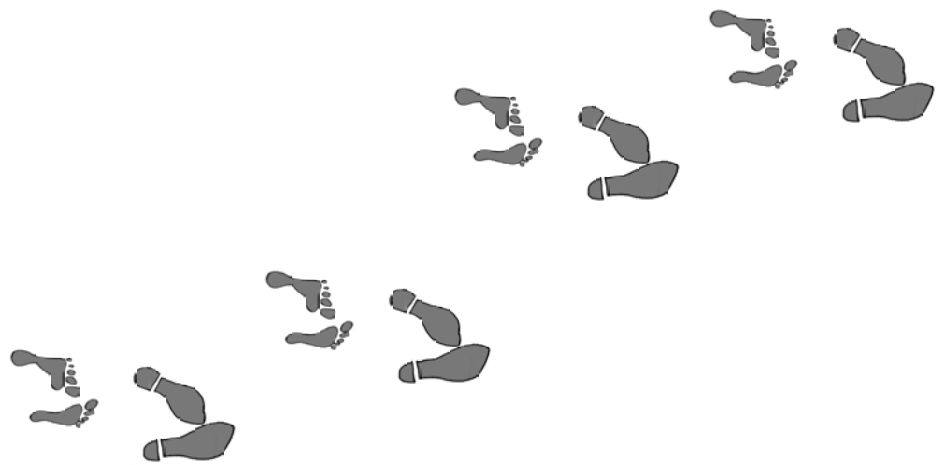
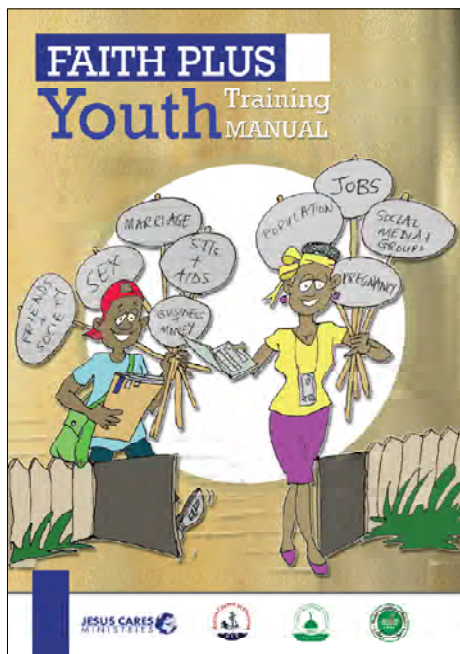
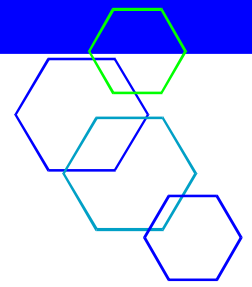


FAITH PLUS

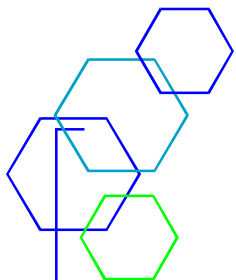
Youth Training MANUAL





Published by
Jesus Cares Ministries - JCM

With support from
Population Action International - PAI



To Our Dear Young People,

“ “ **“IF YOU LIVE A LIFE GUIDED BY WISDOM.
YOU WON’T LIMP OR STUMBLE AS YOU RUN.”** ” ”
Proverbs 4:12

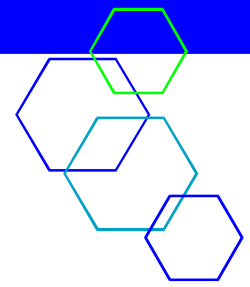
One of the worst things to happen to a runner when in a race is to develop a limp. Even worse than that is falling over. In this proverb, life is presented as a race in which we are runners. It suggests that a commitment to seek wisdom, to listen to the wise counsel of others (seniors and sensitive peers), to consider options, to gather information, to wait, to act, to be diligent, will result in progress, despite apparent setbacks.

Living by wise pointers will mean that we avoid pitfalls, helping us not to limp and stumble along. The fruit will be development and steady progress as we run the race of life.

Andrew Rashford-Hewitt, ‘101 Proverbs for Life’

This ‘Training Manual’ has been specifically prepared to train youth in churches and mosques in Malawi. The reason behind is to ensure young people lead a good life, be happy and to get the best out of life. This publication intends to promote better communication between young people and their parents, faith leaders, peers and the world at large.

**Jesus Cares Ministries
and
Population Action International (Faith Plus)**



Foreword

Communication is one avenue that connects more than one person.

Young people in Malawi constitute the biggest percentage of the population. This means that they are an important part of the country and are an asset to its present and the future.

Although the youth may lead life in a rejoicing manner but they should lead it and enjoy it responsibly as they are accountable to their creator, God. The youth can only responsibly rejoice if they know themselves.

Communication is one avenue that connects more than one person. One just has to choose words carefully and deliver them in a respectful tone of voice. Ones receivers of messages are supposed to be considered as allies and not enemies.

Young people often do not know how to approachh their parents or guardians. Parents or guardians are 'guardian angels' on earth. They have the wisdom and best advices invested in them by God as such they will show love and unlock all mysteries of many questions young people may have as they walk their life path.

Parents and guardians want to interact and socialize with the young people but they have found fun in clicks and youth groupings/cults and electrical gadgets such as mobile phones, music headsets, social media and video shows as alternatives.

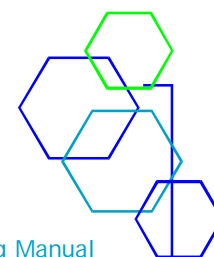
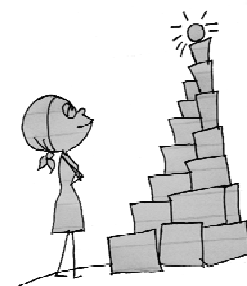
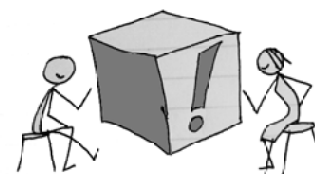
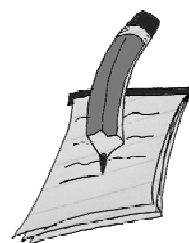
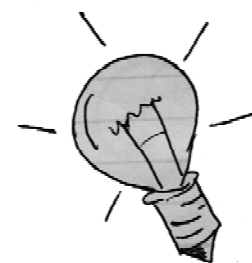
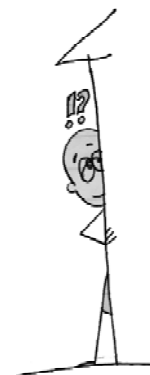
Youth want to access vital information from their parents whom they should trust hundred percent but because of cultural and traditional values and beliefs, busy schedules and pressure parents do not open up to them e.g. on issues to do with sex and sexuality, puberty, or education.

Bishop Dr. Gilford Emmanuel **MATONGA**
BOARD CHAIRPERSON

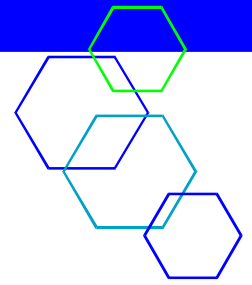


This Training Manual contains....

- **Key Scriptures** from the **Bible** and the **Quran** that complement the topic
- **Steps** in the topic for discussion – **Roadblocks; Case Study; Questions and Options**
- **Options** with reference to **Biblical/Quran citations** and **Role Models**
- **FACILITATORS NOTES:** to guide how to engage youth participants
- **DID YOU KNOW?:** facts and statistics that will stimulate thoughts and mind
- **TIP:** practical suggestions that will help young people overcome challenges
- **WHAT DO YOU THINK?:** questions that will help young people to reason and choose
- **SCRIPTURE:** Bible and Quran scripture to emphasize what the Christian and Muslim faiths say about young people's lives
- **An Action Plan:** asking young people to pledge an action they will do for real
- **IN OUR NEXT CHAPTER:** a link to the next topic



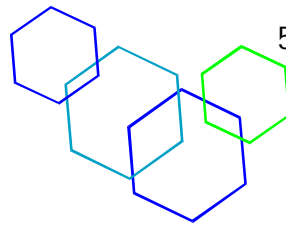
Content Overview



UNIT 1: YOUTH IDENTITY

Topics under Unit 1

1. Who is a Youth?
2. How youth can relate with Family
3. Peer Pressure
4. Youth Assertiveness
5. Leadership



UNIT 3: YOUTH AND POPULATION

Topics under Unit 3

1. Population Growth
2. Youth and planning for families
3. Food and Nutrition
4. Demographic Dividend Benefits
5. Youth Participation

UNIT 2: YOUTH HEALTH

Topics under Unit 2

1. Abstinence
2. Love, Lust, Sex and Infatuation
3. Sexual and Reproductive Health
4. Early pregnancy problems
5. Circumcision

UNIT 4: YOUTH AND DEVELOPMENT

Topics under Unit 4

1. Early Marriage
2. Harmful Cultural Practices
3. Youth and Technology
4. Youth and Entrepreneurship
5. Money Matters



Unit 1

Youth Destiny

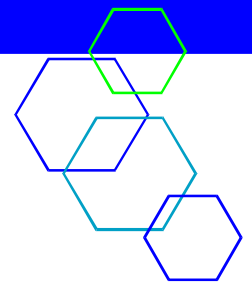


PURPOSE UNIT 1

This unit is exploring who a youth is and how to build a responsible young person who can identify with the self and others positively. The unit will explain issues on how to relate with parents, faith leaders, peers, and how best they can be leaders of today as assertive young people.

OBJECTIVE OF THE UNIT

1. To define a youth
2. To motivate young people to have mutual positive relationship with parents and family members
3. To assist the youth to associate themselves with positive peers and influence positive behaviour among peers
4. To enable the youth to understand and define assertiveness
5. To define leadership



OVERVIEW

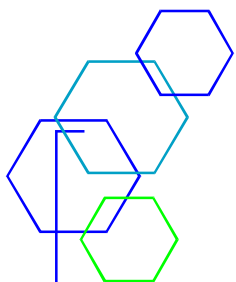
1. Definition of youth
2. The positive relationship between youth, parents and family members
3. Importance of positive peers and influencing positive behaviour among peers
4. Understanding and definition of assertiveness
5. Definition and description of leadership

MATERIALS TO BE USED

Flip Charts, markers, masking tape and handouts

METHODOLOGY

Brainstorming, Group discussions, Lectures, Question and answer, Role play, Use of video clips, and Case studies



UNIT 1:

Topic 1

Who is a Youth?

Step 1:

Young people may lead life in a rejoicing manner, but they should lead it and enjoy it responsibly as they are accountable to their creator, God. The

young people can only responsibly rejoice if they know themselves.

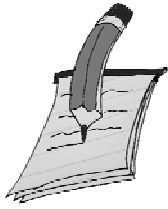


*"You who are young, be happy while you are young, and let your heart give you joy in the days of your youth. Follow the ways of your heart and whatever your eyes see, but know that for all these things God will bring you into judgement". **Ecclesiastics 11: 9 (NIV)***

"We narrate unto you (O Muhammad) their story with truth: Truly! They were young men who believed in their Lord (Allah), and We increased them in guidance.

And We made their hearts firm and strong (with the light of Faith in Allah and bestowed upon them patience to bear the separation of their kith and kin and dwellings, etc.) When they stood up and said: 'Our Lord is the Lord of the heavens and the earth, never shall we call upon any ilah (god) other than Him; if we did, we should indeed have uttered an enormity in disbelief."

Quran 18: 13 - 14



Facilitator's Notes

Give the participants an opportunity to answer the question: **Who is a Youth?**

Then explain that the 2013 Malawi National Youth Policy defines 'youth' as all persons from age 10 to 35 years regardless of their sex, race, education, culture and religion, economic, marital and physical status.

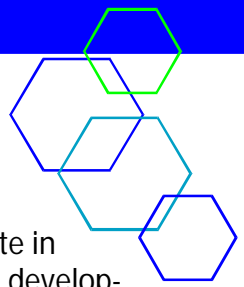
Article 1 of the 'Convention on the Rights of the Child' (CRC) states that: "A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier".

The 2011 UNICEF State of the World's Children Executive Summary defines an adolescent as those between 10 to 19 years of age.

The national definition of youth therefore covers the child, adolescent and youth.

This *Faith + Youth Training Manual* is targeting youth aged between 10 to 21 years.

Allow the participants to try and describe a young person or a youth in their own understanding. They may also use vernacular in their contributions.

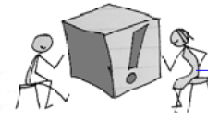


Step 2: Roadblocks

1. Young people want to participate in family, community and national development activities but are often side-lined because they are said to have not yet attained the right age to engage in serious issues.
2. For a long time young people are considered as 'leaders of tomorrow' yet they are sent to lead on errands during pertinent ceremonial activities such as funerals, political events and church activities among many others
3. National projects use the manpower of young people though they are most of the times not included as beneficiaries.

Step 3: Question/Identifying issues

Case Study:



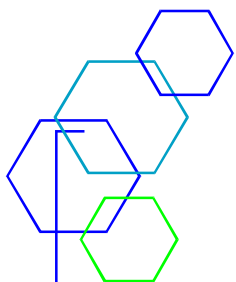
Kondwani qualifies for a diploma at an early age of 21. He is eager to continue with his studies before he starts working. He comes across a scholarship opportunity but the scholarship scheme takes on board awardees aged 25 and above. This leaves the aspiring young man frustrated. Kondwani's parents ask him what he will do instead. They ask on what options he will apply.



Facilitators Notes

Ask the participants the following questions:

1. What should Kondwani do?
2. What are other opportunities that Kondwani and other young people in his situation can take advantage of?



Let the participants discuss the following options, freely giving detail:



Options

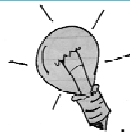
1. Kondwani should engage in some income generating activities till he is 25 or above.
2. Kondwani should search for other scholarship opportunities that can take him on board at his age rather than engaging in activities that would lead to destructive behaviours.

The facilitator should ask provoking questions that will help the participants connect young people issues to population and economic development. Ask 1 or 2 of them to share a relevant case study.

For example:

1. Most young people end up joining none suitable careers/ jobs that they don't like out of frustration.
2. Girls end up into forced or early marriages, leading to unplanned pregnancies. **These issues have an impact from and on cultural, economic status, size of families, poverty levels, etc.**
3. Engagement in immoral and impure behaviours such as prostitution, alcohol, drug and substance abuse or other criminal activities.

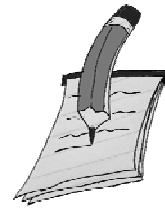
Step 4: Did you know?



Many times young people give up on things because they are frustrated. They 'close up' and engage in a mode of 'when I am such-such an age I will deal with this'. This mostly denies the young

people to experience and grow up into constructive maturity.

A good old saying states: "When one door closes, another door opens". There are also various other opportunities laid-out for the young people to use as alternatives but often young people are blinded by frustration and feeling of hopelessness.



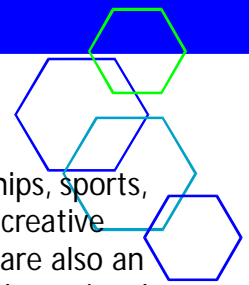
Facilitator's Notes

Explain to the participants that, no matter how hard their situation may seem, God has other plans for them at every stage of their lives as young people. So they do not need to give up. Such openness to good counsel from adults or peer-to-peer may make the latter end of life much more rewarding and bright.

Facts about young people in Malawi

1. Secondary school aged youth who attend secondary school is 13% female and 12% male
2. Completion of secondary school among youth ages 20 – 24 is 9% female and 15% male
3. Youth ages 15 – 19 who are currently employed is 56% female and 71% male
4. Sexually active before age 15 among youth ages 15 – 24 is 14% female and 22% male
5. Marriage among youth ages 15 – 19 is 20% female and 2% male

Source: At-a-Glance Facts: Youth Ages 15 – 24, Government of Malawi. Based on 2010 Malawi Demographic and Health Survey (DHS)



Step 5: Youth, population and development

Young people in Malawi constitute the biggest percentage of the population. This means that young people are an important part of the country and remain an asset to its present and future.

Apparently, young people should be considered as 'leaders of today' as they are asked to do a lot of work, which would be impossible for adults alone to achieve.

Young people must therefore be proud and engage themselves in activities that will develop themselves and their country - relative to their age.

Younger people can help in household chores and in that regard contributing to creating space for their parents and guardians to utilise their energies to other important activities, such as office work.

Teenagers can also engage in even more strategic

activities such as part work or internships, sports, crop and animal husbandry, and other creative activities available in their area. They are also an important resource to complimenting the national development agenda at every level through their being readily availability, hard work spirit, commitment and mostly innovative and creative nature.

Thus young people are the engine of development.

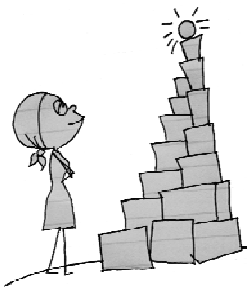


What do you think?

Advise and encourage the participants to make reference to spiritual text and verses of their choice, and discuss the questions.

1. What is the role of a young person in his family, community setting, the church, in school, at the work place?
2. How does God value a young person?

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

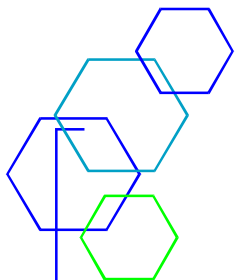
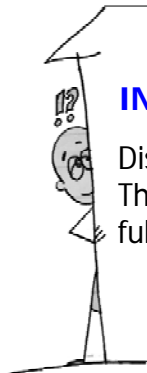
.....

What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....

IN OUR NEXT TOPIC

Discovering one-self as a young person may appear difficult, but no man is an island. The next topic explores how young people can relate with family as a step towards fully realising their potentials in life



UNIT 1:

Topic 2

How Youth can Relate with Family

Step 1:

What is Family?

Family is defined broadly as adults and children related biologically, emotionally, and legally. Families can begin or set young people on their path towards successful livelihoods.

What is Parent – Child Relationship?

Parent – child relationship consists of a combination of behaviours, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development.

Of the many different relationships people form over the course of their life span, the relationship between a parent and a child is among the most important. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence, the stability of the parents' marriage, and the unique characteristics of the child compared with those of the parent.

What is Sibling Relationship?

Almost 80% of young people grow up with at least one brother or sister. Brothers and sisters teach each other how to get along with others.

Siblings often spend time with each other during childhood than they do with parents or anyone

else; sibling relationships are often the longest-lasting relationship in individual lives.

Sibling relationships play an important role not only in the family life, but by influencing the way that the family function within society. (Cicirelli, 1994)

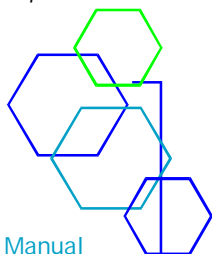
How can youth relate with family

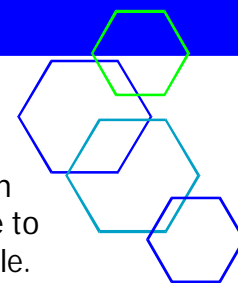
Strong family support is essential for young people as they mature and become adults. There has been greater recognition that adolescents are the central actors in their own development. Families are keystones in the foundation of social supports that also include neighbourhoods and schools. Caring relationships and consistent emotional bonds between families and adolescents are significant protective factors for youth.



Facilitator's Notes

The facilitator should explain the following to the participants and afterwards ask them questions on how they think they can also improve their own relationships with their parents and guardians, and with their siblings:





Practices that can strengthen family

A wide range of activities, including many that are common – and school-based programs, can be adapted to include family strengthening practices.

Examples include:

1. **Service activities** in which young people and adults work side by side to make community improvements
2. **Academic support activities** that engage families
3. **Culminating activities**, such as graduations and exhibitions, where young people showcases their talents and abilities, and parents have a role in planning and supporting the activities
4. **Team sports** that involve young people and adult players, coaches and referees
5. **Arts and cultural activities** that engage both family members and young people



“Start up a child in the way he should go: and when he is old, he will not depart from it.”
Proverbs 22:6

Positive youth – family communication

The importance of an open door: sometimes conversations with young people – especially your own children – can become confrontational/ learning to listen can help prevent slamming doors, and, instead, open them. Though challenging, being available for frequent, in-depth conversations is an important role parents and other adults can play in children’s lives – from the time they learn to talk all the way into adulthood.

The goal is to promote and maintain an open-door policy. Ask open-ended

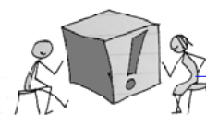
questions and then listen, listen, listen and listen. This will help young people to grow up healthy, caring and responsible.

Step 2: Roadblocks

1. A young person wants to talk to a parent or a sibling but little or no attention is paid to him or her.
2. Parents and guardians want to interact and socialize with young people but they have found fun in cliques and youth groupings/ cults and electrical gadgets such as mobile phones, music headsets, social media and video shows as alternatives.
3. Young people want to access vital information from their parents whom they should trust hundred per cent, but because of cultural and traditional values and beliefs, busy schedules and pressure, parents do not open up to them e.g. on issues to do with sex and sexuality, puberty, or education.

Step 3: Question/Identifying real issues

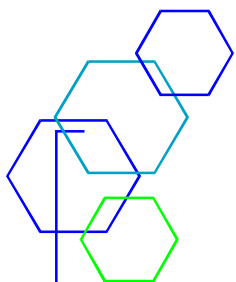
Case Study:



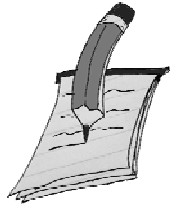
Umthandazo is 16 years old and in Form 2. His friends have been telling him about condoms and sex and he seems to be confused. At home his parents are always busy and it is becoming more difficult as to how he is going to approach his parents, especially his father who never seems to have spare time for him.

Umthandazo is also reluctant to ask his mother as he is not only shy talking to women, but because she equally is busy with his younger sister who is 10 years old.

His elder brother, who is 20, is also busy with his studies and friends that Umthandazo is left with



nobody to share his questions and experiences. His father, mother and elder brother only seem to have free time when they are at meal times, but he does not want to raise the topic when his little sister is around.



Facilitator's Note:

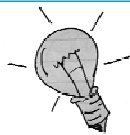
Ask the participants to discuss Umthandazo's situation and suggest solutions. Remember to refer the participants to the roadblocks above and also the definitions about parent-child relationships, and sibling relationships.

Ask the following questions:

1. What should Umthandazo do about his situation?
2. How can he ensure he creates a good scenario to seek advice and also learn more about life through engaging with his parents and siblings?

Ask the participants if they know of any policies that promote parent – child relationships. Let them give suggestions.

Step 4: Did you know?

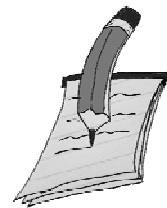


1. Research shows that young people who experience positive communication with their parents are more likely to grow up healthy and more willing to seek their parent's advice and counsel. About 28% of young people, ages 11 – 18, enjoy positive communication with their parents and are willing to seek their parents counsel and advice, according to a *Search Institute* surveys.
2. Communication is a two way system. At times one can get an immediate response or it can come a bit late. Young people

need to find polite ways and means of getting responses.

(Facilitator should devise a means that can be used to source responses). Before getting any information from any source, one should trust his or her parents or guardians for information.

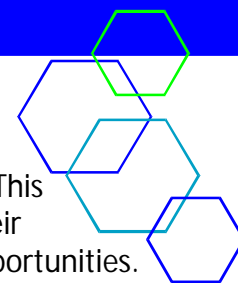
3. Keeping thoughts to oneself does not change ones world. Even if parents may not seem to know or understand or make sense of ones questions, asking parents or guardians questions will make them provide answers.
4. Parents or guardians too may find it tough to open a discussion on serious subjects. The social gap and generation gap plays a role. Parents should practice consistently communicating – talking and listening to young people – with an open mind and heart.
5. Positive communication means listening to understand young person's perspective, not to advocate your position. Be available when young people need you – and even when they think they don't. Take good care of yourself so when children want to talk, you can give them your full attention.



Facilitator's Notes:

Inform the participants about the following points which parents should endeavour to do. Then ask them, in response to these points, as young people, what do they think they should also do?

1. **In your home and family:** make it easy for your child to spend time talking with you. Keep an extra stool or chair in the kitchen, den, home office, or workshop area. When you are in the car together is a great time to chat, too.



2. ***In your neighbourhood and community:*** ask young people you know caring questions, such as: *What was the best thing about school today? What was the best act in the talent show? Why?* Listen to their answers and respond accordingly.
3. ***In your school or youth program:*** during parent meetings, discuss the importance of positive communication between parents and young people.

Young people should identify good time and space e.g. during family chores like shelling of maize, walking to the well for water, washing clothes at the river or community water source, during meal times, periodic family meetings, to ask about issues that are burning and important for them.

Opening up and engaging in a discussion or *breaking the silence* is very satisfying for both the young person and the parent or guardian. There is some trust built when young people are honest and sincere as they relate with parents or guardians.

Step 5: Relating to Family, Population and Development

When young people have the best of relationships with their parents and siblings, they tend to be more informed and make informed decisions. Young people who are not well mentored by elders often go on the wrong path with everything, including family values, and are often engaged in negative sibling rivalry, apart from being turned into community mischiefs that most people do not want to associate with.

Young people that do not seek the right advice may often end up feeling dejected, unwanted, and also not worth living. There are a number of issues that cause this, including loss of parents, a trusted relative, and indeed having wrong

relationships with the wrong people. This can have serious repercussions on their health lives and also development opportunities.

Only young people that live positively and are informed will be able to make the right decisions about when to contribute to the population in terms of child bearing. They will also become good citizens and trusted people that have the socio-economic development of their self, family, community and nation at heart. Making the right choices about how to engage and relate with family therefore has a very strong bearing on young people's contribution to population and development.



What do you think?

Facilitator should ask the following questions and have the participants relate them to scripture in their responses:

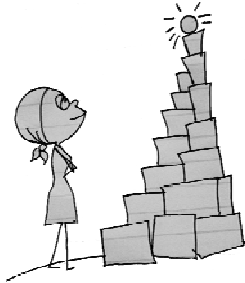
1. Is it good to keep quiet over important information and matters?
2. When is the best time to talk to parents or guardians?
3. Should parents freely talk or open up to their children about critical issues?

Young people should approach and address parents in an appropriate manner, e.g. they should not close up or close their communication doors with parents, or even in resentment give parents nick names or address them as

The facilitator should ask the young people to mention nick names, inappropriate statements frequently used against parents or guardians, religious and community leaders, teachers, and siblings). Note even using negative names from religious citations can de-motivate others, e.g. Judas Iscariot.



Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

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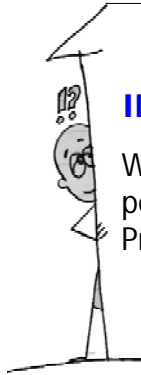
resolve to start applying what I will work on the above by (date/month):

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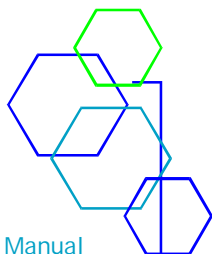
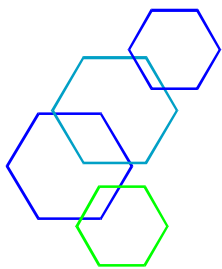
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

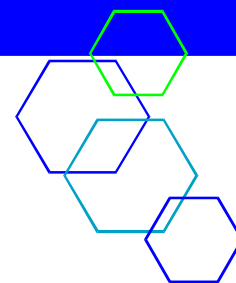
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IN OUR NEXT TOPIC



What if relating to parents or guardians is not really a problem, but the issue is that peers can either be wrong or trusted informers? There is need to understand what Peer Pressure and its impacts on young people are, be they positive or negative.





UNIT 1:

Topic 3

What is Peer Pressure?

Step 1:

Who is a Peer?

Peers are people your age or close to it who have experiences and interests similar to yours. You and your friends make dozens of decisions every day, and you influence each other's choices and behaviours. As young people become more independent, your peers naturally play a greater role in your life. As school and other activities take you away from home, you may spend more time with peers than you do with your parents and siblings. It's natural for people to identify with and compare themselves to their peers since they help in friendship, providing feedback and advice, socialising, encouragement and providing new experiences.

What is Peer Pressure?

Sometimes your peers will pressure you into doing something you're uncomfortable with, such as shoplifting, doing drugs or drinking alcohol or having sex before you feel ready. The pressure to conform (to do what others are doing) can be powerful and hard to resist. A person might feel pressure to do something just because others are doing it (or say they are). The people who are most easily influenced will follow someone else's lead first. Then others may go along, too — so it can be easy to think, *"It must be OK. Everyone*

else is doing it. They must know what they're doing." Before you know it, many people are going along with the crowd — perhaps on something they might not otherwise do. This is called *Peer Pressure*.

Responding to peer pressure is part of human nature — but some people are more likely to give in, and others are better able to resist and stand their ground. People who are low on confidence and those who tend to follow rather than lead could be more likely to seek their peers' approval by giving in to a risky challenge or suggestion. People who are unsure of themselves, new to the group, or inexperienced with peer pressure may also be more likely to give in.

Using alcohol or drugs increases anyone's chances of giving in to peer pressure. Substance use impairs judgment and interferes with the ability to make good decisions.



Facilitator's Notes:

Explain to the participants that Peer Pressure isn't always about negative things. It can be positive influence and help challenge or motivate you to do your best.

However, it is helpful to recognise that peer pressure can also be negative. It can result in you doing things that do not fit your sense of right and



wrong.

It may influence you in a number of things such as:

1. Fashion choices
2. Alcohol and drug use
3. Decision to have a boyfriend or girlfriend
4. Choice of who your friends are
5. Academic performance



*"You shall not follow the masses in doing evil, nor shall you testify in a dispute so as to turn aside after a multitude in order to pervert justice". **Exodus 23: 2***

*"O you who believe! Choose not disbelievers for (your) friends in place of believers..." **Quran 4: 144***

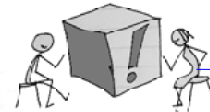
Step 2: Roadblocks

1. To be able to handle peer pressure, a lot of energy and effort is required. But often young people tend to keep their life challenges to themselves for various reasons.
2. Young people feel uncomfortable to share their challenges with parents and other responsible adults and other people because of fear of consequences and so too reprisals from their group leaders.
3. Parents fail to break through into young people's state of affairs due to lack of communication skills.

There are very few youth friendly centres where young people can share challenges and experiences and also use their time positively.

Step 3: Question/Identifying issues

Case Study 1:



Amidu wants to attend a night farewell party at school. His parents think that he should not go because he will not be able to handle peer pressure there. His parents will only allow Amidu to attend night parties on his own when he reaches 21 years or age, or unless he is accompanied by a mature and trusted person. Amidu is convinced that he is grown up and that he can handle any manner of peer pressure. He convinces himself and his parents that he will not be a victim of peer pressure.

However at the party, all his friends are drinking alcohol and smoking. And have girlfriends and others are engaging in sexual activities. The group manages to convince him to drink, smoke, and engage with girls.

Case Study 2:

Fatima is a Form 4 girl who manages to convince her parents to join a weeklong religious gathering of young people from her congregation. At the retreat, the young people will share religious teachings and explore spiritual living and upbringing.

After two days she and one of her friends excuse themselves that they are going to see her mother back in town who is sick. She returns to the retreat camp just a day before the group departs back for home.

A day later, one of the retreat facilitators meets Fatima's mother and asks on her health as she has been sick. She is surprised

and indicates that she has not been sick recently. Back home she quizzes Fatima who reveals that she and her friend lied to the facilitators and was in town where they visited her friend's boyfriend.



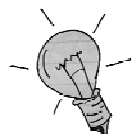
Facilitator's Notes

Based on the above, ask the participants what Amidu and Fatima should have done?

Let the youth discuss and give suggestions.

Explain to the participants that young people should put prayer and advice ahead of all their actions. That young people should be assertive. They must learn to listen to their gut feeling to resist things that seem wrong in the first place. They must respect their parents even when they are not near or close to them.

Ask the participants to each draw a chart where they are in the middle and have listed the type of people that can influence them within peer pressure, and the things they can be either 'positively' and also 'negatively' be influenced to do. Let them share with the next person.



Step 4: Did you know?

Peer pressure can be present at school or within a broader community. It can affect people of all ages and backgrounds. It can affect you in a number of different ways such as:

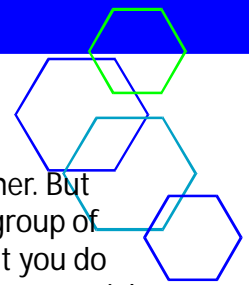
- 1. Directly:** peer pressure can be as simple and direct as someone telling you what to do. It might be a good idea to talk to someone you trust if you feel threatened, or if you are being hurt or pressured into something you don't want to do.
- 2. Indirectly:** peer pressure might not always be obvious to you. It is not uncommon for a group of friends to have particular habits

or activities that they do together. But when you are with a different group of friends, it might be unlikely that you do those same things. For example, you might only smoke when you are with certain friends.

- 3. Individually:** sometimes peer pressure comes from you. Feeling different from a group can be hard. Sometimes this happens when people move to a new area or school or job. This often means having to make new friends and fitting into a new environment.

To deal with peer pressure, one must learn to also value oneself as an individual with something special to offer to others and the community. Though it may be hard to be an individual, here are some suggestions to help you:

- 1. Value common interests:** hanging out with people who like doing similar things may help you avoid a situation where you feel pressured into doing things you don't want to do.
- 2. Say no:** having the strength to say no can be hard; it can also make you feel good to stick with what you believe in. Explain to people in a calm way why you don't want to be part of something, and you might earn respect from others and gain confidence in yourself.
- 3. Try not to judge others:** if possible, try not to place judgement in other people's choices. Respecting someone else's choice may help them to respect yours. Remember that you don't have to agree with their actions. Focusing on the reasons why you don't feel happy with the choice might help you to not judge others.
- 4. Take action:** taking action against negative peer pressure can be easier when you are more comfortable in your environment.



Standing up for yourself and others can be a way to gain that comfort. Both these are ways you might be able to create a positive atmosphere within a group.

- 5. **Get help:** share your struggle and get help and support from others who have been in your shoes before. Parents and responsible adults, and some good peers, can be handy in this area.

Young people should always choose the friends they can easily associate with. They should listen to their gut feeling. If you feel uncomfortable, even if your friends seem to be ok with what is going on, it means that something about the situation is wrong for you. This kind of decision-making is part of becoming self-reliant and learning more about who you are.

Step 5: Effects of Peer Pressure on Population and Development

Peer pressure can positively and negatively affect

population of the country and its development agenda. Where more peer groups are reckless about their health, sexual lives, and economic lives, they will affect the population trends of a nation. For instance, where groups engage in more unprotected sex, the result will be more unplanned pregnancies and births, but at the same time, mounting pressure on the health system in terms of need for service in anti-natal. Since such people would be careless, it is also expected that a possibility of HIV and AIDS prevalence would be high.

The result would be more mortality rates amongst small children as well as the reproductive age. Equally, such a life would translate into a failed economy and development agenda at all levels, starting from the individual, to family, community, and nation.

Where positive peer pressure is practiced, more groups would share innovative ideas and become healthier and productive for the country's socio-economic development. It is therefore important to relate peer pressure to the country's population dynamics and the national socio economic development agenda.

Step 6: Action Plan

As a responsible young person I need to work on the following weaknesses:

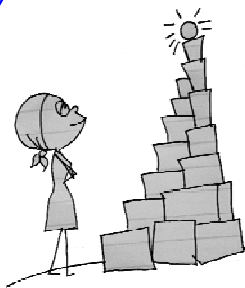
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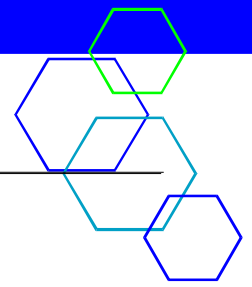
resolve to start applying what I will work on the above by (date/month):

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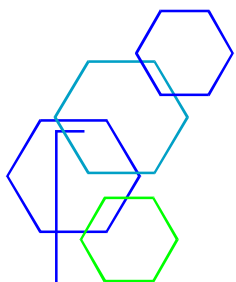
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IN OUR NEXT TOPIC

Having understood how young people can identify and deal with peer pressure, it is important to build on the energies that young people can harness out of themselves. To be a responsible and productive citizen young people must be assertive. The following topic discusses Youth Assertiveness.



UNIT 1:

Topic 4

Youth Assertiveness

Step 1

Many times young people fail to make valuable decisions in their lives because they lack knowledge and self-esteem. Self-awareness is a tool that can help young people to be assertive. Young people can be assertive if they are given proper guidance on how best they can achieve their goals.



"My people are destroyed for lack of knowledge. Because you have rejected knowledge, I will also reject you, that you may be no priest to me. Because you have forgotten your God's law, I will also forget your children." Hosea 4:6.

"Say, Are those who know equal to those who know not..." Quran 39: 9.

Definition

Assertiveness can be defined as the ability to know who and what you are and being responsible to take viable steps and accomplish them.

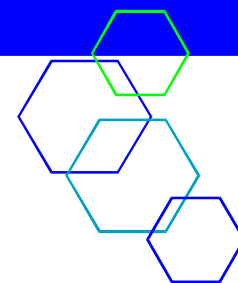
Assertiveness is developed through interactions with different people of different calibers, and positive comments from people you associate.

For young people to understand assertiveness there is a need to know how best they relate to their opposite sex and also how they understand gender, sex, gender roles, and stereotype. *(To believe unfairly that all people or things with particular characteristics are the same)*

An assertive person is the one who behaves positively and confidently in their day to day undertakings, and also seek guidance where necessary. It is vital for young people to be assertive since it helps them to achieve their goals, make them able to defy peer pressure and be able to relate with others in the society.

Step 2: Roadblocks

1. Young people harbor ambitions to achieve greater things in life, but these are often challenged by their lack of confidence and trust in themselves and their surroundings. When young people lack direction, they end up having low self-esteem.
2. There is little to no support from their homes, congregations and the community at large.



3. Young people often do not pay much attention to the counsel of parents and elders who may otherwise pass for their role models and mentors simply because they fail to identify with their wisdom with regard to modern generational advancements.
4. Young people are pre-occupied with things that cannot take them far in life and often cut corners to achieve greater things when the time is not right.

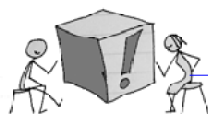
the matter to the college authorities for assistance.

The facilitator should explain that when negative challenges face the young people and they remain quite, it helps hinder them from progressing in their studies and other life endeavors.

Ask the participants to list behaviours that show that young people are assertive against those that show lack of assertiveness. **Using the Bible or the Quran, ask them to find and give examples of young people whose actions showed they were assertive.**

Step 3: Question/ identifying issues

Case Study:



Naluwa is a beautiful young lady studying at a Bible college. Her lecturer has been making advances on her, asking her to go out and spend some time together. She has been refusing and resultantly her assignments are deliberately marked wrong because of her resistance. She is in a dilemma.

Naluwa feels people will not believe her story if she came out in the open. That such a thing cannot happen at a Bible college. She fears she will also be seen to betraying the lecturer.

Step 4: Did you know?



There are a number of techniques that young people can embrace to be more assertive. But it will be important to know that there are a number of issues that can deny young people best qualities of assertiveness. These include:

1. **Passive:** being reactive rather than proactive, letting things go, trying to avoid confrontation
2. **Aggressive:** reacting negatively, precipitating confrontation, using force (verbal or physical)

However, in **being assertive**, young people act positively and act appropriately for the situation (including sometimes, passively or aggressively); using "I" messages rather than pretending to speak for many people.



Facilitator's Notes:

Ask the participants the following question: *What should Naluwa do to overcome this problem?*

Let the participants give options). Facilitator should then share the following options to provoke debate.

- 1: Naluwa should seek guidance from her friends.
- 2: Naluwa should be assertive enough to tell the lecturer she is not interested and proceed to take

Assertive communication skills

1. **Everyone has the right to be his/her best and to act in her/his own best interest.** Young people must therefore learn to: use the 'broken record' technique by repeating their refusal until it is heard; use clear "I" statements, such as "I feel...", "I think...", "I



would like..."; avoid giving excuses. Remember that you don't owe anyone a reason for the way you feel or act in your best interest; avoid tentative responses, such as "Do you think we should do..." or "I wonder whether we should..."; use a firm, calm voice; don't threaten or put down another person; make and keep direct eye contact; and face the person directly without shifting or fidgeting.

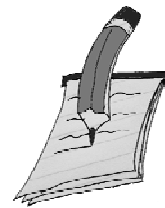
- You have the right to make a request.** Choose an appropriate time and place to make a request; make a request or ask for what rightfully is yours without being apologetic; accept the other person's right to refuse the request; use clear "I" statements, such as "I think...", "I feel...", "I want..."; use a firm, calm voice; accept or offer a workable compromise when it is appropriate; don't threaten, pressure, or put down another person; make and keep direct eye contact; and face the person directly without shifting or fidgeting.
- You have the right to be treated fairly and not to be intimidated. You have the right to make a mistake. You have the right to change your mind.** State your refusal clearly and simply. Repeat it, if necessary, until it is heard; take the offensive by stating what is happening and refusing to be made to feel guilty. For example, "I feel like you are pressuring me to do something I don't want to do and I don't like it!"; end the conversation by looking the other person in the eye for a count of five. Then leave; use clear "I" statements such as "I

think...", "I feel...", or "I want..."; use a calm, firm voice; don't threaten, pressure or put down the other person; avoid tentative statements, such as "I am not sure..." or "Do you think we really should..."; maintain eye contact; and face the person directly without shifting or fidgeting.

Step 5: Youth assertiveness, population and development

Young people should be assertive in their day to day undertakings so that they can positively contribute to their society. They must be ready to engage in different programs and avoid unnecessary fear which deters them from progressing in life.

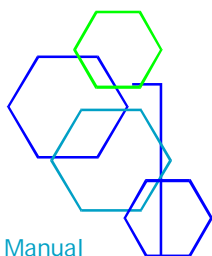
Young people who know and believe in themselves are more confident and assertive enough to introduce creative solutions in their families and communities, they are positive agents of change and lead to their personal and national good.

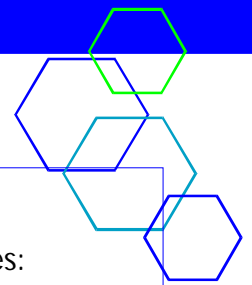


Facilitator's Notes

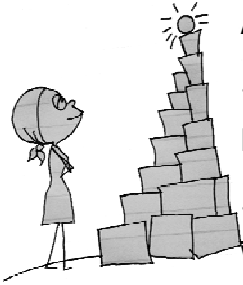
Ask participants the question 'What do you think?' Make reference to the scripture in the Bible or Quran.

1. What does being assertive mean in the eyes of God and what are the benefits for young people who are assertive?
2. How does God value assertiveness in young people?





Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

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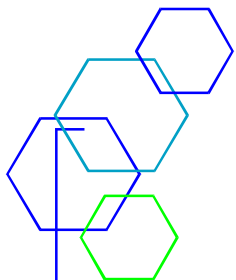
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....



IN OUR NEXT TOPIC

As assertive young people more often become successful in life since they know themselves and have trust in their self and abilities, they still need to recognise that in a community they can be leaders at various levels. Leadership has many attributes. The next topic discusses Leadership.



UNIT 1:

Topic 5

Leadership

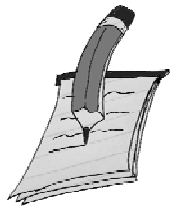
Step 1:

What is Leadership?

Leadership is a process of getting things done through other people. For example, **Joshua 6: 6 - 11**, tells you how he as a leader managed to conquer Jericho through his people. In Quran **2:251** Allah gave Dawood (David) leadership of the Kingdom after he had killed Jalut (Goliath).

Leaders get things done by influencing other people, for example, football coaches getting results in a national tournament through football players. Team leaders getting results for their scout, choirs, or clubs.

LEADERSHIP is broad and has many meanings that you can brainstorm.



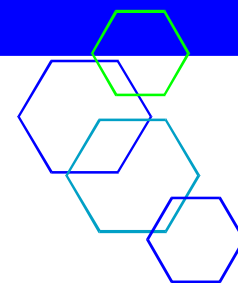
Facilitator's Notes

Ask the participants to mention examples of leadership. List them down. Then also ask them to pick out two types of leadership from the list - being good leadership or bad leadership. Inform them that dictatorship is also leadership, but it is not good leadership because it is based on one person or a small group of people and often uses force. On the other hand, good leadership allows for diversity where consultations, tolerance, and deep

understanding is sought and ideas are agreed to serve a bigger number of people.

Many leaders are competent, but few qualify as remarkable. If young people want to become part of the best of best leaders, they need to embody a number of qualities. But this is not easy.

1. **Awareness:** there is a difference between management and employees, bosses and workers. Leaders understand the nature of this difference and accept it; it informs their image, their actions, and their communication.
2. **Decisiveness:** all leaders must make tough decisions and goes with the job. They understand that in certain situations, difficult and timely decisions must be made in the best interests of the entire organisation, decisions that require firmness, authority, and finality that will not please anyone.
3. **Empathy:** extraordinary leaders praise in public and address problems in private, with a genuine concern. The best leaders guide others through challenges, always on the lookout for solutions to foster the long-term success of the



organisation.

4. **Accountability:** extraordinary leaders take responsibility for everyone's performance, including their own. They follow up on all outstanding issues, check-in on others, and monitor the effectiveness of company policies and procedures.
5. **Confidence:** not only are the best leaders confident, but their confidence is contagious. Employees are naturally drawn to them, seek their advice, and feel more confident as a result. When challenged, they don't give in too easily, because they know their ideas, opinions, and strategies are well-informed and the result of much hard work.
6. **Optimism:** the best leaders are a source of positive energy. They communicate easily. They are intrinsically helpful and genuinely concerned for other people's welfare. They also seem to have a solution, and always know what to say to inspire and reassure, avoiding personal criticism and pessimistic criticism thinking and look to ways to gain consensus.
7. **Honesty:** strong leaders treat people the way they want to be treated. They are extremely ethical and believe that honesty, effort, and reliability form the foundation of success.
8. **Focus:** Extraordinary leaders plan ahead and they are supremely organised. They think through multiple scenarios and the possible impacts of their decisions, while considering viable alternatives and making plans and strategies - all targeted towards success.
9. **Inspiration:** put it all together, and what emerges is a picture of the truly inspiring leader: someone who communicates clearly, concisely, and often, and by doing so motivates everyone to give his or her

best all the time

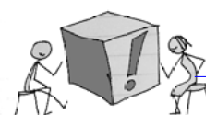
Source: Peter Economy

Step 2: Roadblocks

1. Young are told that they are leaders of tomorrow when in actual sense they are leaders of today.
2. Young people are given some leadership roles in the society which are meaningless whilst decisions are made by the elders.
3. Parents discourage young people from leadership positions in fear of other leaders (elderly people) and unforeseeable repercussions.
4. Parents/ teachers, faith leaders do not encourage and nurture leadership qualities.
5. Most young female people turn down leadership positions despite that they have the potential because of gender imbalances and cultural/traditional beliefs

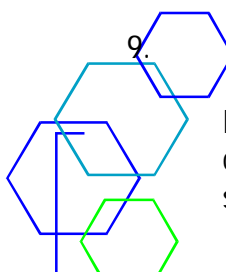
Step 3: Questions/ Identifying Issues

Case Study



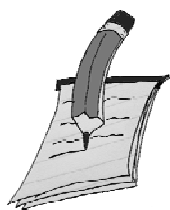
Darwin Bernardo is a 21 year old based in London, UK and is a student, public relations manager, motivational speaker, and special youth diversion officer. He started the Nutmeg's "Unity Within the Community Project" also known as *Everyone2gether*, which is about allowing young people to be involved of their own community. This project started in September 2008 and had four main aims to: Unite, Educate, Inspire, and Create!

From the *Everyone2gether* event he wanted to unite every young person from the various communities he was working with in a community hall,



allowing them to be entertained by their own peers, who had various talents they liked to express. During these events they hold debates and allow external organisations to come along and educate the young people on topics such as: sexual health, anti-knife crime, homelessness, abuse, drugs, and the education system amongst other things.

The initiative also runs motivational and self-development workshops and invite inspirational young people who have set up their own organisations to talk to the young people, in the hope that they will provide inspiration. After being inspired, the young people will be determined to create their own projects that will help other young people in their community whether this is by holding music workshops, dance, art, fashion.



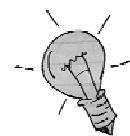
Facilitator's Notes

Ask the participants the following question, *what can young people can do to:*

1. Be proactive in the developmental issues and be part of the beneficiaries?
2. Involve themselves in income generating activities?
3. Form groups which will promote self-reliance?

Facilitator should emphasize that young people should know that they are leaders of today and make sure they play their leadership roles meaningfully. If they misuse their time at this point in time they will not have a good future thereafter.

Step 4: Did you know?



Types and Skills of Leadership

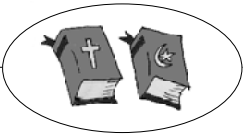
Below are types of leadership:

1. The bureaucratic leadership
2. Charismatic leadership
3. The autocratic leadership
4. The laissez faire {let do} leadership
5. The task orientated leadership
6. The servant leadership
7. The transition leadership
8. The environmental leadership

(All these leadership styles are good and can achieve results).

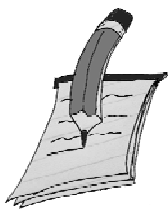
Some leadership skills include:

1. **Communication skills:** The leader needs to pay attention and carefully to the needs of the group members.
2. **Planning skills:** In planning a leader considers many alternatives and options and chooses one which is most effective and efficient.
3. **Controlling group performance skills:** a leader influence the performance of the group as well as individual participants through his or her action. The leader needs to control the group in order to mobilize them for a common goal.
4. **Sharing leadership skills:** the exploring leader wants to give the group the skills he or she possesses not to use those skills in ways that keep them post weak or dependent.
5. **Representing the group skills:** A leader needs to solicit and analyses members views within the guidelines of his or her position.



"Above all else, guard your heart, for everything you do flows from it." **Proverbs 4:23.**

When Mussa (Moses in the Bible) was been pursued by Firaun (Pharaoh) and reached the sea, he struck the sea waters apart and let his people to cross, before the sea waters came together again. **Quran 26 verse 61-66**



Facilitator's Notes

The facilitator should guide the participants to identify stories in the Bible and the Quran that highlight leadership skills in young people. Ask them to read the story of Joseph who is also called Yusuf in the Quran, from *Genesis 41 verse 7*, and *Quran 12 verse 9 - 14*.

Step 5: Connection between leadership, population and development

Development is undeniably a fruit of good leadership. Where leaders are honest, servant serving, innovative and visionary, their communities are

bound to develop. And this type of development also relies on how leaders influence their people on matters of population.

Leaders should be able to determine, with considerable consultations, strategies that will develop their wards or constituencies. To start with, they need to know their surroundings, cultures, and other denominators towards development. Key to all this is population.

Leaders need to ask themselves questions like: how big is our area? How many people are in that area? What type of resources, be they financial, natural, and human, do we have? How will the number of people in our area live meaningful lives against the resources that we have? And what must we do to enhance these resources?

Where leadership fails to weigh the differences and matches between population and their development agenda, often suffering occurs. God created the earth and gave it abundance in terms of living and none living things. At the end God gave humans the ultimate power to name and utilise the resources.

He did not give humanity the power to destroy His creation, rather He entrusted humans with care for his creation. Population management therefore is one of God's asks of humanity as this results in His people living holistic lives and enables them to realise their full potential in all aspects of life.

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

.....

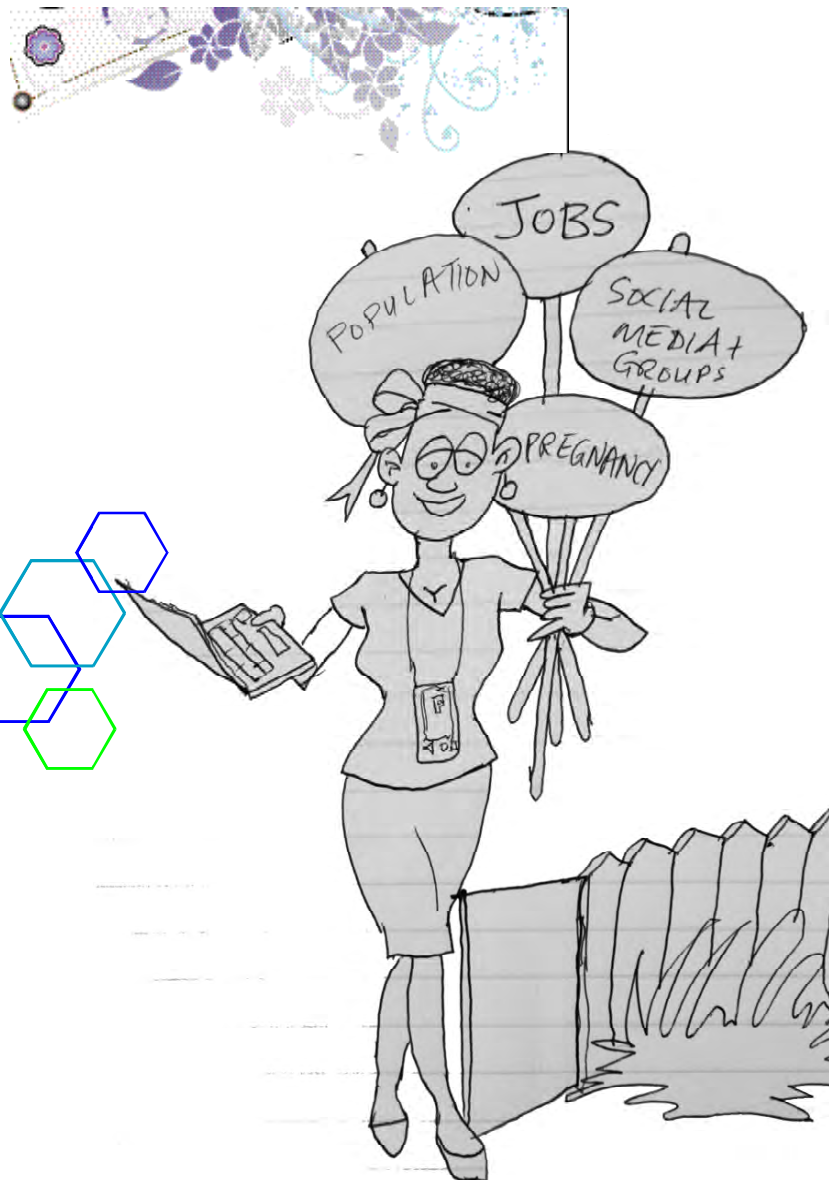
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....



Unit 2

Youth Health

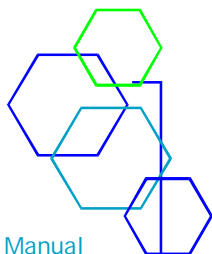


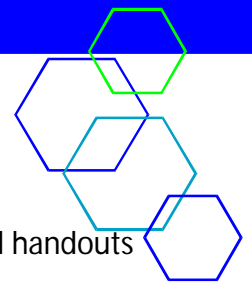
PURPOSE UNIT 1

This unit explores the health needs of young people, and how to build a responsible young person who can practice abstinence, understand and control their love, lust, sex, and infatuation challenges, access and enjoy sexual and reproductive health services, steer away from issues that lead to early pregnancy problems, and understand matters of circumcision.

OBJECTIVE OF THE UNIT

1. To define abstinence
2. To motivate young people to define, understand and differentiate love, lust, sex and infatuation
3. To assist the youth to understand and demand for sexual reproductive health services
4. To enable the youth to understand and avoid early pregnancy and its problems
5. To define circumcision





UNIT OVERVIEW

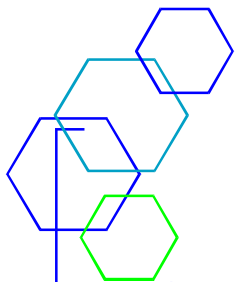
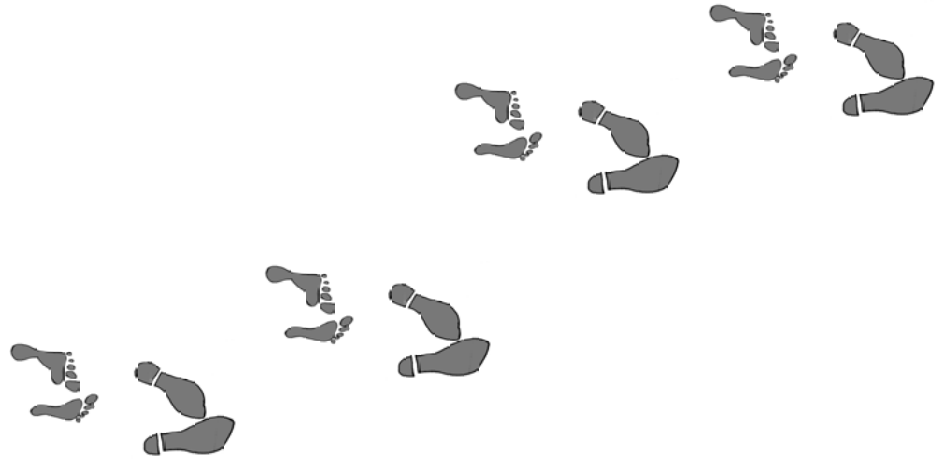
1. Definition of abstinence
2. The difference amongst love, lust, sex and infatuation
3. Importance of sexual reproductive health
4. Definition and description of early pregnancy problems
5. Definition and understanding of circumcision

MATERIALS USED

Flip Charts, markers, masking tape and handouts

METHODOLOGY

Brainstorming, Group discussions, Lectures, Question and answer, Role play, and Use of video clips



UNIT 2:

Topic 1

Abstinence

Step 1:

What is abstinence?

- (a) **Sexual Abstinence (primary)** means the avoidance of penetrative sexual intercourse as well as any genital contact or genital stimulation between persons.
- (b) **Secondary Abstinence** means that a person who has been engaging in penetrative sex has decided to stop having any kind of sexual activity be it vaginal, oral, and anal or any skin to skin contact in the genital area.

Abstinence is cleanliness before God and it is promoted among single individual's particularly young people.

Step 2: Roadblocks

Youth are exposed to many myths and misconceptions surrounding 'abstinence' and 'sex'

- 1. Youth believe that abstaining is actually being old-fashioned
- 2. Youth who abstain do not have as many friends as they can have in society
- 3. Abstaining is for the less attractive, poor/

low budget, less privileged

- 4. Practice makes perfect
- 5. Abstinence is hard

Step 3: Questions/ Identifying issues

PAUL SAYS GAME:

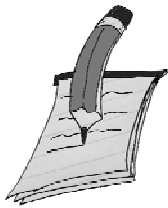
Instructions: The facilitator should act on behalf of Paul and command some actions from the group which they will follow or not basing on the way the command has been presented.

The use of the name '*Paul Says*' before a command is the key word to respond to. If the

facilitator just says '*stand up*' instead of '*Paul says stand up*' then the participants should not stand up.

Bad actions should have no '*Paul says*' for example: '*Cry*'; '*scratch your nose*'; '*Fight*'; and '*eat paper*'.

Once participants do this they should be out of the game. They should only obey to what '*Paul says*'.



Facilitator's Notes

Explain that the above game teaches young people how to say 'NO'. Saying 'NO' at the right time prevents us from bad decisions that can destroy our future.

Guiding questions include:

1. If someone asked you to jump off a moving vehicle, what can happen if you did not say 'NO'?
2. If friends asked you to drop out of school for no reason, what can happen if you did not say 'NO'?
3. If you are asked to join a cult or gang to steal from shops, what can happen if you did not say 'NO'?
4. If you are pressured to prove your manhood by having sex, what can happen if you did not say 'NO'?
5. If you are asked by a best friend to drink alcohol, what can happen if you did not say 'NO'?

The answers are obvious and so too the consequences.

At times it is difficult to say 'NO' to somebody of authority, like an adult, because of respect.

Saying 'NO' has influence basing on the way it is said. If one is saying 'NO' while smiling and giggling will it turn away a bad person?

If one is saying 'NO' loudly and strongly, almost shouting, the bad person will go away.

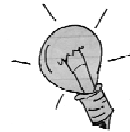
Some useful ways of saying 'NO'

1. Say 'NO' physically and non-verbally by use of hands to push somebody away; shake the head; stamp the feet; shake the shoulders; silently walk away
2. Say 'NO' verbally by shouting 'NO' in an assertive manner
3. Make a delaying statement such as: *'I am not ready'; 'Not now'; 'I have to go home'; 'I am not feeling well'*
4. Use the 'Sandwich approach' where 'NO' and 'Delaying tactic' generates sentences such as

'I like you and you are a great person but we need to think deeply about us and what you are asking me to do because I do not want to do anything we both will regret later.'

Young people should avoid all forms of abuse such as physical abuse; emotional abuse or sexual abuse.

Say 'NO' to somebody who wants to touch in a way that makes you feel bad or uncomfortable as your body belongs to you, and you have the right to decide who touches you, where and when.



Step 4: Did you know?

There is 'Good Touch' and 'Bad Touch'. Touch can make one feel warm, loved, and comfortable yet touch can also be painful, for instance touching a flame, a thorn or hot water. 'Good Touch' is touch that we are comfortable with.

Sexual abuse including rape is a crime. Children should be protected. Always report 'Bad Touch' to a trusted adult.

Today we know that Malawi has one of the highest national HIV prevalence in the world. About 1 million people in the country are living with HIV.

The majority of those infected with the virus are young people aged between 10-29 years of age. The evidence shows that heterosexual contact is the principal mode of HIV transmission among them. This is worrisome as most of these young people indulge in sex without having any comprehensive information on sexual and reproductive health issues to effectively prevent themselves from HIV, other STIs and unwanted pregnancies. (Abstinence Strategy 2010).

Step 5: Abstinence, population and development

Abstinence, despite seeming not very appealing to most young people, is the best and most safe way to live. It provides young people with clearance from all possible bad acts, especially sexual, that

can lead to regrets and more problems.

Abstinence also prevents unwanted and unplanned pregnancies and therefore a population management tool. It provides young people with adequate space to engage in more rewarding and development conscious activities for the best of all (e.g. completing ones education).

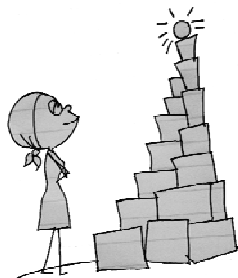


What do you think?

Facilitator should ask the participants the following questions, relating them to scripture:

1. Is abstinence in favor of God's word? Why and how?
2. Who should abstain?

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

resolve to start applying what I will work on the above by (date/month):

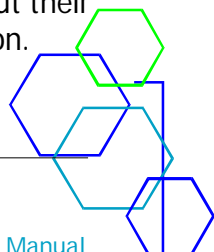
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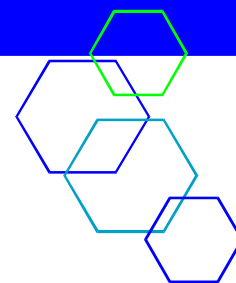
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....

IN OUR NEXT TOPIC

Now that issues of abstinence have been discussed and shared, and that young people can make informed decisions and choices, there is need to understand more about their most challenging part of life, which deals with love, lust, sex and often infatuation.





UNIT 2:

Topic 2

Love, Lust, Sex and Infatuation

Step 1:

Understanding Love, Lust, Sex and Infatuation

Young people often confuse love, lust, and sex. Often they are in a state of infatuation. These issues also have a lot in terms of how youth can relate religion to sex and morals, also considering that gender relations and issues are often related to how youths perceive love, lust and sex - and therefore respect for each other. It is important, therefore, that youth understand and ably define love, lust, sex, and of course, infatuation.



Facilitator's Notes

Start by asking participants what the word 'love' means to them and write down the various definitions on the board or a flip chart paper. Ask the participants to give different names for the word 'love' in different languages, including in vernacular and write them down too. Facilitator should also explain the types of love listed below.

Love: This is *intense feeling of deep affection*. It can be feeling for someone or something or some idea. On this regard, the feeling between people of the opposite sex.

According to the Greek, there are four types of love. These are:

- a. **Agape:** this is an unconditional love that sees beyond the outer surface and accepts the recipient for whom he/she is, regardless of their flaws, shortcomings or faults. It's the type of love that everyone strives to have for their fellow human beings. Although you may not like someone, you decide to love them just as a human being. This kind of love is all about sacrifice as well as giving and expecting nothing in return. It is the love demonstrated by your behaviour towards another person. It is a committed and chosen love.
- b. **Phileo:** this refers to an affectionate, warm and tender platonic love. It makes you desire friendship with someone. It's the kind of love which livens up the agape love. Although you may have an agape love for your enemies, you may not have phileo love for the same people. It is how you feel about someone; it is a committed and chosen love.
- c. **Storge:** it is a kind of family and friendship love. This is the love parents naturally feel for their children; the love that member of the family have for each other; or the love that friends feel for each other. In some



cases this friendship love may turn into romantic relationship, and the couple in such a relationship become best friends. Storge love is unconditional accepts flaws or faults. It's committed, sacrificial and makes you feel secure, comfortable and safe.

- d. **Eros:** is a passionate and intense love that arouses romantic feelings; it's the kind that often triggers 'high' feelings in a new relationship and makes you say, 'I love him/her'. It is simply an emotional and sexual love, although this romantic love is important, it may not last unless it moves a notch higher because it focuses more on self instead of the other person. If the person 'in love' does not feel good about their relationship anymore, they will stop loving their partner.

This just offers you a general understanding and description of the four types of love which promotes a good, healthy and progressive relationship. In any relationship, you should have all these four loves working together to enable it survive for a longer time. But in some cases, a relationship may be long-lasting if partners share the same style of love.

(www.totescute.com)

Lust: This is *very strong or unrestrained sexual desire*. To find sexually attractive but without 'love'.

Sex: this is *sexual activity* (chiefly with reference to people), including specifically sexual intercourse. This can also mean either male or female divided on the basis of their reproductive functions. In this manual, we shall be discussing *sexual activity*

Infatuation: This is *an intense but short-lived passion or admiration for someone or something*.

It can also be described as *falling in love with or becoming extremely interested in someone or something for a short period of time*

The above definitions clear present the differences amongst the four words. If confused, youth may find themselves in lifelong challenges.



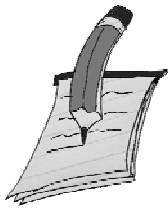
"It is God's will that you should be sanctified; that each of you should avoid sexual immorality; that each of you should learn to control your own body in a way that is holy and honourable, not in passionate lust like the paganism who do not know God; and that in this matter no one should wrong or take advantage of a brother or sister."

1 Thessalonians 4:3-6

"And come not near to the unlawful sexual intercourse. Verily, it is a Fahishah [i.e. anything that transgresses its limits (a great sin)], and an evil way (that leads one to Hell unless Allah forgives him)." **Qur'an 17: 32**

When you are young, it is easy to confuse love, lust, and sex and fall into the trap of temptation, which comes in many ways. Often it involves the opposite sex. You too can face temptations.

Often girls or boys will do things to the opposite sex aggressively, often to test your response and lead you into sexual challenges. If not careful, you may mistake this for love, when it is mere infatuation you are caught in.



Facilitator's Notes

Explain to participants that they need to distinguish real love from sexual attraction and infatuation, and what God intends real love to be like. Ask two of them to read *John 15: 12 - 13* and *1 Corinthians 13: 4-7* and ask for comments. Explain that true

love is defined by commitment, responsibility and caring. Ensure to have a Bible/ Qur'an with you when handling this topic.

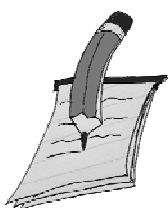
You can learn to differentiate the strong urges to the various feelings and control your actions against wrong desires and resist temptation.

Always be on your guard!



Differences between real love and infatuation

Real love	Infatuation
Real love is patient: love takes time to know you and to give. Love is a growing thing and growing takes time	Infatuation rushes: it is always in a hurry. It is a super big rush for approval and affection. The big hurry leads to a big crash and burn-out
Real love sets you free: it encourages freedom to development and enjoy other activities and friends. It allows you space to be yourself and helps you grow	Infatuation imprisons: it cuts off other friendships. It is upset and angry over any person or activity that interferes with your time together
Real love accepts: it cares about you as you are. It trusts you and is thoughtful, sensitive and creative. It longs to serve and to see you grow and develop	Infatuation demands: it wants to be served. It tries to change your personality and when its demands are not met, it wants to reject the whole relationship



Facilitator's Notes

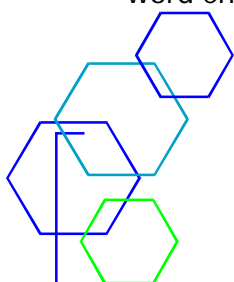
Game: Ask the participants to stand up. Let one volunteer to mention a word that ends with 'tion', e.g. **relation, nation**, etc. Tell participants to say any other word that ends with 'tion' without repeating any of the words already said. Those that fail should sit down. Participants can also try other word endings, e.g. 'nce' - **romance**, 'ex' - **sex**, 'ants' - **participants**, etc. Do not take more than five minutes.

Step 2: Roadblocks

Most young people want to refrain from sex, but peer pressure takes the better of them. They want to share their 'growing' feelings with someone mature, often parents or close family, but are often closed out.

Young people think sharing their feelings is a sign of weakness, and will battle their feelings, including lustful desires and infatuation urges on their own, often losing that battle when the desire 'matures' - giving birth to sin.

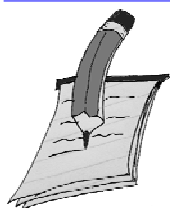
Adults especially parents do not have the strength to talk to their children and the youth about their bodies and maturity due to cultural and some



social beliefs. This gives room to youths to do as they please for lack of parental or adult advice.

The school curricula does not have sufficient and well-timed sexual reproductive health lessons, which pits young people into wrong advice from entrusted or uncontrolled sources such as friends, movies and technology - internet.

There are fewer recreational and social options for the youth to spend their time on, giving them idle time for courting trouble. There is also little knowledge about the opposite sex which leads to boys and girls ill-treating and often abusing each other. Gender roles are therefore also compromised.



Facilitator's Note

Ask the participants to suggest more roadblocks.

Step 3: Question/Identifying real issues

Case Study 1:



Ulemu is a normal, quiet teenage boy. One day coming from school he notices and passes a very beautiful girl. He cannot resist but follow her. He says 'Hie lady...' and adds: '...you are very beautiful.' The girl walks on ignoring him but he follows her saying: 'Please smile at me and say something!'

Case Study 2: Gowokani dreams about a boy she saw a few days ago at the nearby market every day and night. She cannot concentrate on anything including school work but think about him. She tells her best friend about this boy and how he had smiled back at her. She is convinced he loves her!

Case Study 3: Mwambo and Sekani have been close friends for a long time. Their parents know about their friendship. Mwambo gives Sekani a lot of gifts and helps her with school work and other chores. He however keeps asking Sekani for sex and she keeps saying 'wait/ it is not yet the right time'. He is so angry because everybody else 'is doing it and Sekani is not a baby but a woman'. He says if he gives her gifts and helps her with school work and house chores then she must show her appreciation, but Sekani keeps turning down his sexual advances. She says 'most of her girlfriends are not doing it and that they are all afraid of getting pregnant or AIDS.'

Case Study 4: Chifundo and Thokozani have been going out for almost eight months. They do most of the things together. They assist each other with school work and are supportive to each other when one is in problems. They share secrets, fun and laughter and do not lie to each other. They agreed that although they both have a strong urge to have sex, Thokozani told Chifundo she is really not ready to have sex. Chifundo agrees and says if she is not ready, then he is not ready too!



Facilitator's Notes

Ask the participants what best should be done in the four case studies above. Discuss each case one after the other. Let the participants give options. Then discuss as follows:-

1. Is this real love? Explain clearly that this is not real love. Ulemu does not even know the girl and what he feels is only '*attraction*'. When we find someone beautiful or attractive, we feel attraction. This can be very short, a few minutes or may last longer, but it is not real love.



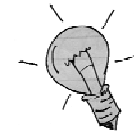
2. Does Gowokani love this boy? Make it clear this is not real love either. She does not know the boy and is only attracted to him. Even more than that, she is infatuated - meaning she is imagining things that are not true and forgetting everything that is important.
3. Does Mwambo love Sekani? Make it very clear this is not love either as presents cannot buy love. Presents should not be used to buy sex either and sex is never a proof of love. Mwambo does not respect Sekani, and Sekani cannot trust Mwambo.
4. Does Chifundo and Thokozani love each other? Let the participants suggest answers - then say 'yes', the two love each other. They know each other, care for each other and support each other. They do things together, talk with each other, and respect and trust each other. They also treat each other as equal human beings and have not rushed into having sex.

getting advice from fellow peers and other people that cannot be trusted with sharing important information.



"The desires incidental to you." 2 Timothy 2: 22

"And let those who find not the financial means for marriage keep themselves chaste, until Allah enriches them of His Bounty." Quran 24:33



Step 4: Did you know?

Malawi has a high number of young people. Most of these are in the productive age group and are an important asset to the country, community, and family unit. (Two in every three people in Malawi are under the age of 25. *PRB Fact Sheet based on Malawi Demographic Survey of 2014*).

(By the year 2050, it is estimated that Malawi will have a population of 60 million people.) This brings with it resource challenges in terms of food security, clothing, land holding, and other items on the young family, community and nation.

Youth should seek counsel and understand issues around love, lust and sex. They should recognize infatuation at its early stages and take bold actions to stay clear of the negative repercussions. Knowing when temptation is likely to occur might even help youth to avoid it altogether.

Explain that many young people find themselves in problems for the rest of their lives because they do not have the right, adequate, and correct information about love, lust, and sex. They mistake the three and end up in relationships that are short-lived and bring more challenges for the rest of their lives, such as contagious short and long term diseases, deformities, and unstable relationships and marriages in future.

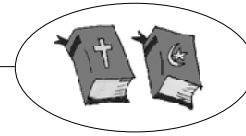
Facilitator's Notes

Advise the participants that young people should talk to their parents about love, lust, sex and infatuation. They can also talk to their religious leaders, teachers and other older people. They should however be careful from

Try this: Take a compass and position it so that the needle points north. Now place a magnet at the side of the compass. What happens? The needle no longer gives an accurate reading. Instead, it is turned toward the magnet.



Your conscience is like that compass. If properly trained about recognizing and understanding the differences between love, lust and sex, it will point the right direction and help you make wise decisions. But harmful association, like a magnet, exerts a pull that can distort your moral judgment. The lesson? Try to avoid people and situations that may throw your moral sense off course.



"Walk with the wise and become wise, for companion of fools suffers harm." **Proverbs 13:20**

"And incline not to those who do wrong, or the Fire will seize you and ye have no protectors other than Allah, nor shall ye be helped." **Qur'an 3:110**

Love Bird

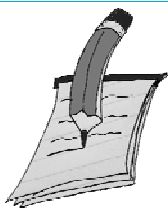
The facilitator should explain to the participants that real love is like a bird. It has two wings that assist it to fly. They two wings support each other and if one is not functional, the bird cannot fly. Left the left wing be called '*Mutual Trust*' and the

right wing be called '*Mutual Respect*'. Trust means that we do not lie to each other and that we know that we will always support each other when needed. If there is no mutual respect, there is no love. If there is not mutual trust, there is no love.

Exercise:

For the bird to be able to fly it must have balance. This balance is provided by the bird's tail. This is called '*Equality*'. One person should not dominate or take charge over the other. People who love each other must treat each other equally and fairly. Otherwise there cannot be true love.

The bird also has a head for direction and decision making. This is made up of '*Shared Values*', e.g. our commitment to God and other things we believe in. Real love between two people includes sharing the same values. If these come into conflict or become weak, the bird will become confused and will not be able to stay in the air.



Facilitator's Notes

Ask the participants to draw a bird and insert the words *Mutual Trust*, *Mutual Respect*, *Equality*, and *Shared Values* in the wings, tail and head. This bird can now fly!

Facilitator should ask the participants '*What do you think?*'. Make references of the following scripture:

1. What is your role in ensuring that you live a better life that is not tempted by possible misinterpretations on love, lust, sex and infatuation?

"Flee the evil desires of youth and pursue righteousness faith, love and peace, along with those who call on the Lord out of a pure heart," **2 Timothy 2:22**

"And let those who find not the financial means for marriage keep themselves chaste, until Allah enriches them of His Bounty." **Quran 24:33**

2. What role would you want your parents, teachers, peers, and community to play in assisting you in this discourse?

"Then God said: 'Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all wild animals, and over all the creatures that move along the ground'. So God created mankind in his own image, in the image of God he created them, male and female he created them." **Genesis 1:26-27, 28-31.**

Qur'an 51: 21 says, "And also in yourself will you not then see?" **Qur'an 18: 110** says: i am only a human being like you". Therefore , those readings show that you should be aware that you were created in accordance with the will of God and this realization will make you do just and righteous things in your life.

3. Also read **Exodus 20:1-2, 12-17;** and **1 Corinthians 6:18-20.** Lessons to young people about differences between male and female and understanding about their bodies, about sexual intercourse and how babies are conceived, and about adultery, and finally about honouring God with one's body. **Qur'an 17: 32** and **Qur'an 24:3.**

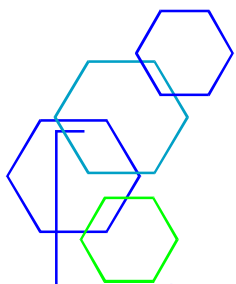
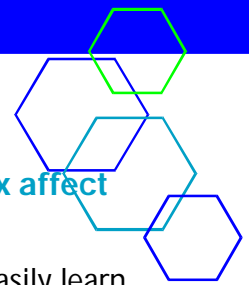
Step 5: How do love, lust and sex affect population and development?

Young people are energetic and can easily learn, understand and carry out different chores and tasks that lead to their personal, family, communication country, and world development.

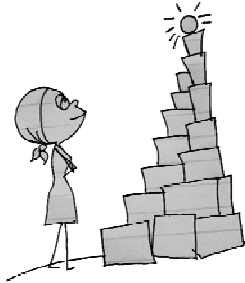
For Malawi to develop, it must also have adequate and well planned resources. By concentrating on school, young people can control their sexual urges and develop their intellectual capacities and become meaningful citizens. In concentrating on their studies, young people are also not left with free and lazing time which is ground for destructive thoughts and ideas, such as getting involved in early sexual relationships because they have confused love for lust and also do not understand issues of sex and their consequences.

People that engage in early sexual relationships mostly end up in child and early marriages, especially when a pregnancy occurs. This creates more room for unprotected sex and therefore uncontrolled child bearing, which increases on the country's population.

Youths in early marriages often cannot take care of themselves, and this brings a lot of negatives on their social economic development. Young people should therefore understand issues of love, lust, sex and infatuation so that they can avoid unnecessary population increase that broadly brings pressure on the national developmental agenda.



Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

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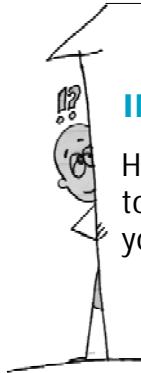
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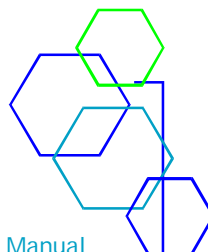
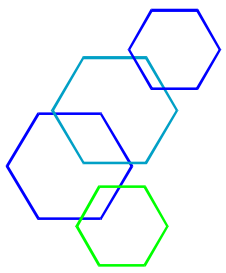
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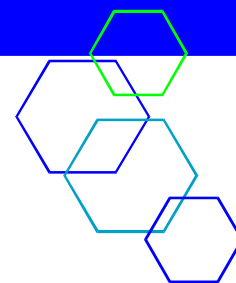
.....

IN OUR NEXT TOPIC



Having understood the differences between love, lust, sex and infatuation, in the next topic we shall discuss Sexual Reproductive Health (SRH) and how important it is in young people's lives.





UNIT 2:

Unit 3

Sexual Reproductive Health and Rights

Step 1:

A young person should embrace the positive attitudes and values towards one's own Sexual and Reproductive Health and Rights (SRHR). This improves family health and wellbeing. These are matters that relate to human existence that have both a scientific and moral dimension.

The Sharia regulates everyday activities of Muslims including SRHR.

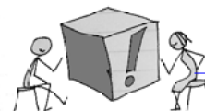
1 Corinthians 3: 16-17 explains that our bodies are like a temple. A temple is sacred therefore it should be treated with care and respect.

Step 2: Roadblocks

1. Parents and elders in our churches and mosques believe that talking about sex and sexuality is a taboo or haram
2. Sometimes there is misconception in the secular world that the religious institutions do not support SRHR
3. Parents and elders in our churches and mosques believe that talking about sex and sexuality is a taboo or haram
4. Sometimes there is misconception in the secular world that the religious institutions do not support SRHR

Step 3: Question/Identifying issues

Case Study:



Timveni is a beautiful and intelligent girl in her Form 4. Everybody at her school knows that Kulakwa is her boyfriend. They are together most of the times, in and outside class time as they also walk home together.

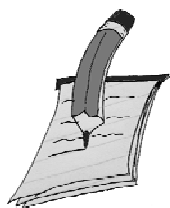
After second term school holidays, Timveni is missing from school. Her friends ask Kulakwa about her whereabouts but he is emotional and does not want to say a lot.

Timveni's friends become suspicious and her best friend Namoyo decides to give Timveni a visit at her house. She finds her in a low and sad mood.

Timveni explains that: "I had sex with Kulakwa for the first time and I did it out of love and trust for him." She did not use protection.

After a month since Timveni slept with Kulakwa, she started feeling sick every morning. She visited her nearest clinic and found out she was pregnant and HIV positive. When she informed Kulakwa about her pregnancy and HIV status he did not say a word but never contacted Timveni again. The relationship that looked good now ended badly.

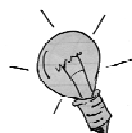




Facilitator's Notes

Ask the participants for their comments, relevant case studies and what they have learnt from the case study above. Do they know of anything similar that happened to someone? Ask more questions, including the ones below.

1. What are consequences of engaging in early sex?
2. Is HIV and pregnancy the only consequences of engaging in early sex?
3. How can we help people like Timveni and Kulakwa before they engage in sex? What should they have done?



Step 4: Did you know?

1. **Sex** is determined at conception, when the male sperm fertilizes the female egg. When born we are either male or female, a boy or a girl. God made each sex equal, but different.
2. Male and female **sex** organs have their own names.
3. **Sexuality** is an expression of who we are as human beings. It involves sexual expression and relationships.
4. **Sexuality** means that you are aware of what it means to be male or female.
5. When you are aware of your own and other people's bodies to the extent of feeling sexually attracted to someone, then that is **sexuality**.
6. **Sexuality** begins at birth and lasts a lifetime.
7. The **reproductive system** is made of the parts of the human body that make babies.

Knowing sexual body parts or other Sexual Reproductive Health and Rights information does not necessarily mean that one is already sexually active.

Step 5: SHRH, population and development

When young people understand their SRHR issues, they create more space and opportunities to pursue their dreams. These include avoiding unnecessary STDs including HIV and AIDS. They also avoid unwanted pregnancies that only derail them from their ambitions in life and exert pressure on their livelihoods.

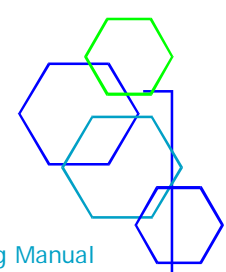
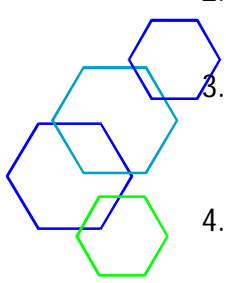
When this is the case, young people contribute more meaningfully to controlling the population boom and therefore effectively and positively contributing to the national development agenda.

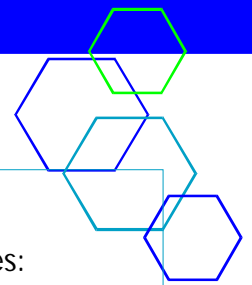


What do you think?

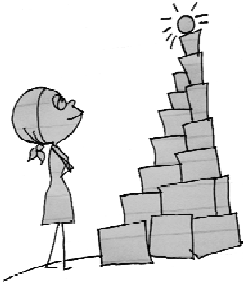
Facilitator should ask the participants the question: "How should we understand sex, sexuality and reproductive health? How does God view these concepts?"

Guide them to relate these questions to the scripture of their choice.





Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

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resolve to start applying what I will work on the above by (date/month):

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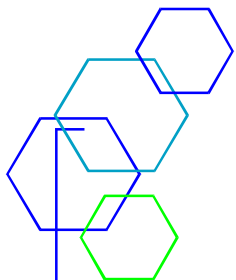
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....



IN OUR NEXT TOPIC

Young people must have the right to access Sexual Reproductive Health and Rights information and services, so as not to bear children out of wedlock which is unlawful before God. One needs to be 18 years and above for the body to be receptive and start child bearing according to Malawi Sexual and Reproductive Health Rights policy. Let us learn more about **'Early Pregnancy Problems'** that affect girls more than boys.



UNIT 2:

Topic 4

Early Pregnancy Problems

Step 1:

Who should fall pregnant? When should one fall pregnant?

There are problems when one falls pregnant at a tender age and starts bearing children before the body is ready. A child cannot bear a child and expect to take good care of it.

Those that have had children at an early age must also learn from this topic once more to now make informed choices and plan a better future.

High Maternal Mortality Rates, high school drop-out rates, increased poverty levels are experienced due to girls falling pregnant at a tender age.

Mature married girls who have completed their education and have been consented to get married can fall pregnant.

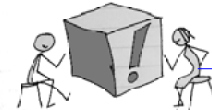
Step 2: Roadblocks

1. Young girls and boys do not have intimate relationships until they are 18
2. The schools are not teaching boys and girls all the information they need about avoiding pregnancy
3. Young people in religious institutions are

spared from falling pregnant because they receive consistent guidance

Step 3: Question/Identifying issues

Case Study:



Chitsanzo fell pregnant at 13 years old. Her body was very tender and not yet ready for carrying a pregnancy. She looked unhealthy in her pregnant state. Her feet were always swollen, she was pale due to anaemia as her young body had to share blood levels between her and the unborn child.

When it was time for giving birth Chitsanzo was taken to hospital. She was in great pain and the unborn child was affected by the distress.

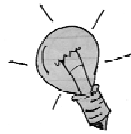
The child was born but Chitsanzo experienced a health problem called 'Fistula'. She had to undergo more than two operations to fix her problem.

Today Chitsanzo speaks to fellow young girls to wait for the right time to give birth and she advocates that girls need to remain in school to complete their education for a good future.



Facilitator's Notes

Engage a health worker to explain to young people more about fistula and early pregnancy problems. The health personnel will provide options to the youth.



Step 4: Did you know?

1. In Malawi, a child is legally defined as any person under age 18. More than 1 in 5 adolescent girls have begun bearing children by age 17 or less.
2. Early child bearing is a major health concern because of the increased risks of death and disability to both mother (15-19 years) and child during pregnancy and childbirth.
3. Early pregnancy prevents girls from completing school and limits their economic opportunities.
4. Malawi has one of the highest adolescent fertility rates in the region, with over 106,000 adolescent pregnancies every year. This costs the economy \$57 million.
5. Early pregnancy is likely to contribute to high fertility and rapid population growth.
6. In sub-Saharan Africa each year there are an estimated 2.2 million unintended pregnancies among adolescents

It is always important to say NO to ungodly passions.

Step 5: Early pregnancies, population and development

Young people contribute highly to the population when they are involved in early pregnancies. The challenge is that most of the young mothers and fathers are not only physically immature, but they are also not matured economically and cannot take good care of their child, bringing more challenges in the family and contributing to the rise in poverty levels.

Where a population is made up of young people who are not stable, the economy also suffers. Young people must therefore try their best not to get pregnant and also not to become parents before they are spiritually, physically, and economically mature as they end up putting pressure on national resources, especially education and health.



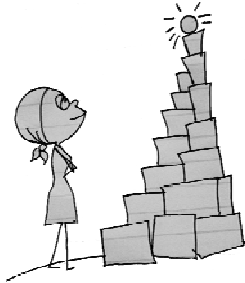
What do you think?

Ask participants to relate the story below to scripture.

Traditional Authority Kachindamoto (*picture below*) from Mtakataka area in Dedza district has been recognized locally and internationally for ending child marriages which promote early pregnancies. Should girls, boys, families, churches and government also do the same?



Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

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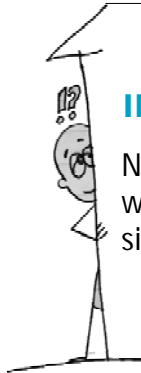
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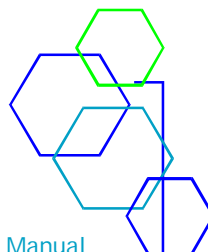
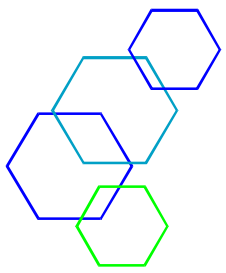
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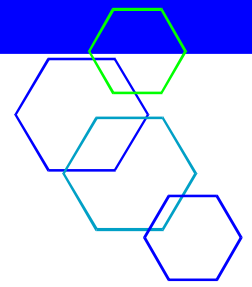
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IN OUR NEXT TOPIC



Now that as young people we understand problems associated with 'Early Pregnancy', which affects mostly girls, it is important to discuss myths associated with Circumcision which is directly related to boys.





UNIT 2:

Topic 5

Circumcision

Step 1:

What is Circumcision?

It is the cutting off of the male foreskin for health, religious and cultural practices.

In Malawi circumcision is practiced mainly by the Muslim community due to their religious belief. It is also existent in other tribes such as the Yao and Lomwe people. In smaller quantities, it is carried out by different individuals on health related issues. It has over the years in the country mostly been viewed as both a religious practice and on the other hand as a traditional practice.

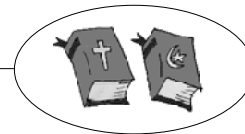
In the Old Testament it was used as a sign or covenant between God and His chosen people. God commanded Abraham that he and all the generations were to be circumcised. Thus in the Bible, circumcision was considered to be an act of obedience to God thereby having a relationship with Him. However, Paul in the book of Romans tells the Roman Church that real circumcision should come from the heart.



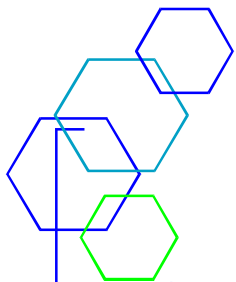
Facilitator's Notes

Explain to the participants that the Bible gives clear requirements and instructions, that circumcision is to be conducted eight days after birth of a male child. This has health advantages;

1. The skin of the baby is not mature enough hence the healing process would take short time.
2. Because of the short healing process problems of infection would not occur. Again this being a child, there is no need to worry of desire of sex.



"This is my covenant with you and your descendants after you, the covenant you are to keep: Every male among you shall be circumcised. You are to undergo circumcision, and it will be the sign of the covenant between me and you."
Genesis 17:10, 11



Facilitator should also explain that Islam has encouraged circumcision for every male individual as part of cleanness which is one of the fundamental principals of faith. The back ground to this is from when God (Allah) commanded Abraham to be circumcised at the age of 80 according to Islam.

Books of Cleanliness, Hadith Timirdth and Muslim (scholar).

Step 2: Roadblocks

The risks of going for male circumcision these days are big, hence there are still more roadblocks to the subject especially amongst adults. Some of these are:

1. Risk of unprotected equipment such as razor blades and knives especially through traditional circumcision.
2. The association of circumcision to traditional or religious practices has a great impact as it may often put off some people
3. Long queues in government hospitals bring time management challenges.
4. Lack of relative medicines in most hospitals, especially in rural areas.
5. Long periods of the healing process which most adult males may not endure.
6. High prevalence rate in the areas or District where circumcision is being practiced.

Step 3: Questions/ identifying issues

A case study



Vitima is 18 years old and has been told by his church leader that circumcision is not only an acceptable religious and cultural practice. But that it also helps health wise in the prevention of HIV contraction.

However, Vitima knows that in one of the Districts in Malawi where circumcision is practised, there is a high prevalence rate of HIV and AIDS. This situation puts many people in doubt about the benefits of circumcision. Vitima is left unsure as to what to do.

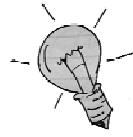


Facilitator's Notes

Let the participants discuss and answer the following questions:

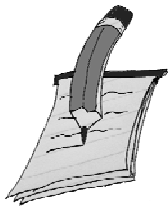
1. Should Vitima undergo circumcision?
2. If yes, what should he do first? If no, explain why?
3. What are the religious, cultural, and health benefits of circumcision? Explain and give examples.

There is great need to know that circumcision is not a standalone prevention measure against HIV and AIDS. It has to be complemented with abstinence and faithfulness. Most importantly, it should also be a voluntary medical circumcision process carried out by health/ medical professionals.



Step 4: Did you know?

Statistics show that circumcision reduces the risk of HIV and Aids by 60% and if complemented by other preventive measures it can make a great impact in the prevalence rate of Malawi and also in the reduction of cervical cancer in women. More emphasis is made on voluntary medical circumcision as a safer option over traditional circumcision whose services are compromised.



Facilitator's Notes

Ask the participants 'what do you think about circumcision?' Refer to the following scripture:

1. By keeping the instructions from other people, a young man will purify his/her life.

"How can a young person stay on the path of purity? By living according to your word." Psalm 119:9

"Verily, this is my way leading straight; follow it; follow not (other) paths: they will scatter you about from His (great) Path; thus doth He command you, that ye may be righteous." Qur'an 27: 153.

2. By pledging to be pure no youth will be enticed by the myth surrounding the issues of circumcision and sex.

"But Daniel resolved not to defile himself with the royal food and wine, and he asked the chief official for permission not to defile himself this way". Daniel 1:8

"And come not near to the unlawful sexual intercourse. Verily, it is a Fahishah [i.e. anything that transgresses its limits (a great sin)], and an evil way (that leads one to Hell unless Allah forgives him)." Qur'an 17: 32

Step 5: Circumcision, population and development

Any community is as developed as is the health of its people. When young people lead healthier and spiritual lives, be that they are circumcised physically or by the heart as Paul told the Roman Church, they have a greater chance of contributing to the development of their community and country. As it is also said in the Bible, 'cleanliness is next to Godliness' and in the Quran 'cleanliness is part of faith'.

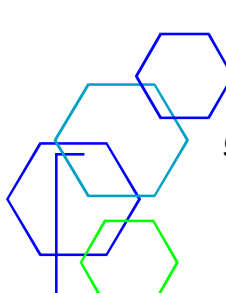
Prophet Muhammad said:

"Five practices are characteristics of the fitra (Islamic nature): circumcision, shaving the pubic hair, cutting the moustaches short, clipping the nails, and depilating the hair of the armpits." Bukhari, op.cit., Vol. 11, Dar Ihya al-Turath al-'Araby, p. 540

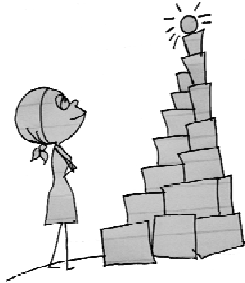
Healthier people have better reasoning power and are more innovative and creative. They know what they need, including about their families.

It is therefore important for young people to know who you are and how worth you are. Young people are an important sector of the society. Among the estimated 15 million population of Malawi, one in every two people is aged below 20. Thus Malawi has a youthful population. (populationmalawi.org).

If the youth are careless and irresponsible with their life they do not only risk their health, but may contribute to bigger population size which is counterproductive to meaningful development.



Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

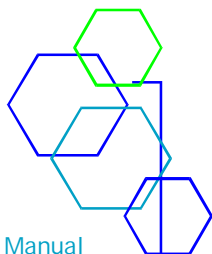
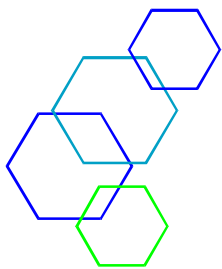
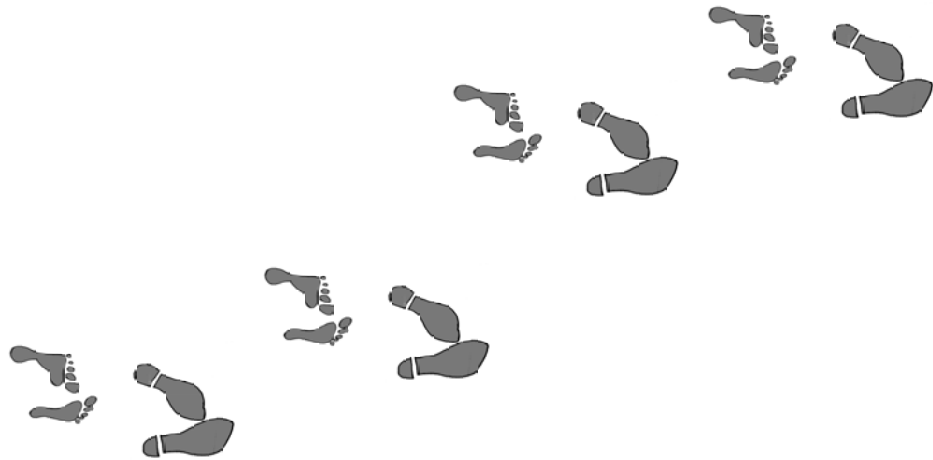
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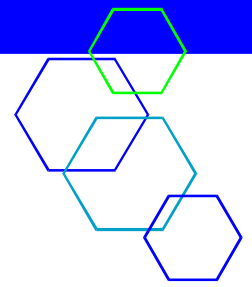
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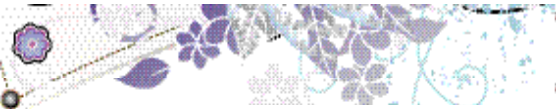
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Unit 3

Youth and Population



PURPOSE UNIT 1

This unit is exploring who young people in relation to population. The unit will explain issues on how young people can contribute to population growth by planning of families, how to best utilise food and nutrition practices, how they can reap from the demographic dividend benefits, and how best they can participate to make their lives and that of their communities worthwhile.

OBJECTIVE OF THE UNIT

1. To define population growth
2. To motivate young people the importance of planning for family
3. To assist the youth to engage in good food and nutrition practices
4. To enable the youth to understand and define demographic dividend benefits
5. To help youth define and understand youth participation



UNIT OVERVIEW

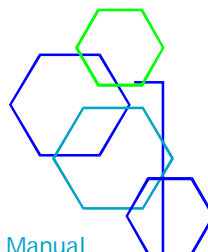
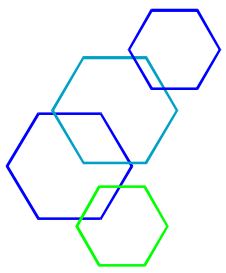
1. Definition of population growth
2. The importance of planning of family
3. Importance of positive food and nutrition practices
4. Understanding and definition of demographic dividend benefits
5. Definition and description of youth participation

MATERIALS USED

Flip Charts, markers, masking tape and handouts

METHODOLOGY

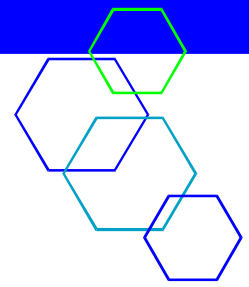
Brainstorming, Group discussions, Lectures, Question and answer, Role play, and Use of video clips



UNIT 3:

Topic 1

Population Growth



Step 1:

Population Growth

In Biology, this is the increase in the number of individuals in a population.

In the past century, Malawi's population has grown by 12,000,000 people from 737,353 in 1901 to 13,077,160 in 2008. As of 1st January 2016, the Malawi population was estimated to be 17,473,734 people. An increase of 3.06% (518,481 people) compared to 16,955,243 the year before.

As a current cohort of young people come of age and start families, they form the basis for the future. Even if they have fewer children than the previous generation, the sheer number of parents will contribute to rapid population for decade to come.

Effects of Rapid Population

Today in keeping with teachings of Islam, Muslim religious leaders recognize signs of times with regard to environmental degradation, scarcity of natural resources and climate change.

It is important for couples to make thoughtful, informed choices about when to have children they intend to bear. The Christian faith also shares these ideals. It will not make sense to bear more children that can one be able to feed, clothe,

provide land for, send to school, and many other needs.

Principles of Marriage

Islam teaches Muslims to protect the environment from degradation. When population growth is too fast, the earth's natural bounty is depleted (faithful voices) since there are many people depending on the same small piece of land.

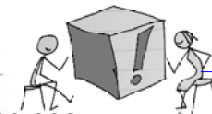
Step 2: Roadblock

1. Most counselling is done towards girls only
2. Girls take more of the blame all the time
3. Emphasis is more on population growth than mortality

Reference: Youth Engage presentation

Step 3: Question/ Identifying issues

Case study



There are over 20,000 young people in Nsiizi village of 105,000 people. Most of them are pregnant and are expected to bear children in less than five months to come. However, the village has only one river, a source for water, which it



shares with neighbouring Tinkanena village. The Tinkanena village has young people who engage more in socio productive issues than issues of sex and early pregnancies and early/ force marriages and young people get into marriage at the right time. This has ensured that the village is satisfied with the water source.

However, Nsiizi village thinks Tinkanena village is using more of the water and they only have less to use. They pick up a quarrel over the river with their neighbours and a big fight follows. Most of the people arrested come from Nsiizi village because they were proved to be the perpetrators.



Facilitator's Notes

Ask the participants the following questions:

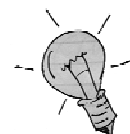
1. Why is Nsiizi village fighting Tinkanena village?
2. What did you think Nsiizi village should do to be self-sufficient?
3. What other problems related to health, education, and food security do you think Nsiizi village suffers?

Divide the participants into two groups of unequal number of participants with a difference of as high as five. These are two villages. Using an equal number of beans, ask the two group participants to share equally.

Ask them to describe what has happened to the group with less people and the group with more people. This is about available resource distribution and allocation based on population.

The participants should bring out scenarios they know about in their communities about problems brought about due to uncontrolled population growth.

Step 4: Did you know?



1. The opportunity costs of coping with high population growth are already massive
2. Malawi's Total Fertility Rate (TFR) is 5.66 children born per woman (2014 estimates)
3. There are four factors that affect population change in a country. These are:-
 - a. **Birth-rate:** number of live births per 1,000 in a year
 - b. **Death rate:** number of deaths per 1,000 in a year
 - c. **Immigration:** number of people moving into a country
 - d. **Emigration:** number of people leaving a country

Step 5: Population growth, population and development

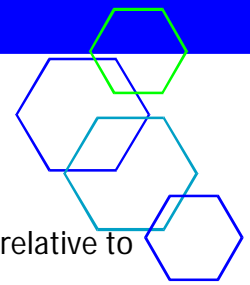
It is clear that Malawi will remain the same size for a very long time. That it may even never change for decades to come. However, what is true is that Malawi's population keeps growing. At the rate we are going, the government resources that were available to take care of the education, health, food, land holding, and other needs is becoming smaller and smaller. An example is a family that has a one acre land.

When the five children become adults they share that land into five more sections, making six together with that of their parents. And if those children also have five children each, they will be expected to share their father's land into five more sections. This way the land, which remains the same in size, does not accommodate the needs of the family. There is little land for farming and therefore food production is stressed and the health of family members is compromised.

Equally, if there was one borehole it means the water will not be enough, just as will be

the firewood from a bush or woodlot within the family perimeter. This brings conflicts and strife amongst and between families as resources become strained. It also brings about poor health in women whose bodies cannot withstand to bear more children men are also stressed as they have to go longer distances to fetch for household needs and the economy of the family collapse.

This is exactly what happens to the country. The more its population grows the national budget becomes strained to fend all socio-economic development plans. The results can be catastrophic.



What do you think?

Facilitator should ask the participants relative to scripture the following questions:

1. How can young people assist their families and the country in controlling population growth?
2. What is the spiritual, health, physical, and social effects of uncontrolled population growth?

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

.....

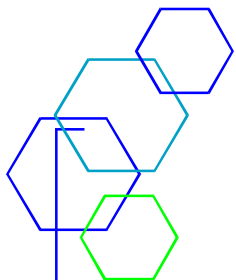
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....



IN OUR NEXT TOPIC

Having understood the pressures of population growth on young people and society, we need to discuss **Youth and Planning of Families** so that young people can make better decisions as to how to build their families and live better lives.



UNIT 3:

Topic 2

Youth and Planning for Family

Step 1:

Usually the description of *Youth* has to do with a moment in life as one is growing and maturing. It is that time of life when one is young, and it often means the time between childhood and adulthood (maturity). According to UNESCO, "*Youth*" is best understood as the "*period of transition from the dependence of childhood to adulthood's independence*".

What is a Family?

Basically a Family is a single unit of a society. Society begins with this single unit out of the many units that construct it as is also recognised by the United Nations (UN).

How can youth plan for a family?

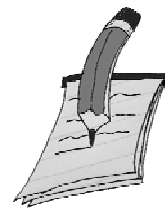
1. Youth are supposed to plan for their families in terms of education and resources to be used in the family even including how many children would they like to have.
2. If the youths plan well for their families they are able to take care of their family.
3. If the youth plan, their families will have reasonable number of children.

Importance of planning for a family (ies)

1. Planning for a family will help reduce population growth and thereafter improve economic development
2. Prevents early pregnancies/ marriages thereafter providing empowerment such as stable relationships, jobs and education.

Step 2: Roadblocks

1. Having not to plan for families will lead to strained and fewer resources
2. The youth have challenges in accessing public services such as education when they are coming from big families. Other children prioritised for education over others
3. The belief that the more the children the more wealth - e.g. labour in fields

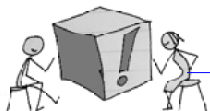


Facilitator's Notes

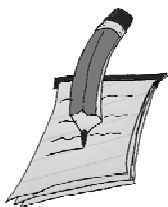
Ask participants to list more road blocks.

Step 3: Question/ identifying issues

Case Study:



Aisha is an intelligent young girl with all the chances to a bright future. She has challenges in accessing education and any kind of awareness that would help her to plan for a family. She ends up getting pregnant whilst in secondary school and this hinders her from completing her studies. She becomes a mother at fifteen and fails to access tertiary level education, which would have led her to find her own job and become independent. Today she is still dependent on her parents at the age of 36.

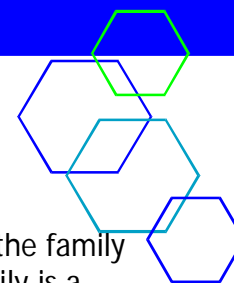
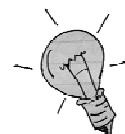


Facilitator's Notes

Ask the participants the following question: *How can this young person be helped? What are your reactions?* After their responses, also emphasize on the following options.

1. She can still go back to school.
2. With more education and awareness Aisha can be helped and given a wide range of better options in life.
3. She can start a business so that she becomes independent and take care of both her parents and child.

Step 4: Did you know?



1. Large families bring stress on the family and the society, and since family is a lifetime contract, there is need to plan well
2. Failing to plan is planning to fail
3. Many children means poor health for the mother and child

Step 5: Planning for Family, population and development

Young people are an asset of any society. But when they don't plan their lives and future families, they become a burden. They cease to be an asset and exert pressure on the community which often tries to help poor families. They also become a liability, people who fail to contribute to their human and spiritual obligations. They drain public resources that could have helped develop areas of health, education, foods security, etc.

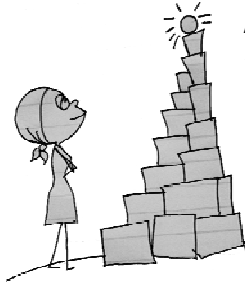
They may also become social nuisances trapped in drunkenness, prostitution, and other crimes which do not add any value to the family unit and nation.



What do you think?

Facilitator should ask the following question and have the participants discuss it relating to scripture:- *What can help young people in problems that hinder them from planning for better families and their future?*

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

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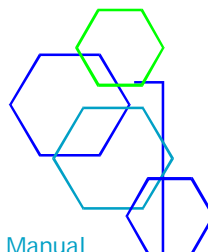
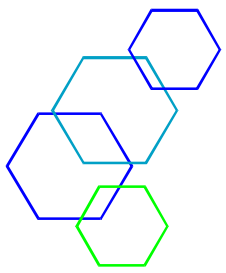
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

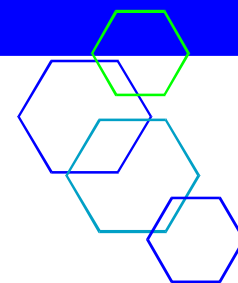
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IN OUR NEXT TOPIC



Well planned and healthier families bring joy to any nation. Young people, having planned their families and taken part in controlling the population, must also be aware that healthier lives and brighter futures also depend on the good eating habits. **Food and Nutrition** is a key issue that every young person must pay attention to.





UNIT 3:

Topic 3

Food and Nutrition

Step 1:

Understanding food and understanding nutrition

First and foremost remember always that our bodies are a temple of the Holy Spirit. It is good to honour God with our bodies. What goes into our body should please God our creator. Whatever our bodies take it creates the image we show to others. Food and nutrition are not necessarily the same science to believe in. All food that is eaten may not make us healthy or makes us appear healthy.

This is any nutritious substance that people or animals eat or drink, or that plants absorb, in order to maintain life and growth.

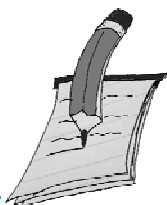
What is nutrition?

This is the process of providing or obtaining the food necessary for health and growth.

Step 2: Roadblocks

1. Eating all six food groups is wastage of food
2. Misquoting a popular Biblical citation '*Man cannot rely on bread alone...*' alternative foods are then considered better
3. Not many families achieve nutritious foods because of their large size and that they are not able to grow
4. Laziness and ignorance on importance of home backyard gardens and keeping of small scale animals such as poultry, rabbits, etc
5. Ignorance on locally found high value food delicacies

The six food groups are a requirement and best describe a good healthy eating habit. High nutrition values from these six food groups are attained.



Facilitator's Notes:

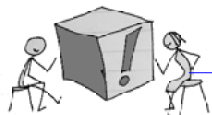
Ask the participants the following question: "**Where does abundant food that provides the required nutrition come from?**"

Then explain the six food groups and relate them to the answers given.



Step 3: Question/Identifying real issues

Case Study:



Maria and Yohane do not like to eat local delicacies such as *ngumbi/ inswa, mbewa, fulufute, mphalabungu, nkholulu*, and vegetables such as *chammwamba, nkhwani, khwanya, chisoso*, etc. Instead they love and prefer take-away foods such as fried chips, chicken, samosa, and fritters.

They eventually grow so fat and are soon ridiculed among friends as they fail to catch up with their peers during many group activities. Yohane also drinks beer and Maria smokes cigarettes in the hope of losing weight.

Meanwhile Lute and Yosefe are so skinny because they do not like to eat. Although they come from a poor family, their parents provide for most of the delicacies mentioned above, and they also have a fruit orchard of mangoes, lemons, oranges and many other fruits and vegetables.

Both sets are also a subject of peer ridicule in their community.

6. Explain good eating habits or patterns they can adopt or follow

Six food groups



Picture of toxic substances and consequences of consuming these when youth consider these as food alternatives for wrong reasons such as:

1. Avoiding to grow fat - *Obesity*
2. Anorexic - avoiding eating through inducing deliberate vomiting

Facilitator's Notes

Ask the participants the following questions:

1. What is nutritionally not right in the two case study scenarios?
2. Can you list down some of the foods found locally?
3. Does one need to eat all six food groups at one meal or in the day?
4. Does alcohol or cigarettes have the food nutrients that makes one look and grow healthy?
5. How can one avoid being obese and anorexic?

Facilitator's Notes

Ask the participants for comments and lessons learnt and how best they can avoid problems associated with malnutrition and toxic substances abuse.

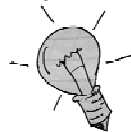
Put the participants into three groups to answer the following question: *How can we assure adequate nutritious food for any individual, family, community and nation?* **Each group should consider an Option listed below.**

1. One needs to know what the 6 food groups to eat in a day and not in every meal
2. Alcohol and drug abuse affects the central nervous system by either stimulating it or depressing it. Alcohol and drugs are dangerous substances



that can lead one into trouble with the law; can affect school performance; can lead to illness, accidents and death and can lead to impaired decision making on development issues altogether.

- 3. Avoiding obesity is possible by eating enough and doing some physical exercises to keep the body fit. Anorexia can also lead to death and not beauty.



Step 4: Did you know?

- 1. Eating too much food can cause harm to the body and one can develop risky 'life style' diseases such as diabetes and high blood pressure
- 2. Eating nutritious food makes one look good inside and out
- 3. Alcohol sachets are destroying body organs such as the liver, kidneys, and general appearance of the body
- 4. Smoking and abuse of drugs can affect ones entire future
- 5. 50% of drug and alcohol related cases that come before courts involve young people
- 6. Saying 'No' to drugs and alcohol will please God, your parents and your own soul

- 7. Growing food crops even on a small piece of land during rainy and dry season can promote high yields and adequate food for every individual, family, community and nation
- 8. Embrace 'nutrition' as malnutrition leads to ill health and poor growth and development which affect one's capacity.

Step 5: Food and Nutrition, population and development

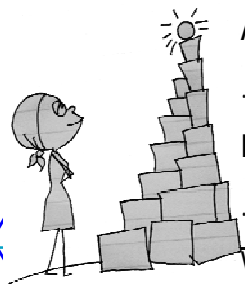
We are what we eat. Arguably, and what we eat makes us do what we do. If we eat badly, we live in avoidable challenges. We produce weak off springs that die young and we also do not have expected brain power. We also lack the energy and stamina to effectively contribute to national development.



What do you think?

Facilitator should pose the question 'How can one guard against malnutrition, alcohol and drug abuse? How does God view these topical issues? and relate to scripture.

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

.....

What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

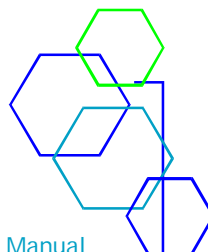
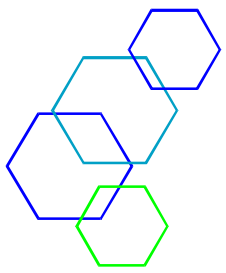
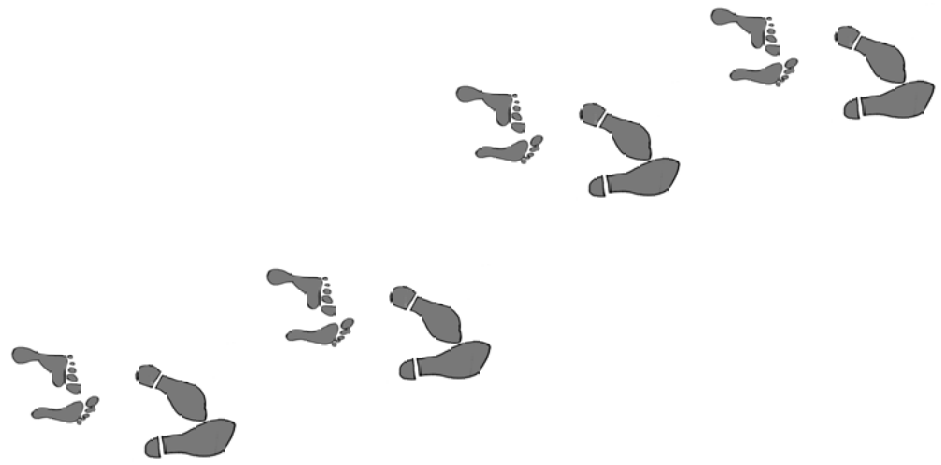
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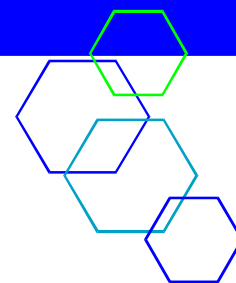




IN OUR NEXT TOPIC

Young people must always understand the dangers of malnutrition, alcohol and substance abuse. As the majority in any population, let us discuss how best they can position themselves and be useful citizens in national development, as they are a 'window of opportunity' and are a beneficial **'Demographic Dividend'**.





UNIT 3:

Topic 4

Demographic Dividend Benefits

Step 1:

What is the Demographic Dividend?

The population of Malawi is youthful, with almost two in five people are between the ages of 10 and 29 years, and more than two thirds of the population are under the age of 30 years. This youthful population is acknowledged as being one of Malawi's strongest assets. (*Afidep 2016:Xi*).

As young people transition into adulthood, their health, education, and overall development are likely to have profound effects on the development of the country. If properly nurtured and supported, the youth will contribute to socio economic development of Malawi.

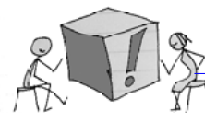
Young people are within an age structure that provides an added advantage for rapid economic growth-if the right, time-sensitive investments are made. This is an opportunity which is enjoyed once a country experiences a fertility decline. This is therefore what is termed as the '*Demographic Dividend*' or the '*Window of Opportunity*'. GDP per capita increases during its '*Demographic Dividend Window*'. To realise this, young people should be in the lead to reduce high fertility rates and plan for smaller families.

Step 2: Roadblocks

1. Population increase and citizens having large families, six (5.66) children per woman
2. Youth are not educated, empowered and employed by the responsible institutions existing in a country
3. Few schools, hospitals and relevant social services including recreational facilities for high populations

Step 3: Questions/Identifying Issues

Case Study:



Chiletso comes from a remote area in Nkhatabay district in a family of 6 children. She is the first born. Her parents are jobless, poor farmers on a small piece of land. At the age of 13 her parents decide she should get married so they have one mouth less to feed.

Chiletso drops out of school in Standard 7 and agrees as she is not aware that she has the rights and freedoms to define her life, live a healthier life, pursue education to later join the workforce and accrue wealth. Chiletso does not even know that these rights and freedoms include reproduc-



tive rights, and that all young people, especially girls, need to be free from forced or coercive marriage. Her parents are also not aware that they needed to plan the number and spacing of their children. That family should be able to balance work and family life, and ensure the health and well-being of children.

Chiletso's life turned for the worse when she bore seven children of her own, and before she could have the 7th child, her young husband left to marry a younger girl with no child. Chiletso had no education; she could not be employed to send her children to school. She remained a poor villager and a burden on society.

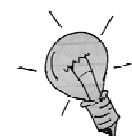
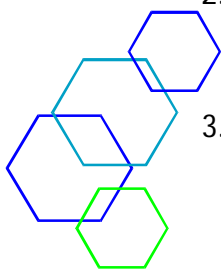


Facilitator's Notes

Ask the participants: *What have you learnt from this case study? What should be the solution?* Allow

participants to discuss the following options:-

1. Young people should conduct advocacy campaigns to promote education completion among girls so as to achieve the '*Demographic Dividend*'.
2. Young people should choose to wait for the right age to get married and plan to have smaller families.
3. Young people should seek Sexual and Reproductive Health Rights education to avoid unintended pregnancies that promote poor health, unhealthy children. Once young people are not empowered, are not educated, and are not employed they will not act as economic actors and entrepreneurs to promote development.



Step 4: Did you know?

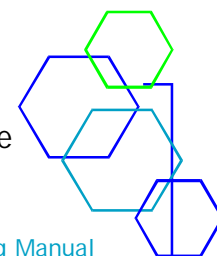
1. 1.8 Billion young people are entering their reproductive years than ever before
2. In parts of Asia and Africa more than 50% of youth who want to avoid pregnancy do not have access to SRHR information and services
3. Youth who have access to SRHR information and services are better able to plan their future as they complete their education, pursue work of their choice, live healthier and more prosperous lives and they raise healthy children

(Facts and Statistics from the International Conference on Family Planning-ICFP 2016)

There are many 'Youth Friendly Health Services' in Malawian health facilities to provide for SRHR information and services. These include Christian Health facilities. Young people have the right to ask for SRHR information and services. They are encouraged to have a health seeking behaviour to take care of their lives for a good well-being. If a young person is denied SRHR information and services he or she should contact the Ministry of Labour, Youth and Manpower Development, or the Ministry of Health and Population, or the Ministry of Finance, Economic Planning and Development.

Step 5: Demographic Dividend, population and development

If Malawi achieves the low fertility rate projection of three children per woman by 2040, prospects for economic growth and development will improve. Recently, Malawi's economic growth rate has fluctuated dramatically, and gross domestic product (GDP) is projected to grow at 3.6 % annually by 2016 (IMF, 2011). If fertility stays constant, this would barely surpass the projected annual population growth rate of 3.3 %, thereby limiting significant

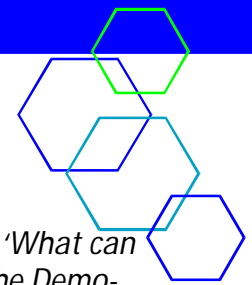


improvements in per capita income or living standards.

Currently, Malawi needs to generate about 200,000 new jobs each year due to the population growth. If the fertility rate remains constant, 550,000 new jobs will be required annually; more than twice as many as today's level (*Futures Group and Futures Institute, 2011*).

This makes it clear that young people must start to think critically about how they can plan and lead leaner families to suit demands to the national cake.

What do you think?



Facilitator should ask the participants 'What can young people best do to ensure that the Demographic Dividend Window does not bring more stress on the country?' and make reference to the scripture.

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

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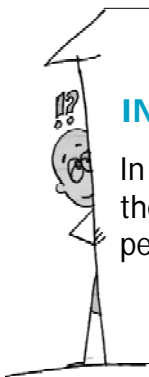
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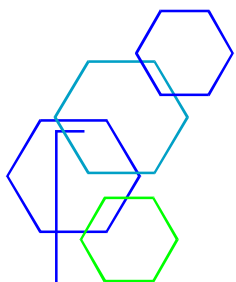
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....

IN OUR NEXT TOPIC



In our next topic it is important to explain various ways how young people can enjoy the demographic dividend value in daily issues. **Participation** is the key to realising personal and broader potentials in the lives of young people.



UNIT 3:

Topic 5

Youth Participation

Step 1:

How can youth participate? How can young people lead?

It is widely known that young people have great energy, are strong, they are active, industrious, innovative and healthy to take part in many development activities. They constitute a greater stake of the population. To own development initiatives and benefit from these, young people should actively participate in decision making role. They should also take leadership roles.

Young people are no longer leaders of 'tomorrow'. They are leaders of 'today' and 'tomorrow' in families, communities and in their country's development.

Role of young people

Young people are not often included in decision making bodies such as families, religious bodies, schools, village committees, district committees, and national committees. Young people should however show interest to be a part of these bodies.

Why should youth participate and take lead?

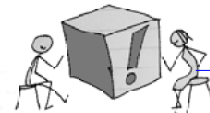
To raise their status and the visibility of their contribution to the growth and development of their nation.

Step 2: Roadblocks

1. Youth clubs, youth organizations, youth networks, youth centres are places parents believe youth learn immoral behaviours
2. Participating in 'Youth Parliament' and other national development forums may lead them to prison
3. Young people should wait for their 'time' to take part in big conferences, meetings, local and international sessions, and for now must be spectators

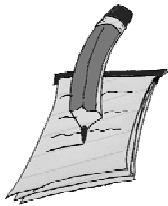
Step 3: Questions/Identifying issues

Case Study:



Yankho, Vitumbiko, Pemphero, Naphiri and Zion are vibrant young people that are members of the Youth Parliament. They come from different areas across the country. However, they are all bothered by the fact that despite a mention that at least 10% of all government contracts should go to young people, this is barely the case. They are also appalled that the few young people that benefit are mostly those whose parents or themselves belong to a governing party.

In parliament, they raise the issue and manage to lobby more members to support their move, to change the policy and ensure that it is not only protected but it is practiced and that every young person should benefit despite their status. A petition is also drafted and delivered to the National Assembly, which moves to discuss and adopt their suggestions.



Facilitator's Notes

Ask the participants for their comments, similar case studies and what they have learnt.

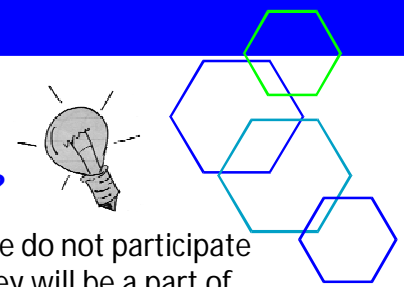
For example:

1. Can with-drawn, idle young people, achieve their dreams?
2. What advice can one give to an idle young person?
3. How can certain decisions or policies be changed to suit young people?

Ask the participants: *'When and where should young people be engaged for meaningful contribution to the growth and development of a country?'* Let them discuss the following options.

1. Be visible in committee meetings in the communities or areas they live in as well as in national forums
2. Ask and demand for information and services that can prevent young people from being victims of circumstances.
3. Develop interest in following national events, develop interest in learning and acquiring new knowledge always as youth have the *'Right to Know'* and that *'knowledge is power'*.

Step 4: Did you know?



1. When young people do not participate in development they will be a part of *'unemployment'* statistics affecting their well-being
2. An idle mind is the devils workshop, staying idle can lead to high early marriage and high teenage pregnancy levels
3. In 2012, National Aids Commission (NAC) estimated a total of 66,000 new HIV infections among 15-49 age group
4. Considering that youth constitute more than 40% of the population it can be concluded that the majority of the poor are young people
5. Once young people participate in development, development programs will be implemented in their best interest thus promoting physical, intellectual, spiritual, cultural and moral well-being
6. Young people are potential change agents in every society. They should, however, also learn to manage certain things they cannot change

Step 5: Youth participation, population and development

A withdrawn young population from social and national issues is a cancer that should be removed. Young people must take the first step to safeguard their present and their future. To control population boom, young people should be full participants in SRHR issues and other socio-economic development strides.

To effectively contribute to development young people should lead and move with the process.

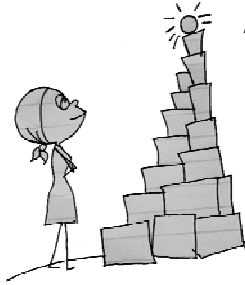
What do you think?



Facilitator should ask the participants to make reference of the following scripture when discussing the following question.

How can young people effectively participate in their development and that of their societies, including faith communities?

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

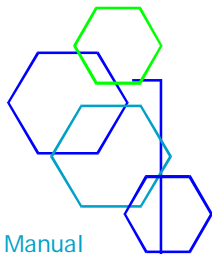
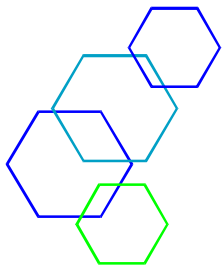
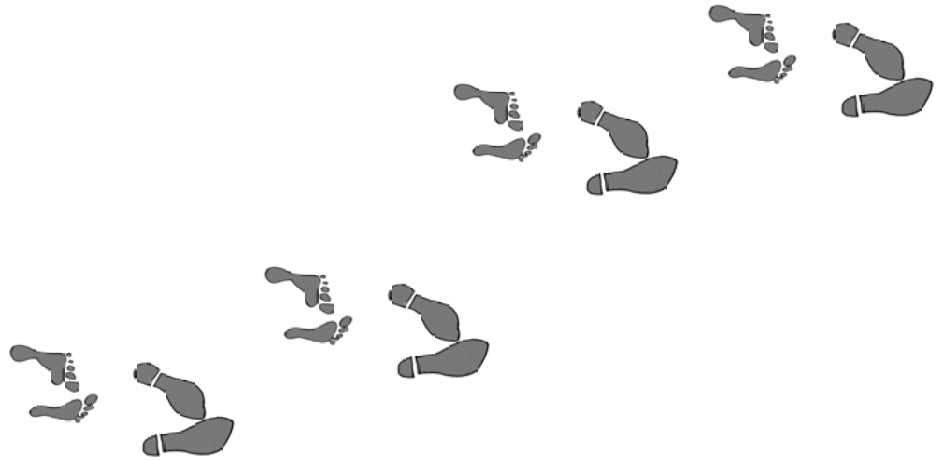
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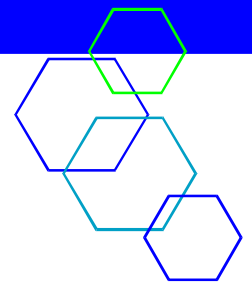
I resolve to start applying what I will work on the above by (date/month):

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What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

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Unit 4

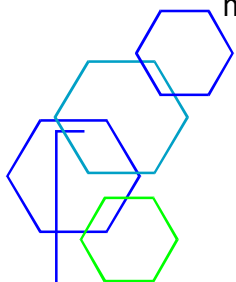
Youth and Development

PURPOSE UNIT 4

This unit explores youth and development and how to deal with their various impacts on young lives. The unit will explain issues on early marriage, harmful cultural practices, youth and technology youth and entrepreneurship, and money matters. These issues remain core to young people in realising their full potentials.

OBJECTIVE OF THE UNIT

1. To inform young people how to guard against early marriage and its impacts
2. To assist the youth to identify harmful cultural practices and influence positive behaviour in their midst
3. To enable the youth to understand and define technology
4. To define entrepreneurship and its opportunities
5. To enable the youth to define and manage money matters



UNIT OVERVIEW

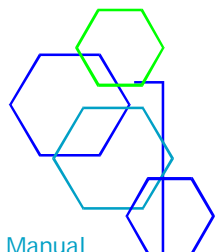
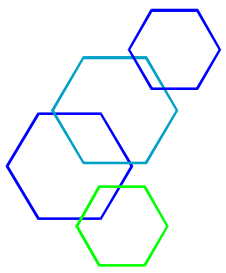
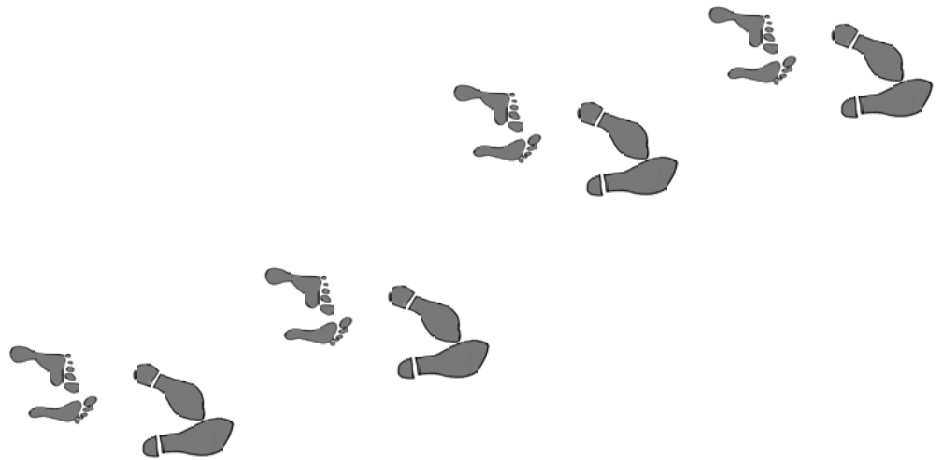
1. Overcoming early marriages
2. Understanding harmful cultural practices and importance of positive cultural practices
4. Importance of technology for self and broader development
5. Understanding and definition of entrepreneurship
6. Definition and management of money matters

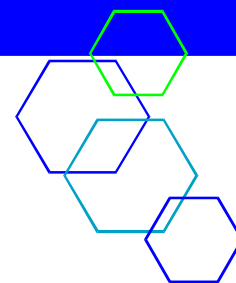
MATERIALS USED

Flip Charts, markers, masking tape and hand-outs

METHODOLOGY

Brainstorming, Group discussions, Lectures, Question and answer, Role play, and Use of video clips





UNIT 4:

Topic 1

Early Marriage

Step 1:

The youth are burdened by a lot of experiences that extend far beyond the normal childhood grief like failing at subject in school, bullying or even losing family members. Early marriages along with other traumatic experiences confronting the youth have forever changed the way they enjoy their happy and safe expectations of being young. The sacred role of marriage and responsibilities of marriage are placed upon young people who are essentially not prepared and ready for marriage.

UNICEF data on child marriages in 2014 defined child marriage as *"formal marriage or informal union before age 18 and it is a reality for both boys and girls, although girls are disproportionately the most affected. Child marriage is widespread and can lead to a lifetime of disadvantage and deprivation."*

The new *Marriage, Family Relations and Divorce Bill (2015)* in Malawi has raised the marriage age from 16 to 18 and there are attempts and discussions to increase the marriage age further to 21, mostly by faith groups.

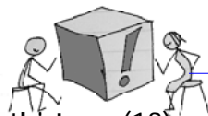
Step 2: Roadblocks

1. Poverty is one of major causes of early marriages as girls are married off early for parents to receive their bride price and other relative support from the marrying party, and for the girls to help in raising younger siblings.
2. Harmful cultural practices promote early pregnancies that lead to girls and boys marrying early to make the union culturally 'acceptable'. Child marriages are also promoted as a tradition in many places because it has happened for many generations and therefore the next generation should not be exempted.
3. Lack of education and empowerment especially amongst girls also promotes early marriages since girls have no skills, support and motivation to fight off being married off at an early age or know the effects of getting married early.
4. Security; parents even some girls feel more secure when their female children or the girls themselves feel more secure when they get married early since they feel no suitors are going to want to marry them when they pass a certain age without getting married.



Step 3: Question/identifying issues

Case Study:



Chimwemwe is a thirteen (13) year old girl who is attempting her standard 8 primary school leaving certificate examinations (PSLC). Unfortunately during the rainy season, her household and home are washed away by floods along with other families in the area. Her parents and family members cannot afford to send her to school since they now have other priorities to take care of. She is the eldest female child needed to help. One of the community members who owns a large herd of cattle and grocery stores offers Chimwemwe's parents a large sum of money and shelter if they agree to let him marry her. They have no choice but ask for some time to think about the offer.



Facilitator's Notes

using a role play.

Ask the following guiding questions to help the parents make a decision

1. What are the effects of marrying off Chimwemwe at 13 years old?
2. What are the benefits of letting Chimwemwe continue with her education?
3. What other options are there for them to consider except from marrying off Chimwemwe?

Effects of early marriage to consider in the role play

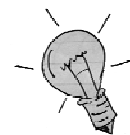
1. Chimwemwe would drop out of school because she has to take care of her marriage
2. Chimwemwe getting married would mean

getting pregnant early which would affect her overall health since she is too young to deliver.

3. There are other health risks that are caused by early pregnancies besides death (cervical cancer, *Fistula*, death of the unborn baby, post-natal depression)
4. The husband to be is an older man and would most likely abuse Chimwemwe since she is young and has no economic and mental empowerment.
5. If the parents are discovered by authorities, they can end up being fined or even sent to prison since it is a crime and therefore cause more strain on their children.

The role play should also consider the benefits of letting Chimwemwe complete her education.

After the role play, explain that Chimwemwe could be empowered economically and mentally that could help her make better decisions of her family and personal life.



Step 4: Did you know?

"Each year, 287,000 women in developing countries die from complications arising from pregnancy or childbirth. Nearly 16 million girls between the ages of 15 and 19 give birth every year and every day, 39,000 girls are married before the age of 18." - UNFPA

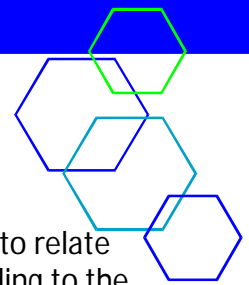
Education, especially girl education is one of the crucial keys to eradicating early marriages. When the youth is given information, empowered with skills and letting the youth BE YOUNG and grow up in the intended manner, early marriages CAN decrease and eventually eradicated. Parents, communities, churches, schools, government, leaders need to support the

initiative to eradicate early marriages. The youth can also take a stand and fight off early marriages through the formation of alert and focus groups, discussion hubs, etc.

Step 5: Early marriage, population and development

Early marriages do not only put pressure on young people from enjoying their youthful lives. They also raise mortality rates and bringing suffering and misery. Young people trapped in this bondage cannot improve their lives and broaden their vision.

They fail to contribute in any way to development as they lack the health, physical, mental and also spiritual maturity a family requires.

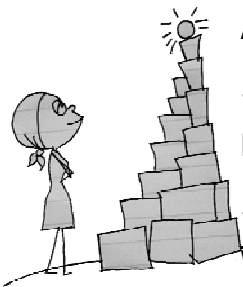


What do you think?

Facilitator should ask the participants to relate with the following scripture in responding to the following question.

1. Can early marriages honor God's creation and bring glory to his name?
2. What does God say about the right time to get married?
3. Can young people in early marriages effectively bring meaningful development?
4. Are there any spiritual negative impacts of early marriage?

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

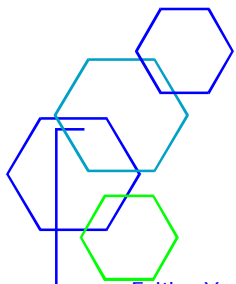
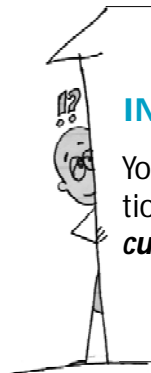
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What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....

IN OUR NEXT TOPIC

Young people who know when to get married should also know how culture and tradition may affect them as far as marriage is concerned. The next topic identifies **harmful cultural practices** and examines how they impact young people.



UNIT 4:

Topic 2

Harmful Cultural Practices

Step 1:

Young people today face a lot of challenges that are also a threat to their daily living. These challenges include HIV/AIDS, alcohol and substance abuse, death, breakages of families and high unemployment rates to mention a few.

Additionally, society has beliefs, dictates, morals, customs, norms, habits and standards of living that are regarded as important aspects of well-being of humanity. These have existed for a long time. These are referred to as cultural practices.

Despite acknowledging the importance of these cultural practices, that varies from society to society, there are some cultural practices that are harmful.

Some of the harmful cultural practices in Malawi are;

1. **Chokolo:** The society believes that when the husband dies, the wife and children will suffer difficult situations hence the need for someone to take care of them. So the husbands' relatives sit down and choose a brother or a closer relation to marry the deceased's wife as a replacement. Whether the wife wants or not, she has to abide by this custom.
2. **Fisi:** When a couple gets married it is the expectation of the community that by the

end of at least twelve months, the newly married family will have a child. If this fails it is assumed the husband is failing in bed hence someone is hired to impregnate the wife on his behalf.

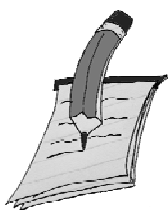
3. **Kulowa Kufa:** It is a belief that when a husband dies, the deceased's spirit remains in the house fiercely watching over the wife or the family members. In fear, they cast out the 'evil spirit' by having sex with the deceased's wife before his burial. This is carried out by the dead man's brother or close relatives.
4. **Kusasa Fumbi:** This is a custom practiced amongst the youth in many areas in Malawi. It is believed that when a girl starts her menstruation period (*kutha msinkhu*), she is dirty and her dirtiness can be removed by having sex with a boy or otherwise she will die.
5. **Chimwanamwaye:** It is a practice of lending or exchanging wives so a friend can feel what you feel in your wife.
6. **Kupimbira:** This is a practice where order and often rich men give parents money to buy sexual way and marriage of their underage daughters. It is also used when the parents fail to honour debts and underage daughters are grabbed

as wives until the debt is settled.

Effects of cultural practices

These harmful cultural practices have many negative effects on the youth and adults in daily life, including:

1. Contracting STIs and HIV and AIDS
2. Fistula
3. Early and unplanned pregnancies
4. School drop outs
5. Family breakages
6. Increased number of orphans
7. Early deaths mostly in young girls



Facilitator's Note

Ask the participants to discuss each of the listed harmful cultural practices and their effects above.

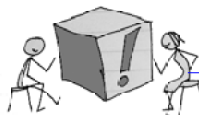
They can add other cultures that are equally harmful but are not listed.

Step 2: Roadblocks

1. Belief that most harmful cultural practices are controlled by ancestral spirits and if not observed become angry and bring misfortunes among the people.
2. Young people may want to eliminate such practices but are warned everybody was born and found them in place, and that they help to keep the society intact.
3. Weak legislation to counter or modify the cultures

Step 3: Questions/ identifying issues

Case Study:



Fatima from Nsanje is married and lives a happy marriage for so many years despite not having a child.

Unfortunately, her husband dies and she is told to marry her brother-in-law or be sent away without any of the family's property.

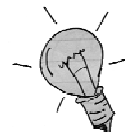


Facilitator's Note

Ask the participants, 'Imagine you are in this situation, what could you do?' Divide the participants in two groups, one representing the deceased's family and the other the widow's family. Ask them to discuss the situation. At the end discuss the group work in plenary and highlight the options below.

1. Fatima should go to the church leaders for assistance.
2. She can also go to the social welfare offices or other organizations that can intervene and assist.

Step 4: Did you know?



1. Harmful cultural practices contribute to new infections of HIV and AIDS.
2. Harmful cultural practices can be modified to avoid their negative impacts and effects

Step 5: Cultural practices, population and development

Positive cultural practices are important and help to identify a people and their traditions. They are unique and can be used in the control of population, eradicate disease and also bring economic growth in the portfolio of tourism.

Cultural practices are good but there are some which are bad. The youth should know and understand these harmful cultural practices to live long, healthier and better lives since harmful cultural practices lead to life destruction and shame.

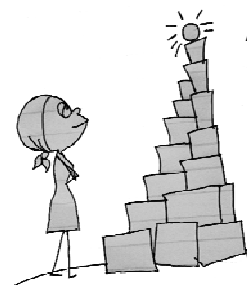


What do you think?

Facilitator should ask the following question and relate it to the scripture.

Can young people take a lead in the modification of harmful cultural practices in their areas? Who can they work with to achieve this turn around?

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

.....

I resolve to start applying what I will work on the above by (date/month):

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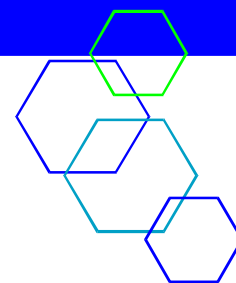
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

.....

IN OUR NEXT TOPIC

Once modified, harmful cultural practices can be an asset and pride for peoples of different traditions. Understanding this, it is therefore imperative to embrace culture and at the same time empower young people in **technological** skills.





UNIT 4:

Topic 3

Youth and Technology

Step 1:

Understanding Youth and Technology

Technology has always had a very big effect on the youth. It plays a strong role in the shaping of young people's behavior - a behavioural change factor especially among the youth. Technology has the power to transform people's lives, to take human kind where no one has gone before - either for the good or for the worse. Young people are no exception as their minds can easily be shaped up by technology and its advances.

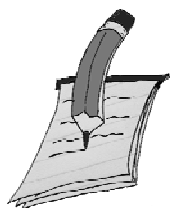
While there can be negative effects on youth due to the availability of technology in schools and the community, proper and timely monitoring by teachers, parents, and other people of influence, is an extremely useful tool that can help create educational and career opportunities for students and young people to enhance their abilities.

knowledge of) the practical, especially industrial, use of scientific discoveries", e.g. computer technology.

Addiction/Games

Technology can be addictive for the youth, e.g. the excessive use of cell phones, headphones and headsets, MP3 players, the internet and its various *Apps* (applications such as *WhatsApp*, *Tweeter*, *Facebook*, *YouTube*, etc.), computer gaming devices, and many other gadgets.

For example, some youths will not pay attention or respond when they are being called by friends or parents because they are either busy on their cellphones using Social Media Applications or have headphones or headsets plugged in their ears.



Facilitator's Notes

Start by asking the participants to describe how technology has influenced their lives and behavior.

Then ask them what they think is technology. Write this on the flip chart. Finally, explain to them that technology means. The Cambridge English Dictionary describes technology as "*the study and*

Tip: It is not wrong for young people to have and/or use technology and their devices. But it is not tech-savvy to be destructed from all things that are important in life because of the wrong use of technology and relative devices. What they need is to be made positively aware of **Technology Literacy**.



Explain to the participants that:

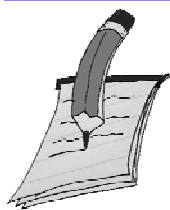
Technology Literacy:

This is the ability to responsibly use appropriate technology to:-

1. Communicate
2. Solve problems
3. Access, manage, integrate, evaluate, design and create information to improve learning in all subject areas
4. Acquire lifelong knowledge and skills in the 21st century

Step 2: Roadblocks

1. **Age gap:** Parents, teachers, etc focus more on the negative effects of technology other than promoting the positive effects for their children's educational and career development
2. **Accessibility:** Technology is easily accessible but there is absence of awareness on the responsibilities that surround their ownership, use and controls
3. Once **addicted**, young people find it hard to engage in any other worthwhile activities without the technology

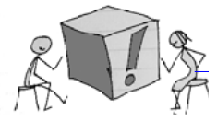


Facilitator's Note

Ask and encourage the participants to suggest more issues that they think are roadblocks. These can be on either side - the youths or parents, etc.

Step 3: Question/ Identifying real issues

Case Study 1:



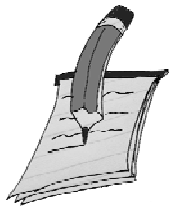
Pemphero has been a very active and intelligent young girl. Always coming tops in her class in primary school. She is selected into secondary school and is introduced to MP3 and computer games by her friend, Tawina. She spends most of her free out-of-class time playing the computer games on her friend's cellphone. They also keep listening to music using Tawina's MP3 player.

By mid in her Form Two her teachers and parents soon discover her performance in class has become poor. She does not concentrate on lessons and often does not pay attention to people talking to her because of the headsets she keeps wearing. She fails her Form Two examinations and she does not understand why.

Case Study 2:

Dziko loves to watch informative movies about geography, science, and history among others every time he is back from school. He also loves to learn about new things by searching for more information using Mobile Apps such as *Google Search* engine and others. He is attentive to his parents' needs and respects his peers.

Dziko also watches television and asks more questions about news casts and other programs to learn more. He only plays computer games when he wants to relax sometimes, but creates enough spare time to spend with his family, friends and also to study. His performance at school keeps getting better helps the school community with technological tasks.



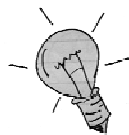
Facilitator's Note

Ask the participants to discuss the two Case Studies, one after another, highlighting strengths and shortfalls in each, if possible. Ask the participants to suggest more scenarios that show impacts of technology on young people. These can be either positive or negative.

Effects of misuse of technology

Explain the effects of technology abuse, mainly focusing on addiction. Let the participants contribute.

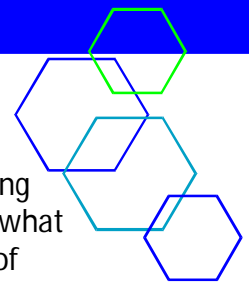
1. Erosion of culture/ tradition and values
2. Takes away concentration on spiritual and educational issues. Spiritual relationship with God is always affected since much of the time the young people spend their time on technological gadgets. Education also suffers as there is little attention to lessons and little time for study
3. Impart laziness to the youth, a lot of young people are overtaken by technology especially music, videos, games, and socio media platforms, etc. which destructs them from concentration in class, during studies, or even at work



STEP 4: Did you know?

Many computer games and devices introduce young people to negative things such as violence, foul language and immorality. This causes them to let down their guard in other aspects of life such as education and informed growing up. It is also true that computer games and devices also exposes young people to a lot more positive or constructive behaviours such as personal skills that can be very useful in vocational undertakings

and also in their education ladder. Young people must therefore be very careful what you choose when it comes to the use of technology.



*"Even by his practices a boy makes himself recognized as to whether his activity is pure and upright." **Proverbs 20:11***

*"Truly! They were young men who believed in their Lord (Allah), and We increased them in knowledge and guidance." **Quran 18:13***



What do you think?

Ask participants to carefully read the scripture below and make references to how best young people can use technology. Let them share their views.

*"Keep on making sure of what is acceptable to the Lord." **Ephesians 5:10***

*"Ye are the best of peoples, involved for mankind. Enjoining what is right, forbidding what is wrong, and believing in Allah." **Qur'an 3: 110***

STEP 5: Youth and Technology, population and development

As discussed above, technology and the youth are inseparable. Technology is the new age and is ongoing. It is youth friendly and in the right hands, it can lead to development of the youth as a person, their families, communities, districts, country and the global world.

Technology can be used in many good ways, such as putting in place mechanisms that can help control population and therefore help to regulate or manage population. When technology advances



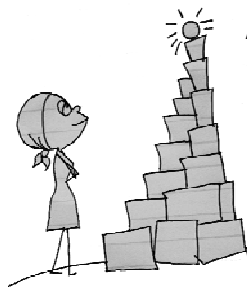
are high and used positively for mankind, development has been at the centre of people's lives.

Young people can therefore embrace technology with creative ways of serving the needs of their communities. Such examples can include use of recycled materials such as plastics, wood and metal to build windmills, recycling processes, educational materials such as writing pens and slates, waterways and materials for irrigation, food processing items, and various other innovations.

Note that technology can come out of anything, including locally found materials such as the earth (soil - moulding, organic products), wood and trees, grass, water and many others.

Technology spurs development and the youth, as they are creative and exploratory in nature, can lead any community or country to develop in many ways not explored before.

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

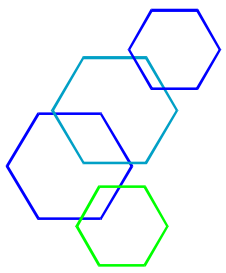
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I resolve to start applying what I will work on the above by (date/month):

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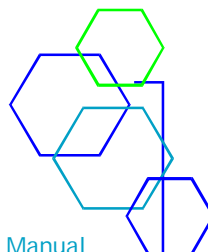
What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

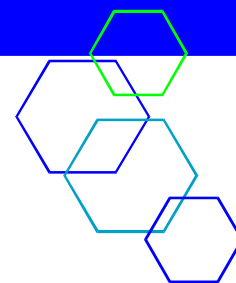
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IN OUR NEXT TOPIC

Technology if used positively can yield a lot of positives and opportunities for young people. But when this happens, how else can young people turn their opportunities in life into life-changing experiences? Young people must learn and use **entrepreneurship** skills.





UNIT 4:

Topic 4

Youth

Entrepreneurship

Step 1:

In this topic, reasons why people go into business, how entrepreneurship qualities are developed, and, characteristics of an entrepreneur will be discussed.

All in all, entrepreneurship and business activities are a vehicle to lift others out of poverty. Families, employees of small businesses and traders will lead productive lives and improve their life.



Facilitator's Notes

Ask the participants to answer the following in their own words. Encourage everyone to participate:

1. Why do people do business?
2. Who is an entrepreneur?

Step 2: Roadblocks

1. Youth want to do business but they fear they will be asked about a surety against the loan
2. Youth believe that to start a business, one needs a lot of money
3. Youth want a business to grow within a year yet it has taken *Toyota*, *Ford*, even *Shoprite* many years to grow to their status today

Take Note:

1. A business is an activity undertaken by a person with the aim of making a profit.
2. An entrepreneur is a business person



Pope Francis of the Roman Catholic Church advised youth to be active rather than being a potato couch.

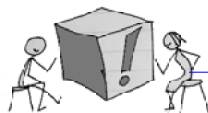
***A potato couch is someone who just lazes around and barely does anything.**



3. An entrepreneur must be well organised and use a business plan to do good business
4. To do business one must have a good aim of doing business
5. One must have adequate knowledge about business
6. To be creative can help one's business to grow
7. An entrepreneur should have business goals and objectives
8. Discipline in any business can avoid bankruptcy

Step 3: Questions/ Identifying issues

Case Study 1:



Fatsani had a small hawker which sold groceries. He had a capital of MK60, 000. The hawker was at a hospital entrance and it grew faster. Each day he would make not less than MK2, 000. Fatsani did not bank his money. He did not practice Book Keeping and at the end of the month he had MK50, 000.

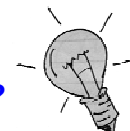
Fatsani's friend asked him for a loan of MK10, 000 and Fatsani gave him the loan and he did not make him sign for it. Another of Fatsani's friend wanted some cash as a loan and Fatsani ended up giving 5 of his friends the money he had, and these friends never paid back. His business ended up with no money and it collapsed.

Case Study 2:

Chimwemwe was engaged in dairy business and the capital was MK20, 000. She had four cows and she milked 17 litres of milk per cow every day. Chimwemwe was able to supply at a nearby secondary school on a daily basis. Chimwemwe

recorded her daily business activities in a book. Each time she sold her milk for MK6, 750, she banked MK4, 000 and the MK2,750 she used to buy cattle feed and to pay the worker she had.

1. Between Fatsani and Chimwemwe who was more organized?
2. Who between the two had adequate knowledge about business?
3. Who experienced bankruptcy and why?
4. Whose business is likely to grow?



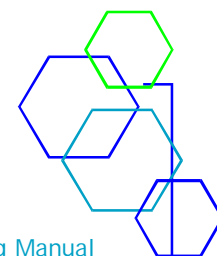
Step 4: Did you know?

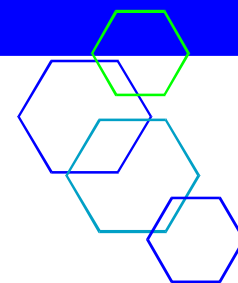
To analyse whether a business will give youth the benefits they need, they have to conduct a SWOT analysis.

SWOT analysis is the **STRENGTH, WEAKNESSES, OPPORTUNITIES** and **THREATS** that can impact on the business idea one has.

Youth entrepreneurs have to do the following:

1. Build on the **strengths** of their business
2. Overcome the identified **weaknesses**
3. Take advantage of the new **opportunities**
4. Protect the business from **threats**





Facilitator's Notes

Explain to participants what a *SWOT Analysis* looks like. Let the participants complete 3 and 4.

Internal Factors		External Factors	
STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
1. Bread salesman has a bicycle	The bread is not covered	The next village to sell bread is so near by	Another bread salesman is in the same area
2. A space in the market	Money from sales carelessly kept	The market is on the way to a nearby school	Other vendors at the school gate
3.			
4.			

Step 5: Youth, Population and Development

Youth are in majority and are drivers of economic growth because of the many small business they engage in. The youth are likely to improve lives through business and entrepreneurship activities.

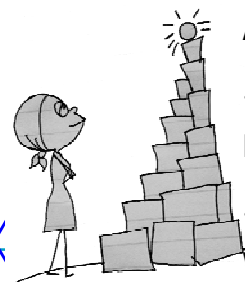
Youth fear failing examinations; failing a driving test; not having a child; failing to get basic or higher education because of limited space or lack of school fees; being born in a poor family; being

born in a poor country; living with HIV and AIDS; living in a war torn country BUT;

None of these circumstances are supposed to have a permanent negative impact on youth lives. Youth can learn to live with these circumstances, turn them around and, finally, triumph over them.

"If the world hands you a lemon instead of an orange, squeeze the lemon, add sugar and make lemonade". **Dr Donald R, Kamdonyo, 'Poverty by Choice'.**

Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

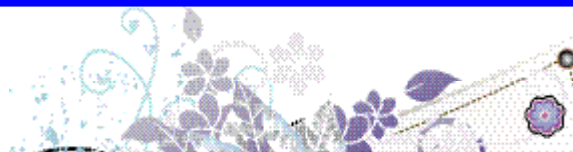
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I resolve to start applying what I will work on the above by (date/month):

.....

What I would like to ask my parents, faith leaders, teachers, siblings and peers about me as a young person is:

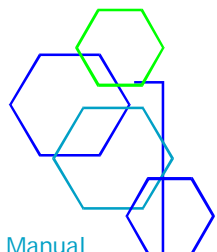
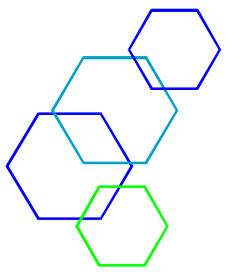
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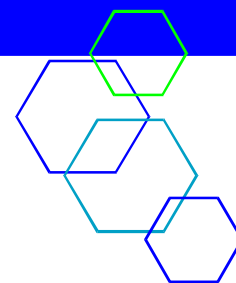




IN OUR NEXT TOPIC

Young people that do not just wait to be employed and use their educational qualifications, their inborn and acquired skills to pursue entrepreneurship are often very dependent and well to do. They employ others and contribute to national GDP. But being an entrepreneur is not enough, if not well handled, profits can lead young people astray. Let's discuss ***Money Matters*** and what it means to manage income.





UNIT 4:

Topic 5

Money Matters

Step 1:

What is Money

Money is a medium of exchange.

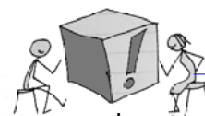
As your parents have probably drummed into your head, money doesn't grow on trees. They are right. That's why it's important for you to handle money responsibly.

Step 2: Roadblocks

1. While money serves a vital purpose to the youth, it can create stress, damage friendships, and destroy their relationship with God. Learn to use money skilfully. Respect it but don't love it.
2. Certainly your attitude towards money can have a profound effect on your life.

Step 3: Questions/ Identifying issues

Case study:



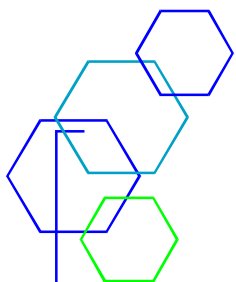
Mabvuto, a young man who grew up in a family of little says: *"We just accepted that the family was living on a tight budget and that we could not get all we wanted."* He recalls that when his school trousers became threadbare, his mother simply patched them up- again, again, and again. *"I had to endure a bit of teasing,"* admits Mabvuto.

"But the main thing was that our clothes were clean and functional. Although I felt trapped by poverty, I realized that joining a gang or stealing for a living would not help at all."

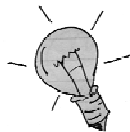
Today, many of those things done by people from his age group are either led them to being hopeless, dropouts, slaves to drink and drugs, or in jail.

How evil money is

Judas Iscariot agrees to betray Jesus because of money. Thus many people get out of their good ways and consciousness to do things that hurt others or normal systems just to get money or opportunities in life. This, however, does not last longer.



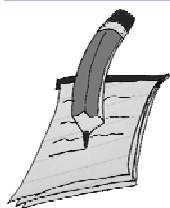
Step 4 : Did you know?



Respect money - don't love it

In the hands of a skilled chef a sharp knife is a useful tool. But the same knife in the hands of someone inexperienced or inattentive it can cause serious harm.

Money is like a sharp knife. If you handle it skillfully, it is a useful tool. But if you are not careful, you can get hurt. For example, the Apostle Paul warned against developing a love of money.



Facilitator's Notes

Ask the participants to the questions: *What should young people do in matters concerning money?* Let them discuss the pros and cons of how money can be obtained and used.

Using their responses, consider the following options:

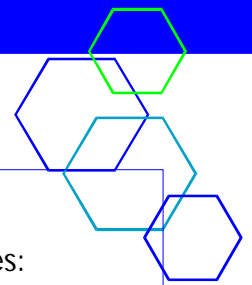
1. The young people should engage in income generating activities to buy school supplies, or clothes, etc. List some of the income generating activities that they can do to raise money. For example joining youth groups, doing peace work, volunteering in their communities
2. Young people can be attached to local artisans in the community to be trained in either tailoring, tinsmith, bricklaying etc., in order to generate income

Highlight that:

1. If your happiness is always based on owning things you will never be happy. There will be always be something new that you want. You need to learn to be happy with what you have.
2. Spending money uncontrollably is like driving blind.
3. Money is for a protection, but the advantage is that wisdom itself preserves alive its owners

Step 5: Effects of love of money on Population and Economic Development

1. It has led to high corruption rate in the country
2. High crime rate among the youth
3. *Cash gate* (embezzlement of public funds) in Government that crippled development
4. Young girls prefer to have sex with older and rich men in exchange of money causing early marriages, early pregnancies and rapid population growth in the country. This can also cause HIV and AIDs infection and contribute to death and loss of man power development in the country.



Step 6: Action Plan



As a responsible young person I need to work on the following weaknesses:

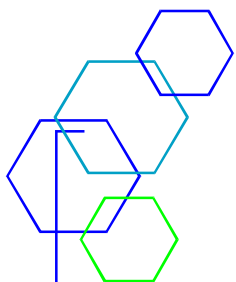
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Vote of Thanks

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