



AFRICAN YOUTH EMPOWERMENT AND DEVELOPMENT INITIATIVE (AYEDI)

YOUTH EMPOWERMENT CLUB PACKAGE

Facilitator's Guide

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Acknowledgements

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This guide is not exhaustive but is intended to be adapted/tailored to the context in which it will be used.

Many of the exercises and notes contained in this manual have been adapted or drawn from other training materials, including:

- *Protecting Ourselves and Each Other: A Child Rights and Protection Resource*. Bantwana Initiative (2010).
- *Protecting Ourselves and Each Other: A Call to Action*. Bantwana Initiative (2012).
- *Child Labour: A Textbook for University Students*. International Labour Organization (2004).
- *Child Protection National Training Curriculum, Uganda*. UNICEF; Ministry of Gender, Labour and Social Development; TPO Uganda (2012).
- *Conflict Resolution: Working with Conflicts*. Danish Centre for Conflict Resolution (2011).
- *Curriculum for Excellence: Building the Curriculum 4 - Skills for Learning, Skills for Life and Skills for Work*. The Scottish Government, Edinburgh (2009).
- *Healthy Relationships Resource Kit*. Eastern Health, Health Promotion Division, Alberta Health Services (2011).
- *Life Planning Skills: A Curriculum for Young People in Africa, Uganda Version: Facilitator's Manual*. PATH (2003).
- *Life Skills Programme for Southern Sudan: HIV and AIDS Information and Activity Book for Mentors*. UNICEF (2003).
- *Life Skills for Young Ugandans: Primary Teachers' Training Manual*. UNICEF; NORAD; the Republic of Uganda (1999).
- *Life Skills for Young Ugandans: Secondary Teachers' Training Manual*. UNICEF; NORAD; the Republic of Uganda (1999).
- *My Future is My Choice: Extra-Curricular Life Skills' Training Manual for Adolescents 13 to 18 Years of Age*. The Youth Health and Development Programme, Government of the Republic of Namibia (1999).
- *Participant's Manual Local Resource Mobilization and Social Entrepreneurship*. Civil Society Resource Centre, Hum Qadam Project, Aga Khan Foundation (2010).
- *Peer to Peer User Guide: Drug and Alcohol Peer to Peer Prevention Program*. Uganda Youth Development Link (2011).
- *Reaching the Unreached: Improving Sexual and Reproductive Health Rights Programming for Out of School Young People*. Panos Eastern Africa (2010).
- *Training Manual: Capacity Building on the Key Competencies in Child Protection Modular Series. Uganda*. Ministry of Gender, Labour and Social Development; Inter-Agency Standing Committee (2010).
- *Tuko Pamoja: Adolescent Reproductive Health and Life Skills Curriculum*. Kenya Adolescent Reproductive Health Programme; PATH; and Population Council (2006).
- *Youth Peer Education Toolkit: Training of Trainers Manual*. United Nations Population Fund (UNFPA); FHI 360; Youth Net (2005).

- *Youth Peer Education Toolkit. Theatre-Based Techniques for Youth Peer Education: A Training Manual.* United Nations Population Fund; FHI 360; Youth Net (2005).
- *A Step by Step Guide for Adolescent Health Service Provision.* Ministry of Health, Reproductive Health (2011).
- *Community Pathways to Improved Adolescent Sexual and Reproductive Health.* UNFPA; Advocates for Youth; Save the Children; Pathfinder International (2007).
- *Fast Facts for Peer Educators, Information to Support Peer Educators: Minimum Sexual and Reproductive Health Package.* UNICEF (2001).
- *Youth Entrepreneurship Development Manual.* Ministry of Gender, Labour and Social Development; International Labour Organization (2012).
- *Group-Building Ideas for 4-H Club and Group Meetings.* Michigan State University (August 2004).
- *Club Senior Group Guide.* Straight Talk Foundation (2013).
- *Life Skills for Young Ugandans, Manual for Trainers and Facilitators of Out-of-School Children.* UNICEF; the Republic of Uganda (1995).
- *Adolescent Sexual and Reproductive Health. ADH Job Aide.* Ministry of Health, Reproductive Health Division (2011).
- *Community Service Learning Model, 4-H Youth Development.* Michigan State University.
- *Education for Life Curriculum.* Youth Alive.

In addition, the following national laws and policies have been referenced:

- The Constitution of Uganda (1995)
- The Children's Act (1997)
- The National Child Labour Policy (2006)
- The National Orphans and Other Vulnerable Children Policy (2004)
- The National Action plan on Elimination of the Worst Forms of Child Labour in Uganda (2012/13 - 2016/17)
- The Prevention of Trafficking in Persons Act (2009)
- The Employment Act (2006)

And the following international agreements and conventions have also been referenced:

- The United Nations Convention on the Rights of the Child (1989)
- The African Charter on the Rights and Welfare of Children (1991)
- The ILO Convention No. 182 on the Worst Forms of Child Labour (1999)
- The ILO Convention No. 138 on the Minimum Age for Admission to Employment (1973)
- The UN Protocol to Combat Use of Children in Armed Conflict (2002)
- The Optional Protocol on Selling and Exploitation of Children (2000)

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Foreword

1. Thank you for volunteering your time to run the AYEDI Club for young people in your village.
2. The AYEDI Club brings together teenagers who are not in school to help them become organized and productive as a way of helping them avoid or withdraw from hazardous labour.
3. With your guidance and information from the sessions, Club members will be encouraged to make good decisions that will protect them from harmful situations.
4. Teenagers who do not receive good advice in time may end up engaging in child labour, having sex too early, and/or rejecting opportunities that will help them live productive lives.
5. AYEDI Clubs are set up to help teenagers learn how to plan their lives, avoid mistakes, and make decisions that will help them to move forward with their lives so that they don't end up in child labour or early marriage.
6. AYEDI Club sessions use games; music, dance, and drama; group discussions; and guest speakers who share real experiences so that teenagers don't become bored and remain engaged for 12 weeks. It is up to you to draw on local resources to keep sessions interesting.
7. Local guest speakers are an important part of Club sessions. Identify respected adults in your village who can give accurate information and encourage teenagers to make smart and safe decisions. Guest speakers should be invited to the Club sessions by you. They can come from the health centres, local councils, churches, or schools. They can be a successful farmers, traders, athletes, or entertainers.
8. In the first two sessions, a guest speaker will be invited to encourage Club members to set realistic goals for their lives and to make plans to achieve those goals. A good plan must set realistic goals as well as take consideration of potential problems that may come along the way and plan for how those problems can be handled.
9. Problems stop teenagers from achieving their goals. Some of the problems that teenagers encounter include not knowing how to handle themselves and others who have influence on their lives. AYEDI Club sessions on life skills, sexual and reproductive health, HIV/AIDS, child rights, and leadership will help teenagers learn how to manage themselves and others.
10. When Club sessions begin, each member will make a plan that they can improve on as they get more information from different sessions and guest speakers. Each member will be given a career notebook for their plans. Career notebooks will be kept in a special box.
11. An AYEDI Club session must include an activity (games/music, dance, and drama) and a group discussion. At least once a month, you must sit with the peer educators (and Field Assistant) to plan and set goals for the session. To plan well, you must all read the manual and decide on the message, the group discussion, the activity, and, if possible, a guest speaker you can invite for the upcoming sessions. Resources, including handouts, should be discussed and mobilized in time for the sessions.
12. A successful Club is one that keeps all of the members coming every week. A good Patron/Matron is one that knows each member well and goes the extra mile to offer individual guidance and support for those members who are most at risk (i.e. teenage girls). A checklist in the manual can help you assess which of your members are most at risk. Field Assistants are available to help you conduct special sessions for the members you identify.

Thank you for your dedication and commitment to the young people of your village.

About the Club Package Guide

What is the AYEDI Club Package Guide?

The AYEDI Club Package Guide is a tool developed to provide guidance to AYEDI staff members and partners to implement Club activities in the project areas.

Who can use the AYEDI Club Package Guide?

The AYEDI Club Package Guide can be used by Patrons/Matrons, peer educators, and Field Assistants when implementing the AYEDI Club activities.

What is the purpose of the AYEDI Club Package Guide?

The purpose of this guide is to enable Project Officers, Patrons/Matrons, Field Assistants, and peer educators to provide quality training and oversight of AYEDI Club activities. The Club package will be used to deliver life skills to youth during Club sessions. The content has been selected to develop youth life skills in a range of areas, including career guidance and counselling, self-awareness, decision making, adolescent sexual and reproductive health (ASRH), leadership, child protection, and entrepreneurship. The overall aim of the guide is to empower youth with a range of knowledge and skills to make informed education and career choices and to reinforce and promote healthy attitudes and behaviours that will help youth avoid or withdraw from hazardous labour.

How is the AYEDI Club Package Guide organized?

The AYEDI Club Package will be implemented over a three-month or 12-week period. There will be two sessions per week, each two to three hours long. The first one to two hours will focus on the six Club topics (Career Guidance and Counselling; Life Skills; Adolescent Sexual and Reproductive Health (ASRH); Child Rights and Responsibilities; Leadership; and Entrepreneurship). The last one to two hours will focus on recreational therapy (music, sports, art) and community action activities related to the themes.

The AYEDI Club Package Guide is made up of a set of sessions (3-6), each attached to a topic. The package has a total of six topics:

- Topic 1: Career Guidance and Counselling
- Topic 2: Child Rights and Responsibilities
- Topic 3: Life Skills
- Topic 4: Adolescent Sexual and Reproductive Health
- Topic 5: Leadership
- Topic 6: Entrepreneurship

The Club package was pre-tested over a period of one year and has been revised to make it more relevant to the emerging needs of youth and more aligned to community-based training resources to make the manual more practical. Because not all youth can fully attend each of the 24 sessions, a minimum package of the 12 most critical sessions is listed below to guide planners:

- Sessions 2 and 3 - Topic 1 (Career Guidance and Counselling)
- Sessions 5 and 6 - Topic 2 (Child Rights and Responsibility)
- Sessions 9 and 11 - Topic 3 (Life Skills)
- Sessions 14, 15, and 17 - Topic 4 (Sexual and Reproductive Health)
- Sessions 21 and 22 - Topic 5 (Leadership)
- Sessions 22 and 24 - Topic 6 (Entrepreneurship)

The AYEDI Club Package weaves together three important themes throughout the topics, and they are signalled by a colour code:

1. Career Guidance and Counselling - yellow colour code
2. Entrepreneurship - red colour code
3. Avoiding and Withdrawing from Hazardous Labour - bright green colour code

Finally, the package includes a list of additional resources (refer to contents page) for facilitators and youth learners at the end of the document.

Tips for Facilitators

Each session included in this manual is organized into the following sections:

- **Purpose:** An overview of the general purpose of the session
- **Learning Objectives:** What students should learn by the end of the session
- **Methodology:** The types of learning techniques used in the session
- **Time:** The duration of the session
- **Materials:** The materials needed for the session
- **Facilitator Preparation:** What the facilitator needs to do to prepare for the session
- **Steps:** The specific steps of each activity in the session
- **Facilitator Notes:** Background information on the topic that the facilitator should read before the session

Facilitators should prepare for each session by reviewing the entire contents of the session beforehand, including the facilitator notes. This will help familiarize them with the topics, activities, required materials, and time allocation. It will also allow them to think about how to perform or adjust each step.

Before you start a session, consider the following:

- Think about your space requirements and how you would like the participants to sit for each session (in a circle, in rows, etc.).
- Introduce the learning objectives before you start the activity so that participants understand the overall purpose.
- Try to link each session in a topic to the previous one by quickly reviewing what was covered during the last session.
- Think about the most interesting way to find out what youth already know about the topic and how best the key message of the session can be delivered to youth learners. Plan to have interesting games and invite guest speakers that youth like who will have a lot of knowledge on the topics.
- Collect together stationery, participants' handouts, and other learning aids you will need for the session.

During a session consider the following:

- Check with participants to make sure they understand the content. They may require further explanation in order to understand the session fully.
- Check to find out what participants already know about the session and use their knowledge to keep the session relevant.
- Use participatory learning methods to keep youth engaged. These include discussions, storytelling, role plays, games, site visits, and guest speakers.
- Use energizers and games if participants have low energy.

After the session consider the following:

- Summarize and conclude each session by reinforcing key points.
- End each session with a quick evaluation to assess student learning (see Facilitator Resources: Resource 9).

Session 1: Goal Setting

Purpose: To help Club members understand how to set and achieve goals

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain why they should set goals for their life;
2. Describe how to set goals; and
3. Think about challenges they may find along the way and how to handle them.

Time: 1 hour

Methodology: Brainstorming, individual reflection, group discussion, games

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, exercise books

Facilitator Preparation:

1. Read Facilitator Notes.
2. Meet with Field Assistant (FA) to develop the session plan.

Steps:

Step 1: Welcome and introductions, sharing and setting expectations – 20 minutes

This is the first session of the package and the first time you will all be meeting as a group. For the next 12 weeks, you will be learning and growing together. It is important to create a space where Club members feel safe and valued and where expectations can be clarified from the beginning.

1. Club Patron will welcome members and introduce himself or herself and the AYEDI Club program (5 minutes).
2. Members should introduce themselves, and the facilitators will solicit group feedback on expectations. For example, facilitators can ask, “What do members want to get from their Club experience over the next three months?” The Patron/Matron can ask for a volunteer who will write members’ suggestions on a flip chart.
3. The Club Patron will go through the suggestions and put them under the topic (six Club topic areas) where they are most likely to fall. She/he will set aside the suggestions she is unsure of to share with an AYEDI staff member who will endeavour to visit and clarify all issues during the first two weeks of Club sessions.

Step 2: Exploring Life (knowing and accepting the present reality; see facilitator notes)

1. Exercise: Telling their story (see facilitator notes) - 40 minutes. Members will be divided into six groups of about five people per group. Each group will be given a large piece of paper and asked to draw the answer to the group question. The Patron/Matron will give each group a question, and the group members will be given time to first discuss it and agree on what they can draw for the answer. Each group will draw a picture and put it up in a different part of the room. The Patron and Matron will lead Club members to each picture and ask groups to explain what they have drawn and why they have drawn it.

Group questions:

- What do you value most?
- What makes you happy, angry, and/or sad?
- What makes life difficult/easy for you?

- How do you spend your free time?
 - What job opportunities are available in your area?
 - Where and how do you get money?
 - What plans do you have for the future?
 - How do you enjoy yourself?
2. After going around the pictures, come together for a group discussion. Which picture did the youth like best and why? Do they feel that pictures reflect what is going on with the youth around them? What small things do youth think they can change to make things better for themselves? Summarize the discussion by telling them that in order to change a situation, one must have goals. Inform them that the next session will help them think about goals.

Step 3: Introduction on Goals – 15 minutes

1. Introduce and facilitate a discussion about goals and explain what SMART goals are (see facilitator notes). Ask participants to think about one personal goal that they can set for themselves this week and how to change one small thing in each day that will make things better. Ask them to write the following about their goals and to be prepared to share with the others in the Club.
 - a. My goal is to...
 - b. I will meet this goal by (date)...
 - c. The personal strengths that I have are...
 - d. Specific steps that I have to take to meet this goal are...
 - e. The challenges that I may face are...
 - f. I will need the assistance and support from the following people...
2. Once they are finished, ask participants to visit at least three other people in the group to share their goals and to seek advice for steps to attain these goals.
3. Facilitate a discussion with the group about goals. Ask for volunteers to share their goals and their steps, and what they have learned about other participants' goals. Tell members to be ready to share their progress around their goals at the next Club session, so goals should be realistic. Give members a chance to make changes to their goals to make them realistic.
4. Summarize and conclude the session and let participants know that it will be interesting for the group to share honestly about what challenges they meet in trying to achieve their goals. The lessons from those challenges will help them set their own individual goals and develop realistic plans for their one year with the project.

Facilitator Notes:

This is the first Club session. From the beginning, it is important for members to know that Club sessions will help them meet other young people as well as get the knowledge and skills for making the choices that will give their lives direction. It is important for members to start by reflecting on and accepting their realities and appreciating that even now, they have the power to set and achieve goals that can change their realities.

Knowing and accepting present realities:

The context of this first section is to help youth realize that unless they know their past and current realities, they cannot shape their future. It is important to explore life experiences of the youth in the process. There are often hidden causes that need to be identified, and youth need to be provided with the skills to mitigate them. This occurs through a guided **telling of one's story** that can only unfold where youth feel relatively safe. Thus, it is a process that will take time and should continue into future sessions when categories of life skills are being introduced. Having a clear picture of one's life is the first personal leadership skill that enables a person to cultivate self-fulfilment, freedom, control, achievement, balance, and fun

Short-term and long-term goals:

A goal that can be accomplished in a short period of time (i.e. a day or even a month) is called a short-term goal. Goals to be accomplished over a longer period of time (i.e. six months or several years or more) are long-term goals. Both short-term and long-term goals:

- Give direction and purpose to life;
- Make life more interesting; and
- Guide decisions in life.

When a person is setting goals, he/she should consider setting **SMART** goals. This means that the goals are:

Specific: The goals are clearly stated to show what is required (e.g. I want to train hard to become the best runner in the village.).

Measurable: It easy to monitor progress and success in reaching the goals (e.g. I will increase my speed by 5 seconds every week.).

Achievable: Each goal is realistic and can be reached (e.g. I want to become the best runner in the region (rather than the world).).

Realistic: Goals are based on a person's abilities, resources, etc.

Time specific: There is a given timeframe for achieving each goal. Most goals are achieved step by step and not all at once.

Session 2: Career Goal Setting

Purpose: To introduce participants to the role of setting goals in achieving success

Learning Objectives:

By the end of the session, participants will be able to:

1. Identify their interests and strengths;
2. Explain decent work and its role in developing one's career; and
3. List qualities and skills needed for both self-employment and paid employment.

Time: 2 hours

Methodology: Brainstorming, guest speaker, group discussion, individual reflection, gallery walk

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, magazines, newspapers

Facilitator Preparation:

1. Review Facilitator Notes.
2. Bring in newspapers or magazines that the participants can use.

Steps:

Step 1: Introduction – 30 minutes

1. Recap the stories of the youths' realities and the short-term goal exercise. Ask for one or two volunteers to share their experiences on how things went with goals they set for themselves (both successes and challenges). Introduce the topic of long-term goals. Discuss how long-term goals differ from short-term goals. What do they have in common? Are there any members who want to discuss their long-term or personal goals?
2. Discuss the following key points with participants:
 - a. Setting goals in life is crucial. It guides and gives a person direction in life.
 - b. Each young person should develop his/her own set of goals and plan for the future.
 - c. Goals should be related to one's values and self-awareness (knowing one's strengths and weaknesses makes it easier to set realistic goals).
 - d. Goal setting begins with knowing what you want and planning how to get what you want.
 - e. Long-term goals are made up of a series of smaller, short-term goals.
 - f. Short-term goals are steps to achieving long-term goals. The more realistic a short-term goal is, the more likely it is that a person will achieve his/her long-term goal.
 - g. Parents, teachers, religious leaders, peers, and any other important person in an individual's life may influence his or her goals.
 - h. There may be obstacles in achieving one's goals, and therefore, enthusiasm, commitment, and planning are important for success.

Step 2: Hearing from a Guest who has Achieved their Goal – 45 minutes

1. Invite a successful trader, farmer, teacher, or other professional to talk about his/her life. What does he do? How did he start? How long did it take? What challenges did he find along the way? How long did it take? What things helped him? Which people helped them? What other work did he do in the meantime or to help ends meet? What advice does he have for the young people?
2. At the end of the talk, ask the youth if they have any questions. Thank the guest speaker and ask her if she would like to stay and help the youth think about their career goals.

3. Explain that each member is going to think about what he/she would like to be and do in the next five years. Their interests and talents today can help direct them to careers that suit their personalities.

Step 3: First Phase of Setting your Goals (Identifying Personal Interests) – 15 minutes

1. Explain to participants that both their skills and interests can help them choose a career.
2. Explain to participants that you are going to quickly call out six different categories. They should stand up when you call out a word that describes them, and sit down when you call out a word that does not describe them. They can stand up for more than one word. Call out the following categories:
 - Realistic:** Building, repairing, working outdoors
 - Investigative:** Researching, analysing, inquiring
 - Artistic:** Creating or enjoying art, drama, music, writing
 - Social:** Helping, instructing, care giving
 - Enterprising:** Selling, managing, persuading
 - Conventional:** Accounting, organizing, processing data
3. Give each participant a paper and pen and ask them to make two columns. They should mark one column as, “Personal Interests” and the other one, “Possible Careers.” Read the list again and ask students to write down the words that they feel described them under the “Personal Interests” column.
4. Restate that thinking about their interests will help them identify possible careers.

Step 4: Second Phase of Setting Your Goals (Identifying Career Interests) – 30 minutes

1. Divide participants into small groups. In their groups, have each participant write down at least three careers that seem interesting to them under the “Possible Careers” column on their pieces of paper.
2. Ask participants to discuss their lists with their groups, especially to see whether or not their interests match the possible careers that they chose.
3. Ask each group to have one or two volunteers present their findings.
4. Reconvene the larger group and discuss with participants the linkages between their interests and the possible careers that they noted.
5. Ask participants to keep their papers, as they will use them in another session on career goal setting.

Step 5: Different Type of Goals (Decent Work, Self- and Paid Employment) – 30 minutes

2. Introduce the concept of self- versus paid employment and decent work opportunities (see facilitator notes).
3. Divide participants into three groups and give each a flipchart and a marker.
4. Ask each group to discuss and write down the qualities and skills necessary for one to be prepared to take advantage of decent work opportunities, self-employment, and paid employment. They should make one list of qualities and one list of skills.
5. Explain that qualities should be personal qualities (i.e. adaptable, hardworking, honest, self-motivated, organized, confident, creative, friendly, etc.) and that skills should be those learned through practice, training, and experience (i.e. interpersonal skills, decision making, time management, public speaking, handling money, writing/recording, etc.).
6. Ask each group to present their findings and discuss within the group.
7. Discuss with participants the differences between paid and self-employment and the importance of taking advantage of decent work opportunities. Ask participants, based on their personal attributes and career interests, whether they would prefer self-employment or paid employment and what decent work they can do to help themselves achieve their career goals. Summarize and conclude the session.

Facilitator Notes:

Goal: A goal is an ambition or effort that is to be achieved in the future through planning and perseverance. It is important for everyone in life to set a goal, so as to have a sense of direction.

Importance of having personal goals:

- Helps one plan for the future
- Helps one move in a desired direction
- Helps one work hard for a desired cause
- Helps one remain disciplined
- Reduces unnecessary expenditures
- Helps one explore more options for development and growth

Short-term and long-term goals:

A goal that can be accomplished in a short period of time, such as a day or a month, is called a short-term goal. Goals to be accomplished over a longer period of time, six months or several years or more, are long-term goals. Both short-term and long-term goals:

- Give direction and purpose to life;
- Make life more interesting; and
- Guide decisions in life.

When a person is setting goals, he/she should consider setting **SMART** goals. This means the goals are:

Specific: The goals are clearly stated to show what is required.

Measurable: It is easy to monitor progress and success in achieving the goal.

Achievable: Each goal is realistic and can be reached.

Realistic: Goals are based on a person's abilities, resources, etc.

Time specific: There is a given time frame for achieving each goal. Most goals are achieved step-by-step and not all at once.

Decent work opportunities are opportunities for productivity and income on the road to achieving career goals. They are employment conditions that promote personal growth and skills-building as well as security, human dignity, and ultimately freedom to become who or what one really wants to be.

Self-employment is when someone works for herself. She is her own boss, and she makes her own decisions. She is responsible for everything and if something goes wrong, she must deal with the problem.

Paid employment is when someone works for an employer and earns a salary. They have a supervisor and payments are based on the amount of work done.

Session 3: Developing a Career Plan

Purpose: To set realistic goals that take advantage of opportunities under the AYEDI project as well as other local opportunities

Learning Objectives:

By the end of the session, participants will be able to:

1. Know what opportunities the project has to offer to promote personal growth and decent work opportunities as they pursue their career goals;
2. Identify who to seek career guidance from in their community;
3. Set their career plans with clearly outlined short- and long-term goals; and
4. Describe the role of a mentor in achieving goals.

Methodology: Brainstorming, learning game, group work, group discussion

Time: 1 hour and 30 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, career notebooks for individual plans

Facilitator Preparation:

1. Read Facilitator Notes.
2. Develop a list of local people you can approach to offer counselling and career advice to your Club members.
3. Attend session planning meetings with Field Assistants and share a list of guest speakers you want to invite or a list of who has agreed to host a Club session and talk about his/her business.
4. Agree with the Field Assistant on when and how these guest speakers will be invited.

Steps:

Step 1: Introduction – 15 minutes

Ask participants what they remember about the last session. What careers did they choose and how did those careers link to their personal interests? Ask learners to complete the following steps to produce career plans. These should be put into their **career notebooks** and can be drawn or written:

- **Career goal road map:** Based on the careers that you chose, select the most attractive and realistic career pathway to achieving your goal and list what you'd like to achieve in one year, three years, and five years (e.g. If your ultimate goal is to be self-employed in agriculture, you might list the following: 1) By year 1, finish vocational training; 2) By year 3, be self-employed; 3) By year 5, have a profit-making small agri-business.).
- **Develop short-term goals:** Achieving long-term goals usually requires planning for and achieving short-term goals. For each of the long-term goals that participants have identified, ask them to write down three or four short-term goals that will support them to achieve the long-term goal. **Remind them of the definition of decent work.** Ask how many of them are doing decent work as a stepping stone to their career goals. Ask them to brainstorm opportunities for decent work around them and to include them as short-term goals
- **Identify potential obstacles:** Ask learners to identify and write down two to three potential obstacles that might hinder them from achieving their goals, along with some ways they might be able to prevent or manage the obstacles. Discuss with learners how many obstacles are linked to knowledge and skills that they are lacking, lifestyle choices, peer pressure, and/or bad advisors.

- **Identify resources:** Ask learners to identify any resources they might need to help them achieve their goals, including resource persons, information, skills, etc.
 - **Develop a timeline:** Ask learners to develop a timeline for each long-term goal and each short-term goal so that they can assess their progress along the way. They should also indicate their milestones.
1. After learners have completed the five steps, introduce the concept of career guidance and counselling (use facilitator notes).
 2. Ask Club members to list individuals they think that they can approach for career guidance, personal growth information, and counselling in their community. Write their answers on the board or flip chart. Compare their answers with the list you made of the people you want to invite and what information or opportunities Club sessions will provide.
 3. Remind the members about the six topics they will cover in Club sessions. Ask them to suggest how each of these topics can help them get around potential obstacles under Step 1(c) of their plan (e.g. How to deal with others is a skill they will learn under the third topic, Life Skills. How to do business will come under the sixth topic of Entrepreneurship.) Let learners know that after they graduate from the Club in three months, they will also be able to learn more about business under the IFLY pathway.
 4. Discuss the qualities and skills of a good career guidance counsellor and the benefits of counselling. Let members know that over the next few weeks, you will be inviting or visiting local people who could be good counsellors and give advice on career choices. Members should make sure that they do not miss those sessions for guest speakers or field visits. Summarize and conclude the session.

Facilitator Notes:

This session is a continuation from the second session where members were shown how to set goals. Members will be asked to share their progress on the goals they set for themselves the previous week. Goals set for a week are short-term goals and lay the foundation for setting longer term goals for a year or a lifetime. The AYEDI project wants to encourage young people to set realistic goals for the year that they will be with the project and to appreciate that these goals can be a major step towards helping them achieve meaningful careers. This session will help them come up with a plan to use the opportunities provided by the project to improve their lives and to help them find decent work as a first step along a career pathway. The AYEDI project provides opportunities in two steps. The first step lasts for three months and is **the AYEDI Club program**. During Club sessions, young people are helped to develop career plans and learn ways of managing themselves and others so that they make choices that will help them build careers. The second step lasts for four months and is an **AYEDI education pathways program**. Youth are provided with the opportunity to develop skills to earn an income in the communities where they live.

It is common that adolescents are unsure about what they want to do with their lives. It is important for them to seek continuous guidance to help them make and stick to choices that will lead them to decent work opportunities and will lead to the careers that they desire.

Things to note when developing career plans:

How to achieve goals:

- | | |
|--|-------------------------|
| - Seek guidance and counselling | - Invest time and money |
| - Stay motivated and passionate about the goal | - Stay focused |
| - Always plan on how to achieve the goal | - Set realistic goals |
| - Divide tasks in manageable levels to attain the goal | - Always work hard |

Things that can hinder attainment of a career:

- | | |
|---------------------------|----------------------|
| - Making abrupt decisions | - Poor communication |
|---------------------------|----------------------|

- Lack of confidence to undertake challenges
- Fear of independence
- Lack of savings knowledge
- Lack of passion in what one is doing
- Failure to appreciate positive advice

- Laziness
- Fear to start
- Not seeking guidance
- Bad peer group
- Competition

Mentor: A mentor is a person or friend who guides a less experienced person by building trust and modelling positive behaviours. This is a person you can turn to when you need help. There are different types of mentorships: business mentor, life mentor, and confidante.

Responsibilities of mentors:

- Helps attain desired goal
- Offers a shoulder to cry on
- Helps one remain focused
- Nurtures a personal and business culture
- Gives constructive criticism
- Celebrates success
- Is reliable
- Helps periodically assess goals

A **career** is any occupation undertaken for a significant period (at least a year or more) of time and with opportunities for personal development.

Guidance is advice or information offered aimed at resolving a challenge, especially as given by someone in authority. In guidance, a person such as a Patron, Matron, caregiver, or local leader identifies a challenge and provides good advice to enable a person to improve his/her life.

Counselling is a type of therapy that allows people to talk about their problems and feelings in a confidential and dependable environment. Counselling is self-driven and can be provided by trained persons or a respected person in the community. Counselling helps people gain resilience and direction and overcome stigma.

People who can help: Parents, local leaders, professional counsellors, teachers, good business mentors, community-based organizations with youth skills development and livelihood programs like AYEDI, district commercial offices, probation officers, community development officers, churches, and mosques

Characteristics of a good career guidance counsellor:

- Maintains confidentiality
- Non-judgmental
- Recognizes adolescents' rights to freedom in making their own decisions
- Trusted and truthful
- Sensitive to clients' feelings: understands their meaning and respond to them appropriately
- Empathetic: understands each adolescent 's unique qualities in coping with different situations
- Ability to listen
- Gives only correct and appropriate information

Session 4: Knowing your Rights and Responsibilities

Purpose: To increase participants' understanding of child rights and responsibilities

Learning Objectives:

By the end of the session, participants will be able to:

1. Understand child/youth rights and responsibilities;
2. Distinguish between rights and responsibilities;
3. Identify how their rights can be both abused and promoted in their community; and
4. Understand how the abuse of their rights is a hindrance to the achievement of their goals.

Methodology: Brainstorming, learning game, group discussion, and presentations

Time: 1 hour

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review Facilitator Notes.
2. Write the eight rights on coloured paper (one (1) right per sheet).
3. Write the eight responsibilities on coloured paper (one (1) responsibility per sheet).
4. Make two sets (one for each group).

Steps:

Step 1: Introduction - 20 minutes

1. Invite participants to sit in a circle. Explain that they will be learning about child/youth rights and responsibilities, as it is the promotion of these rights and responsibilities that will help them achieve their career goals.
2. See what participants know about rights and responsibilities by using the following exercise: Read aloud the following statements one at a time. After each statement, ask participants to **stand up** if they agree with it, to **stay seated** if they disagree, or to **stand by the wall** if they are neutral.
 - a. Everyone should know about rights and responsibilities.
 - b. Caregivers and parents are the only people responsible for protecting the rights of children and youth.
 - c. Children/youth only have the rights that their parents or caregivers give them.
 - d. Because children/youth have rights, they do not have to listen to their parents or teachers.
 - e. Understanding child/youth rights and responsibilities can protect them (children and youth) from harm.
3. Ask a few volunteers to explain why they agreed, disagreed, or stayed neutral.
4. Explain the meaning and definition of child rights and responsibilities. Ask participants to list examples of both.
5. Explain that there are several laws that protect these rights and responsibilities (use facilitator notes). Explain that the Convention on the Rights of the Child (CRC) is an international law and one of the most important laws to protect children. Also explain that Uganda approved the CRC, which means the Government of Uganda has accepted the responsibility to uphold all the rights in the convention. Explain that there are also local laws to protect children, such as the Uganda Constitution, the Children's Act, the National Labour Policy, and others.

6. Emphasize that every child/youth in the world has the same rights. A right is something that you are born with, no matter where you live – in any village, city, or country in the world. Responsibilities are chosen by society and can change from one society to another.

Step 2: Matching Rights and Responsibilities – 20 minutes

1. Divide the participants into two groups.
2. Give each group one set of rights and one set of responsibilities.
3. Ask them to work as a group to match each right with its responsibility.
4. When the groups have finished, have each group review the other's work to see if they have agreed. Correct any mistakes in the groups' work.
5. Ask one group to tape its set on a wall so that everyone can see them.
6. Invite both groups to sit facing the rights/responsibilities and to discuss any questions they may have.

Step 3: Group Discussion – 20 minutes

1. Facilitate a group discussion using the following questions:
 - a. Do you feel your rights are protected in your community?
 - b. How can your rights be abused?
 - c. How can your rights be promoted and protected in your community?
2. Write the answers on the board or a flip chart and discuss them.
3. Explain that when children are not protected, they are at risk of abuse.
4. Describe the various forms of abuse.
5. Ask the group to suggest which forms of abuse could stop them achieving their career goals.
6. Get a volunteer to write the answers on a board or flip chart and ask the children write in their **career notebooks** the answers they think best apply to the career goals they recorded.
7. Explain to the children that the next few sessions will be looking at how to help youth promote protection and deal with the abuse that stops them achieving their goals
8. Summarize and conclude the session.

Facilitator Notes:

Child/youth rights are the human rights of children with special attention to the rights of protection and care. Children are entitled to these rights by virtue of being children. They are categorized as survival, development, protection, participation rights, education, life, food, worship, medical care. They are universal, and no one can take them from children.

Child/youth responsibilities are expectations from society about what a child should do at the different stages of development. For example, these responsibilities could include respecting your significant others and adults, performing well at school, cleaning where you stay, etc.

Laws that protect children: There are many laws and treaties that protect children, but one of the most important is the **Convention on the Rights of the Child (CRC)**. In most countries in the world, child rights are protected by this convention. Uganda ratified the Convention on the Rights of the Child, which means the Government of Uganda has accepted the responsibility to uphold all the rights in the convention. Government commitment to protect child rights is also shown in the **Uganda Constitution**, the **Children's Act**, the **National Labour Policy**, the **National Policy to Eliminate Child Labour**, **The National Orphans and Vulnerable Children Policy**, and others.

Child/youth abuse can include neglect or any physical, emotional/psychological, or sexual violation or mistreatment of children.

- **Physical abuse** can mean shaking, corporal punishment, child labour, hitting, beating, or burning a child.
- **Emotional abuse** can take the form of too much shouting, early marriage, domestic violence, blaming, or criticizing a child.

- **Sexual abuse** could manifest itself in inappropriate touching, exploitation, early pregnancy, defilement, or sexual activity involving a child (pornography).
- **Neglect** can be the failure of parents or guardians to provide for a child's basic needs, such as food, clothing, shelter, healthcare, emotional care, or education.

Rights	Responsibilities
Children have a right to have access to and share information.	Children have the responsibility to share information appropriately and honestly.
Children have a right to a full life.	Children have a responsibility to respect other people's lives.
Children have a right to a clean environment.	Children have a responsibility to clean and take care of the environment.
Children have a right to think and believe what they want.	Children have a responsibility to respect other people's opinions, thoughts, and beliefs.
Children have a right to be protected from cruelty.	Children have a responsibility to not bully or be cruel to others.
Children have the right to be protected from physical harm, including severe physical punishment.	Children have the responsibility to behave well at home and at school.
Children have the right to a good education.	Children have the responsibility to study and respect their teachers.
Children have the right to good health care.	Children have the responsibility to take good care of themselves.

Session 5: Vulnerability and Child Labour

Purpose: To enhance participants' understanding of child/youth vulnerability and the negative effects of child labour in their communities

Learning Objectives:

By the end of the session, participants will be able to:

1. Understand the meaning of child vulnerability;
2. Define child labour and hazardous work;
3. Identify the different forms of child labour in the community;
4. Discuss the causes and consequences of child labour; and
5. Identify solutions to reduce child vulnerability and child labour.

Methodology: Brainstorming, scenarios, group discussion, and problem tree analysis

Time: 2 hours

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review Facilitator Notes.
2. Write the 10 possible causes of child vulnerability on coloured paper (one cause per sheet or card).
3. Prepare three flipcharts, each with a drawing of a tree. Draw each tree with large roots, a trunk, and branches with leaves. On the trunks of the trees, write "Child Labour."

Steps:

Step 1: Introduction – 20 minutes

1. Conduct a brainstorm with participants. Ask them what "**vulnerability**" means and what can cause it.
2. Write their answers on the board or a flip chart and discuss them.
3. Explain what vulnerability means (using facilitator notes). Explain that children become vulnerable when parents and adults do not fulfil their responsibilities towards children or when they violate their rights.

Step 2: Exploring Causes of Child Vulnerability – 30 minutes

1. Facilitate a group discussion and brainstorm with participants about the cause of child vulnerability. Ask them, "**What are the factors that cause parents or caregivers to not fulfil their responsibilities towards their children?**"
2. Write the answers on the board or a flip chart and discuss them.
3. Next, ask them, "**When parents or caregivers do not fulfil their responsibilities, how does this lead to child vulnerability?**"
4. Write the answers on the board or a flip chart and discuss them.
5. Divide participants into two groups and give each group a flip chart and a marker. Ask each group to write down a) scenarios or risky situations that can lead to child vulnerability (e.g. child labour, early marriage, domestic violence, etc.) and b) how vulnerability can be reduced in these scenarios.
6. Tell the participants that although there are many risky situations that result from child vulnerability, the group is going to look at one in particular, one which we know affects them all and that the AYEDI project seeks to address: child labour. Ask them what **child labour** means.

Write the answers on the board or flip chart (different from the one where you have drawn the trees) and discuss them.

7. Introduce the concept of child labour and hazardous work (see facilitator notes below). Explain that Uganda has a number of laws and policies to protect children from child labour, including the National Policy for the Elimination of Child Labour and the Children's Act.
8. Ask participants to list the different forms of child labour that they see in the community.

Step 3: Problem Tree Analysis – 45 minutes

1. Divide participants into three groups.
2. Give each group a flip chart with a tree and a marker.
3. Ask each group to think about possible causes of child labour and to write them on the roots of the tree. They should then do the same for the consequences of child labour, but write them on the branches.
4. Ask each group to present their trees to the larger group and get feedback from their peers.
5. Facilitate a discussion with the larger group on the causes and consequences of child labour.

Step 4: Group Discussion – 30 minutes

1. Once you have finished discussing the causes and consequences of child labour, facilitate a discussion with the group on what can be done to reduce or eliminate child labour. Ask participants for their ideas. Possible answers might include:
 - a. Creating community campaigns about the dangers of child labour
 - b. Offering guidance and counselling to parents and children
 - c. Instituting child labour committees, like the AYEDI Community Child Labour Committee (CCLC), at the village level
 - d. Advocating for strong bylaws on child labour and child protection
 - e. Finding and reprimanding the perpetrators of child labour
2. Divide the youth into groups of four people. Ask each group to bring out their **career notebooks** and look again at the short-term goals that they drew or wrote that would be achieved through decent work opportunities. Which of these goals or decent work opportunities could lead to child labour? What can youth do to make sure that their short-term goals for earning an income do not lead them into child labour situations that can harm them? Ask groups to write down their ideas in their books.
3. Ask groups to share their ideas, while a volunteer writes them down on the board or flip chart. Discuss with the group which ideas are the best or most practical and why. Encourage the learners to write down ideas from other groups that they think are relevant in their **career notebooks**.
4. Summarize and conclude the session.

Facilitator Notes:

Vulnerability: Children depend on adults for their wellbeing and need to be taken care of. They also need adults to help protect them and their rights. Vulnerability is when a person is at risk of manipulation, persuasion, or temptation. It is a state where a person below the age of 18 is at risk of suffering significant physical, emotional, mental, or sexual harm that may result in their human rights not being respected.

All children are vulnerable in some way and need to be protected by adults. However, certain life circumstances make children more vulnerable to abuse, because they may not be adequately protected by adults. These situations can expose children to great risk and danger. **The following groups of children are considered especially vulnerable:**

- Children in domestic work and/or child labour
- Orphans
- Children who are not attending/not enrolled in school
- Children in extreme poverty

- Children in homes affected by domestic violence
- Children affected by HIV
- Street children
- Children with disabilities or chronically ill children
- Children in forced marriages

The following situations may lead to increased child vulnerability:

- A child-headed household
- A chronically-ill caregiver
- Domestic violence
- Living with elderly caregivers
- Alcohol, drug, and substance abuse
- Early marriage
- Extreme poverty
- Lack of scholastic needs
- Lack of guidance and counselling
- Lack of role models

Child labour is work that is mentally, physically, socially, and/or morally dangerous and harmful to children. In addition, child labour is perceived as work or activities that interfere with children's school attendance.

Hazardous work is work that jeopardizes the health, safety, and morals of a child. In its extreme forms, hazardous child labour is accompanied by the use of dangerous tools, long work hours, and heavy loads. Hazardous work requires immediate action when:

- Children are exposed to cruelty by employers;
- Children are sexually, physically, or psychologically abused, exploited, and harassed;
- Children work in unhealthy environments that expose them to hazardous substances, infectious diseases, excessive noise, temperature, or vibrations; and/or
- Children are unreasonably confined to the premises by the employers.

Light work is work that does not a) harm a child's health or development; b) stop children from attending school; or c) stop them from participating in vocational or training programs. Examples of light work include household chores (i.e. sweeping, cleaning the school or house compound, brushing shoes, fetching water, etc.).

Risks that make children more vulnerable to child labour:

- | | |
|------------------------------|---------------------------------------|
| - Orphan-hood | - Irresponsible parents |
| - Chronically ill caregivers | - Family and/or political instability |
| - Poverty | - Peer pressure |
| - Domestic violence | - Family demands (unemployed parents) |
| - Family breakdown | |

Consequences of child labour:

- Health problems (illness, sickness, and injuries) and death
- Exposure to sexual exploitation
- Denial of normal development
- Prematurely assuming adult responsibilities
- Lack of interaction with peers
- Stigmatization
- Depression and psychological torture
- Dropping out of school

Session 6: Child Protection

Purpose: To increase participants' understanding of child or youth protection

Learning Objectives:

By the end of the session, participants will be able to:

1. Understand the meaning of “child protection”;
2. Identify child protection issues; and
3. Describe how to create a protective environment for children.

Methodology: Brainstorming, scenarios, group presentation, and discussions

Time: 1 hour

Materials: Paper ball, coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review Facilitator Notes.
2. Write the four scenarios on coloured paper (one per sheet).
3. Make a ball out of paper.
4. Write up the five child protection principals on a flip chart (see facilitator notes).

Steps:

Step 1: Introduction – 15 minutes

1. Conduct a brainstorm with participants. Write the following question on a flipchart or the board, “What do children need protection from?”
2. Throw the paper ball around to different participants, so that each person who catches the ball answers the question and then throws the ball to someone else.
3. Write the answers on the board or flipchart and discuss them.
4. Define the meaning of child protection. Explain that:
 - **Child protection means keeping children/youth safe from intentional and unintentional violence, abuse, neglect, and exploitation.**
 - It means that children’s rights are upheld and protected from abuse.
5. Explain the four major components of child protection (see facilitator notes) and that there are a number of local laws to protect children, such as the Uganda Constitution, the Children’s Act, the National Policy for the Elimination of Child Labour, the National Orphans and Vulnerable Children Policy, and others.
6. Ask participants why child protection is important to them. Note their answers and any questions.

Step 2: Identifying Child Protection Issues – 25 minutes

1. Divide participants into four groups. Give each group a flip chart and one of the following scenarios:
 - a. A man persuades a 10 year-old into sexual acts by offering money.
 - b. A 7 year-old boy is sent out to sell sweets on the streets for 10 hours a day.
 - c. A 6 year-old girl is left on her own at home, for several hours every night, while her mother goes out to work.
 - d. A 12 year-old girl is married off by her parents for dowry and denied a right to education by her husband.

2. Ask each group to discuss the scenario and write down answers to the following questions:
 - a. What are child protection issues in this scenario and why is it a problem? (There may be more than one issue.)
 - b. Who is responsible for the violation(s)?
 - c. What can be done to protect this child?

Step 3: Group Presentation and Discussion – 20 minutes

1. Ask each group to present their scenario and answers.
2. Have each group get feedback from their peers.
3. Explain the types of abuse experienced by children (see facilitator notes) and facilitate a discussion with participants about the different ways to create a protective environment for children. Let learners know that a protective environment is maintained when all stakeholders adhere to the five child protection principals. Put up your flip chart and go through each of the principles.
4. Ask the learners to go back to their career plans and answer in their books the question, “What child protection issues am I likely to come across in this plan? What can I do to protect myself?” Ask for volunteers to share their answers and discuss them in a group. Encourage the learners to borrow good ideas from each other and write or draw them down in their **career notebooks**.
5. Summarize and conclude the session.

Facilitator Notes:

Child protection is keeping children safe from violence, abuse, neglect and exploitation. It means that children’s rights are upheld and protected from abuse. There are four components in child protection:

1. Reducing risks (prevention from physical, psychological, sexual, and emotional abuse)
2. Protecting child rights (make children’s rights a reality)
3. Restoring hope and a dignified living (working towards the well-being of children)
4. Creating a protective environment for children (putting in place a policy framework that strengthens the capacity of child protection services)

There are five principals of child protection that guide how to assess if abuse has happened and how to respond to it. **Child protection principles** are five guiding principles that instruct on how to protect children according to the Uganda Child Protection National Training Curriculum.

1. **Confidentiality:** In general, confidentiality means that information (both oral and written) is accessible only to those authorized to have access. It is often shared amongst family and friends, and the information exchanged **MUST** be kept secret between two or more parties, unless there is an understood agreement or an informed consent that the information can be shared.
2. **Best Interest of the Child:** The child must be the primary concern in making decisions that may affect him/her. This includes policy decisions, program decisions (i.e. organizations designing programs on behalf of all children in a location), and individual child decisions (i.e. focus on the unique needs and specific circumstances of every child).
3. **Do No Harm:** Every effort must be made to maximize benefits and minimize possible risks that may result from the intervention. It is the responsibility of those engaged (in aid, development, research, child protection response, etc.) to protect individuals from harm, as well as to ensure that they experience the greatest possible benefits from the services.
4. **Non-discrimination:** Whatever the case, **NO** child should be treated unfairly in regard to race, age, sex, religion, or tribe.
5. **Child Participation:** Always directly involve children in matters that affect them.

Upholding the importance of child participation as a principle guides and enables children to:

- Gain increased belief in their ability to make a difference;
- Develop strong communication skills;
- Express themselves more vocally about abuse or exploitation;
- Gain awareness of their rights and responsibilities;
- Learn how to be active and responsible citizens;
- Work together to develop positive relationships between themselves and adults;
- Engage meaningfully and create opportunities for personal development; and
- Be protected from harm, preventing them from being invisible when making decisions that affect their lives.

Child protection is important, so that children:

- Remain in and perform well at school;
- Maintain good overall physical, mental, and emotional health;
- Develop strong social relationships among themselves and with others; and
- Grow up to be healthy adults who contribute positively to the community.

Types of abuse experienced by children:

- Self-harm (e.g. deliberately cutting or harming oneself; suicidal thoughts; attempted and actual suicide)
- Peer abuse (e.g. bullying (physical and/or psychological); physical and sexual abuse; gang violence)
- Abuse by adults (e.g. domestic violence (physical, psychological, sexual); neglect; corporal punishment; sexual abuse; and exploitation)
- Societal abuse, or a social, political, economic and cultural environment which encourages or allows violence against children (e.g. harmful traditional practices such as female genital mutilation, ritual sacrifice, etc.; high prevalence of violence in the media; cultural attitudes which promote ideas of women and children as being the ‘property’ of men/parents rather than as human beings deserving of equal rights (UNICEF)).

Session 7: Responding to and Reporting Abuse

Purpose: To increase participants' understanding of how to respond to and report child rights violations

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain how to identify child abuse cases;
2. Identify where to report child abuse cases; and
3. Map the different child service providers in their community.

Methodology: Brainstorming, small group work, group presentations, and discussions

Time: 2 hours

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review Facilitator Notes.
2. Write the eight child protection issues on coloured paper (one per sheet).

Steps:

Step 1: Introduction – 15 minutes

1. Conduct a brainstorm with participants. Ask them the following question, **“Your friend has confided in you that he is being physically abused. What would you do?”**
2. Write the participants' answers on the board or flip chart and discuss them.
3. Explain that many cases of abuse are not reported in the community, because many people do not know where to report them. Explain that once an abuse is identified, there are steps that can be taken to respond.
4. Explain to the youth where child protection committees and community child labour committees can be found, how they work, and their roles and responsibilities.
5. Remind youth of the child protection principles when responding to and reporting abuse.

Step 2: Reporting and Responding to Abuse – 45 minutes

1. Divide participants into eight groups and explain that each group will explore how to respond to and report one of the following child protection issues:
 - a. Malnutrition
 - b. Defilement
 - c. Abuse/neglect
 - d. Domestic violence
 - e. Child labour
 - f. Denial of education
 - g. Early marriage
 - h. Drug/alcohol abuse
2. Give each group one of the eight child protection issues and a flip chart/marker.
3. Ask them to discuss and then write out answers to the following questions for their respective issue. Remind them that each issue may have more than one service provider or person to report to.

No.	Who can this case be reported to?	What help can they provide?	What, if anything, is required? (payment)
1			
2			

4. Ask each group to present its chart to the larger group to get feedback from their peers. (Have groups tape their charts on the wall, as what they present will be used in the next activity.)
5. Facilitate a discussion on their presentations and correct or add to any of the information, as necessary.

Step 3: Formal and Informal Structures – 45 minutes

1. Divide participants into two groups and give each group a flip chart.
2. Explain that cases can be reported to both informal and formal structures, some of which they listed in the previous activity.
3. Ask each group to identify formal and informal existing structures in the community. They can use the structures that were listed in the first activity, in addition to others they may know of, and categorize whether they are informal or formal.
4. Once they have created a list, they should draw a map of these structures in their community.
5. Invite each group to present its work and discuss the roles and responsibilities of each child protection structure.
6. Ask the youth if they want to set up a suggestion box at their Club meetings where they can anonymously report abuse. The box can have a key and be opened weekly by the peer leaders and a CCLC member who can help follow up on cases.
7. Summarize and conclude the session.

Facilitator Notes:

Many cases of abuse go unreported in the community because many people do not know where to report it. If you or someone you know is being abused, there are several steps that can be taken. It is important to remind any victims of abuse that:

- They are not alone.
- There is help available.
- What happened to them is not their fault.

Once an abuse is identified in the community, there is a step-by-step process that is initiated:

Formal structures: These are government structures with legal mandates to take action against child abuse. For example, these include the Local Council (LC); Probation and Social Welfare Office; Children and Family Protection Unit (CFPU); the Police; District Education Office; Labour Office; Community Development Office; Health Centre; Parliament; Magistrate and Criminal Investigation Department of the Judiciary; Family and Children's Court; and Children and Youth Department of the Ministry of Gender, Labour and Social Development.

Informal structures: These are socially accepted individuals and structures that respond to cases of child abuse. These include the church, child protection committees, Community Child Labour Committees (CCLC), paralegals, kingdom chiefs, child-led child protection committees, schools, media, family heads, and civil society organizations, among others.

Child protection committee and community child labour committee: These are committees made up of volunteers in the community who have been trained to identify, report, and follow up on cases of child abuse. Members of the community are encouraged to report cases to them, which they will assess and then decide whether or not to open up a case management file. Case management involves a) assessment of the problem; b) deciding with others on the case plan;

and c) working with the necessary service providers to follow up on the case. This may involve working with family members, LCs, medical personnel, and Community Development Officers (CDO) until the case is closed.

Please note:

- Defilement, murder, and physical abuse should be reported directly to police,
- Civil cases, such as neglect, minor damages, and lost and found children, should be referred to the LC, Secretary for Children Affairs. If necessary, the LC will forward cases to the sub-country, district probation, or police.

	Child Protection Issues	Where to Refer Cases
1	Malnutrition/stunted growth	Hospital/clinic/health centre/CSOs offering health services
2	Defilement	Police/hospital/health centre
3	Abuse and neglect	CBO/LC/CFPU-Police/ probation/ CDO
4	Domestic violence	CBO/LC/Police/ probation/CDO
5	Child labour	LC/CDO/PSWO/Police
6	Denial of education	LC/PSWO/DEO/Police/CSOs offering education support
7	Early marriage	LC/CDO/PSWO/Police/CSOs
8	Drug or alcohol abuse	LC/CDO/PSWO/Police/CSOs

Session 8: Introduction to Life Skills

Purpose: To increase Club members' knowledge of how to manage themselves and others to live productive lives

Learning Objectives:

By the end of the session, participants will be able to:

1. Define and demonstrate the main types of life skills in relation to day-to-day life;
2. Discuss life skills and how they relate to real life situations;
3. Describe the advantages and importance of life skills in daily life; and
4. Appreciate how life skills can lead to a healthy and productive life.

Methodology: Brainstorming; group presentation and discussions; music, dance, and drama

Time: 1 hour

Materials: Coloured paper, pens, pencils, markers, tape, brainstorming, flip chart, chalk

Facilitator Preparation:

1. Read Facilitator Notes.

Steps:

Step 1: Introduction – 10 minutes

1. Divide Club members into two groups and give the groups 20 minutes to come up with a song, dance, or drama that teaches a lesson about life. In 20 minutes, stop their planning and ask them to perform their ideas to the Club. At the end of performances, ask them to close their eyes and vote which performance was the best. Was it group A or B? After you have counted the vote, ask members to give reasons why they think the winning group won. Write the answers on the board or flip chart.
2. Explain that life skills are needed by an individual in order to operate effectively in society in an active and positive way. The group that was able to show it had the most life skills should be the group that won. Introduce the three categories of life skills and ask Club members to sort the answers you wrote on the board into the three life skill categories:
 - a. Skills of knowing and living with oneself
 - b. Skills of knowing and living with others
 - c. Effective decision making

Step 2: What are Life Skills – 15 minutes

1. Divide the participants into three groups and give each a flipchart and a marker.
2. Assign each group one of the three categories of life skills and ask them to discuss and list what they think their life skill category means (including examples of how to apply that life skill).
3. Invite each group to present its life skill category and facilitate a group discussion around each of the presentations. Be sure to clarify and correct each of the life skills, as necessary.
4. Summarize and conclude the session.

Step 3: Benefits of Life Skills – 10 minutes

1. Ask participants to brainstorm how life skills have helped them in their lives. Write their answers down on the board or flip chart and discuss them.

Step 4: Scenarios and Role Play – 25 minutes

1. Read the following scenarios to participants. After each, ask participants what life skills they could use to address the situation. There can be more than one answer. Discuss their answers and write them down:
 - a. Winnie is a young 15 year-old girl. A male teacher has asked her to come to his home and has promised to give her free marks on her tests. Winnie doesn't know what to do. What life skills can she use to get out of this risky situation?
 - b. Okello and Okeny are friends, both aged 17. Okello is pressuring Okeny to drink alcohol. Okeny is not comfortable and does not want to drink. What life skills can he use to get out of this risky situation?
 - c. Nampeera is a young girl, aged 16. She knows what subjects she likes in school but she does not know what she wants to study at university. What life skills can she use in order to better understand herself and her strengths?
2. Once you have finished, ask for six volunteers (two per scenario) to role play each scenario. In each scenario, have the main actor use a specific life skill (negotiation, self-awareness, resistance to peer pressure, etc.) to address the problem.
3. Facilitate a discussion with participants about how life skills have helped the main character in each scenario address their issue. Discuss and list the benefits and problems that have been noted.
4. Summarize and conclude the session by emphasizing the importance of life skills.

Facilitator Notes:

Life skills are skills needed by an individual in order to operate effectively in society in an active and positive way. Without life skills, a person can fail to achieve their career goals.

- Personal and social skills are required for young people to function confidently and competently with themselves, other people, and with the wider community.
- Life skills apply to all of us; they are developed with training and experience.

The three categories of life skills are:

Skills of knowing and living with oneself: These are skills related to one's ability to understand who they are and how they can manage their feelings. Such skills include self-esteem, assertiveness, self-awareness, coping with emotions, and coping with stress.

Skills of knowing and living with others: These are skills that an individual needs to relate well with other people in their society. They include interpersonal relations, friendship formation, empathy, peer resistance, negotiation, nonviolent conflict resolution, and effective communication.

Skills of making effective decisions: These are skills that can enable an individual to make purposeful decisions in life. Such abilities include critical thinking, creative thinking, decision making, and problem solving.

Benefits of life skills:

- Enable vulnerable youth to have greater control over their lives
- Promote positive healthy behaviours among adolescent youth
- Enable adolescents to manage situations of stress and emotional breakdown
- Improve the relationship between adolescent youth and adults
- Enable adolescent youth to contribute to the development of their communities
- Improve job seeking strategies and satisfaction for working youth
- Improve relations among adolescent youth and their employers

Examples of life skills:

- Self-esteem
- Assertiveness
- Self-awareness
- Coping with emotions
- Coping with stress
- Interpersonal relations
- Friendship formation
- Empathy
- Resisting peer pressure
- Negotiation
- Nonviolent conflict resolution
- Effective communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving

Session 9: Skills of Knowing and Living with Oneself

Purpose: To increase participants' understanding of themselves, their potential, their feelings and emotions, and their strengths and weaknesses

Learning Objectives:

By the end of the session, participants will be able to:

1. Identify situations where there are problems in one's life and how to deal with them and
2. Identify their strengths and weaknesses.

Methodology: Brainstorming, role play, group presentations, and discussion

Time: 45 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, **career notebooks**

Facilitator Preparation:

1. Review Facilitator Notes.
2. Write the "Johari's Window" diagram on the flip chart.

Steps:

Step 1: Introduction – 5 minutes

1. Introduce the session by asking participants if they know the different skills of living with oneself. Write their answers down on the board or flip chart and discuss them.
2. Define the skills of living with oneself for participants: self-esteem, assertiveness, self-awareness, coping with emotions, and coping with stress.

Step 2: Johari's Window – 15 minutes

1. Explain to participants that self-awareness is an important foundation for everyone and allows us to reflect on our strengths and weaknesses.
2. Introduce the Johari's Window model. Explain that it is an exercise meant to help you better understand yourself and who you are. The four categories of the Johari Window are as follows:

	Known by self	Unknown by self
Known by others	Open arena	Blind spot
Unknown by others	Façade/Hidden	Unknown

3. Explain the four categories to participants (use facilitator notes).
4. Give each participant a piece of paper and a pen and ask each person to partner with another person to complete the Johari's Window exercise together in 20 minutes. Instruct each person to:
 - a. Select words that you think describe yourself from the list below.

- b. Have your partner select words that he/she thinks describe you.
 - c. Complete the window by writing the words in the correct boxes.
 - d. With your partner, discuss the differences between the way you view yourself and how others view you. Discuss the following: Were you surprised about what the other person saw in you? Did you learn something new about yourself? What was it?
5. Reconvene the group and facilitate a discussion with participants about the Johari's Window exercise with the following points:
 - a. What did you learn about yourself?
 - b. How can you use this information? At school? At home? In the community?
6. Discuss with students how this information may help them better understand themselves and think about themselves in a different way.

Step 3: Role Play on Life Skills – 25 minutes

1. Divide participants into four groups and give each group one of the following life skills: self-esteem, assertiveness, coping with emotions, and coping with stress.
2. Ask each group to prepare a short role play (10 minutes) on the life skill assigned and present to the group.
3. After each role play, facilitate a discussion with participants on the skills that were presented and any feedback from the group.
4. In groups of four friends, ask participants to reflect on how each of the four life skills can help them achieve their career goals. Ask them to rate each other on a scale of 1 to 5 on how much of those skills they have, explaining why they think so and what made them come up with that score. Ask members of the group to come up with ideas on what they can do to improve those scores and to put those ideas in their individual career notebooks.
5. Summarize and conclude the session.

Facilitator Notes:

Self-awareness is knowing one's strength, weakness, emotional potential and position in life, and being able to accept who you are. One needs to know these things in order to understand himself/herself thoroughly. The more you are aware of your own capabilities, the more capable you are in using other life skills.

Self-esteem means accepting oneself, being proud of who one is, and feeling self-confident. This skill is revolves around an individual's feeling about his or her personal appearance, abilities, and experiences.

Assertiveness is knowing what one wants and feels and how to achieve and communicate that without being aggressive. This skill requires one to understand how to achieve what they need in life.

Coping with emotions signifies the ability to manage a problem or situation using one's emotional feelings positively in response to internal or external stimuli. Emotions include fear, love, disgust, shyness, anger, and desire to be accepted. It's important to know that emotions are strong reflections of who we are.

Coping with stress is the ability to deal with problems, such as lack of a family, family problems, broken relationships, death of close friend or relative, lack of food, police harassment, peer pressure, and being offered drugs. Stress is an inevitable part of life that has to be managed.

Johari's Window Categories

Open Arena: The arena is the information that you know about yourself and that others also know. It is the obvious things (i.e. race, name, height, weight, etc.). It is those things that you told

others when you introduced yourself to the class. It is all of that information that you wanted other people to know. This is an area that is very open for all to see.

Façade: The façade, or hidden area, contains all that information that we don't want others to know about us. It's that closet of feelings, insecurities, and not-so-great experiences. It's the private information. (Note: "Façade" is the French word for "exterior.")

Blind Spot: The blind spot is the information that others know about you, but you don't know about yourself.

Unknown: The unknown area contains information that you don't know and others don't know. It could be abilities and potentials that you have not yet discovered about yourself. An example could be that you might be a great teacher or lawyer, but for now, you don't know whether or not you have that ability.

Johari's Window Words

able	accepting	adaptable	bold	brave	calm
caring	cheerful	clever	complex	confident	dependable
dignified	energetic	extroverted	friendly	giving	happy
helpful	idealistic	independent	ingenious	intelligent	introverted
kind	knowledgeable	logical	loving	mature	modest
nervous	observant	organized	patient	powerful	proud
quiet	reflective	relaxed	religious	responsive	searching
self-assertive	self-conscious	sensible	sentimental	shy	silly
smart	spontaneous	sympathetic	tense	trustworthy	warm
wise	witty				

Session 10: Skills of Knowing and Living with Others

Purpose: To enable participants to understand themselves and how they can build, maintain, and sustain meaningful relationships with peers and significant adults

Learning Objectives:

By the end of the session, participants will be able to:

1. Discuss interpersonal relations and their importance in one's personal life and
2. Identify effective communication skills.

Methodology: Brainstorming, role Plays, guided discovery, group discussion

Time: 45 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review facilitator notes.

Steps:

Step 1: Introduction – 5 minutes

1. Introduce the session by explaining that knowing and living with others requires different life skills.
2. Write the following life skills (see facilitator notes) on the board or flip chart paper with enough space in between each for participants to write a definition: interpersonal relations, friendship formation, empathy, peer resistance, negotiation, nonviolent conflict resolution, and effective communication.
3. Ask for seven volunteers and assign each one a life skill. Ask them to go to the board or flip chart and write or draw a definition for that life skill under its heading.
4. Once they have finished, review each life skill definition with the larger group and ask participants if they agree with each definition or if they have any changes or adjustments. Clarify any questions and fill in any gaps in the definitions, as necessary.
5. Facilitate a discussion with participants around each of the life skills and ask for volunteers to share a life experience where they either used or could have used these life skills.

Step 2: Role Plays – 35 minutes

1. Divide participants into four groups and give each one of the following scenarios:
 - a. Jimmy wants to have sex, but his girlfriend Asha does not want to.
 - b. Christine has just lost her mother, and Kathy wants to comfort her but doesn't know what to say.
 - c. Henry wants to drop out of vocational school, but his friend wants him to continue.
 - d. Julianna wants Salome to join her at a bar with older men, but Salome is not comfortable with the idea.
2. Ask each group to consider its scenario and what life skill(s) could be used to address the problem. They can use more than one. Ask each group to develop a role play about the scenario and to present to the group.
3. After each role play, have each group explain:
 - a. Which life skill(s) they used
 - b. What was difficult about the situation
 - c. How the life skill(s) helped them in the situation

4. Interpersonal skills, peer resistance, negotiation, and effective communication are four life skills that are essential for living with others and helping young people achieve their career goals. Ask the group to refer to their notebooks and suggest which of their career goals require any or all of those four skills. Write their answers on a flip chart and then ask each person to write or draw the skill in his/her career notebook and think of one thing he/she can do to improve that skill (e.g. For peer resistance, one could write, “The next time my friends try and persuade me to join them in doing something I know is wrong, I will keep saying “no” until they accept I no longer do those things.”).
5. Summarize and conclude the session.

Facilitator Notes:

Interpersonal relations: As we grow up, we naturally develop relationships. These relationships vary from peers to significant adults. Not everyone can be a friend, and therefore one needs to know how to act appropriately in different situations, as relationships are essential in life.

Empathy: To gain a better understanding of another person’s life experience, empathy asks us to walk a mile in another’s shoes, particularly in times of difficulty, such as working in the night on a farm, leaving school to work in the mines, and traveling far away from family for a long period of time.

Peer resistance: It is necessary and, at times, difficult to resist negative peer pressure without losing friends. Standing up for one’s values and beliefs in the face of conflicting ideas or practices from peers is an important skill to have. Sometimes friends and peers come up with unacceptable or dangerous activities to partake in, which you must avoid, even when threatened with exclusion from the group.

Negotiation is the ability to bargain and persuade others without them feeling that you have infringed on their rights. This is the ability to compromise on issues without compromising one’s principles. Negotiation involves being able to cope with threats or risky interpersonal relations, while stating your position and building mutual understanding at the same time.

The keys to successful, non-threatening negotiation and communication are:

- Being prepared
- Persuading (using reason) and not coercing (use force)
- Having a positive attitude
- Being firm yet friendly
- Listening carefully
- Building trust
- Showing respect for other points of view
- Asking for advice
- Warning but never threatening
- Looking for mutual agreement
- Acknowledging your negotiation partner’s authority and competence

Ultimately, the outcome of negotiation will be one of the following:

- **Win-Win:** Both parties achieve their goals and are satisfied with the outcome.
- **Win-Lose:** One party achieves the goal at the expense of the other party.
- **Lose-Lose:** Both parties are dissatisfied with the terms of the negotiated contract.

Nonviolent conflict resolution: Consider options that yield the best possible results without using violence. Conflicts are sometimes unavoidable, but it is important to resolve them without being destructive or through fighting. This skill helps you to resolve your own conflicts or to help others to come to an understanding without using violence.

Effective communication: Communication is essential for human relations. It helps people to transmit the messages they would like to convey in a way that the receiver understands. It includes listening skills, understanding how others communicate, as well as the different ways of communication (verbal, body, gesture).

Session 11: Effective Decision Making

Purpose: To enable participants to critically analyse the environment in which they live and to make good decisions about everyday life challenges

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain what decision making is;
2. Identify the process of decision making; and
3. Practice decision making skills.

Methodology: Brainstorming, role plays, debate, guided discovery, group discussion

Time: 45 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review facilitator notes.

Steps:

Step 1: Introduction – 5 minutes

1. Ask participants to think of a life experience where they were able to make a decision. Ask them to identify the steps they took to make their decisions, what worked well, and what did not work. Ask for volunteers to share their examples.
2. Explain that there are several skills one can use to make an effective decision. These include critical thinking, creative thinking, decision making, and problem solving.
3. Review with participants each of the four skills (use facilitator notes).

Step 2: Role Play on Decision Making - 10 minutes

1. Explain to learners that effective decision making usually involves several steps:
 - Defining the problem clearly
 - Gathering information
 - Coming up with alternatives
 - Choosing the preferred alternative
 - Implementing
 - Monitoring progress
 - Reviewing
2. Write the steps on the board so the participants can refer to them.
3. Divide the participants into groups of five or six members and ask each group to come up with a plan for a small business idea that the group will develop over 12 weeks. The plan should look at a product that people would be willing to pay for that they can develop from start to finish and sell.
4. Assign each group one of the following decision making models and ask them to make a final decision on the group's business idea based on the rules given. All participants can participate and provide their views, but the decision making should be done as per the model/strategy.
 - **Group A** – All members can participate/contribute their views, but only one person (i.e. the tallest or oldest person) will make the final decision.

- **Group B** – All members can participate/contribute their views, but only a select few (i.e. only boys or only girls) will make the final decision.
 - **Group C** – All members can participate/contribute their views, and all members will have an opportunity to have a say in the decision making process (decision by consensus).
5. Give the participants time to discuss the issue and to make a decision. Explain that each group will present its business idea and decision making model/strategy to the larger group.

Step 3: Role Play on Decision Making - 10 minutes

1. Have each of the three groups present its business idea and the decision the group made. Each group should take approximately 10 minutes.
2. Ask them to explain what life skills they used.

Step 4: Debate and Group Discussion – 20 minutes

1. Facilitate a group debate on the benefits of participating in the decision-making process.
2. Each group should present the benefits of its particular decision-making strategy/model and justify the importance of participation in the decision-making strategy.
3. Business homework: Send the group members to calculate the cost **of what they need for their businesses and report back to the group in four weeks during Session 19.**

Members of each group should:

- Develop a list of all the items they need to start that business;
 - Determine the number of units they need per item;
 - Find out the unit cost of the items; and
 - Add up the price of the number of units they need to start with.
4. Summarize and conclude the session.

Facilitator Notes:

Critical thinking is the ability to think through situations so as to make appropriate decisions concerning the people involved and one's environment. There are always contradictory issues, messages, expectations, and demands from significant adults, peers, and the media. Thus, there is a need to analyse these influential factors critically to come up with informed decisions.

Creative thinking is the ability to come up with new ways and ideas of doing things or dealing with different situations. There are many ways to do certain things. Life itself is not static. It is important to come up with new ways, ideas, and strategies in order to make appropriate decisions.

Decision making: As a person grows, he/she is frequently confronted with serious choices that require attention. Decision making is the ability to utilize all available information to assess a situation, analyse the advantages and disadvantages, and make an informed and personal choice. These situations may present conflicting demands that cannot possibly be met at that same time (i.e. "I want to earn money, but I also want to go to school."). One must prioritize and make choices, but at the same time, one must also be fully aware of the possible consequences of those choices. One must learn to understand the consequences before making a decision and make healthy choices while exploring positive alternatives.

Problem solving: Solve problems in a way that provides acceptable healthy and positive outcomes for all involved. Always use positive actions whenever you choose to solve a problem! For example, walk away from a conflict situation rather than fighting, throwing stones at your employer, or shouting at your parents.

Session 12: Applying Life Skills in Difficult Situations

Purpose: To increase participants' ability to utilize life skills in difficult situations that make them vulnerable to risks, including child labour

Learning Objectives:

By the end of the session, participants will be able to:

1. Identify difficult life situations and
2. Discuss how to use life skills to reduce their risk of child labour and other difficult situations.

Methodology: Brainstorming, debate, guided discovery, group discussion

Time: 2 hours

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review facilitator notes

Steps:

Step 1: Introduction – 30 minutes

1. Introduce the concept of difficult situations and explain to participants the various difficult situations adolescents may find themselves in.
2. Divide participants into five groups. Give every group a flip chart and markers.
3. Ask each group to identify and discuss one difficult situation faced by adolescent youth. Ask them to think about what life skills they could use to deal with that situation and present to the bigger group.
4. Facilitate a discussion with the larger group about each of the situations and solutions presented.

Step 2: Debate on Child Labour – 1 hour

1. Explain to participants that they will be debating a statement related to child labour, and they will be asked to argue either for or against it.
2. Review briefly a few key points from the earlier session on child labour.
3. Ask participants to divide themselves into three groups. One group will be for the motion, one group will be against the motion, and the third will be audience members. For ease, ask them to divide themselves randomly before the topic. Each side will be given 25 minutes to prepare its reasons for being for or against the statement and will then present its case. The audience will vote for or against the motion after the debate. The statement is: **“Child labour is better than being poor.”**
4. Ask each side to consider the following questions as they prepare the case:
 - a. What is the difference between child work and child labour?
 - b. In what circumstances can working be beneficial to children?
 - c. Can child labour help children and their families escape poverty? Can you find some examples?
 - d. Can child labour keep a child and their family in poverty? How?
 - e. What are the long-term effects that child labour can have on a child and his or her family? Consider the social, economic, mental, and physical effects.
5. Once both sides have prepared and presented their cases, ask the audience to vote for or against the motion.

6. After the vote, ensure that you clarify and correct any misconceptions or ideas that may be misinterpreted.

Step 3: Group Discussion – 30 minutes

1. Facilitate a group discussion on the debate and the topic of child labour.
2. Discuss the life skills young people can use to avoid child labour and to be safe if they are engaged in work.
3. Summarize and conclude the session.

Facilitator Notes:

Example of difficult situations faced by adolescent youth:

- Discrimination and denial of basic needs
- Being part of a child-headed household
- Chronically-ill parents or guardians
- Having an overly excessive workload
- Lacking sufficient rest
- Non-payment and underpayment
- Working in dangerous work environment (mines, farms, commercial plantation).
- Abusive employers (physical, sexual, and emotional abuse).

Session 13: Adolescent Growth and Development

Purpose: To increase participants' understanding of the physical, psychological, emotional, behavioural, sexual, and social changes associated with puberty

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain the physical, psychological, emotional, behavioural, sexual, and social changes associated with puberty;
2. Understand how to cope with changes during adolescence;
3. Understand the female menstrual cycle and ways to manage it effectively; and
4. Know how to use local and modern sanitary pads.

Methodology: Brainstorming, group presentation and discussion, illustration

Time: 1 hour and 45 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, illustration of reproductive parts, sample of local and modern pads, underwear

Facilitator Preparation:

1. Review facilitator notes.
2. Secure an alternate facilitator (nurse, counsellor) for this session if you are not comfortable discussing the topics.

Steps:

Step 1: Introduction – 15 minutes

1. Give a brief introduction of adolescence and body changes to the participants (see facilitator notes).

Step 2: Adolescent Changes – 30 minutes

1. Divide participants into three groups and give each group a flip chart and marker.
2. Ask each group to discuss and write down the changes that occur in boys and girls as they go through adolescence.
3. Assign one of the following topics to each group: 1) boys' physical changes; 2) girls' physical changes; and 3) emotional/social changes in both boys and girls.
4. Ask one person from each group to share his/her group's list and ask for any additional input or changes. Discuss them with the larger group and ensure that each list reflects accurate changes. Review the illustrations of the reproductive parts.

Step 3: Coping with Adolescent Changes – 30 minutes

1. Explain that it is difficult for many young people to cope with the physical, emotional, and social changes that take place during adolescence.
2. Write the following adolescence changes down on the board or flipchart and ask participants to break into pairs or groups of three to discuss each of these. Ask them to discuss how they feel about the changes and how they can cope with these changes.
 - a. Becoming more independent from parents or other adults
 - b. Planning for the future (work, study, or training)

- c. Feelings, moods, and relationships with family and friends
 - d. Thinking about romance and sex
3. Bring the group back together and go through the changes one by one, asking participants to share how they feel about the changes and strategies for coping with the changes. Write the answers down on the board or flip chart and discuss them.

Step 4: Group Discussion – 20 minutes

1. Boys need to learn about periods as well as girls, but you can organize participants in single-sex groups to reduce embarrassment. Explain to participants that one of the biggest changes that a girl experiences during adolescence is the start of menstruation.
2. Lead a group discussion around the following questions:
 - a. What happens to girls in your community once they start menstruating (e.g. Are they seen as women? Are they expected to get married?)?
 - b. How do you feel about menstruation? Is it good or bad?
 - c. How can you handle menstrual-related challenges?

Step 5: Demonstration – 10 minutes

1. Demonstrate (or pick a participant to demonstrate) how to use and properly dispose of sanitary pads and how to keep good hygiene. Clarify any questions that might arise.
2. Summarize and conclude the session.

Facilitator Notes:		
Ages	(8 – 12 years)	(13-17 years)
Physical Changes in body size and characteristics	<ul style="list-style-type: none"> • Rapid growth (both) • Pubic and other body hair (both) • Body odour (both) • Weight gain (girls) • Menstruation (girls) • Breast and genital development (girls) • Muscle development (boys) • Erections (boys) • Penis and testicle enlargement (boys) • Facial hair (boys) 	<ul style="list-style-type: none"> • Physical growth begins to slow
Mental Changes in cognitive abilities	<ul style="list-style-type: none"> • Begin ability to think abstractly • Interests begin to expand • Focus on the present 	<ul style="list-style-type: none"> • Better understanding of cause and effect relationships • Greater ability to set goals • Begin thinking about the meaning of life
Emotional Changes in the experience and expression of feelings	<ul style="list-style-type: none"> • Feelings of awkwardness • Worry about being “normal” • Moodiness 	<ul style="list-style-type: none"> • Extremes of high self-expectations and poor self-concept • Increased feelings of love and passion
Social Changes in relationships to people	<ul style="list-style-type: none"> • Realization that adults are not perfect • Desire for increased independence • Peer influence becomes more important 	<ul style="list-style-type: none"> • Greater reliance on peer approval • Distancing from parents

Puberty is a time when the bodies of boys and girls physically change. Puberty typically starts

between the ages 8 to 13 in girls and the ages 10 to 15 in boys, although some young people start puberty a bit earlier or later. **Adolescence** is the time in everyone's life between the ages to 10 and 19 years when one changes from a child into an adult.

Ovulation and Menstruation: About once a month, a tiny egg is produced in a woman's ovaries. This process is called **ovulation**. The egg travels from the ovary, down the fallopian tubes, and into the uterus. In the days before ovulation occurs, the woman's body also builds a lining of the uterus with extra blood and tissue, so that the uterus walls are thick. This happens to prepare the uterus for pregnancy: if the egg is fertilized by a sperm cell (during sexual intercourse), it travels to the uterus and attaches to the uterus wall, where it develops into a baby.

If the egg is not fertilized, it does not attach to the uterus wall, and the uterus sheds the extra tissue lining. The blood, tissue, and unfertilized egg leave the uterus, through the vagina, and out of the body. This process is called **menstruation**. Menstruation happens for most women about once a month, and that is why it is commonly called the "monthly period." It usually lasts between three and seven days. Once a girl begins menstruation, she may become pregnant if she has sexual intercourse.

The menstrual cycle is the period of time beginning on the first day of a woman's period until the day before she begins her next period. Since this happens regularly, it is called a "cycle." The length of time between one period and the next varies for each woman. For some, the cycle is 21 days (or fewer). For others, it is as long as 35 days or more. Irregular periods are common in girls who are just beginning to menstruate. Sometimes women have some spotting of blood for a day or two in the middle of her cycle. This is usually nothing to worry about. During her period, a girl may have symptoms including cramps, acne, and/or premenstrual syndrome (PMS) which may cause emotional changes, such as feeling irritable or sad.

It is important for girls/women to drink plenty of water and fruit juice and eat foods that are rich in iron, such as small whole fish, liver, beans, meat, and lots of green vegetables. This will help you to replace the iron lost in bleeding during your period.

What Materials Can Girls Use During Menstruation?

Clean pieces of cloth: These are cut to fit in the panty area by sewing several layers of cotton cloth on top of each other. These must be clean. They must be washed thoroughly after each day's use and hung in a private but sunny place to dry. They should not be shared.

Toilet tissue: A girl can use a thick, long wad of toilet tissue. Sometimes toilet tissue is too rough, and it can irritate the skin. It also may not be sufficient to absorb the blood.

Pads or sanitary towels: These are products that can be purchased and are designed specifically for use during menstruation. Pads/sanitary towels fit the panty area close to the body. They have strips of tape that keep them attached to the panties, and the panties help to hold the pads close to the opening of the vagina. If a woman uses pads, she needs to throw them down a pit latrine, bury them, or burn them after use. They should not be left in the garbage pile or flushed down the toilet.

Tampons: These are small, compressed cotton objects, formed into solid, tube-like shapes, which are pushed up/inserted into the vagina during menstruation. These are products that can be purchased and are designed specifically for use during menstruation. The cotton softens as it absorbs the blood that comes into the vagina from the uterus. Attached to the tampon is a strong, soft cotton string, which hangs out of the vagina. Pulling this string removes the tampon. A girl must always wash her hands before and after inserting a tampon. Tampons need to be changed often; otherwise it could cause an infection. One should never leave a tampon in for more than eight hours. If a woman uses tampons, she needs to throw them down a pit latrine, bury them, or burn them after use. They should not be left in the garbage pile or flushed down the toilet.

Managing sanitary pads: Whatever product a girl uses, she should change it frequently to avoid staining or odour. A girl can usually ask her sister, mother, or other close female relatives what product that they use. A girl might be worried that her friends could see her carrying such products. She should know that placing these in a simple plastic bag in a handbag or school bag usually prevents any embarrassment. If a girl's panties or clothes get stained with blood, she can soak them in cool, mildly salty water. Hot water will cause the blood to set and remain as a permanent stain.

Session 14: Introduction to Sex and Sexuality

Purpose: To increase participants' ability to delay sexual debut and to identify and understand safe sexual behaviours

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain "abstinence," "delaying sexual debut," and "safe sex";
2. Identify possible outcomes of becoming sexually active from an early age;
3. Identify myths, beliefs, misconceptions, and pressures related to delaying sexual debut;
4. Discuss ways of showing love and affection without engaging in sexual intercourse; and
5. Identify and demonstrate the skills that they should practice to delay sexual debut.

Methodology: Brainstorming, group activity, and discussion

Time: 1 hour and 45 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, illustration of reproductive parts

Facilitator Preparation:

1. Review facilitator notes.
2. Secure an alternate facilitator (nurse, counsellor) for this session if you are not comfortable discussing the topics.

Steps:

Step 1: Introduction the Topic of Sexual Behaviour – 15 minutes

1. Explain to participants that this section will focus on a topic that is particularly important to the health and well-being of young people. The topic is sexual behaviour and decision making about sexual relationships.
2. Remind participants of the previous lesson on adolescent growth and development, and that when young people go through puberty, they start to have thoughts about romance and sex. This is a normal part of human development.

Step 2: Define Sex and Delayed Sexual Debut – 20 minutes

1. Define the term, "sex." Explain that there are different ways of having sex (e.g. vaginal, oral, anal). Discuss with participants what "safe sexual behaviour" means (use facilitator notes).
2. Ask participants, "What do we mean when we say, 'sexual debut'?" Give participants a chance to respond before sharing the definition (the point at which a person begins having sexual intercourse).
3. Ask participants, "If that is the case, what does 'delaying sexual debut' mean?" (See definition in facilitator notes.) Give learners a chance to respond and then explain that the purpose for discussing this topic is because that for young people, starting to have sex at an early age can lead to consequences that keep young people from achieving their life goals and dreams.

Step 3: Discussion about Delaying Sexual Debut – 20 minutes

1. Talk to participants about the emotional, physical, and cultural reasons why it is a good idea to delay sexual debut (use facilitator notes). Ask participants to listen to the following statements carefully and for each participant to write on a piece of paper whether they think the answer to the statement is "true" or "false." Read the following statements aloud, pausing to let participants decide their answers, then read the correct answers:

- HIV is something that older people should worry about, not me, because I am too young to get pregnant and to get HIV. **(False.** *You are at risk of HIV, regardless of your age if you have sexual intercourse. All girls who have started menstruation are also at risk of getting pregnant if they are sexually active.)*
 - If my boyfriend or girlfriend proposes love to me, I don't need to have sex with him or her. **(True.** *Just because someone has proposed love to you does not mean you have to have sex with them. Kissing and cuddling are non-risky ways of showing affection.)*
 - A girl cannot get pregnant the first time she has sex. **(False.** *All girls who have started menstruation are at risk of pregnancy if they do not use a condom or contraception from the first time they start having sex.)*
 - Abstaining from sex causes a build-up of sperm that makes boys go mad. **(False.** *Abstaining from sex is completely healthy and cannot damage a boy's body or impair his ability to perform sexually in the future.)*
 - If I want things like food or clothes, I shouldn't have to initiate sex to get them. **(True.** *Exchanging sex for basic needs (such as food or clothes) or for gifts and money is very risky and can lead to exploitation and other dangerous situations.)*
 - HIV occurs only when you have multiple partners. **(False.** *You can become infected with HIV by having sex with one infected partner just one time.)*
 - Being a real man means having many sexual partners as early as possible. **(False.** *Being a real man means taking responsibility for yourself, respecting your partners, and is not only about sexual activity.)*
 - HIV infection is inevitable, and the future is bleak anyway so there is no point in delaying sex. **(False.** *The majority of people in Uganda are not HIV positive, and if you delay having sex until you are ready for it, protect yourself, and focus on your education, you have a good chance of leading a long and fulfilling life.)*
2. Discuss any questions or comments that participants have about these questions or about other myths/misconceptions that they might have heard of.

Step 4: Group Activity – 40 minutes

1. Ask the learners to divide into groups of three or four people. Each group should have a pen and paper.
2. Each group should brainstorm phrases and sentences that people use when trying to persuade a partner to have sex. Each group should aim to have about five statements.
3. Ask the groups to break into pairs. Each pair needs to nominate an "A" partner and a "B" partner. Partner "A" should start off by being the person who wants to have sex and should read the first of their five brainstormed statements. Partner "B" should then reply giving a reason why he/she do not want sex. Partner "A" continues until all the statements have been read, and partner "B" has responded to them all. When all the statements have been read, the partners exchange roles.
4. Ask the group to come back together and ask them how it felt when responding to the "persuading" statements. You can ask:
 - Was it difficult to think of responses?
 - How did it feel to be refusing all the time?
 - Are there other ways to challenge someone effectively?
5. Ask about the exercise from the perspective of the person who was being refused:
 - How did it feel to be constantly refused?

- Which responses did you find to be the most successful in helping you understand that the partner did not want to have sex?
6. Ask the participants to name some activities that they can participate in with someone that they like that are considered “low risk” (use facilitator notes).

Step 5: Wrap Up – 10 minutes

1. Tell participants that as they get older, they may start to feel ready to have sexual relationships. In the next session, we will discuss ways of having safe sexual relationships.

Facilitator Notes:

It is important for participants to know that throughout their lives, they are likely to face situations where they will be pressured to engage in sexual behaviour. It is important to provide information, as well as strategies, that will help youth to translate their intentions to adopt healthy behaviours into actual practice, whether that means to abstain from or delay sex, or to protect themselves when they do decide to engage in sex.

Adolescents and sexual behaviour: When young people go through puberty, they start to have thoughts about romance and sex. This is a normal part of human development. Regardless of whether or not young people are sexually active, it is important that they have access to accurate information so that they can make informed decisions now and in the future about practicing safe sexual behaviour. This can help young people protect themselves from exposure to HIV, other STI/Ds, and unintended pregnancy.

Abstinence means choosing not to engage in sexual intercourse (oral, vaginal, anal) with other people. Abstinence is particularly appropriate for adolescents, because they are typically not yet physically or emotionally prepared to handle all that goes with sexual relationships.

Delayed sexual debut means waiting to have your first sexual contact until you are matured (physically and emotionally). Teenagers may engage in sexual intercourse for a variety of reasons, including a desire to show love and affection, a result of peer pressure, not knowing how to say “no,” persuasion with gifts or money, and/or because they are forced. Due to their age, many teens may not properly weigh the risks and potential consequences before engaging in sex and think that some of the potential risks (like HIV transmission) happen to other people, not to themselves. Youth who begin sexual activity early may also be more likely to have sex with high-risk partners or with multiple partners and less likely to use condoms.

It is important for young people to understand the reasons to abstain or delay sexual debut so they can make good decisions. These include:

- ***100% effective method:*** Abstinence is the only method that is 100% effective in preventing the sexual transmission of STDs (including HIV) and unintended pregnancy.
- ***Physical and biological reasons:*** Children and adolescents have bodies and sexual organs that are not yet fully mature. Engaging in sex before they are physically ready can cause serious damage to the body.
- ***Social and cultural reasons:*** Young people who engage in sex at an early age may try to hide it, and as a result, it may be difficult for them to use safe sexual practices and to seek medical attention if they need it.
- ***Emotional reasons:*** If you are not ready for sex and not able to have it safely and enjoyably, you may end up feeling ashamed, violated, or unhappy.

There are many other ways for people to express love and feelings for someone else that are not risky. Some of them include:

- | | | |
|----------------|----------------------------|----------------------|
| -Hugging | -Reading a book together | -Taking walks |
| -Holding hands | -Playing football together | -Going to the movies |

Safe sexual behaviour: When people decide to engage in sex, there are options for having safe sex that reduce one's risk of the transmission of STDs, as well as risk of unintended pregnancy. Safe sexual behaviours are those in which both partners agree to participate (unforced, un-coerced) and those in which both partners are ready to take responsibility to protect themselves. This means that partners are able to discuss and use protection options each time they have sex.

Safe sex also means being in a **monogamous relationship**: one in which each partner has only one sexual partner at a time. In a monogamous relationship, each partner is faithful throughout the whole relationship. When both partners have tested negative for STDs and are monogamous with each other, they are not at risk of STD transmission. On the other hand, having multiple (successive or serial sexual partners) and/or concurrent (overlapping) partners leads to increased risk of STD transmission, including HIV.

Another type of a high-risk relationship is an **age disparate relationship** between a young person and an individual at least five years older. Age disparate relationships put young people at heightened risk of STD/HIV transmission, because they often have less power to negotiate if/when to have sex and whether or not to use condoms with older partners. **Transactional sex**, in which gifts of money or other goods are exchanged for sex, is also high risk because the power dynamic that exists within these relationships often makes it difficult to negotiate safe sex. Age disparate and transactional relationships may go hand-in-hand with one another; an example of this is the concept of "sugar daddies," who offer gifts/money in exchange for sex with younger girls.

The chart on the next page gives a range of safe to risky sexual behaviours.

Practice	Risk Level	Notes
Abstinence	No risk	
Holding hands	No risk	This is true, even if one person is HIV+.
Hugging	No risk	This is true, even if one person is HIV+.
Massage	No risk	This is true, even if one person is HIV+.
Sexual intercourse with an uninfected partner in a monogamous relationship	No risk	Though a person may think his/her relationship is monogamous, this may not actually be the case if the other partner is unfaithful.
Self-stimulation	No risk	
Sexual stimulation of another's genitals using hands	Low risk/no risk	Risk is very low if there are no cuts or broken skin on hands, especially if there is no contact with secretions, semen, or menstrual blood.
Deep (tongue) kissing	Low risk/no risk	Risk is higher if bleeding gums, sores, or cuts in the mouth. There is no risk from saliva itself.
Oral sex on a woman using a barrier	Low risk/no risk	Risk is very low. Barrier must be used properly. Some STIs (e.g. herpes) can be transmitted through contact with skin not covered by barrier.
Oral sex on a man using a condom	Low risk/no risk	There is a small risk of the condom slipping or breaking; this risk is reduced with correct use. Some STIs (e.g. herpes) can be transmitted through contact with skin not covered by condom.
Vaginal sex with a condom	Low risk	There is a small risk of the condom slipping or breaking; this risk is reduced with correct use. Some STIs can be transmitted through contact with skin not covered by condom.
Vaginal sex with multiple partners; condom use every time	Low risk	Multiple partners increase risk; however, correct and consistent condom use reduces risk.
Anal sex with condom	Medium risk	Risk of condom breaking is greater than the risk for vaginal sex. Some STIs (e.g. herpes) can be transmitted through contact with skin not covered by condom.
Oral sex on a man without a condom	Medium risk	HIV and STIs can be transmitted through oral sex, however the risk is lower than that of anal or vaginal sex. HIV can be present in pre-ejaculate. Safer if no ejaculation in mouth.
Oral sex on a woman without a barrier	Medium risk	HIV and STIs can be transmitted through oral sex, however risk is lower than that of anal or vaginal sex.
Withdrawal	High risk/reduced risk	HIV can be present in pre-ejaculate; therefore, risk of transmission is high. However, withdrawal may somewhat reduce risk of HIV transmission. Unlikely to reduce risk of other STIs.
Vaginal sex without a condom	High risk	One of the highest-risk activities. Receptive partner is at greater risk.
Anal sex without a condom	High risk	One of the highest-risk activities. Receptive partner is at greater risk.
Vaginal sex using hormonal contraceptives or IUD and no condom	High risk	Hormonal contraceptives and IUDs do not protect against STIs or HIV.

Session 15: Relationships, Love, Sex, and Peer Pressure

Purpose: To equip young people with the knowledge and skills to identify healthy relationships, friendships, and love

Learning Objectives:

By the end of the session, participants will be able to:

1. Identify qualities of healthy and unhealthy relationships;
2. Discuss the characteristics of good and bad friends;
3. Describe how peer pressure can influence decision making; and
4. Identify the differences between love and infatuation.

Methodology: Brainstorming, learning game, role play, group presentation, and discussion

Time: 2 hours and 15 minutes

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, index cards

Facilitator Preparation:

1. Review facilitator notes.
2. Prepare a set of index cards, each containing one of the words listed in the facilitator notes. Write each word using a marker, as large as you can.
3. Prepare two signs on coloured paper, one saying, “**Unhealthy**” and the other, “**Healthy.**”

Steps:

Step 1: Introduction – 15 minutes

1. Write the word, “**RELATIONSHIPS**” on the board or flip chart paper and ask participants what they understand the word to mean. Write the answers on the board or flip chart and discuss them.
2. Explain to participants that they have many types of relationships (with friends, family members, mentors, etc.), and as they move through adolescence, their relationships will grow and change.

Step 2: Health and Unhealthy Relationships – 45 minutes

1. Tape the “**Healthy**” and “**Unhealthy**” signs on the wall.
2. Explain to participants that they will be identifying the qualities of healthy and unhealthy relationships.
3. Distribute all of the notecards/words to the participants. It is okay if some participants receive more than one card as long as everyone has received at least one card.
4. Ask each participant to read his or her card aloud. The group will then discuss whether the word on the card is or is not a characteristic of a healthy relationship. Once the group has reached a decision, the cardholder should tape the word on the sign with the appropriate heading (either “**Healthy,**” “**Unhealthy,**” or in between the two signs).
5. Once all of the words have been placed on the wall, review them and facilitate a discussion about the different types of relationships that adolescents have and the qualities of healthy and unhealthy relationships. Invite participants to share examples from their own lives.

Step 3: Peer Pressure – 45 minutes

1. Explain to participants that people often find it difficult to make choices that are different from what their friends are doing. This is the case even for adults. Explain that learning how to resist peer pressure and how to say no to things that you don’t want to do is an important life skill.

2. Divide the participants into two groups and give each group a scenario. Explain that each group will have 20 minutes to discuss the scenario as a group and identify two or three strategies to deal with the issue. Each group will then read its scenario and present its strategies to the larger group.
 - a. **Scenario 1:** My name is Peter, and I am very shy. I am 15 years old and don't know what to say to a girl. My friends say I am soft, and to make things worse, when we were in town on Friday, they planned to steal something from a kiosk, and I refused to go along with it. Now they say that I can't be friends with them unless I do the things that they do, because they won't be able to trust me.
 - b. **Scenario 2:** I am Aisha, and I am 16 years old. My boyfriend is Charles. We are happy in our relationship, but Charles always wants to have sex. I have made a case for why I don't want to have sex yet, but Charles says he can't wait anymore and that there are plenty of other girls. He has said if we don't have sex tomorrow, the relationship is finished. I love Charles, and I don't want to lose my relationship, but I am not ready.
3. Once the two groups have presented, ask for feedback from the larger group. Facilitate a discussion about the types of peer pressure that are present in these stories and what strategies people can use to resist peer pressure.

Step 4: Love and Infatuation – 30 minutes

1. Ask for a volunteer to define the word, “**love**” and another to define, “**infatuation**.” Write the answers down on the board or flip chart and discuss them.
2. Divide the participants into two teams and tell them that they are going to play a game.
3. One team is “love,” and the other team is “infatuation.” Explain that you will read a statement, and each team should discuss the statement and decide if they think the statement is about love or infatuation. If the “love” team thinks that it is about love, they should raise their hands; if the “infatuation” team thinks it is about infatuation, then they should raise their hands. If both teams think they are right, they should discuss and decide which team it belongs to. The answers are in brackets after each statement, but you shouldn't read the answers aloud.

Statements:

- It comes gradually between two people. They grow into it after many experiences together. [Love]
 - Others often do not understand the relationship. [Infatuation]
 - One person uses the other for personal pleasure, security, or other personal gain. [Infatuation]
 - It involves the entire personality. [Love]
 - Each person respects the mind and body of the other. [Love]
 - It focuses on the present and feels like it cannot wait. [Infatuation]
 - It is insecure, distrustful, jealous, and fearful. [Infatuation]
 - It is based on knowing and understanding each other. [Love]
 - There is a focus on physical contact and feeling good. [Infatuation]
 - It is patient and says, “We want to be together forever! We can wait! Nothing can happen to our love for each other.” [Love]
 - People are often embarrassed about the relationship or secretive with parents and others. [Infatuation]
4. Facilitate a discussion with the participants with the following questions:
 - What new things did you learn about infatuation? Love?
 - How can you help people understand the differences between love and infatuation?
 - Do you have to like someone in order to love them? How do you know if you like someone?
 5. Summarize and conclude the session.

Facilitator Notes:

What is a healthy relationship? Good relationships are based on love, respect, and willingness to put effort into the relationship. In a good relationship, both people are honest with each other. Both people feel safe in the relationship and do not worry that the other will betray one's trust. Both people usually find enjoyment and pleasure in the relationship, and neither person tries to control the other person or to pressure the other person into doing things. Neither person exploits or uses the other in any way.

The healthiest relationships are those that people work to develop and those that have the following qualities:

- **Responsibility:** To be responsible means that others can depend on you, that you will do as you said you would, and that you will be able to distinguish right from wrong.
- **Understanding:** To be understanding means to try to understand another person's feelings and positions. It means trying to 'put yourself in someone else's shoes' in order to understand what life looks like from the other person's point of view.
- **Work:** To work at a relationship means to put effort into the relationship and to not take the other person for granted.
- **Caring:** To be caring means to be concerned and interested in another person's feelings and needs and to want what is best for that person.
- **Mutual respect:** Respect in a relationship means that each person values who the other is and understands and doesn't challenge the other person's boundaries.
- **Trust:** It is normal to get a little jealous sometimes: jealousy is a natural emotion. But how a person reacts when he or she feels jealous is what matters. There's no way you can have a healthy relationship if you don't trust each other.

What is an unhealthy relationship? A relationship is unhealthy when it involves mean, disrespectful, controlling, or abusive behaviour. Some people live in homes with parents who fight a lot or abuse each other - emotionally or physically. For some people who have grown up around this kind of behaviour, it can almost seem normal or okay. It's not! Qualities like kindness and respect are requirements for a healthy relationship.

Warning Signs

Ask yourself, does my boyfriend or girlfriend:

- Get angry when I don't drop everything for him or her?
- Criticize the way I look or dress, and say that I'll never be able to find anyone else who would date me?
- Keep me from seeing friends or from talking to any other guys or girls?
- Want me to quit an activity, even though I love it?
- Ever raise a hand when angry, like he or she is about to hit me?
- Try to force me to go further sexually than I want to?

If you can think of any way in which your boyfriend or girlfriend is trying to control you, make you feel bad about yourself, isolate you from the rest of your world, or (this is a big one) harm you physically or sexually, then it's time to get out, fast. Let a trusted friend or family member know what's going on and make sure that you're safe. It can be tempting to make excuses or misinterpret violence as an expression of love. But even if you know that the person who is hurting you loves you, it is not healthy. No one deserves to be hit, shoved, or forced into anything that he or she doesn't want to do.

Relationships and sex: Two people can share time together and become very close and even love each other without having sex. By talking and sharing experiences, they can learn important things

about each other. They can learn how each views life, how they would make decisions together, what kind of partner and parent each person would make, and how each feels about the other's plans for his or her life. Touching each other (without sexual intercourse) can be satisfying by itself and is not dangerous, as long as it does not lead to a person having sex before he or she is ready.

Words for Notecards:

Freedom	Openness	Boss	Independence	Compromise
Hard work	Honesty	Trust	Fear	Pleasure
Commitment	Sharing	Communication	Threats	Friendship
Violence	Truth	Respect	Possessive	Strong feelings
Obsession	Caring	Pain	Giving up yourself	Intimidation
Dependency	Sex	Closeness	Jealousy	

Session 16: Family Planning

Purpose: To increase participants' understanding of family planning methods and the benefits of these methods to young people

Learning Objectives

By the end of the session, participants will be able to:

1. Define family planning and identify different family planning/contraception methods;
2. Discuss the benefits of family planning with participants;
3. Demonstrate proper condom use; and
4. Discuss myths and misconceptions about family planning.

Methodology: Brainstorming, lecture, group discussion, demonstration

Time: 2 hours

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk, condom demonstration materials

Facilitator Preparation:

1. Review facilitator notes.

Steps:

Step 1: Introduction – 20 minutes

1. Introduce the session by asking participants what they understand of family planning and how their community understands family planning. Write the answers down on the board or flip chart and discuss them.
2. Ask participants to share any myths or misconceptions they know about family planning methods.

Step 2: Lecture and Group Discussion – 40 minutes

1. Introduce the five different types of family planning methods available (use facilitator notes). Explain the pros and cons of each type.
2. Facilitate a discussion with participants about the benefit of family planning and how contraceptives work to prevent pregnancy. Make sure that participants understand that other condoms, other contraceptives do not protect against STD/I transmission, including the transmission HIV.

Step 3: Demonstration and Group Discussion – 60 minutes

1. Demonstrate to participants how to properly use a condom.
2. Facilitate a group discussion with participants by asking them to identify where family planning services can be accessed in their communities.
3. Summarize and conclude the session.

Facilitator Notes:

Contraceptives are a type of birth control used to reduce the chances of a woman becoming pregnant. Contraceptives work by preventing a man's sperm from fertilising a woman's egg. There are different types of contraceptive methods. Barrier methods, such as condoms, physically prevent sperm from swimming into the uterus and fertilising the woman's egg. Hormonal methods, such as "the pill," alter a woman's hormonal cycle to prevent fertilisation. There are also permanent methods (e.g. sterilization) of contraception that are uncommon among youth. Each contraceptive method has its advantages and disadvantages, including different levels of effectiveness, side effects, and accessibility. Each individual must consider the different attributes of available methods and decide which method is most appropriate for him/her.

Young people must remember that **abstinence is the only 100% effective method for preventing pregnancy**. However, for those that do choose to be sexually active – boys and girls alike – it is important that they understand the available options for preventing pregnancy.

It is also important for girls and women to understand the side effects and potential health risks of any form of contraception, which can vary from woman to woman and are different for each method. For over-the-counter methods, it is important for a woman to consult with a healthcare provider to determine which method is most appropriate for her. Serious side effects are rare, but women may experience side effects, such as disturbance in their usual monthly cycle, mood changes, possible weight gain, and fluid retention.

Contraceptive Options

Method	Advantage	Side effects	Limitations
ABSTINENCE	The only 100% effective protective method against pregnancy and STIs, including HIV	None	None
MALE CONDOM	98% effective in preventing pregnancy with correct and consistent use 85% effective in preventing pregnancy as commonly used Also protects against STIs, including HIV	None	Not 100% effective Must be used carefully, correctly, and consistently for full protection
FEMALE CONDOM	98% effective in preventing pregnancy with correct and consistent use 85% effective in preventing pregnancy as commonly used Also protects against STIs, including HIV	None	Not 100% effective Must be used carefully, correctly, and consistently for full protection

COMBINED ORAL CONTRACEPTIVES (COCS):	>99% effective in preventing pregnancy with correct and consistent use 92% effective in preventing pregnancy as commonly used Can also help to relieve menstrual cramps, menstrual bleeding, and symptoms of endometriosis (pelvic pain, irregular bleeding)	Some women report: <ul style="list-style-type: none"> • Changes in bleeding patterns • Headaches • Dizziness • Nausea • Breast tenderness • Weight change • Mood changes • Acne (can improve or worsen, but usually improves) Very rare risks: <ul style="list-style-type: none"> • Blood clot in deep veins or legs or lungs Extremely rare risks: <ul style="list-style-type: none"> • Stroke • Heart attack 	They do not protect against STIs (e.g. HIV) Must be taken daily Must access from a healthcare provider
PROGEST- OGEN ONLY PILLS (POPS):	99% effective in preventing pregnancy with correct and consistent use 90–97% effective in preventing pregnancy as commonly used Can also help to reduce sickle cell crises among women with sickle cell anaemia and symptoms of endometriosis (pelvic pain, irregular bleeding)	Some women report: <ul style="list-style-type: none"> • Changes in bleeding patterns • Headaches • Dizziness • Mood changes • Breast tenderness • Abdominal pain • Nausea 	They do not protect against STIs (e.g. HIV) Must be taken daily at the same time of day Must access from a healthcare provider
INTRA- UTERINE DEVICE (IUD):	>99% effective in preventing pregnancy	Serious problems with the IUD are rare. Some women report: <ul style="list-style-type: none"> • Changes in bleeding patterns Uncommon health risk: <ul style="list-style-type: none"> • May contribute to anaemia if a woman already has low iron blood stores before insertion, and the IUD causes heavier monthly bleeding Rare health risk: <ul style="list-style-type: none"> • Pelvic inflammatory disease (PID) may occur if the woman has chlamydia or gonorrhoea at the time of IUD 	Does not protect against STIs (e.g. HIV) It must be inserted and removed by a trained health worker

Teaching Contraception:

- The subject of contraception is a sensitive topic for many. Teaching contraceptive information to adolescents can be controversial. Some adults believe young people should not have sexual intercourse, and they fear that giving them information about contraception encourages young people to experiment sexually. There is no evidence to suggest that teaching this material causes young people to have sexual intercourse. In fact, studies from many countries show that good family life education classes actually postpone or delay sexual activity.
- Do not assume that anyone in the group is having sex or that no one in the group is having sex. Make it clear that since most people have sexual intercourse at some point, it is important to know about contraception.
- Always present abstinence as the most effective and most appropriate method of contraception for young people. Emphasize that when young people do choose to have sexual intercourse, they have a responsibility to themselves, their partner(s), and future children to keep themselves safe from unintended pregnancy and diseases. Make it clear that unprotected intercourse is neither safe nor smart.
- Always keep the diversity of religious and cultural values in mind. As you talk about making decisions about contraceptives, remind students that couples must always consider their personal, family, and religious values.
- Use the third person. For example, say things like, “If a couple goes to a family planning clinic...” or “When two people decide to have intercourse...” Refrain from saying, “If *you* decide....” or “When *you* go to a family planning clinic.”
- It can be extremely difficult, but in order to provide the best service to young people, it is important to keep your personal values regarding contraception out of the discussion. Provide factual information about all the different methods and continue to reinforce the concept that people who choose to have sexual intercourse should act responsibly and use contraception.

Session 17: Sexually Transmitted Diseases/ Infections

Purpose: To increase participants' knowledge of the different types, signs, and symptoms of STI/Ds and how to properly care for and manage them

Learning Objectives:

By the end of the session, participants will be able to:

1. List the basic facts about sexually transmitted diseases/infections (STD/Is);
2. Discuss how to prevent STD/Is; and
3. Identify where young people can access services to test for, manage, and treat STI/Ds.

Time: 1 hour

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Methodology: Learning game/quiz, brainstorming, group discussion

Facilitator Preparation:

1. Review facilitator notes and STD/I quiz.

Steps:

Step 1: Introduction – 10 minutes

1. Introduce the topic of STD/Is. Ask participants to explain what they understand of the term, “**Sexually Transmitted Diseases/Infections.**” Write the answers on the board or a flip chart and discuss.
2. Explain that STD/Is are infections that are spread from person-to-person through sexual contact. Explain that adolescents are at greater risk of STD/Is due to: 1) their lack of awareness of risks and protective measures, such as condoms; 2) lack of access to protection and/or inability to negotiate safe sex; 3) lack of access to sexual and reproductive health counselling and testing services; and 4) their tendency to have multiple sexual partners at one time.
3. Answer any questions that participants may have.

Step 2: STD/I Quiz – 30 minutes

1. Divide participants into two groups and explain to them that they will play a game.
2. Explain that each team will be read a statement (from the list below) and they must answer it. The team must decide whether the statement is true or false (they will receive 1 point for a correct answer). The team must explain why the statement is true or false (and can receive another point for a correct answer). If the answer or explanation is incorrect, the other team can try for an extra point. Alternate questions between the two teams. Continue until all the statements have been read. When the game is over, announce the points and winning team.

Quiz Questions

1. A person can always tell if she or he has a STD/I.
 - **False.** People can and do have STD/Is without having any symptoms. Women often have STD/Is without symptoms, because their reproductive organs are internal, but men infected with some diseases, like chlamydia, may also have no symptoms. People infected with HIV generally have no symptoms for years after infection.
2. With proper medical treatment, all STD/Is, except HIV, can be cured.
 - **False.** Some, but not all STD/Is can be cured with antibiotics. Some infections that are viral—like herpes and HIV—have no cure but are treatable.

3. You cannot contract a STD/I by masturbating, holding hands, talking, walking, or dancing with a partner.
 - **True.** STD/Is are only spread by close sexual contact with an infected person. Anyone can be infected by having oral, anal, or vaginal intercourse with a partner who is infected.
4. It is possible to contract some STD/Is from kissing.
 - **True.** It is rare but possible to be infected by syphilis through kissing, if the infected person has small sores in or around the mouth. The herpes virus can be spread by kissing, if sores are present. HIV is not passed through saliva and could only be transmitted through kissing if both people had open sores in their mouths or bleeding gums.
5. Only people who have sexual contact with someone who is infected with a STD/I can contract a STD/I.
 - **False.** Babies can contract STD/Is, such as herpes, gonorrhoea, and HIV, during pregnancy, delivery, or breastfeeding from mothers who are infected.
6. Condoms are highly effective in protecting against the spread of STD/Is.
 - **True.** Correct, careful, and consistent use of condoms is a highly effective way to prevent the spread of STD/Is. But, **abstinence from sexual intercourse is the only method that is 100 percent effective.**
7. You will not get a STD/I if your girlfriend or boyfriend looks clean and healthy.
 - **False.** A person can look healthy and clean but still be infected with a STD/I. The only way for someone to know for sure that he/she is infected with a STD/I is to be tested.
8. It is women who are spreading HIV and STD/Is.
 - **False.** Both women and men may have HIV and STD/Is and may pass it to their sexual partners. Our society often blames women for spreading STD/Is, but a woman must first become infected from her partner before she can pass it to someone else.
9. Having sex with a virgin cleans a man of HIV and cures him.
 - **False.** There is no cure for HIV. Having sex with a virgin only risks giving HIV to that person and will not cure the man.
10. STD/Is are a curse from God.
 - **False.** STD/Is are caused by viruses and bacteria, which are transmitted during sexual contact and can be prevented by abstaining from or practicing safe sexual practices.

Step 3: Group Discussion – 20 minutes

1. Conclude the game by facilitating a discussion with participants about any questions they may have from the quiz.
2. Ask the entire group the following questions and write their answers on the board or a flip chart:
 - a. What are the signs and symptoms of STD/Is?
 - b. What are the two most effective ways to avoid STD/Is?
 - c. What things should you do if you are worried that you have been infected with a STD/I? Where could you go for help?
 - d. How could you talk about using condoms if you were to have sexual intercourse with a partner?
3. Summarize and conclude the session with key points on the basic facts on STD/Is, common misconceptions, and tips on safer sex.

Facilitator Notes:

Sexually transmitted diseases/infections are spread from person-to-person through sexual contact. Risks of STD/Is are more common among adolescents due to 1) their lack of awareness of risks and protective measures, such as condoms; 2) lack of access to protection and/or inability to negotiate safe sex; 3) lack of access to testing; and 4) their tendency to have multiple sexual partners.

Sign and symptoms of STD/Is among adolescents include:

- | | |
|--|-------------------------------------|
| -Urethral discharge or painful urination | -Unusual vaginal discharge |
| -Genital sores or ulcers | -Lower abdominal pain or tenderness |
| -Genital warts | -Rash |
| -Swelling in the genital area ('private parts') | -Itching genitals |
| -Painful urination or painful sexual intercourse | -Sores around the mouth |

Note that while some people may experience visible or non-visible signs or symptoms, **many STD/Is have NO signs or symptoms at all**. The only sure way to know if you are infected is to be tested by a medical professional.

Examples of STD/Is:

HIV	Human Papilloma Virus (HPV)	Trichomoniasis
Gonorrhoea	Chlamydia	Genital herpes
Syphilis	Cancroid	

Complications associated with STD/Is: STD/Is can lead to reproductive health problems, including infertility (for both men and women), chronic pain from pelvic inflammatory disease (females) and cancer of the cervix (females), and even death. Some STD/Is are a risk factor for HIV transmission and for acquiring HIV. STD/Is can be transmitted from mother to child during pregnancy and birth. Babies born to infected mothers may be born too early, too small, blind, sick, or even be stillborn.

Why are girls more at risk? Women are at higher risk for and more affected by STD/Is than men. The lining of the vagina is thinner and more delicate than the skin on the penis, so it is easier for bacteria and viruses to penetrate the vagina. Differences in women's bodies also may make detection more difficult, as compared to men. Women are less likely to have symptoms of common STD/Is, as compared to men. Also, because a man's sexual fluids stay inside a woman's body after sex, she is more likely to get an infection. Due to traditional gender norms, women often have less power to negotiate safe sex (e.g. use of condoms, saying "no" to sex), particularly with older men. Younger women are even more at risk for getting a STD/I, because they are more likely to suffer from tears in the vagina during sex.

STD/I Prevention: The only completely effective way to prevent STD/Is is to abstain from oral, anal, and vaginal sexual intercourse. Contact with another person's body fluids can lead to a STD/I. For people who have decided to engage in sexual activity, correct, careful, and consistent use of condoms can protect against many, but not all, STD/Is. Both men and women can play an important role in preventing STD/Is by having monogamous relationships and using condoms every time they have sex to protect their partners and themselves.

If You Have a STD/I...

- Seek medical treatment immediately and complete your treatment. Do not share your medicine with a partner or anyone else.
- Inform your sexual partner(s). Strongly encourage your partner(s) to get tested and if appropriate, to seek treatment.
- Abstain from sexual contact while infectious.
- Abstain from sex or protect yourself each time you have sex.

Sessions 18: HIV/AIDS

Purpose: To discuss the modes of HIV transmission, methods of HIV prevention, and care and support

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain basic facts about HIV/AIDS;
2. Describe the difference between HIV and AIDS;
3. List modes of preventing HIV/AIDS; and
4. Discuss how to care and support people living with HIV/AIDS.

Time: 2 hours

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Methodology: Brainstorming, learning game, group discussion

Facilitator Preparation:

1. Review facilitator notes.
2. Divide the session into two one-hour days.
3. Cut several sheets of paper in half, enough so each person will have 2 pieces of paper.

Steps:

DAY I

Step 1: Introduction – 40 minutes

1. Introduce the topic of HIV/AIDS by giving two slips of paper to each participant.
2. On one piece of paper, ask each person to write something that he/she has heard people in the community say about HIV/ AIDS (This does not have to be something they agree with.).
3. On the other piece of paper, ask each person to write something that he/she thinks or knows about HIV/AIDS (a fact, a myth, or a misconception).
4. Collect all of the pieces of paper and shuffle them.
5. Divide learners into three groups and deal out the slips randomly, ensuring each group has about the same number of slips.
6. Ask each group to sort out the slips of paper into three categories: “**agree**,” “**disagree**,” or “**don’t know**.”
7. When they are finished, ask each group to read their statements, including whether they disagree, agree, or don’t know about each statement.
8. Ask for feedback from the other larger group about each of the statements as they are presented
9. Once each group has presented, facilitate a discussion with the larger group about the statements. Clarify any questions and correct any misinformation, as necessary.

Step 2: Brainstorm and Group Discussion – 20 minutes

1. Facilitate a brainstorm discussion with participants on the definition of HIV/AIDS and modes of HIV transmission. Write the answers on the board or flip chart and discuss them. Ask:
 - a. What is HIV?
 - b. What is AIDS?
 - c. List some of the main ways you can prevent HIV infection.
2. Clarify the difference between HIV and AIDS and correct any of the answers given, if necessary.
3. Summarize and conclude the session.

DAY 2

Step 1: Risky and Non-Risky Behaviour – 30 minutes

1. Explain to participants that they will have the chance to think about their own risks of being infected with HIV if they do certain things.
2. Read the following statements aloud, one by one.
3. Before each statement, ask the participants, “If you do this, are you at risk of being infected with HIV?”
4. Ask volunteers to share their opinions and discuss with the group. Be sure to clarify the appropriate answers.
 - a. If you hug, kiss, or massage your friend? **[No]**
 - b. If you handle someone else’s blood without protection? **[Yes]**
 - c. If your sexual partner has sex with others? **[Yes]**
 - d. If you drink beer or other kinds of alcohol? **[No, HIV is not transmitted by drinking alcohol or using drugs, but substance use may lead to risky sexual behaviour, which then increases risk of exposure to HIV.]**
 - e. If you are bitten by mosquitoes? **[No]**
 - f. If you have sex with more than one person? **[Yes]**
 - g. If you or your partner has had a STD/I in the past? **[Yes]**
 - h. If you share a razor with a person with HIV or AIDS? **[Yes]**
 - i. If you only have sex with one partner? **[Yes, but having a monogamous relationship is less risky than having multiple and/or concurrent partners.]**
 - j. If you live, work, or play with a person with HIV or AIDS? **[No]**
 - k. If you don’t know if your sexual partner is HIV positive or has a STD/I? **[Yes]**
5. Facilitate a discussion with the following questions:
 - a. Did you learn any new information? Do you have any questions about any behaviours that we did not talk about today?
 - b. If you thought you might be at risk of HIV, where would you go to access help?

Step 2: Positive Living – 30 minutes

1. Explain to participants that people with HIV can live normal, healthy lives for a long time without getting sick.
2. Write the term, “**positive living**” on the black board and ask participants to brainstorm what they think it means. Write the answers on the board or flip chart and discuss them.
3. Explain that “positive living” is taking care of your health and body when you have HIV. It includes:
 - Keeping one’s mind healthy (having a positive outlook toward living and life);
 - Keeping one’s body healthy;
 - Keeping one’s soul and spirit healthy; and
 - Living responsibly with HIV and preventing new HIV infections, both for yourself or others.
4. Facilitate a discussion with participants about what can be done to provide care and support for people living with HIV/AIDS.
5. Summarize and conclude the session.

Facilitator Notes:

HIV and AIDS: HIV stands for “Human Immunodeficiency Virus.” It is a virus that is passed between people through contact with infected blood, semen, vaginal fluids, and breast milk. HIV can also be passed from a mother, who is HIV infected, to her baby during pregnancy, at the time of birth, or through breastfeeding. HIV weakens the immune system, making it easier for people to become sick. When a person with HIV becomes sick with many illnesses that do not respond to treatment, he or she is said to have AIDS.

AIDS stands for “Acquired Immunodeficiency Syndrome.” Acquired refers to the fact that you get the disease from somewhere else; it does not develop on its own. Immunodeficiency means the immune system is weak and unable to fight off infections and illnesses. Syndrome signifies a specific collection of symptoms and diseases, such as weight loss combined with skin cancer and pneumonia.

What is safer sex?

The only certain way to protect oneself against HIV transmission is to abstain from sexual activity. People who have decided to be sexually active can make choices to practice safer sex. Safer sex describes a range of ways that sexually active people can protect themselves from infection of all STD/Is, including HIV. Practicing safer sex also provides protection against pregnancy. Using a condom correctly during every act of sexual intercourse is called protected sex, because when used correctly, condoms can significantly reduce the risk of HIV infection. Safe medical male circumcision may also reduce the risk of HIV transmission. In addition to using protection, practicing monogamous relationships (just one partner) and knowing your status and your partners’ status are also important practices for maintaining safe sexual relationships.

When are people with HIV infectious to others?

People with HIV can infect others as soon as they are infected with the virus.

From HIV to AIDS

People with HIV may not know they are infected and may look, act, and feel healthy for a long time, possibly longer than 10 years. People can stay healthy longer by eating well and getting prompt treatment of illnesses and infections. It is impossible to tell from looking at someone if he or she is infected with HIV. The only way to definitively tell if a person is infected with HIV is through testing.

When a person living with HIV becomes infected with multiple illnesses simultaneously (such as tuberculosis or pneumonia), they are diagnosed with AIDS. At this point, the person usually looks unwell and may present with the following signs:

- Sudden, unexplained weight loss
- Fever for more than one month
- Diarrhoea for more than one month
- Genital or anal ulcers for more than one month
- Skin infections that are severe or recurring
- Cough for more than one month
- Enlarged lymph nodes

What is stigma and discrimination?

Stigma and discrimination refer to prejudices, negative attitudes, abuses, and maltreatment towards people living with HIV or AIDS. People who are HIV-positive may be stigmatized and/or discriminated against in their communities because of misunderstandings or misconceptions about HIV and AIDS. The consequences of stigma and discrimination include being shunned by family, peers, and the wider community; poor treatment in healthcare and education settings; an erosion of rights; and psychological damage. Adolescents may be particularly vulnerable to negative attitudes and may be forced out of their schools or homes.

Prevention of mother to child transmission of HIV (PMTCT):

A pregnant woman infected with HIV can pass the infection on to her baby during pregnancy, delivery, or during breastfeeding. Through PMTCT services, antiretroviral drugs (ARVs) are given to a mother during pregnancy and birth and to the baby from birth to 12 months while breastfeeding, to reduce the chances of infection. Seeking PMTCT care is important, because it can protect the unborn baby or newborn baby from becoming HIV positive; provide timely care and support to the mother and the family; and help families to access family planning, so that they can prevent future unintended pregnancies.

Positive living: All HIV positive people should be counselled about, “living positively with HIV.”

Living positively with HIV/AIDS means:

- Maintaining positive attitudes;
- Practicing good health habits, like personal hygiene; exercise; good nutrition; rest; balanced feeding; and maintenance of a clean environment, water, and housing;
- Accepting that one is HIV positive and making efforts to share this information with a few selected others, hence reducing stress on the individual and promoting support;
- Seeking social support (i.e. by joining organizations for people living with AIDS or other social support groups);
- Taking precaution to avoid re-infection with HIV and other STD/Is and to prevent infecting other people by either abstaining from sex or using condoms carefully, correctly, and consistently; and
- Making plans for the future (e.g. management of family resources, care of children).

ART/ARVs: While there is no cure for HIV, antiretroviral drugs (ARVs) are used to treat people living with HIV. These drugs restrain HIV from doing the damage it would normally do. ARVs can only be given by qualified physicians. To be effective, ARVs must be taken every day for the rest of the person’s life once initiated.

ART is a term that is used to refer to antiretroviral therapy. People that are on antiretroviral drugs are considered to be undergoing therapy when they are receiving a range of services in addition to treatment. This could involve services like counselling, massage therapy, physiotherapy, and other services all aimed at helping people cope with HIV/AIDS and related challenges. These services are available for both adults and young people.

Session 19: Concept of Leadership

Purpose: To increase participants' knowledge of leadership skills and the skills necessary for working in a team

Learning Objectives:

By the end of the session, participants will be able to:

1. Explain the term, "leadership;"
2. Identify good leaders in the community; and
3. Apply leadership skills using real life situations.

Time: 1 hour

Methodology: Group problem-solving activity, group presentation, and discussions

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review facilitator notes.

Steps:

Step 1: Introduction – 15 minutes

1. Introduce the concept of leadership. Define leadership and teamwork and ask participants to brainstorm the qualities of a good leader as well as leadership skills. Write their answers down on the board or flip chart.

Step 2: Leadership Problem Solving - 45 minutes

1. Ask the groups to gather in their business groups. Give each group a flip chart and a marker and ask each group to write up the cost of its investment.
2. Explain that each group will now have to work together to calculate its sales.

$\text{Unit Price} \times \text{Units Sold} = \text{Sales}$

- The group must set the price at which the members want to sell their item (This must be higher than the initial purchase price and will depend on what they know about their customers).
 - The group should estimate how many units they think they will sell of a given item at the end of each day, week, or month.
 - At the end of day, week, or month, add up together the total of all units sold.
3. Ask each group to discuss and answer the following questions for its business:
 - a. What steps did you take to work out your investment cost and your sales?
 - b. What leadership skills were necessary to address the problem?
 - c. What leadership skills did the group use to address any community members who disagreed with the groups findings?
 4. Ask each group to present its solutions and facilitate a group discussion around each presentation. (Make sure groups keep their presentations, as they will use them again in the next session on teamwork).
 5. Ask each group to reflect on and present which group member(s) were leaders during the activity and why.

6. Summarize and conclude the session by explaining the following, “You can see from these examples that there is not just one way to solve the challenges that can arise for a group or a team. In fact, your team may have had difficulty coming to an agreement for your answer! And because of differences in your personalities, different people could be equally as effective, even if they used different leadership actions. As a member of a group, you can be alert to what is going on and decide how direct you wish to be, if you determine that a leadership action should be taken. The important thing is to know the actions you can take to lead a group and to use your strengths to lead.”

Facilitator Notes:

What is leadership? Leadership is the action of leading a group of people, an organization, or a vision. Developing leadership skills will become increasingly important to youth as they move through adolescence and into lifelong learning and adulthood. They will need to understand that everyone can develop leadership skills, which can be used across learning, life, and work settings. Effective leaders may show many different styles but often share common characteristics. Characteristics of effective team leaders include:

- A clear vision of the team’s role in accomplishing its goals
- Project management and work-planning skills
- Conflict management and problem-solving skills
- Understanding of how to encourage people to work together
- Skills to manage change and build team skills
- Ability to “get out of the way” when necessary (let others do their jobs)
- Willingness to listen and admit when one is wrong
- Effective communication skills

What is teamwork? Teamwork is the process of working collaboratively with a group of people in order to achieve a goal.

Session 20: Teamwork

Purpose: To increase participants' knowledge of the skills needed to work in a team

Learning Objectives:

By the end of the session, participants will be able to:

1. Describe the importance of teamwork and
2. List the qualities of a good team member.

Time: 1 hour

Methodology: Brainstorming, guided discovery

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Review facilitator notes

Steps:

Step 1: Introduction – 15 minutes

1. Based on the previous session, ask participants to brainstorm their definition of teamwork.
2. Ask them to think about how they work in teams in their daily lives (family chores, school, etc.). Write the answers on the board or flip chart and discuss them.
3. Explain that teamwork usually involves team leaders and team members – both playing equally important roles. Describe the characteristics of effective team leaders and effective team members (use facilitator notes from this session and the previous one).

Step 2: Teamwork Reflection/Guided Discovery – 45 minutes

1. Ask participants to return to their groups from last session on leadership to **calculate their profits**.

$\text{Sales} - (\text{Initial Purchasing Cost} \times \text{Units Sold}) = \text{Profit}$
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As a team, they need to:

- a. Decide on the number of units sold per item;
 - b. Agree on the prices at which the group will have sold each item per unit;
 - c. Subtract the initial purchasing cost per unit item sold; and
 - d. Add up the totals of the different items.
2. Ask participants to reflect on the exercise and review the solutions that they came up with to address the problem of calculating sales and profits.
 3. Ask them to list the steps and contributions of each teammate that led to the solutions of their group's problem.
 4. Ask each group to present and facilitate a discussion on what characteristics lead to good teamwork and collaboration.
 5. Summarize and conclude the session.

Facilitator Notes:

Teamwork is the process of working collaboratively with a group of people in order to achieve a common goal.

In learning about teamwork, young people will learn to:

- Value the views and contributions of others in their group;
- Exert influence and help others to envision new ways of thinking, seeing, and working;
- Show a determination towards the highest standards for everyone in the group;
- Show initiative and actively pursue their objectives;
- Be good listeners and know the members of their group or team well; and
- Serve as models to others, providing insights into what success in the group's activities might look like.

Characteristics of effective team members include:

- Knowledge, skills, and experience;
- Good interpersonal and communication skills;
- High degree of motivation;
- Good conflict-management skills;
- Ability to adapt to new situations;
- Dependability; and
- Initiative.

Sessions 21 and 22: Conducting a Community Service Campaign or Project

Purpose: To help youth practice good citizenship by making a difference in the community and achieving personal growth through helping others

Learning Objectives:

By the end of the session, participants will have:

1. Practiced decision making leadership and teamwork;
2. Developed a plan for a community campaign; and
3. Conducted a community campaign.

Methodology: Brainstorming, group presentation, and discussions

Time: 4-6 hours

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Read facilitator notes.

Steps:

Step 1: Pick a Project Idea by Determining Community Needs

1. **Brainstorm as a Group:** Discuss prominent issues that need attention in your community and brainstorm ways to address the problems. Prioritize your ideas and select the best one. Think about what you would like to learn from the project.
2. **Select From the News:** Select stories that have emotional effects on your group. Discuss them together to select your project.
3. **Conduct a Survey:** Survey members of the group to discover their greatest concerns. Many ideas will come up; select the top three and find out more before you focus on one particular idea for your campaign.
4. **Research the Issues.** Send out member to find out as much as they can about the problems you have selected from your community.

Step 2: Plan the Project

Good planning is crucial to any community service project. It is what determines your project's success. While developing your plan, agree with your group on your ultimate goal and assess which people will be helped by your project as well as the necessity of the project. Use the information gathered to plan the tasks, responsibilities, due dates, and other logistical components of a community-based service learning project.

Step 3: Inform the Community

In addition to good planning, it is important for your Club to inform the public of your planned community service-learning project. Public awareness can contribute a great deal to your project's success. You can help generate publicity by having Club spokesmen or spokeswoman who make announcements at community meetings, in churches, and on local radio stations. The communication should cover "the five Ws" of your project: who, what, when, where, why, as well as how. Make sure your announcement also includes a short explanation of your project and basic contact information for someone who can answer questions about the project.

Step 4: Do the Service

This is the exciting part of the project, because you are able to put your plan into action. Remember this is a team effort; everyone in the Club should know his or her responsibilities. Do your best and have fun!

Step 5: Reflection

As a result of your project, many of your Club members should experience and learn new things. It is important that you take the time to let participants share their thoughts and feelings with one another. This process is known as reflection. Take time at the conclusion of your project for discussion. Encourage members to bring up both positives and negatives of the experience. Be sure to have someone taking notes. These tips will be helpful next time! Consider including a time for the recipients of the service project to also reflect on the experience. This doesn't happen in many situations, and the recipients' reflections can be a wonderful learning tool.

Step 6: Celebrate

Take time to celebrate the completed service project. Be sure to find a way to ensure that Club members, key volunteers, and funders who made the project successful feel appreciated. Provide refreshments, write thank-you notes, or pass out mementos of the day. Summarize and conclude the session.

Facilitator Notes:

Community service, a well-known term in community programming, is defined as “the voluntary action of an individual or group of individuals without pay.” Examples of this type of service include conducting food drives, participating in adopt-a-highway programs, tutoring, teaching younger children, or helping elderly neighbours. It is action taken in the community, involving community members – young people, adults, and families – coming together to work on a common interest or community need.

Community-based service learning, which is a combination of community service and a learning opportunity, is defined as an “activity that meets genuine community needs and requires the application of knowledge, skills, and reflection time.”

For this service learning to be effective, it is important that **youth** are actively involved in the process. They should be engaged with assessing community needs; designing projects to address community needs; and reflecting before, during, and after the service experience. In addition, service learning activities are designed to meet learning objectives, not just to “do service.” Successful community service learning projects include the five steps listed below

1. **Reflection**: There are many ways for Club members to engage in the reflection process, including participating in group discussion, writing in journals, or creating web pages. Think of ideas for incorporating reflection before, during, and at the end of a project.
2. **Sharing** involves a discussion of what happened during the project and promotes learning among group members.
3. **Processing** involves thinking about and sharing what was learned and participants felt to be important during the project. This includes talking through what problems occurred, similar experiences of the group members, and how the group members felt about the experience.
4. **Generalizing** involves doing a more in-depth reflection and having the group members think and talk about what life skills they learned during the experience.
5. Following the conclusion of the project, it is important to **apply** what was learned from this project to other experiences. Young people should think about how they can use the life skills and knowledge that they have learned in other situations in their lives with their peers, their families, and in their community in other parts of their lives. For example, in most group service projects, young people learn to work as team members. This life skill can also be used in the classroom or on a job. However, to understand this they need to reflect on their experiences and how they learned.

Session 22: Introduction to entrepreneurship

Purpose: To introduce adolescent youth to entrepreneurship skills and qualities needed to be a successful entrepreneur

Learning Objectives:

By the end of the session participants will have:

1. Learned about the pros and cons of entrepreneurship;
2. Considered the specific skills and knowledge needed to start and successfully run a small business; and
3. Discussed how to evaluate risk.

Methodology: Brainstorming; group presentation and discussions; music, dance, and drama

Time: 1 hour

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Read facilitator notes.
2. Prepare a flip chart with a list of personal qualities that entrepreneurs have.

Steps:

Step 1: Introduction – 15 minutes

1. Let the participants know that over the next couple of weeks, they will learn about entrepreneurship and build their skills as entrepreneurs. Ask the participants if any of them have tried to start a business and, if so, to describe what their experiences were like.
2. Recap the last activity. Discuss the different kinds of jobs and ways people earn money in their communities. Ask participants to brainstorm the differences between working for a business/employer and being an entrepreneur.

Step 2: Entrepreneurial Qualities – 25 minutes

Explain to participants what an entrepreneur is (see facilitator notes). Ask participants to list some of the personal qualities of a successful entrepreneur. Compare their answers with those on your spreadsheet. Explain that these qualities help the entrepreneur to think, analyse, solve problems, and take action. Not every entrepreneur will have all of these qualities. The participants may already have some of these qualities, and they may be able to learn others.

1. Ask participants to take 10 minutes to reflect on and write down the entrepreneurial qualities that they have and those that they need or want to develop.
2. Lead a group discussion with participants on the qualities (both those that they have and those that they want to develop) that came up during their reflections. During the discussion, be sure to ask the following:
 - How do these different qualities help an entrepreneur?
 - Ask Club members to identify local entrepreneurs and their skills/characteristics.
3. Summarize the key points. Include the following:
 - Not all entrepreneurs have all the personal qualities on the list!
 - When you reflect on your own personal entrepreneurial qualities, you should think about the qualities you already have and those you want to develop.

Ask for volunteers willing to share with the group which two entrepreneurial qualities they already have and how or why they know they have these qualities as well as which two qualities they would most like to develop and how having these qualities would help them.

Step 3: Advantages and Disadvantages of Entrepreneurship – 20 minutes

1. Explain that there are both advantages and disadvantages of entrepreneurship. Divide the group into two smaller groups. Give one flip chart sheet and a marker to each group. Ask one group to list the advantages of entrepreneurship and the other to list the disadvantages. Give them 10-15 minutes.
2. Ask each group for a volunteer to present and discuss the group's answers. Make sure some of the suggestions in the facilitator notes are listed and discussed
3. Explain to the group that they will need to consider both the advantages and disadvantages before starting a business, as starting a business can be a very difficult or challenging process. Ask the participants whether they think it would be easier to start a business alone or to start a business with the business groups that they formed in Session 11. Facilitate a discussion around their responses.
4. Summarize and conclude the session.

Facilitator Notes:

An entrepreneur is someone who starts or operates a business and assumes the responsibility for it. He or she provides goods or services to individuals or businesses in exchange for payment.

Personal qualities that entrepreneurs have include:

- | | |
|--|---|
| <ul style="list-style-type: none">• Curiosity and creativity• Motivation and self-confidence• Willingness to take risks• Eagerness to learn• Ability to co-operate• Ability to identify opportunities | <ul style="list-style-type: none">• Ability to innovate (do something that nobody has done before) and lead• Determination to overcome obstacles (or challenges)• Ability to learn from mistakes made by oneself and others |
|--|---|

Advantages of being an entrepreneur:

- You'll be your own boss and the boss of other people. You can make decisions that make the business succeed or fail.
- You'll have the chance to put your ideas into practice.
- You will make money for yourself, rather than for someone else.
- You may practice and learn more about every aspect of running a business and gain a lot of experience.
- You'll have the chance to work directly with your customers.
- You may feel satisfied from creating and running a successful business.
- You'll be able to work in a field or area that you really enjoy.

Disadvantages of being and entrepreneur:

1. You may have to take a large financial risk.
2. You will probably have to work long hours.
3. You may end up spending a lot of time on the details of running a business and less time on those things you really enjoy.
4. You may find your income is not steady.
5. You may have to undertake tasks you find unpleasant, such as firing someone or refusing to hire a friend or relative.
6. You may have to learn many new skills, such as filing and bookkeeping, market research, and general management.
7. You may go out of business and may have to restart a new business.

Session 23: Starting a Business

Purpose: To provide youth with an understanding of what is needed to go into business

Learning Objectives:

By the end of the session, participants will have:

1. Evaluated the risks of going into business and
2. A good understanding of what is needed to get started in business

Methodology: Brainstorming; group presentation and discussions; music, dance, and drama

Time: 1 hour

Materials: Coloured paper, pens, pencils, markers, tape, flip chart, chalk

Facilitator Preparation:

1. Read facilitator notes.
2. Prepare a flip chart with the DECIDE model (see facilitator notes).

Steps

Step 1: Introduction – 10 minutes

Recap the last activity by asking a few participants to share what they see as the key benefits to starting their own businesses and what some of their fears might be for starting a business. Their answers to the question about fears will lead right into this next activity on taking risks!

Step 2: Taking Risks

Explain to participants how evaluating risks helps to reduce fears (see facilitator notes).

1. Ask the group to think about a time when they were afraid of doing something, but after thinking it through, they were more ready to go ahead and try it.
2. Ask the group to brainstorm answers to the question, “How would deciding whether to change jobs or to start a business affect someone’s life?” Some examples of answers include:
 - a. These decisions could have consequences (effect) on your income.
 - b. These decisions could change the way people in your community see you.
 - c. The consequences of these decisions could drastically change your life plan and bring you a much better income, or it could bring hardship for some time (or even both).
 - d. These decisions could please or disappoint your family.
3. Introduce the DECIDE model from the flip chart that you prepared. Explain that when deciding on how to evaluate risk or make a decision, you can use the DECIDE model.
4. Create a line on the floor with masking tape (or a string) with arrows at each end. The line should be long enough for all of the participants to stand on it. To the far left of the line, place a sign saying, “No Risk”; in the middle of the line, place a sign saying, “Moderate (or Some) Risk”; and on the far right of the line, one saying, “High Risk.”
5. Read the following situation and give participants time to think and take their place on the line depending on their decision:

You are working in your uncle's shop when one of your friends comes to visit and tells you about a job opportunity as a worker in someone's home in Kampala. This job would pay more than three times what your uncle pays. You have never worked in someone's home before, and you don't really know how what housework you will be expected to do. However, you are excited about the idea of going to Kampala and doing something different. The new job would also mean that you will no longer work from 9 AM to 5 PM, but you will work longer hours. What do you decide to do? What level of risk do you think that you face?

6. Once all of the participants have taken their place on the line, ask two or three participants who are standing in different places on to share their decisions and to explain why they believe their decisions put them at risk or not.
7. Ask the group:
 - a. What kind of decision could mean no risk? Some possible answers could be:
 - **Thank the person for the invitation, but tell him that you can't accept.**
 - b. What kind of decision could mean a moderate risk? Some possible answers could be
 - **Get more information on the company and accept the position.**
 - c. What kind of decision could mean a high risk? Some possible answers could be:
 - **Leave your current employment and move to this new job, because the salary is good.**
8. Discuss and explain that risk-taking and decision making can be difficult, but evaluating choices and understanding risks can help participants make good decisions. Being an entrepreneur comes with many risks. It's important to know how to make good decisions. The DECIDE method/tool can help one to examine risks and make better decisions.

Step 3: What You Need to Start a Business

- I. Before starting a business, you need to calculate your "**cost of investment.**"
 - Develop a list of all of the items that you need to start your business (i.e. jackfruit, mangoes, sugarcane, watermelon, pineapples, rent, a knife, etc.).
 - Determine the number of units that you will need per item (i.e. 2 jackfruits, 15 mangoes, 2 pineapples, 1 month of rent, 1 knife).
 - Find out the unit cost of these items (i.e. one jackfruit at 4,000 UGX; one mango at 300 UGX; one month of rent at 15,000 UGX; one knife at 3,000 UGX; etc.).
 - Add up the price of the number of units that you need to start with. See below for an example.

Fruit kiosk/stall business

Item	Number of Units		Unit Cost (UGX)		Amount (UGX)
Jackfruit	2	X	4,000	=	8,000
Pineapples	6	X	1,000	=	6,000
Watermelon	3	X	2,200	=	6,600
Sugarcane	3	X	700	=	2,100
Mangoes	15	X	300	=	4,500
Transport	2	X	2,000	=	4,000
Rent	3	X	15,000	=	45,000
Table	1	X	25,000	=	25,000
Knife	1	X	3,000	=	3,000
TOTAL					104,200

2. Next, you need to **calculate your sales**.

$\text{Unit Price} \times \text{Units Sold} = \text{Sales}$

- Set the price at which you want to sell your item. This must be higher than to initial purchase price (i.e. mangoes bought at 300 UGX each should be sold at 500 UGX each; jackfruit bought at 4,000 UGX each can be sold at 10,000 UGX each, depending on your knowledge of your customers).
- At the end of each day, week, or month, calculate how many units you have sold of a given item.
- At the end of day, week, or month, add up together the total of all units sold (total of jackfruit, mangoes, sugarcane, etc. sales).

Using the example above, imagine that in the first week, the fruit seller was able to sale 10 mangoes at 500 UGX each; 1 jackfruit at 10,000 UGX; and 2 sugarcanes at 3,000 each. Calculate the fruit seller's sales.

Item	Unit Price (UGX)		Units Sold		Sales (UGX)
Mangoes	500	X	10	=	5,000
Jackfruit	10,000	X	1	=	10,000
Sugarcanes	3,000	X	2	=	6,000
TOTAL SALES					21,000

3. Now, you need to **calculate your profit**.

$\text{Sales} - (\text{Initial Purchasing Cost} \times \text{Units Sold}) = \text{Profit}$
--

- Determine the number of units you have sold per item (i.e. how many jackfruit, mangoes, sugarcane, watermelon, pineapples sold).
- Determine the prices at which you have sold each item per unit.
- Subtract the initial purchasing cost per unit item from the price at which you sold the item per unit (i.e. If you subtract the initial purchasing cost of 300 UGX/jackfruit from the sale price of 500 UGX/unit, then your profit is 200 UGX/jackfruit sold).
- Add up the totals of the different items. See the table below for an example.

Using the example above, calculate the fruit seller profit that week.

Item	Sales (UGX)		Initial Purchasing Cost (UGX)	=	Profit (UGX)
Mangoes	5,000	-	$(300 \times 10) = 3,000$	=	2,000
Jackfruit	10,000	-	$(4,000 \times 1) = 4,000$	=	6,000
Sugarcanes	6,000	-	$(700 \times 2) = 1,400$	=	4,600
TOTAL PROFIT					12,600

Facilitator Notes:

Evaluating risk is a way to help reduce our fears and make good decisions. Each day, human beings—whether children, youth, or adults—make decisions about their lives. There are some decisions that can involve certain levels of risk, such as deciding whether or not to change jobs or to start one's own business.

DECIDE Model

- **Dilemma** - Identify the dilemma or problem that you are facing.
- **Examine your options** - Examine all the possible options or choices you have and the possible consequences or outcomes of each option.
- **Consider your values** - Consider how each option reflects upon your personal values.
- **Identify pros and cons** - Analyse the pros and cons of each option.
- **Decide** - Decide upon the option that is best for you and act on it.
- **Evaluate** - Evaluate the results of your decision.

Annex: Facilitator Resources

Resource I: Club Formation and Management Guide

Club Formation

The first step of starting a Club is to identify interested youth and to set up an informal meeting. At this stage, the number of participants interested is not important, but motivation and energy are!

At the first meeting, encourage everyone to participate. Have someone volunteer to take written notes so you can remember all of the ideas that were presented. Make a list of everyone's name, address, and phone number. These will become the Club's first members. Have everyone volunteer to do one small task (i.e. inviting another person to the next meeting, offering to think of a game or activity that can be done in the Club, etc.) and report back to the group at the next meeting.

Tips for Setting Up Your Club

- Identify interested youth (ages 15-18) in the community (see criteria for youth below).
- Call a meeting and elect a responsible and active cabinet (see leadership positions below). The Club executive committee should also include representation from each sex.
- Suggest a name for the Club and have the executive committee forward it to WEI/Bantwana.
- The Field Assistant will identify influential, trusted, and interested members of the community to become Patrons/Matrons.
- Make sure the Club is visible in the community by informing the relevant community leaders. Where possible, make sure your Club is registered at the sub-county level with the District Community Development Office.

Conducting Club Meetings

Clubs should choose dates, times, and locations that are convenient for most people. Well-planned, regular, and productive meetings contribute greatly to the success of Club activities.

Matrons/Patrons and Peer/Club Leaders¹ should:

- Prepare an agenda prior to the meeting. The purpose of an agenda is to outline key topics for discussion and action. When preparing an agenda, consider the following questions:
 - What needs to be discussed at the meeting?
 - What decisions must be made at the meeting?
 - Are the topics on the agenda relevant to all attendees?
 - What plans need to be made for upcoming activities?
- Make sure the meeting runs smoothly. The meeting leaders should always be in control of the discussion, but at the same time, ensure that each participant has an opportunity to express him or herself.
- Make sure the meeting is productive. The outcomes of each meeting should be clear.

Meeting participants should:

- Be on time for the meeting;
- Be prepared to contribute to the discussion;
- Remain on topic and avoid getting off the subject; and
- Be honest and avoid withholding information or opinions.

Club Activity Plans

¹ Matrons/Patrons will lead the core Club package contained in this book, while Peer/Club Leaders will lead the recreational therapy activities.

Your Club should develop a plan of action to guide activity implementation for a specific period of time. Club members should outline the actions necessary for the Club to move forward between then and the time of the next meeting(s). The action plan should be comprised of what activities should be implemented; when, where, and who will be responsible for these actions; and what resources will be needed. These action plans can assist Clubs leaders and members to share tasks but also will hold Club leaders and members accountable for their responsibilities.

Membership

A committed and active membership is the key to every successful Club. The number of members for each Club varies, but what is most important is the enthusiasm of a Club's members. Each member of a Club has something to contribute and should be valued, even if a person does not yet have a basic knowledge about child labour. The only qualification required of a young person who wants to join the Club should be that he/she is:

- An out-of-school youth (ages 15-18);
- Involved with or at risk of child labour/hazardous work;
- Within the targeted communities;
- Willing to participate actively on a voluntary basis;
- Commitment to fighting HIV/AIDS; and
- Willing to take active part in peer education once he or she has learned more from her or his fellow Club members.

Leadership of Club/Management

Each Club should agree on a leadership structure and proposed roles for its Club leaders. Club leaders are responsible for managing the Club with support from child labour committees and the AYEDI Project Officers, Field Assistants, and Matrons/Patrons. This requires calling regular meetings and planning, scheduling, and running Club activities with the assistance of the membership. The number of positions should be dependent on the key tasks available in a Club. Below are some of the suggested roles, including positions, for Club leadership structure:

- **Chairperson:** For these two positions (chairperson and vice chairperson), gender considerations should be followed. For example, if the chairperson is a male, the vice chairperson should be a female, and vice versa. The chairperson takes responsibility for the Club. He or she calls and facilitates regular meetings of the Club and ensures progress is being made at every meeting. The chairperson organizes the activities of the Club with the help of other Club leaders and members and ensures that other Club leaders fulfill their duties.
- **Vice Chairperson:** The main duty of the vice chairperson is to support the chairperson for meetings and to help keep the Club on course.
- **Secretary:** The secretary keeps brief written meeting notes and handles any necessary organizational documents. He/she also makes reports to the media about the Club's activities.
- **Treasurer:** The treasurer handles the Club's finances. The treasurer keeps the records of the Club finances and coordinates activities for fundraising. He/she should make regular reports to the whole Club on its financial matters. The financial records should be open to every member who is interested and to the organization where the Club is registered.

You may also have additional roles, such as Secretary of Music, Drama, and Dance; Secretary of Sports; Secretary of Projects; Secretary of Outreach; and Secretary of Publicity.

Developing a Constitution for the Club

It is important that a set of rules is established to guide the operations of a Club. Developing a constitution will help to streamline the goals, ethical conduct, and responsibilities that are expected of the Club members. A constitution is the framework of rules within which your group operates. It gives your group a recognized structure, sets out your group's aims, and outlines how your group will operate in matters like finance and membership.

- A guide to writing a constitution: Although a small committee may draft the constitution, it is important that all of your members are involved in the process of developing the constitution. The draft constitution should be discussed at a meeting before it is finalized. All members of a group should be fully aware of the constitution, and it should be readily available to anyone who is interested. Finally, it is important to note that this guide does NOT provide a sample constitution for your group to adopt. It is important that each group develops a constitution that is tailored to its own activities and needs.
- Steps to writing a Club constitution:
 - Identify the name of your Club.
 - State the goals of your Club.
 - Make your membership rules.
 - Determine the number of executive committee members and their roles.
 - Establish the structure/outline for meetings.
 - Determine your group's financial procedures.
 - Establish a procedure for making changes to the constitution.

Club Mission Statement

This is a phrase or statement that expresses the “mission” or main objectives of a Club or organization. A mission statement can help your Club to focus on specific goals and can keep the Club aligned with its objectives.

Club Code of Conduct

It is important to establish some rules to protect people's feelings and privacy and to recognize everyone's opinions. Some suggestions for a Club code of conduct are as follows:

- Treat each other with respect.
- Maintain confidentiality.
- Be open-minded and non-judgmental.
- Give everyone a chance to speak.

Activity and Event Planning

Your Club's activities will depend on its members and the Club package, as defined by the AYEDI project. Specifically, the Club package will address life skills, sexual and reproductive health, child rights and responsibilities, leadership, guidance, and counselling. A set number of hours, as dictated by this guide, should be allotted to these Club package activities every week, but the Club activities will also include ideas and activities deemed necessary and important by the Club members. These activities can be used to help inform the community about important issues related to child labour and child protection. Below are some of the additional activities that Club members can engage in:

- Group radio listening, newspaper reading, and discussion
- Reading and discussing Straight Talk publications and passing on the information through assemblies, meetings, group discussions, and seminars
- Community service
- Drama, dance, and music
- Festivals
- Fundraisers
- Community dialogues
- Sports

Spreading the Word

The publicity of meetings, activities, and events is a fundamental part of any Club. Publicity allows your Club to attract interested young people and to gain community support. In order for any Club meeting, activity or event to attract participants, Club members must publicize well in advance. You can do this with the following strategies:

- Post flyers around your community and in “high traffic” areas.

- Mail flyers or announcements to members and guests.
- Announce the event during other gatherings of Club or community members.
- Call Club members and guests to extend a personal invitation.
- Maintain an open and friendly environment within the Club.

Finding Resources/Fundraising Ideas for Clubs

The most important resources for your Club are the commitment and enthusiasm of its members. Remember that your Club should not spend too much time or energy on fundraising, which might detract from the Club's ability to raise awareness about child labour. Fundraising activities should be simple and should allow everyone in the Club to participate. Individual members can gather pledges or donations from individuals or businesses. Clubs should always announce to the community the total amount of funds raised from these activities, and Clubs must be very responsible with the money that they raise. It is often helpful to involve an external person, who is not associated with the Club, to watch over how the money is managed. Below are just a few ideas for fundraising:

- Clubs can hold concerts or dances and charge admission.
- Clubs can sell items that they have made themselves, like baked goods or crafts.
- Clubs can do activities in which each Club member has sponsors.

Each Club will decide together how the money that they raise is used to strengthen Club activities.

Evaluating Your Goals

On a quarterly basis, it is important that the Club leadership reviews activity progress to ensure that Club activities are progressing as planned. The following checklist can help you guide and measure your progress and the success of activities and events.

- Preparation:
 - Did we complete our activity/event planning and organization on schedule?
 - Did we involve enough members in planning the event, in the event itself, and in the event follow-up?
- Activity/Event:
 - Did the activity start on time?
 - Did the event flow smoothly?
 - Was the length of the activity appropriate?
 - How many people attended? Who was in attendance?
 - Did the message reach the targeted audience?
 - Was the information given accurate?
- Follow-up:
 - What comments or suggestions did guests or other Club members make?
 - What could have made the event or activity even more successful?
 - Did we send an event report to our sponsoring organization(s)?

Documentation of Club Activities

A report is a presentation of facts and findings, usually used as a basis for recommendations, written for a specific readership and likely intended to be kept as a record. All activities implemented at Club gatherings require one to compile a report aligned with AYEDI's reporting guidelines. There are a variety of reports that can be shared, and all of these reports have different formats. Make sure to talk to an AYEDI Project Officer to get a report format for documenting Club activities.

Support Supervision of Club Activities

On a regular basis, it is important that the Club receives technical, programmatic support from AYEDI Project Officers and Community Child Labour Committees (CCLCs). There is also a need to develop a guideline for a checklist to focus on all areas of interventions. During support supervision, Club leaders should ensure that issues affecting Club membership are addressed, and coaching and feedback are provided. A quality report about the findings should be made available to the technical team in order to track the Club's implementation of activities.

Resource 3: Recreational Therapy Guide

Purpose: To give the AYEDI Club package something unique and fun that will attract youth to learn alternative education pathways

Specific Objectives:

- To emphasize the core learning points – leadership, teambuilding, active expression, and an outlet for their talents
- To encourage active participation that will help improve retention of Club members

Recreational Therapy

The AYEDI project will use creative arts, including arts and crafts; music, dance, and drama; and sports, to promote health and wellness for youth. It is anticipated that these activities, referred to as “recreational therapy,” will be integrated alongside existing core Club activities. Specifically, the recreational therapy package will include two components: hip-hop and the base packs. However, the Matrons/Patrons should not feel limited in only using hip-hop and the base packs.

1. *Hip-Hop:* Hip-hop is an art form used to express positive social change. Through break dancing, beat boxing, and rap, participants will learn how to portray life messages, self-confidence, and self-esteem in expressing their individuality and life experiences. There will be a local contact that can come in to co-facilitate specific sessions. This scheduling can be coordinated through an AYEDI Field Assistant. It is important to contact the hip-hop facilitator at least a week in advance to ensure that he/she can attend the session. The Matron or Patron is responsible for communicating the specific message of that session with the hip-hop facilitator before the date of the session. Typically, a session will begin with a lecture facilitated by the Matron/Patron, and the session will conclude with an activity run by the hip-hop facilitator.
2. *Base Packs:* A base pack is a red backpack filled with a variety of sports equipment. It will be accompanied with an instructional manual for games that can be used by the facilitator to enhance certain sessions of their choice. The Matron or Patron is responsible for contacting the Field Assistant at least a week in advance to schedule use of the base pack.

The idea of the base pack is to introduce new games to students that teach them various life skills, such as leadership, gender balance, team work, etc. The activities in the base pack are unique games, other than just football and netball, which allows all participants to have the opportunity to excel in the game(s). The games included in the instructional manual are created to reinforce the session’s messages to the participants in a fun and engaging way. After the base pack activity, make sure to reflect with the participants by posing questions about the game and how it relates to the session’s message. Feel free to also create your own games using base pack materials.

Time: 1 – 2 hours

Implementation Steps:

- Plan to link recreational therapy sessions to the core Club package’s thematic areas (i.e. leadership, HIV awareness and prevention, child rights and responsibilities, etc.).
- Identify and contact the resource person with whom you want to co-facilitate the recreational therapy session.
- Budget for four sessions per term, at maximum, for the hip-hop sessions.
- Work with the Field Assistant to schedule use of the base pack. The base pack can be used as many times as desired throughout the whole term.
- Depending on the availability of resources and the interests of the Club members, sessions on arts and crafts can be arranged.

Resource 4: Study Tour/Guest Speaker Guide

Purpose: To increase knowledge and skills needed for young people to protect themselves and make informed choices about the future

Specific Objectives:

- To provide youth with the opportunity to visit and talk with local entrepreneurs
- To explore local market opportunities
- To identify the technical skills and assets needed to start and manage various business initiatives
- To help youth make informed choices about their future careers

Study Tour

A study tour is a field trip to the business of a local community member, which is conducted to explore and to acquire knowledge and skills about the different components and realities of being a business owner. In order for a site to be selected for a study tour or as a community service site, the community member who is in charge of this site should:

- Be an active person involved in a local business or community service;
- Be a positive role model to youth;
- Be involved in decent work;
- Not be promoting child labour;
- Not be using the Club as a platform for engaging in local divisive politics;
- Be willing to do this on a volunteer basis;
- Be committed and willing to share his/her knowledge and realities of his/her career path; and
- Be willing to align speech with AYEDI's goals and mission.

How to Conduct a Study Tour

Upon selecting a local entrepreneur, make sure to schedule an appointment with him/her at least a week in advance of the tour. Also remind the business owner the day before arrival. Brief the entrepreneur about the purpose of the visit and clarify how the visit will be facilitated. During the study visit, reflect on the key learning outcomes listed above. Include questions, such as:

- What did you learn?
- How will you apply the knowledge?
- What support will you require to open your own business?
- What resources will you require and what people will you need to talk to?

Guest Speaker/Motivational Speaker

A guest speaker is a member of the community meant to inspire and motivate adolescent youth in their career search and whose presence is meant to promote being an active and positive influence in the community. A local entrepreneur or guest speaker selected for a Club session should:

- Be actively involved in a local business or community service;
- Be a positive role model;
- Be involved in decent work;
- Not be promoting child labour;
- Not be using the Club as a platform for engaging in local politics;
- Be willing to do this on a volunteer basis; and
- Be committed and willing to share knowledge and realities of his/her career path.
- Have an entrepreneur's mind set that aligns with AYEDI's goals and mission.

Time: 2+ hours per visit

Implementation Steps:

- Identify desired learning outcomes and select the topic for which you want to engage a speaker.

- If you do not already know of a speaker for that specific topic, talk to people that you trust and ask if they know of anyone that fits the selection criteria.
- Decide if you want a guest speaker to come in to your regular Club meeting area or if you want to schedule an on-site visit to a specific business.
- Identify the opportunities for entrepreneurship in the community.
- Select which entrepreneur you want to include (to invite or to visit) in the session. When selecting an entrepreneur, be sure to follow the selection criteria listed in the facilitator notes.
- Interview the potential speaker beforehand to ensure that he/she fits the selection criteria.
- Make sure to communicate the date, time, and location of the session or visit with the speaker or the business.
- Be sure to remind the speaker or the business the day before the session/visit.
- After the session or visit, reflect with the participants on the session.

Study Tour Business Directory/Inventory

Every Club should develop its own inventory. It will take you some time to identify which businesses to visit for a business study tour. An example of this type of directory/inventory can be found below.

No	Name of business	Location	Nature of business	What to learn
1.	Nassanga's Shop	Nsavu Village	Retail shop	Record keeping
2.	Matende Vegetable Stall	Idudi A Town Center	Vegetable stall	Demand and competition, knowing customers
3.	Nabirye Food Kiosk	Patiko Town Center	Local restaurant	Budgeting and saving
4.	Nakaziba Tailoring Services	Buyanga	Shade business	Marketing

Resource 5: Evaluation Techniques

Below are some sample evaluation techniques that you can use at the end of each session to understand what participants have learned.

Daily Wrap-Up Exercise #1

1. Divide participants into two groups and ask them to write down key learning points from the day.
2. Ask the two groups to share their lists and compare them.
3. Review the objectives list posted earlier and ask learners to comment on whether or not the activity met the objectives.

Daily Wrap-Up Exercise #2

1. Encourage participants to think about their personal key learning points from the day.
2. Instruct participants to form a circle.
3. Explain that you want each of them to offer a single brief response to the sentence you will give.
4. Ask each participant, in a round-robin fashion, to complete the following sentence prompt: “My biggest learning point today was...”
5. After everyone has contributed, comment on the common themes that you heard from their responses.

Daily Wrap-Up Exercise #3

1. Write the words, “After today’s session, I will....” on the board.
2. As a group, ask participants to brainstorm next steps that they will take as a result of the new information they have learned in the session.

Adapted from “Tuko Pamoja”: Adolescent Reproductive Health and Life Skills Curriculum

Resource 6: Activity Report Format²

Activity report format for Patrons/Matron

Date:		Venue	
Topic:		Session #	
Session Name:			
Delivered by		# of participants	
Report by			

1. **Introduction (Talk about the activity goal and learning outcomes.)**
2. **Key lessons learned (Discuss the key lessons and messages delivered.)**
3. **Challenges (Reflect on challenges that arose and how they were mitigated during the session.)**
4. **Way forward (Talk about decisions reached and next action steps.)**

² This form should be completed by the activity facilitator (Peer Educator or Matron/Patron) after each session and submitted to the Field Assistant on a weekly basis.

Attendance Register - Have youth write their names below if they are present.

Date:_____ Topic:_____ Session Number:_____

Number	Name	Youth ID	Signature
1			
2			
3			
4			
5			
6			
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Resource 7: Youth Worksheet³

Name:	Age:	Sex:
Topic attended:		Length of Time (hours):
Date:		
What did you like about the session?		
What did you learn during the session?		
With whom are you going to share what you learned today?		
What are you going to share about what you learned?		
From the session, what are you going to put into action/practice? By when?		

Example of an individual savings plan worksheet⁴

Savings Goal	Total amount needed (UGX)	By when?	Amount to save per week
Shirt	5,000	2 months	UGX 650
Trouser	5,000	2 months	UGX 650
Sandals	3,000	2 months	UGX 400
School fees	30,000	3 months	UGX 2,500
Bicycle	200,000	2 years	UGX 2,100

³ After some sessions, youth will be asked to share what they've learned with a peer who does not attend the Club.

⁴ This may be used together with sessions focusing on entrepreneurship.

Resource 8: Tips for Community-Based Activities

Tips for Communication during Community Dialogues

- Get permission ahead of time and give people information about where and when the meeting will be held so that community members can plan to attend.
- Remember that you are examples for other children and youth in the community and make sure to communicate in a kind, non-judgmental way. If someone says something that is incorrect or rude, respond calmly and politely.
- When talking to someone about child rights and protection issues, encourage the respondent by saying things to help them gain self-confidence, even when things might be difficult at home or at school. Say kind words that affirm the respondent. Acknowledge the respondent's strengths and qualities.
- Check to see if your respondent understands you by asking the respondent to repeat what you said. You can also repeat what the respondent said to make sure that you heard correctly.
- If a respondent gets upset or acts rudely, try to see his or her point of view. Then, encourage the respondent to consider your point of view. This creates empathy and helps parents or community members to try to look at the world through children's eyes.
- Be sensitive but do not avoid the hard topics. Speak simply and honestly to respondents about difficult issues like violence, child labour, death, sexual abuse, lack of food, defilement, etc.
- Do not try to cover all of the topics in one meeting. Each meeting, focus on a particular set of issues that is relevant to the people with whom you are meeting. For example, you can use the child rights and responsibilities themed sessions in the core Club package as topics for community dialogues.
- Have the Club secretary take notes and document what people are saying, so you have material for a report to file.
- Meetings should end with action plans and follow-up items that result in real change in the community.

Steps for Creating a District Inter-Club Sport or Art/Music Competition

1. Discuss with the other AYEDI Club facilitators in your community to see if they are interested in forming teams to compete against the other AYEDI Clubs in the district.
2. Contact your Field Assistant to ask the other Field Assistant in the district to communicate with those other Club facilitators in the district to see if they would be interested in competing.
3. Form a committee for organizing the event. Make sure to include people from both areas of the district.
4. Discuss where and when the event will be held. Advertise the event to Club members and have a sign-up sheet for those who want to participate.
5. The committee should discuss what type of competition (sporting or art/music) will be held, the structure of the competition, how to secure in-kind donations (i.e. beverages), what type of prize will be awarded to the team that wins the competition, etc.
6. Make sure to think of your available resources that can be used, such as the base pack and the hip-hop facilitator. The base pack can provide you with necessary sports equipment, especially jerseys, balls, etc. The hip-hop facilitator has experience in competitions for dance/art and can be a great resource for planning these types of competitions for the AYEDI Club members.
7. Discuss with your team of Club participants things like when and where or practice/prepare for the event, how to decide on a team name, etc.

****If your participants would like to get involved in a national hip-hop competition, they can speak to the hip-hop facilitator. He/she can inform the participants on how to prepare and when/where the next event will be.**

Sample of a Club Community Service Plan

Name of Club	Iganga Abali Awamu Youth Club
Issue Identified	Unprotected water spring
Goal of Addressing Issue	Improving the drainage of the spring to provide safe and clean water
Date to Accomplish Activity	Thursday, August 1, 2014

Activity	Time Frame	Resources Needed	Person Responsible
Mobilizing Club members	1 day	None	Club chairperson, secretary, mobilizer, and Patron
Informing local authorities about the activity	1 day	Letter	Club Patron, secretary and chairperson
Mobilizing tools and equipment	2 days	Hoes Panga Slashers Rakes	
Spring clean-up exercise or any other exercise	1 day		Club chairperson, mobilizer, and Patron

Resource 9: AYEDI Club Package Session Delivery Guides

No	Session	Possible Games	How to Use Game ⁵	Learning Outcome
1.	Concept of Leadership	Rope, parachute, hula hoop Best game option: Rope	Get rope. Tie at least 6 knots in the rope. Let seven (7) people demonstrate as the rest of the group observes. Let participants use left hand to handle the rope; players should untie the knots without the left hand realizing the rope.	At the end of the session, learners will be able to: 4. Identify the qualities of a good leader, and 5. Apply leadership skills using real life situations.
2.	Teamwork	Football, tennis ball, domes and dishes, frisbee Best game option: Tennis Ball	Get a tennis bat and ball. Use domes to demarcate the field. Choose two (2) teams of not less than eight (8) players. Play the game; winner has the most scores.	At the end of the session, learners will be able to: 3. Describe the importance of teamwork, and 4. List the qualities of a good team member.
3.	Career Guidance and Counselling	Role play/case study: Can be facilitated by a FA, guest speaker, ⁶ competent Patron or Matron, among others	Tell story/act a case.	At the end of the session, learners will be able to: <ul style="list-style-type: none"> Identify their interests and strengths; Describe the connection between their interests and possible careers; List qualities and skills needed for both self-employment and paid employment; and Identify the people from whom they can seek career guidance in their community.
4.	Goal Setting	Frisbee, parachute, hula hoop, cones Best game option: Parachute	Let learners stand around the parachute, holding it up, waist-high. Divide them into two teams/parachute halves. Throw a tennis ball and have each team think of a strategy to score the tennis ball in the parachute hole/center.	At the end of the session, learners will be able to: <ul style="list-style-type: none"> Understand the purpose of goal setting; Identify possible difficulties in achieving goals and how to overcome them; and 5. Work as a team to achieve a goal.
5.	Career Goal Setting	Frisbee, parachute, hula hoop, cones	Let learners stand around the parachute, holding it waist up. Divide them into	At the end of the session, learners will be able to:

⁵ Review the AYEDI base pack games manual for the step-by-step guide on use of the games in the base pack.

⁶ See guest speaker guide in the AYEDI Club package to prepare well.

		Best game option: Parachute	two teams/parachute halves. Throw a tennis ball and have each team think of a strategy to score the tennis ball in the parachute hole.	<ul style="list-style-type: none"> • Have the purpose of goal setting; • Identify possible difficulties in achieving goals and how to overcome them; and • Work as a team to achieve a goal.
6.	Life Skills (oneself)	Blindfold Best game option: Blindfold game	Divide group into three categories: one group will be the “eye,” the other will be the “mouth,” and the third group will be the “body.” Give each group a role to play (i.e. the body to pick, the mouth to speak/direct, the eye to see). Eyes see object and gesture to mouth; the mouth speaks to the body, and the body will pick the items as directed.	<p>At the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> • Recognize the importance of each and every part of their bodies; • Manage personal emotions; • Identify their own weaknesses and utilize opportunities around them; and • Appreciate self-improvement (listening and communication).
	Life Skills (knowing and living with others)	Parachute, football, hula hoop, blindfold Best game option: Hula hoop	Get two (2) teams of not less than seven (7) people each. Get six (6) hoops, which the team has to join. Make a ring; all should pass through it to win.	<p>At the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> • Demonstrate teamwork, empathy, peer resistance, and effective communication skills.
	Life Skills (making effective decisions)	Rope, parachute, hula hoop Best game option: Rope	Get rope. Tie at least six (6) knots. Let seven (7) people demonstrate. Have participants use their left hands to handle the rope and untie the knots, without the left hands realizing it.	<p>At the end of the session, learners will be able to:</p> <p>6. Make better decisions to solve a given task.</p>
II.	Knowing Your Rights and Responsibilities	Bean bags, cones, dome and dishes, parachute. Best game option: Bean bags	The purpose of this game is to orient the learners about the rights and responsibilities of children. In this game, a participant throws the bean bag to another and asks a question. The participant who receives the bean bag has a right to answer or not answer, but he/she has a responsibility of sharing with the rest of	<p>At the end of the session, learners will be able to:</p> <p>7. Understand different children’s rights.</p>

			the team. This game enhances the learning and responsibility of sharing lessons after a session!	
12.	Understanding Vulnerability	Blindfold Best game option: Blindfold	Divide group into three categories: one group will be the “eye,” the other will be the “mouth,” and the third group will be the “body.” Give each group a role to play (i.e. the body to pick, the mouth to speak/direct, the eye to see). Eyes see object and gesture to mouth; the mouth speaks to the body, and the body will pick the items as directed.	At the end of the session, learners will be able to: 8. Understand their positions of vulnerability and reflect on different options to improve their positions.
13.	Child Protection	Role play/case study	Share a case study of a child whose rights have been violated. Let the learners discuss how to restore hope, create an enabling environment, and how to reduce the risk that the child is faced with.	At the end of the session, learners will be able to: 9. Identify child protection issues and solutions for how to create an enabling environment for children.
14.	Principles of Child Protection	Role play/case study	Divide the participants in smaller groups. Share a case study of a child whose rights have been violated. Let the learners discuss how to uphold the different principles of child protection.	At the end of the session, learners will be able to: 10. Demonstrate their understanding of the different principles of child protection.
15.	Child Labour	CD ⁷ listening	Organize the learners and lead an interactive CD listening discussion show.	At the end of the session, learners will be able to: 11. Describe the hazardous working conditions that should be avoided in the different work sectors.
16.	Responding to and Reporting Abuse	Role play/case study	Divide the participants in smaller groups. Share a case study of a child whose rights have been violated. With the learners, discuss how to respond and report this case.	At the end of the session, learners will be able to: 12. Develop a reporting map for the most common child protection cases in their communities.
17.	Adolescent	Role play with a	Invite a guest speaker	At the end of the session,

⁷ Occupational Health and Safety(OHS) CD

	Growth ⁸ and Development	competent guest speaker (i.e. a health worker/VHT)	prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about the different components of adolescent growth and development.	<p>learners will be able to:</p> <p>13. Understand the physical, psychological, emotional, behavioral, sexual, and social changes associated with adolescence/puberty and how to cope with these changes.</p> <p>14. Understand the female menstrual cycle and the different ways to manage it using local and modern sanitary pads.</p>
18.	Introduction to Sex and Sexuality	Role play with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to introduce the subject of sex and sexuality to the participants.	<p>At the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> Understand physical, psychological, emotional, behavioural, sexual, and social changes associated with sexuality.
19.	Relationships, Love, Sex, and Peer Pressure	Role play with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about relationships, love, sex, and peer pressure.	<p>At the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> Understand how to deal with love and pressure in romantic relationships.
20.	Teenage Pregnancy and Unsafe Abortion	Role play with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about teenage pregnancy and unsafe	<p>At the end of the session, learners will be able to:</p> <ul style="list-style-type: none"> Understand how prevent unwanted pregnancy.

⁸ Use the body changes during adolescence and puberty flash card/picture for this session

			abortion.	
21.	Sexual Exploitation and Gender Based Violence	Role play with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about sexual exploitation and gender based violence.	At the end of the session, learners will be able to: <ul style="list-style-type: none"> • Understand how to deal with and avoid gender based violence
22.	Family Planning ⁹	Role play with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about family planning.	At the end of the session, learners will be able to: <ul style="list-style-type: none"> • Understand the different/appropriate contraception methods that are available to them.
23.	Sexually Transmitted Diseases/Infections (STD/Is)	STD CD/role play, with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about sexually transmitted diseases and infections.	At the end of the session, learners will be able to: <ul style="list-style-type: none"> • Understand how to protect themselves from STDs.
24.	HIV/AIDS	STD CD/role play with a competent guest speaker (i.e. a health worker/VHT)	Invite a guest speaker prior to the day of the session. Orient them about the nature of the participants and request them to use participatory methods (visuals) of delivery to talk to the participants about HIV/AIDS.	At the end of the session, learners will be able to: <ul style="list-style-type: none"> • Understand how to protect themselves from STDs, particularly HIV/AIDS.

Resource 10: AYEDI Games Manual (Please reference the Kings Volunteer’s Original Manual)

⁹ Seek for additional materials from the VHT and the nearby health center.

Resource 11: AYEDI OHS CD Listening Guide

Background

The **African Youth Empowerment and Development Initiative (AYEDI)** is a program funded by the United States Department of Labor (USDOL) and led by the Bantwana Initiative of World Education, Inc. (WEI/B).

AYEDI works in four districts (Gulu, Lira, Iganga, and Bugiri) in northern and eastern Uganda. It uses a three-pronged strategy that involves youth in youth empowerment clubs, helps them find an educational pathway, and provides a range of age-appropriate “decent work support” interventions. The overall aim of the program is to help youth develop marketable skills to seek and secure work opportunities and to serve as civic leaders in their communities.

AYEDI was established to enable adolescent youth (15-17 years old) to develop marketable skills to secure decent work opportunities and to serve as civic leaders in their communities, thereby enabling them to avoid or withdraw from hazardous labour.

One of the AYEDI’s key interventions is to advocate for adolescent youth engagement in decent work. This, in turn, led to the production of the interactive Occupational Health and Safety (OHS) CD.

Introduction to the Interactive OHS CD

The OHS CD shares real life experiences that can teach participants about the concepts of work, decent work, local career opportunities, and alternative learning for adolescent youth.

After listening to the OHS CD, adolescent youth should be able to explore and make informed decisions about how to engage in employment that does not expose them to any occupational hazards.

The interactive OHS CD is moderated by a facilitator, using a listening guide. This OHS listening guide is a tool that can be used by youth to address issues related to occupational health and safety. It can help AYEDI youth to make daily decisions and take actions based on accurate information, critical reflection, and a thorough understanding of occupational health and safety. The guide is part of the package that goes hand-in-hand with six (6) programs that are activity-filled and are aired for an interactive discussion.

This CD and listening guide are useful resources for young people who want to learn more about decent work, occupational health and safety, and alternative education that affect them. These resources also help them to lead change among Club members and the community, using fun and interactive methods.

To use the discussion guide well, you will need:

- A CD/flash player or radio with sufficient power or a source of power;
- A private place where you can meet and listen to the OHS CD and lead a discussion or activity; and
- Materials (i.e. a notebook and pen) for recording key points from the discussion or activity.

How to Use This Resource

The discussion guide is easy and fun for you to use with your group of youth. You can take as long as you need to discuss each topic or theme, but each theme can be completed within one hour to one and half hours. You and your group discuss a theme each time that you meet, or, if you have time, you can also do two themes at one meeting. This guide has six (6) themes.

As the group leader or facilitator, make sure to listen to the topic and read all of the instructions before you begin your listening session. Review your reminder notes to help you recall the main events from your discussion of the previous theme. Your role as a facilitator is to stimulate discussion. When you are familiar with the topic/issues to be discussed, you will be able to better lead your group and stimulate discussion.

Discussion Summary

Although there are many exciting things happening in each topic or theme, this discussion guide pulls out some of the major issues and supports a discussion around each theme. A summary of the discussion themes is provided below.

Work

- Understanding work
- Benefits of work

Decent work

- Understanding the concept of decent work
- Work that is free from child labour and hazardous working conditions
- Employment conditions that promote freedom, increased productivity and income, and equity, as well as security and human dignity

Hazardous Work

- Concept of hazardous work
- Conditions where work becomes hazardous for children

Occupational health and safety

- Concept of occupational health
- Occupational and safety needs (How should workers keep safe to avoid injury and illness associated with work?)
- Where to seek guidance on occupational health and safety (i.e. Community Based Services Department, District Labour Officer, CDO)

Local career opportunities

- Explore opportunities in agriculture as an available and immediate resource in participants' communities
- What opportunities are around us that we can earn from?
- How do we become job creators, rather than job seekers?

Alternative education

- Understanding the concept of alternative learning
- Where can youth who dropped out of school attain knowledge, a mind-set, and skills?
- How else can youth who dropped out of school attain knowledge, a mind-set, and skills?

Checklist for Session

- Does the group know the time and the place of the meeting?
- Have you confirmed the availability of the place?
- Do you have a CD/flash player and the batteries or another source of power?
- Have you read the outline for the session?
- Do you have a writing material to record key points from the discussion?
- Do you have a friend to help you set up the meeting place?

If you answered “yes” to all the questions above, then you’re ready for the show! If you answered “no” to any of the above questions, then you are not ready. Please plan again, because every detail is vital. Once the session begins, welcome the youth Club members present to listen to the show. Let each member introduce him/herself. Remind the members that this will be an interactive session where everyone will be given an opportunity to share their ideas or thoughts about the topic/theme of discussion.

WORK

Play CD	Narration I - Introductions for the program and topic of discussion (Pause the CD/flash drive at the sound of interlude music.)
CD paused for discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What you think about work? - Do you enjoy what you do for work?
Play CD	Play the CD/ flash to listen to interviews from fellow young people. (Pause CD/flash drive at the sound of interlude music)
CD paused for discussion	Discuss with the members present <ul style="list-style-type: none"> - How do you feel about work? - Are you forced or coerced to work? - Is work important? Why?
Play CD	Play the CD/flash drive to listen to the resource person speak. (Pause the CD/ flash at the sound of interlude Music)
Discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - After listening to the resource person, what are the work opportunities in your communities that you can further explore? - What more about work and its benefits have you learned?
Play CD	Play CD/flash drive to listen to the conclusion from the narrator.
Wrap up discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What have you learned from today’s topic? - In which areas do you need further help or discussion? - What are the possible solutions to the challenges that you have found?

You can close the session by confirming when the group can meet again and scheduling your next session.

DECENT WORK

Play CD	Narration I - Introductions for the program and topic of discussion (Pause the CD/flash drive at the sound of interlude music)
CD paused for discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What does decent work mean to you?
Play CD	Play the CD/flash drive to listen to interviews from fellow young people. (Pause CD/flash drive at the sound of interlude music.)
CD paused for discussion	Discuss with the members present: <ul style="list-style-type: none"> - From the interviews that they have listened to, do they feel that the work that they are doing is free from child labour and/or hazardous working conditions?

Play CD	Play the CD/ flash drive to listen to the resource person. (Pause the CD/ flash drive at the sound of interlude music.)
Discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - After listening to the resource person, do you think that the work that you are currently doing can be considered decent work?
Play CD	Play CD/flash drive to listen to the conclusion from the narrator.
Wrap up discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What have you learned from today's topic? - How will you make sure that you engage in decent work? - What are available employment conditions that promote freedom, increased productivity, income, equity, as well as security and human dignity?

You can close the session by confirming when the group can meet again and scheduling your next session.

HAZARDOUS WORK

Play CD	Narration I - Introductions for the program and topic of discussion (Pause the CD/flash drive at the sound of interlude music)
CD paused for discussion	Discussion amongst the group members. Facilitator ask members present <ul style="list-style-type: none"> - What does hazardous work mean to you?
Play CD	Play the CD/flash drive to listen to interviews from fellow young people. (Pause CD/flash drive at the sound of interlude music.)
CD paused for discussion	Discuss with the members present? <ul style="list-style-type: none"> - Have you ever thought that work can be very dangerous? - How and when does work become dangerous and hazardous?
Play CD	Play the CD/ flash drive to listen to the resource person. (Pause the CD/ flash drive at the sound of interlude music.)
Discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What are the conditions where work becomes hazardous for children? - Today's discussion doesn't mean we shouldn't work. However, we must make sure that work is never used to enslave us. What can we do to make sure that we protect ourselves from hazardous work?
Play CD	Play CD/flash drive to listen to the conclusion from the narrator.
Wrap up discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What have you learned from today's topic? - What will you do to make sure that you engage in decent work or are protected from hazardous work?

You can close the session by confirming when the group can meet again and scheduling your next session.

OCCUPATIONAL HEALTH AND SAFETY

Play CD	Narration I - Introductions for the program and topic of discussion (Pause the CD/flash drive at the sound of interlude music)
CD paused for discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What does occupational health and safety mean to you? - How does it affect you in your daily life?
Play CD	Play the CD/flash drive to listen to interviews from fellow young people. (Pause CD/flash drive at the sound of interlude music.)
CD paused for discussion	Discuss with the members present: <ul style="list-style-type: none"> - How should workers keep safe to avoid injury and illness associated with work?
Play CD	Play the CD/ flash drive to listen to the resource person. (Pause the CD/ flash drive at the sound of interlude music.)
Discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - In the kind of work that you are doing, what protective gear are you using or should be used?
Play CD	Play CD/flash drive to listen to the conclusion from the narrator.
Wrap up discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What have you learned from today's topic? - How long do you spend working? - Do you like what you are doing? - Do you know where to seek guidance on occupational health and safety?

You can close the session by confirming when the group can meet again and scheduling your next session.

LOCAL CAREER OPPORTUNITIES

Play CD	Narration I - Introductions for the program and topic of discussion (Pause the CD/flash drive at the sound of interlude music)
CD paused for discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What are some examples of local careers opportunities that are in your community? - Can you get engaged in any of these opportunities?
Play CD	Play the CD/flash drive to listen to interviews from fellow young people. (Pause CD/flash drive at the sound of interlude music.)
CD paused for discussion	Discuss with the members present? <ul style="list-style-type: none"> - Did you know that everyone has the potential to be a job creator rather than only being a job seeker? How can we achieve this?
Play CD	Play the CD/ flash drive to listen to the resource person. (Pause the CD/ flash drive at the sound of interlude music.)
Discussion	Discussion amongst the group members. Facilitator ask members

	present the following questions: <ul style="list-style-type: none"> - What other opportunities did the resource person mention that you would like to explore?
Play CD	Play CD/flash drive to listen to the conclusion from the narrator.
Wrap up discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What have you learned from today's topic? - Let the team mention how they can explore opportunities in agriculture as one of the available and immediate resource in our communities.

You can close the session by confirming when the group can meet again and scheduling your next session.

ALTERNATIVE EDUCATION

Play CD	Narration I - Introductions for the program and topic of discussion (Pause the CD/flash drive at the sound of interlude music)
CD paused for discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - In your own words and understanding, can you explain what alternative learning is?
Play CD	Play the CD/flash drive to listen to interviews from fellow young people. (Pause CD/flash drive at the sound of interlude music.)
CD paused for discussion	Discuss with the members present: <ul style="list-style-type: none"> - Did you know that everyone has the potential to be a job creator, rather than only being a job seeker? How can you achieve this?
Play CD	Play the CD/ flash drive to listen to the resource person. (Pause the CD/ flash drive at the sound of interlude music.)
Discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - Where can youth who have dropped out of school attain knowledge, a mind-set, and skills from?
Play CD	Play CD/flash drive to listen to the conclusion from the narrator.
Wrap up discussion	Discussion amongst the group members. Facilitator ask members present the following questions: <ul style="list-style-type: none"> - What have you learned from today's topic? - How else can youth who have dropped out of school attain knowledge, a mind-set, and skills?

Please write down anything important that you feel was not covered in these sessions. Share these notes with the facilitator, who will share with the AYEDI team, so that they can plan for a way forward.

