

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.



Patrick

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.

Sarah

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

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... mmmh...
Aaaah... kuku choma topped with kachumbari,
With friends puffed up with chapatti?
2. If life is life what's life?
Walking and talking, talking-walking
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-way
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-
se!
Believe in yourself!

HealthDialogue

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

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A Story of Successful Behaviour Changes

Much as people promote the idea of 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'

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

target schools conducted post-programme 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."

UKIMWI TUVUTE CHINI

(Words and music by Eric Wainaina)

BOY:

Will you come for a walk with me little girl?
I've got plans for you and for me little girl
I will give you gifts, sweet things and promises
Hugs and kisses and all that you dream of
Will you come for a walk with me little girl?

GIRL:

I've been warned before about people like you my friend
Who promise the world and sweet things that turn bitter in the end
I have dreams of becoming a doctor (Oh yes)
A pilot, a colonel or teacher (Oh yes)
I don't believe your plans are going to help this little girl (No)

CHORUS:

Ukimwi tuvute chini (Chini! Chini!)
Lazima tulenge juu (Juu! Juu)
Ukimwi tuvute chini (Chini! Chini)
Mimi na wewe ndugu

BOY:

How can I prove my love for you little girl?
If you won't let me whisper my thoughts in your ear pretty girl

GIRL:

You can prove your love by taking your hands off me
By getting to know me and keeping yourself for me

CHORUS:

Ukimwi tuvute chini (Chini! Chini)

BOY:

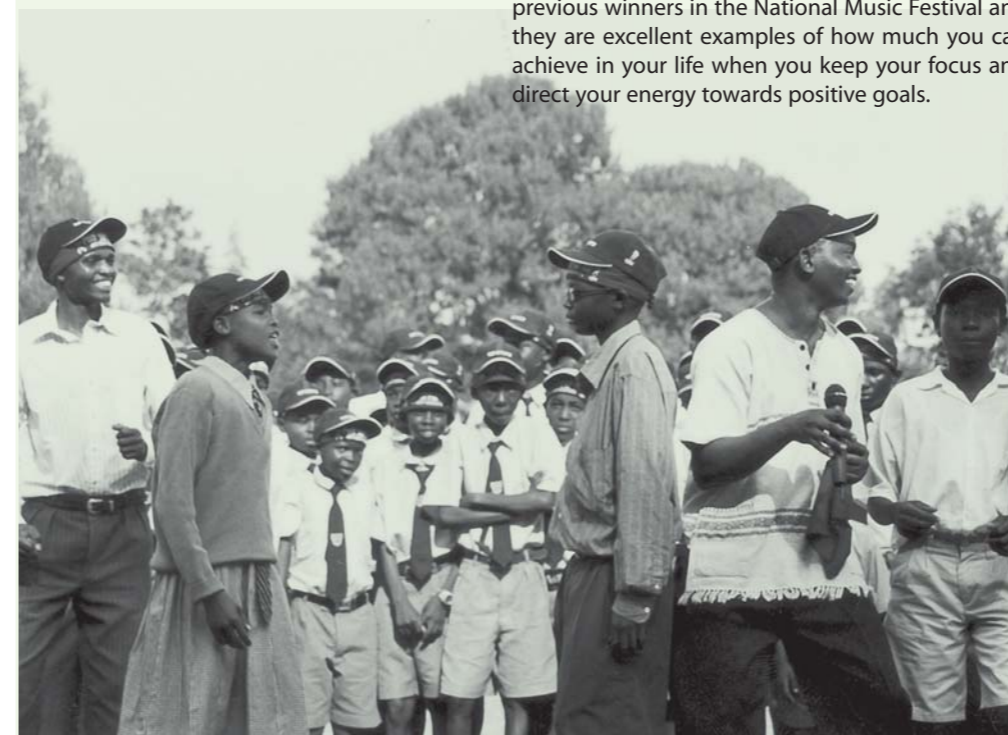
But when boys like me get the urge it must be satisfied
We can't let the feeling go to waste, tell me should we be denied?

GIRL:

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

CHORUS:

Ukimwi tuvute chini (Chini! Chini!)
Lazima tulenge juu (Juu! Juu)
Ukimwi tuvute chini (Chini! Chini)
Mimi na wewe ndugu

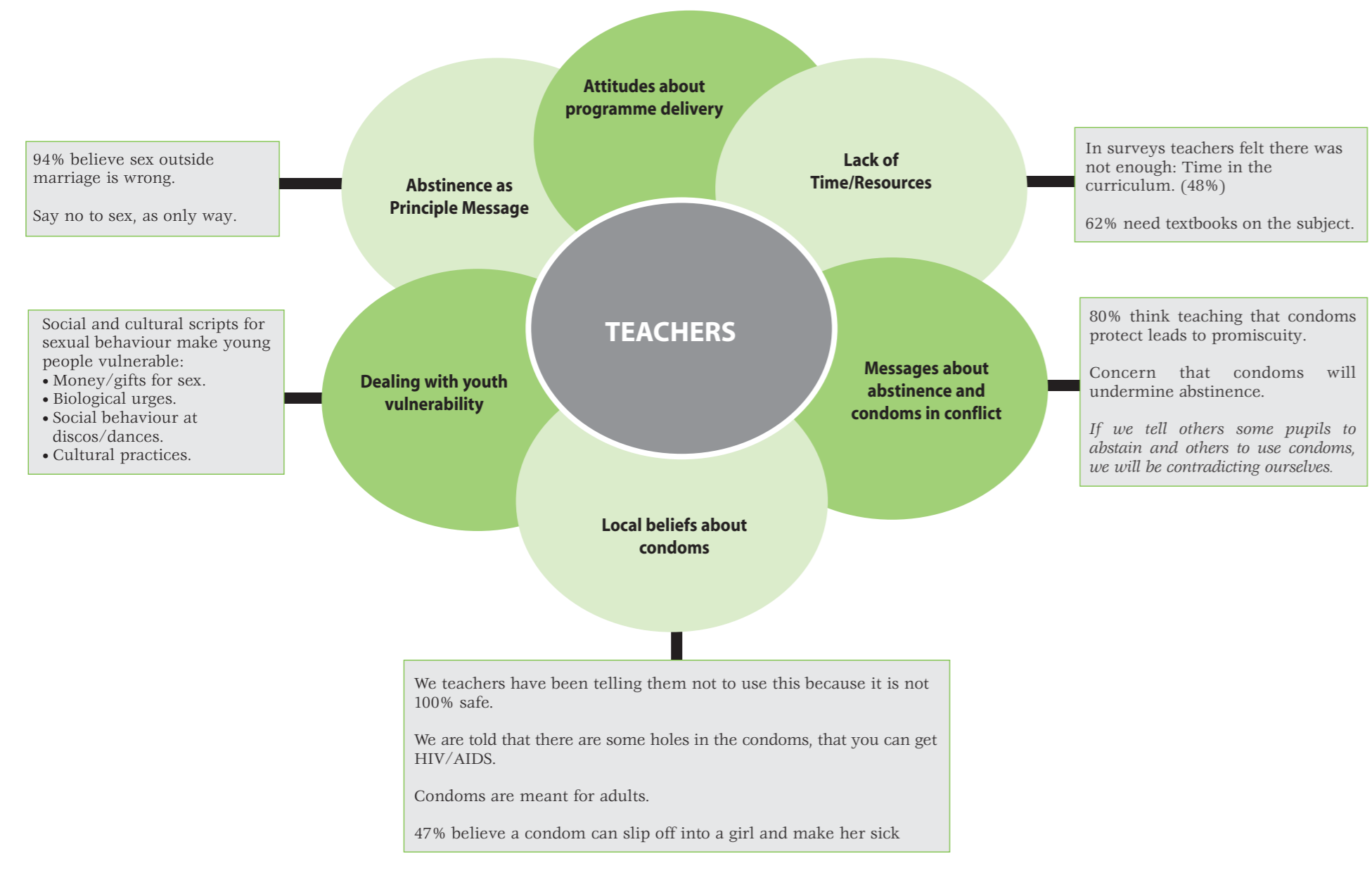


Messages Teachers Struggle With

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

- 1) Factually accurate and responsible 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.

Before the PSABH programme there were multiple voices and competing realities:



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,

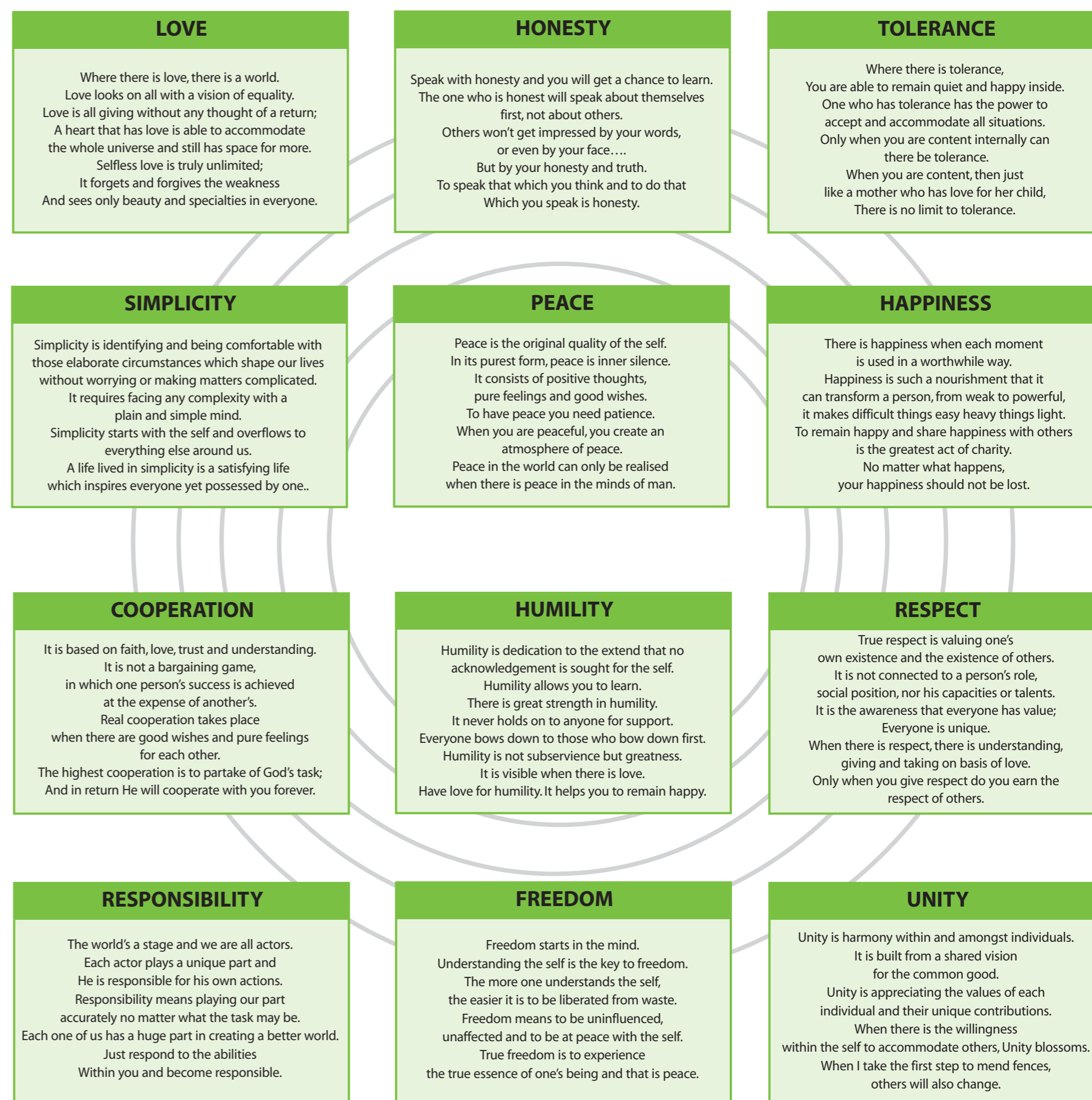
others, the world and values in ways that are relevant.

- 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



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 they inform you?

A. Do not discriminate against them, shake hands with them, hug them, share food and pray together. Advise them to go for counselling and ask their doctor about anti-retroviral 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

alone. You can ask your friends to stay with you. Then, choose a responsible person, preferably an adult, who you believe will offer you support. Choose someone who will be able to challenge the adult who is trying to have sex with 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 increased and thus progression to AIDS will be faster.

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 peers
- 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.