



Table of Contents

LIFE SKILLS EDUCATION FOR ORPHANS AND VULNERABLE CHILDREN AGED 10-24YRS

Adapted from Family Health International. 2007. Life Skills Education Toolkit for Orphans and Vulnerable Children in India. India.

OVERALL LEARNING OBJECTIVES FOR ADOLESCENTS p3

MODULE 1: GETTING STARTED p4

Activity 1: Making Playground Rules

MODULE 2: KNOWING MYSELF p5

Activity 1: River of Life

MODULE 3: COMMUNICATION p6

Activity 1: Act to Meet

Activity 2: Listening

Activity 3: More Listening Skills

Activity 4: Mixed Messages

MODULE 4: RELATIONSHIPS/CONFLICT RESOLUTION p11

Activity 1: Different Perspectives

Activity 2: Conflict Ladder

Activity 3: Responses to Conflict

MODULE 5: DECISION MAKING p18

Activity 1: Testing the Waters

Activity 2: Choosing Behavior

Activity 3: Three Cs (Challenges, Choices, and Consequences) in Decision Making

Activity 4: Making Ripples

Activity 5: Problems and Solutions

Activity 6: Open Door Closed Door

MODULE 6: COPING WITH EMOTIONS p26

Activity 1: A Drop in the Bucket

Activity 2: Blow Up the Balloon



Activity 3: Managing Sadness

Activity 4: A Book of Me

MODULE 7: SUBSTANCE ABUSE p32

Activity 1: Your Choice of Drugs

Activity 2: Advertisements Do Not Lie

Activity 3: To Smoke or Not

Activity 4: Alcohol Abuse

Activity 5: Making It All Work

MODULE 8: REACHING MY GOALS p40

Activity 1: I Wish, I Hope

Activity 2: My Needs Ladder

Activity 3: Goals I Can Reach

Activity 4: How Do I Set My Goals

Activity 5: A Mantra for Trying

MODULE 9: MONITORING AND EVALUATION FOR PEER EDUCATORS p48

Activity 1: Understanding Monitoring and Evaluation

ANNEX: MATERIALS TO COPY p50

Tool 1: Participant Attendance List

Tool 2: Life Skills Pre/Post Test Survey

Tool 3: Life Skills Pre/Post Test Survey Answer Key



OVERALL LEARNING OBJECTIVES FOR ADOLESCENTS

Attitudes/Beliefs/Values

Adolescents will demonstrate:

- Commitment to setting ethical, moral, and behavioral standards for oneself.
- Positive self-image by defining positive personal qualities and accepting positively the bodily changes that occur during puberty.
- Confidence to change unhealthy habits.
- Willingness to take responsibility for behavior.
- An understanding of their own values and standards.
- Concern for social issues and their relevance to social, cultural, familial, and personal ideas.

Skills

Adolescents will be able to:

- Actively seek out information and services related to sexuality, health services, or substance use that are relevant to their health and well-being.
- Build a personal value system independent of their peers.
- Use critical thinking skills to analyze complex situations that require decisions from a variety of alternatives.
- Use problem solving skills to identify a range of decisions and their consequences in relation to health issues that are experienced by young persons.

MODULE 1: GETTING STARTED

ACTIVITY 1: Making *Playground* Rules

TIME: 20 min

LEARNING OBJECTIVES:

By the end of this activity, students will be able to:

1. Make rules for the workshop sessions.

PREPARATION/MATERIALS NEEDED: Chart paper, Markers, Cello Tape, Notebook Paper.

PROCEDURE:

1. Introduce the activity by saying that we want to make our training area a happy and safe one for everyone. Just as there are rules for driving or playing a game, we can also set rules for everyone here to follow. Encourage the students to formulate the rules.

2. The list may look something like the following sample. If, however, it does not resemble this list, then the facilitator should suggest or add some of the rules and explain why.

- Only one child speaks at a time.
- Everyone gets a chance to speak.
- Come on time.
- Everyone should participate and not only some.
- Everyone should listen to the other person's views.
- Do not make fun of another.
- Do not pass on secrets outside the training session.
- Everyone should respect everyone else.
- Treat everyone else equally.
- Do not say bad words.
- Do not hit anyone.
- Never ask others about their HIV status.

3. The facilitator tells the students that some rules are non-negotiable. These include confidentiality. Mention that it is okay to say you know someone without mentioning her/his name while sharing that person's behavior or opinion.

4. Discuss with the students what should be done if any of the ground rules are broken. Fewer rules will be broken if the children buy into the ground rules and accept the rules as their internal values.

5. Write the rules on chart paper. If the children can write, encourage them to write in their own handwriting. Display the rules in every session and encourage the students to refer to them when necessary.

MODULE 2: KNOWING MYSELF

ACTIVITY 1: River of Life

TIME: 60 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Discuss the ups and downs in their lives.
2. Identify their hopes for the future.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Magazines, Glue, and Scissors.

PROCEDURE:

1. Give each child a chart paper or blank paper and instruct them to fold it in half.
2. In the top half, the child should write: "This is (name of child) now". Give the children magazines to cut pictures or symbols from to illustrate anything that describes them now. It could be their physical characteristics, or a special talent they have, or what they like.
3. In the bottom half, the child should write: "This is (name of child) when I grow up".
4. Ask the children to cut pictures from magazines and paste it with all the things they would like to be and what they think would be important in the future.
5. Pair children and ask them to share their pictures with one another.
6. Ask the following discussion questions:
 - What did you feel when you analyzed your life with another child? Was it helpful? Why or not?
 - Did your friends have life lines different from yours?
 - Were the life lines of girls/boys different? In what ways were they different and why?
 - Do you think the events you have mentioned are likely to happen in the future?
 - What do you need to know if you want them to happen in the future?



MODULE 3: COMMUNICATION

ACTIVITY 1: Act to Meet

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Listen attentively.
2. Understand that we communicate both verbally and non-verbally.
3. Understand that our verbal and non-verbal behavior need to convey the same message.

PREPARATION/MATERIALS NEEDED: Word Cards, Flipchart Paper, Markers.

PROCEDURE:

1. Prepare three to five word cards and distribute it to the group for acting. They could include words such as shy, flying, crying, angry, and swimming. The children should not read the words until they are told to do so.
2. When the children hear “start” they must read the card and not show it to anyone. Then each person acts out the word they have read.
3. While acting, they have to find a person who is acting the same word or in a similar way to go and join them.
4. When all have found their group, they are to share their cards and discuss the accuracy of their acting.
5. If anyone is left out, help him or her to find a group.
6. Ask the following discussion questions:
 - Were you surprised to find out that there are different ways in which the same word can be acted out?
 - Were some people’s expressions difficult to understand? Why?
 - What risk do children face when their body language creates confusion in understanding?

ACTIVITY 2: Listening

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Listen attentively.
2. Understand that we communicate both verbally and non-verbally.



3. Understand that our verbal and non-verbal behavior need to convey the same message.

PREPARATION/MATERIALS NEEDED: Word Cards, Flipchart Paper, Markers.

PROCEDURE:

1. Initiate a discussion about how that during communication, one person talks and another person listens. If the person does not listen to you, then what we say and talk about has no meaning. Sometimes we do not listen to our friends and other people; sometimes they do not listen to us. In either situation, there will be a problem in communication and understanding.

2. Ask the children how they would know if someone is not listening to them. List the points:

- Looks away
- Interrupts
- Looks at the watch
- Gets up to do something and returns
- Gives advise
- Talks to someone else
- Answers the phone
- Begins to do some work
- Does not stop doing work
- Says that s/he will be back in a minute and does not return
- Looks bored

3. Divide the children into two groups. They must stand facing each other. Pair off the two who face each other. One child in the pair must talk about whatever the two of them care about or enjoy between themselves, such as their family, a favorite movie they saw or a picnic they shared. Give them a minute to talk.

4. The facilitator asks for a volunteer to show by example what is meant by not being able to communicate.

5. The volunteer child begins to speak about a visit to the market. The facilitator constantly interrupts by:

-Saying something else (talk about the weather)

Or

-Saying that the same thing happened to him or her (When I go to the market this happens to me too).

Or



-Giving instant advice (very common) without waiting to listen to the child.

Some more examples are given below:

Play 1: Interrupting by Saying Something Unrelated

Child: Yesterday, we went to Commercial Avenue where there were many different games. We went on the giant wheel and ate a lot of nice things....

Facilitator: I brought my food with me; I do not want to eat outside.

Child: ...we had pink colored ice cream...

Facilitator: It is hot today but I did not bring my sunglasses.

Play 2: Interrupting to Talk About Oneself

Child: I was very sick yesterday; my head was aching...

Facilitator: You say you were sick! My stomach was aching so much I wanted to lie down. And yet I came!

Child: I did not know whether I had slept at night...

Facilitator: I cannot sleep when I am sick. Last night I had such a problem...

Play 3: Advice and More Advice

Child: I am worried about my friends. They were out last night. I hope nothing went wrong.

Facilitator: How many times have I told you not to go with them? They must have done something bad last night.

Child: They reached the shelter late, and it was closed.

Facilitator: I told the people at the shelter to keep the doors open late but who listens to me?

6. The pairs take turns one by one. When his/her turn comes, the child in the pair will speak for less than a minute. The other child in the pair will pretend to be a bad listener, showing only one bad listening style. The child who is speaking must not stop. When the time is up, the next pair comes and one of the children speaks. Complete all the pairs. Do this quickly.

7. Do a role reversal. The children who acted as speakers last time are listeners now and vice versa. Once again a child speaks and the other listens, but the difference is that this time the other child shows he is listening. Continue the activity until everyone has had a chance.

8. Ask the following discussion questions:

-Does this happen in real life?

-If a child does not listen well to another person, can s/he get into a risky situation?

-On an issue of importance, if a trusted adult is not listening because of some reason, can the child be adequately protected?



9. The point to be made is that what we say and what we do (non-verbal signs) both communicate to the speaker whether we are listening or not.

ACTIVITY 3: More Listening Skills

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Listen attentively.
2. Understand that we communicate both verbally and non-verbally.
3. Understand that our verbal and non-verbal behavior need to convey the same message.

PREPARATION/MATERIALS NEEDED: Word Cards, Flipchart Paper, Markers.

PROCEDURE:

1. Ask the children to sit in a circle and whisper a simple statement into the ear of the person on their right. This message is passed on until it reaches back to the person who started it. The first and last person speaks out the sentence. It is usually distorted beyond recognition. This is a fun exercise and a good introduction. Try to figure out where the message got really distorted. For a few minutes the group should discuss the word that got distorted and the point at which the message got muddled.
2. Inform the group that we are going to learn more about how we listen. Ask for three volunteers to go out of the room. The group decides on a picture to be drawn: for example, a house with a tree or a church. Make a simple picture. The picture has to be drawn with geometrical shapes.
3. Invite the three volunteers back and give each a flipchart and a marker. They should be placed in such a way that they cannot see what the other is drawing.
4. The facilitator does not mention what the drawing means, but gives verbal instructions to the three volunteers. For example, they are told that first a square has to be drawn.
5. Compare the volunteers' drawings with each other and with the original drawing.
6. Discuss why it was difficult for everyone to get the same message. In the first exercise of passing the message, different people were involved in passing it, which caused the distortion. But in the second exercise, all three got the same message/instructions and yet there was a difference in understanding. Ask the children what they learned. Ask the following discussion questions.

-Why did this confusion happen?

-What made the volunteers respond in different ways?

ACTIVITY 4: Mixed Messages

TIME: 30 min



LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Listen attentively.
2. Understand that we communicate both verbally and non-verbally.
3. Understand that our verbal and non-verbal behavior need to convey the same message.

PREPARATION/MATERIALS NEEDED: Word Cards, Flipchart Paper, Markers.

PROCEDURE:

1. Start off the discussion by telling the children that sometimes our verbal and non-verbal messages get mixed up and can give mixed messages. Sometimes these mixed messages can be harmful because the person receiving the message can take advantage of what you say or do. Children can be forced to do things they never really wanted.

2. Begin with a quick game. Ask the children to stand in a semi-circle. The facilitator says: "Listen to what I say and do what I say. Those who do not do this must leave the circle".

Start simple: Raise your head, raise your left leg, and shake your right hand. Demonstrate actions with the command.

Next give the instruction, but do a different action. For example, instruct the children to touch their head, but perform the action of touching your nose. All of those who do not follow your verbal instructions are out. Remind them of what you said at the beginning of the game.

Ask the group to comment on what happened. Why was there confusion?

3. Place the children in a circle. They must do an activity such as dressing up. The person next to the child asks what s/he is doing. The child doing the action must say something entirely different such as, "I am driving a car!" That child now performs what was said (driving the car) and the person next in the circle asks what s/he is doing. What the child says becomes the action for the next person.

This is great fun, and the more you exaggerate the actions, the greater the children enjoy the exercise.

4. Ask the children to comment on the activity. Discuss with them the fact that we often say something but do something entirely different. What kinds of problems can this create in real life?

Mention that one of the biggest reasons why children get into risky situations is due to mixed messages given by them. Ask them to recall any similar incident that they have witnessed. If possible, act out what happened.

MODULE 4: RELATIONSHIPS/ CONFLICT RESOLUTION

ACTIVITY 1: Different Perspectives

TIME: 20 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that different perceptions of the same situation may lead to conflict.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Cello Tape, Photocopy of Young/Old Woman Illusion.

PROCEDURE:

1. Introduce the activity by saying that conflict often arises because we see a situation in different ways. Each one believes that his or her perspective is right. Disagreement arises because we cannot agree on a solution that takes into account each other's opinions.
2. Ask the children to place their hands palms up. Ask one of them to say what they see (lines on the hand, fingers, thumb, color is white or light brown). Now ask the children to turn their hands over and place them palm down, and once again ask them to say what they see (fingernails, no lines, and darker color). Discuss which one was the hand, palms up or down or both.
3. Summarize that we need to see many perspectives to resolve a disagreement.
4. Pass the picture of the two ladies illusion. Each child is given a minute to see the picture but no one must comment. Do not offer any suggestions. After the picture has been passed around, ask the children what they saw. Some will say a young lady, others an older woman, and some may have seen both. Pass the picture to the one who has seen both and ask him or her to explain. If the other children have not seen either the young or the old lady, ask if they can see them now.
5. Ask the following discussion questions:
 - How many saw both images?
 - Was it difficult to see the other picture even after being shown?
 - Was it difficult to explain to others what you easily saw?

WORLD CONNECT

CREATIVITY, HEALTH AND WELLBEING FOR OVC ON AND OFF THE STREETS OF BAMBENDA- WORLD CONNECT
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ACTIVITY 2: Conflict Ladder

TIME: 20 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that different perceptions of the same situation may lead to conflict.
2. Have better self-awareness regarding individual responses to conflict situations.
3. Communicate and manage strong emotions that contribute to managing conflict.
4. Learn positive conflict resolution methods.
5. Learn that creative ways of solving conflict lead to win-win situations.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Cello Tape, Small Ladder Drawing.

PROCEDURE:

1. Discuss with the children that disagreements are a part of everyday life. Sometimes the disagreements become conflict situations and people can get very angry. Ask the children to share a conflict situation from their experience. If no one volunteers, suggest one.

You have told a secret to a friend and found out that it has been told to others. After finding out, you go to the friend to talk about it but the situation gets out of control.

2. Brainstorm with the children how one would react in such a situation. You should be able to identify four levels:

Level one

Angry but do not say anything, but body language says it.

Level Two

Disagree, are able to talk but in an upset tone, explain what you feel.

Level Three

Quite angry, arguing and tone is loud. May use sarcastic language.

Level Four

Very angry, shouting, absolutely no control and can get violent.

3. Pair the children and give them a minute or two to do a role play. They must show all four levels. Select one or two that are clear in their speech, tone, and body language about the different levels. These children role play for the whole group. Encourage children to walk up the ladder. Every time they do so, the conflict escalates.

4. Ask the following discussion questions:



- How did the body language and the speech change?
- If Level One is conflict, then how does not talking, pouting also create problems?
- At what point do you think you have a chance for a positive resolution?
- When did things get out of control? How did you feel?
- Which levels have they seen more? Do they know how to resolve a conflict?

ACTIVITY 3: Responses to Conflict

TIME: 40 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that different perceptions of the same situation may lead to conflict.
2. Have better self-awareness regarding individual responses to conflict situations.
3. Communicate and manage strong emotions that contribute to managing conflict.
4. Learn positive conflict resolution methods.
5. Learn that creative ways of solving conflict lead to win-win situations.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Cello Tape, Photocopy of Nine Dots.

PROCEDURE:

1. Tell the children that there are many ways to resolve disagreements. Most people use one way more than others. Sometimes it may work and sometimes it may not.
2. Ask the children to list some of the ways a conflict can be resolved. If the children have difficulties in listing, use one of the situation cards presented later in the session. The list may look like this:

Withdraw temporarily: For example, B is so angry that A withdraws.

Compromise: For example, A wants the same dress that B wants. A decides to let go of it this time and buys something else.

One person forces another to agree: For example, B insists that her/his solution is correct. A agrees.

Discuss and find alternatives: For example, A and B search for what to do. A wants the same dress that B wants. They try to look at other shops with the same design, come again next week, and order one more.

Negotiate win-win: For example, creative problem solving. A wants the same dress B wants. Both decide to buy something else.

Say nothing: For example, B is upset but A refuses to respond.

Do whatever you want: For example, B does what he or she wants.



Discuss whether some solutions are better than others and why: For younger children the activity can stop here. Do not forget to discuss what they have felt and learned. Help them to link it to their daily lives. Continue from Step 7.

3. Inform the children that when conflict is not resolved by involving both persons in a positive manner, you may solve the problem but not feel happy about it. Talk about how you can have

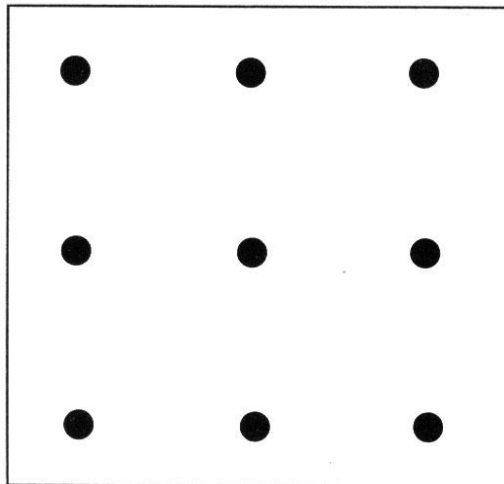
-Lose-Lose: So much disagreement or violence, no one wins, because no one can even sit and discuss.

-Win-Lose: One forces the decision or one accepts it without bothering about the other, or one does not talk of the problem. Problem is resolved but one person is not happy. These are generally conventional ways of resolving conflict.

-Win-Win: A creative, new solution is found in which both feel happy.

4. Do a quick creative exercise. Tell the children that since we will have to look at creative solutions, we will try to unlock these energies we have within us.

5. Show the children the square with the nine dots and tell them to join all of them together without raising their hands or breaking the line.



6. Discuss that some steps can be followed to make sure we reach a solution that is acceptable to both. Remind the group that good communication and the skills they have already learned help in solving problems and conflicts. Review listening, non-verbal and verbal behavior.

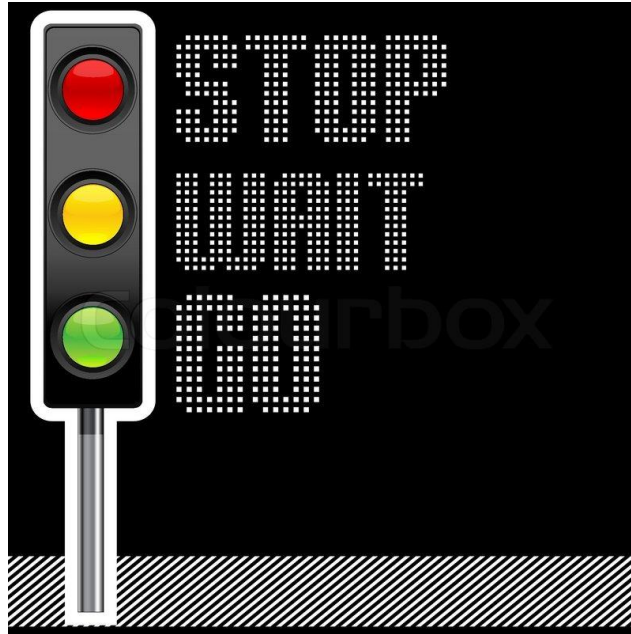
7. A simple three step approach is:

Stop: Check out the situation. Are emotions high? Have you stated your position clearly using 'I' words? Do you know all the facts? Do you understand the other's point of view?

Think: What solution would be best? Look for win-win solutions.

Act: Try it out, and then try again if it does not work the first time.

Use a traffic signal to explain:



Encourage the children to use these colors and symbols when they work with problem statements.

8. Put some problem statements in a box. Divide the children into groups of four. One pair will do the conflict role play. The second pair will shadow them. For the shadow pair, each will stand behind one of the role play pair and call out “**stop- think- act**” as the conflict situation evolves. In this way, the children will get a chance to see how a conflict transforms itself into a positive resolution. The children must use the **stop- think- act** steps to resolve the problem.

For example,

A has called B a thief after his/her watch was found to be missing.

-A and B enact the conflict situation.

-A’s shadow C will say: “**Stop!** Have you checked the facts? Where was B when this happened?”

-B’s shadow D will say: “**Stop!** Tell him how you feel using an ‘I’ statement.

Practice and give prompts, so the children can see how it works. Encourage them to try different solutions.

9. Some problem statements are:

A father beats his 15 year old child for some wrong behavior.

A friend goes to see a movie and lies to his or her parents. You tell the truth. The parents find out and want to know what has happened.

Your best friend has found a new friend to be with. You are ignored and feel hurt.

Your friend insists that you stole his pen.

Your parents ask you to help at home when your brother who was supposed to do the helping is playing.

You lend some money/book to a friend, but the friend does not return it.

Your friend invites you to go out, cancels and then asks someone else without telling you.

A young person teases someone who has a squint.

A friend teases a girl whom you may know, and you do not like it.

A husband beats his wife whenever she does not obey him.

10. Ask the following discussion questions:

-What was difficult to resolve?

-Which solution would you try?

-After each role play, invite comments from the rest of the group.

MODULE 5: DECISION MAKING

ACTIVITY 1: Testing the Waters

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that each person has a unique pattern of behavior which adapts to different situations.
2. Learn that determining the risk in any situation is the key to safe behavior in any situation.
3. Understand that children can choose and are responsible for their behavior.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Word Cards with “Plunger”, “Wader”, “Tester”, and “Delayer”.

PROCEDURE:

1. Introduce the activity by saying that our behavior is influenced by what happens outside us as well as what happens inside us. This activity will look at what happens inside.
2. Tell the group that we are all going to the lake or the sea. It is very hot and you would like to get into the cool water.

The following is a list of the things you could do:

- Just run into the lake and dive in (plunger)
- Walk in slowly, wetting your body bit by bit and getting used to the temperature (wader)
- Just dip your toe into the water and then decide if you will go in (tester)
- Stand on the side and look around and try to figure out what to do next (delayer)

Variation: You could vary the situation. For example, with young children you say that you just got a piece of cake or some sweets or a chocolate that you particularly like and have been waiting for.

Act out these actions; it is great fun! But do not mention “plunger”, “wader”, etc. to the group at this stage.

(In the example of a cake for young children, some will eat it fast and gulp it, some will eat bit by bit, yet another will take a small bite to check the taste and then decide to eat it, while another will keep it for some time and decide later when to eat it.)

3. Ask people to move into different corners of the room according to the behavior that is most common for them. Now put the cards up in different parts of the room with the labels “plunger”, “wader”, “tester”, and “delayer”. Use appropriate translations.
4. Ask the group what is good and bad about the behavior they have selected.



5. In the group, ask them to share when they did not respond in this manner and what the circumstances were. Are there certain situations that trigger different behavior? What is the result of the behavior; does it have a good outcome or does it create more problems?

6. Ask the following discussion questions:

-How does behavior change in different situations?

-What could be the problems if a “tester” and a “plunger” or if two “plungers” are together?

-What are the positive and negative aspects of each person’s behavior? Can it cause conflict?

ACTIVITY 2: Choosing Behavior

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that each person has a unique pattern of behavior which adapts to different situations.
2. Learn that determining the risk in any situation is the key to safe behavior in any situation.
3. Understand that children can choose and are responsible for their behavior.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers.

PROCEDURE:

1. Discuss with the children what robots are and how they behave. Robots only follow orders and cannot think for themselves. If children are not familiar with robots, remind them of the many wind-up or battery operated toys available for children that repeat an action over and over again in exactly the same way. Tell the children that robots are just like those toys-mechanical adult like figures. Do a practice activity or demonstrate to make sure the children understand. Ask for five volunteers to pretend to be robots.

2. This activity is fun for the children. The facilitator will give commands and the robots have to do as they are told. The other persons will observe if the robots are behaving as they have been told to. Some suggestions are:

-Stand up

-Walk slowly

-Clap hands

-Smile

3. Discuss what the observers noted, and ask for five more volunteers to do the following:

-Act like a well-behaved child at home

-Act friendly and polite to a guest



-Lose your temper

-Your teacher/mother scolds you and you are upset.

4. Ask the following discussion questions:

-Could the robots have chosen their behavior? Why?

-Do people have a choice about their behavior, or do they have to act as someone tells them?

-Did all the robots act in exactly the same way? Discuss with the children that in every activity they do, even the most routine ones, there is room to choose how to behave, even when adults or older children direct them to behave in certain ways. Children, in reality, have more choices than they think.

ACTIVITY 3: Three Cs (Challenges, Choices, and Consequences) in Decision-Making

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that the decisions they make can have many effects on themselves as well as on others.

PREPARATION/MATERIALS NEEDED: Chart paper, Markers.

PROCEDURE:

1. Begin with a story that challenges the children to think differently: Mr Frundi and his son were traveling by okada. Suddenly, the car in front of them braked, and they were thrown off the okada. Mr. Frundi died on the spot, but his son was rushed to the nearest hospital. The doctor began the operation and looked at the boy and said, "I cannot operate on my son" How was this possible (Answer: the doctor was the mother.)

2. Explain that when we have to solve a problem, we sometimes have to think in very different ways.

Ask the group how they normally make a decision. Some examples of possible answers are:

-Someone else makes it for them.

-Decide suddenly.

-Wait until someone else decides.

-Do what an older person says.

-Do not make any decision at all.

-Think through the choices and then choose.

Explain to the group that we will be looking at how we can make safe choices.

3. Show the 3Cs on a flipchart:

-Challenge (or decision we have to take)

-Choices: Choice #1, Choice #2, Choice #3, Choice #4

-Consequences

CHALLENGE/DECISION	CHOICES	CONSEQUENCES
	Choice #1	
	Choice #2	
	Choice #3	

4. Give an example of decisions to be made. For example, a suitable boy has been found for a 16 year old girl who is still studying in Form 5. Should she be married?

5. Analyze the different choices that are available (at least three). List them (She can deny him and say no; She can choose to get married; She can ask him to wait until she finishes school). This is the 2nd C.

6. After each choice add BUT and ask the children what could be the positive and negative consequences (the 3rd C).

7. Ask the children to vote on the best choice.

8. Ask the children to suggest a challenge they face, and go through the same steps.

9. Explain that each one has to face one's own challenges and make decisions. It may help to consult with someone whom you trust in making decisions. With younger children, make a point of the need to consult a trusted adult.

10. Ask the following discussion questions:

-What did you learn?

-Do you think you can apply this activity in your life?

-What kind of help would you need?

ACTIVITY 4: Making Ripples

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand that the decisions they make can have many effects on themselves and on others.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers.

PROCEDURE:

1. Display pictures of ripples in water in a lake or in a well. Talk about how if you throw a stone, the ripples spread far and wide. Discuss how this has far-reaching consequences.

WORLD CONNECT

2. Link the example to human behavior; how what one does has far-reaching effects on oneself, on others, and on future events.

3. Draw concentric circles on a flipchart to represent ripples of water. Label the circles: The innermost circle should represent the behavior, the next circle stands for the behavior's effect on the nearest person, and the next circle the effect on someone a bit further away and so on. Draw as far out as you like to go to demonstrate how far-reaching the effects can be.



Example 1: Since girls often do not have the opportunity to make decisions, use examples of behavior representing this. For example, her parents may decide to get her married without her consent or the husband may insist on having sex without a condom (for children above 14 years).

Examples for younger children: Parents of a girl decide she will not go to school, or during the school mid-term the mother decides to take the child to the village so she misses school.

Example 2: You get angry and shout at your mother. What is the effect on your mother? (Fill up the next circle) What is the effect on others?

Adapt examples as per your needs.

4. Ask the following discussion questions:

- Can we control or change the ripples we send?
- Can we change the ripples that others send?
- Have you been able to do so for anyone or for yourself?

ACTIVITY 5: Problems and Solutions

TIME: 30 min

LEARNING OBJECTIVES:



By the end of this session, students will be able to:

1. Identify why problems occur and what steps can be taken to solve them.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers.

PROCEDURE:

1. Discuss the following story: There are three men with their eyes closed and an elephant standing near. Each person touches one part of the elephant and decides what the elephant is like. For example, one person touched the legs and thought that they were pillars, another touched the trunk and thought it was a snake, another one touched the tail and thought it was a rope, and so on.
2. Ask the children what message they have derived from the story. (The correct answer: that we must study the whole elephant and not just a part of the elephant in order to understand that it is in fact an elephant.) Discuss with the children how they usually solve problems. Do they weigh it from all angles?
3. Explain how problems can be solved by asking the simple “why” question five times. For example, I cheated during the exams.

But why? I was not prepared for it.

But why? I did not study last night.

But why? My friend called me to go out.

But why? There was a party at a friend’s place and alcohol was being served.

But why? They were anti-social men who had money to spend on alcohol and drugs.

4. What is interesting about this series of asking “But why” is that as one goes deeper into the circumstances, what appears as a simple problem at first gradually gets complicated and reveals how social relations and values figure into our decisions. After the first “why”, one would think that the child could try and be prepared better. But by the time we are at the third “why”, we understand that friends are creating problems for him. So, the appropriate response for the child at this stage would be either to say “no” or to persuade the friends not to do so. Towards the end of the series, the children understand that they are all being manipulated by the anti-social drug pushers. So, the final understanding is that the friends have as much to gain by saying “no”.

Once the children have understood how to solve problems, ask them to think about the solutions. They may go to whichever level of ‘why’ they want.

5. Divide the group into fours so that each group has a problem card that needs to be solved. The children can do a role play, tell a story, do frozen pictures or charts to explain what they are doing and why. They then share with the rest of the group. The group comments on whether the solution was appropriate or suggests another way.

Variation: The same card can be given to two groups, and the difference in problem solving noted and discussed. This activity can be used at any time in the other modules as well.



6. Some sample cards are given below. Other problem cards may be added according to needs. There are problem statements below that are suitable for younger children as well.

- Your best friend decides to miss school and asks you to do so also.
- Your friend asks you to distract the shopkeeper so that he can steal something from his shop.
- A stranger meets you and speaks in a friendly manner. He asks you to come with him.
- You are walking on a very hot day and a stranger offers to give you a lift in his vehicle.
- Your friends are all going to have a drink and they invite you to come.
- Your neighbor or someone you know asks you to take a lot of money/stolen goods and keep them for him until he needs them.

7. Ask the following discussion questions: Was it easy to solve some problems? Which ones? Which were difficult and why? Did different people have different ways to solve problems? Were some solutions better than others? Why?

ACTIVITY 6: Open Door Closed Door

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Learn that changing behavior is difficult but not impossible.
2. Understand how children unknowingly convince themselves not to change.
3. Understand that children can take control of their lives and be responsible for their actions.

PREPARATION/ MATERIALS NEEDED: Chart Paper, Markers, Envelop with Statements on Pieces of Paper.

PROCEDURE:

1. Discuss with the group that even when we think that there is no solution and we can do nothing, there may be many possibilities we may not have explored. Sometimes our friends can help us find solutions.

2. The facilitator stands near the door of the room and tells the children:

When bad things happen and people face big problems, they feel angry and sad and do not know what to do. They feel that all the wonderful things that the world can give (point to the open door) are not for them. They feel that the world has shut the door on them (slam the door shut).

The facilitator now puts on a scarf and says "I am Seema. I have just been told that my father is HIV+. Now I have many problems. Each problem feels like a door closing in my life. Help me find ways to open the door."

Seema says: My father is HIV POSITIVE, so...She selects a statement from the list below (The statements are selected from a bag or an envelope) and as she says it, she slams the door shut.

In pairs, the group discusses what to do, suggests it to the larger group, and if they agree, they tell her the solution and open the door. An example is given below.

CLOSED DOOR	OPEN DOOR
He may lose his job.	He can try to keep this job or find another one.
He will fall sick now.	He can make his body strong now.
He will feel sad and upset.	He can learn to share his problems and the family can help.
He will die soon.	No one knows when one will die; I can live well during the life I have.
We the children will suffer.	We can get as prepared as possible and try to have as much good times as we can.
My friends will desert me.	Your real friends will stay by you and you can make new ones.

3. Ask the following discussion questions:

- Was it difficult to open the door?
- Do you think that the open door helped Seema?
- Can creative thinking help people cope with problems?
- Can children help others with their problems?
- Can children help children living with HIV?

MODULE 6: COPING WITH EMOTIONS

ACTIVITY 1: A Drop in the Bucket

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand how negative feelings expressed by others or by oneself affect self-esteem and behavior.
2. Understand that some feelings hurt, but that there are ways to express them safely.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Two Small Buckets of Different Colors, Small Stones.

PROCEDURE:

1. Ask the children to sit relaxed and close their eyes. Use any yoga exercises for deep breathing and relaxing. The instructions would be as follows:

Take a deep breath; Feel the breath moving in and out of your body. Experience it. Relax your shoulders, arms, and legs. Each one is resting and the tiredness is going out. You feel good inside. Feel the goodness and hold it. Now you are slowly waking up. You feel your arms and legs, your neck and face. Slowly open your eyes. You are ready to get up.

Give a minute or two for the children to get up. Do not hurry. This exercise before the story helps the children to manage the negative feelings that may arise as the story develops.

2. Inform the children that you will be reading a story. Ask for two volunteers and give each a small bucket. The buckets should be of different colors. On one bucket make a big positive mark and on the other make a negative mark. The + bucket will hold all the positive statements and the negative bucket will hold all the negative statements. Keep a big pile of stones in the middle. Instruct the children that as the story develops, for every positive remark they must tell the child standing in front of the + bucket to drop a stone into it. The child must throw the stone from a height so everyone can hear the sound PLONK!

The facilitator must create his or her own story that children can identify with. It is a good idea to have more positive than negative statements. The following story is only an illustration.

3. *The Story:* Asha was a young girl of 14 who lived with her mother, father, one brother and two sisters in a small house in a very crowded slum in the city. Her brother was the oldest, and she was the second child in the family. Her father ran a small teashop.

Every morning she had to be up early to fetch the water from the common tap. One morning she got up a little late. Her mother shouted at her, "You lazy girl! By the time you go, the water supply will stop. Cannot you be more responsible?" Asha got up and quickly washed her face. Her father said, "Have some tea and go, or you will feel tired and won't be able to carry the water." She had some tea and rushed off carrying the water container.



A few older women were waiting in the line. Asha did not like them because they were often rude. One of them said, “Look at her, she is so dark, who will marry her?” Another said, “She thinks she is very clever because she goes to school. She is too proud.” But the lady in front of her said, “Do not listen to them. You are an intelligent girl.”

Asha rushed back home with the water. She had to finish her household chores before going to school. Seeing her rushing, her older brother said, “Do not worry, I will help you wake up the younger two and get them dressed for school.”

Somehow she managed to reach school. She had forgotten to bring her homework book. Her teacher yelled at her, “You are punished. Go and stand outside the class. You are careless.” Her friend said as she got up, “Do not worry. In the recess, we will have our puff puff together. I will wait for you.” As they sat down to eat, two girls sat next to them and started pointing and laughing at Asha. Asha felt very sad. What were they saying about her? Was she ugly? Her clothes were not as clean as theirs. She felt useless. She went home quite sad.

At home she found that her favorite aunt had come to visit. She worked in the nearby office and had studied up to high school. She was happy to see Asha and said, “I have great plans for you. You are an intelligent, hard working girl. You must finish your school.” Asha felt very happy and thought, “Yes! I will pass in all my subjects and I can be what I want.”

Her little sister came up to her and said, “Play with me, I like to play with you.” The neighbor came and said, “Please take my child also to play with you. You are so kind to these little ones.” Her mother was happy hearing this and forgot her anger and said, “Yes, you are my special girl.”

4. Discuss the following: At the end of the story, see which bucket is fuller. If the positive bucket is heavier, how does the child feel? What would a child with a heavy negative bucket feel? Did Asha also fill her buckets with her thoughts? What sort of a bucket do you carry?

If the older children have made their own bucket story, ask the other groups to ask questions and discuss how positive and negative remarks influence our self-esteem.

It is a good idea to end on a positive note. Ask the children to recall all the positive qualities in the bucket, or ask them to state one by one which positive quality they liked for themselves.

ACTIVITY 2: Blow Up the Balloon

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand how negative feelings expressed by others or by oneself affect self-esteem and behavior.
2. Understand that some feelings hurt, but that there are ways to express them safely.

PREPARATION/MATERIALS NEEDED: Chart paper, Markers, Balloon.

PROCEDURE:



1. Discuss with the children that we tend to keep many feelings that hurt locked away inside us. When the accumulated load of hurts become too much to manage, they burst out like a pressure cooker. By then we have no control over them. But if we are more aware of our feelings, we can express them in ways that are safe and do not harm others or us. We should not allow them to build up.

2. Take a balloon and blow it up, asking the children to imagine the balloons as some of the feelings they have. They have not been expressed and they are getting bigger and bigger inside the children's hearts. Some of the feelings are those of sadness, anger, or fear. Ask the children what would happen if you continued to blow up the balloon (it would burst). Say you were upset but now you are angry (blow up the balloon more), now you are really mad (blow more), you feel like hitting someone or something and shouting (blow up more, the balloon may burst).

Now, blow up another balloon. Tell the children to imagine a situation where one of them was upset with a friend because s/he did not come yesterday as promised and made you wait for hours. The next day you talked to your friend about how upset you were and felt better. The facilitator should symbolize this by not blowing the balloon any further, but by instead letting it stay the size it was. As you talk more and more with your friend, you realize that s/he had to rush to the hospital because his/her younger sister had hurt herself badly. The anger goes away. So the facilitator lets the air out of the balloon slowly.

The facilitator can use an example for sadness or fear as well.

3. Ask the children to close their eyes and imagine the balloon. This is their balloon. It is filled with feelings of sadness, intense anger and fear. These feelings are getting bigger and bigger. But then you find someone to talk to, or you tell yourself you are good. Take a deep breath. Relax. The balloon starts getting smaller because air is slowly going out of it. You relax and talk; you feel good. All the feelings that hurt are becoming smaller. Eventually they become so small that the balloon becomes limp and is blown away by the wind. Feel the balloon blowing away. Feel light as if a weight has been lifted. Relax and open your eyes. You are feeling so much better.

4. Ask the following discussion questions:

-What sorts of balloons do you have? Full ones ready to burst or soft ones?

-Can negative feelings go away if you want them to?

-How do you help yourself? How can others help you?

5. Ask the children: So how do we manage anger?

-Avoid the situation: (Especially if it is a trigger point, such as a bully or policeman threatening you. Some children are faced with situations where they have little control, so it is best to avoid the situation.)

-Count from 1 to 10 before responding, to calm down.

-Talk to a friend before it becomes too late to handle the anger.

-Say to yourself again and again, "I will not get mad, yes I can do it, I can control myself."

-Be assertive.



-Go for a walk, listen to music, run or do a vigorous exercise.

ACTIVITY 3: Managing Sadness

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand how negative feelings expressed by others or by oneself affect self-esteem and behavior.
2. Understand that some feelings hurt, but that there are ways to express them safely.

PREPARATION/MATERIALS NEEDED: Chart Paper, Markers.

PROCEDURE:

The facilitator should not ask for personal experiences, as those experiences may be traumatic. Remind the children that if they wish to remain silent, their feelings will be respected. An assistant who is preferably a trained counselor should be present. If a child is still grieving, it is advisable to have individual sessions with a counselor.

1. Ask the children what causes a little sadness and what causes serious sadness. Ask if feelings of sadness change over time. Children may bring up the subject of death and dying. Ask them what they think happens when a person dies. Where do they go? Accept all answers. Say that everyone feels happy and sad in his or her life. Happiness and sadness live side by side. Remind the children that they can express their feelings in many ways.

2. Discuss how sadness can be expressed inside ourselves (without anyone else knowing what you are experiencing) and outwardly in our behavior. Explain that if a river is flowing and we block it, it may find another course. In the same way, if we feel very sad but do not express it and block it, it may come out in different ways. After the children have stated what may happen, list the ways sadness may be expressed:

- Depression
- No appetite
- Bedwetting
- Stop looking after one's physical needs
- Disturbed sleep
- Headache or stomachache
- Bullying and getting angry
- Intense fear
- Poor performance at school



-Stealing

-Hitting someone.

3. Ask the children how they would help a friend who is feeling sad. The list could look like this:

-Hold the person's hand while s/he cries.

-Talk about it.

-Bring some food that the friend likes and coax her/him to eat.

-Just sit silently beside the friend.

-Go for a walk with the friend.

-Do some chores together.

-If the friend has lost a loved one, you could also look at the happy thoughts album together.

-Think of the happy times you had together with the loved one.

-Think of all the things that the loved one would want you to do.

(If children mention watching TV as a means of giving company to a sad friend, tell them that it is fine as long as it is a distraction. Watching some TV for enjoyment is also good. But one must be careful about watching too much TV. Discuss the difference between watching to distract for enjoyment and watching too much.)

4. Ask the children to relax and close their eyes. Do not rush.

Breathe in and out- Breathe deeply- Feel inside and think of your feeling as a wave, which comes and goes- You are standing on the shore, watching the waves come and go- But you only watch, you do not enter the water- The feelings come and go- You watch peacefully- You watch the big waves and you watch the little waves- Let go of your feelings bit by bit- Just watch them- As you watch, you feel strong, you feel like you will be fine.

A small ray of light comes in- it gets brighter and brighter- Think of all the happy times you had- Feel the happiness- Hold on to it- Feel what a special person you are- Tell yourself you will be the best person and that you are good- You feel strong- You are at peace- You feel you can help others- Feel the strength- When you wake up, you will feel at peace and you will feel strong.

Say nothing for a few minutes.

ACTIVITY 4: A Book of Me

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Learn coping strategies that lead to positive thinking and feeling.



PREPARATION/MATERIALS NEEDED: Chart Paper, Markers, Unlined Books, Colors, Pictures, Photographs.

PROCEDURE:

1. Begin the activity with some deep breathing and relaxation exercises.
2. Recapitulate with the children all that they have learned about themselves, their feelings and how well they have learned to live with and accept their feelings. Suggest that each one will be making a book about themselves that will describe their special qualities.
3. Hand out the books with blank (not lined) paper inside. Discuss with the children what they could write on the paper if they wanted to introduce themselves to someone. Brainstorm some ideas.

-Photograph

-Their special feature (eyes, hair, voice, height, etc)

-Special skills and qualities

-What they like to eat

-What hobbies they have

-Their families

-What movies they like

-What clothes they like to wear

-Their special friend's name

-Their hopes

-Their dreams

-Their role model

-What makes them happy

-A favorite song

4. Give decorative material to the children to decorate the front cover of the book.

5. If the children are ill, this is an activity they will look forward to. Do not make the exercise very complex. Even a few pages are all right. Make sure the children enjoy doing the activity. Most of all, children like to share what they have written and drawn. Ensure that there is a lot of time for them to share with friends and the facilitator.

Alternative Activity: Take a group photograph that can be decorated. Each child writes something positive about a friend. All the statements are written on cards and then pasted around the photograph. This activity will help to strengthen peer support.

MODULE 7: SUBSTANCE ABUSE (For Adolescents 15 Years and Above)

TO BE DONE AFTER THE AFTER MODULE 8 ON SETTING GOALS

ACTIVITY 1: Your Choice of Drugs

TIME: 60 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Know the different types of substances used locally.
2. Understand the reasons why young people use these substances.
3. Understand the consequences of taking these substances and the risk of HIV.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Ask the children what drugs they have heard of or know that their friends are using. This might include marijuana, alcohol, cigarettes, etc.
2. Divide the children into two or three groups. Ask each group which drugs they feel are good and which are bad. After each group makes its presentation, help the children look at and understand the differences. Explain how differences reflect values, what friends think, culture, religion, and influences in the media.
3. Classify the substances:

SOCIALLY ACCEPTED SUBSTANCES	OVER THE COUNTER DRUGS	PRESCRIPTION DRUGS	ILLEGAL DRUGS	INHALANTS
Alcohol	Aspirin	Analgesics	Ganja	Glue
Tobacco	Cough Syrup	Barbiturates	Cocaine	Kerosene
				Petrol
				Snuff

Explain the different types of substances. Over the counter or prescription drugs are used in excess, not for a cure of an illness but to attain a high. Some substances are illegal such as cocaine, ganja, etc. The socially acceptable substances are not illegal and can be bought and sold. However, sellers are not supposed to sell cigarettes or alcohol to children below eighteen years. Other tobacco related substances include hookahs.



4. Explain that some substances carry a high risk for HIV, such as drugs that are injected and involve sharing of needles. Also discuss that alcohol and addictive drugs impair judgement and indirectly place a person at risk.

5. Read the following story:

R went with some friends to see a movie. Then they all decided to go to T's house. Nobody was there and they could drink as much as they liked. R just had a fight with his girlfriend/at home/with his employer and got quite drunk and then T started smoking a cigarette he had rolled. R did not want to smoke but T told him to have just one puff. He did but then had no clue what happened next. All he knew was that when he awoke, there was a raid in the brothel and he was caught there. He is worried about his health and what he may have done.

6. Discuss why R took those drugs. Then brainstorm why people take any drugs. The list could look like this:

- To forget
- To keep up with friends
- Because they feel lonely
- Because they feel hopeless
- To feel happy
- Considered glamorous (advertisements promote drug use, movie stars use them)
- To try it once- to experiment
- They like the feeling
- They are addicted to it
- To relax
- To have fun

7. Discuss how these drugs put R at risk for HIV.

8. Discuss the consequences of taking drugs. Ask the children to make a list. The list may include:

- Unable to coordinate movements
- Arguments and conflicts
- Interference with decision making
- Dull senses
- Violent behavior
- Intensified or depressed feelings or moods



- Unable to communicate clearly
- Stealing
- Failure in school/work
- Trouble with the police
- Getting STIs or HIV
- Having sex
- Taking risks
- Problems with family, friends, and at work.

9. Ask the children why some people do not take any of the above substances. Below are some probable reasons:

- Bad for health
- Illegal (in some cases)
- To avoid risk of HIV
- Can solve problems in other ways (meet a friend if lonely, play a game)
- Have better ways to relax
- Values prevent from taking drugs
- Want to be in control
- No fear of peer pressure

10. What could R have done to avoid the HIV risk situation? Ask the children to suggest a different ending to the story incorporating this idea. Do a role play with different endings.

ACTIVITY 2: Advertisements Do Not Lie

TIME: 60 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Know the different types of substances used locally.
2. Understand the reasons why young people use these substances.
3. Understand the consequences of taking these substances and the risk of HIV.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello tape, Magazines, Scissors.

PROCEDURE:



1. Introduce the activity by doing a quick exercise of some catchy jingles or advertisement slogans and ask the children to identify the product being advertised. Brainstorm why one remembers these slogans so effortlessly (the way they are presented, who is in the advertisement, a song, a scene, dialogue, and so on).

2. Discuss with the children some of the very popular advertisements for alcohol, cigarettes, banga. Present a popular print ad and explore the message, layout, why it appears attractive, what information it does not give.

3. Ask the children why they found the advertisement attractive.

-A glamorous person was using it.

-Showed a rich lifestyle (so if you use the product, you belong to that style of living).

-Happy people (if you buy this, you will feel happy).

-You are unique if you use the product.

Show the children how a magazine or a TV series has a lot of advertisements. This is how the TV or magazine makes money. The advertisements tempt us to buy and that is how the companies make money from us.

4. Discuss what the advertisement does not show. For example, if you take alcohol, your breath smells. If you have too much alcohol, you may vomit, or you may fall because you lack coordination. If you smoke, your teeth are stained and you cough. Also discuss how the cost of the product is never mentioned so that you are tempted first and then made to pay later.

5. Divide the children into two or three groups and ask them to select an ad from a magazine or recall a popular one from TV. As a group, they discuss how the advertisement tempts you to buy. Now ask the children to make a new advertisement that speaks the truth and present it. They can draw a picture or role-play. Ask the rest of the group for comments.

6. Ask the following discussion questions:

-Would the children buy the product with the “new” advertisement that tells the truth?

-Why is it important to be critical about the advertisements especially for alcohol?

-What risky behavior can advertisements lead to?

ACTIVITY 3: To Smoke Or Not

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Understand the harmful effects of smoking and tobacco.

2. Understand how alcohol affects judgement and increases the risk of acquiring HIV.



PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Ask the children to share the time when they first experimented with smoking or other forms of tobacco use, how old they were, what their feelings were at that moment, who introduced them to it, and why they did so (to be part of a group, cultural practice, to pass time, and to be adult like).

Mention the different forms of tobacco use:

-Smoking- cigarettes, cigars

2. Ask the children if they know what the ill effects of tobacco are. The facilitator can make her/his point with a small experiment. S/he can also use the videos on smoking available from the local health department, hospitals, and media units of NGOs. The facilitator should first review the video cassette and use parts of it as required. A visit to an oral cancer department, if feasible, makes the problem very real.

3. Give each child a wide straw and ask her/him to place it in their mouth. Instruct them to hold their noses tight shut and breathe in and out only through the straw. Increase and decrease the speed of inhaling and exhaling by calling out faster, slower, etc. Do this for a minute. Remind the children to stop the activity if they feel discomfort. At the end of the activity, ask the children how they felt.

4. Now give each child a narrow straw and repeat the activity. The children should feel difficulty in breathing. As before, give instructions to stop if there is difficulty in breathing. Ask the children how they felt.

5. Ask the children to take deep breaths without any straw. How did they feel? Explain to the children that what they have experienced is what smokers who have been smoking for a long time feel. The children had to breathe air through the straws big and small. In each case they had to breathe more often to get the same amount of air in. As a result, their heart rates went up. Inform the children that passive smoking is equally dangerous since we inhale the same smoke.

6. Discuss with the children the different types of cancers that people get in their lung or mouth because of tobacco use. An unborn child may be born mentally disabled if the pregnant mother was a smoker or even a passive smoker.

7. Ask the following discussion questions:

-What was the difference in breathing with and without straws?

-Would a reduced ability to breathe affect your life, such as in playing, working, living?

ACTIVITY 4: Alcohol Abuse

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:



1. Understand the harmful effects of smoking and tobacco.
2. Understand how alcohol affects judgement and increases the risk of acquiring HIV.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Ask a volunteer to play the role of a drunken person. On the basis of this role play, discuss with the children what happens when a person gets drunk: cannot walk straight, speaks in a slurred manner, and loses all control of oneself. How does the person feel after the alcohol levels in the blood stream have subsided? Usually the person feels worse, gets a headache and may throw up. Conclude the discussion by pointing out to the children that even though alcohol initially makes a person feel good, the good feeling ultimately subsides and results in painful feelings.
2. Tell the children that all of us are going to experience what it feels to be on a high. This could be through alcohol or drugs.
3. Take two sticks and place them at one end of the room. If you are playing the game outside, stick them in the ground. At the other end, divide the children into two groups and place each group in front of one stick. The first person must go once around the stick and return to the next person in the line. The second must go twice, and so on. The group that finishes first wins.
4. Ask the following discussion questions:
 - How dizzy did everyone feel? Did some feel dizzy than others?
 - Why was that? Did the number of times a person went around the stick affect the degree of dizziness? Could this be related to the amount of alcohol or drugs a person may use?
 - Was it difficult to run back to the next person in the line? Explain that this is what happens when one takes alcohol or other drugs and that the more one takes, the less control one has.
 - Point out to the children how critical thinking could be impaired by the consumption of alcohol or drugs. The children could not even return in a straight line to the next person in the line. Can a child who is on a high use a condom (only for children above 14) or protect him/herself from unsafe sex or other risky behavior?

ACTIVITY 5: Making It All Work

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Identify protective strategies against the use of drugs.
2. Reduce the negative effects of drugs and substances and the risk of HIV/AIDS.
3. Use critical thinking to make wise choices and learn positive ways to handle stress and emotions.



PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Discuss with the children if the information is now enough to avoid taking drugs or reducing use and if there is anything else that they may need to do to straighten out their lives. The children should point out that thinking, decision making, and communication are some of the life skills needed for the above goal.

2. Ask someone to recall the three Cs, which were learned in the decision-making module (challenges, choices, and consequences). The facilitator should help the children walk through the three steps.

3. Ask the children what happens when one is pressured to take drugs. The list may look like:

-You feel your own pressure. Other people do not say anything, but you see others and feel pressured to join in.

-A friend offers the drug: the friend offers it, and you take it without much hesitation.

-Verbal pressure ranging from insults (do not be a baby) to reasoning (one will not hurt you).

-Physical pressure, where one is physically threatened to join.

4. Divide the children into 2 or 3 groups. Provide them with problem cards and ask them to find solutions. They should discuss the problems within the group and present them as a role play or through some other creative medium. After presentation, ask the rest of the children to comment on the solutions suggested. Some of the problems faced by the children are as follows:

-My good friend has started taking drugs and often asks me to try. I like my friend and do not want to lose the friendship. How can I help him or her and myself?

-Friends are sitting together after several drinks and someone suggests having a last round before they leave. After a large number of drinks, reaching home could be a problem. Yet everyone is saying that one more will not be harmful.

-Your exam is tomorrow and you have got a lot of studying to do. A friend gives you a pill, which he promises will keep you awake.

-B lost his wallet and his entire month's salary. He is feeling really bad about it. His friends invite him for a drink and say he will feel better.

-After a movie, everyone was hanging around. Then someone started smoking a cigarette and passed it around. It has come to you. Your friend says: all of us are smoking it, why don't you?

5. List all the techniques you can use to protect yourself. Add to this list if some more are required. Discuss effects of drugs with friends and agree to some rules. The rules could be:

-One person must remain sober to protect others from making a wrong decision.

-Limit consumption by decreasing quantities of alcohol and drinking fewer times a week.

-Support friends who, like you, are trying to abstain or be responsible.

- Practice saying “no”, be assertive.
- Say to yourself, “enough is enough” and move out of a situation to think clearly.
- Leave if you cannot handle the situation.
- Carry a condom.
- Take help from a trusted person.

6. Ask the following discussion questions:

- Do you think the methods were appropriate?
- Would they work in a real life situation?
- What do you do if it is difficult to refuse a friend?



MODULE 7: REACHING MY GOALS

ACTIVITY 1: I Wish, I Hope

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Talk about their hopes and wishes and how they visualize the future.
2. Identify a role model and define the qualities they would like to acquire.
3. Understand how values, wants, and needs influence the decisions that affect a child's future.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Introduce the activity by saying that we all have dreams and hopes; and tell the children that we will be looking at them. We will look at wishes for the near future and also at hopes that are a bit further down the road.
2. Discuss that "I wish" is short term because it says, "I wish I could do well in my exam next week" but "I hope" is long term because we say "I hope I finish Form 5". Give the children a minute to think of some wishes and hopes. They do not have to share them with the rest of the group.
3. Inform the children that each one will be going on a journey into their life. If you can, play some soft music in the background. Ask the children to close their eyes and relax their hands, arms, and feet. Say the following: Your neck and shoulders are relaxed. There is no strain anywhere. Your eyes are closed and you are seeing yourself on the road of your life. On the road there are many people you know, your friends, and your family. You come to a junction and realize that you are in the next year. Think. What do you look like? What are your clothes like? What are you doing? Who are your friends at the time? Who are you with? Are you in school? Are you working? Are you healthy? Have you changed any of your behavior? Are you happy?
4. Say to the children, "You are now walking again on the road and now you are five years older." Keep on repeating such questions extending the time period for each question. You may add, "Are you married? What is your spouse like? Where do you live? What are you doing? How is your health? Has HIV or other kinds of risky behaviors affected you? Have you changed in any way?"
5. Say, "You are walking again and now you are 10 years older and you have two children. What are they like? Where do you live? What are you doing? Are you and your family healthy and happy? How do you feel?"
6. Quietly soften your voice. After a minute or so ask the children to open their eyes and relax. Do not say anything for a minute or two. Ask if anyone would like to share her or his wishes and dreams. Do not force anyone. Do not comment on any of the life histories.



7. Ask the children if they felt it was easy to visualize their future: Was it easier to look at your life for the next year or for 10 years later? Were there any problems that you saw? What would you have to do now to realize your dreams?

ACTIVITY 2: My Needs Ladder

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Talk about their hopes and wishes and how they visualize the future.
2. Identify a role model and define the qualities they would like to acquire.
3. Understand how values, wants, and needs influence the decisions that affect a child's future.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Introduce the activity by saying that we want many things in life, but we need only some.
2. Ask the children to brainstorm and list their needs and their wants.
3. Explain that needs are something that are required for survival. These could be physical things like food and shelter but there are many others that are mental or emotional, such as love, respect, and belonging.
4. Make two columns on a sheet of paper. Write "Wants" on top of one column and "Needs" on the other. Make two groups of children and give each half the list (with listed items from the brainstorming). They have to discuss and decide which is a "Want" and which is a "Need". Both groups present their findings. Discuss items that are in the wrong column.
5. Make a ladder with five steps and write "Survival Needs" at the bottom. Ask the children to give examples of survival needs (food, clothing, shelter, rest, water, air). Explain that if you want to climb the ladder, you have to climb the first step first.

Write "Safety Needs" on the next rung of the ladder. Say that you may fulfill all the survival needs but you still need to be protected and safe. "Safety" includes both physical and mental safety. One needs to be physically safe to prevent HIV infection. Many vulnerable children need to feel mentally and emotionally safe when their parents are sick or dead.

On the third rung write "The Need to Belong". This relates to all the relationships we want to build up, relationships that are strong and healthy and ones that will not harm us. Explain that often it is our need to belong to a group that makes us indulge in risky behavior.

The next rung in the ladder stands for "The Need to be Respected and Recognized". We want to be accepted as we are, and have our opinions respected and heard. Without this rung on the ladder, it is not possible to climb up.



The final rung stands for the “Need for Self Actualization” (or the need to be the best we can be), which requires development of one’s own skills and behavior in order to tap one’s hidden potentials.

6. Ask the children why we mix up our wants and needs. Are some wants difficult to resist? How does it influence our behavior?

7. Ask them to think what would happen if our needs for survival were not satisfied, but we jumped over these needs and tried to belong to a group (who may try to steal). We cannot gain respect if we do not know how to belong and develop strong relationships. Our highest level of need is to do the best we can, which requires that our first four needs be satisfied.

ACTIVITY 3: Goals I Can Reach

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Set realistic short and long term goals and think of problems and solutions needed to reach these goals.
2. Make choices carefully as they may change their future life paths.
3. Think and feel positively to find solutions to problems/road blocks and try again.
4. Be responsible so that they can impact their own and other’s lives in a positive way.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Introduce the activity by saying that in order to make our dreams a reality, we have to learn to set goals. Give a few examples like the following:

- a. If I want to pass the exam next week, I have to collect all the notes, study them, and revise my lessons this week. This will mean I cannot see a movie this week. I must be able to say ‘no’ to my friends.
- b. If there is a one day football match next week, the captain of the team has the goal of winning. So, as a longer term goal, all the footballers practice the whole week, eat healthy food, study the strengths of the other team and plan what to do. On the day of the match, the captain’s goal is a short term one. It is to chase the runs of the opponent team. He does several things to achieve the goal. He plans the batting order, he studies the fielding and advises the batsmen what to do.

Inform the children that there are some steps that help us establish realistic goals.

2. On a flipchart write, “Reaching our Goals”. Ask the children what the first step would be:

- Choose the goal. Check: Is it realistic? Will it benefit me?
- Find out what problems may occur in achieving the goal and the possible solutions to those problems.
- What are my resources? Check: Who will help me? Do I have the money? What skills do I have?



3. Tell the children that we will try out an example. Prepare the room so that the children stand at one end. Make a line and place four STOPS along the way. Place an obstacle after each STOP that the child has to overcome. It could be an upside down chair or a table. At the end, on the other side of the room, write, "I have reached my goal."

Place one child at the starting point and place a child at each STOP. You can have two or three such goals to make sure all the children participate. Tell the children that there is no going back on a decision that is made.

Select three children (girls and boys) to be judges. They will judge the choices made and whether the consequences of each choice have been thought through thoroughly.

4. Goal 1: Ravi goes

to the local school. His father does some odd jobs, and his mother looks after his two younger brothers and sisters. He wants to complete Form 5 and join the army.

Stop 1:

The first boy travels down the road until he meets the first STOP. He asks the child standing there to choose between two pieces of paper sheets. One says:

STOP: You have failed your Form 5 exams. What will you do? Wait until somebody gets stopped from the next line. Before you move, you will have to explain your choice, why you made it and the consequences of that choice. Take help from your team members. The judges will rate you.

GO: You did not do very well with your Form 5 exams but have just passed. Move to the next stop.

Stop 2:

The child stops at the second stop and gets two sheets. The child chooses.

STOP: Your father had an accident, and you have to support your family. What will you do? The group thinks of what to do and the consequences. When their turn comes, they will have to respond. If it sounds reasonable, they will be allowed to go to the next stop. Otherwise, they will have to wait again. Repeat with the judges.

GO: Your mother has started doing some odd jobs, and she says you can continue with your studies but she will need help at home. You agree. Move to the next stop.

Stop 3:

The child stops at the third stop and hands over the two sheets. The child chooses.

STOP: Some friends came to visit you. They have new clothes and money. They are working and say there is a vacancy there. They also tell you that it is about time you started earning. You are tempted. Repeat with the choice, consequences, and ask the judges to rate.

GO: Friends come to visit you but you are very busy with your exams and promise to meet them next time they come. Move to the next stop.

Stop 4:



The child stops at the fourth stop and hands over the two sheets. The child then chooses.

STOP: You have failed your entrance exams for the army. Your father tells you that you wasted your time and so do your friends. What will you do? Repeat with the judges.

GO: You pass the exams and are on your way to join the army. You have reached your goal.

Goal 2: Seema has an older brother and two younger sisters. She is expected to help her mother a lot. Even though she is only a year younger than her brother, she always feels that her parents favor her brother. She once saw an interview of Olabisi Kolawole, the woman police officer from Nigeria on television. Since then she wants to be a policewoman. But no girl in her family has studied beyond school, nor do the girls in the family work. Right now she is in high school.

Stop 1:

STOP: Her brother has failed his GCE- Advanced Level and has to take the exam again the next year. This requires tuition fees for another year. There is no way that the family can afford Seema's schooling fees for this year too. Her mother suggests that she drops out for this year and enroll again next year.

GO: Seema knows her brother has failed his GCE- Advanced Level and so she wants to make sure this does not happen to her. She will have to study much harder.

Stop 2:

STOP: Seema's mother has suddenly taken ill and the final examinations will be held next week. Her younger brother is sick. Her father thinks that she should be looking after the family first and not herself. He asks her to leave school.

GO: Seema's mother has fallen sick but has recovered quickly so she could sit for the exams.

Stop 3:

STOP: A marriage proposal has come. The family of the bridegroom does not want a big wedding so they can save a lot of money. Seema knows that the boy had had many girlfriends, but he has a job and has been referred by one of their very close relatives. Seema has to marry soon. What will she do? Decide and give choices and consequences.

GO: A marriage proposal has come. Seema was out of town and could not meet the boy's family. They will come later because it is not favorable to see a girl for a prospective marriage for the next few months.

Stop 4:

STOP: The exam for the police force is very competitive. Seema has done a lot of coursework lately so she did not have enough time to look after herself. She did not pass the fitness test.

GO: The interview for the police force went well and they were impressed by Seema's desire to do something with her life. You have reached your goal.

The facilitator can adapt more stories that are relevant.

5. Ask the groups to share what they felt after reaching the goal. Were some choices difficult to make?



6. Ask the judges to give the ratings and explain why that score was given. Discuss the consequences and the differences that resulted in the life paths. Make sure that the children perceive the connection between what they decide now and what happens later.

7. Ask what did the children feel about choosing the paper sheets? Remind them that life is like that. We do not know what is in store for us.

ACTIVITY 4: How Do I Set My Goals?

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Set realistic short and long term goals and think of problems and solutions needed to reach these goals.
2. Make choices carefully as they may change their future life paths.
3. Think and feel positively to find solutions to problems/road blocks and try again.
4. Be responsible so that they can impact their own and other's lives in a positive way.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Remind the children of the earlier session, of the steps in setting goals and the examples. Give the children two differently colored cards: one color for the short term and another color for the long term. Give them markers and ask them to think of a short term goal (short term means next day or week) and long term goals (over a month or a year). Write the goal on the front of the card with one goal on each card. They should also think of problems (and solutions). On the back of the card, write today's date and set a deadline to achieve the goals. For a long term goal, write the sub goals on the back of the card that have to be achieved in order to achieve the main goal.

(Have assistants help walk the children through the goal setting steps.)

2. Encourage the children to set up different types of goals- at least two.

Some broad headings are:

- Health goals
- Emotional goals
- Relationship goals
- Education goals

Examples of short term goals could be:

Health: I will give up smoking for a day/two days/a week.



Relationship: I will meet my friend who gets me in trouble only once this week instead of every day because I want to slowly end the relationship.

Emotional: I will control my anger when my brother troubles me, or I will practice my assertive skills once.

Education: I will finish my homework tonight instead of trying to complete it in the morning.

3. Ask the children to share one short term and one long term goal with a buddy along with the problems and solutions on the way to reaching the goal. The buddy can recommend changes if necessary. If time permits, ask the buddy to present the goals. Otherwise, ask for volunteers and discuss two or three goals. If you are going for a sample, choose a variety of goals to discuss. For example if you already have an educational goal, ask for volunteers for a relationship goal.

4. Ask the following discussion questions: Ask the children what they have learned from the exercise. Discuss why it is important to have goals. (Otherwise you lead a purposeless life, moving everywhere without direction like the wind or you can get into trouble and lead a destructive life.)

ACTIVITY 5: A Mantra For Trying

TIME: 45 min

LEARNING OBJECTIVES:

By the end of this session, students will be able to:

1. Set realistic short and long term goals and think of problems and solutions needed to reach these goals.
2. Make choices carefully as they may change their future life paths.
3. Think and feel positively to find solutions to problems/road blocks and try again.
4. Be responsible so that they can impact their own and other's lives in a positive way.

PREPARATION/MATERIALS NEEDED: Flipcharts, Markers, Cello Tape.

PROCEDURE:

1. Discuss with the children that in spite of your best efforts, you will still face many setbacks in life. How would they handle their feelings? Remind the children of the "Coping with Feelings" activities in Module 8 and that it is important to have positive thoughts, so that they can feel good and act positively.

Positive thoughts-to positive feelings-to positive actions.

Take any of the examples from below or create one.

-I want to go off drugs, but I slipped up last night.

I know I can do it (positive thought)—I feel confident (positive feeling)—I will try again tomorrow or I will go to a counselor for help (positive action).

-I knew right from the start that I cannot do it (negative thought)—I am useless (negative feeling)—I give up (negative action).

Work through some more examples. Encourage the children to contribute.

2. The children can think of a mantra or a chant that they can say. A chant works because you believe in it. Encourage the children to compose a mantra when the times are difficult. The mantra can be used by buddies to help one another. You can divide the group into two or three so that they can brainstorm. Bring them back together, and write down the mantras the children have particularly liked. Ask them to choose one for themselves.

3. Ask the following discussion questions:

- Have you stopped trying in the past?
- Do you know of friends who did not give up?
- Why do some people try and some do not?
- How can we help those who fail?

MODULE 9: MONITORING AND EVALUATION FOR PEER EDUCATORS

ACTIVITY 1: Understanding Monitoring and Evaluation

Taken from United Nations Group on Young Peoples Health Development and Protection in Europe and Central Asia. *Peer Education Training of Trainers Manual*. **(To Be Used Only in Structured Peer Education Led by Qualified Teachers/Educators)**

TIME: 30 min

LEARNING OBJECTIVES:

By the end of this sessions, students will be able to:

1. Understand the difference between monitoring and evaluation.
2. Understand what an indicator is.
3. Understand the difference between outcome and impact evaluation.

MATERIALS: Flipchart Papers

PROCEDURE:

1. Pose the question: What is the difference between monitoring and evaluation?
2. Discuss the following definitions:

Monitoring is the regular collection, analysis, and use of information to help guide a project. Monitoring compares the way things are actually done with the way they were originally planned. Examples of monitoring tools are attendance sheets and pre/post-tests.

Evaluation is the careful examination of an ongoing or completed project. The goal of evaluation is to find ways to make a program more efficient and effective. Examples of evaluation tools are quality surveys and feedback forms.

3. Ask the students: What is outcome evaluation and impact evaluation?
4. Present the below definitions:

Outcome evaluation determines the immediate effects of the intervention in the target population (such as increased knowledge or changes in attitudes shown by pre/post tests and observation).

Impact evaluation is an assessment of longer-term effects due to the program's efforts and measures sustained changes (such as behavior change shown by interviews, focus group discussions, and follow up).

Outcome and impact evaluations measure a program's results and effects.

5. Ask the students: What are indicators?



6. Give the following definition:

An indicator is a measure of the progress made towards meeting the program objectives. Indicators should be measurable and verifiable. Before a program is implemented, a set of measurable objectives or indicators need to be determined. One set of indicators is related to the monitoring of the process, the other set is related to outcome evaluation and the last is related to impact evaluation.

<i>Typical Training of Trainers/Peer Education Indicators</i>	
<i>Process Evaluation (Monitoring)</i>	<i>Outcome/Impact Evaluation</i>
-Number of students/trainers trained	-Number of trained student peer educators
-Attendance at meetings	-Number of schools with HIV education
-Gender of students/trainers	-Child/School knowledge of Gender Roles
-Number or percentage of target reached	

CLOSURE: Good evaluation can make the difference. It is cost effective and allows decision makers to continue successful programs and improve unsuccessful ones. It can provide support for future funding requests. It can contribute to the development of new programs. If the evaluation shows project failure, it can explain why. In short, monitoring and evaluation, if done well, can be very beneficial.

ANNEX: MATERIALS TO COPY

Tool 1: Participant Attendance List

PARTICIPANTS LIST for Creativity, Health, and Wellbeing for Orphans and Vulnerable Children On and Off the Streets- World Connect						
Training Title:						
Facilitator:						
Location: Bamenda, North West Region						
Dates:						
NO	NAME	SEX	VILLAGE, REGION	PHONE NUMBER	AGE	SIGNATURE
1						
2						
3						
4						
5						
6						
7						
8						
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Tool 2: Life Skills Pre/Post Test Survey

LIFE SKILLS

1. Which of the following is *not* an example of a life skill?

- a) Effective Communication
- b) Volunteerism
- c) Decision Making
- d) Coping with Emotions

2. What are the three key steps involved in conflict resolution?

- a) Stop-Say Nothing-Withdraw
- b) Listen-Act-Say Nothing
- c) Withdraw-Say Nothing-Act
- d) Stop-Think-Act

3. What are the three Cs in Decision Making?

- a) Challenges, Choices, Consequences
- b) Calculate, Caution, Certainty
- c) Challenges, Changes, Comparison
- d) Choices, Comment, Conclusion

4. Which of the following is true?

- a) Seeing different perspectives of a problem is key to solving that problem.
- b) Every problem has one right solution.
- c) With a conflict, there is one right person and one wrong person.

5. One of the older students in school snatches away your school book as you stand in line for food. You become angry. What should you do?

- a) You should do nothing.
- b) You should express your anger directly to the older student.
- c) You should pause and then speak up calmly and tell the student to give your book back.
- d) You should walk away.

6. Which of the following is *not* an example of a *need*?

- a) Need for Self Actualization



b) Survival Needs

c) Need for Power

d) Need to Belong

7. What is the first step towards reaching your goal?

a) Find out what problems may occur when trying to achieve the goal and the possible solutions to those problems.

b) Choose the goal.

c) Give up.

d) Check what resources you have to achieve your goal. Ask yourself who will help you? Ask yourself what skills do you have?

8. Complete the sentence: A mixed message occurs when...

a) Verbal and non-verbal messages get mixed up.

b) You say one thing and do another thing.

c) Your actions do not match your words.

d) All of the above are correct.

MONITORING AND EVALUATION

9. What is the difference between monitoring and evaluation?

a) Monitoring is examination of a completed project. Evaluation is the regular collection of information as the project unfolds; it is ongoing.

b) Monitoring is based on qualitative data. Evaluation is based on quantitative data.

c) Monitoring is the regular collection of information as the project unfolds; it is ongoing. Evaluation is examination of a completed project.

d) There is no difference between Monitoring and Evaluation. They are one in the same.

Refer to the following terms for Questions 10 and 11

I- Attendance Sheets

II- Quality Surveys

III- Feedback Forms

IV- Pre/Post Tests

10. Which of the above are examples of tools used for monitoring?

a) I, IV



b) II only

c) III only

d) II, III

11. Which of the above are examples of tools used for evaluation?

a) I, IV

b) II only

c) III only

d) II, III

12. What is the difference between outcome and impact evaluation?

a) Outcome evaluation is based on quantitative data. Impact evaluation is based on qualitative data.

b) Outcome evaluation determines the immediate effects of the project. Impact evaluation determines the long term effects of the project.

c) Outcome evaluation determines the long term effects of the project. Impact evaluation determines the immediate effects of the project.

d) There is no difference between outcome and impact evaluation. They are one in the same.

Refer to the following terms for Questions 13 and 14

I-Interviews

II-Observation

III-Focus Group Discussions

IV-Pre/Post Tests

13. Which of the above are examples of tools used for measuring outcome?

a) I, III

b) II

c) II, IV

d) III

14. Which of the above are examples of tools used for measuring impact?

a) I, III

b) II

c) II, IV

d) III

True or False

15. Good evaluation can make the difference. It is cost effective and allows decision makers to continue successful programs and improve unsuccessful ones. It can provide support for future funding requests. It can contribute to the development of new programs. If the evaluation shows project failure, it can explain why.