

SCHOOL HEALTH ACTIVITY GUIDE



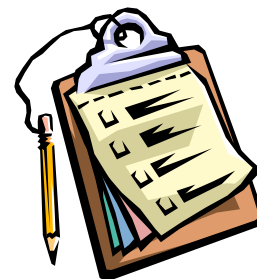
REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE, & TECHNOLOGY



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Primary School Action for Better Health Project (PSABH), managed by CfBT

PSABH began in Bondo District in 1999 and is currently operating in Nyanza and Rift Valley Provinces. In 2003 – 2004 the programme managed by Centre for British Teachers (CfBT) extended its operations to other sites in Central and Eastern Provinces. It aims to support positive behaviour change among pupils in Standards Six to Eight, so that their risk of HIV infection is reduced. PSABH works within the formal education system and in close partnership with the Ministry of Education, Science and Technology and the Ministry of Health.

PSABH is funded by DFID under the HIV/AIDS Prevention and Care Programme (HAPAC), which is managed by Futures Group International.

Précis

The contents of this School Health Club Kit reflect the work of multiple authors. Chapter 1 – 3 and segments of Chapter 4 were the products of a special working group formed in conjunction with the Centre for British Teachers (C/BT Kenya), Mary Gichuru and Janet Wildish and the Ministry of Education, Science and Technology – Kenya. Chapter 4 has been expanded upon by Melanie Gallant, a PhD student at the University of Windsor, in partial fulfillment of an internship requirement.

The intent of this kit is to provide teachers, peer supporters, and pupils with a guide that can help them initiate and maintain a health club within their own school. It is hoped that this guide will give people ideas and suggestions on the kinds of activities that promote health.

The kit activities are selected to respond to development of children in line with the Kenyan goals of education, the specific objectives of Primary School education in Kenya, (KIE-MoEST Primary Syllabus Page VII) that are to provide the learner with opportunities to:

- ❖ Acquire literacy, numeracy, creativity and communication skills.
- ❖ Enjoy learning and develop desire to continue learning.
- ❖ Develop ability for critical thinking and logical judgement.
- ❖ Appreciate and respect the dignity of work.
- ❖ Develop desirable social standards, moral and religious values.
- ❖ Develop into a self-disciplined, physically fit and healthy person.
- ❖ Develop aesthetic values and appreciation of the environment.
- ❖ Promote social responsibility and make proper use of leisure time.

These activities have been drawn from a variety of sources that offer information and resources on health. These include: Department for International Development (DFID); the World Health Organisation (WHO), United Nations Organisation for Education, Science, Culture and Communications (UNESCO); the Educational Resources Information Centre (ERIC); Discovery School; the Health Teacher; Sexuality Information and Education Council of the United States; Communities and Schools for Health (CSH), a worldwide movement; Centre for AIDS Prevention Studies (CAPS); the Teacher's Corner; Teacher's Planet; and Education World. Each activity has been modified to fit the context and purpose of this guide. Please note however, that original copyright of the activities belongs to the source from which it was drawn. A complete list of references appears at the end of this guide.

Chapter 1: Introduction

In every community and country, children are the most important natural resource. They must be at the very heart of “development”. Their well-being, capabilities, knowledge and energy will determine the future of villages, cities and nations around the world. To achieve their potential, school children must participate fully in educational activities. To do this, they must be healthy, attentive and emotionally secure.

Schools can help promote the health of students, staff, families and the community at large. Much is known today about the relationship between education and health. People can use this knowledge to help create health-promoting schools.

The school is a setting where many people:

- Learn and work
- Care for and respect each other
- Where students and staff spend a great deal of their time
- Where education and health programmes can have their greatest impact because they influence students at such important stages in their lives –childhood and adolescence.

WHO IS THIS FOR?

The School Health Activity Guide is primarily for school administrators, teachers and pupils. It offers guidelines on establishing school health-clubs, activities to identify health issues in schools and to take steps to improve health and learning. The school administration can do the following:

- Involve students and staff in generating ideas and developing a vision for action for their health club
- Define goals and objectives
- Develop health-club action plans
- Document progress and plan for the future
- Encourage school leaders to adopt recommendations and strategies for the needs, resources and mandates of their individual schools.

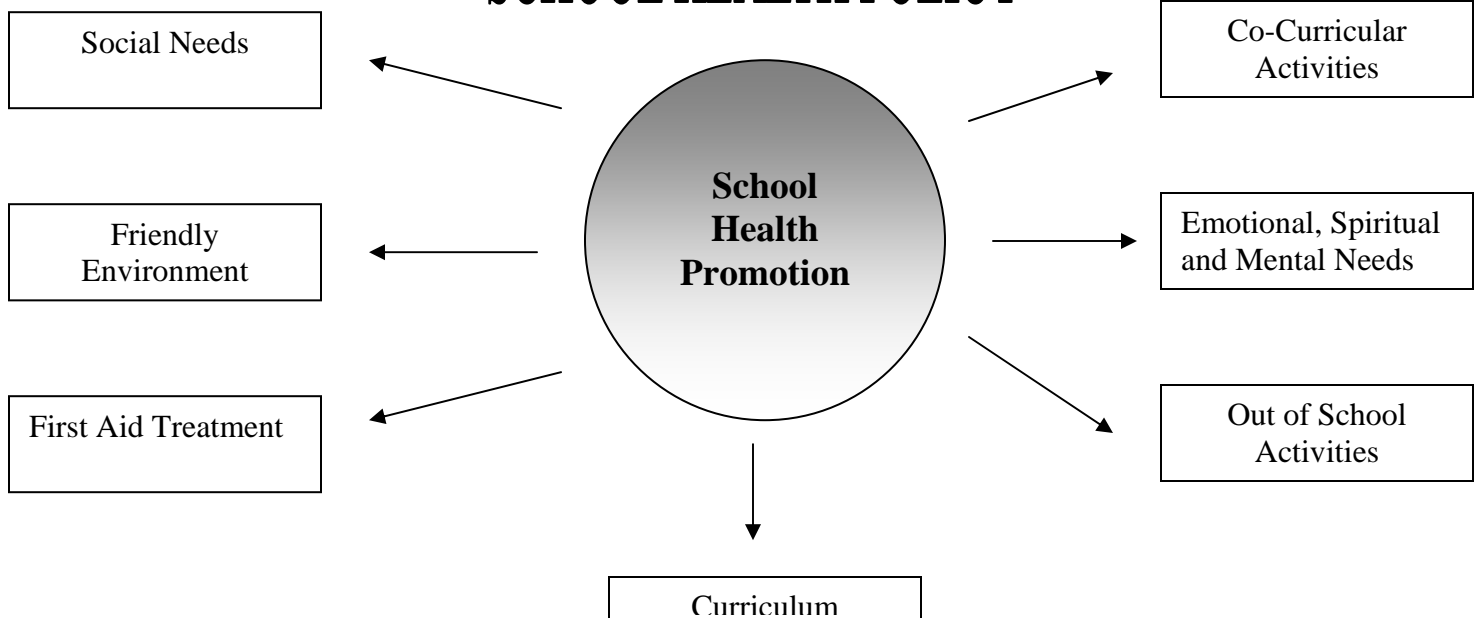
WHAT IS A SCHOOL HEALTH CLUB?

A School Health Club can be established in the school to promote the health of pupils and the school community in general. This club can be introduced so that it runs alongside other clubs in the school. The activities in this guide can be used in any and all clubs that operate within the school.

OBJECTIVES OF SCHOOL HEALTH CLUBS IN RELATION TO HIV/AIDS AND OTHER HEALTH RELATED ISSUES

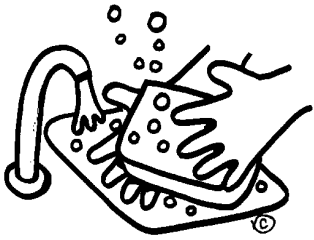
1. To promote the following among club pupils and the wider school community:
 - Personal responsibility for one's health
 - Accurate knowledge of HIV/AIDS, its transmission and effects
 - Responsible sexual behaviour to avoid infection (including changing high risk behaviour)
2. To organize health related activities
 - Visits to health centres and homes
 - Talks from health professionals
 - School Health Days, Weeks, etc
 - Health Oriented Competitions
 - Support for those living within the community who have long term illnesses.
3. To have the information and support resources to respond to the following needs:
 - First Aid
 - Professional Health Services
 - Spiritual and emotional support in matters relating to health
 - Development of School Health Library

SCHOOL HEALTH POLICY



EXPECTED RESULTS:

- Behaviour Change
- Improve health status
- Use of safe drinking water
- Properly store drinking water
- Protect and conserve water sources and resources
- Improve hygienic practices of school children
- Improve general health, academic performance and well-being of children
- Reduce water and nutritional related diseases
- Reduce children absenteeism from school
- Friendly atmosphere and efficient learning for the children in school



Chapter 2: Getting Started

CONDITIONS REQUIRED TO OPERATE SCHOOL HEALTH CLUB

1. The School as a Place to Promote Health

A health promoting school is a place where all pupils of the school community work together to provide students with integrated and positive experiences and structures that promote and protect their health. This includes both the formal and informal curricula in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of family and the wider community in health promotion.

2. The School Creates its own Charter (Contract/Agreement) and Prominently Displays it in the School

This is best developed through discussions between teachers, students, health care workers and key pupils of the school community. It details the AIMS, GOALS, VISION, MISSION and OBJECTIVES of the school and the commitment of the school towards achieving these set GOAL and OBJECTIVES.

3. The School Develops Networks for Health Promoting School Clubs and Activities

School communities learn from each other. Schools, which are pursuing similar objectives, especially those that are involved in pioneering new development, can provide significant support and stimulus to each other and strongly reinforce each other's efforts. This type of productive interaction can involve parents, teachers, students and support agencies.

Among the benefits that could result are:

- Pooling expertise
- Sharing information, resources and experiences
- Deciding on future directions
- Providing the nucleus of a concerted "school voice" on health issues
- Reinforcing the health promoting school concept
- Ensuring a mechanism for monitoring the progress of health promoting schools in the District

GUIDELINES FOR ESTABLISHING SCHOOL HEALTH CLUB

Both the school and its pupils should establish the rules and regulations for operating/running a school club and running health activities. The following general guidelines should apply to all the clubs irrespective of the school.

- Participation should be open to all the pupils in the school

- Times for meetings should be accessible to all the pupils and not interfere with the school timetable
- Leader(s) of the club especially the members should have some substantial knowledge of health issues
- The club leader(s) should preferably be either one of the teaching staff or upper standard pupils in the school
- Club officials should be elected by the pupils themselves but with the assistance and direction of the an adult authority figure (e.g. teacher, support staff, graduated youth in secondary school, college or university, community member)
- The club should have representation from all the classes in the school
- The pupils of the club will decide on the activities to be carried out during the term
- The pupils of the club should come up with rules and regulations to govern the running of the club
- The club should adopt a holistic approach in addressing health issues that affect the individual

BENEFITS OF THE SCHOOL HEALTH CLUB

Since health can simply be defined as the sum total of physical, mental and social well-being of a person, we envisage that the School Health Club will benefit the pupils and community in the following ways:

1. PHYSICALLY

- Pupils will be able to:
 - i. Engage in activities that promote physical health. For example:
 - In music classes they will be able to participate in song and dance.
 - ii. Do physical work
 - Cleaning the school yard.

2. SOCIALLY

- Pupils will engage in activities that promote the social aspects of health. For example:
 - i. Participation in debates, drama, music and poetry which are done jointly with others.

3. MENTALLY, EMOTIONALLY

- Pupils will engage in activities that promote emotional and psychological aspects of health. For example:
 - i. Pupil to pupil and teacher to pupil counselling; and,
 - ii. Engaging in peer learning through the formation of peer groups.

4. SPIRITUALLY

- Pupils will engage in activities that promote spiritual aspects of health. For example:
 - i. Inviting guest speakers such as religious leaders.

5. ENVIRONMENTALLY

- Pupils will engage in activities that promote environmental aspects of health. For example:
 - i. Visiting sick and orphaned individuals in the community;
 - ii. Offering assistance to people in the community; and,
 - iii. Participating in church and community events.

6. CULTURALLY

- Pupils will engage in activities that promote health within their traditional cultures. For example:
 - i. Participating in cultural events within their communities.
 - ii. Making presentations in school about different cultural practices and how they influence health.

Chapter 3: Taking Action

Whatever is done in schools to promote health is mostly through the efforts of teachers and pupils. Therefore, it is important to establish a School Team, which will take the lead. This team can be composed of:

- Administrators
- Patron(s)
- Teachers
- Support Staff
- Pupils/Peer Supporters/ Prefects
- Parents
- Community Members
- Religious Leaders
- Chiefs and Assistant Chiefs

Team activities should include:

- Providing leadership in developing a shared vision and health action plan that school officials can accept and support;
- Working with school officials to ensure that the health-club activities are clearly defined and implemented;
- Keeping good records and descriptions of what happens in the club;
- Working with parent representatives to identify needs, solicit ideas and encourage involvement;
- Discussing how to establish a strong health club; and,
- Increasing pupils sense of health club ownership by building a health club team identity and promoting a climate of participation.

Chapter 4: Activities

ACTIVITIES

Both teachers and pupils can be active in developing and participating in health-related activities within their schools and communities.

Health and hygiene topics can be integrated into many school subjects without requiring extra class hours. For example, mathematics teachers can use word problems to help illustrate how fast HIV can spread within a community, province, or country.

Active learning methods (using discussion, song, drama, role-play) are encouraged as students build understanding through problem-solving exercises rather than memorizing texts and solutions.

This chapter is meant to give teachers and pupils ideas of how to prepare and use health education activities. There are a variety of activities within the chapter which can be used to promote the health and well-being of young people as they grow and develop. Each activity has a purpose and expected outcome related to a specific area of well-being.

METHODOLOGY FOR HEALTH CLUB ACTIVITIES

Facilitators (teachers, peer supporters, prefects or pupils) of school health activities may choose any of the following methods to make the activities more interesting:

1. BRAINSTORMING

- A way of motivating pupils to take part in a discussion about certain topics.
- A good way to generate ideas quickly.
- Could involve:
 - Writing ideas on cards/flipcharts/boards and discussing these ideas;
 - Asking them to write down their thoughts about a certain topic; and/or,
 - Listing all answers pupils give to a question that is asked to everyone.



2. BRAINTEASERS

- A brainteaser is something that requires people to actively think about and find a solution to a given question or problem. As such it usually comes in the form of a problem, question, puzzle or riddle. These can be used to get pupils thinking about health in different ways.
- Here are some examples:
 - Mputi must wash her clothes at the river. In the dry season however, the river she uses dries up. How can she now wash her clothes?
 - Certain months have 31 days. Others have 30 days. How many have 28 days?



3. SCENARIOS/CASE STUDIES

- A scenario is like a story. It describes a sequence of events that happen. For example:
 - Mary went to the market to fetch some vegetables for her mother.
- A case study is when you provide detailed information about a particular person or small group. For example:
 - Provide details about the children at the orphanage who have no home.
- You can use scenarios and case studies to introduce a certain topic or theme or to provide facts using an example in the real world.
- These work best when the examples are relevant to pupils' lives.

4. ROLE PLAYS

- Having a pupil(s) act out roles for a particular scenario/situation/experience
- For example, two pupils may role-play being parents (one the mother and the other the father) and act out how parents would respond when a child come home too late from school
- In order to do a role play you should:
 - Choose a topic to role-play (usually a situation);
 - Divide the roles among pupils; and,
 - Act out a real life situation –i.e. by using gestures, props, etc.
 - The role-play should be followed by a discussion in which you identify the issues, attitudes and opinions related to the role-playing.



5. GUEST SPEAKER

- Invite a health professional to talk about health issues
 - Doctor;
 - Nurse;
 - Community health worker; or,
 - Pastor.



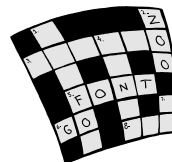
6. DEBATES

- Pupils can form groups and devise a motion for discussion on a specific health related issue.
- Facilitator (Teacher or Peer Leader) can watch the debate and clarify any myths or misconceptions that pupils bring up.



7. GAMES/EXERCISES

- These can be used to promote active participation of pupils.
 - Popular School Games;
 - Card Games;
 - Puzzles; or,
 - Math words to make a story.





8. DRAMA/SONG/PUPPETRY TO DEVELOP HEALTH MESSAGES

- Pupils can compose songs related to health issues (i.e. keeping body clean by washing with water, staying safe from disease) and perform these songs.

9. WEEKLY ASSIGNMENTS

- Pupils can be given tasks to complete outside of class or school club meeting times and activity days.
- Some examples of assignments include:
 - Having pupils find signs posted in their community on HIV/AIDS;
 - Send pupils away with a list of questions that they must answer for the next class, meeting or activity.

10. USE OF MAGAZINE/NEWSPAPER CUTOUTS AND FILMS/VIDEOS

- If it is possible for pupils to access newspaper or magazine articles they could find articles in these that talk about health and illness (i.e. HIV/AIDS, malaria, personal hygiene) and bring them in for discussion.



11. VISITS TO ORPHANAGES/HOSPITALS/HOMES

- Reaching out to and helping community members is a good way to promote health.
- There are many ways to help:
 - Washing, cleaning, fetching water, and cutting grass for the sick, elderly or orphaned children taking care of younger siblings in the community;
 - Raising money for orphans in the community.

12. DISCUSSION GROUPS

- Having pupils form groups and discuss a certain topic related to health
- Guideline for discussions:
 - Wait until everyone is settled and paying attention before you start the group activity or discussion;
 - Make sure everyone understands the topic of discussion;
 - Encourage students not to interrupt each other, and to listen;
 - Allow everyone in the group a chance to participate; and,
 - Respect everyone's opinions and feelings. Encourage the group to do the same.

13. CLEANING THE SCHOOL AND COMMUNITY

- Set up activities where groups of pupils can work together to clean up their school and community environments. This could involve picking up garbage on the school grounds.

ACTIVITIES IN THIS GUIDE

The remainder of this guide offers a number of activities for use with pupils. Each activity has a purpose, specified outcomes and steps (procedure).

- The **purpose** states the goal or intention of the activity (e.g. to have pupils speak freely about their personal values);
- The **outcome** specifies what is expected to happen as a result of doing the activity (e.g. pupils understand what personal values are and are able to speak more freely about their own personal values); and/or,
- The **steps** (procedure) outline how to conduct the activity with pupils.

In some activities **background information** is provided. This information defines important terms. These are meant to help you understand and in turn teach these terms to pupils.

Most activities also have a **worksheet**. These worksheets supplement the activity and are often needed in order to carry out the activity. Pupils can easily copy the worksheets into their own booklets or activity leaders can draw the worksheet on the board and have pupils fill them out as a group.

ORGANIZATION OF ACTIVITIES

Activities have been grouped according to particular themes. There are 7 themes; they have been organized into 'units'. You can choose activities from any of the 7 units and use them at any time with students. Activities do not have to be done in the order they appear in this guide. It is up to you to choose an activity whose purpose relates to what you want pupils to actively think and learn about (e.g. communication, HIV/AIDS, behaviours). One activity can also be stretched over several days or weeks or used as homework assignments.

PLEASE NOTE!

It is up to you to decide which activities are most appropriate to use. In doing so it is important to consider the age of pupils you will be working with and assess whether or not they will be able to understand, grasp and be free to talk about the subject being presented and discussed in the activity.

WAYS TO CONDUCT THE ACTIVITIES

Activities can be conducted in several ways. These include:

- In-class during a teaching lesson;
- In-class when waiting for a lesson to begin;
- In-class after a lesson(s) is done for the day;
- In-class when a teacher is not available to teach on a particular day;
- Out-of-class during free time or break; and/or,
- As part of any school club meeting.

Primary School Action for Better Health

A School Health Promotion Package

Pupils' Activities



**Centre for British Teachers
and
HAPAC Kenya**

2003

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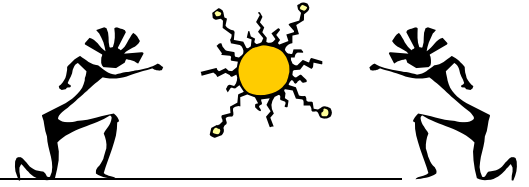
Unit 7 Community Care and Support



UNIT

1

Unit 1: Energizers



Energizers are interactive, cooperative activities that bring people together. They can help groups get to know one another, spark discussion, change the direction of a discussion or end an activity, set rules and regulations and illustrate important concepts.

Pupils' activities

- 1. Getting to Know One Another**
- 2. Names and Descriptions**
- 3. Exploring Things in Common**
- 4. Talking About Abstinence**
- 5. Experiencing Respect**
- 6. Showing Respect**
- 7. School Health Activity Rules**
- 8. School Motto and Mission**



ACTIVITY: GETTING TO KNOW ONE ANOTHER

Purpose:

- To allow pupils to open up and talk freely with one another.

Outcomes:

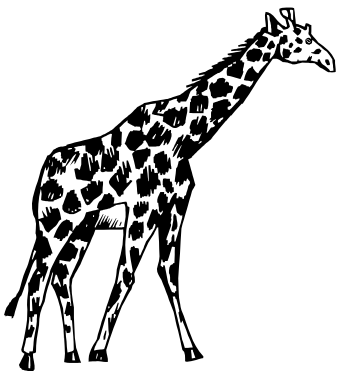
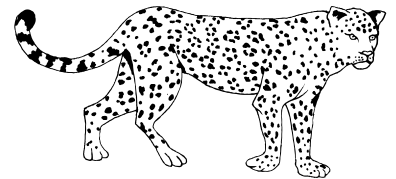
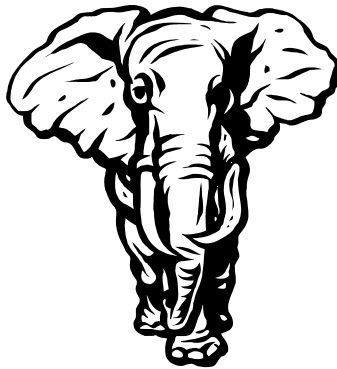
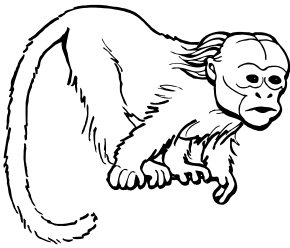
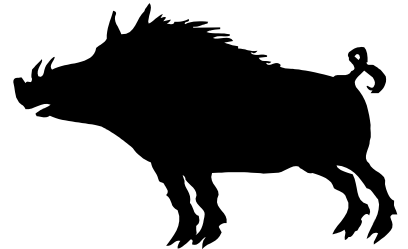
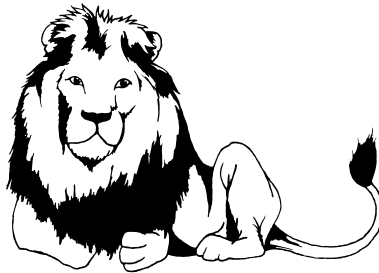
- Pupils feel they have a voice and are respected among their peers.

Steps:

- Ask pupils to pair up in twos [leader should also pair up with a pupil].
- Each pupil in the pair is to get the following information from their peer:
 - Name;
 - Class; and,
 - What animal they would like to be, and, why they would like to be this animal.
 - For example:
 - I would like to be a giraffe because I am very tall;
 - I would like to be an elephant because I like to walk slowly; and,
 - I would like to be a cock because I am always running.
 - A list of other animals they could choose include: Addax, Black Rhinoceros, Ostrich, Gazelle, Buffalo, Cheetah, Leopard, Lion, Meerkat, Zebra, Tree Frog, Monkey, Gorilla and a Chimpanzees.
 - Use the activity worksheet to provide examples of possible animals they could choose.
- Partner-Introduction
 - Each pair will take turns introducing the other person.
- Ask the club pupils to discuss in groups the behaviour of the animals they chose.
 - Does the animal you chose act in good and healthy ways? (For example: A giraffe is very calm and does not fight with other animals)
 - Are there any animals, which don't act in good or healthy ways? (For example, a cock who is always running away from things)
- Ask club pupils what activities they would like while attending health club meetings.



ACTIVITY WORKSHEET: GETTING TO KNOW ONE ANOTHER



ACTIVITY: NAMES AND DESCRIPTIONS

Purpose:

- To have pupils learn more about one another.
- This is a good exercise for getting people to listen to and remember the names and characters of other pupils.

Outcomes:

- Pupils will learn one important thing about each pupil present.

Steps:

- Have pupils sit in a circle.
- Choose one pupil to begin the exercise.
- Ask this pupil to:
 - State their name and one interesting or important piece of information about them.
 - For example: I am Mary and I have three sisters and two brothers.
- The next person in the circle must then:
 - Introduce the first pupil (Mary) by stating the first person's name and interesting piece of information, and;
 - State their own name and important piece of information (just like first pupil did).
- Each subsequent pupil has to introduce all of the pupils who went before them in the circle by giving their names and descriptions.
- The last pupil in the circle will have to name and describe all of the pupils in the circle.
- **ANOTHER OPTION** is to have pupils sing their responses to each other.
 - Have pupils sit in a semi-circle and one by one each pupil will sing their name and a description of themselves. Their songs can be in tune to a popular song that they usually sing (i.e. African song for school children) or it can be one they create on their own.

ACTIVITY WORKSHEET: NAMES AND DESCRIPTIONS

Instructions:

- Have pupils introduce themselves one by one.
- The first pupil will give their name and one statement about themselves.
- The next pupil will introduce the pupils who went before them and then introduce themselves.

EXAMPLE

MARY

“My name is Mary and I have three sisters and two brothers.”



TALIA

- First introduces the person who went before her (Mary):

“This is Mary and she has three sisters and two brothers.”

- Then she introduces herself:

“I am Talia and I like to go swimming.”



MBUTI

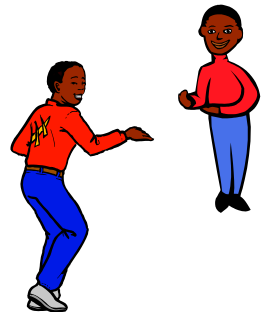
- Introduces the first and the second person:

“This is Mary and she has three sisters and two brothers.”

“This is Talia and she likes to go swimming.”

- Then introduces herself:

“I am Mbuti and I have green eyes.”



ACTIVITY: THINGS IN COMMON

Purpose:

- To have pupils discover things they share in common with one another.

Outcomes:

- Pupils will see that they share things in common with one another.
- Pupils will be able to interact and exchange information with one another.

Steps:

- Make up worksheets that look like the one for this activity (found on next page).
- Give each pupil a worksheet
- Tell pupils that they have to find someone in the class/club who has a characteristic which appears in one of the square boxes on the worksheet
 - For example: if the box says “find a person whose favourite food is “ugali”, the pupil will have to find someone in the club/class who likes ugali.
 - When they find this person, they are to write down their name in the box.
- The first pupil/pupils to fill all the boxes of questions with names yells out BINGO and is declared the WINNER!
- For discussion ask pupils:
 - Do other people share some of the same characteristics as you? (i.e. favourite food to eat is ugali).
 - Did you learn some new things about your peers that you did not know before?
 - Were you able to find answers to all of the questions?
- Wrap up the discussion by telling pupils that this activity shows that:
 - We all share things in common with one another.

ACTIVITY WORKSHEET: THINGS IN COMMON

Find someone who...

Has a brother NAME:	Has a sister NAME:	Lives with their grandmother NAME:	Goes to church every week NAME:	Went to the market last week? NAME
Is the same age as you NAME:	Likes to eat ugali NAME:	Likes mandazi NAME:	Likes to smile NAME:	Fetches water from the river? NAME:
Likes fishing NAME:	Likes cooking NAME:	Likes playing sports NAME:	Likes math NAME:	Likes English NAME:
Has the same eye color as you NAME:	Has the same hair color as you NAME:	Is a girl NAME:	Is a boy NAME:	Likes to sing NAME:
Likes to spend time with their friends NAME:	Is tall NAME:	Is short NAME:	Likes to laugh NAME:	Was in your class last year NAME:

ACTIVITY: TALKING ABOUT ABSTINENCE

Purpose:

- To have pupils discuss topics related to sexual health.
- To introduce sensitive topics especially those related to sexual health.

Outcomes:

- Pupils will associate the term 'like' with 'abstinence'.
- Pupils will discuss abstinence by noting the positive things about it.

Steps:

- Hand out a blank sheet of paper to each individual in the group.
- Ask everyone to think of a chore or task they like doing at home and write down why they like it so much.
 - Example: "I like washing clothes because...it makes me feel clean when I wear them;
 - "I like planting crops because it provides my family with food"; and,
 - "I like doing homework because it will help me to do well on my exams".
- When finished, have pupils switch papers with another person and read it out loud by substituting "I like abstinence" instead of the particular chore that is written down. You get pretty interesting and funny results.
 - For example: I like abstinence because it makes me feel clean (taken from I like washing clothes because it makes me feel clean when I wear them).
- End the discussion by having pupils brainstorm things they can do to remain abstinent.
 - For example: concentrate on studies, participate in school activities and clubs, help out in the community, ask people you trust for advice on how to deal with the urge to play sex, avoid going to places where people might ask or force you to play sex.

NOTE TO ACTIVITY LEADER

You may find that pupils are uneasy and shy to offer ways by which young people can abstain. Encourage them to provide strategies by giving many examples of things young people can do to remain abstinent.

ACTIVITY: EXPERIENCING RESPECT

Purpose:

- To define the word respect.
- To have pupils identify ways of respecting themselves and others.

Outcomes:

- Pupils will be able to explain what respect is.
- Pupils will be able to identify ways they can respect themselves and others.

Background:

- Respect is treating yourself and others nicely.
- When you show respect you:
 - Listen to others when they are talking to you;
 - Let others make their own decisions;
 - Play fair in games;
 - Thank people when they have done something nice for you; and,
 - Let people know when they do something good.

Steps:

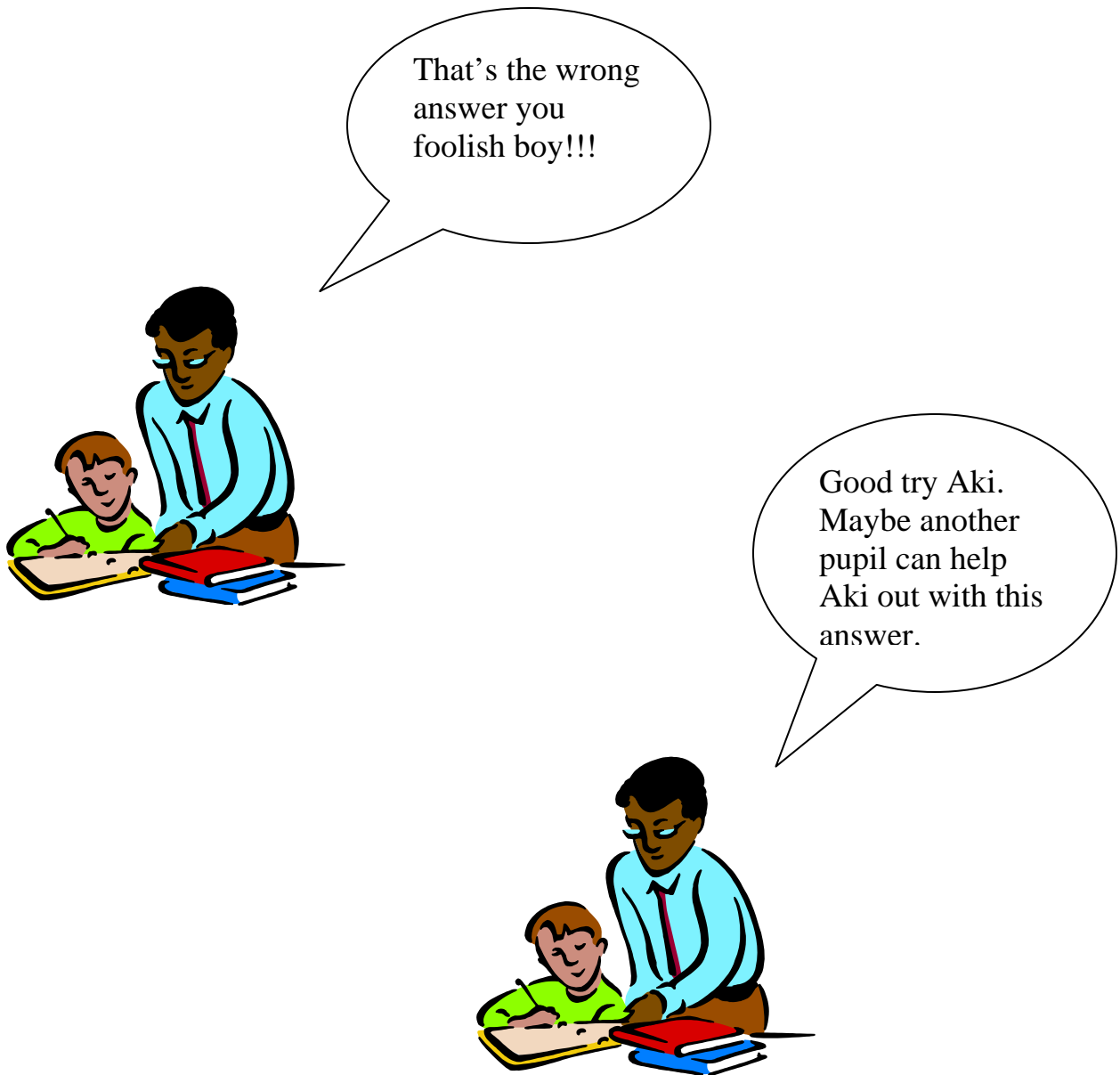
- Get pupils to discuss the pictures on each activity worksheet.
- Ask them the following questions:
 - What would be the effect of the teacher's behaviour on:
 - The pupil's respect for both himself and the teacher; and,
 - The pupil's respect for other people
- How can a pupil best respect their:
 - Teachers;
 - Parents;
 - Classmates;
 - Friends; and,
 - Elders.
- Discussion questions could include:
 - Why is it healthy to show respect? (e.g. Showing respect to others helps build healthy and trusting relationships and if I respect my parents and they respect me then we will have a good relationship).
 - How might showing respect for other people help you? (e.g. If I show another person respect then they will want to help me when I ask for help).

NOTE TO ACTIVITY LEADER

This activity works best if pupils are praised for the answer they provide on the worksheet and the suggestions they make on how best to respect other people.

ACTIVITY WORKSHEET: EXPERIENCING RESPECT

Instruction: Discuss the two pictures below. Describe how the teacher respects Aki.



ACTIVITY WORKSHEET: EXPERIENCING RESPECT

Instruction: Discuss the two pictures below. Describe how the teacher respects Aki.



What is the effect of the teacher's behaviour on:

- A. The pupil's respect for him.
- B. The pupil's respect for each other.
- C. The behaviours of pupils.

ACTIVITY: TYPES OF RESPECT

Purpose:

- To have pupils experience respect.
- To get pupils to think about different types of respect.

Outcomes:

- Pupils will know and be able to state what respect is and what it means.
- Pupils will be able to experience and discuss what respect is.

Background Information:

- As you listen to and acknowledge pupils' responses, help them think about different types of respect:
 - Self-respect
 - Respect for others
 - Love
 - Honesty
 - Integrity
 - Loyalty
- When you respect yourself and others, they will equally respect you and this will lead you to feel good and confident about yourself.

Steps:

- Choose 4 pupils to stand in a row.
- Hand the first one in the row a book and ask him/her to toss or throw the book to the next person, and so on down the row.
- Then, take the book and ask the first person in the row to hand the book to the next person again, but this time doing it with a lot of respect (i.e. I am going to hand you a book now. I hope you will accept it and pass it on to the next person please. Thank you).
- When this is done, ask pupils:
 - If they felt differently the second time they were handed the book;
 - To list different ways people can give respect to one another; and,
 - To list behaviours or actions that are disrespectful.
- Ask pupils to describe times when they have been:
 - Respected; and/or,
 - Disrespected
- Give the pupils a couple of minutes to think about this. Then, ask them to form groups of 3-4 and listen to each other's descriptions.
- At the end, have pupils create an ACROSTIC for the word respect (see activity worksheet). This is where they take the word RESPECT and for each letter come up with a word or phrase beginning with that letter that expresses what the word RESPECT means to them.
 - For example: R stands for being RIGHTEOUS towards people.
 - For example: E stands for EXPECTING to be valued for one's thoughts.

ACTIVITY WORKSHEET: TYPES OF RESPECT

Instructions:

R	
E	
S	
P	
E	
C	
T	

ACTIVITY: SCHOOL HEALTH ACTIVITY RULES

Purpose:

- To set up positive ways of thinking and behaving among pupils involved in school clubs that promote health.

Outcomes:

- Pupils will come up with their own rules of conduct for school clubs and activities that promote health.

Background Information:

- Cooperative rules are ways to help protect people (or groups) from harm. They also promote healthy relationships.
- Many countries, organizations and clubs write out their own rules on paper and try to ensure these are followed.
- Kenya has a paper, which talks about the rights of children (Activity Worksheet).
- Young people can create their own school club rules. These could include:
 - The right to learn;
 - The right to feel safe;
 - The right not to be disturbed; and,
 - The right to be listened to.
- Having people respect these rules can help keep school clubs operate successfully.

Steps:

- Have pupils come up with a list of rules or principles that they feel their school club should be run by.
- Get them to write these down in a document called SCHOOL CLUB RULES AND PRINCIPLES.
- Have all pupils sign the paper once it is created.
- To make the paper fancy you could:
 - Tear the four edges of a paper to make it look old;
 - Find wet tea leaves or bags;
 - Stain the paper by dabbing the bags/leaves on the paper;
 - Allow the paper to dry; and,
 - Hang it in the class or school club area.
 - Squeeze green leaves on paper
 - Blot the paper with clay, ash, or soot

ACTIVITY WORKSHEET: SCHOOL HEALTH ACTIVITY RULES

Kenya has something called the Convention of the Right's of a Child. This is a piece of paper that tries to see that young people in Kenya stay healthy. The paper talks about what the government should do to take care of children in Kenya. The paper actually has a set of rules for how young people should be treated in Kenya.



This is a picture of Kenyan school children. They are happy because the government made a rule that children have to go to school.

It is helpful to set up cooperative rules or guiding principles within a country or group of people.

A health club can also be led by a set of rules or guiding principles.

HAPPY FACES: The Children's Bill, which seeks to promote the well-being of Kenyan children, guarantees children the right to education (The Daily Nation, 2001).

ACTIVITY WORKSHEET: SCHOOL HEALTH CLUB RULES

Instructions: Draw up your own set of rules/guidelines/principles which helps people understand what the health club is about and what rules it has for its pupils.

Round
off edges

Our School Health Activity Rules and Guidelines

We have a right to...

- **Feel safe**
- **Have fun**
- **Item #3**
- **Item #4**
- **Item #5**
- **Item #6**
- **Item #7**
- **Item #8**

Signature of each pupil

- **Signed by:**

UNIT

2

Unit 2: Feeling Good

Being healthy means feeling physically, emotionally, and spiritually well. To be healthy requires taking responsibility and making good choices. The set of activities in this unit all deal with feeling good about and taking care of both yourself and others.



Pupils' activities

- 1. Health Chain**
- 2. What is Puberty?**
- 3. Manners**
- 4. Personal Goals**
- 5. Responsibility**
- 6. Self-Respect**
- 7. Determination**
- 8. Community Reporter**



ACTIVITY: HEALTH CHAIN

Purpose:

- To allow young people to come up with their own definition of health.
- To come up with a list of healthy activities young people can do.

Outcomes:

- Pupils will be able to define health in their own words.
- Pupils will be able to list healthy activities.

Background Information:

- **HEALTH:** is feeling the best we can feel.
 - It is not just the absence of disease or illness.
- There are many parts to health. These include:
 1. **Physical health:** Taking care of our bodies and doing things to keep our bodies safe and free from illness or disease.
 2. **Social health:** Having good relationships with others.
 3. **Spiritual health:** Finding meaning and having goals in life. Being connected with a religion can also form the basis of spiritual health.
 4. **Emotional health:** Having an understanding of your own emotions and feelings. Feeling good about who you are.
 5. **Cultural health:** Being aware of your own culture or ethnicity and celebrating it.
 6. **Environmental health:** Living in an environment or surrounding that is healthy.

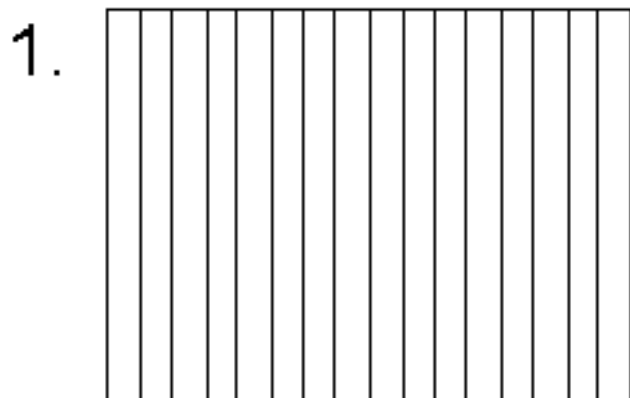
Steps:

- Begin the activity by discussing with group pupils what “health” means to them. Allow them to give you their definition. You can also ask them to give you examples of health.
- When everyone has said something give the definition of health (see background information). Be sure you talk about the different components/parts of health (physical, cultural, spiritual).
- Using different coloured crayons or markers, have the students write one word or phrase to describe health (i.e. wellness; no disease; happiness; rosy cheeks) on a strip of paper (see activity worksheet).
- Have all pupils link their strips together (you can do this by taping or gluing one strip within another strip; see activity worksheet).
- Have students stand and hold the ever-growing chain as you link it together, until all are linked.
- Once the entire chain is constructed and linked together, stretch the chain out by having pupils hold it end to end.
- Ask them what this chain shows about health (Answer: That we all have to work together towards achieving good health).
- Hang the chain up in the room as a reminder of the many definitions of health

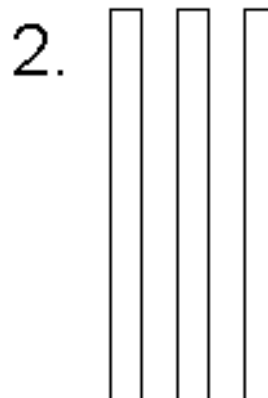
ACTIVITY WORKSHEET: HEALTH CHAIN

Instructions: Take a piece of paper and cut it into strips. Hand out one strip per pupil. Get each pupil to write a word or phrase to describe health. Link each pupil's strips together.

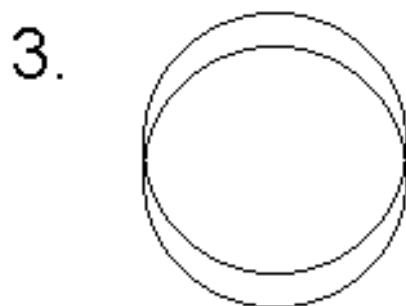
Paper chains



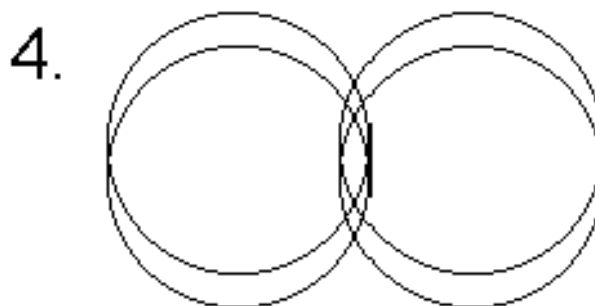
mark wrapping paper into strips



cut out strips



stick two ends of one strip together to form a ring



repeat with each strip, but loop each subsequent ring through the previous one to form a chain

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ACTIVITY: WHAT IS PUBERTY?

Purpose:

- To help young people understand what puberty is.
- To allow young people to talk about puberty.

Outcomes:

- Pupils will be able to describe what puberty is.

Background Information:

- Adolescence means that one is on their way to becoming an adult. During this time a person's thoughts, feelings, body, and relationships change to become more adult-like.
- Puberty is when young people experience physical, emotional, and spiritual body and mind changes. Their reproductive organs start working like adults do, and they start to look, think, and feel in new and different ways.
- Puberty does not happen overnight. It takes many years to finish developing. Each person goes through this period. Some people may start it at an earlier age than others and some at a later age.

Steps:

- Introduce the topic of puberty by asking pupils what it means to them:
 - How would you describe puberty?;
 - What kind of changes does a person experience during puberty?; and,
 - How is puberty different from adolescence?
- Respond to answers by giving proper definitions of puberty and adolescence.
- Have pupils do the search-a-word exercise (Activity Worksheet). You can either make copies of this worksheet or get pupils to recreate the word search table.
- When they have completed the search-a-word, discuss with them the words in the puzzle as they relate to puberty (i.e. EMOTIONS – during puberty we experience changes in our emotions...we discover the emotion of love for a partner, etc.)
- Allow pupils to discuss what these words mean to them.

ACTIVITY WORKSHEET: WHAT IS PUBERTY?

Instructions: Find and circle each of the following words in the puzzle below.

EMOTIONS
BEHAVIOURAL CHANGE
DEVELOPMENT
ADOLESCENCE
PEERS

EMOTIONAL CHANGE
BODY CHANGES
FEELINGS
PHYSICAL CHANGE
RITES OF PASSAGE

S S H S L E F F G C C G E G H G E I E E O N A
 R C O M F G L D O S A I A S L N E M O F M N N
 E C N D A D O L E S C E N C E L N E E Y M O I
 P E U A B N S D T E E O V H P H E B B P R Y S
 E A H D A I S O O A N N G E E S E H L E I O N
 E E S B E H A V I O U R A L I C H A N G E E G
 R R E T S N H E P E A O O Z E P N L L E L I R
 S E M O T I O N S K C S J S L B N E S E G S H
 Y P H Y S I C A L G C H A N G E G T G S N E A
 L A N I U N I A S G O H S H I O L M N C L N E
 A P S D S E G N A H C J Y D O B H F I C D U H
 E M O T I O N A L J C H A N G E A H L S A N M
 A E O E C D E V E L O P M E N T M I E H E A S
 E R I T E S Q O F Y P A S S A G E G E E S P H
 C A V G E F F S E O A W V D B C T D F I O H I
 H S L L A G N E H H S N C O E A T A N T N M L

ACTIVITY WORKSHEET: WHAT IS PUBERTY?

ANSWER SHEET

A D O L E S C E N C E

P

E

E B E H A V I O U R A L C H A N G E

R

S E M O T I O N S

S

P H Y S I C A L C H A N G E

G

N

S E G N A H C Y D O B

I

E M O T I O N A L C H A N G E

L

D E V E L O P M E N T

E

R I T E S O F P A S S A G E

E

F

ACTIVITY: MANNERS

Purpose:

- To prepare pupils to recognize personal reasons to avoid risky behaviours.

Outcomes:

- Pupils will be able to discuss things they both like and dislike about themselves.
- Pupils will be able to identify risk behaviours.

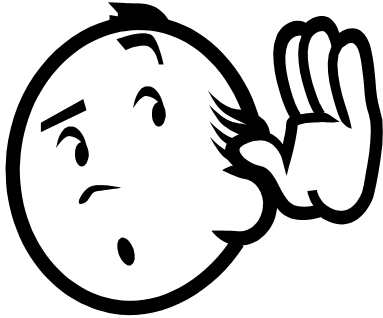
Background Information:

- Manners are ways of acting or behaving. Manners can be both good and bad.
- It is important to think about your own manners. If we think we have good manners then we can respect and care for ourselves and have others respect and care for us. Feeling that we have good manners also gives us confidence to talk to others about our thoughts, feelings, hopes and dreams. We can also learn to make good decisions and take responsibility for our actions.
- People with good manners also feel good about their skills and abilities.

Steps:

- Have pupils write down:
 - Five things they are good at;
 - Three things that make them a special person;
 - One thing that they are proud of about themselves;
 - One thing they wish they could be better at; and,
 - What they want to do in their lives.
- When they are finished pair them up with another person.
- Have the pair discuss some of the things they wrote about themselves.
- Have pupils then draw a picture of them, which shows one thing they feel they are good at and one thing that they would like to change (i.e. if they are good at listening, then they could draw themselves with big ears). Refer to the activity sheet for a description.

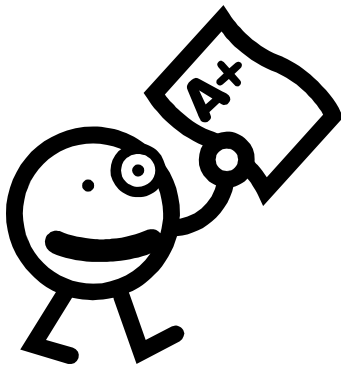
ACTIVITY WORKSHEET: MANNERS



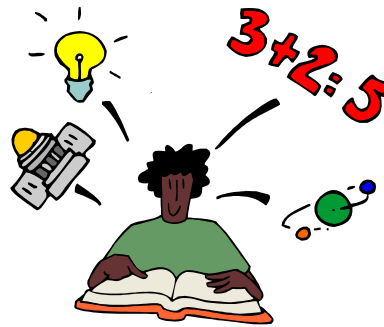
I am a good listener



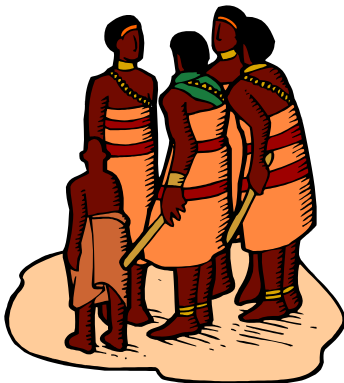
I am a good football player



I am a good student



I am good at math



I am a good family member



I am a good hunter

ACTIVITY: EXPLORING PERSONAL GOALS

Purpose:

- To explore what personal goals are most important.

Outcomes:

- Pupils will be able to identify personal goals and classify them.

Background Information:

- Many young people in Kenya and around the world think and dream about things they would like to do or become in the future (e.g. I want to be a healthy person, I want to be a teacher). In order to achieve these things it is important to set short and long-term goals.
- Goals are things we say we are going to work for and obtain.
 - Short-term goals are things we want to achieve quickly (e.g. being determined to attend classes each day and participate)
 - Long-term goals are things we work towards achieving in the future (e.g. Going to teacher's college and becoming a math teacher).
- Sometimes young people can also set negative or unhealthy goals.
- Remember: As we grow and change our desires in life and goals change.

Steps:

- Choose pupils to read each of the scenarios on activity worksheet 1.
- After reading each, ask pupils the following:
 - What are the short-term goals of the person in the story?
 - What are the long-term goals of the person in the story?
 - How might achieving these goals make the person feel?
 - How might achieving these goals help the person's family and kin?
- Write on the blackboard or read out loud the goal statements on the next page.
- Ask pupils to write down which of these goals they feel are most important to them.
 - Ask them to tell you or write down why they are most important?
 - In what ways do these goals help them stay healthy?
 - Are some of these goals unhealthy?

NOTE TO LEADER!

This activity can be done over time (i.e. 2 classes or meetings). You can also adapt it to include goals that are unhealthy and which lead to risky behaviour (i.e. drug use, crime and promiscuity).

ACTIVITY WORKSHEET 1: EXPLORING PERSONAL GOALS

Instructions: Designate a pupil to read each of the following stories. After reading each story have pupils identify the short and long-term goals of the pupils in each story. Discuss how these goals may help the person live a healthy and productive life.



I AM PATRICK FROM KENYA AND MY PERSONAL GOALS IN LIFE ARE TO HAVE A SMALL DAIRY FARM THAT MAKES ENOUGH MONEY FOR ME TO SUPPORT MY MOTHER AND FATHER AND MY FUTURE FAMILY.

I AM SARAH FROM KENYA AND MY PERSONAL GOALS ARE TO STUDY HARD, HAVE FRIENDS I CAN TRUST AND TALK AND GRADUATE FROM UNIVERSITY AS A TEACHER.



MALINDI IS FROM KENYA. SHE WOULD LIKE TO BE A NURSE AND RUN A SMALL CLINIC IN HER COMMUNITY. HER PERSONAL GOALS PRESENTLY ARE TO WORK HARD IN SCHOOL AND VOLUNTEER HER TIME TO ASSIST PEOPLE IN HER COMMUNITY THAT NEED HELP.

ACTIVITY WORKSHEET 2: EXPLORING PERSONAL GOALS

To be healthy and physically active	To have a lot of money
To practice my religion	To be famous
To have fun	To have a close friend
To take care of the environment	To use drugs
To be honest with myself and others	To be considered good looking
To do well in school	To remain a virgin until marriage
To stand up for myself	To be responsible and honest
To have a boyfriend or a girlfriend	To be loyal to my friends
To have a baby while still in school	To play my favourite sport
To wear nice clothes	To have people admire me for my good behaviour
To be like my friends	To have my parents approval
To be the best at what I do	To be intelligent

ACTIVITY: RESPONSIBILITY

Purpose:

- Pupils will determine how responsible a person they are.

Outcomes:

- Pupils will be able to define the meaning of being responsible.
- Pupils will be able to identify responsible behaviours.

Background Information:

- There are many definitions for the term “responsibility”. These include:
 - The act of caring for others;
 - Being able to answer for your behaviour;
 - Being able to make the right decisions;
 - Accepting that you have control over your thoughts, feelings and actions;
 - Recognizing that you have the power to make both good choices and poor choices;
 - Being accountable for the consequences of your actions;
 - Being dependable;
 - Getting things done;
 - Not making excuses for mistakes; and,
 - Exercising good judgment and self-control.
- As children develop into young people they take on more responsibilities. It is important that they take their responsibilities seriously (i.e. become good community pupils or take responsibility for their younger sisters or brothers).
- It is also important for young people to take responsibility for their own sexuality.

Steps:

- Read out loud or put on the board the questions on the activity worksheet.
- Ask pupils to respond to each question.
- Tell them to score their questions by adding up the points assigned to their answer (i.e. if they answer is #1 then they get 1 point for that question).
- Interpret pupils’ scores for them by using the following scoring key:
 - 9-12 You take responsibility easily but sometimes you take responsibility for problems you did not cause.
 - 5-8 You are a responsible person. You behave in ways that prevent harming others. You confess when you have made a mistake and try to repair the damage you have done.
 - 0-4 You tend not to take responsibility when things go wrong. Sometimes you blame others and you do not try to prevent problems or make them better when they go wrong.

ACTIVITY WORKSHEET: RESPONSIBILITY

A. YOU BORROW A BOOK FROM A FRIEND AND IT GETS SOAKED IN THE RAIN. DO YOU:

1. Say that you left it for her in the classroom and someone must have taken it.
2. Dry it out and apologise to her.
3. Borrow money to buy her a new book and a present.

B. YOUR FRIEND HAS GONE OFF WITH A TRUCK DRIVER BECAUSE SHE IS ANGRY WITH HER PARENTS DO YOU:

1. Say that if she gets in trouble, it serves her right
2. Tell your friend's favourite aunt where she has gone
3. Get together with another friend and follow the truck

C. YOUR FRIEND GETS VERY DRUNK AND YOU CAN SEE THAT HE OR SHE IS BEHAVING DANGEROUSLY. DO YOU:

1. Laugh with the others and hope that it will be all right
2. Take your friend home and talk with him/her the next day about their behaviour
3. Go with your friend everywhere to make sure that they are safe?

D. YOU SEE A FRIEND OF YOURS BEATING ANOTHER FRIEND. DO YOU:

1. Pretend that you haven't seen them and walk away
2. Go up and try to hold him off and calm him down
3. Go up and start beating your aggressive friend

ACTIVITY: SELF-RESPECT

Purpose:

- To have pupils think about feelings and values
- To express these feeling and values in dance

Outcomes:

- Pupils will be able to identify their own feelings and values

Background Information:

- Respect means that we value ourselves, and each other. We treat each other with fairness, dignity, and compassion. We work as a team.
- Genuine respect involves viewing another person as a person who is worth something; who is good. Obviously, this means that a person is never judged just because they have a quality that places them in a certain category (racial, ethnic, tribal, economic, or gender-based category).
- Self-respect means that we value who we are and we do things to make us feel better. For example, young people can be proud of and respect the fact that they are young, smart, capable, church-going pupils.
- Young people can also work very hard to become a better person.

Steps:

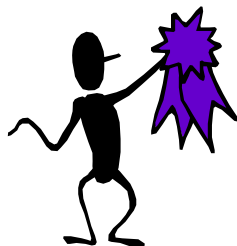
- Have each pupil come up with a list of things that they either:
 - Feel on a daily basis; and,
 - Value in their lives.
- Once they have done this discuss the topic of respect and self-respect (use Background Information).
- Have pupils take one thing on the list that they came up with and create a song, poem, or dance to express the feelings or values they listed.
 - For example, if the feeling were joy they could write or sing a song that was JOYFUL.
 - I've got that joy, joy, joy, joy down in my heart, down in my heart, down in my heart, down in my heart today.
- Pupils can either work alone or in pairs.
- Once they have come up with their song, poem or dance, invite pupils to perform
- At the end, get pupils to draw a picture of self-respect. This means drawing a scene, which shows an individual showing self-respect. This could be:
 - Walking proudly and confidently;
 - Congratulating themselves for getting a good mark on a test; and,
 - Rewarding themselves with candy for doing something nice for another person.

NOTE TO ACTIVITY LEADER:

This activity can be done in parts and stretched out over several days.

ACTIVITY WORKSHEET: SELF-RESPECT

Instructions: Draw a picture to show self-respect. Explain your picture in words.



When I receive a good mark on a test I reward myself.



I show self-respect by sharing with others.

ACTIVITY: DETERMINATION

Purpose:

- To define the term “determination”.
- To have pupils think about and apply the term.

Outcomes:

- Pupils should understand what the term “determination” means.
- Pupils should be able to apply this term to their own lives.

Background Information:

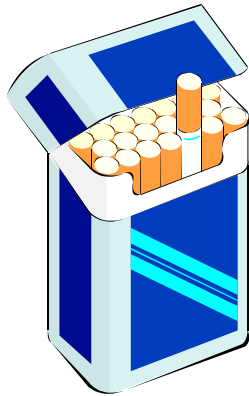
- Determination is a value that many people find important.
- A value is a principle or an idea that people think is important.
- Determination means that you don't have to follow the crowd and that you can go your own way. It is something that helps you become a more confident and respectful human being.

Steps:

- **ROLE PLAY:**
 - Choose two pupils to role-play being Silly Sarah, and a Self-Determined Simbu.
 - Choose five pupils to pretend that they are smoking.
 - Have Silly Sarah approach the group of smokers.
 - Have the smokers tell her how great cigarette smoking is and try to get her to smoke a cigarette.
 - Have them tell her some reasons to start smoking: -i.e. cool, tastes good, gives a good feeling.
 - Have her think it over out loud: i.e. the good things and the bad things about it.
 - Have her give in to peer pressure and start smoking.
 - Have Self-Determined Simbu do the same thing as Sarah, but he will say no to smoking.
 - Repeat this several times so that everybody gets a chance to try at least one part.
 - Afterwards, have pupils get into small groups of four.
 - Have them talk about what they saw during the role-play.
 - Have them write in a journal or on a piece of paper about what they saw and what would be the best response.
- End the role-play by asking pupils to:
 - Define Determination;
 - Discuss what it means to them; and,
 - Discuss how they can apply it to certain situations that they may experience in the future (i.e. making decisions about staying in school, smoking, drug use, playing sex).

ACTIVITY WORKSHEET: DETERMINATION

Instructions: Create your own play about Self-Determination by showing how you could resist pushes by your friends to start smoking or take drugs.



ACTIVITY: COMMUNITY REPORTER

Purpose:

- To make pupils aware of current issues or problems in their community.
- To have pupils think about current issues or problems in their community.

Outcomes:

- Pupils will collect information on current issues of concern in their community.
- Pupils will report to a group of their peers about their findings.

Background Information:

- Community:

Steps:

- Have pupils discuss what they think are current issues of concern or problems in their community
 - For example:
 - Pollution;
 - Crime;
 - HIV/AIDS; and,
 - Malnutrition.
- Tell pupils that they are to collect information on one of these current issues or problems by filling out the activity worksheet (see activity worksheet). They can get information by:
 - Reading newspaper, bulletins, flyers;
 - Watching television;
 - Listening to the radio;
 - Attending local community events (i.e. church or community meetings); and,
 - Talking to their teachers, parents or community leaders.
- Pupils will bring the information they collected to the next class/health club meeting.
- During the next class/meeting, pupils will discuss what they found out about the issue or problem they sought information about.

ACTIVITY WORKSHEET: COMMUNITY REPORTER

Instructions: Find out about an issue of concern or problem in your community (something that the community feels is a problem right now).

Where or from whom did you find information about this issue?

What is the issue of concern?

Why do people think the issue is something to be concerned about?

What did you learn about the issue when you went out and tried to find out more about it?

Do you think people in the community should be fearful of this issue?

How do you feel about the issue?

Is there anything you could do to find a solution to this problem?

UNIT

3

Unit 3: HIV/AIDS



People in Kenya are concerned about HIV/AIDS. In order to prevent further spread of this disease, it is important to provide young people with accurate information. These activities are meant to provide young people with accurate knowledge about HIV/AIDS. They will also help youth think of things they can do to protect themselves from HIV infection.

Pupils' activities

- 1. What is HIV/AIDS?**
- 2. What do HIV/AIDS/STI stand for?**
- 3. HIV and AIDS in the World**
- 4. HIV and AIDS in Kenya**
- 5. HIV Transmission Routes**
- 6. HIV Transmission Quiz**
- 7. Stop and Go Risk Behaviours**
- 8. Attitudes Toward HIV/AIDS**
- 9. Levels of Risk**
- 10. Personal Risk**

ACTIVITY: WHAT IS HIV/AIDS?

Purpose:

- The purpose of the following activity is to break down the term “AIDS” so that the definition of it is easier to understand.

Outcomes:

- Having pupils break down the term AIDS, should help them think about what each word means, thereby increasing their understanding of the term.

Definitions:

- **Acquired:** to come into possession of.
- **Immune:** protected from infection; resistant to infection.
- **Deficiency:** lack of, do not have; defective, insufficient.
- **Syndrome:** a collection of symptoms or illnesses.
- **Germs:** very small organisms that can spread disease.
 - There are good and bad germs.
 - Good germs: are not harmful and are used to make certain things.
 - Bad germs: enter the body through openings in the body and make people sick.

Steps:

- Start with a general discussion on the topic of HIV and AIDS. For example:
 - Ask pupils “What do you know about AIDS?”
 - What is AIDS?
 - Who can tell us anything about it?
- Write the following the words AIDS and HIV on the blackboard or on a sheet of paper with each letter taking up one line (refer to worksheet).
- Have pupils tell you what each word means.
- If they have trouble you can give them hints.
- A = ACQUIRED (you get it from other people)
- I = IMMUNE (your body can protect itself against disease)
- D = DEFICIENCY (your body lacks something)
- S = SYNDROME (a collection of symptoms or illnesses)
- Putting these letters together spells AIDS. It means a disease that you get from other people, which attacks your immune system and leads to many different illnesses.
- H = HUMAN (it attacks people)
- I = IMMUNODEFICIENCY (Your body cannot protect itself against diseases)
- V = VIRUS (A very small germ that you cannot see)
- Putting these letters together spells HIV. HIV is a tiny germ that you cannot see which attacks people and makes their immune system unable to fight disease

ACTIVITY WORKSHEET 1: WHAT IS HIV/AIDS?

What does each letter stand for?

A

I

D

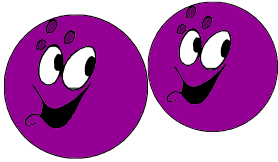
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H

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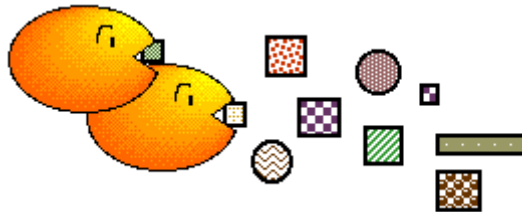
V

ACTIVITY WORKSHEET 2: WHAT IS HIV/AIDS?



Your immune system is the part of your body that kills germs, bacteria and viruses.

These immune cells eat up germs, bacteria and viruses that can otherwise make you SICK.



HIV is a virus that attacks the immune system.



It can attack healthy immune cells right away OR live in the immune cells for a long time before attacking them.

At some time however, HIV will start attacking your immune cells. When this happens the person is no longer able to fight off germs, viruses and bacteria so they become sick. We say this person now has AIDS.



ACTIVITY: WHAT DO HIV/AIDS/STI STAND FOR?

Purpose:

- To define the terms HIV/AIDS/STI.

Outcomes:

- Pupils will be able to explain these terms.

Background Information:

- In order to lead this activity you have to know the following facts:
- HIV stands for Human Immunodeficiency Virus
 - It is a virus that weakens the immune system, allowing other diseases to enter the body.
- AIDS stands for Acquired Immunodeficiency Syndrome
 - It is an illness that results when the body's immune system is weakened by the HIV virus.
- STI stands for sexually transmitted disease
 - It is any bodily infection that is spread through sexual contact; and,
 - Gonorrhoea is a type of STI that may damage reproductive organs.

Steps:

- Read the story on the activity worksheet.
- From the boxes below the story, pick what you think are the right words for HIV, STI, and AIDS.
- Fill in the blanks for the sentences given on the worksheet.

ACTIVITY WORKSHEET: WHAT DO HIV/AIDS/STI STAND FOR?

Instructions: Read the following story and identify what illness the main character has. How would you explain to the main character what their disease is?

Olu hasn't been feeling well. He has been losing weight and has a hard time catching his breath when he walks too fast. His neck is often swollen and he has a dry cough.



He decided to go to the doctor to see what was wrong. The doctor did some tests and told Olu to come back in two weeks. When he came back the doctor told him that he had a disease called AIDS caused by a little germ called HIV. He also said that Olu was probably more likely to get AIDS because he also had an STI called gonorrhoea.

Olu wanted to know what all of these words meant. Can you help him understand about his disease?

Fill in the blanks:

When I think of AIDS, I feel _____.

HIV is a serious disease because_____.

STIs are serious because_____.

People become infected with HIV if they do these things_____.

Finish these statements and drop them in the question box.

One question that I have about HIV is_____.

One question I have about AIDS is _____.

One question I have about STIs is_____.

ACTIVITY: HIV AND AIDS IN THE WORLD

Purpose:

- To present pupils with facts about HIV and AIDS in the world.
- To have pupils discuss and pass on information about the effects of HIV and AIDS in the world.

Outcome:

- Pupils will gain knowledge that will allow them to provide other people in their school and community with facts about HIV and AIDS in the world.

Background Information:

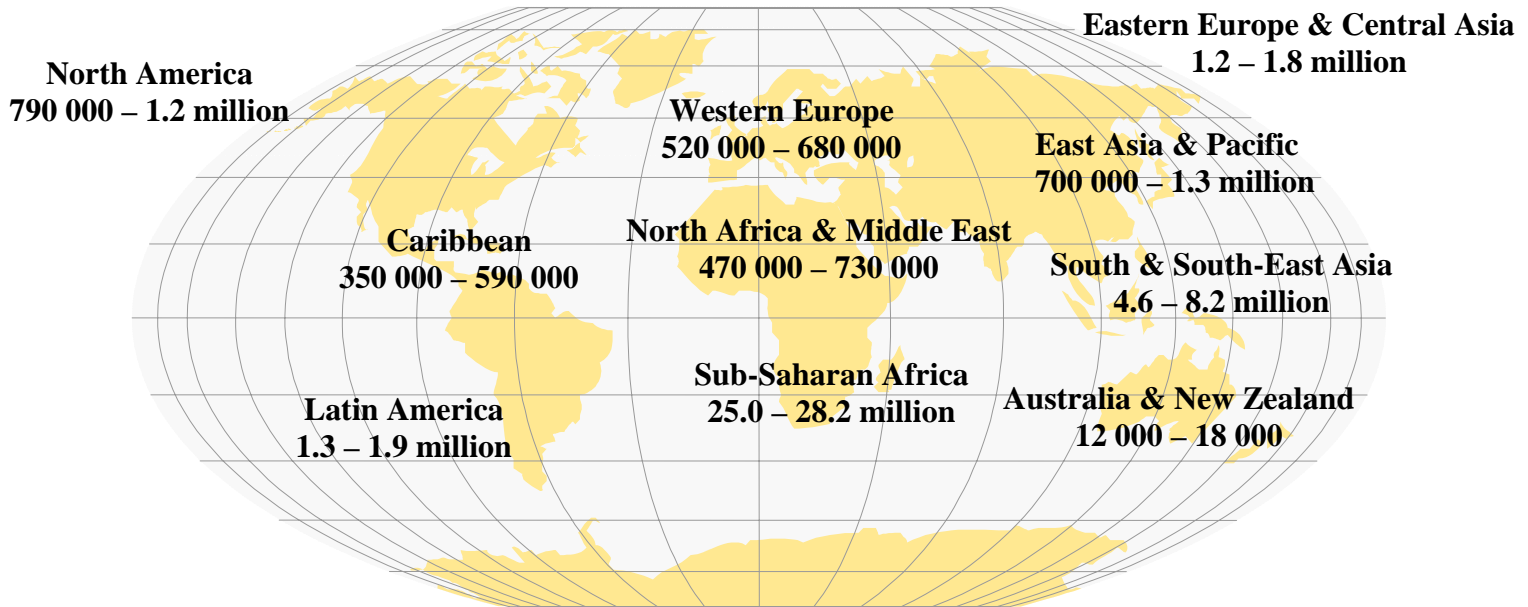
- People all over the world are concerned about HIV and AIDS. This is because in 2003, researchers said that about:
 - 40 million people in the world were living with HIV;
 - 5 million people got HIV; and,
 - 3 million people died of AIDS.
- Sub-Saharan Africa is the place where the most people are affected by HIV/AIDS; 26.6 million people here were said to be living with HIV in 2003.

Steps:

- Show pupils the map of the world. Have them write down how many people were living with HIV in 2003 in the different areas of the world (i.e. North America, Northern Africa, etc).
- Discuss with pupils the following:
 - What area has the most people living with HIV?
 - Why do you think this area has the highest number of people?
 - What area has the least number of people living with HIV?
 - Why do you think this area has the lowest number of people?
 - What do you think should be done to help reduce the number of people in the world who may become infected with HIV?
- Have pupils come up with their own posters to show the numbers of people living with HIV around the world.
- Encourage them to share and discuss their work with their peers, family and community.

ACTIVITY WORKSHEET: HIV AND AIDS IN THE WORLD

Adults and children estimated to be living with HIV/AIDS at the end of 2003



**Total: 34 – 46 million living with HIV/AIDS in the world at
the end of 2003**

ACTIVITY: HIV AND AIDS IN KENYA

Purpose:

- To present pupils with statistics on HIV and AIDS in Kenya.
- To discuss the effects of HIV and AIDS on the country.

Outcomes:

- Pupils will be able to discuss the extent to which HIV and AIDS exists in their own country and what effect this has had on the well-being of the country.

Background Information:

- In 2002, Kenya had 29.5 million people living in it. Of these people, 2 million were HIV infected.
- Since the beginning of AIDS, about 1.5 million people in Kenya have died of the disease.
- The Government of Kenya now says that AIDS is a natural disaster. This means that the disease has caused a lot of damage to the country (including things like loss of money, land or property, jobs and healthy people). This has made it more difficult for the country to run properly.

Steps

- Read to pupils the HIV and AIDS profile for Kenya.
- Have them then discuss the following:
 - What do you think are the reasons HIV and AIDS affect so many people in Kenya?
 - What other countries do you think are affected by HIV and AIDS like Kenya is?
 - What are some things that happen to the country because people are infected with HIV?
 - What do you think can be done to prevent people in Kenya from being infected with HIV?



ACTIVITY WORKSHEET:

The Government of Kenya now says that AIDS is a **NATURAL DISASTER**. This means that the disease has caused a lot of damage to the country (including things like loss of money, land or property, jobs and healthy people). This has made it more difficult for the country to run properly.

In 2000, about 2.1 million people were HIV infected.

About 29.5 million people live in Kenya.

In 2001 there were 1 million actual AIDS cases.

It is difficult to know the exact number of HIV and AIDS cases.



About 700 Kenyans die each day to AIDS.

EFFECTS OF HIV AND AIDS ON THE COUNTRY

People in Kenya are now expected to live shorter lives because so many are infected with HIV.

Many dollars have been lost because people are sick and cannot work.

It is becoming more difficult to fill certain jobs because not enough skilled people are available to work.

Families have become poor because parents who are sick can no longer work or earn money.

Older children whose parents have died of AIDS are caring for younger family members.

ACTIVITY: HIV TRANSMISSION ROUTES

Purpose:

- Identification of routes of HIV transmission.
- Stress the importance of understanding how HIV is spread.
- Help young people protect themselves.

Outcomes:

- Pupils will be able to identify the correct ways through which HIV is spread.




Background Information:

- It is not easy to get AIDS. Unlike many common diseases, HIV cannot get to us through air, food or water. The virus cannot live outside our body for long. We can only catch HIV in body fluids with a high concentration of HIV. These body fluids include blood, semen and vaginal secretions.

Steps:

- Read each method of transmission (on activity worksheet).
- Discuss each of the transmission methods.
- Allow pupils to talk about the different methods of transmission.
- If pupils have many questions, you can ask them to put one of the questions in the question box.
- Have pupils come up with posters which show how a person can become infected with HIV.
- Display posters so that people and visitors in the school can see.

ACTIVITY WORKSHEET: TRANSMISSION ROUTES

	<p>Unprotected Sexual Intercourse with an Infected Partner</p> <p>The virus can enter the body through fluid found in the sexual organs.</p>
	<p>Infected Blood Products</p> <p>HIV can be spread through direct contact with HIV infected blood. For this to happen, HIV infected blood must come into direct contact and be exchanged with the blood of an uninfected person.</p> <p>(i.e. Drug users may use needles or syringes with very tiny amounts of HIV blood. If they do this, the virus can get into their blood and infect it)</p>
	<p>Mother to Child Transmission</p> <p>A women MAY pass the virus on to her baby either during the 9-months they are pregnant, when they give birth or through breastfeeding.</p>

ACTIVITY: HIV TRANSMISSION QUIZ

Purpose:

- Identification of routes of HIV transmission.

Outcomes:

- Pupils will be able to identify the correct ways through which HIV is spread.

Steps:

- Choose 3 separate areas of a room or play area and call them:
 - TRUE, FALSE, DON'T KNOW
- Explain to pupils that you will read out a list of statements one at a time.
- Each person must listen carefully to each statement and decide whether the statement is TRUE or FALSE.
- They will be told to move to the appropriate area of the room. If they are not sure how they feel about the statement they would move to the area "DON'T KNOW"
- Read aloud the first statement. Once everyone has moved to their chosen place, ask each pupil to choose one person near them and tell that person the reason they answered either true, false or don't know to the statement.
- After a couple of minutes of discussion, tell pupils the correct answer to the statement and explain why it is correct.
- Repeat these steps for each statement.

Answers:

1. FALSE: This depends on the partners involved. If either partner has previously had unprotected sex, then there is the risk of HIV.
2. FALSE: Marriage in itself offers no guarantee of safety. As statement no.1, risk depends on the partners involved, and what they did before they met.
3. FALSE: Most people with HIV look perfectly healthy, yet the virus is in their blood and they can pass it on to others.
4. FALSE: There is a 30-50% chance that a woman with HIV will pass it on to her baby whether or not she is sick.
5. FALSE: The use of condoms as a contraceptive makes sex safer, but they do not offer complete safety. No other form of contraception offers protection from HIV.
6. TRUE: There is no evidence of transmission through saliva, although kissing when there are sores in the mouth, may pose some risk.
7. TRUE: Condoms used properly will help to prevent the transmission of HIV from a person with HIV to an uninfected partner. Condoms are not 100% safe though.
8. FALSE: HIV is passed on in very specific ways: when the body fluids of a person with HIV enter another person's body or from a mother with HIV to her child.
9. FALSE: HIV cannot be passed from a person with HIV to someone living in the same house unless they are sexual partners.
10. TRUE: If the needle or razor used is contaminated with HIV, there is a risk that HIV will spread in this way.

ACTIVITY WORKSHEET: HIV TRANSMISSION QUIZ

List of statements:

1. If you remain faithful to one partner, you will not become infected with HIV.
2. Married people don't get infected with HIV.
3. If you only play sex with people who look healthy, you won't become infected.
4. A mother can only pass on HIV to her baby if she is sick with AIDS.
5. Women are safe from HIV so long as they use a contraceptive.
6. No cases of transmission through kissing have been recorded.
7. Condoms help prevent the transmission of HIV if they are used correctly.
8. A small child with HIV can pass it on to other children while playing with them.
9. Other family pupils living in the same house with someone who has HIV are at risk of getting infected.
10. AIDS is spread through the use of contaminated/dirty needles or razor blades.

ACTIVITY: MYTHS ABOUT HIV AND AIDS

Purpose:

- To have pupils identify and discuss inaccurate statements made about HIV and AIDS.

Outcome:

- Pupils will be better able to assess whether the things they hear and are told about HIV and AIDS are fact or fiction.

Background Information:

- Myths are “*made up stories*” that many people hear about and do not question whether or not these stories are actually true. Myths are like rumours that are spread by word of mouth about things that go on in one’s school, community and world.
- It is sometimes very hard to know whether the stories you are told, messages you receive and information you read are truthful or not.
- One way to know this is by asking the following questions:
 - What things have I heard about HIV and AIDS?
 - Where did I hear these things?
 - How could I prove that the things I have heard are truthful or not? What kind of things would I have to do? (e.g. Read an information pamphlet or poster on HIV and AIDS, ask a doctor or nurse)

Steps

- Present the myths on the activity sheet to pupils. Ask pupils:
 - If they have heard of this myth?
 - Where have they heard of this myth?
 - Did they believe this myth?
 - Why did they believe this myth?
 - How could they prove that this myth is true?
- After discussing the myth, present the real truth or real fact that relate to it and ask them:
 - If they now see why the myth is not true; and,
 - What they can do now to tell others this information.
- When all of the myths have been corrected have pupils discuss specific statements they have heard about HIV and AIDS that they think are myths. Discuss why these statements may be myths and try to have pupils find the truth about the statements.

ACTIVITY WORKSHEET: MYTHS ABOUT HIV AND AIDS

Instructions: Below you will find two columns. In the first column are myths about HIV and AIDS that young people have reported hearing. The second column explains why the myths are not true. Make the list longer by adding to it things about HIV and AIDS you have heard that you think **MAY NOT** be true.

MYTHS Statements that people think are true but are not.	TRUTHFUL FACTS Statements that have been proven true by scientists and researchers
1. Mosquitoes transmit HIV.	The needle-like mouth of the insect is so small that HIV cells cannot be carried in it and transferred to a person. Tests done on many insects have shown that HIV cannot multiply inside of them.
2. You can get AIDS by shaking hands with someone who is infected.	AIDS is transmitted through blood and specific bodily fluids. When you shake hands with someone there is not an exchange of blood or fluids.
3. If you kiss a person with AIDS on the cheek or drink from the same glass as them you can contract the disease.	AIDS is transmitted through blood and specific bodily fluids. When you kiss someone on the cheek or shake hands with them blood or fluids do not meet.
4. AIDS came from Europe.	We will probably never know exactly when and where the virus first emerged. We do know that it was first seen in the 1950's.
5. If you get the disease it is because you are "cursed" or "bewitched".	AIDS is caused by HIV, which spreads through blood and sexual fluid. It is not transmitted through witchcraft or demons.
6. AIDS is only a problem in Africa.	AIDS is a problem all over the world. Africa has the most people living with HIV/AIDS, but AIDS is also spreading to all other parts of the world.
7. Having sex with multiple partners or a virgin will cure one of AIDS.	A cure for AIDS has not been yet been found. Doing these things only puts these multiple partners and virgin at risk for HIV/AIDS.
8. You can get AIDS from washing and bathing in a lake.	HIV is not known transmitted in lakes or pools of water. Even if you poured many pints of virus into the lake it would be difficult to find a virus particle because the water would make the virus undetectable.
9. Others myths that pupils have heard about.	

ACTIVITY: STOP AND GO RISK BEHAVIOURS

Purpose:

- Have pupils identify sexual activities that can transmit HIV/STIs.
- Have pupils identify ways of reducing risk of transmission.

Materials:

- Large group.
- Paper and pencil or crayon (coloured if available).

Background Information:

Two conditions are needed for the transmission of HIV:

1. A body fluid with a sufficient number of virus particles; and,
2. A way for the virus to get from an infected person into the bloodstream of another person.

Activities considered "High Risk" for passing on HIV:

- Playing sex with an infected partner;
- Sharing dirty needles for injection (or sharing other injecting equipment);
- Using razor blades that are not sterilized to perform multiple circumcisions; and,
- Playing sex without a condom.

Activities with "No Risk" for HIV transmission:

- Abstinence
- Using new, sterile needles for injection (no sharing of other injecting equipment)
- Using new, sterile razor blades for multiple circumcisions

Steps:

- Take 2 sheets of paper and draw a big circle on each sheet. For each circle write a different word. These words will be:
 - RED
 - GREEN
 - You can also color in the circles if you want or decorate them.
- Tell pupils what each word stands for:
 - RED: stands for activities that are high risk for transmitting HIV/STIs and should be avoided.
 - GREEN: indicates activities that do not present any risk for the transmission of HIV/STIs
- Ask them, one by one, to come up with an activity that can be put in either the RED or GREEN risk category.
- Some pupils may not feel comfortable doing this. If so, they do not have to answer.
- Once you have discussed these risk categories, brainstorm ways avoid high-risk activities and promote no-risk activities.
- Ask them to think about the reasons that people engage in high-risk behaviours.

ACTIVITY WORKSHEET: STOP AND GO RISK BEHAVIOURS

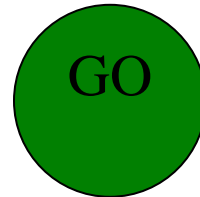
RED: HIGH RISK FOR HIV/STI Transmission

- Playing sex



GREEN: No risk for HIV/STI transmission

- Abstaining



ACTIVITY: ATTITUDES TOWARD HIV AND AIDS

Purpose:

- Help pupils recognize their own attitudes toward HIV/AIDS.
- Help pupils realize the assumptions they make about HIV/AIDS and people living with HIV/AIDS.

Outcomes:

- Be able to say what they belief about HIV/AIDS and people living with HIV/AIDS.
- Be able to think about other peoples' attitudes about HIV/AIDS.

Steps:

- Write down on the blackboard or read out loud the list of statements related to HIV/AIDS (see activity worksheet)
- Ask them to think about each statement and write down whether they 'agree', 'disagree', or 'don't know'.
- Encourage pupils to respond to each statement without talking to their peers.
- Assure pupils that they will not be punished for their views.
- After each statement, ask pupils to share their opinions, or get all pupils together to discuss the statement.
- After all the statements have been read discuss the following:
 - Which statement is the most discussed in our school/community/country?
 - Which statement did you find was the easiest to answer? Which statement was the most difficult to answer?
 - Which statements cause certain groups of people to fear or shun others?

- **The following items are to be discussed with the ACTIVITY WORKSHEET. The item number below is to be discussed with the item number on the activity worksheet (i.e. 1. I do not believe AIDS exists because I have never seen anyone with it goes with the first item below).**
 1. This belief allows people to ignore the growing problem until AIDS directly affects them or their family.
 2. There are many serious health problems we face today, but AIDS has no vaccine or cure so it is considered one of the most serious.
 3. The majority of people with HIV/AIDS in Kenya are working people between the ages of 20-39, and are able to contribute much to society.
 4. Talking, hugging, smiling and touching someone with HIV or AIDS does not harm a person: Sometimes it takes a while before HIV and AIDS shows up in a person's body. It is impossible to say that somebody does not have HIV and AIDS unless they are tested and monitored over a long period of time.
 5. AIDS could happen to any of us or our family or friends. If we are shunned and avoided, we could fall sick quickly through depression and neglect.
 6. The home is a very important place for a person with AIDS.
 7. As AIDS becomes an increasingly common problem, it is important to talk about ways to abstain from playing sex while still young.
 8. A report by The Kenya Association for the Promotion of Adolescent Health indicates that by age 19, up to 75% of young people have been sexually active. HIV infection among young people has increased since 1985. Because many youth go to school, this is one of the best places for them to learn about HIV/AIDS.
 9. There are currently more HIV/AIDS cases in the towns in Kenya, but the infection is rapidly spreading to the most remote rural areas of the country.
 10. A good, strong relationship is not based on playing sex, but on love, trust and understanding.
 11. HIV/AIDS is just another type of infection/disease, which we have control over getting or not.
 12. HIV infection can be prevented; to think and tell people that it there is nothing anyone can do is irresponsible.
 13. It could happen to any of us. This statement assumes that only certain people who can get HIV. It is the infection, not the infected against which we should fight.

ACTIVITY WORKSHEET: ATTITUDES TOWARD HIV/AIDS

1. I do not believe AIDS exists because I have never seen anyone with it.
2. There are more serious health problems than AIDS, such as malaria and malnutrition.
3. People with AIDS can contribute much to society.
4. People at risk of AIDS should be made to take a test.
5. People with HIV and AIDS should be isolated.
6. All people suffering from AIDS have to be cared for in hospital.
7. I would feel embarrassed talking about ways to abstain from playing sex.
8. School is not the place for young people to learn about HIV and AIDS.
9. AIDS is a disease of the towns.
10. The main reason to have sex is to keep a boyfriend or girlfriend.
11. AIDS is a punishment from God.
12. We all die sometime so if it's through AIDS, that is just the plan.
13. I am not the kind of person to get AIDS

ACTIVITY: LEVELS OF RISK

Purpose:

- To have pupils understand that certain situations/activities can be classified as either low/medium/high risk.

Outcomes:

- Pupils are able to see that different situations/activities can be classified as either low/medium/high risk.

Steps:

- Explain to pupils that there are different levels of risk (low, medium, high) and that it is important to be able to look at a situation or activity and determine which level of risk it is.
 - No Risk: There is no chance of becoming infected with HIV.
 - Low Risk: The chances of becoming infected with HIV are very rare.
 - Medium Risk: The chances of becoming infected with HIV are 50%.
 - High Risk: There is a very good chance of becoming infected with HIV.
- Have pupils read three short stories (see activity worksheet), which illustrate different degrees of risk.
- Ask pupils to indicate whether the risk for the main character is low, medium or high.

ACTIVITY WORKSHEET: LEVELS OF RISK

Instructions: Read each story either on your own or within a group. Answer the questions after each story. Rate on the scale provided how much you think the risk of getting HIV is for each main character.

STORY 1

Natombie works at a fruit stand after school. He has heard that Jalondi who works there too, has AIDS. Natombie's mother has also heard this and wants him to quit his job.



QUESTIONS:

1. What could Natombie tell his mother about the spread of HIV/AIDS?
2. Does he need to quit his job? Why or why not?
3. What risk does Natombie have of being infected with HIV, if he works with Jalondi?

Low risk Medium Risk High risk

STORY 2

Haiwa is 15 years old and has the AIDS virus, HIV. He does not look sick but he does get tired quickly. He wants to continue going to school but wonders if he should tell anyone.



QUESTIONS:

1. Do you think he should continue going to school? Why or why not?
2. Should he tell anyone? Who? Why?
3. How would you react if he told you about his problem?
4. What risk would you have of getting HIV if Haiwa sat next to you at school?

Low risk Medium Risk High risk

STORY 3

Your best friend Maria asks you what it is like to have sex. You know she goes with Manuel and you also know that Manuel has played sex with other girls.



QUESTIONS

1. What should you tell Maria? Why?
2. What risk would Maria have of getting HIV if she had sex with Manuel?

Low risk Medium Risk High risk

ACTIVITY: PERSONAL RISK AND HIV/AIDS

Purpose:

- To provide an understanding of “personal risk”.
- To allow pupils to evaluate their own level of risk.

Outcomes:

- Pupils will be able to understand personal risk.
- Pupils will be able to assess their own level of risk.

Background Information:

- Personal Risk Behaviour: Acting or behaving in ways that put you in danger of becoming infected with HIV.
- People at **HIGH RISK** act in ways that bring them into contact with the HIV virus. They include the following:
 - Engaging in unsafe sex;
 - Having sex with more than one partner or with a partner who has or has had more than one partner or who uses or has used IV drugs;
 - Sharing needles, IV drugs, and drug supplies;
 - Receiving a blood transfusion with contaminated blood or blood products; and,
 - Getting a tattoo or piercing with an instrument that has not been sterilized.

Steps:

- Provide pupils with a definition of personal risk (background information) and describe to them the ways in which people can put themselves at risk for HIV.
- Have pupils complete the Risk Activity Worksheet. You can either have pupils make their own copy of the survey or you can write out the survey on the blackboard.
- Once they have completed the questions, discuss the results:
 - For each behaviour count the number of pupils who feel it is high risk.
 - After the count, give the correct answer to pupils (found on activity worksheet 2) (e.g. sharing dirty needles is considered a high risk behaviour).
- You may also want to discuss their personal levels of risk, however, this may be a very sensitive topic for pupils. In this case, you may offer them the opportunity to speak with you separately at a later time about their personal concerns (related to their own risk of getting HIV/AIDS).

ACTIVITY WORKSHEET 1: PERSONAL RISK

Instructions: Check which level of risk you think each behaviour is for catching HIV/AIDS.

Behaviour	No Risk	High Risk
Touching or comforting someone living with AIDS.		
Sharing dirty needles for injection drug use.		
Swimming with an HIV-infected person.		
Not playing sex.		
Cutting the skin with a knife used by others.		
Being bitten by a mosquito.		
Giving blood.		
Eating food prepared by an HIV-infected person.		
Going to school with an HIV-infected person.		
Sharing toothbrushes.		
Sharing dirty needles for ear piercing or tattooing.		

What is your risk?

To avoid HIV/STIs, it is very important for you to find out your own personal risk. To do this, look at the risky activities above and consider if you have done any of them in the past. Think about which box you would put a checkmark in for each behaviour listed. On the line below circle what level of risk you would put yourself on overall.

--	--

Low risk

High risk

Do you think that your risk of getting HIV will change as you get older? If yes, why and how?

ACTIVITY WORKSHEET 2: PERSONAL RISK

ANSWER KEY FOR GROUP LEADER

Behaviour	No Risk	High Risk
Touching or comforting someone living with AIDS.	*	
Sharing needles for injection drug use.		*
Swimming with an HIV-infected person.	*	
Not playing sex.	*	
Cutting the skin with a knife used by others.		*
Being bitten by a mosquito.	*	
Giving blood.	*	
Eating food prepared by an HIV-infected person.	*	
Going to school with an HIV-infected person.	*	
Sharing toothbrushes.	*	
Sharing dirty needles for ear piercing or tattooing.		*

UNIT

4

Unit 4: Relationships

Healthy relationships provide us with many good things. It is important then, to understand what relationships are and how they affect our lives. The following activities will help young people understand the nature of relationships. The activities will also give young people advice on how to make and keep healthy relationships.



Pupils' activities

1. Important People
2. Friendship Race
3. What makes a healthy relationship?
4. Group Membership
5. Gender Development
6. Gender Roles
7. Peer Pressure
8. Love Letter
9. Role Models



ACTIVITY: IMPORTANT PEOPLE

Purpose:

- To have pupils think about the people in their lives who are important to them.

Objectives:

- Pupils will understand that relationships are important to health and well-being.
- Pupils will be able to identify people who are important to them and who help them feel safe, secure, and healthy.
- Pupils will be able to identify those people who do not make them feel safe, secure, or healthy.

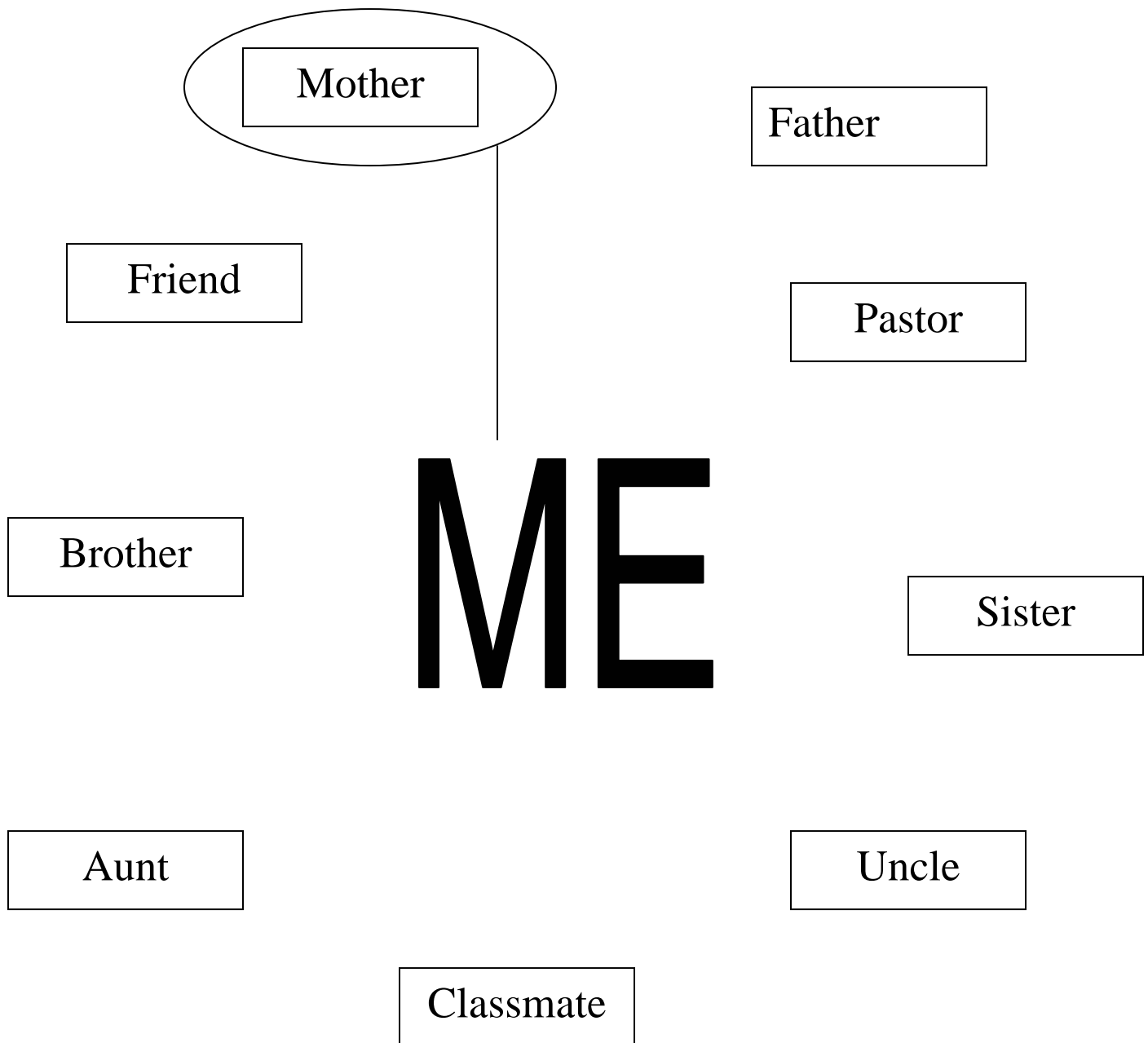
Background Information:

- We meet many different people in our lives. These include people in our families, schools, churches, and communities.
- When we reach puberty, we start to become interested in people in a sexual way. We get physical feelings when near certain people and this makes us want to get closer to these people.
- If our relationships with those in our family, school, church, and community are good, we are more likely to feel safe, secure, and healthy. We are also more likely to develop safe, secure, and healthy relationships with people we feel sexually attracted to.

Steps:

- You can discuss with pupils the importance of relationships.
- Ask pupils to make a diagram with them in the middle (refer to worksheet for an example)
- Around the picture they draw of themselves, they are to write the names of important people in their lives.
- Tell them to make big circles around the names of those people they feel closest to.
- They can also draw a line from this person to their own name.
- For the names that are circled pupils will answer the following questions:
 - Why are these people important to you?
 - What good things have they given you?
 - What good things do you give these people?

ACTIVITY WORKSHEET: IMPORTANT PEOPLE



ACTIVITY: FRIENDSHIP RACE

Purpose:

- To have pupils explore what makes long lasting relationships.

Objectives:

- Pupils will be able to come up with ways to describe and keep good friends.

Steps:

- Get pupils to think of words or phrases that describe a “good friend”.
- Put these words or phrases on the board or write them on a piece of paper.
- Have them select one of the statements and come up with ways that these statements apply to their friendships.
 - For example, ways that friends are nice to each other could be that they say encouraging things to one another.
- Explain to the class that they are going to play a game in which they must come up with creative statements about friendship.
- Divide the pupils into 2 groups. Each group will draw up a friendship chart (refer to activity worksheet).
- Each group will fill in each square in the chart using a word or phrase that begins with the letter over that square. For example: A friend is....under the F square you would write FRIENDLY, under the R box you would right RESPECTFUL.
- The first group to complete the chart is the WINNER!

ACTIVITY WORKSHEET: FRIENDSHIP GAME

Instructions: Fill in the boxes under each letter by responding to the statements given in the first column boxes (shaded). Each answer must begin with the letter in the box at the top of the chart (i.e. F column must have words that begin with the letter F)

	F	R	I	E	N	D	S
A friend is...	Fun	Respectful	Independent	Enjoyable	Nice	Dependable	Safe
Things friends do Together							
Ways friends are nice to each other							
Things friends can share							
Friends we know							
Places to make new friends							

ACTIVITY: WHAT MAKES A HEALTHY RELATIONSHIP?

Purpose:

- To identify qualities or characteristics of a healthy relationship.

Outcomes:

- Pupils should be able to say what the term “healthy relationship” means.
- Pupils will be able to describe the qualities of a healthy relationship.

Steps:

- Pupils divide a sheet of paper into four boxes (refer to activity worksheet). The boxes are headed by the following categories:
 - Friends;
 - Boy/Girlfriend;
 - Teachers; and,
 - Parents.
- Under each heading pupils list words/phrases that describe the feelings they have about happy, positive, good, relationships with these people (i.e. having fun, feeling safe, being able to talk about my thoughts and feeling).
- Words and phrases may be repeated across boxes.
- After pupils fill in these words, ask them to highlight or circle words or phrases that seem to come up a lot across boxes. Ask them if:
 - they think these words or phrases reflect good qualities or bad qualities of relationships.
- Pupils can also attempt to brainstorm words, and phrases that describe these relationships in negative ways. For example, 'cheating' may be a word associated with a boyfriend/girlfriend relationship.
- Additional exercise:
 - Design 'Wanted Relationship' posters that describe the good qualities in relationships. Share the wanted posters and discuss:
 - What are the qualities many of us seek in a partner or a friend?
 - Why are these things important?
 - What influences our ideas about the ideal friend or boyfriend/girlfriend?
 - Does this pressure you to behave in certain ways?

ACTIVITY WORKSHEET: WHAT IS A HEALTHY RELATIONSHIP?

	Friend	Boyfriend/ Girlfriend	Teachers	Parents
List Good Qualities				
List Bad Qualities				

Healthy Relationship Wanted

We are looking to have healthy relationships and would like to attract
people who are:

Kind
Caring
Respectful
A Good listener
List other qualities

If you have some of these qualities, we would like to meet you.
Drop us a letter to know who you are and what kind of qualities you
would bring to a relationship.

ACTIVITY: GROUP MEMBERSHIP

Purpose:

- Pupils will identify groups to which they belong and chart them on a pie graph.
- Pupils will compare their group memberships with each other.

Outcomes:

- Recognize that they belong to different groups.
- Realize that different groups exist and be able to name qualities of different groups.

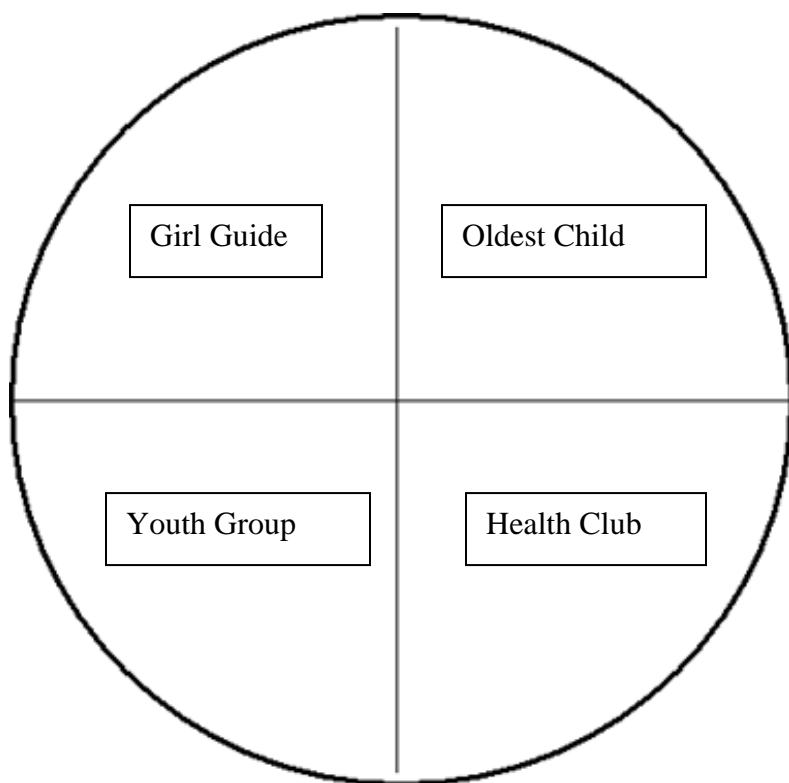
Steps:

- Have pupils think about groups to which they belong.
 - Provide pupils with several examples that illustrate many different types of groups
 - Standard 4 pupils;
 - Oldest child in the family;
 - Kikuyu, Kalenjin, Kisii, Luo;
 - Girl Guide or Boy Scout, girl; and,
 - Catholic, Protestant, Muslim.
- Have pupils stand in a straight line along the length or width of the classroom.
- Tell pupils that you are going to say the names of several groups.
- If pupils see themselves as part of the group named, they should move forward two steps; if they don't see themselves as part of the group, they should remain standing where they are.
- Encourage pupils to observe who is stepping forward with them, how often the whole class steps forward or if they, or anyone else, ever step forward alone.
[NOTE: Remind pupils to move back to the starting line before calling the next group.]
- After calling several groups, ask pupils what they observed (e.g., sometimes everyone belonged to a group; sometimes only some people did). Continue the exercise by having pupils volunteer the names of groups.
- Have pupils return to their seats.
- Ask pupils to explain what a pie graph is and where, if at all, they have seen one. Show pupils a picture of a pie graph[Explain that they are each going to identify the groups that they belong to by completing a pie graph].
- Get pupils to draw the I Belong to Many Groups Pie Graph (activity worksheet). Ask pupils to think about groups to which they belong and how each of those groups is like a "piece" of who they are. Give pupils some general categories of groups as examples: family (brother, daughter, grandchild, only child), personal identity groups (gender, race, religion, etc.), school groups (band, chorus) and community groups (Boys & Girls Club, Girl Scouts). Once pupils have determined the groups that they will identify on the pie graph, have them consider the size of each "pie piece," helping them to understand that the groups that they belong to may not all be equal in importance.

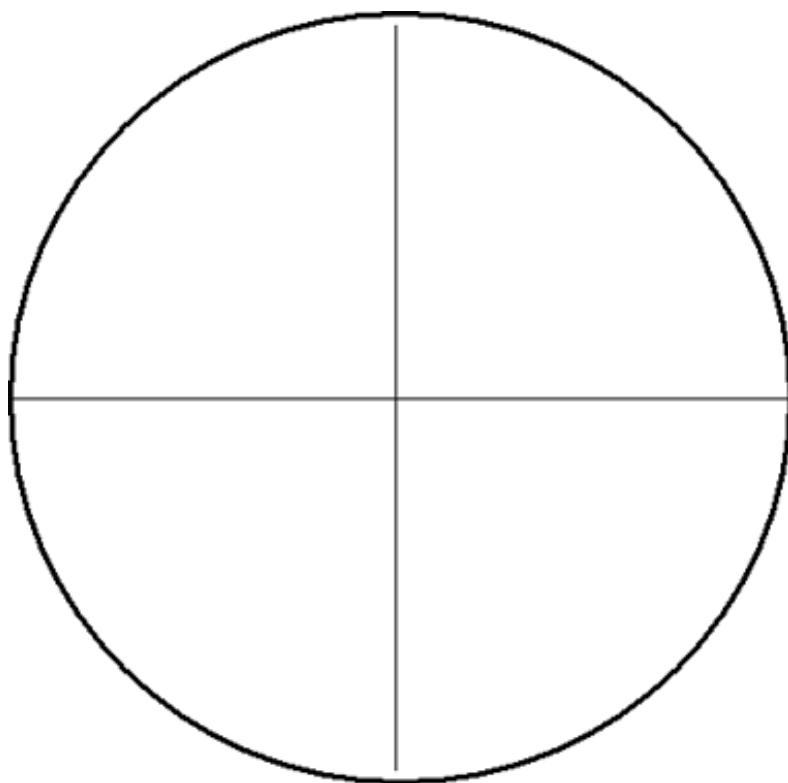
- Have partners compare their pies, looking for similarities and differences. Tell pupils that if both people have a piece of pie that is the same (e.g., soccer team) then they should both use the same color crayon or marker to color that piece of pie on their individual pie graphs. When partners have pie pieces that are different from one another, they should color those pieces of pie in different colors from each other.
- Have each pair of pupils share their pies with the class, explaining the groups that they belong to, the groups they had in common and the groups that they didn't have in common. As pupils finish, have them post their graphs in front of the room.
- After all pupils have shared their pie graphs, have a discussion using the following questions:
 - Which groups, if any, did many of you in this class have in common?
 - Which groups, if any, did you not have in common?
 - What are some reasons why people don't belong to all the exact same groups?
 - What are some groups that people choose to belong to? (e.g., sports team)
 - What are some groups that people have no choice about? (e.g., age)
 - Can the groups that people belong to change? Give examples (e.g. pupils in standard 4 go to standard 5).
 - Do some of the groups that people belong to stay the same? Give examples (e.g. ethnic group).
 - Do you see yourself as unique even though you may belong to the same groups as some of your classmates? Explain your answer.

ACTIVITY WORKSHEET: GROUP MEMBERSHIP

Example of Pie Graph



Example of how Pie Graph should be drawn by pupil.
The pupil then puts into each piece of the pie a group to which they belong.
The pupil can draw in more than 4 pieces to the pie.



ACTIVITY WORKSHEET: GENDER ROLES

Purpose:

- Help young people clarify the meaning of the term “gender roles”.
- Provide a forum to discuss issues of gender in their communities and culture.

Outcomes:

- Pupils demonstrate knowledge of gender roles.
- Pupils can identify specific gender roles within their communities and culture.

Background:

- When we refer to "gender", we refer to differences between men and women that are determined by a person's social and cultural environment and not by a person's sex (i.e. biological factors).
- Gender roles are determined by the social and cultural environment and establish specific jobs or tasks for both women and men.
 - For example, in parts of Africa construction work is regarded as "men's work", whereas housework is regarded as "women's work"



Steps:

- Before doing this activity, prepare the following:
 - THREE large sheets of paper
 - One will have the title BOYS/MEN;
 - One will have the title GIRLS/WOMEN; and,
 - The last will have the title BOTH.
 - Divide a piece of paper into squares and write words that describe gender in each square. Cut out each square. These include:
 - housework, pregnancy, raising children, serving guests, makes decisions, education, active manager, marriage, religion, leadership, power, sweeping, love, helpless, weak, driving a car, serving others, control, strength, doctor, beauty, nurse, teacher, pastor
- Clear a space in the room and ask pupils to stand in a semi-circle around this space.
- Ask two people to put up two large sheets of paper (one with MEN title and the other with WOMEN title) on the wall or blackboard.
- Hand out the squares of paper with gender words on them to each pupil. Instruct pupils not to look at the words on the square cards.
- When all square cards are passed out, ask pupils to look at the card they were given and decide whether it belongs in the MEN or WOMEN category.
- They are to immediately pin it under the appropriate sheet of paper (either MEN OR WOMEN). If they feel the word on their square could go under both categories then get them to put their square in the middle of both sheets. All pupils will do this at the same time.
- When all squares have been placed on the sheets of paper ask pupils to return to the semi-circle.

- Ask the group if everyone agrees with the placement of the cards. Allow pupils to think about this subject and to discuss how their culture views certain activities in terms of gender. You can do this by presenting each gender word to pupils and asking them how this word relates to gender roles.
- Based on this exercise, ask the pupils to tell you the difference between “SEX” and “GENDER ROLES”.
 - Sex refers to the biological make-up of a person as either a man or woman
 - Gender role refers to the roles a person takes on because of their sex
- End this activity by discussing how gender roles influence our lives.
 - Do girls communicate differently than boys?
 - Are girls able to make decisions as much as boys?
 - How are relationships different for boys and girls?

ACTIVITY WORKSHEET: GENDER ROLES

Instructions: Get two big sheets of paper and on each write the words “MALE” and “FEMALE”

WOMEN 	MEN 	BOTH
---	---	-------------

Divide a sheet or sheets of paper into many squares. In each square write down a word that describes gender (i.e. women are usually responsible for RAISING CHILDREN). When finished cut out each square.

CLEANING HOUSE	RELIGION	MARRIAGE	ACTIVE MANAGER
RAISING CHILDREN	SERVING GUESTS	WASHING CLOTHES	TEACHER
HERDING GOAT	COOKING	PICKING VEGETABLES	PRESIDENT
FISHING	GETTING AN EDUCATION	PREGNANCY	FEEDING THE CHILDREN
MAKING DECISIONS	EARNING MONEY	MAKING MONEY	WORKING AWAY FROM HOME

ACTIVITY WORKSHEET: GENDER ROLES

Instructions: In the list below are gender words whose letters have been mixed up. Try to figure out what the real word is. Copy the letters in the numbered cells to other cells with the same number.

RIEPASHEDL

--	--	--	--	--	--	--	--	--	--

KCNOIGO

--	--	--	--	--	--	--

1

TECRAHE

--	--	--	--	--	--	--

PINSEWGE

--	--	--	--	--	--	--	--

3

UHRTAIYOT

--	--	--	--	--	--	--	--	--	--

6

PEOWR

--	--	--	--	--

RISNIAG DCLEINRH

--	--	--	--	--	--	--

--	--	--	--	--	--	--	--

9

VIGNERS SEHTOR

--	--	--	--	--	--	--

--	--	--	--	--	--	--

NEGLIORI

--	--	--	--	--	--	--	--

7

RENTGHST

--	--	--	--	--	--	--	--

CONLOTR

--	--	--	--	--	--	--

CEHTF RAEWT

--	--	--	--	--	--

--	--	--	--	--	--

10

BATEUY

--	--	--	--	--	--

ROCODT

--	--	--	--	--	--

4

AEWK

--	--	--	--

2

HESLELSP

--	--	--	--	--	--	--	--

5

LEVO

--	--	--	--

8

--	--	--	--	--	--

1 2 3 4 5 6

--	--	--	--	--

7 8 9 10

ACTIVITY WORKSHEET: GENDER ROLES ANSWERS

RIEPASHEDL	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black;"></div>	Leadership
KCNOIGO	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Cooking
TECRAHE	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black;"></div>	Teacher
PINSEWGE	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Sweeping
UHRTAIYOT	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Authority
PEOWR	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black;"></div>	Power
RISNIAG DCLEINRH	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Raising Children
VIGNERS SEHTOR	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Serving Others
NEGLIORI	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Religion
RENTGHST	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black;"></div>	Strength
CONLOTR	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black;"></div>	Control
CEHTF RAEWT	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	
BATEUY	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black;"></div>	Beauty
ROCODT	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Doctor
AEWK	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Weak
HESLELSP	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Helpless
LEVO	<div style="display: inline-block; width: 100px; height: 20px; border: 1px solid black; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 10px; height: 10px; border: 1px solid black;"></div></div>	Love

1

2

3

4

5

6

7

8

9

10

GENDER ROLE

ACTIVITY: PEER PRESSURE

Purpose:

- Define and identify peer pressure.
- Define and identify what risk means to the boy in the story.
- Be able to say what the consequences of engaging in high-risk behaviour are.

Outcomes:

- Greater understanding of peer pressure.

Background:

- Where there are people, there will be peer pressure. This means that even in your class there is peer pressure. However, while we're used to thinking of peer pressure as something bad, it can also be very good.
- By leading pupils through some self-awareness activities, you can help create a group of peers who value and respect one another's thoughts and feelings, and who together think of ways to resist pressure from others to engage in unhealthy behaviours.

Steps:

- Define peer pressure by:
 - Reading out loud or writing the following definition on the board and then asking pupils to talk about it by sharing their personal experiences.
 - Write notes on the board or on a piece of paper which summarize pupils' points.
 - **Peer pressure: social pressure from pupils of your group to accept certain beliefs or act in certain ways in order to be accepted.**
- Write the following questions as column headers on the board. Ask pupils to brainstorm answers to each question.
- Make it clear that all answers are acceptable – pupils are not allowed to laugh or make negative responses to others' answers.
 - What evidence of peer pressure exists in this classroom?
 - Possible answers might include:
 - The way young people dress, the kind of shoes they wear, the items they own (e.g. petroleum jelly, pens and pencils).
 - How do young people communicate messages of peer pressure?
 - Possible answers might include giggling, talking about other kids, using put-downs, ganging up on someone, starting rumours, leaving kids out, or laughing at someone.
 - How can peer pressure get young people into trouble?
 - Possible answers might include:
 - By forcing kids to do something they shouldn't just to be accepted;
 - By excluding kids who may have good things to contribute; or,
 - By setting up situations of "them vs. us" instead of teamwork or community.

- When is peer pressure a good thing?
 - Possible answers might include:
 - When it keeps kids out of trouble;
 - When it encourages kids to participate in healthy activities; or,
 - When it works toward unification instead of divisiveness.
- Based on the activities above, ask pupils to summarize peer pressure by completing the following sentences. Write the sentences and pupils' answers on the board.
 - Peer pressure is POSITIVE when...
 - (Possible answers: it encourages kids to have healthy values, positive attitudes and actions, a spirit of supportive teamwork, etc.)
 - Peer pressure is NEGATIVE when...
 - (Possible answers: it encourages kids to get into trouble, have bad attitudes, alienate other kids, etc.)

ADDITIONAL EXERCISES

- Ask pupils to think of one positive and one negative example of peer pressure that they've experienced or witnessed within the past week. Pupils may have personally experienced the pressure; seen pressure exerted on someone else; or even exerted pressure on their own.
- Ask pupils to write a few paragraphs describing each example. Invite pupils to share their experiences by either reading what they've written or by explaining the situations in their own words. Remind pupils that all responses to this assignment are okay and that none should be laughed at or criticized.

ACTIVITY WORKSHEET: PEER PRESSURE

Peer pressure

Pressure from pupils of your group to accept certain beliefs or act in certain ways in order to be accepted.

Evidence of peer pressure in this classroom	Ways that pupils pressure others to do things	How peer pressure can get pupils into trouble	When is peer pressure a good thing
---	---	---	------------------------------------

Peer pressure is **GOOD** when...

- 1.
- 2.
- 3.
- 4.

Peer pressure is **BAD** when...

- 1.
- 2.
- 3.
- 4.

ACTIVITY: LOVE LETTER

Purpose:

- To introduce the topic of love.
- To have pupils think about this topic and apply it to their own experiences.

Outcomes:

- Learn one definition of love.
- Discuss openly their definition of love.
- Look at different ways to display love.

Materials:

- Paper, pens, pencils.
- Letter of love worksheet.

Background Information:

- Each language around the world has words for “LOVE”. Some have many words to describe it while other languages have only one word to describe it.

Steps:

- Have one pupil read the letter on the activity worksheet out loud.
- When finished reading the letter, ask pupils to discuss the following questions:
 - What would you say to Talia?
 - What words do you have in your mother tongue for love?
 - How do you know that you love someone or that they love you?
 - How do you behave toward someone you love and how do you expect a person who loves you to behave?
- You may also choose to get pupils to write a reply letter to Talia.

ACTIVITY WORKSHEET: LOVE LETTER

Dear Uncle Elu,

My friend Mbuti and I have been going around together since primary school. I really love him. We can talk about anything, relax together and be ourselves. We are interested in each other's problems and we laugh and cry together. We enjoy being with each other and doing schoolwork or just talking. We even belong to a singing group together. Now I have met this boy called Mutiso and I think that I have fallen in love with him. I think about him all the time. I want to be with him, hear his voice. And yet sometimes I can't think of one word to say to him. I don't see Mbuti as often anymore and I know he feels sad but I have to stick around in case Mutiso walks by my house or calls me. Is it possible to love two people? Is there more than one kind of love and if so which one is best?

Love, Talia

ACTIVITY: ROLE MODELS

Purpose:

- To define the term “role model”.
- To have pupils identify role models in their own lives.

Outcomes:

- Be able to define the term “role model”.
- Identify role models in their own lives.

Background Information:

- Role models are people who inspire or motivate us. They are people whose behaviour we can imitate. Role models can be either good or bad:
 - Bad role models think and act in **harmful** and unhealthy ways.
 - For example: A young person who smokes and drinks.
 - Good role models think and act in **beneficial** and healthy ways
 - For example: A pupil who helps elders with washing and chores.
- It is important be good role models for other pupils in the school.
- Young people can become good models by:
 - Being a good and determined student;
 - Respecting themselves and others; and,
 - Talking openly and honestly with people.
- The tough part for young people is being able to do all of these things. But, it is possible to do it!

Steps:

- Let pupils know what a role model is and provide them with examples of role models in Kenya (Refer to activity 1 worksheet).
- Then ask them to draw a picture of somebody they consider a role model (activity worksheet 2).
- When they are finished, they can discuss:
 - Who they chose as their role model?
 - Whether this person is a good or bad role model
 - What qualities this role model has?
 - How this person influences their actions
- Next, have pupil’s pair up and complete the survey “What Makes a Role Model?” (Activity worksheet 3).
- Once they have finished, discuss the answers each pair provided as a group.

ACTIVITY WORKSHEET 1: ROLE MODELS IN KENYA



Irene Koki Mutungi
Kenya Airways only lady Pilot

Irene Koki Mutungi is Kenya's only female pilot. She is only 26 years old but she has travelled around the world by flying airplanes.

Irene has worked very hard to get where she is today. She says that the countless hours she put into reading and learning have really helped her become a pilot. She also believes that her faith and devotion to prayer helped her achieve her goals. She tells young people:

"Go for your dream, do not let anything put you down. Know that what you want you can get, because everything is within your reach as long as you are ready to put in the effort"

Irene spends her free time visiting and donating money to sick and poor children in Kenya.

Paul Tergat is a World Champion runner. He was born and raised in Baringo, Rift Valley. While in school, he trained very hard by running to and from school and keeping up with his studies so he could achieve his goals. In addition to being a runner, he is also a Senior Sergeant with the Kenya Air Force. He is a goodwill ambassador and raising money to fund school feeding and toilet building programs in Kenya.



Paul Tergat

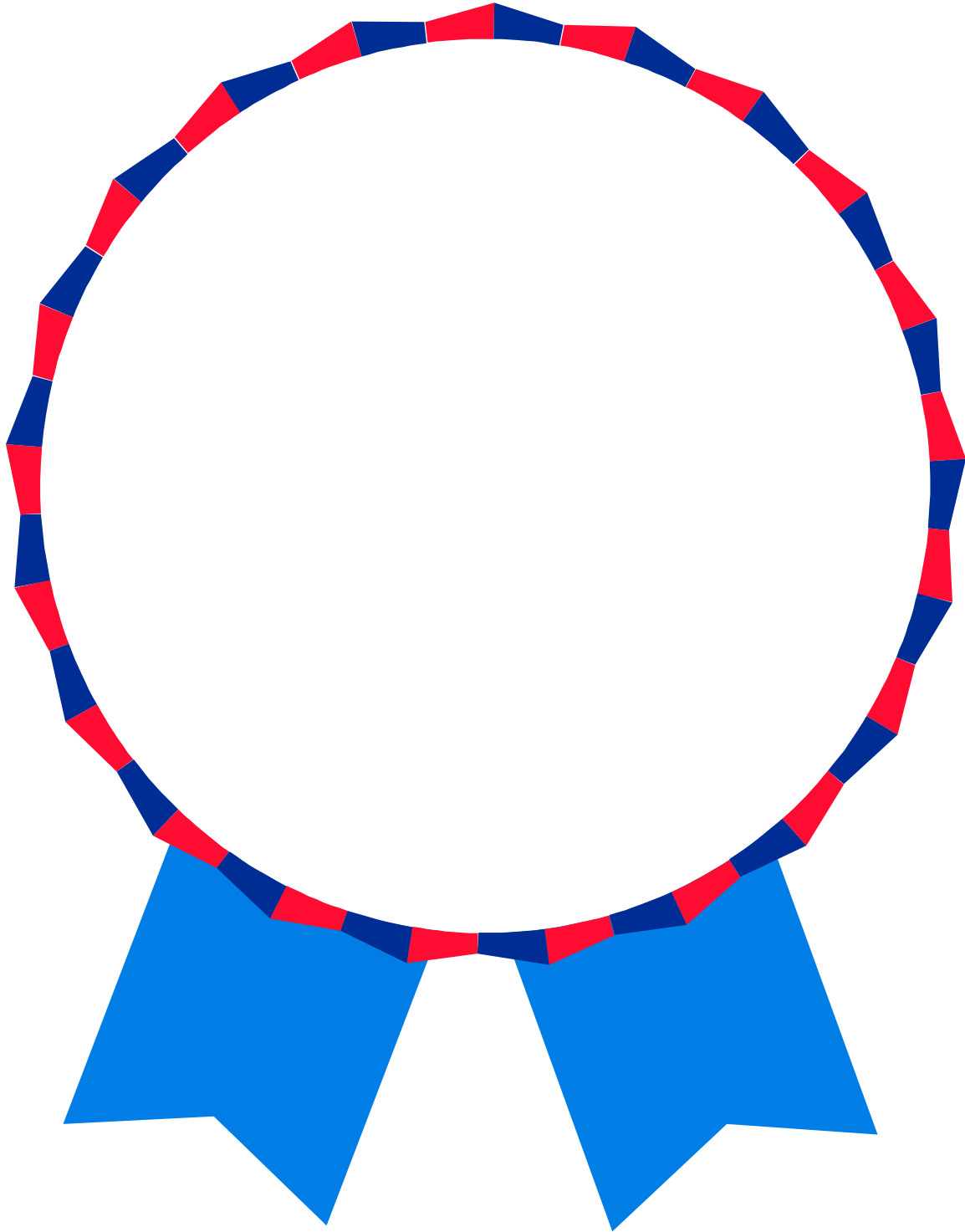


Dr. Asha Mohammad

Dr. Asha Mohammad works for the Kenya Red Cross to provide health and social services to the people of Kenya. She was born in Kibera, Rift Valley. At the age of 11, Asha's father recognized what a bright and hard working child she was both at school and home. As a result, he objected to the arranged marriage of Asha to a man chosen by her grandfather. Instead, Asha went on to the University of Nairobi where she graduated with a degree in dentistry. She now dedicates her time to improve the health of all Kenyans.

ACTIVITY WORKSHEET 2: ROLE MODELS

Instructions: Draw a picture of someone you think is a role model.



This is a picture of my role model

ACTIVITY WORKSHEET 3: ROLE MODELS

Name: _____

Instructions: Below are some things people have said about role models. Indicate (between you and your partner) whether you agree (A), disagree (D) or don't know (DK) about these statements.

- | | | | |
|---|---|---|----|
| 1. All role models are famous people | A | D | DK |
| 2. A role model may be a friend or a neighbour | A | D | DK |
| 3. A role model may be a pupil or member of your family | A | D | DK |
| 4. A person's role models may change over time | A | D | DK |
| 5. Role models may have a negative influence | A | D | DK |
| 6. A person may have more than one role model | A | D | DK |
| 7. Role models must be older than you | A | D | DK |
| 8. A role model can be anyone you admire | A | D | DK |
| 9. Youth often choose role models based on skills and looks | A | D | DK |
| 10. All role models take part in the community | A | D | DK |
| 11. Role models must do something risky or dangerous | A | D | DK |
| 12. All role models are self-sacrificing | A | D | DK |
| 13. We are all role models | A | D | DK |

Complete the following:

A role model is someone who _____

I could be a good role model if _____

UNIT

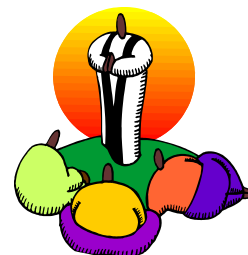
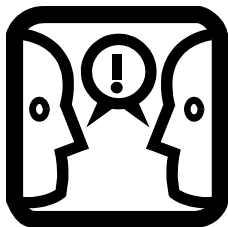
5

Unit 5: Communication

Being able to communicate is one of life's most important skills. Healthy communication is when we are able to express our thoughts, feelings, and emotions freely. The activities in this section are meant to help young people develop good communication skills.

Pupils' activities

1. Back to Back Communication
2. Time to Talk
3. Pick-Up Lines
4. Barriers to Communication
5. Letter Writing
6. Persuasion



ACTIVITY: BACK TO BACK COMMUNICATION

Purpose:

- To develop pupils' communication skills.
- To demonstrate the importance of listening and asking the right questions.

Outcomes:

- Pupils will understand why effective communication is important.

Background Information:

- Communication: the ability to express one's thoughts and feelings as well as the ability to listen to the thoughts and feelings of others.

Steps:

- Assign pupils to groups of 2.
- Each group of 2 will sit back-to-back, with a pen and piece of paper in their lap.
- Tell pupils that one of them will be called "A" and the other "B". Have pupils choose which letters they want to be.
- Instruct all "A's" to spend two minutes drawing a picture on their piece of paper.
 - A and B must not look at each other or talk during this part of the activity.
- After two minutes are up, tell "B's" to pick up their pens/pencils.
- Instruct "A's" to describe in detail their drawings to B.
- Each "B" will use the given descriptions to redraw the picture that A drew.
- It is important that:
 - Only "A" talks to B during this time.
 - "B's" can only listen and draw. Partners should remain sitting back-to-back at all times during this part of the activity.
- Allow more than 5 minutes for B to draw and then instruct "B's" to put down their pens/pencils.
- Have pupils discuss their experience of the activity with the following questions:
 - Was it difficult to draw what the person described?
 - What made it difficult/easy?
 - Was it important to listen to your partner?
 - Why was it important to listen to your partner?
 - Are there other situations in which it is good to listen to others?
 - Describe situations where it is important to listen and be listened to.
- Point out that in order for people to communicate it is important that they listen carefully to what other people say and do.



ACTIVITY: TIME TO TALK

Purpose:

- To have pupils examine how their communities speak about HIV and AIDS.

Outcome:

- Pupils will know how HIV and AIDS is talked about and dealt with in their communities.

Background Information:

- HIV and AIDS can be a difficult topic to talk about especially if such talk deals with sexual matters.
- Sometimes talk of HIV and AIDS can be wrong, confusing and prejudiced.
- Protection from HIV and care for those infected requires that in our school and community we open up and talk about HIV and AIDS in healthy and accurate ways.
- One of the first ways to begin talking about HIV and AIDS in a healthy way is to listen to and observe the way other people talk about HIV and AIDS.
- The next step is to come up with a list of healthy ways to talk about HIV and AIDS.

Steps:

- Tell pupils that they have been chosen as ‘gatherers’. Like one gathers crops to harvest, they will be gathering information on how the community speaks about and deals with HIV and AIDS.
- Their role as a ‘gatherer’ is to find out:
 - Who in the community talks about HIV and AIDS?
 - How is HIV and AIDS discussed (i.e. in groups, at church, during baraza)?
 - What do people in the community say about HIV and AIDS?
 - What kind of things are being done in the community to prevent HIV infection and help those living with AIDS?
- Send the pupil ‘gatherers’ out with pen and paper. Encourage them to collect this information for a period of a week.
- When they report back with their findings, use the activity worksheet to get pupils to talk about what they found.
- Together draw up a list of healthy and correct ways people can talk about HIV and AIDS.

ACTIVITY WORKSHEETS: TIME TO TALK

verdad sobre el SIDA. PASALA... The truth about AIDS. PASS IT ON... La vérité sur le SIDA. FAITES PASSER... انشر هذه الحقيقة...
The truth about AIDS. PASS IT ON... انشر هذه الحقيقة... La verdad sobre el SIDA. PASALA... The truth about AIDS. Pi
verité sur le SIDA. FAITES PASSER... انشر هذه الحقيقة...
The truth about AIDS. PASS IT ON... انشر هذه الحقيقة...
The truth about AIDS. PASS IT ON... انشر هذه الحقيقة...

The truth about AIDS. PASS IT ON...

International Red Cross

On 8 May 2002, 'The truth About AIDS. Pass it on...' the World Red Cross started a campaign to encourage people and communities everywhere to pass on the truth about HIV/AIDS and stop people from treating people living with HIV and AIDS in a bad manner.

Kenya is also doing things to encourage people and communities to talk about HIV and AIDS. Many church, community and government groups are trying to increase communication about HIV and AIDS issues.



The Question Box in the Apricot tree is one example of how schools in Kenya can help pupils, teachers and community members to talk about HIV and AIDS. At Diemo Primary School, close to Kisumu they have a question box in which people can put questions they have about HIV and AIDS. Every Wednesday and Friday the questions are taken from the box and read by a teacher who helps trained peer leaders discuss and find possible answers to the questions. The answers are then shared with pupils and community members who attend assembly days. Diemo Primary School shows that it is possible to promote healthy talk of HIV and AIDS within their school and community.

Adapted from Anurhada Vittachi's article 'The Question Box in the Apricot Tree' (October, 27, 2003). One World Network.

Based on the above reading:

- 1. Why do you think it is good for people to talk about HIV and AIDS?**
- 2. Are there ways people could talk badly about HIV and AIDS? Give some examples of these bad ways?**
- 3. What can be done in your school and community to help people talk about HIV and AIDS in a good and healthy way?**

ACTIVITY: PICK-UP LINES

Purpose:

- To recognize persuasive "lines" commonly used to persuade someone to play sex.
- To develop a comfort level when dealing with sexuality issues.
- To practice refusal and peer pressure resistance skills.
- To gain understanding in relationship skills.

Background Information:

- Pick up lines: words or phrases used to get somebody of the opposite sex to like or play sex with you.
- Persuasion: getting somebody to do something for or with you.

Steps:

- Before beginning the activity, the leader should come up with some words or phrases that are used by people in Kenya who want to persuade people to become their lovers.
- Get the class to rate these words or phrases on a scale of 1 to 10.
 - Suggested "pickup lines" are:
 - Hey baby, can I buy you some mandazi?
 - Come over to my house and I'll help you with that homework assignment
- After you've rated the lines, begin a brief discussion about *persuasion* letting pupils know:
 - What is the point of persuasion?
 - What makes someone a good persuader? A poor persuader?
 - What types of persuasion work best on you?
 - Why might it be difficult to turn down someone who's trying to persuade you to do something?
- Explain that this activity deals with "Lines"-- persuasive statements used to encourage pupils into certain sexual behaviours.
- Many "Lines" have been used very successfully for generations, and are successful because the person receiving the "Line" is unaware, unprepared, or not well-equipped to say "no."
- Tell pupils that we will be thinking of possible lines that could be given as a means of persuasion, as well as lines given back to refuse them.
- Put the class in four groups. Two male groups, two female groups. Assign one male group and one female group to write lines that a young person would use to try to persuade another young person to do certain sexual behaviour
 - i.e., kissing, touching, intimate contact, having sexual intercourse, etc. (they'll get the idea!).
- Assign the second male group and second female group to write lines that could be used to say "NO" to the persuasive lines.
- Announce that this is a competition. Encourage the pupils to be creative, original.
- When pupils have completed their lists, tell them to select about 5-7 of their best lines and write each one on a paper strip and tape to the board. Put all the lines of persuasion on one side and the refusal lines on the other.

- Have an adult judge the lines.
- The judge could award stickers or other small prizes.
- This activity will help pupils understand the purpose (and sometimes insincerity) of persuasion, and how to stay in control of it.

PART TWO:

- Pupils put their "Lines" to use with skills practice.
 - Option 1: Divide pupils into groups to write and act out skits that use the award-winning lines, encouraging them to be creative yet realistic. Skits can be centered around just one line, or use multiple lines; leave it up to the pupils. Groups then present their skits to the rest of the class.
- **OR**
 - Option 2: In small groups, assign pupils one of the following:
 - Create a song, rap, or poem using the lines and perform for the class. Pupils might re-write the lyrics to an existing song of their choice.
 - Create a song, rap, or poem using ABSTINENCE as the theme and perform for the class. Pupils might re-write the lyrics to an existing song of their choice.
 - For reinforcement, have a standing assignment that encourages the pupils to bring in any new "lines" that they hear, and have the class come up with new refusal lines for them.

ACTIVITY: LETTER WRITING

Purpose:

- Pupils explore facts about HIV/AIDS and write a letter encouraging a friend to protect themselves against HIV/AIDS.
- To use letter writing as a form of communication about important issues.

Outcomes:

- Think more about HIV/AIDS
- Communicate to others ways to protect from HIV/AIDS

Steps:

- Review the following vocabulary words before beginning the lesson: playing sex, HIV, AIDS
- Ask pupils to name some reasons why people should protect themselves from HIV/AIDS/STIs. List their ideas on the board.
- On a blank piece of paper, ask pupils to record one or two of the best reasons why someone should protect against HIV/AIDS.
- As a class, read aloud the statistics about HIV/AIDS highlighted on the activity worksheet.
- Tell pupils to write down the statistic they find most interesting and alarming on their sheet.
- Have pupils write a friendly letter using the letter outline given in the activity worksheet.
- Ask pupils to write a letter to a friend encouraging them to protect themselves from HIV/AIDS. The letter should include at least two of the facts the pupil wrote down.

ACTIVITY WORKSHEET: LETTER WRITING

Instructions: Read the following facts about HIV/AIDS in Kenya. Discuss the findings.

Kenya is home to more than 30 million people. About 2.1 million Kenyans are infected by HIV/AIDS. About 20% of young people aged between 15 and 19 have been infected by HIV/AIDS.

Some young people in Kenya are trying to do something to help protect their peers. The Mathare Youth Sports Association gives both girls and boys chances to play football if they do things for their community such as cleaning up garbage and educating their peers about the dangers of AIDS.



ACTIVITY WORKSHEET: LETTER WRITING

Instructions: You are to write a friendly letter encouraging people to protect themselves from HIV/AIDS. In your letter, talk about the kinds of things people can do to keep healthy and free from disease. Also, talk about how young people in the Mathare Sports Club are trying to protect themselves and others from HIV infection.

Name of letter writer goes here

Name of letter recipient goes here

Dear Name of recipient,

Let me tell you some of the things you can do to protect yourself from HIV/AIDS.

ACTIVITY: PERSUASION

Purpose:

- To define the terms HIV/AIDS/STI.

Outcomes:

- Pupils will be able to explain these terms.

Background Information:

- Persuasion: to try and control or influence somebody else.
- Persuading someone means to try and change their thoughts, feelings, or behaviours.
 - For example, getting your sister or brother to do your schoolwork for you.
- Sometimes, people use persuasive lines to get others to play sex with them.
- It helps to have ways you can deal with people who are trying to persuade you to do something you don't want to do (e.g. play sex).
- Some ways you can resist persuasion are to:
 - Tell others how you think and feel
 - For example: I think that young people should wait until they are married to play sex.
 - Practice by yourself or with friends ways to resist persuasion.
 - For example: A friend could act like they want to get you to start smoking and you could practice how you would go about refusing to smoke like they wanted you to.
 - Find information that supports your own thoughts and feelings about something.
 - For example: If you think that you should wait to play sex until you are married, find information that would prove that it is better off to wait.

Steps:

- Form groups of two.
- Each group will read the stories on the activity worksheet. Each story tells a story about a young person who is being persuaded to do something they don't want to do.
- The job of each group is to read each story and come up with ways to avoid being persuaded (pushed into doing something).
- Give pupils time to come up with answers and then discuss their answers as a group. You could discuss the following:
 - Why would it be difficult to resist playing sex with someone you loved?
 - How can persuasion be a positive thing? (e.g. you can persuade a person to use a condom; you can persuade a person to wait until marriage to play sex).

ACTIVITY WORKSHEET: PERSUASION

Situation 1: Your friend invites you to his house to study for KCPE exams. In the middle of studying he grabs you and starts kissing you. You try to let him know that you don't want to kiss but he tells you that the real reason you came over to his house was because you loved him. You tell him that this is not true and pack up your stuff to leave his house.



Situation 2: You have been dating your girlfriend/boyfriend for 3 months and think that you love him/her. One day your girlfriend/boyfriend comes to you saying that he/she is ready to play sex. Although you love him/her you don't feel ready to play sex. You tell your girlfriend/boyfriend that you aren't ready but they tell you "not to worry because once you try it you will like it". They tell you that "if you really did love them then you would prove it by playing sex". You still don't feel ready. Explain what you would say to your girlfriend/boyfriend.



UNIT

6

Unit 6: Behaviours

The way we act or behave has a lot to do with our health. This is especially true in relation to sexual health. It is important then, to understand how our actions affect our sexual health. The following activities are meant to allow young people to understand how their behaviour relates to their sexual health.

Pupils' activities

1. Defining Abstinence
2. Expressing Opinions
3. Boyfriend/Girlfriend
4. Sexual Pressure
5. Alternatives to “playing sex”
6. Reasons for Waiting
7. Safer Choices
8. Saying No
9. Personal Safety



ACTIVITY: DEFINING ABSTINENCE

Purpose:

- To assist pupils in making their own definition of abstinence, based on individual, family and community value systems.

Outcomes:

- Pupils will be able to understand what sexual abstinence is.
- Pupils will be able to identify ways to remain sexually abstinent.

Background Information:

- Sexual abstinence means different things to different people.
- The most common definition is *not engaging in physical intercourse* (whereby one person's sexual organs come into contact with and penetrate another person's sexual organs)
- It is important to understand that:
 - Sexuality and sexual feelings are normal. How we choose to express or not express those feelings is a personal decision.
 - To be sexually abstinent is a decision that has to be made by each individual.
 - To remain abstinent is a decision that each individual makes repeatedly throughout life. This is especially true for young people who have to deal with many different pressures to play sex.
 - Sexual abstinence requires planning, commitment, and skill in being assertive.
 - Knowledge of contraceptive options and how to protect oneself is particularly helpful when a person decides whether or not it is right for her/him to engage in sexual intercourse.
 - Sometimes, a person who is committed to abstain from sexual intercourse is forced or pressured into unwanted sexual activity.

Steps:

- On the blackboard or on a piece of paper, write out the phrase SEXUAL ABSTINENCE IS _____.
- Invite pupils to fill in the blank.
- Write down ideas as they are expressed. Do not edit or limit the ideas put forth.
- Then have each group come up with a list of things young people can do to remain abstinent (Use Activity Worksheet 2 to guide the discussion).
- When finished, explain that the purpose of the exercise was to help them develop their own definitions of abstinence and brainstorm strategies to help them remain abstinent.

ACTIVITY WORKSHEET 1: DEFINING ABSTINENCE
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SEXUAL ABSTINENCE IS...

List of phrases or words to describe what sexual abstinence means to each pupil
--

A person could do the following to resist the pressures and forces that they feel push them to play sex
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ACTIVITY WORKSHEET 2: DEFINING ABSTINENCE

PRACTICING ABSTINENCE REQUIRES A STRATEGY

HAVE REASONS

Write out a list of specific reasons for why it is good to wait.
Talk them over with someone who supports you.
Check your list from time to time to remind yourself.

HAVE A PLAN

Know what situations might make it hard to stick with your choice.
Decide ahead of time what you'll do to avoid or deal with them, such as leaving a scene when being pressured to have sex.
It can be hard to go against the crowd and make your own choices.
Congratulate yourself for sticking to your plan.

NOTICE THE PRESSURES AND FORCES

Pay attention to messages in music, videos, and movies telling you to play sex.
Think about what your friends and family tell you about abstaining.

GET SUPPORT

Hang out with peers who know about and respect your decisions.
Avoid people who might pressure or force you.
If pressured, threaten to tell someone in authority (relative, teacher, pastor, chief or police).
Learn to say "No!" forcefully and "No, no, no" repeatedly.
Give a reason such as "I'm not ready" or "I've decided to wait until I've achieved my academic goals."
Respond with good arguments for why you should not play sex:
"You say that if I love you I could play sex, but if you really care about what happens to me in my future, you wouldn't insist."
You say that it is time for me to pay you back, but I don't have to pay you back by playing sex.

Adapted from Abstinence Focus Poster No. R045, Scotts Valley, CA: ETR Publishing, 2002; and Grossman L, Kowal D. Kids, Drugs, and Sex. Preventing Trouble. Brandon, VT: Clinical Psychology Publishing, 1987.

ACTIVITY: EXPRESSING OPINIONS

Purpose:

- Practice making decisions based on personal values and opinions.

Outcomes:

- Greater understanding of what personal values are.
- Being able to think about and list their own personal values.

Steps:

- On a poster or on the blackboard write the following phrases:
 1. It's important to choose not to play sex until you're sure you are ready.
 2. Deciding not to use drugs and alcohol is a healthy choice.
 3. It's important to talk to your boyfriend or girlfriend about AIDS and condoms before you get sexually involved.
 4. It's important to use condoms every time you play sex.
 5. It's important for everyone to be responsible for their own actions and their own health.
- Read each statement on the worksheet to the class one by one.
- Ask pupils to decide for themselves whether they agree or disagree with the statement. Tell them that there is no "right" choice for this - it's just your own opinion.
- When pupils have decided their opinion, tell all the people who agreed with the statement to stand on one side of the room. All the people who disagreed will stand on the other side.
- Pick a few pupils from each side to talk about their choice.
- All participants must show respect for the person who is speaking. Ask pupils to listen without making any comments until it is their turn to speak.
- Let them know that the purpose of the discussion is to allow people to express their opinions, and not for them to argue about what is right or wrong.

ACTIVITY WORKSHEET: EXPRESSING OPINIONS
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Do you agree or disagree with the following statements?

1. It is okay not to use condoms if you are playing sex for the first time.
2. 12 years of age is old enough to make your own decisions about playing sex.
3. Condoms should be available at school.
4. If a person has AIDS, it's his or her own fault.
5. You should use condoms even if you only play sex with a steady partner.
6. It's okay to try drugs as long as you don't get addicted.
7. Young people who are HIV+ should be allowed to work in schools.
8. It is a boy's responsibility to get a condom.
9. I would spend time with someone whom my parents or teacher did not approve of.
10. Boys are more sexually active than girls.

ACTIVITY: BOY-GIRL FRIENDSHIPS

Purpose:

- To discuss friendships between a boy and girl.

Outcomes:

- Awareness of healthy activities for boyfriends/girlfriends to do together.

Background Information:

- Choosing your friends wisely is not an easy thing.
- In order to make good decisions, you need to have information about healthy friendships and you have to know what you want in a healthy friendship.
- It can be helpful to talk to your boyfriend/girlfriend, parents, friends, pastor and teachers about how and why it is difficult to make decisions about having and doing things with a boyfriend or girlfriend.
- It is also important to think about how boy/girl friendships happen in Kenya.
- In this activity pupils will describe what usually happens when boys and girls are friends.

Steps:

- Go through each statement on the activity worksheet and have pupils say whether they agree or disagree with the statement. Discuss the answers as a group.
- After pupils are finished, come up with new statements on how boyfriends/girlfriends could act together in ways that are healthier and protect each partner from illness.

NOTE TO LEADER

This activity is geared towards older pupils. The meaning of 'friendship' in this activity is supposed to refer to a non-sexual relationship between a boy and a girl. Try to emphasize to pupils that it is possible for boys and girls to have friendships with one another that do not involve sexual activity.

ACTIVITY WORKSHEET: BOY-GIRL FRIENDSHIPS

Instructions: When it comes to friendships, people usually have ideas about what should happen when a boy and girl are friends with one another. Decide whether you agree or disagree with the following statements that young people have made about boy-girl friendships

	Agree	Disagree
Being friends with a boy (if you are a girl) or girl (if you are a boy) means that you have to play sex with each other.		
When a girl friend says to a boy who is her friend “NO” to playing sex, this girl really means “MAYBE” or “YES”.		
A real friend is one who plays sex.		
If a girl/boy accepts a boys offer to go somewhere with him alone, she/he is expected to play sex.		
If a young girl/boy does not play sex then they may not be able to have children in the future.		
Girls/boys who dress in a sexy way want to play sex.		
If a girl receives money from a boy then she should play sex with that boy.		
It is the girl’s responsibility to tell a boy when they should play sex.		

Write new statements for how boys and girls should relate to one another in ways that are not risky and actually improve their health.

Spending time with an agemate of the opposite sex (i.e. spending time with a boy if you are a girl and spending time with a girl if you are a boy) should involve the following activities...

When a girl says “NO” to playing sex, she really means...

You are a real man/woman if...

If a boy gives a girl money, then...

If a girl goes somewhere alone, they could...

How good a friendship is between a boy and a girl should depend on...

ACTIVITY: SEXUAL PRESSURE

Purpose:

- To learn about the concept of “PRESSURE” and relate it to sexuality.

Outcomes:

- Identify common pressures that push youth to play sex.
- Practice speaking about and listening to talk of pressure.
- Create strategies to resist sexual pressure and force.

Background Information:

- PRESSURE means a push or pull in a certain direction.
- SEXUAL PRESSURE means a push or pull to engage in sexual activity. Both people and things can push or pull us in sexual ways.
- FORCE means having to do something against your will. Physical force happens when pupils are...
- Explain to pupils that adolescence is a tough time for them sexually. During this time, it is easy to become confused by the different sexual thoughts and feelings they experience and messages they receive from others (i.e. family, peers, teachers, society). Discussing these things is also difficult. As a result they may:
 - Laugh and joke around when sexual terms are spoken of.
 - Shy away or feel embarrassed when people talk about the subject.
 - May not want to play sex but feel pressure from their friends to do so.
 - Not know how to act or communicate with members of the opposite sex:
 - Boys look at girls in a sexual manner and try to get them to play sex. Girls struggle with how they should respond to boys.
- Practical resistance and life skills as well as support from family, teachers, and peers can help young people deal with the issues they face as they discover their own sexuality.
- It is also important that young people come up with their own strategies and plans to deal with sexual pressure.

Steps:

- Divide pupils into groups of 4 to 5.
- Have pupils fill out the charts on activity worksheet 1. Allow them to discuss their answers. Introduce background information as you discuss.
- Let pupils know that it is important to think about ways in which they can resist sexual pressures. Have them do this by completing Activity Worksheet 2.

ACTIVITY WORKSHEET: SEXUAL PRESSURE

Instructions: Below are some things that young people say push them to play sex. Next to each statement state whether you think this is a common pressure. Explain why you think it is a form of pressure.

Reasons young people play sex	
Their body urges were very strong.	
Their friends push them.	
Older people tell them they should.	
Their boyfriend wants them to.	
Their girlfriend wants them to.	
They want to show love for someone.	
They feel that if they don't play sex their boyfriend or girlfriend will leave them.	
To get things they need.	
They have taken a gift or money.	
Family members arrange for them to do so.	
They don't know how to resist.	
They are physically held down by someone who makes them play sex.	
Someone much older than them wants them to play sex.	

For the left side of the box below describe sexual pressure by giving examples of things that push young people to play sex.

On the right side of the box below describe sexual force by giving examples of things that force young people to play sex.

SEXUAL PRESSURE occurs when...	SEXUAL FORCE occurs when...

Young people can deal with SEXUAL PRESSURE by doing the following things:	Young people can deal with SEXUAL FORCE by doing the following things:

ACTIVITY WORKSHEET: SEXUAL PRESSURE

Words can be a powerful way to defend against and defeat sexual pressure.

For example, if someone were to ask you “Why do you always say ‘no’ to sex?” there are a number of ways you could respond.

I say ‘no’ to sex NOW because...

- *I want to live a long and healthy life.*
- *I know that it does not mean I am saying ‘no’ to playing sex forever.*
- *It will give me a chance to stay in school and reach my goals.*
- *I do not need sex to feel loved.*
- *I am not ready to become a mom or dad.*
- *I care about myself and want to make healthy choices.*
- *Playing sex does not show that I am popular, beautiful or intelligent.*
- *Playing sex puts me at risk for STIs and HIV/AIDS.*
- *Saying ‘no’ makes me feel like I have control over my own thoughts, feelings and behaviours.*
- *I do not want to rush into something I don’t feel safe doing.*
- *I want a better future.*

Respond to the following statements by coming up with statements you could use to disagree with each

Everyone is playing sex so why aren’t you?

Don’t worry, nothing bad will happen if you play sex.

I love you and some day want to marry you so why should we wait to play sex?

If you won’t play sex with me, then I will find somebody else who will.

If you don’t play sex, then your sexual organs will not work properly when you get married.

Playing sex is the only way to show someone that you love them.

ACTIVITY: PERSUASION

Purpose:

- Having young people find ways to say if, when and how they want to play sex when someone is encouraging them to do so.

Outcomes:

- Young people experience what it is like to refuse to play sex with a partner and to be refused by a partner.

Background Information:

- **Persuasion** is the act of trying to advise another person to think or behave in a different manner or way.
- **Sexual persuasion** is a specific type of persuasion. It happens when someone tries to convince another person to play sex.
- **Sexual coercion** is a form of persuasion. This happens when someone tries to pressure or force another person to play sex against her/his will
- **Refusal** is the act of denying or not complying. It is expressing a wish not to accept or do something.

Procedure

- Ask the group of pupils to split into small groups of 3 to 5.
- Get each group to come up with phrases and sentences that people use when trying to persuade a partner to play sex. Allow 10-15 minutes for this.
- Ask the group to break into pairs. Each pair needs to nominate 'A' and 'B' partners.
- 'A' partners should start off by being the person who wants to have sex, and should read the first of their ten statements. Partner 'B' should then reply giving a reason why they do not want sex.
- Partner 'A' continues until all the statements have been read, and partner 'B' has responded to them. This takes between 15-20 minutes.
- When all the statements have been read, the partners exchange roles.
- Have the group to come back together and ask them how it felt when responding to the 'persuading' statements.
- Useful questions to pose might include:
 - Was it difficult to think of ways to refuse to play sex?
 - How did it feel to be refusing to play sex all the time?

NOTE TO LEADER

Some 'pairs' may be happy to act out their roles in front of the rest of the group, although no one should be forced to do so. This encourages further discussion.

ACTIVITY WORKSHEET: PERSUASION

Things one partner may say to **PERSUADE** (get) the other partner to play sex.

"I'll be very careful."

"If you really loved me, you would."

"I haven't got AIDS, so you've no need to worry."

"I've got some condoms now, so there's no excuse not to."

"Everyone else is doing it."

"I'll buy you something nice if you let me do it."

"I'm really turned on now - if we don't go the whole way, I will be in agony!"

"There are names for people like you who lead others on."

"I gave you a gift so now it is time for you to pay me back."

Things a partner may say to **REFUSE** to play sex.

"I am too young to play sex."

"I am waiting until marriage to play sex."

"I am concentrating on my studies."

"I do not want to get pregnant."

"I would rather just be a friend that does not play sex."

"I don't want to play sex with you."

"You don't have to play sex to show your love for a person."

"Playing sex is not proof of love."

"I have personal goals right now and playing sex is not one of them."

"People I trust agree that I do not have to play sex in order to succeed in life."

"Many young people are now abstaining from playing sex. I am one of them."

"There are many dangerous consequences of me playing sex at my age. I would rather abstain."

ACTIVITY: ALTERNATIVES TO “PLAYING SEX”

Purpose:

- Allow young people to think about alternatives to playing sex.
- Move them closer to engaging in these other activities.

Outcomes:

- Identification of alternatives to playing sex.
- Ability to describe alternative activities and think about taking part in them.

Steps:

- Present pupils with stories of alternatives to playing sex by reading or having them read the stories on Activity Worksheet 1.
- After reading each story ask pupils:
 - a. How is the story an example of an alternative to playing sex?
 - b. Is this a good example of an alternative to playing sex?
 - c. Is it possible to do something like this in their school and/or community?
- Read the instructions given on the worksheet.
- Either in a group or individually, have pupils respond to the instructions.

ACTIVITY WORKSHEET 2: ALTERNATIVES TO PLAYING SEX



Moving the GoalPosts is a football programme for girls in Kilifi District, Kenya. The purpose of this programme is to keep girls active and healthy. The programme encourages schools to develop a football team for its girls who then make a commitment to participate in and manage their own team. Teams are given support and taught important life skills. Girls who have taken part in this programme report feeling more physically fit, confident and dedicated to their studies and achieving their goals in life.

HOW DOES 'MOVING THE GOALPOSTS' GIVE GIRLS ALTERNATIVES TO PLAYING SEX?



These boys belong to the Mathare Youth Sports Association. In addition to being team football players, they spend time doing community service work. In this picture they are cleaning up areas in Mathare and the surrounding slums by picking up garbage, trimming grass, clearing drains and digging pits for compost.

In what ways does this project give boys alternatives to playing sex?

ACTIVITY WORKSHEET 2: ALTERNATIVES TO PLAYING SEX

Instruction: Some people play sex in order to fit in or have fun with their friends. Thinking about activities that go on in your school and community, create a list of at least five other activities that young people can do in your community for fun (i.e. sports, fishing, singing). Be sure to include the place, amount of time, and where you can get information on how to get involved in these activities.

Activity	Location	Time	Where you can find out more about the activity.
<i>Example: Health Club</i>	<i>School</i>	<i>Friday from 3:00 pm – 4:00 pm</i>	<i>Teacher Peer supporter</i>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

ACTIVITY: SAFER CHOICES

Purpose:

- To have pupils think about ways to protect themselves from HIV/AIDS.

Outcomes:

- Pupils will be able to recognize ways to protect themselves

Steps:

- For each of the three main ways of spreading HIV, have pupils write down other ways people could protect themselves.

ACTIVITY WORKSHEET: SAFER CHOICES

Instruction: For each of the three ways of spreading HIV, write safer choices that could protect you from getting HIV.

	<p>Safer Choices that can protect people from HIV/AIDS</p> <p>ABSTINENCE</p>
	<p>Safer Choices that can protect people from HIV/AIDS</p> <p>DO NOT PICK UP DIRTY NEEDLES FOUND LYING ON THE GROUND</p>
	<p>Safer choices that can protect people from HIV/AIDS</p> <p>GET AN HIV TEST BEFORE MARRIAGE</p>

ACTIVITY: REASONS FOR WAITING

Purpose:

- To explore reasons for waiting until the right time to play sex.

Outcomes:

- Pupils will be able to talk about and understand the importance of waiting until the appropriate time to play sex.

Steps:

- Have pupils copy down the activity worksheet statements.
- For each statement they will have to say whether or not they feel this is a good reason for either saying “YES” or saying “NO” to playing sex.
- After the pupils complete the worksheet questions, ask them:
 - How many of the reasons given for saying “YES”) are good ones? How many are poor ones?
 - What did everyone think about the reasons given for saying, “YES”?
 - How many of the reasons given for saying “NO” are good ones? How many are poor ones?
 - What do you think would be one of the most important reasons for delaying sex (i.e. abstaining)?
 - What would be two reasons why someone should return to abstinence after they had already played sex?

ACTIVITY WORKSHEET: REASONS FOR WAITING

Instructions: Say whether each statement is either a good or poor reason to say YES to ‘playing sex’. (You can check your answer in the right box)

Reasons young people give for saying YES to playing sex	Poor reason	Good reason
To prove their love for one another		
Fear that the relationship will break up		
Curiosity about sex		
Belief that everyone is having sex		
Because it “feels right”		
To be more popular		
Because both are comfortable with the decision		
Money or presents		
Fear of being “beaten up”		
Because the partner convinces them that there will be no problems		

Instructions: Say whether each statement is either a good or poor reason to say NO to playing sex.

Reasons young people give for saying NO to playing sex	Poor reason	Good reason
Fear of pregnancy		
Fear of an STI		
Family expectations (to abstain)		
To allow relationship to grow		
There are other forms of affection		
Religious values (abstinence is good)		
Not ready (too young)		
Not with the right person		
Wait until marriage		

ACTIVITY: SAYING NO

Purpose:

- To discuss different ways of saying NO to potentially risky or harmful situations or activities.

Outcomes:

- Pupils will learn to say no to unhealthy situations using a number of different strategies.

Background Information:

- A strategy is a plan of action. In this activity strategies for saying NO to a risky or harmful situation will be used.
- A scenario is a situation that has or could happen.

Steps:

- Have pupils read the "How to Say No" activity worksheet.
- Have pupils write about a situation in which they would feel pressured to say "Yes" on a slip of paper.
 - For example: My friends wanted to stay out late at night but I needed to be home.
- Have pupils fold their scenarios and place them in a new box or container marked "Scenarios."
- While they do this, you should make slips of paper for each strategy listed on the "How to Say No" sheet. Fold them and put them in a "Strategies" box or container.
- Have pupils volunteer to act out the scenarios or break them into smaller groups so they will all have turns to practice.
- Each pupil actor will pick a slip from the "Strategies" container as well as one from the "Scenarios" container.

ACTIVITY WORKSHEET: SAYING NO

Instructions: Cut out or copy each row and place in a STRATEGY box or container. For example: "Using confidence" row would be cut out or written up on a separate sheet of paper and placed in a STRATEGY box or container.

Strategy (Say no...)	A. Explanation B. Example
Using Confidence	A. Be confident and look them in the eye. B. "No, thanks!" (You don't need to offer an explanation!) "Nope, I'm not interested!" "Not tonight."
Using Humour	A. Use a quick, witty comment that ends the conversation. B. When asked if you want to smoke, say, "No thanks, I'm not a chimney!"
Using a Friend as an excuse	A. Plan with a friend beforehand what each of you will or will not do and stick together. B. "I'll pass" (you know your friend will also pass - this also creates peer pressure back to the other person NOT to do whatever they wanted you to do!)
Saying you have to be somewhere else	A. Plan ways to go somewhere else if faced with an uncomfortable situation. B. Go to the bathroom, the next room, out on a walk, or home.
Using an Excuse	A. Pass the responsibility off on someone else. B. "I'm going to the dentist and I don't want my breath to smell like cigarettes." "No thanks. The coach won't let me play if I do."
Using your Imagination	A. Think of ways to totally change the focus. B. Change the topic; give a compliment; ask an unrelated question; etc.

Instructions: Each pupil will come up with their own scenario of a situation in which they felt pressured to say YES to something or someone and place it in the SCENARIO box or container.

ACTIVITY: PERSONAL SAFETY

Purpose:

- To introduce the concept of personal safety.
- To show young people ways to protect their personal safety.

Outcomes:

- Pupils will be able to identify ways to protect themselves against being assaulted.

Background Information:

- You may know someone who has been physically hurt by someone else. Or maybe you've been in an unsafe situation where you were afraid that you would be hurt.
- Young people are at risk for being physically hurt. There are steps you can take though to make yourself safer.
- Personal safety requires four things:
 - Awareness of your surroundings;
 - Body language;
 - Self-esteem (confidence in self) or the ability to stand up for yourself; and,
 - Boundaries (the space around you).
 - Setting boundaries is probably the most important concept for you to understand. Knowing your boundaries allows you to make better safety choices.
 - There are two kinds of boundaries:
 - Physical boundaries: the space between you and another person
 - Emotional boundaries: How you let other people treat you. For example, suppose you have a friend who constantly shares your secrets with other people. Unless you let him/her know how you feel, he/she will never know that they are invading a boundary. However, if you do make your feelings known and he/she continues with the behaviour that bothers you, he/she isn't respecting your feelings - and stepping into your personal and private space.
- Self-defence is a way to protect yourself from being assaulted by someone
- You should practice self-defence only if you are really being threatened. Doing the following things may help protect you:
 - **Listen to your inner voice.**
 - Have you ever been in a situation that just didn't feel right? Perhaps you were walking home alone one night and you had a weird feeling inside. That was your intuition at work telling you to be careful.
 - **Understand the power of your voice.** If you ever feel threatened, you should shout or scream to draw attention to the situation. It's even a good idea to practice speaking loudly (or yelling) so if you were ever in danger, you wouldn't freeze up. Commands like "No!" "Go away!" or "Back off!" are excellent attention-getters if you feel threatened.
 - **Use your natural weapons** - voice, hands, and feet - to stop an attack. If you're picked up, use your legs to resist. If your legs are not free, use your

hands, if possible, to grab and squeeze the groin and twist until you are let go. Once you've broken free, run as fast as you can to get help.

Steps:

- Talk to pupils about threats to their personal safety and methods they can use to help keep safe from physical assault/injury.
- Have pupils respond to the scenarios depicted in the activity worksheet.
- Brainstorm with them ways they can keep safe from harm.

ACTIVITY WORKSHEET: PERSONAL SAFETY

Instructions: Describe what you would do to keep yourself safe in the following situation.



You are approached by a stranger who starts talking to you and asking you to take a walk with him.



A group of older boys try to get you to beat up a younger boy.

UNIT

7

Unit 7: Community Care and Support

Families and communities are important to young people and contribute to their health and well-being. But young people can also contribute to the health of their families and communities by reaching out to care and support them. These activities introduce young people to important topics related to their families and communities. They also provide young people with ways to make a positive difference in their families and communities.

Pupils' activities

- 1. Discrimination**
- 2. Compassion**
- 3. Compassion Plan**
- 4. Being a Helper**
- 5. AIDS Caregivers**

ACTIVITY: DISCRIMINATION

Purpose:

- Help young people understand what discrimination is.

Outcomes:

- Pupils will become familiar with the topic of discrimination.
- Pupils will be able to look at give examples of discrimination.

Background Information:

- **Discrimination:** Happens when people are treated unfairly because of who they are.
- People can be discriminated against because of:
 - Religion;
 - Gender;
 - Ethnicity;
 - An illness they may or actually do have; and,
 - The colour of their skin.

Steps:

- Ask pupils if they have ever heard of the word “DISCRIMINATION”.
 - If they say yes, ask them to tell you what they have heard
 - If they say no, ask them to state what they think it may be
 - Wrap up the discussion by giving a definition and example of discrimination.
 - For example: All primary school pupils whose names begin with the letter M are not allowed to come to school on Monday’s.
- After a definition and example has been given, read or write on the board examples of discrimination (You can either make them up by yourself or you can refer to the activity worksheet)
- Have pupils tell you how the example shows discrimination.
- After doing the activity you could ask pupils the following questions:
 - Why do you think people discriminate?
 - Why is discrimination considered a bad thing?
 - What would you do if a classmate were discriminated against because they were HIV positive?

ACTIVITY WORKSHEET: DISCRIMINATION

SCHOOL DISCRIMINATION

Thulani is a standard 4 pupil. Recently, she was told that she could no longer attend classes because she was HIV positive. This is an example of discrimination because:

COMMUNITY DISCRIMINATION

Recently, the community chased a family away because the mother and father had AIDS. This is an example of discrimination because:

WORKER DISCRIMINATION

Tobias was fired from his job as a construction worker because he is has an STI. This is an example of discrimination because:

GOVERNMENT DISCRIMINATION

If the government of Kenya decided not to let anyone who was HIV positive to enter the country it would be an example of discrimination because:

ACTIVITY: COMPASSION

Purpose:

- Help young people understand what compassion is.

Outcomes:

- Pupils will become familiar with the concept of compassion.
- Pupils will be able to come up with ways in which they can show compassion towards those who are suffering.

Background Information:

- **Compassion:** Have an understanding for those who are suffering and wanting to do things to help these people out.
- We can have compassion for:
 - People who are sick or dying of diseases;
 - People who experience violence or personal injury;
 - People living with HIV or dying of AIDS;
 - Family pupils and kin; and/or,
 - Friends.
- People who show compassion towards others are very valuable.

Steps:

- Start by asking pupils if they have ever cared for someone who was sick (i.e. a sick brother, sister, parent, grandparent, etc).
- Allow people to explain how and why they cared for these people.
- When everyone has had a chance to speak introduce the concept of compassion. Tell them that the stories they told about taking care of people were examples of compassion.
- Have pupils complete the compassion activity worksheet.
- Discuss why it is important to care for those who are ill or dying.
- You could ask:
 - Is it easier for some people to show compassion compared to others?
 - Do they know people who show compassion towards others?
 - Do they know anyone who needs to be shown compassion right now?

ACTIVITY WORKSHEET: COMPASSION

Instructions: Ask pupils to come up with reasons why it is important to show compassion to people who are ill or dying, especially those who have HIV/AIDS. Each person should be invited to give one or two reasons. When finished, check off the ones the group thinks are most important reasons.

Most important	Reasons to show compassion to people who are ill or dying
	1. So that people will not have to face illness or die alone
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.
	ADDITIONAL REASONS:

ACTIVITY: COMPASSION PLAN

Purpose:

- Provide young people with ideas on how they can be compassionate.

Outcomes:

- Pupils will show compassion towards some person, animal or object.

Steps:

- The best way to become compassionate is to practice compassion on a daily basis.
- Assign pupils either alone or in groups to come up with ideas of compassionate things/projects they could do in their homes, school, or communities.
- Use the activity worksheet to guide your ideas.
- After you have a list of ideas, create an action plan (instructions on how to practice compassion on a weekly basis). Your action plan can include doing any one of the ideas/projects on your compassion list.
- Make a pact within the group to do at least one of the compassion items on the list each week.
- Each group will be responsible to carry out at least one act of compassion during the week. They will report on their experience the next time the group meets.

ACTIVITY WORKSHEET: COMPASSION PLAN

Am I really compassionate?

1. Visit an orphanage and talk to a child or bring them some candy.
2. Do something for a relative who is older.
3. Befriend one of your classmates who seems lonely or sad.
4. Write a letter to a sick or lonely person.
5. Look after a baby for someone who is having a hard time in life.
6. Help a child who has fallen and hurt themselves.
7. Ask a teacher if they would like you to help out another student who is having trouble.
8. Fetch water or firewood for an elderly neighbour.
9. Draw a picture and bring it to a friend or relative that is sad.
10. Smile at somebody who looks unhappy.
- 11.
- 12.
- 13.
- 14.
- 15.

ACTIVITY WORKSHEET: COMPASSION PLAN

MY ACTION PLAN FOR SHOWING COMPASSION

What I am going to do to show compassion
(i.e. fetch water for a sick grandparent)

Reason I am going to do this particular thing
(i.e. because they cannot fetch water for themselves)

How I am going to do this (steps)
(i.e. go to their house; ask if they need help; fetch water at the river)

Summary of what happened when I did this particular task
(I felt happy; my grandmother was filled with joy; my parents were proud of me)

ACTIVITY: BEING A HELPER

Purpose:

- Provide young people with ideas on how they can help out and care for others.

Outcomes:

- Pupils will actually help another person out.

Background Information:

- **Helper:** Someone who makes things easier for another person.
 - **For example:** You can help your mother wash the clothes.
- Helping is a great way to help you grow and mature into a positive role model and community pupil.
- There are many ways in which you can help out in your home, school, and community:
 - Asking your mother or father if they need you to do any chores for them;
 - Sitting and talking with a friend who is sad; and,
 - Helping out in your community.

Steps:

- Ask for a volunteer from the group.
- Have the volunteer do a number of small tasks that you request:
 - For example: Ask them to move a chair, bring you a piece of paper, arrange some books in a pile.
- Thank the volunteer for doing these tasks and have them return to the group
- Tell the group that what the volunteer just did was **HELP**.
- Discuss the term “helper” and ask the group pupils to tell you their definition of a helper.
- Also, ask them in what ways they are a helper and how helping others makes them feel.
- Use the activity worksheet to talk about the different ways one can help out.
 - For example:
 - How could you help a friend or relative who was very sick?
 - Would it be difficult for you to help them? Why?
 - What would be the good of helping them?
- Allow group pupils to tell you what is good and bad about being a helper (i.e. good because you feel better after helping someone; bad/difficult because you may not know how to help someone).
- Stress to the group pupils that there are many ways in they can help out in their home, school, and community.

ACTIVITY WORKSHEET: BEING A HELPER

Instructions: Read and discuss the different ways you can be a good helper. Add to the list any other ways you can think of.

- Smile at someone.
- Say hello.
- Listen to someone.
- Make someone a meal.
- Hug someone.
- Hold the hand of someone.
- Ask someone if they need help.
- Find other people to help those in need.
- Clean the house.
- Play games.
- Help feed someone.
- Make a gift for someone.
- Other.



Instructions: Provide a list of the good and bad things about being a helper.

What are the good things about helping others out?	Why is it hard/difficult to help others out?

ACTIVITY: AIDS CAREGIVERS

Purpose:

- Explain what an AIDS Caregiver does.

Outcomes:

- Pupils should be familiar with how to care for a person who has AIDS.

Background Information:

- **Caregiver:** A person who is responsible for or helps out someone who needs to be cared for.

Steps:

- This activity has group pupils fill out a questionnaire to see how they rate as a caregiver.
- You can either have group pupils make copies of the activity sheet, read the questions and answer out, or copy the activity sheet onto the blackboard.
- The activity allows young people to realize what it takes to be a good caregiver.
- You may want to talk a bit about the importance of caring for others, especially those living with AIDS.

ACTIVITY WORKSHEET: AIDS CAREGIVER

Instructions: Test #1: Read each statement in Column A and try to match it with the correct phrases in Column B. Add up the number of correct responses. This will give you the overall test #1 score.

1. Test about caregiving – matching

Column A		Column B
• A good caregiver is one who is a...	<input style="width: 40px; height: 20px;" type="text"/>	a) Angry or cry
• A person with AIDS who has “sweats”, vomiting or diarrhoea needs...	<input style="width: 40px; height: 20px;" type="text"/>	b) Look after yourself
• To stop nausea and vomiting it is best to give....	<input style="width: 40px; height: 20px;" type="text"/>	c) Extra fluids
• For a person who is in bed a lot you should...	<input style="width: 40px; height: 20px;" type="text"/>	d) Friend and companion
• As a good caregiver you should also...	<input style="width: 40px; height: 20px;" type="text"/>	e) Really listen
• You should encourage people who are sad and depressed to express their feelings if they become...	<input style="width: 40px; height: 20px;" type="text"/>	f) Small meals with little fat
• People who are ill need to do...	<input style="width: 40px; height: 20px;" type="text"/>	g) What they can for themselves
• The most important skill in being a good caregiver is to...	<input style="width: 40px; height: 20px;" type="text"/>	h) Change their sleeping position

Test #2: Answer true or false to each statement. Add up the total number of correct answers. This will give you the total test #2 score.

2. True - False statements

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Add total test #1 score + total test #2 score to get your overall caregiver score. The higher the score the more understanding of what a caregiver is and does.

Test 1 score + Test 2 score = Total score	Rating	
<input style="width: 80px; height: 25px;" type="text"/>		
	13 - 16 points	Super memory!
	9 - 12 points	A good caregiver!
	5 - 8 points	Try to do better next time!
	1 - 4 points	You still have a lot to learn!

ACTIVITY WORKSHEET ANSWERS: AIDS CAREGIVER

1. Test about caregiving – matching

Column A	Column B
• A good caregiver is one who is a...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">d</div>
• A person with AIDS who has “sweats”, vomiting or diarrhoea needs...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">c</div>
• To stop nausea and vomiting it is best to give....	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">f</div>
• For a person who is in bed a lot you should...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">h</div>
• As a good caregiver you should also...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">b</div>
• You should encourage people who are sad and depressed to express their feelings if they become...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">a</div>
• People who are ill need to do...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">g</div>
• The most important skill in being a good caregiver is to...	<div style="border: 1px solid black; width: 40px; height: 20px; text-align: center; margin: 0 auto;">e</div>

a) Angry or cry
b) Look after yourself
c) Extra fluids
d) Friend and companion
e) Really listen
f) Small meals with little fat
g) What they can for themselves
h) Change their sleeping position

2. True - False statements

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Test 1 score + Test 2 score = Total score

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Rating

13 - 16 points	Super memory!
9 - 12 points	A good caregiver!
5 - 8 points	Try to do better next time!
1 - 4 points	You still have a lot to learn!

ACTIVITY: SAFETY PRECAUTIONS

Purpose:

- To discuss steps to take when taking care of people who have diseases.

Outcomes:

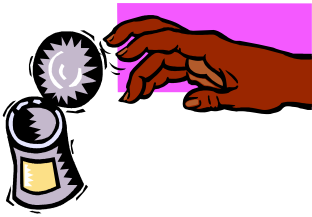
- Pupils will be able to talk about ways to safeguard against infections.

Steps:

- Break up into groups of 3
- One of the 3 pupils is to act like a specific animal (e.g. elephant); another is to guess which animal the person is acting as; the other person is to just watch.
- Repeat the exercise but this time the person who is to guess what animal is being acted out has to shut their eyes.
- Ask them:
 - If they were able to guess the animal when they watched the person acting?
 - What happened when the person had to shut their eyes? (e.g. the message of which animal was being acted out could not be received by the guesser)
 - What does the term communicate mean? (To share something; to send something to someone else)
- Link this to how diseases are communicated from one person to another (communicable diseases).
- There are some diseases (HIV/hepatitis B/C, syphilis) that are passed from one person to another by way of blood or bodily fluids.
- But, there are ways we can BLOCK OUT viruses just like we can block out receiving messages from other people (e.g. when you close your eyes you are no longer able to observe the kind of animal that your peer is acting as).
- To BLOCK OUT these types of infections we need to practice good first aid and take universal precautions. Especially, when dealing with blood or bodily fluids it is best to:
 - Wash your hands;
 - Cover any cuts and abrasions;
 - Wear rubber gloves if there are cuts and abrasions on your hands;
 - Wash your hands immediately after being in contact with blood;
 - Mop or wash places or things that have blood on them (best to use a strong detergent/bleach); and,
 - Burn or put in a sealed bag that doesn't leak those materials you use to pick up blood.
- To practice applying these ways of blocking out infection, have pupils do the activity worksheet. In each situation pupils should decide the best things to do in order to prevent the blood from infecting anyone else.
- Not all blood is dangerous but it is best to protect yourself and others by thinking and acting like it is.

ACTIVITY WORKSHEET: SAFETY PRECAUTIONS

Instructions: In each situation, come up with ways of making the situation safer. What would you do to make sure that someone else's blood could not infect another person.



1. One afternoon Isaac and his friend Addo try to make a fort out of old tin cans. When Addo tries to cut one of the tins he cuts his hand and blood starts spurting everywhere. How should Isaac deal with the situation?

1.

2.

3.

4.



2. Akilah is staying over at her friend's house. While staying there, her friend's little sister falls down and cuts her knee. The blood leaks out onto the bench she is sitting on. Your friend rushes to help her little sister and you are left to clean up the blood on the bench. How would you clean it up in the safest way?

1.

2.

3.

4.

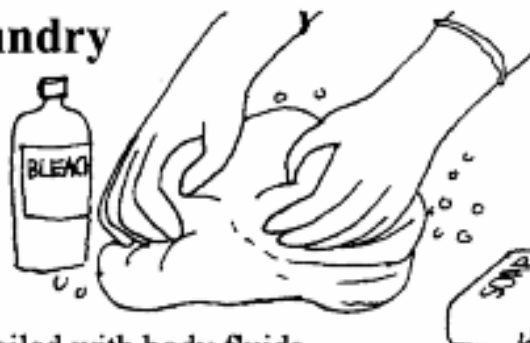
ACTIVITY WORKSHEET: SAFETY PRECAUTIONS

Garbage



Things for cleaning (gloves and other soiled things) should be burned or placed in a double plastic bag. Tie the bag well before throwing out.

Laundry



- If soiled with body fluids
 - wear gloves
 - use bleach and soap
 - keep separate from other laundry
- If not soiled, wash as normal

Washing



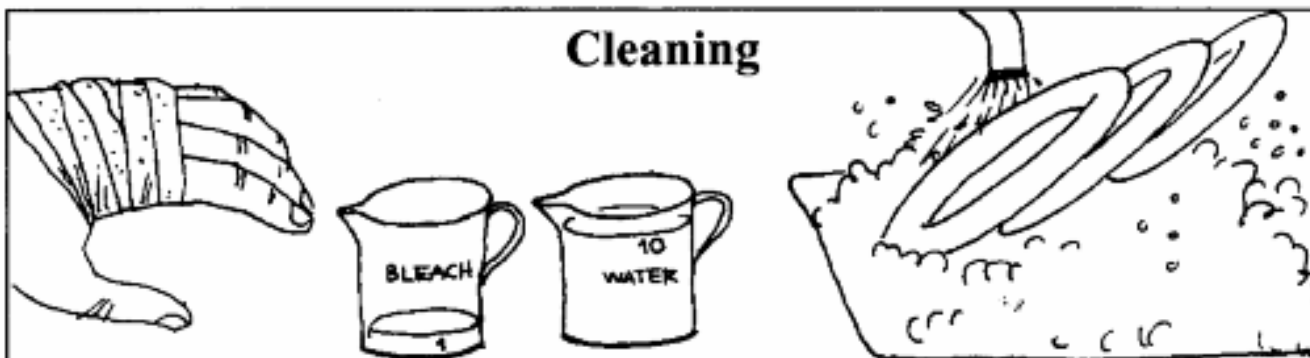
Wash your hands with warm, soapy water before and after contact with an ill person.

Instruments



If injections are given, sterilize needles and syringes by boiling them; store them in a plastic or metal box that won't puncture. Used disposable needles and syringes should be placed in thick cardboard, glass, plastic or metal containers and thrown away. Wash thermometers with soap and water.

Cleaning



Cover open wounds with a bandage or cloth. Clean bathroom often, using gloves and bleach (1 part bleach to 10 parts water). Leave bleach 10 - 20 minutes before wiping up.

Also clean kitchen. Wash dishes with hot soapy water. Cloths used to clean the bathroom should not be used to clean the kitchen.

Chapter 5: Games

Pupils' Games

- 1. Jackstones**
- 2. Showing Respect**
- 3. Break Away**
- 4. Cheetah Zone**
- 5. Feeling Good**
- 6. HIV Hunt**
- 7. River Raft**
- 8. Transmission Game**
- 9. HIV/AIDS Quiz Show**

GAME: JACKSTONES

Purpose:

- Help young people identify HIV safety and risk factors.

Outcomes:

- Pupils will come up with things that protect them from HIV infection and things that put them at risk for HIV infection.

Materials:

- Place: a flat smooth surface.
- Number of players: three or more.
- Supplies: 20 pieces of paper.

Steps:

- On 10 pieces of paper write down ways people can keep safe from HIV/AIDS.
 - For example: do not share dirty needles, abstain from playing sex, use a condom.
- On the remaining pieces of paper write down things that put people in danger of getting HIV/AIDS.
 - For example: not using condoms, sharing needles, sharing dirty instruments
- Players sit in a circle on the ground and place all crumpled (scrunched) pieces of paper in the center of the circle.
- Each player then takes one piece of paper from the center of the circle and tosses it into the air.
- Before the papers come down to the ground, the players scoop up as many pieces of paper as they can from the air.
- Those people who don't catch a piece of paper are asked to sit out for the next round.
- Those people who scooped up a piece of paper are then to read what is on their piece of paper. If the person's paper gives a behaviour that would put somebody in danger of getting HIV/AIDS, then they too sit out the next round.
- If the person's paper gives a way to protect from HIV/AIDS, then they can continue playing the game.
- Start the game again with only those people who are left.

GAME WORKSHEET: JACKSTONES

Instructions: On 10 pieces of paper write down things that keep people “*safe*” from HIV/AIDS

Not playing sex = safety	Not sharing needles for tattooing = safety	Not playing sex with many partners = safety	Not sharing needles = safety	Not sharing ear piercing instruments = safety	Using a clean/sterile knife to make cuts = safety
Using a condom = safety	HIV testing before playing sex = safety				

Instructions: On another 10 pieces of paper write down things that put people in “*danger*” of getting HIV/AIDS

Sharing dirty needles = danger	Playing sex without a condom = danger	Play sex with many partners = danger	Using dirty needles = danger	Using dirty knives to cut skin = danger	Not using condom correctly = danger
HIV infected blood = danger					

Crumple each piece of paper into a tiny ball.
 Place all balls in the center of a circle.
 Have each person take one ball from the circle.
 Have each person then throw their ball up into the air.
 Try and catch as many balls as you can before they touch the ground.
 Have each person open the ball they got and read what it says.
 Those people who catch a piece of paper that has a danger sign will sit out the next round.

GAME: SHOWING RESPECT

Purpose:

- Help young people identify ways of being respectful.

Outcomes:

- Pupils will come up with things in which they can respect the rights of others.

Materials:

- Number of players: 10 or more.
- Supplies: playground ball.

Steps:

- The players are divided into two equal teams.
- The game begins when the ball is given to a player who then throws it to another player on his team.
- The object of the game is for the ball to be tossed among players of each team without the other team intercepting the ball.
- Every time the ball is caught, the pupils of that team are to come up with one way they can show respect for another person.
- Discuss the different ways of showing respect

Ways to Show Love Without Playing Sex

Smiling

Doing nice things for another person

Helping another person out

Sharing your plans for the future with someone else

Respecting another person

Honouring another person

GAME: BREAK AWAY

Purpose:

- Help young people talk about peer pressure.

Outcomes:

- Pupils will be able to discuss how to break free from negative peer pressure.

Materials:

- Number of players: 10 or more.
- Supplies: playground ball.

Steps:

- Everyone in the group joins hands to form a circle.
- One player is chosen to step inside the circle.
- The player inside the circle must try to break through and escape.
- The player inside the circle goes around asking, "How can I break free"?
- The others forming the circle respond... mention ways to break away from people who try to get their friends to do bad things (see game worksheet).
- Then, the player leads those forming the circle in a song by singing, "Menya Kwan Masen", which means, "I want to break free."
- The others respond, "oowa", which means "but you cannot find the way."
- As the player moves round inside the circle still leading in the song, he/she will find the two joined hands that are easiest to break free from.
- When they have found this, the person sings aloud (Menya KwanMasen), breaks loose from the circle and runs away.
- One of the two children who let him escape go inside the ring and another game starts.
- When the game is finished players can discuss the following:
 - How does it feel to be trapped inside of a circle of friends that are pushing you to do something you don't want?
 - Is it easy or difficult to get away from peers who are pushing you to do something you don't want to do?
 - What are some ways you could break away from friends who are pushing you to do something you don't want to do?

GAME WORKSHEET: BREAK AWAY

Instructions: The First time, the person inside the circle says “Menya Kwan Masen” which means “I want to break free”, the people in the circle respond by singing of ways to turn away from people who are trying to get you to do something wrong or unhealthy.

Say you...

- Don't want to do it.
- Want to be a good person.
- Will find friends who do good things for others.
- Want to do the right things in life.
- Want to stay healthy.
- Are strong.
- Can resist peer pressure.

COME UP WITH YOUR OWN WAYS TO BREAK FREE FROM PEER PRESSURE.

Instructions: The Second time, the person inside the circle says “Menya Kwan Masen” meaning “I want to break free”, the people inside the circle respond by saying “oowa”, which means "but you cannot find the way."

GAME: CHEETAH ZONE

Purpose:

- Have young people talk about routes of HIV infection.

Outcomes:

- Pupils will be able to discuss routes of HIV infection.

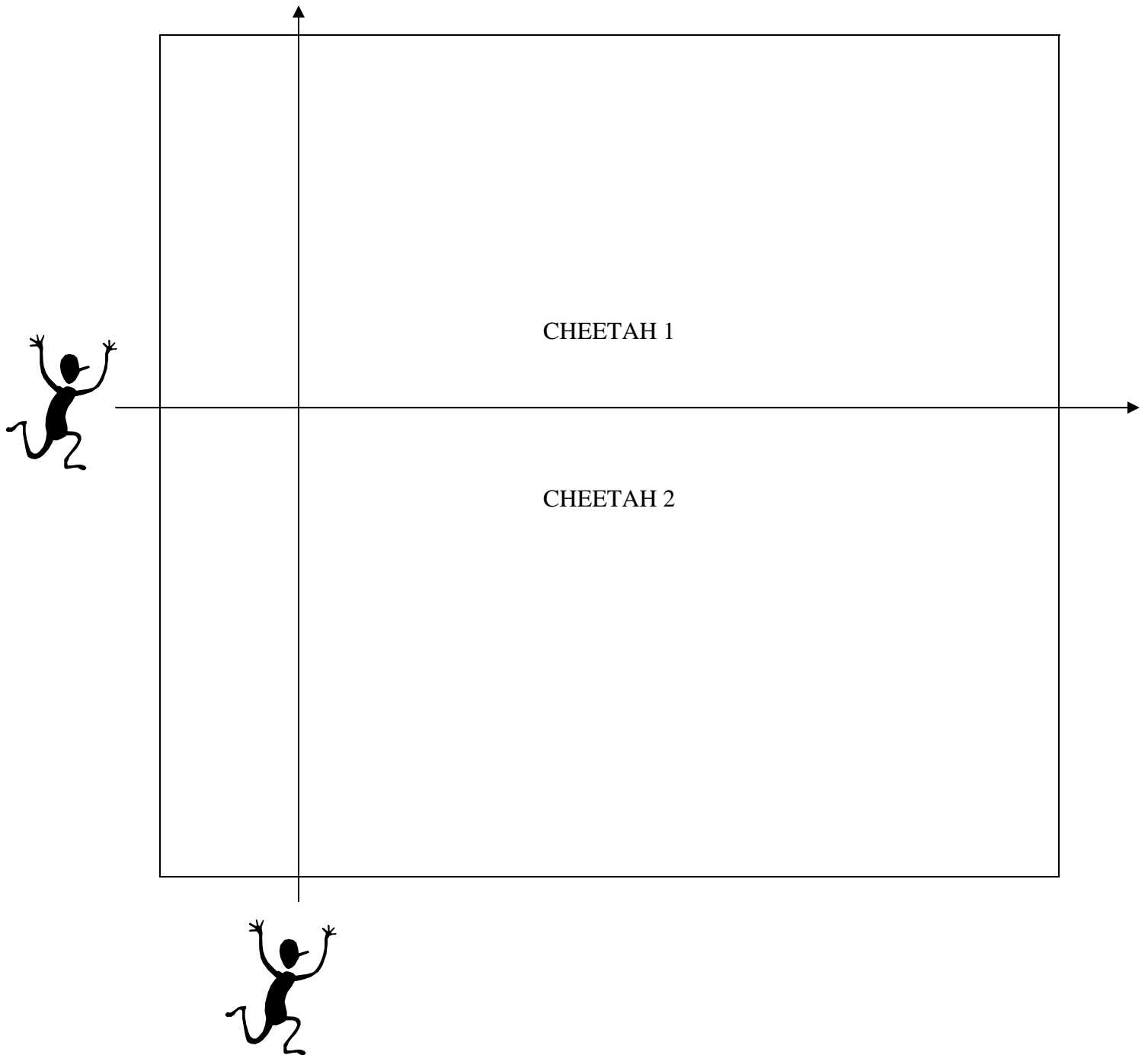
Materials:

- Number of players: 10 or more.
- Place: field or playground.

Steps:

- Choose two people to be "Cheetahs."
- Mark out a large space by taking a stick and drawing a big square in the dirt/sand,
- The large centre area inside the square is the "CHEETAH ZONE" that players must cross to reach the outside of the square (SAFETY ZONE).
- The two "CHEETAHS" stand in the CHEETAH ZONE while the rest of the children all stand on one side of the square.
- The two "CHEETAHS" yell "CHEETAH'S FEEDING TIME" which is the signal for the crowd to run to the other side of the square.
- As they run across, the "CHEETAHS" have to touch as many of them as they can.
- All those they touch become a part of their team and immediately remain in the centre with them, also trying to catch out others. Some will make it to the safety zone.
- Keep the game going until everyone is caught.
- Then start a discussion.
- Ask young people:
 - Did you want to be caught by the cheetah?
 - What happened when you were caught?
 - What did you do to avoid being caught by the cheetahs?
 - Do you think it is easy to get infected with HIV/AIDS?
 - What are some ways that young people can be infected with HIV?
 - For example: transmission from mother to child, playing sex without a condom, contaminated blood and dirty needles.
 - How can you keep from being caught by HIV/AIDS?
 - For example: not playing sex, using a condom, not using dirty needles, etc.

GAME WORKSHEET: CHEETAH ZONE



GAME: FEELING GOOD

Purpose:

- Have young people talk about health and feeling good.

Outcomes:

- Pupils will be able to describe ways to stay healthy.

Steps:

- In this game, girls and boys sing and act out ways to feel good and stay healthy.
- Players form two lines facing each other.
- The first line steps forward, singing "This is the way we feel good, here in _____, (sing name of ethnic tribe or school or community)
- As they sing, they make rhythmic motions as though cutting wood. The song may be sung to the tune of "any popular or traditional Kenyan song."
- When they finish, they step back.
- The other line then steps forward, singing, "This is the way we prepare for exams, here in the land of _____ (e.g. Kikuyu)," while pretending to open their books and make notes.
- The groups continue taking turns.
 - Group 1: "This is the way we greet others, here in the land of _____ (e.g. Kikuyu)," pretending to greet someone with a smile.
 - Group 2: "This is the way we oil our bodies, here in the land of _____ (e.g. Kikuyu)," "rubbing their bodies with imaginary oil and ochre.
 - Group 1: "This is the way we grind our corn, here in the land of _____ (e.g. Kikuyu)," "kneeling and motioning to grind corn between two stones.
 - Group 2: "This is the way we carry our younger siblings, here in the land of _____ (e.g. Kikuyu), holding imaginary babies on their backs and rocking from side to side.
- After enough rounds of the song, you can begin a discussion on health. For example, you could ask pupils:
 - What words they would use to describe what it means to "feel good" or "feel healthy"?
 - What they do to feel well and healthy?
 - How they can help others feel well and healthy?

GAME: HIV HUNT

Purpose:

- Have young people talk about ways to keep people safe from HIV infection.

Outcomes:

- Pupils will be able to describe HIV protection.

Steps:

- In this imaginary hunt, girls and boys will hunt for an imaginary HIV virus and talk about ways to keep people safe from it.
- Before beginning the hunt, the facilitator gets a big ROCK/STONE/PIECE OF WOOD, marks it as the HIV VIRUS (you can dye it with a different colour or carving it in some way).
- **REMEMBER: this is only an imaginary HIV VIRUS. The only way to be exposed to this virus is through contaminated blood or sexual body fluids.**
- Show the object to the group so they know what to look for on their hunt
- Each player then finds a long pointed stick and a short stick as a spear and knife. Girls and boys divide in two teams and choose a person on their team to lead the hunt.
- The leader chants words like: "May the HIV virus that took many of our people be punctured by our spears and arrows. Let us be strong and try and get rid of this virus."
- The facilitator throws a sprig of leaves between the teams, and the boys thrust their spears into the ground around it, also chanting.
- The teams start hunting, beating the bushes aside with knives, and slowly tracking down the HIV virus.
- The person or group of people who find the hidden virus in the bushes will circle around it, shouting a victory song. All others will then come to meet them.
- The group will then sit around the imaginary HIV VIRUS and think of things people can do to keep themselves safe from it (refer to game worksheet).

GAME WORKSHEET: HIV HUNT

Instructions: These are some ways that people protect themselves from the HIV virus. Can you think of any other ways?

Say “NO” to playing sex.

Don’t share dirty needles.

Keep your body healthy.

Get an HIV test.

People can also protect themselves from the HIV virus by:

1.
2.
3.
4.
5.
6.
7.
8.

GAME: VIRUSES

Purpose:

- Have young people learn what a virus is and what cells in the body protect us from viruses.

Outcomes:

- Pupils will be able to describe viruses and white blood cells.

Material:

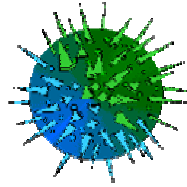
- Small rocks (you can also use stones/balls).
- 2 white shirts (if there are no white shirts then you can pin white pieces of paper to any colour shirt).

Steps:

- Choose 2 students to be white blood cells. These pupils will wear something white.
- Have 2 pupils be viruses. Have each of the viruses hold one "small" rock.
- Explain to everyone what a virus and white blood cell is:
 - A virus is a bad germ that can cause someone to feel sick.
 - It is usually hard to see with your eyes. This is why we will be using small rocks/stones as pretend viruses.
 - A white blood cell lives inside your body and fights off disease and infection.
- When I clap my hands, the viruses (rocks/stones) will try to touch as many people as they can with their small object.
- Once a pupil is tagged, they must stop and freeze and yell for a white blood cell to rescue them. Once they are touched by a white blood cell they become unfrozen.
- Discuss with young people how our white blood cells keep us healthy (use game worksheet)

GAME WORKSHEET: HIV INFECTION

1. The HIV virus enter the blood through direct contact



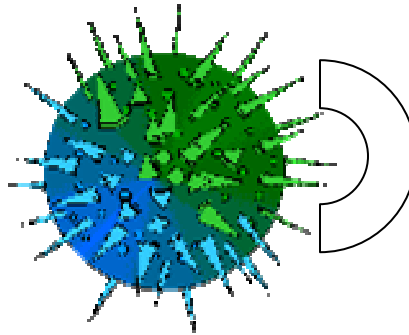
HIV Virus

THE HIV IS A VIRUS. IT IS RESPONSIBLE FOR A DISEASE CALLED AIDS.

The HIV virus attacks the White Blood Cells and therefore destroys the cells responsible to protect the body.



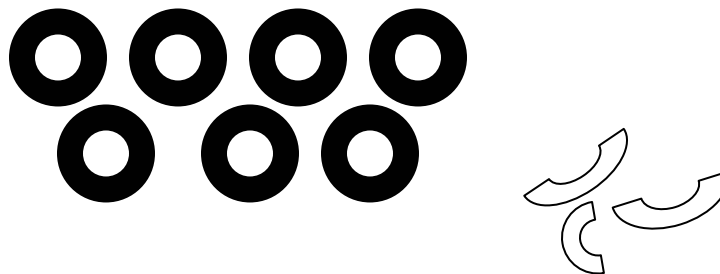
2. The HIV virus attaches to a WHITE BLOOD CELL



White Blood Cell

HIV Virus

3. The HIV Virus uses the white blood cell to make more copies of itself and then it destroys the white blood cell. The virus increases in number, the White Blood Cells decrease in number and then the person becomes sick.



4. This makes it hard for your body to fight off infection. You become weaker and weaker.

GAME: RIVER RAFT

Purpose:

- To have young people rely on each other.

Outcomes:

- Pupils will discuss why it is important to have others in our lives that we can rely on and trust.

Material:

- Open space (classroom or field).

Steps:

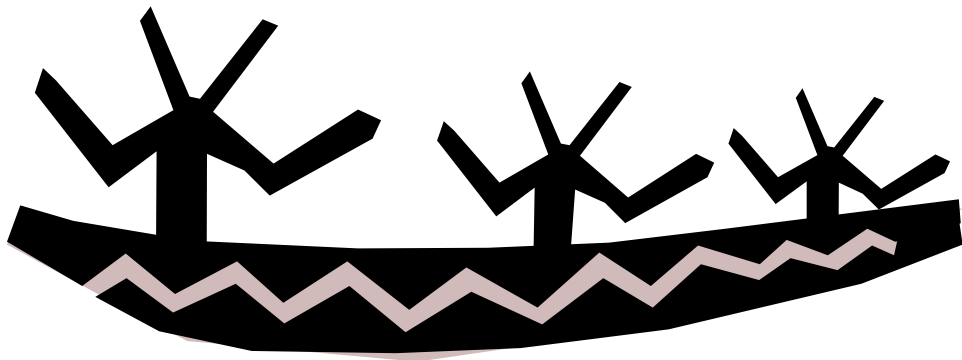
- Gather everyone into a group and tell them to pretend they are swimming at the riverbank. Get them to act like they are playing in the water and having fun.
- The leader will then call out a number (e.g. 3). The number chosen represents the number of people who are allowed on each raft.
- Pupils must quickly form groups of 3 and huddle (get close) to one another as the raft is small and can easily tip over if there are too many people
- Pupils who end up without a group “drown” and are left out of the game.
- Also, groups that are larger than the number that the leader called (e.g. any groups larger than 3) also *drown* because there are too many people on the raft.
- Numbers are called out until there are only 2 group pupils left. These pupils are the survivors.
- At the end of the game, discuss:
 - Why it is important to have people in your life who you can rely on?
 - How do the people around us keep us safe?
 - What can we do to keep other people safe?

GAME WORKSHEET: RIVER RAFT

**Swimming at
the river**



Raft



GAME: TRANSMISSION GAME

Purpose:

- To show how HIV can spread throughout a community.

Outcomes:

- Pupils will be able to experience how HIV spreads within a group of people.

Material:

- Open space (classroom or field).
- Pieces of paper (as many pieces of paper as there are people).

Steps:

- Leader needs to make in advance as many pieces of paper as there are people in the group (if there are 6 people in the group then make 6 pieces of paper).
- On 1 piece of paper write the letter X.
- On 2 pieces of paper write the letter C.
- On 3 pieces of paper write “DON’T SHAKE HANDS”.
- On the pieces of paper left write “DO WHAT LEADER SAYS”.
- Give a piece of paper to everyone in the group and tell them not to tell anyone what is on their piece of paper.
- Gather everyone together.
- Make sure each person has a pen or pencil.
- Ask each person to shake hands with 3 other people or peers.
- They have to write down the names of each person they shook hands with on their pieces of paper.
- When everyone has done this ask them to come and sit in a circle.
- Ask the person with the X on his/her paper to stand up.
- Now tell the group to pretend that X was infected with an STI and the three people who shook hands with X had played sex with X without using protection (e.g. a condom) [remind the group that this is only a pretend game and that you cannot get an STI by shaking hands with someone].
- Ask the three people who shook hands with X if they have a C on their paper. If they do, that means they used a condom and were protected from getting an STI.
- The ones standing should then read the names of the people they shook hands with (played sex with). Anyone whose name is called will stand up. The people who have a C on their cards will sit down.
- All the new people who stood up will read the names of the people on their cards.
- All of the people who have DON’T SHAKE HANDS on their cards will be able to sit down (THEY ABSTAINED FROM PLAYING SEX AND WERE THEREFORE SAFE FROM STI).
- NOTE: THOSE WHO DIDN’T HAVE A “C” OR “DO NOT SHAKE HANDS” MESSAGE ON THEIR PAPERS MAY STILL BE SITTING. THIS HAPPENS WHEN THE GROUP DOES NOT MOVE AROUND TOO MUCH WHEN SHAKING HANDS. YOU MAY ALSO FIND THAT THOSE WHO WERE TOLD “NOT TO SHAKE HANDS” ON THEIR PAPER ACTUALLY GO AND

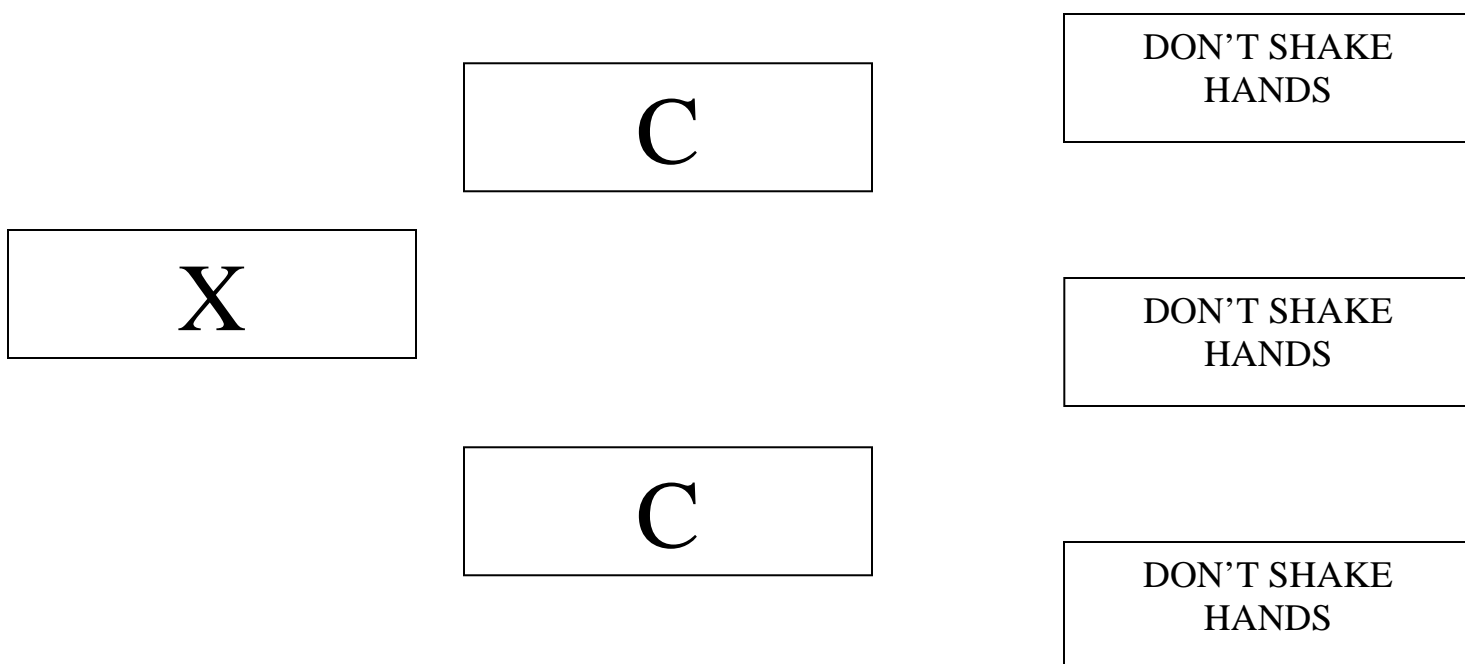
SHAKE HANDS WITH SOMEONE. THIS COULD BE THE RESULT OF PEER PRESSURE.

- This game shows how an STI fast an STI can spread if you play sex with many people without using a condom. It shows that you should keep yourself safe if you decide to play sex by using protection.
- It also shows that if you are playing sex with one partner, you are also playing sex with all of the partners that your partner played sex with.
- Discuss the following:
 - How did person X feel to have an STI?
 - What did the other people feel about X? How did they act towards X when they knew they had shaken hands with X?
 - Why is it hard not to participate in an activity that everyone else is doing?
 - For example, shaking hands with everyone.
 - Person X did not know that he/she was infected with an STI. How would it be possible for all of the people who shook hands with X to know whether they had an STI? (e.g. they could go for a test, they could ask X about who they had played sex with before)

GAME WORKSHEET: TRANSMISSION GAME

Instructions:

- On 1 piece of paper mark an X.
- On 2 pieces of paper mark a C.
- On 3 pieces of paper write “DON’T SHAKE HANDS”.
- On all other pieces of paper write “DO WHAT LEADER SAYS”.



DO WHAT LEADER SAYS	DO WHAT LEADER SAYS	DO WHAT LEADER SAYS	DO WHAT LEADER SAYS
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GAME: HIV QUIZ SHOW

Purpose:

- To test knowledge of HIV/AIDS.

Outcomes:

- Pupils will be able to test each others knowledge of HIV/AIDS.

Material:

- Open space (classroom or field).

Steps:

- Form two teams (TEAM A and TEAM B) and have them sit on opposite sides of the room or field.
- Give each pupil of each team a number (start from 1 and continue until all team pupils have a number). Thus, TEAM A will have team pupil 1, team pupil 2, etc as will TEAM B.
- Have a leader act as the GAME SHOW HOST.
- It is the job of the host to ask the game questions (**see activity worksheet**).
- The host will call team pupils #1 up to the front.
- He will ask them the first quiz question.
- The first person of the pair to answer the question receives a point (have someone keep track of the points won by each team).
- The team with the most points after all the questions have been asked is the winner.

GAME: HIV/AIDS QUIZ SHOW

Instructions: Each question has a true or false answer. The game show host will ask a pupil of TEAM A and a pupil of TEAM B to come to the front. The game show host will then ask one of the questions. The first team pupil to give the correct answer will score a point.

	TRUE	FALSE
HIV is the same thing as AIDS.		*
You can catch HIV from toilets and mosquitoes.		*
You can't get HIV from having sex just once with a person who has HIV.		
The HIV virus destroys the immune system.	*	
A person who looks healthy might have the HIV virus.	*	
It's safe to swim with a person who has HIV.	*	
You can catch HIV from the blood in a mosquito.		*
An HIV infected mother can give the virus to her unborn child.	*	
If you have HIV, maybe you don't look or feel sick.	*	
You can have a test to find out if you have HIV.	*	
If someone has HIV, it's safe to sit next to him or her in class.	*	
A person can test positive for the HIV virus in the window period.	*	
Primary school children can get AIDS.	*	
You should not wear the clothes of someone sick with AIDS.		*
You should avoid shaking hands with someone sick with AIDS.		*
All injections should be done with a clean needle.	*	
You can't get HIV from having sex just once with an infected person.		*
A person can have HIV for 10 years or more before symptoms appear.	*	

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