

# PSABH: A BEHAVIOUR CHANGE PROGRAMME

## Objectives of course 'A' Training Programme

The aims of this course are to:

- Train and support trainers, teachers and parents in the implementation of the AIDS Education Syllabus through appropriate methodologies and approaches.
- Provide and encourage appropriate use of relevant teaching and learning resources.
- Prompt inter-sectoral approach in matters of HIV/AIDS and other social issues in institutions of learning.
- Expand the base of informed facilitators.
- Encourage the production and use of appropriate teaching and learning resources.

	TOPICS	TIME	PAGE NO.
	<b>COURSE A</b>		
1.	Evening Session (Expectations/Ground rules)	1 hour	5
2a.	Climate Setting Course A	1 hour	7
2b.	Climate Setting Course B	1 hour	10
3.	Project Overview	2 hours	14
4.	SDP and Action Plans for Health	2 hours	18
5.	Life Skills and Living Values	2 hours	23
6.	TASO Video	1 hour	33
7.	Sexuality and Touch Continuum	2 hours	34
8.	STI, HIV/AIDS/ HIV AIDS Counselling	9 1/2 hours	40
9.	Curriculum Overview	2 1/2 hours	51
10.	Emerging Issues	2 hours	58
11a.	Implementation of HIV/AIDS Education Policy in Schools	2 hours	59
11b.	Community Mobilisation - "Everyone's Child"	2 hours	63
12a.	Implementation of Infused & Integrated Syllabus	2 hours	66
12b.	Community Session - OVC	2 hours	71
13.	Activities For Developing Life Skills	2 hours	74
14.	Co-curricular Activities and Video	2 hours	81
15.	Adolescent Health and Sexuality	2 hours	87
16.	Adolescent Health: Avoiding Risk	2 hours	99
17.	Communication Approaches at School	2 hours	105
18.	Guidance	2 hours	112
19.	Dealing with External and Conflicting Messages through Song and Dance	2 hours	116
20a.	Community Responsiveness	45 Min	119
20b.	School Responsiveness	45 Min	120

Videos to be shown: *Silent Epidemic, Born in Africa, Everyone's Child, Sara Saves a Friend TASO, and Banana.*  
(See timetable Appendix A1 and A2)

# 1. EVENING SESSION

(Total time: 1 hour)

1. Prayers.
2. Formal introductions.
3. Expectations/ fears. Each participant writes his or her fears/expectation on a small piece of paper. These must be summarised by the facilitators on a flipchart for the next morning.
4. Setting ground rules contributions from the whole group and inclusion by consensus.
5. Election of team leaders (*Post up full lists of leaders in a central place in or outside training rooms*).
6. Checking that all participants nametags have numbers and checking the time table.



## Proposed Group Leader Positions

- Captain overall
- Welfare overall
- Class secretaries (per class)
- Dormitory captain (male/female)
- Time keeper (per class)
- Daily rapporteurs (per class, per day)
- Spiritual leaders (per class)
- Newscasters (per class)



## CONTENT AND PROCESS

STAGE	CONTENT	PROCESS	TIME	FACILITATOR
One	Prayer	Facilitator welcomes everybody to the workshop and requests one of the participants to pray.	3 mins	
Two	Introduction	Participants are introduced in groups. Facilitators are introduced as well.	7 mins	
Three	Expectations and fears	a) Facilitator hands out 2 pieces of paper to each participant and asks participants to write down their expectations of the course. Papers with expectations are collected. b) Facilitator asks participants to write down their fears of the course. Papers with fears are collected. c) Facilitator summarises the expectations and fears for display the next day.	10 mins	
Four	Course norms/ground rules	Facilitator guides participants to come up with minimal but effective/practical ground rules. e.g: Punctuality should be observed all the time.	15 mins	



## CONTENT AND PROCESS Cont.

STAGE	CONTENT	PROCESS	TIME	FACILITATOR
Five	Election of leaders	<p>Facilitator leads participants to elect:</p> <ul style="list-style-type: none"> <li>(a) Group captain</li> <li>(b) Welfare officer</li> <li>(c) Spiritual leader</li> </ul> <p>In case of double classes, the following leaders are elected the next day:</p> <ul style="list-style-type: none"> <li>(a) Class secretaries</li> <li>(b) Rapporteurs for all the days</li> <li>(c) Class spiritual leaders</li> <li>(d) Time-keepers</li> </ul>	15 mins	
Six	Welcoming remarks	<p>Facilitator hands over to the Course organiser who:</p> <ul style="list-style-type: none"> <li>(a) Introduces and welcomes Institutional head or representative to give welcoming remarks.</li> <li>(b) Gives his/her remarks about the workshop.</li> </ul>	10 mins	

## 2A. CLIMATE SETTING

(Total time: 1 hour)

### Training Materials *(Pre-prep)*

#### Handouts:

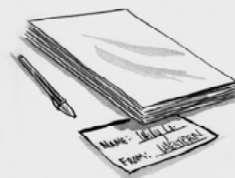
- Characteristics of small animals/insects

#### Materials:

- Quarter of A4 paper per participant
- Drawings of small animals
- Pins

#### Other

- Workshop Timetable
- Workshop objectives
- Charts one experience and challenges



### Session Objectives *(5 min)*

- To prepare the participants for the programmes activities
- To enable the participants know and familiarize themselves with each other
- To appreciate and integrate human behaviour with nature



## CONTENT AND PROCESS

STAGE	CONTENT	PROCESS	TIME	FACILITATOR	
ONE	Objectives	<ul style="list-style-type: none"><li>• Facilitator reads through the session objectives displayed on flip chart</li></ul>	2 min	1	
TWO	Ice Breaking	<ul style="list-style-type: none"><li>• Facilitator issue participants with papers to write names of insect preferred from the following selection (Bee, Safari Ant, Spider, Butterfly)</li><li>• Facilitators will display large drawings/pictures of the insects in different parts of the room</li><li>• Participants pin the paper on their Lapel and move to their insect groups</li></ul>	3 min	2	
THREE	List characteristics	<ul style="list-style-type: none"><li>• In their insects groups participants discuss and list reasons for their choice e.g. Bee – Busy Safari Ant – Organized Termite – Division of Labour Spider – Protective Butterfly – Beautiful (Use checklist attached)</li><li>• Facilitator gets feedbacks from groups using the format below</li></ul>	40 min		
		Name of insect			Characteristics
FOUR	Characteristics in relation to Positive Behaviour	<ul style="list-style-type: none"><li>• Facilitator enhances discussion on the characteristics of the insects in relation to Positive Behaviour Change and Peer Support (Use questions below) (i) How does the insect protect itself?</li></ul>			





STAGE	CONTENT	PROCESS	TIME	FACILITATOR
	Change and Peter Support	(ii) What shows that the insects support each other? (iii) What could be the danger if they do not support each other?		
FIVE	Experience and Challenges	<ul style="list-style-type: none"> <li>Facilitator reads through the experiences and challenges demystifying and clarifying them to meet reality</li> <li>Participants are asked to own the norms recorded by the group</li> </ul>	10 min	
SIX	Workshop objectives/ Timetables	<ul style="list-style-type: none"> <li>Using flip chart, facilitator reads through Workshop Objectives and Timetable</li> </ul>	5 min	1



### Summary of Expectations and Fears (20 Min)

Go through the expectations and fears with the participants. (eg. that HIV tests will be conducted). The facilitator should demystify the fears and correct those expectations that reflect passing responsibility to others. (eg. the government should, . . . ). The facilitator should harmonise the expectations with the objectives of the workshop.

## Climate setting checklist

	INSECT	CHARACTERISTICS	POSITIVE BEHAVIOUR THAT WE CAN EMULATE
1.	<b>Safari Ant</b> 	<ul style="list-style-type: none"> <li>Organised company</li> <li>Organised movement</li> <li>Lives in colonies</li> <li>Shared responsibility in groups</li> </ul>	<ul style="list-style-type: none"> <li>Take and accept roles and responsibility at home and at school</li> <li>Respond to commands at school and home</li> <li>Always move purposefully</li> <li>Living and working in groups</li> </ul>
2.	<b>Spider</b> 	<ul style="list-style-type: none"> <li>Protective</li> <li>Creative in the design of the web</li> <li>Alert / sensitive / reactive</li> <li>Responsive to danger</li> <li>Non provocative</li> </ul>	<ul style="list-style-type: none"> <li>Avoid risk</li> <li>Protect each other from risky irresponsible sexual behaviour</li> <li>Adopt activities that reduce risk of engaging in early sex</li> <li>Be vigilant to pressure to engage in sex</li> <li>Be able to say NO to risky behaviour</li> </ul>
3.	<b>Bee</b> 	<ul style="list-style-type: none"> <li>Social</li> <li>Hard working</li> <li>Fierce if provoked</li> <li>Assertive</li> <li>Busy</li> <li>Avoids contamination</li> <li>Always returns to the hive</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy social activities</li> <li>We should always work hard on every assignment</li> <li>We should be protective of our selves and our image</li> <li>Be assertive to say no to sex</li> <li>Always keep busy because "Idle mind is the devil's workshop"</li> <li>Respect yourself</li> <li>Be disciplined and always avoid over-spending</li> </ul>
4.	<b>Butterfly</b> 	<ul style="list-style-type: none"> <li>Beautiful</li> <li>Harmless</li> <li>Flies away when interfered with</li> <li>Grows through complete metamorphosis</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate beauty</li> <li>Appreciate others and treat them with respect</li> <li>Run away from danger</li> <li>Children should wait until they are adult before having sex</li> </ul>

### Note:

Using nature to discuss human behaviour helps to not only let us appreciate our environment but it breaks inhibitions to discuss human behaviour related to sexuality more easily.

## 2B. CLIMATE SETTING

(Total time: 1 hours)

### For Teachers

#### Training Materials *(Pre- prep)*

##### Handouts:

- Characteristics of big animals

##### Materials:

- 1/4 A4 sized cards for all participants
- Drawing of big animals - Giraffe, elephants, lion, buffalo, rhino
- Charts of expectations and fears
- Workshop timetables
- Workshop objectives

#### Session Objectives *(2 min)*

- To prepare the participants for the programmes activities
- To enable the participants know and familiarize themselves with each other
- To appreciate and integrate human behaviour with nature



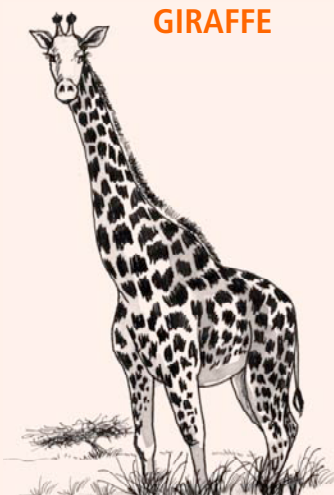
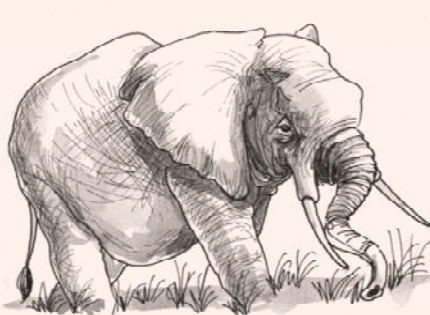
### CONTENT AND PROCESS

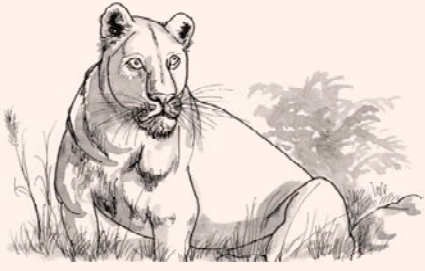


STAGE	CONTENT	PROCESS	TIME	FACILITATOR				
ONE	Objectives	<ul style="list-style-type: none"><li>• Facilitator reads through the session objectives displayed on flip chart.</li></ul>	2 min					
TWO	Ice Breaking	<ul style="list-style-type: none"><li>• Facilitator gives out to the participants 1/4 A4 manila card and pins to write names of big animals preferred from the following select:<ul style="list-style-type: none"><li>• Giraffe</li><li>• Elephant</li><li>• Lion</li><li>• Buffalo</li><li>• Rhino</li></ul></li><li>• Facilitator will display large drawings/pictures of the animals in different parts of the room.</li><li>• Participants pin the paper on their lapel and move to their animal groups.</li></ul>	3 min					
THREE	List Characteristics	<ul style="list-style-type: none"><li>• In their animal groups, participants discuss and list reasons for their choice e.g. Giraffe – elegant Elephant – sharp memory Buffalo – protective</li><li>• Facilitator gets feed back from groups using the format below.</li></ul> <table><tr><th>NAME OF ANIMAL</th><th>CHARACTERISTICS</th></tr><tr><td></td><td></td></tr></table>	NAME OF ANIMAL	CHARACTERISTICS			40 min	
NAME OF ANIMAL	CHARACTERISTICS							

STAGE	CONTENT	PROCESS	TIME	FACILITATOR
FOUR	Characteristics in relation to positive behaviour change and peer support	<ul style="list-style-type: none"> <li>Facilitator enhances discussion on the characteristics of the animals in relation to positive behaviour change and peer support.</li> </ul> <p><b>Use Questions Below:</b></p> <ul style="list-style-type: none"> <li>How does the animal protect itself?</li> <li>What shows that the animals support each other?</li> <li>What could be the danger if they do not support each other?</li> </ul>	30 min 10 min 5 min	
FIVE	Fears and expectations	<ul style="list-style-type: none"> <li>Facilitator reads through the expectations and fears demystifying and clarifying them to meet reality.</li> <li>Participants are asked to own the norms recorded by the group.</li> </ul>		
SIX	Workshop Objectives and Time Table	Using flip chart, facilitator reads through the workshop objectives and timetable		



## Climate Setting

	ANIMAL	CHARACTERISTICS	RELATIONSHIP TO BEHAVIOUR CHANGE
1.	<b>GIRAFFE</b> 	<ul style="list-style-type: none"> <li>• Tall</li> <li>• Focused</li> <li>• Selective</li> <li>• Visionary</li> <li>• Beautiful</li> <li>• Graceful</li> <li>• Humble</li> </ul>	<ul style="list-style-type: none"> <li>• See beyond the limits</li> <li>• Focus on set goals for achievements</li> <li>• Make informed decisions</li> <li>• Need for a vision/a dream, a goal; know what you want to be</li> <li>• Be admirable in terms of character and behaviour</li> <li>• Retain/sustain your beauty. Do not misuse your gifts</li> <li>• Humility allows learning to take place.</li> </ul>
2.	<b>ELEPHANT</b> 	<ul style="list-style-type: none"> <li>• Huge</li> <li>• Strong</li> <li>• Fearful/fierce</li> <li>• Valuable</li> <li>• Lives in established territories/moves in herds</li> <li>• Takes care of the young</li> <li>• Protective</li> <li>• Sensitive</li> <li>• Keen</li> <li>• Good memory/ keep on track</li> <li>• Supportive/peer</li> </ul>	<ul style="list-style-type: none"> <li>• Be strong in character.</li> <li>• Be determined to live a HIV free life.</li> <li>• When one knows their rights, they cannot be swayed.</li> <li>• Everyone has a potential that can be useful/ valuable to the community</li> <li>• Teamwork/peer support is important in life</li> <li>• Avoid danger</li> <li>• Take care of the youth and protect them from danger</li> <li>• Be sensitive to risky situations</li> <li>• Be aware of dangers around you</li> <li>• Remember the advice given or information gained to use in all situations.</li> </ul>

	ANIMAL	CHARACTERISTICS	RELATIONSHIP TO BEHAVIOUR CHANGE
3.	<b>LION</b> 	<ul style="list-style-type: none"> <li>• Fierce when provoked</li> <li>• Moves in a family set up</li> <li>• Female hunts for food while the male protects the young</li> <li>• Protective</li> <li>• Feeds on fresh flesh – not left overs</li> <li>• Strong and fast</li> <li>• Focused</li> <li>• “King of the Jungle”</li> <li>• Confident</li> <li>• Strong</li> <li>• Hardworking</li> </ul>	<ul style="list-style-type: none"> <li>• Be assertive and stand for your rights</li> <li>• You need to care for your family</li> <li>• Responsibilities should be shared</li> <li>• Protect yourself and your virginity</li> <li>• Be selective in life and keep healthy</li> <li>• Be strong willed and quick to achieve goals</li> <li>• Be focused so as to achieve goals</li> <li>• Be a star in whatever you do. Be a hero</li> <li>• Be confident in life.</li> <li>• One needs to be strong willed and assertive</li> <li>• Hard work leads to the achievement of goals</li> </ul>
4.	<b>BUFFALO</b> 	<ul style="list-style-type: none"> <li>• Strong</li> <li>• Hardworking</li> <li>• Fierce and protective when provoked</li> <li>• Has initiative (sprays urine on enemy when they cannot reach them)</li> <li>• Has high sense of smell</li> </ul>	<ul style="list-style-type: none"> <li>• One needs to be strong willed and assertive</li> <li>• Hard work leads to the achievement of goals</li> <li>• Be assertive and protect your family and peers</li> <li>• One has to have own initiative to be able to tackle situations</li> <li>• Be alert and sensitive to dangerous issues</li> </ul>
5.	<b>RHINO</b> 	<ul style="list-style-type: none"> <li>• Fierce/aggressive when provoked</li> <li>• Sensitive</li> <li>• Lone ranger</li> <li>• Has value</li> <li>• Harmless if NOT provoked</li> </ul>	<ul style="list-style-type: none"> <li>• Be assertive</li> <li>• Be sensitive to danger</li> <li>• Be independent – avoid peer pressure</li> <li>• Everyone has good potential, which can be exploited</li> <li>• Do not look for problems</li> <li>• Do not provoke others</li> <li>• Be peaceful and humble</li> <li>• Do not be in conflict with yourself</li> </ul>

### 3. PROJECT OVERVIEW (Total time: 2 hours)

#### Training Materials *(Pre- prep)*

##### Flipcharts on:

- Behaviour change as a process
- Key features of PSABH
- Features of a responsive school

#### Session Objectives *(5 min)*

At the end of the session the participants should be able to:

- Describe the main features of PSABH
- Internalise the behaviour change process
- Identify key features of a responsive school.



#### CONTENT AND PROCESS

CONTENT	PROCESS	TIME																																										
Introduction	<p>Remind participants of PRISM programme. Ask what they gained from PRISM (e.g. skills, materials). The objective of PRISM was to strengthen school management skills. The target group was the Headteachers, Education Officers and some Deputy Headteachers.</p> <p><b>Health programmes</b> CfBT has managed three health programmes in schools.</p> <table> <tr> <td>Bondo</td><td>247 schools</td><td>PSABH I</td></tr> <tr> <td>Nakuru</td><td>100 schools</td><td>SCAPP</td></tr> <tr> <td>Nyanza</td><td>1,250 schools</td><td>PSABH II 2001 - 2003</td></tr> </table> <p><b>Rift Valley sites</b></p> <table> <tr> <td>Kericho</td><td>65 schools</td><td>PSABH II &amp; III 2003 - 2004</td></tr> <tr> <td>Nakuru</td><td>69 schools</td><td>PSABH III</td></tr> <tr> <td>Uasin Gishu</td><td>34 schools</td><td>PSABH II &amp; III</td></tr> <tr> <td>Eldoret</td><td>45 schools</td><td>PSABH II</td></tr> <tr> <td>Kitale Municipality</td><td>25 schools</td><td>PSABH III</td></tr> <tr> <td>Trans Nzoia</td><td>25 schools</td><td>PSABH III</td></tr> </table> <p><b>Eastern Province</b></p> <table> <tr> <td>Kitui District</td><td>50 schools</td><td>PSABH III</td></tr> </table> <p><b>Central Province</b></p> <table> <tr> <td>Thika District and Municipality</td><td>50 schools</td><td>PSABH III</td></tr> <tr> <td></td><td>5000 Schools</td><td>PSABH IV 2004 - 2005</td></tr> <tr> <td></td><td>8000 Schools</td><td>PSABH V 2006 - 2008</td></tr> <tr> <td></td><td>2000 Schools</td><td>Refresher</td></tr> </table> <p>The objective of PSABH is to bring about positive behaviour change to reduce the risk of HIV transmission in Standards 6,7 and 8 pupils.'</p>	Bondo	247 schools	PSABH I	Nakuru	100 schools	SCAPP	Nyanza	1,250 schools	PSABH II 2001 - 2003	Kericho	65 schools	PSABH II & III 2003 - 2004	Nakuru	69 schools	PSABH III	Uasin Gishu	34 schools	PSABH II & III	Eldoret	45 schools	PSABH II	Kitale Municipality	25 schools	PSABH III	Trans Nzoia	25 schools	PSABH III	Kitui District	50 schools	PSABH III	Thika District and Municipality	50 schools	PSABH III		5000 Schools	PSABH IV 2004 - 2005		8000 Schools	PSABH V 2006 - 2008		2000 Schools	Refresher	15 mins
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#### Behaviour Change Process *(40 min)*

Question: How do we change behaviour?

#### Personal Activity *(15 min)*

We will start by looking at our own experiences of behaviour change. *(Lead participants through the activity step by step, allowing them to write down their responses. At the end take the stages one by one and elicit responses to build picture of typical or common responses).*

## Instructions to Participants

- Write down a pattern of behaviour or a bad habit that you personally have tried to change in the past and have either succeeded or failed to change in the long term. (e.g. to stop smoking, to drink less, to get fit, to save money etc).
- Write down all the reasons why you thought this was a good change to make. (e.g. to make you healthier, to be able to pay all your children's school fees etc)
- Write down how you tried to change this pattern of behaviour. (e.g. started walking to work, took less money out with you etc)
- Write down the three main things that helped you to sustain (*kudumisha*) the change in behaviour or that made it more difficult (*kuteleza*).



## Seek Responses Step by Step and Summarise (Responses: 25 min)

Reasons for change - often health, concern for family, awareness of well being. It is not difficult to know WHY something is bad for you. i.e., Knowledge is not the problem. Strategies getting up early, sharing plans, saying 'No', making choices. Had to change patterns, took actual effort.

What helped to sustain the change? (*kudumisha*) - recognition, strong image of the benefits. Support from others and rewards for success are central to change.

What hindered change? (*kuteleza*) - old habits, other people's expectations. Often the most difficult aspect of change is the threat to established friendships and challenge of making new ones.

Summarise responses in a table, using the responses of participants

REASONS FOR CHANGE	STRATEGIES FOR CHANGE	SUSTAINING FACTORS	HINDRANCE
<ul style="list-style-type: none"> <li>• Marital problems</li> <li>• Health reasons</li> <li>• Waste of resources</li> <li>• Lack of support from family</li> <li>• Unproductiveness at my place of work</li> </ul>	<ul style="list-style-type: none"> <li>• Withdraw from the wrong group</li> <li>• Sharing plans with spouse</li> <li>• Identify viable projects for investment</li> <li>• Changed to taking tea</li> <li>• Stopped going to discos</li> <li>• Allowing my spouse to accompany me on trips</li> </ul>	<ul style="list-style-type: none"> <li>• Success on my projects</li> <li>• Joined Christian union</li> <li>• Respect for my body</li> <li>• Self-discipline</li> <li>• Support from my family members</li> </ul>	<ul style="list-style-type: none"> <li>• Other people's expectations.</li> <li>• Old friends' influence.</li> <li>• Weak will.</li> </ul>

Prepare flipcharts to reinforce the main 5 points of each stage

REASONS FOR CHANGE	STRATEGIES FOR CHANGE	THINGS THAT HELP US TO CHANGE	THINGS THAT HINDER OUR EFFORTS TO CHANGE
<ul style="list-style-type: none"> <li>• Concern for health</li> <li>• Well-being of family</li> <li>• Improved quality of life</li> <li>• Self-development</li> <li>• Success at work</li> </ul>	<ul style="list-style-type: none"> <li>• Give up old friends</li> <li>• Ask for help</li> <li>• Take less money out with you</li> <li>• Take up a new leisure activity</li> <li>• Avoid old places</li> </ul>	<ul style="list-style-type: none"> <li>• Support from family and friends</li> <li>• Celebrating success</li> <li>• Recognising progress</li> <li>• New friends</li> <li>• Clear goal</li> </ul>	<ul style="list-style-type: none"> <li>• Old friends' influence</li> <li>• Other people's expectations</li> <li>• Backsliding</li> <li>• Too high goals</li> <li>• Loneliness</li> </ul>

## Messages for Behaviour Change to Reduce HIV Transmission (25 mins)

(Teach using flipcharts. Prompt participants to describe the current sexual behaviour that needs each message)

We have discussed a range of behaviours, but what is the main behaviour that represents the highest risk of HIV transmission? (Answer: By far, the most cases of HIV infection come from unprotected sex with someone who is infected.)

There are some common messages used in HIV/AIDS education. Let's look at the behaviours that relate to each message.

Current Behaviour Pattern		Desired New Behaviour
Virgin	<b>A</b>	Abstain - delay onset of sex
Married	<b>B</b>	Be faithful to your partner
Having sex with multiple partners	<b>C</b>	Use a condom correctly and consistently
Having unprotected sex / Having an STI	<b>D</b>	Treat STIs with drugs (full dosage)
Having unprotected sex / Having an STI	<b>E</b>	Early and effective Treatment of STIs

Give examples of where these messages can be plugged in and how they are value-laden. To reduce the transmission of HIV, we must recognise the existing behaviour pattern to know which message is appropriate - i.e. we need to know the entering behaviour. We cannot select the behaviour change messages to give based only on age because some very young pupils are already sexually active, and may even be infected.

We have seen that behaviour change is a complex process. We use a theoretical model (behaviour change ladder) to reflect the process of change.

#### • Unawareness

This is not very low now in relation to HIV, but often people have an inaccurate perception of their personal risk.

#### • Awareness of a problem

People tend to have general awareness of HIV/AIDS but have not internalised it. Negative consequences still accompany HIV positive status.

#### • New knowledge/skills

Knowledge can be given and skills practiced in a school setting.



#### • Motivation to act

Motivation does not come from knowledge alone. It can come from role models, peer encouragement, inspiration from new skills or the belief in living values etc.

#### • Trial and re-trial

We can provide the chance to try out new skills in co-curricular activities, such as role play or performance.

#### • Success

We need to reward or recognise small steps in progress towards success.

#### • Sustained change

This often needs peer support and broader adult/community endorsement.



### Project Features (15 min)

How do we expect to achieve this behaviour change through the education sector?

#### Whole School Approach

Through all that takes place in a school e.g.:

- Extra-curricular - Assembly, Parents' Events, Headteacher support groups (HTSG), Self-help groups (SHG) etc
- Curriculum – Science, Religious Education etc
- Co-curricular – Drama, Music, Dance, Games Sports and clubs

### Existing Structures and resources

- AIDS Education syllabus
- KIE books 'Let's Talk About AIDS' series
- Trainers from health and education sectors
- Kenya Primary Education curriculum
- KESSEP (Kenya Education Sector Support Programme)

### Two-Cycle Training Programme

- For Headteacher, Resource Teacher and Community Representative – all from the same school
- Two additional Teachers for all target schools

### Features of a Responsive school (15 min)

If we are effective, we expect the following outcomes in the targeted schools:

- Teaching plans showing behaviour change messages (schemes of work, lesson plans)
- Action Plans for Health included in the School Development Plan (SDP)
- Staff involvement (team approach to teaching AIDS education)
- Parent involvement (discussions during open days, performances)
- Behaviour change messages and activities throughout school life
- Programme features
  - Active school health club
  - Functional question box
  - Book box usage
  - Peer support activities
  - Current information corner



### Summary (5 min)

Today's pupils are tomorrow's adults. The knowledge they gain now and the attitudes they form will affect them throughout their life. So, give them factual knowledge and build a foundation on which they can make sensible and safe decisions in the future.





## 4. SDP AND ACTION PLANS FOR HEALTH

(Total time: 2 hours)

### Training Materials *(Pre-prep)*

#### Handouts:

- SDP and Action Planning
- Sample: School Action Plan for Better Health

#### Flipcharts on:

- SDP cycle from PRISM Module 1 Pg 6
- Checklist on Pg 40 of Module 1, separated according to the activities
- Blank format for School Action Plan for Better Health
- Generate Fig. 1.1 on Pg 6 of PRISM Module 1
- PRISM Module 1, Pg 1-6

### Session Objectives *(5 min)*

At the end of the session the participants should be able to:

- Appreciate and use the concepts of an SDP and draw up a School Action Plan for Better Health
- Confidently monitor and mentor the school and community implementation process.



## CONTENT AND PROCESS

### Discussion *(10 min)*

Drawing on PRISM experience.

- What is SDP in full? - discuss for a consensus
- What is School Development Planning?

### Activity *(30 min)*

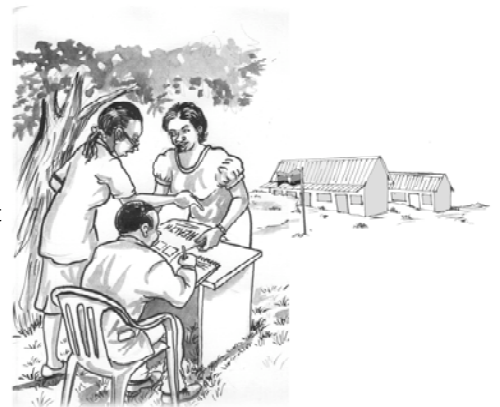
Organise the class into three groups and assign each group a different question to address (15 min group discussion)

Group 1: Why should one have a plan?

Group 2: Who should be involved in planning?

Group 3: What should a plan contain?

(Feedback: 5 min per group = 15 min)



### Discussion *(10 min)* **SDP Cycle**

Discussion using Pg 1-6, PRISM Module 1

Revise how an SDP is prepared.

- SDP cycle
- Review
- Priorities
- Sequence over three years
- Action Plans
- Implementation and monitoring
- Evaluation and reporting

### Action Planning *(15 min)*

Explain the sample action plan for health at the school level.







## 1. SDP and Action Planning

### The SDP

SDP means School Development Plan. The knowledge skills and competence to prepare a SDP require individuals to think strategically, plan ahead, consult widely and prepare plans that are feasible. It should be implementable and acceptable within the parameters of both the school and the wider community. SDP should have priorities arranged in order of importance. The Head Teacher, in consultation with stakeholders, should decide on the criteria to determine the level of importance of the priorities by considering the urgency and cost of each need and have clear targets and tasks for each priority.

### What is SDP

The SDP is a line of action designed by a school to achieve desired targets within a given time scale using available resources.

### Overall Principles Guiding the SDP

The following questions are very important when formulating the SDP:

- Where are we now?
- Where do we want to be?
- How do we reach there? (changes needed)
- How do I know the change has been successful?

### Purpose of the SDP

The SDP mission, aim and motto help the Head Teacher, school committee and community to have a comprehensive and coordinated approach to managing the school, hence helping the team to focus on common goals.

The following stakeholders should be involved in developing the plan:

- School Management Committee(SMC)
- District Education Board/Municipal Education Committee or City Education Department
- Parents
- Various interest groups i.e. chiefs, church leaders, teachers, pupils etc.

### Marketing the Plan

Ensure that involvement, ownership and support are solicited from all stakeholders and is maintained. The involvement of all members is the solution. You should be able to:

- Explain to the stakeholders how the target would improve the pupils' performance
- How the activities in the plan will be sustained
- How evaluation and report will be done
- How review and refining will be done.

### How to Mobilize Community Support

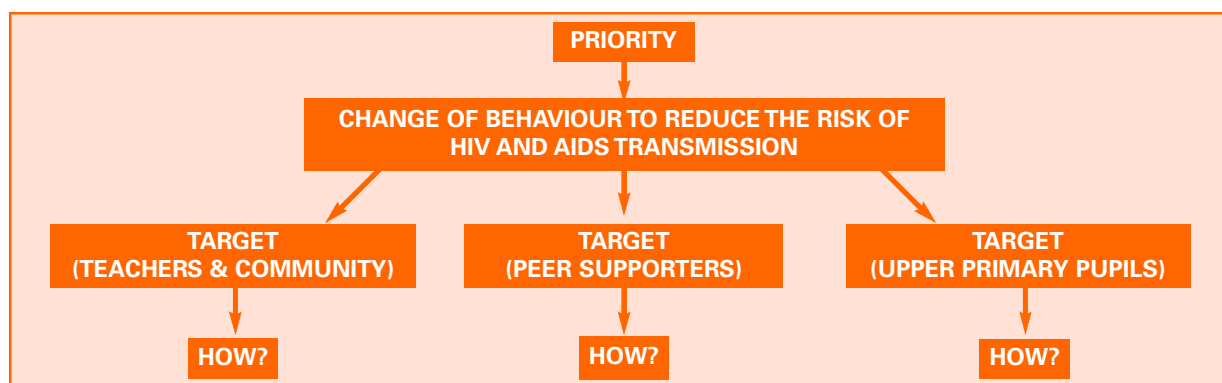
To gain ownership and sustain commitment during the implementation period, the Headteacher, with the support of education officers and health workers, will be expected to Mobilize support from teachers, pupils, school committee and the community to:

- Be accessible to give and receive advice
- Participate in joint meetings to discuss progress and constraints
- Access expenditure on finances set aside for intended changes.



### Monitoring and Evaluation

Monitoring is a continuous process, which is built into the implementation of the SDP in order to identify constraints and devise strategies to overcome them (successful monitoring and evaluation should be able to note changes in practice).



TASKS	TASKS	TASKS
<ul style="list-style-type: none"> <li>• Acquire knowledge and skills on HIV/AIDS</li> <li>• Form training teams</li> <li>• Train and disseminate information on HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire knowledge and skills on HIV/AIDS</li> <li>• Pass information to other pupils, parents, etc</li> <li>• Plan their activities</li> <li>• Plan, monitor and evaluate competitions</li> <li>• Arrange for competitions and follow-ups</li> <li>• Plan the timetable of yearly events</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire knowledge and skills on HIV/AIDS</li> <li>• Take part in various activities e.g. music, drama, poems, and rhymes competitions</li> <li>• Establish features of a responsive school</li> <li>• Counsel and support one another</li> </ul>

### Priorities – Action Plans

Once the SDP has been agreed upon and the first priority identified, the head, staff, community and pupils prepare the action plan, which is obtained as a result of a whole school review e.g. school information, number of pupils by gender and age, enrollment, number of streams, retention and drop out rates and other key features.

Priorities are arrived at, through discussions with the stakeholders. The action plan should include the following:

- What should be developed - set targets according to priorities
- Tasks to be done and by whom
- The time scale with a clear activity for each step
- The cost
- Source of funding
- Staff development needs and priorities
- The indicators of success (success criteria)
- Timetable of yearly events.

Having designed an effective action plan, you should be able to:

- Assign responsibility
- Collect evidence by observing the tasks in progress
- Note changes in practice as a result of the plan
- Write a brief report on whether targets are being met and identify hindrances
- Assess implication for future development.

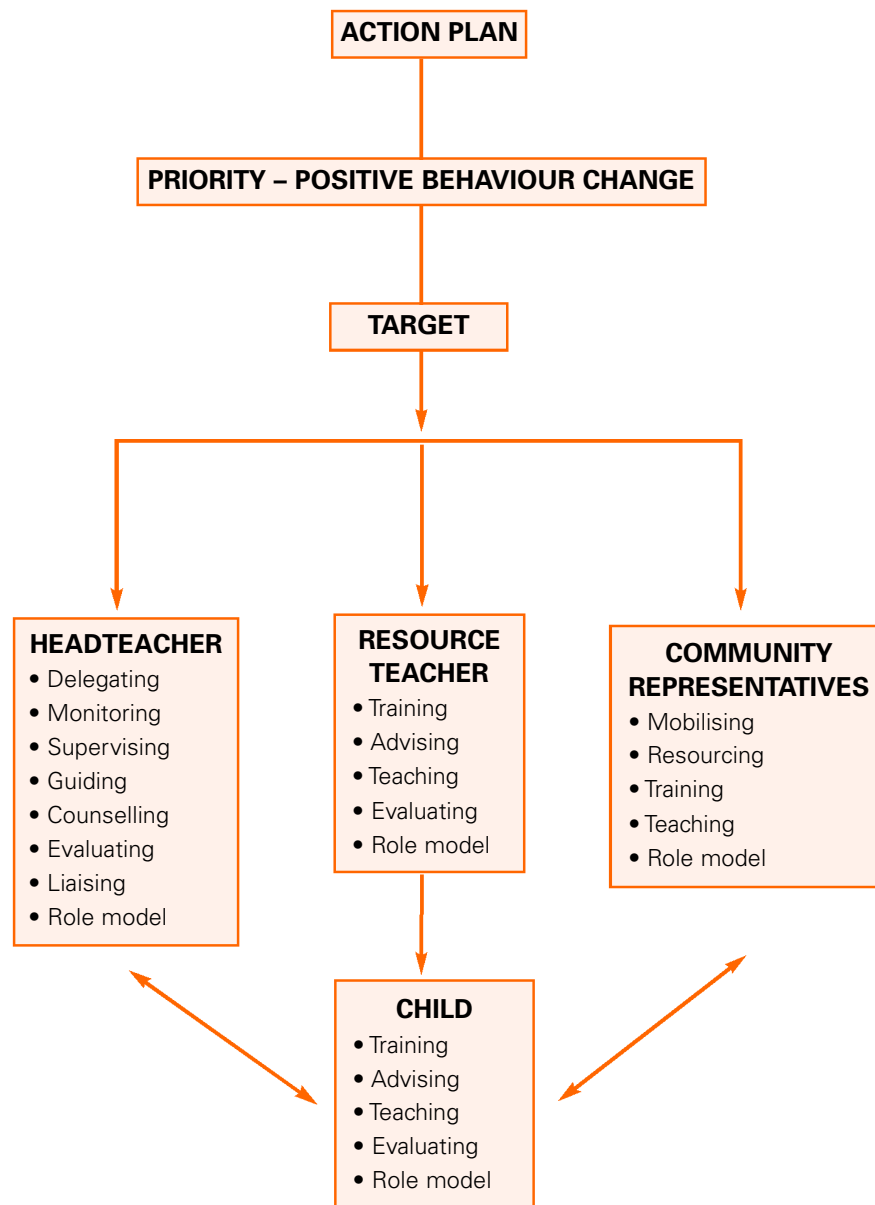
### Assignment

Draw an action plan for better health for teachers. Indicate level, key-leaders, target audience, objectives, time/date resources, internal and external support, outcome and, monitoring and evaluation date. Under priority hence target tasks in themes under action plan and present it during plenary.

**Assignment**

Draw a School Action Plan for Better Health (See the sample given below)

**Figure 1.** School Action Plan for Better Health



## 5. LIFE SKILLS AND LIVING VALUES

(Total time: 2 hours)

### Training Materials *(Pre-prep)*

#### Handouts:

- Life Skills and Living Values

#### Flipcharts on:

- Three categories of Life Skills
- Values web on freedom
- Core values

#### Video:

- 'Sara Saves a Friend', Unicef (*duration 17 min*)

#### Book reference:

- Facilitators' handbook pg 61

**Note to facilitator:** Refer to handout for detail in content

### Session Objectives *(5 min)*

At the end of the session the participants should be able to:

- Appreciate the importance of life skills and living values in the development of young people
- Establish strategies at school and community to monitor and mentor the inclusion of life skills and living values in the school and its environment.



## CONTENT AND PROCESS

### Life Skills *(20 min)*

Brainstorm with the participants on what 'life skills' are.

Cite examples of life skills and list them on the flipchart.

**Note for the facilitator:** You must correct ambiguous contributions

Categorize the life skills into three groups i.e.

- Knowing and living with oneself
- Living with others
- Making effective decisions

**Note for the facilitator:** Give examples of each category from your display

Emphasise the benefits of life skills as they relate to HIV transmission and prevention and put them on the flipchart e.g.

- Translate knowledge, attitudes and values into actual abilities
- Behave in healthy ways
- Give desire, scope and opportunity to behave in healthy ways
- Motivate and enable one to behave positively and prevent health problems

### Living Values *(20 min)*

Brainstorm with the participants on what 'Living Values' are.

**Note for the facilitator:** You must guide and correct ambiguities

Cite examples of living values and list them on the flipchart.

Go through the 12 Core Living Values on the flipcharts (*See handout in page 27-28*) Freedom, Peace, Love, Respect, Responsibility, Honesty, Humility, Happiness, Simplicity, Tolerance, Cooperation, Unity etc).

Display what each value stands for on the charts.

Emphasise the benefits of the living values as they relate to behaviour formation and put them on the flipchart. (See the examples below).

- Enable one to make socially conscious choices
- Are the treasures of life
- Bring happiness
- Bring self respect and dignity
- Increase independence and freedom
- Expand capacity to be self-sufficient
- Liberate one from external influences
- Offer protection
- Bring empowerment
- Open heart and human nature so that life is filled with compassion and humility

### Values Web (15 min)

Emphasise the benefits of living values and relate them to HIV and AIDS messages in the curriculum. Use the values web (on freedom) on the flipchart or handout.

### Example: Freedom

**Q:** What is freedom?

**A:** Empowerment to take responsibility.

Note that there is no freedom without responsibility. In the curriculum, freedom can be developed in Art and artistic impressions such as colour and mood. Freedom is a basic human right. Living peacefully with others. Children need to know that good healthy habits harmonise living with others peacefully.

### Freedom in subjects such as:

**Science:** Living things growing and the need to provide an environment for healthy growing can be infused in science topics.

**GHC:** Explain the effects of war as they relate to the spread of HIV/AIDS and what and where children can have correct values instilled in them. The values include: love, humanity, happiness and unity. Such values control sexual exploitation and hence lead to decrease in the spread of HIV.

The web provides for other areas in the curriculum to be briefly discussed or mentioned.

*Finally: Values cannot be developed out of context. They should be infused and integrated in the teaching and learning environment.*

### Video Show and Discussion

'Sara Saves a Friend' (55 min)

**Note for the facilitator:** Put participants in groups before they watch the video. Give the participants the following task to do as they watch the video. (Video runs for 17 min)



### What skills and values are evident in the video? (Discussion: 15 min)

SKILLS	WHERE IN THE VIDEO	VALUES	WHERE IN THE VIDEO

**Discussion** (10 min)

Discuss the importance of developing strong living values and life skills and why there is adult resistance to developing some of these skills and values in young people. (For example: Assertive young people challenge adult authority; Strong self-esteem is feared to lead to conceit and arrogance etc.).

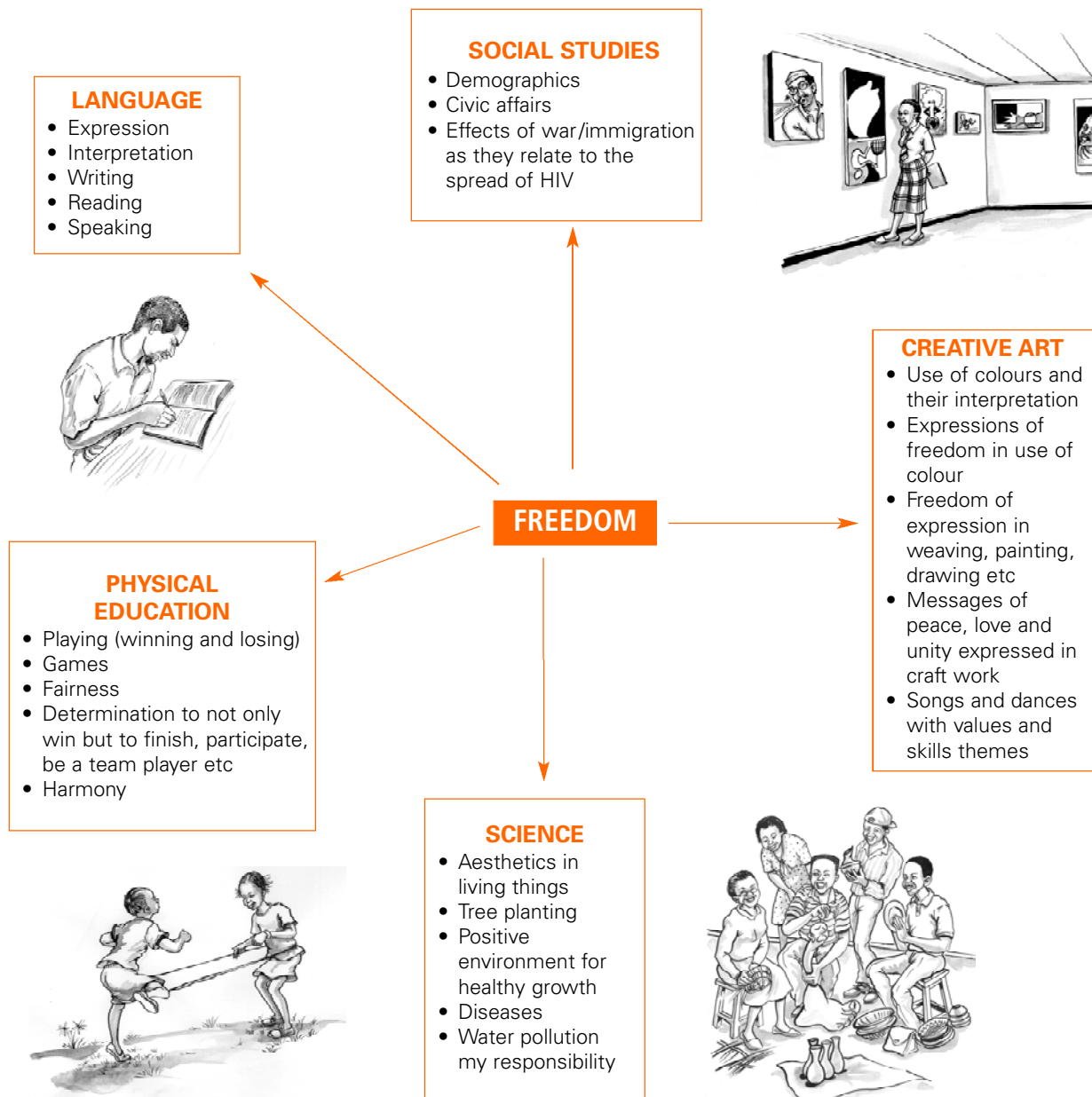
**Discussion** (10 min)

How can these life skills and living values be promoted in a school setting?

**Summary** (3 min)

What is the relationship between living values and life skills and reducing the risk of HIV/AIDS transmission?

Figure 2. Values Web on Freedom



## 1. Life Skill and Living Values

### Purpose of Life Skills Education

Life skills enable individuals to translate knowledge, attitudes and values into actual abilities i.e. what to do and how to do it.

**Psycho** - Those skills deal mainly with mental function and processes. These are the problem solving skills, which are carried out in the mind.

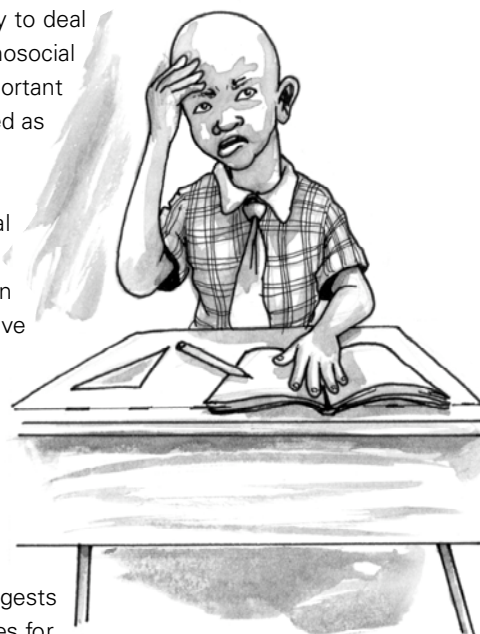
**Social** - Those skills dealing with one's interaction with environmental and culture. They are the interpersonal skills culture.

### Life Skills for Psychosocial Competence

Psychosocial competence is a person's ability to deal with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well being and to demonstrate this in adaptive and positive behaviour while interacting with others, his/her culture and environment.

Psychosocial competence has an important role to play in the promotion of health in its broadest sense and in terms of physical, mental and social well being. In particular, where health problems are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution. This is especially important for health promotion at a time when behaviour is more and more implicated as the source of health problems.

The most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In school-based programmes for children and adolescents, this can be done by teaching life skills in a supportive learning environment.



### Defining Life Skills

Life skills are abilities for adaptive and positive behaviour, which enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well being of children and adolescents.

### Problem Solving Skills

These skills can be looked at as a process in which a challenge, demand or problem has to be solved. This process enables an individual to deal constructively with a problem in life.

**Critical Thinking:** This means an attempt to understand what really constitutes the problem. It also means analysing the problem and what may have caused it to emerge.

**Creative Thinking:** Once the problem is understood and analysed, as to its cause and its components, the next step is creative thinking. This involves looking for solutions. One may come up with various options.

**Decision Making:** This involves weighing each option. It goes back to critical thinking around each option. In weighing the options, it is necessary to look at each possibility in the light of:

- Options foregone/discarded
- Possible combinations of options
- Outcomes of foregoing/discarding options
- Outcomes of chosen options
- Positive or negative outcomes of the chosen options

*Decision-making then means taking the best option out of all the possible options.*

Although these skills seem like internal mental functions - which indeed, they are - it is possible for one who has a problem to solve to ask for advice from those who have had more experience and are trusted. When a decision has been arrived at, one should be able to steadfastly hold onto it and be committed to it.

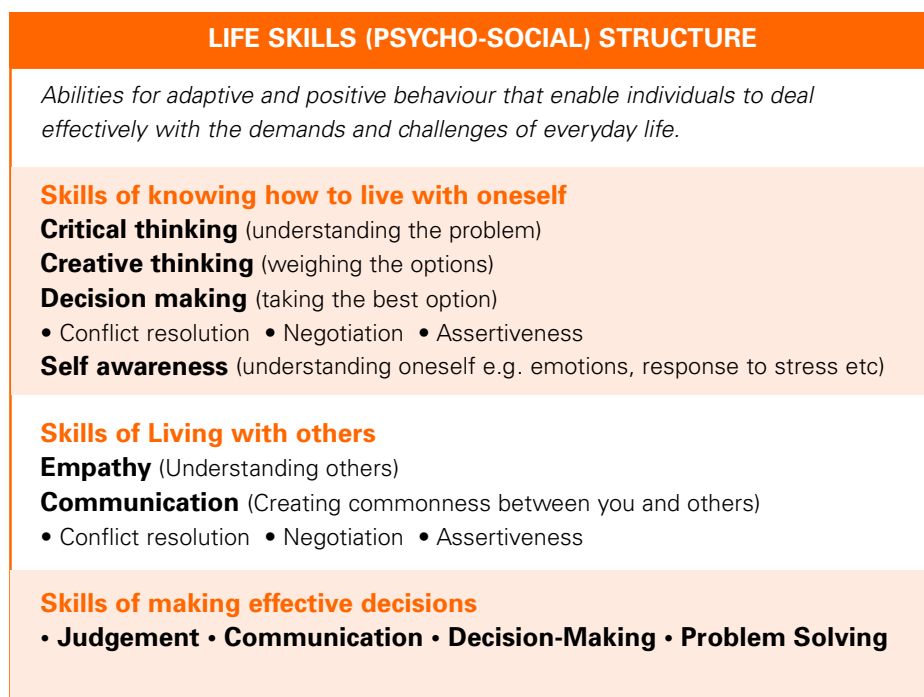
This ability to unwaveringly commit oneself to a decision is referred to as Assertiveness. Without having gone through the process of critical thinking, creative thinking and decision-making, assertiveness may not be possible. The process helps one to argue out his/her case where pressure has been exerted on his/her behaviour and/or values. Ability to argue out one's case is called Negotiation Skills.

Negotiation skills are important in conflict resolutions. These conflicts may be internally or externally created. Such internal conflicts come from desire or pressure on an act, which seem to have more than one option. The question of should I or should I not? This process helps in overcoming stress and emotions.

Although the psychosocial life skills are mental functions and processes which cannot be separated into specific definable compartment within an individual's mind, for the purpose of training, it is important to look at each one of them as a separate segment. The process may also be laid down in a series of steps as a display on paper. This must be viewed only as a pedagogical exercise since as mental functions, one cannot, for example, decide to carry out only creative thinking while critical thinking is put aside until later.

For this academic exercise, therefore, it is possible to divide the life skills into two main areas namely:

- **Psycho** - those dealing mainly with mental function and processes. These are the problem solving skills, which are carried out in the mind
  - **Social** - those dealing with ones interaction with environmental and culture. They are the interpersonal skills
- We can illustrate this as shown below:



## Interpersonal Relationship Skills

These skills help us to relate positively with people with whom we interact:

**Self-awareness:** This includes recognition of ourselves, character, strengths, weaknesses, desires, emotions, capabilities etc. It helps us not only to overcome stress but also to decide on what is best for us.

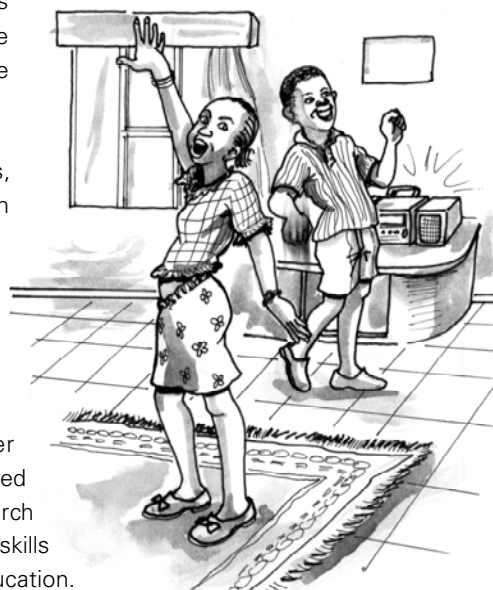
**Empathy:** This is the ability to imagine what life is for others even in situations which we have not experienced. Empathy helps us to understand others who are different from ourselves. It enhances our capacity in social interactions.



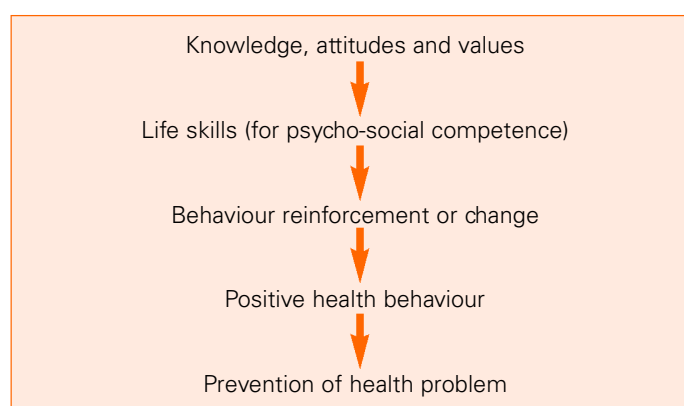
**Effective communication:** This is the ability to express ourselves and to exchange ideas. One expresses his/her personal ideas. These must be an outcome of our self awareness. Also, unless we have empathy, such ideas could be egoistic and hurtful to others.

From the above we see that in problem-solving, assertiveness, negotiation and conflict resolution are internal processes within Interpersonal relationships. They are expressed to other people and are, therefore, external.

Teaching life skills as generic skills in relation to everyday life could form the foundation of life skills education for the promotion of mental well-being and healthy interaction and behaviour. More problem specific skills, such as assertively dealing with peer pressures to use drugs, to have pre-marital sex, or to become involved in vandalism, could be built on this foundation. There are research indications that teaching skills in this way, as part of broad-based life skills programmes, is an effective approach for primary prevention education. (Errecart et al 1991; Perry and Kelder, 1992; Caplan et al, 1992).



The model below shows the place of life skills as a link between motivating factors of knowledge, attitudes and values, and positive health behaviour; and in this way contributing to the primary prevention of health problems such as HIV and AIDS.



Life skills enable individuals to translate knowledge, attitudes and values into actual abilities i.e. “What to do and how to do it”. Life skills are abilities that enable individuals to behave in healthy ways, give the desire to do so and give the scope and opportunity to do so. They are not a panacea; “how to do” abilities are not the only factor that affect behaviour. If the model above were placed within a larger, more comprehensive framework, there would be many factors that relate to the motivation and ability to behave in positive ways to prevent health problems, social support, cultural and environment factors.

These factors include such things as effective acquisition and application of life skills. They can influence the way we feel about ourselves and others. Equally, they will influence the way we are perceived by others. Life skills contribute to our perceptions of self-effectiveness, our self-confidence and self-esteem. Life skills, therefore, play an important role in the promotion of our mental well-being. They contribute to our motivation to look after ourselves and others, and the prevention of mental disorders, and health and behaviour problems.

### Living Values And Education Programme (UNICEF)

Living values and Educational Programme was born when 20 educators from around the world gathered at UNICEF Headquarters in New York City in August, 1996, to discuss the needs of children, their experiences of working with values and how educators can integrate values to better and prepare students for lifelong learning. The Living Values “Educators Kit” was prepared and piloted in February 1997. Since then, Living Values has been gaining momentum.

### What Kind of Programme is Living Values?

It is a values education programme, which offers a variety of experiential values activities and practical methodologies to teachers and facilitators to enable children and young adults to explore and develop key personal and social values.

- |               |                  |
|---------------|------------------|
| • Cooperation | • Peace          |
| • Freedom     | • Respect        |
| • Happiness   | • Responsibility |
| • Honesty     | • Simplicity     |
| • Tolerance   | • Humility       |
| • Unity       | • Love           |

*Living Values Education Programme (LVEP)* also contains special modules for parents, caregivers and refugees. The Refugees' module is specifically for children affected by war. LVEP is already in use at over 800 sites in 62 countries. Pilot results in schools indicate that students are responsive to the values activities and become interested in discussing and applying the values. Teachers report not only a decrease in aggressive behaviour but also note that students are more motivated and exhibit an increase in positive and cooperative personal and social skills.

### The Purpose of Living Values Education

It is to provide guiding principles and tools for development of the whole person recognising that the individual comprises physical, intellectual, emotional and spiritual dimensions.

The aims 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.

### The Call of Values

The values call is echoing throughout every land, as educators, parents, community and more and more children are increasingly concerned about and are affected by violence, growing social problems, the lack of respect for each other and the world around them, and the lack of social cohesion.

Education has a fundamental role to play in personal and social development. Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained. It is one of the principal means available to foster a deeper and a more harmonious form of human development and thereby to reduce poverty, ignorance, oppression and war. The programme of "Living Values" has been produced in response to the call of values.

### Need for Values

- Values bring happiness in life
- Values are the treasure of life, making humans wealthy and rich
- A life filled with values is a life of self-respect and dignity
- Values bring independence and freedom
- They expand the capacity to be self-sufficient
- They liberate one from external influences
- They offer protection and those who get it are able to share with others
- Values bring empowerment and remove weaknesses and defects
- They open the heart and transform human nature so that life is filled with compassion and humility
- Students also thrive in a value-based atmosphere in a positive, safe environment of mutual respect and care. Where students are regarded as capable of learning to make socially conscious choices.

Value activities can be utilised by teachers and parents. Students learn by example and are most receptive when the information and learning points are congruent with the behaviours of the person sharing.

### Values Activities

In the values activities for children, reflective and visualisation activities teach students to access their own creativity and inner gifts:

*Communication activities* teach students to implement peaceful social skills.

*Artistic activities* - songs and dance inspire students to express themselves while experiencing the value of focus.

*Game-like activities* are thought provoking and fun. The discussion time that follows these activities helps students to explore effects of different attitudes and behaviours. Other activities stimulate awareness of personal and social responsibility and social justice. The development of self-esteem and tolerance continues throughout the exercises.

### Teaching 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 student does care about values and has the capacity to positively create and learn when provided with opportunities.

### Incorporating Values Into Existing Curriculum

This can be done in subjects at primary school. Values can be developed through books and stories that are selected with a heroine or a hero demonstrating the value of focus. A variety of methods and modalities can be used to enable students to explore each value in several ways. For example students can be asked to:

- Reflect on the effects of each positive and the consequences when the value is not there
- Experience values through visualisation, play and songs etc
- Express their values artistically.

Values will touch the core of the individual, perhaps inspiring positive change, which can contribute to world transformation. The world will automatically become a better place when each individual becomes a better person. As we develop values within the self, we share the fragrance of those values with the world around us and in this way move forward to a better world.



## The 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.

### 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.

### 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 is possessed by one.

### PEACE

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.

### 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; and 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.

**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.

**HUMILITY**

Humility is dedication to the extent 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.

**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  
 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.