dressing or other item of clothing and arrange for the person to be taken to a health facility • Do not apply a tourniquet or cut the bitten area

6.13 Module C: Session C7: Tools for Managing Anger

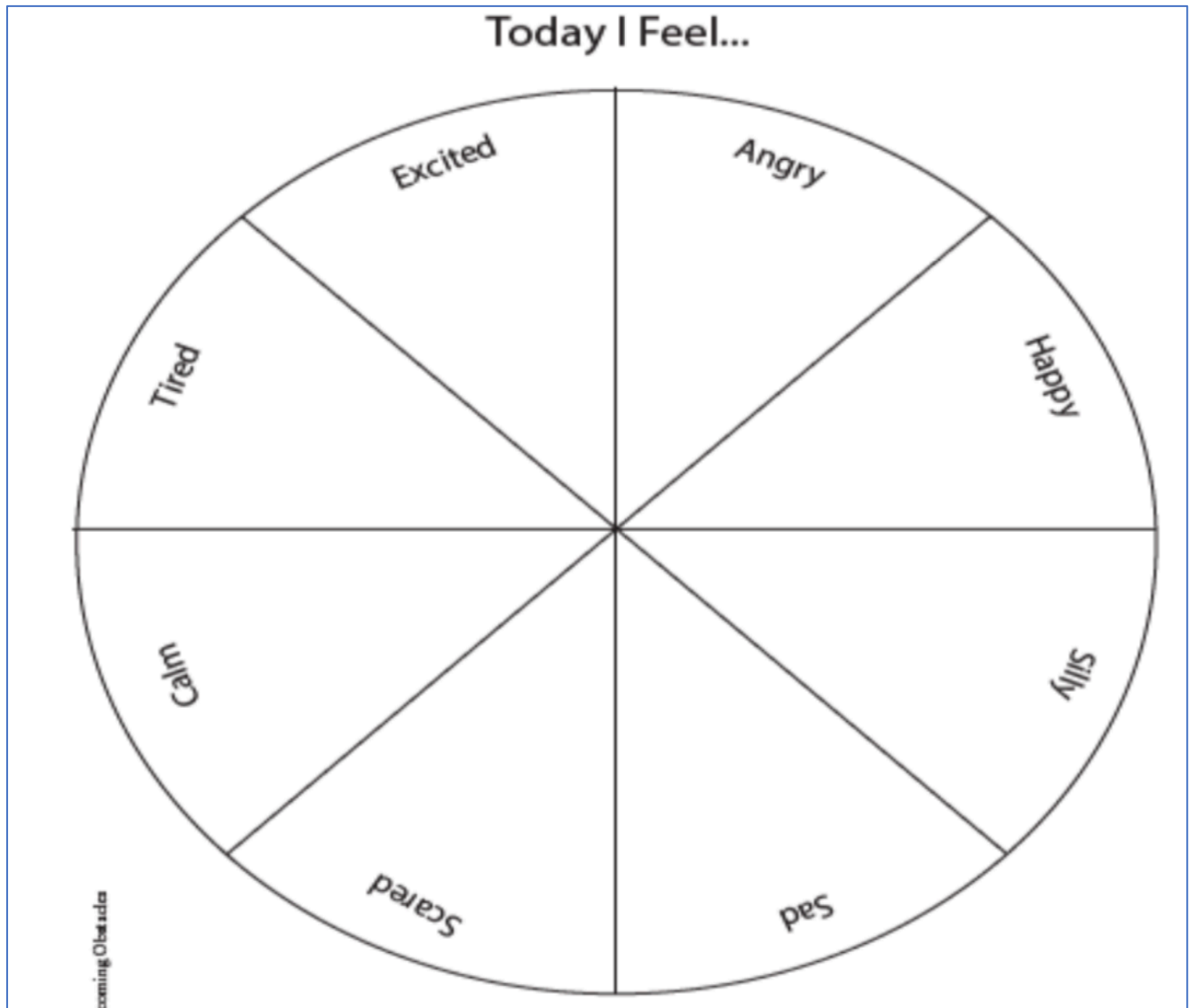
Tools	Explanation
Think before you speak	<ul style="list-style-type: none">• In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same. Some people find it helpful to count to 10 before they speak in these situations.
Once you're calm, express your feelings	<ul style="list-style-type: none">• As soon as you're thinking clearly, express your frustration in an assertive but non-confrontational way. State your concerns and needs clearly, but without hurting others or trying to control them.
Exercise	<ul style="list-style-type: none">• Physical activity can help reduce stress that can cause you to become angry. If you feel your anger escalating, go for a brisk walk or run, or spend some time doing other enjoyable physical activities.
Stick with “I” statements	<ul style="list-style-type: none">• To avoid criticizing or placing blame — which might only increase tension — use “I” statements to describe the problem. Be respectful and specific. For example, say, “I’m upset that you didn’t help with looking after the animals today instead of “You never do any work.”
Don’t hold a grudge	<ul style="list-style-type: none">• Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.
Talk to someone	<ul style="list-style-type: none">• Sometimes talking to another person about the situation can help you to calm down and maybe see the problem in a new way. These might be friends, relatives or someone else you trust.

6.14 Module C: Session C8: How to have a Positive Attitude

#	Approach	Description
1	Always be with positive people	Such people normally have new ideas, and are interested in lots of other things which make you generally better person
2	Check your language	It is important to think carefully and mind how you speak. Speaking positively builds your confidence and helps you to succeed. Find a positive way to view everything and everyone.
3	Develop a daily routine	This helps you accomplish a lot for example in school a revision timetable would help a learner concentrate and pass exams
4	Set personal goals	These keep you focused and act as guides to help you succeed. For example if you want to pass final exams , you will continue reading even when you fail mock exams
5	Be open and embrace learning	You should always be a person that desires and is willing to learn and also curious about many things
6	Be patient	This will make the present challenges not seem so hard because you know a little more wait will bring good news.
7	Make things happen yourself	You should know that it is up to you to make things happen, your hard work is what will bring good things, be willing to accept to change quickly and also keep going in hard times

6.15 Standalones: Session S1 Wheel of Emotion

(a) “the Wheel of Emotion Activity Sheet”



(b) Anger Management Techniques

Managing Anger	Explanation
Think before you speak	<ul style="list-style-type: none">• In the heat of the moment, it's easy to say something you'll later regret. Take a few moments to collect your thoughts before saying anything — and allow others involved in the situation to do the same. Some people find it helpful to count to 10 before they speak
Once you're calm, express your feelings	<ul style="list-style-type: none">• As soon as you're thinking clearly, express your frustration in an assertive but nonconfrontational way. State your concerns and needs clearly, but without hurting others or trying to control them.
Exercise	<ul style="list-style-type: none">• Physical activity can help reduce stress that can cause you to become angry. If you feel your anger building, try going for a brisk walk or run.
Stick with “I” statements	<ul style="list-style-type: none">• To avoid criticizing or placing blame — which might only increase tension — use “I” statements to describe the problem. Be respectful and specific. For example, say, “I’m upset that you didn’t help with looking after the animals today instead of “You never do any work.”
Don’t hold a grudge	<ul style="list-style-type: none">• Forgiveness is a powerful tool. If you allow anger and other negative feelings to crowd out positive feelings, you might find yourself swallowed up by your own bitterness or sense of injustice. But if you can forgive someone who angered you, you might both learn from the situation and strengthen your relationship.
Talk to someone	<ul style="list-style-type: none">• Sometimes talking to another person about the situation can help you to calm down and maybe see the problem in a new way. These might be friends, relatives or someone else you trust.

My Top Five!

A: Top Five People in My Life

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | |

B: Top Five Things I Like to do

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | |

C: Top Five Places I would Like to Visit

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | |

D: Top Five Things to Own

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | |

E: Top Five Rules I Live By

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | |

F: Top Five Dreams for the Future

- | | |
|---------|---------|
| 1. | 2. |
| 3. | 4. |
| 5. | |

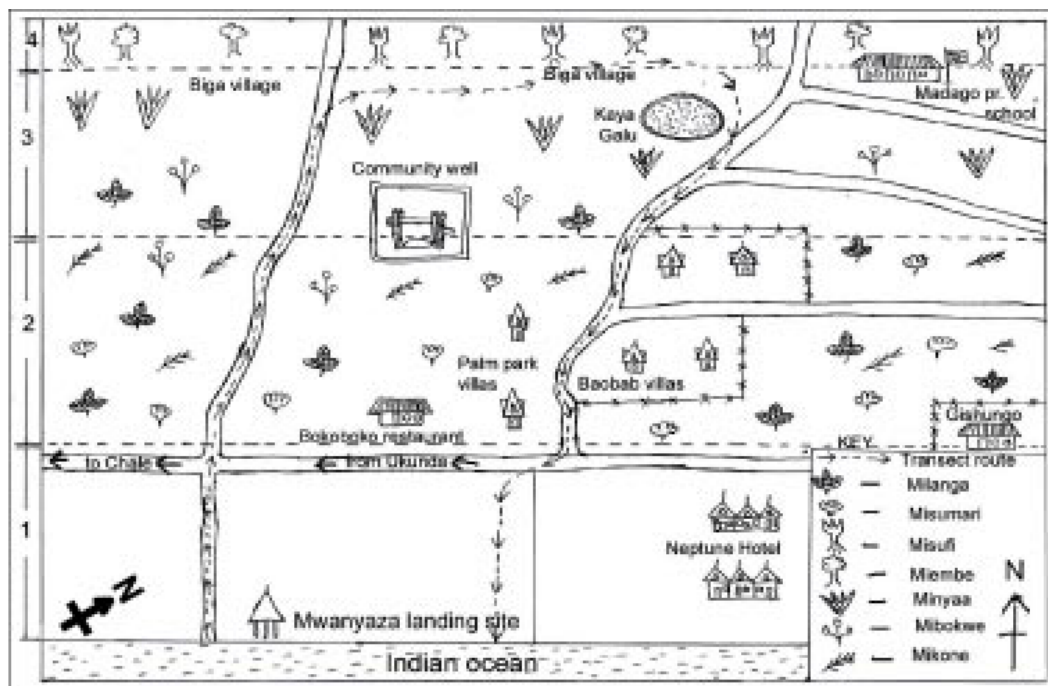
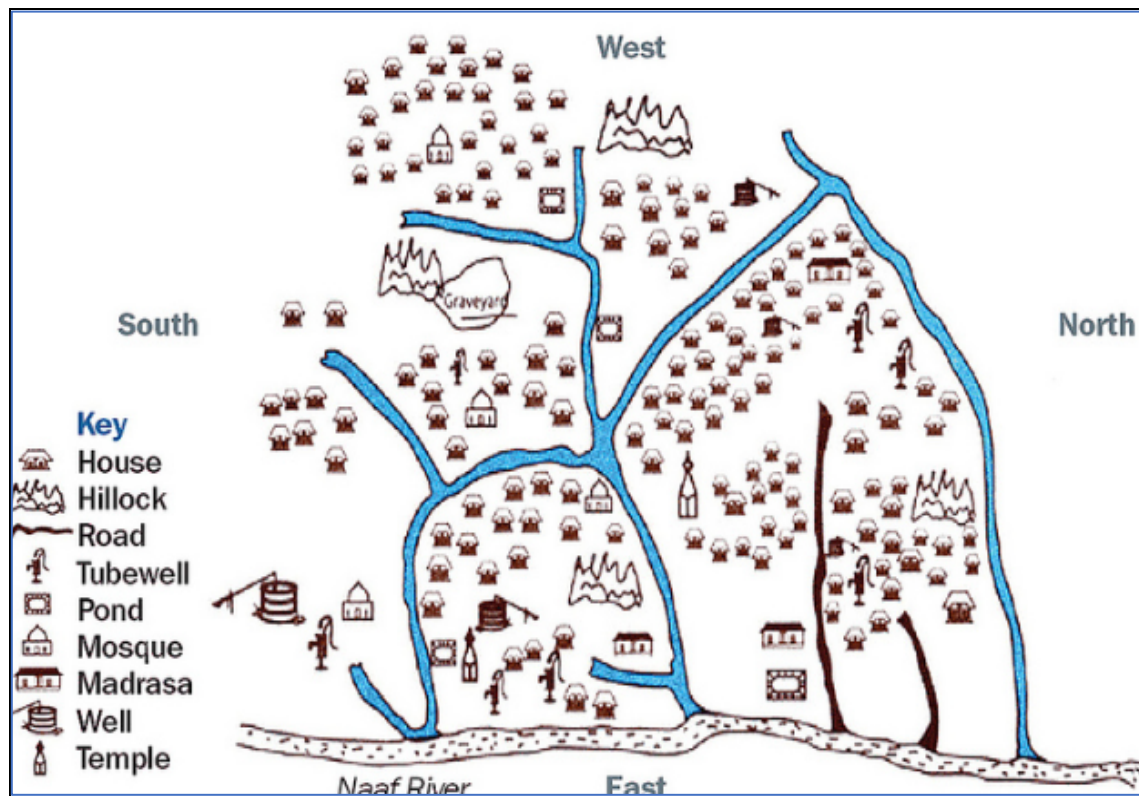
6.17 Standalones: Session S4: A School Survey (Questions to consider)

- Thinking about our school list down the sanitation facilities (e, g latrines and handwashing points). How many are there and what are they?
- Are these facilities working as they should and if not, what are the problems with them? (for example; are they clean, not working, not enough of them etc.)
- What are the implications of them not working properly?
- Are the issues the same for girls and boys?
- What could be done to improve things - including by the learners themselves?

6.18 Standalones: Session S5: Table-Is it for boys or girls to do this?

#	Boy	Yes/No	Girl	Yes/No
1	Mechanic (Bicycle or Motorcycle)		Cooking	
2	Driving, riding a Bicycle or Motorcycle		Nurse	
3	Football player		Cleaning the house/office/surfaces	
4	Nurse		LC1 chairman	
5	Mathematician		Farming (digging)	
6	Selling goods (trading)		Taking children to hospital	

6.19 Standalones: Session S6: Examples of Community Resource Map



6.20 Standalones: Session S7: The Bundle Sticks Story

The Bundle of Sticks



An old man had a set of quarrelsome sons, who were always fighting with one another. On the point of death, he summoned his sons around him to give them his last advice. He ordered someone to bring in a bundle of sticks wrapped together. To his eldest son, he commanded, "Break it." The son strained and strained, but with all his efforts was unable to break the bundle. Each son in turn tried, but none of them was successful. "Untie the bundle," said the father, "and each of you take a stick." When they had done so, he called out to them: "Now, break," and each stick was easily broken. **"You see my meaning," said their father. "Individually, you can easily be conquered, but together, you are invincible. Union gives strength."**

6.21. Standalones: Session S9: Activity Schedules

(a) Daily Activity Schedule

Time or part of the day	Type of activity							
	Digging	Shopping	Washing Ironing & Clothes	School	Compound	Preparing Dinner	Music & Drama	Games Sports
Morning								
Midday								
Afternoon								
Evening								
Night								

(b) Weekly Activity Schedule

Day	Morning	Mid-day	Afternoon	Evening	Night
Monday	Going to school		Lunch	Homework	Time to sleep
Tuesday	Going to school		Lunch	Ironing	Time to sleep
Wednesday	Going to school		Lunch	Games	Time to sleep
Thursday	Going to School		Lunch	Games	Time to sleep
Friday	Going to School		Lunch	Games	Time to sleep
Saturday	1.Digging 2. Wash clothes 3. Wash Dishes	1.Sweeping 2. Fetch water	1. Cooking 2. Eat Lunch	1.Playing sports 2. Go to the market	Time to sleep
Sunday	1.Church 2.Washing	Resting	Lunch	1.Sports 2. Dinner	Time to sleep

6.22 Standalones: Session S10: Jar System Money



Savings plan template

Learner	Saving Goal/ Reason	Required amount(shs)	Week 1	Week 2	Week 3	Week 4
A	School ruler	1,000	250	250	250	250
B	Plastic watch	1,000	250	250	250	250
C						
D						
E						

