POINTS TO REMEMBER WHEN GUIDING A CHILD

- That every career is good and children should not overlook any
- Every career has opportunities and challenges
- Careers compliment each other. No career is less important than the other
- They should always look for alternatives. For example if you can't be a doctor, you can be a nurse, a volunteer, or First Aid activists etc
- Children should be encouraged to go for vocational training
- They can change careers at any stage of life
- Anything done well will be rewarded in future and they should always do the best they can in whatever they do
- A career is one of the life choices they must make while growing up
- They should not let anything stand in their way of achieving a certain career

GUIDANCE FOR GOAL SETTING

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 plans
- 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: Exploring Personal Goals

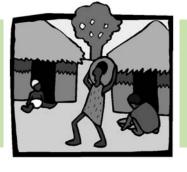
Instructions: Designate a pupil to read each of the following stories. After reading each story have pupils identify the short and long-term goals of the pupils in each story. Discuss how these goals may help the person live a healthy and productive life.



I am Patrick from Kenya and my personal goals in life are to have a small diary 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 have friends I can trust and talk to and to 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.

CHORAL VERSE

"Believe in Yourself!" BY CAROLINE NDERITU

- 1. What is life? A game of football or netball.. As we are cheered on by all? Or days spiced... mmmmh.. Aaaah... kuku choma topped with kachumbari, With friends puffed up with chapatti?
- 2. If life is life what's life? Walking and talking, talkingwalking Cool - majestic walky - talky On many inviting paths Spread forth before our feet?
- 3. Whatever life you choose to choose choose! Whatever life you enjoy -As sure as fish choose their swim-

As the eagle sets to a flight And how high to fly she chooses Be fuelled by a glowing hope-Believe in yourself!

4. Set your destiny Look down not, midway never! Be all that you can be, Not settling for sand When you can harvest the stars; Aspire and inspire Not dreams but hope ... Believe in yourself!

- 5. Believe in yourself, Allow yourself to see Driven in the strength of our bright minds, With the courage of cheerful hearts blending; Whether you choose architecture or adventure, Export, import or transport, Choose life, Believe in yourself!
- 6. Choose life in its prime -What's honourable and true-take! Of low and of no value - break! For the untidy, crazy life - reject! Look up to the stars Holding the promise of a new day, Cheer up with hope -Without wandering,

Believe in yourself!

7. The power to choose you have-Hold it true to yourself ... All begins and ends with you, In the sighs and dreams – stay on course, With friends and family Education and frustration Fish and chips and cheap cheers, Choose life true to yourself What you choose to choose cho-ose!

Believe in yourself!

Editorial Team: Janet Wildish, Mary Gichuru.

HealthDialogue ISSUE NO. 5 HEALTH DIALOGUE IS A NEWSLETTER FOR PRIMARY SCHOOL ACTION FOR BETTER HEALTH

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A Story of Successful Behaviour Changes

changing behaviour to avoid the risk of HIV infection, it is a very difficult thing to achieve and even harder to measure. That was the challenge PSABH had: to show that pupils in the PSABH-trained schools had, because of the programme, changed their behaviours. A team of researchers from Canada, Kenya and from within the MoEST have helped us to gather and interpret information over the last two years.

Firstly, we are grateful to all those who filled in questionnaires and took part in focus group discussions. Without all that information we would never have been able to revise the training to respond to what was really needed.

Secondly, we are excited to be able to tell everyone that the programme has helped young people change in very important ways. A 'target' school is one that received the training programme and a 'control' school is one that is similar to a target school but has not received the training. Research was carried out in both the target and control schools to measure how pupils and teachers in the trained or target schools changed compare to those in the untrained or control schools. Recently, after all the data had been gathered we also provided the same training to the control schools.

In research we talk of 'significant'

Much as people promote the idea of changes, which means that the size of the change is proved through statistical measures of probability to be more than just differences caused by chance. In the target schools we found the following exciting changes among pupils:

Pupil Behaviour and Attitudes

From pre- to post-programme target schools compared to control evidenced significantly:

- Lower sexual initiation (or first sex) among boys and girls
- Fewer boys and girls reporting they had ever played sex.
- More boys reporting avoiding places in order to avoid playing sex.
- More girls reporting condom use at last sex.

From pre- to post-programme target schools compared to control schools evidenced significantly:

- More girls who felt they could say no to sex.
- · More girls who believed that 'no' means 'no'.

Post-programme target compared to control schools evidenced significantly:

- More girls and boys who felt they could have a boy/girlfriend and not play sex.
- More boys and girls who felt they could tell their boy/girlfriend to wait until marriage to play sex.

Focus group discussions with pupils in

walk with me little girl?

I've got plans for you

and for me little girl

promises

GIRL:

my friend

target schools conducted postprogramme indicated a dramatic shift in pupils' ability to describe concrete methods they now use to avoid or refuse sex. The language they used confirms that they 'owned' these new behaviour patterns. This supported the observed statistically significant changes.

Pupil Knowledge

There were no significant differences over time or between target and control schools on pupil knowledge. Contrary to findings from written questionnaires focus group discussions with pupils in target schools revealed considerable accuracy and breadth of knowledge about HIV/AIDS post-programme. This is compared to pre-programme qualitative findings, which suggested inaccurate knowledge founded upon numerous myths and misinformation. Post-programme pupils in target schools were also able to dispel such myths and misinformation by using reasoning and critical thinking skills. There was ample evidence that pupils in target schools understood how best to stay safe from HIV

Pupil Responses to the question: How do you stay safe?

"Abstain until marriage; before marriage get tested; wait 6 months and get tested again; if you are clean you do not need condoms; stay faithful to your husband/wife or use condoms."

PSABH NEWS

In 2003 one of the sponsored themes in the Kenya National Music Festival was HIV and AIDS. Eric Wainaina had written a song called 'Ukimwi Tuvute Chini' for the PSABH programme and this song was selected by the Music Festival organisers to be one of the set pieces in the Festival. On the back page of BOY: this newsletter you will find a poem called 'Believe Will you come for a in Yourself' written by Caroline Nderitu, also for the PSABH programme and selected as a set piece for the 2003 Music Festival. Eric and Caroline were previous winners in the National Music Festival and they are excellent examples of how much you can achieve in your life when you keep your focus and direct your energy towards positive goals.

UKIMWI TUVUTE CHINI

(Words and music by Eric Wainaina)

CHORUS:

Ukimwi tuvute chini (Chini! Chini!) Lazima tulenge juu (Juu! Juu) I will give you gifts, Ukimwi tuvute chini sweet things and (Chini! Chini) Mimi na wewe ndugu

Hugs and kisses and all that you dream of BOY:

Will you come for a How can I prove my love for you little girl? If you won't let me whisper my thoughts in

I have dreams of By getting to know me becoming a doctor (Oh and keeping yourself for

CHORUS:

I don't believe vour Ukimwi tuvute chini

BOY:

But when boys like me get the urge it must be satisfied We can't let the feeling

go to waste, tell me should we be denied?

GIRL:

That I believe my friend separates the men from the boys Having the power of control separates the men from the boys

CHORUS:

Who promise the world You can prove your love Ukimwi tuvute chini (Chini! Chini!) Lazima tulenge juu (Juu! Juu) Ukimwi tuvute chini (Chini! Chini) Mimi na wewe ndugu

walk with me little girl?

me

GIRL: and sweet things that by taking your hands off

turn bitter in the end

yes) A pilot, a colonel or teacher (Oh yes) plans are going to help (Chini! Chini) this little girl (No)

I've been warned before your ear pretty girl about people like you

Messages Teachers Struggle With

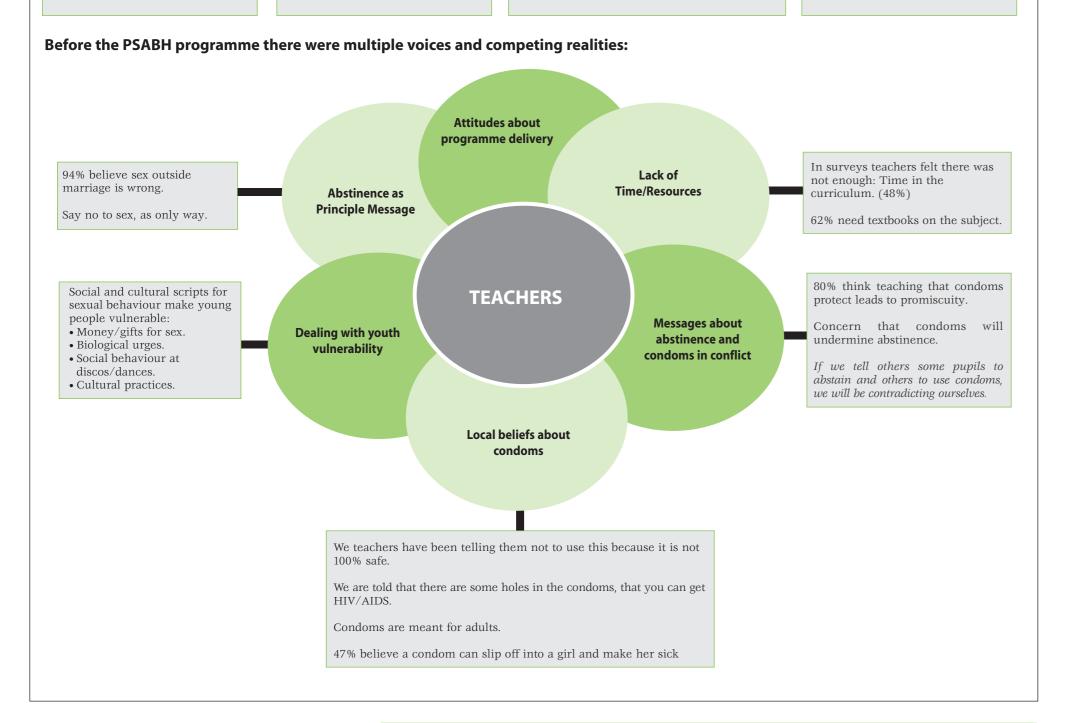
The PSABH programme was able to clarify four key points for teachers:

1) Factually accurate and responsibile education about sex has been proved again and again not to lead to earlier or more promiscuous sexual behaviour among young people.

2) Factual information about prevention methods has to be separated from moral education and the development of the value system that helps you to make moral choices.

3) Many of our young people are sexually active between the ages of 12 and 16, sometimes not from their own choice. They have the right to know how to protect themselves from infection as well as helped and supported in changing their sexual behaviour patterns.

4) Before the PSABH programme started young people told us of all the different things they heard about how to prevent HIV infection. We helped adults think more clearly about what they say.



TALK BACK

PSABH Goes To Rwanda

In 2003 CfBT Kenya was invited by the Ministry of Education in Rwanda to provide their Education Officers with training on implementing HIV/AIDS education in primary schools. The PSABH Project Manager, Mary Gichuru, and one of our lead team members, Joseph Ngure, Senior Inspector of Schools, Rift Valley Province, went to Rwanda twice to help establish a Rwandan training team. The Rwandans were so pleased with the outcomes that they invited them back to train their Zonal Inspectors in how to monitor HIV/AIDS interventions in schools.

Mary and Joseph have had exciting and encouraging experiences. "The Rwandans are very appreciative and made tremendous progress in using the training material in between visits. They have three main language groups: English, French and Kinyarwanda. This can be difficult in mixed groups but the Rwandans help each other all the time and after sessions with translations so that we all move together."

Ask the doctor

Q. What can you do if someone is HIV positive and alone. You can ask your friends to stay with you. Then, they inform you?

to go for counselling and ask their doctor about antiretroviral treatment. Above all, be a good friend to them.

Q. What can I do if the person asking me to have sex is an adult and sometimes even a teacher?

A. Immediately do your best to avoid being with this person increased and thus progression to AIDS will be faster.

choose a responsible person, preferably an adult, who you believe will offer you support. Choose someone who will be A. Do not discriminate against them, shake hands with able to challenge the adult who is trying to have sex with them, hug them, share food and pray together. Advise them you. Tell that adult what is happening and ask for their help.

> Q. When a person is HIV positive and is on ARV's and continues to have sex. Will they die faster?

A. No one can predict how fast he or she will die. But the risk of re-infection with different strains of HIV is highly

DEFINITIONS

CfBT Centre for British Teachers manages the PSABH project. **DFID** Department for International Development funds the PSABH project.

USAID United States Agency for International Development funded the SCAPP project.

- PRISM Primary School Management was a national project funded by DFID
- PSABH Primary School Action for Better Health is the project which has produced this newsletter
- Peer Supporter is a pupil trained by PSABH to support their
- Community Representative is a parent of the school who has attended PSABH training
- PSABH Training Schools are invited by the District Education Officer to send their Headteacher, a senior Teacher and a Community Representative to attend two cycles of training. The first cycle lasts five days and the second last four days and the two cycles are separated by at least one term back at school.

2

Living Values Education

The purpose of living values education is to provide guiding principles and tools for the development of the whole person. It recognizes that the individual is comprised of physical, intellectual, emotional and spiritual dimensions. A strong set of values equips young people to be able to make responsible choices and decisions that will help them throughout their life.

The aims of living values education are: -

• To help individuals think about and reflect values and the practical implications of expressing them in relation to themselves, others, the community and the world at large.

• To deepen understanding, motivation and responsibility with regard to making positive personal and social choices.

- To inspire individuals to choose their own personal, social, moral and spiritual values and be aware of practical methods of developing and deepening them.
- To encourage Educators and care givers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, developments and choices, so that they may integrate themselves into the community with respect, confidence and purpose.

Teaching Living Values

• Living values are designed to motivate students and to involve them in thinking about themselves,

others, the world and values in ways that are relevant

- They are designed to provoke the experience of values within and build inner resources. Students are asked to reflect, imagine, dialogue, communicate, create, write about and play with values.
- Each and every student does care about values and has the capacity to positively create and learn when provided with opportunities.

Incorporating Values Into the Existing Curriculum

This can be done in many subjects at primary school. For example, values can be developed through books and stories that are selected with a heroine or hero who demonstrates positive values.

There are 12 Core Living Values

LOVE

Where there is love, there is a world. Love looks on all with a vision of equality. Love is all giving without any thought of a return; A heart that has love is able to accommodate the whole universe and still has space for more. Selfless love is truly unlimited; It forgets and forgives the weakness And sees only beauty and specialties in everyone.

SIMPLICITY

Simplicity is identifying and being comfortable with

those elaborate circumstances which shape our lives

without worrying or making matters complicated.

It requires facing any complexity with a

plain and simple mind.

Simplicity starts with the self and overflows to

everything else around us.

A life lived in simplicity is a satisfying life

which inspires everyone yet possessed by one..

COOPERATION

It is based on faith, love, trust and understanding.

It is not a bargaining game,

in which one person's success is achieved

at the expense of another's.

Real cooperation takes place

when there are good wishes and pure feelings

for each other.

The highest cooperation is to partake of God's task;

And in return He will cooperate with you forever.

HONESTY

Speak with honesty and you will get a chance to learn. The one who is honest will speak about themselves first, not about others. Others won't get impressed by your words, or even by your face... But by your honesty and truth. To speak that which you think and to do that Which you speak is honesty.

TOLERANCE

Where there is tolerance, You are able to remain quiet and happy inside. One who has tolerance has the power to accept and accommodate all situations. Only when you are content internally can there be tolerance. When you are content, then just like a mother who has love for her child, There is no limit to tolerance.

Peace is the original quality of the self. In its purest form, peace is inner silence. It consists of positive thoughts, pure feelings and good wishes. To have peace you need patience. When you are peaceful, you create an atmosphere of peace. Peace in the world can only be realised when there is peace in the minds of man.

PEACE

HUMILITY

Humility is dedication to the extend that no acknowledgement is sought for the self. Humility allows you to learn. There is great strength in humility. It never holds on to anyone for support. Everyone bows down to those who bow down first. Humility is not subservience but greatness. It is visible when there is love. Have love for humility. It helps you to remain happy.

HAPPINESS

There is happiness when each moment is used in a worthwhile way. Happiness is such a nourishment that it can transform a person, from weak to powerful, it makes difficult things easy heavy things light. To remain happy and share happiness with others is the greatest act of charity. No matter what happens, your happiness should not be lost.

RESPECT

True respect is valuing one's own existence and the existence of others. It is not connected to a person's role, social position, nor his capacities or talents. It is the awareness that everyone has value; Everyone is unique. When there is respect, there is understanding, giving and taking on basis of love. Only when you give respect do you earn the respect of others.

RESPONSIBILITY

The world's a stage and we are all actors. Each actor plays a unique part and He is responsible for his own actions. Responsibility means playing our part accurately no matter what the task may be. Each one of us has a huge part in creating a better world. Just respond to the abilities Within you and become responsible.

FREEDOM

Freedom starts in the mind. Understanding the self is the key to freedom. The more one understands the self, the easier it is to be liberated from waste. Freedom means to be uninfluenced, unaffected and to be at peace with the self. True freedom is to experience the true essence of one's being and that is peace.

UNITY

Unity is harmony within and amongst individuals. It is built from a shared vision for the common good. Unity is appreciating the values of each individual and their unique contributions. When there is the willingness within the self to accommodate others, Unity blossoms. When I take the first step to mend fences, others will also change.