

# Training Manual

## Module 1



**WISE  
CHOICES  
FOR LIFE**

empowering communities to  
break the poverty cycle

[www.wisechoicesforlife.org](http://www.wisechoicesforlife.org)

## Special thanks and acknowledgment to

### **Mr David Cummings, Senior Trainer of Leadership Matters Course.**

Who inspired and encouraged the compiling of these lessons into a training manual for use within practical training workshops.

## Reference materials

1. ***Life Skills***, By Peace Corp (with permission) Publication MOO63 2001
2. ***The Holy Bible***, New International Version
3. ***Leadership Matters***, A training course for Christian leaders with specific references to how to run workshops, [www.leadershipmatters.wc](http://www.leadershipmatters.wc)
4. ***Motherhood in childhood***, State of the world population, 2013 UNFPA
5. ***A Book for Midwives***, Susan Klein, Suellen Miller, Fiona Thomson, Hesperian Foundation 2007
6. ***Primary Mother Care and Population*** Prof Glen Mola, Philpott, Thornton, Verkuyl, Breen, Bullough, Acrocodile publications
7. ***Universal access to reproductive health***, WHO 2011, [www.who.int/reproductivehealth](http://www.who.int/reproductivehealth)
8. ***Unmet Need and the Demand for Family Planning in Uganda***, USAID 2008
9. ***Hand book for religious leaders and church institutions for sexual reproductive health***, Anglican Church of Uganda, UNFPA, Uganda Ministry of health and Uganda Christian University
10. ***Contraception an Australian Clinical practice handbook***, second edition 2010

---

# CONTENTS

---

FACILITATOR NOTES .....	A
DAILY RUN SHEET .....	D
DEVOTION IDEAS.....	H
ICE BREAKER / GAME IDEAS .....	I
1. WHAT IS TRAINING AND WHAT IS TEACHING? .....	1-1
2. WHO AM I AND WHY AM I HERE? .....	2-1
3. CRITICAL THINKING AND DECISION MAKING .....	3-1
4. COMMUNICATION SKILLS .....	4-1
5. WAITING FOR TRUE LOVE .....	5-1
6. HOW WE ARE CREATED – A WOMAN’S CYCLE .....	6-1
7. WHAT IS PUBERTY? .....	7-1
8. EMPOWERMENT .....	8-1
9. BABY BOY OR BABY GIRL.....	9-1
10. GENDER ROLES IN MARRIAGE .....	10-1
11. MATERNAL MORTALITY AND IT’S RELATIONSHIP TO POVERTY .....	11-1
12. MONITORING AND EVALUATION .....	12-1



---

## FACILITATOR NOTES

---

### 1. Training aids for all modules

1. Magnetic Reproductive Health board showing anatomy of male and female and growth of the baby.
2. Doll and pelvis/uterus and foetal model.
3. A two min DVD, animated visual titled “What will you Choose?” by Nourishing Media.
4. Flip pictures

### 2. Stationery

- Registration list
- Name tags
- Marker pens
- Flip chart paper
- Masking tape string
- Note books
- Pens
- Folders for Training Manuals

### 3. Before each workshop

Meet with your small group leaders and facilitators to:

- Set clear expectations of what is required in leading a small group
- Allocate lessons and tasks, such as leading devotions or workshop

Ensure the catering is organised, and will be ready on time

### 4. At the start of the workshop

#### **Introduce**

- The team of Facilitators and Small Group Leaders
- Introduce Wise Choices for Life as per the Introduction section on page

#### **Housekeeping**

- Location of toilets
- What time breaks will be

#### **House Rules**

Get the participants to agree on the rules for the workshop. Eg:

- Turn off mobile phones
- Punctuality
- Attend all sessions
- Respect each other’s opinions



## **Participant Expectations**

Ask the participants what their expectations are, and write them up on a sheet of flip chart paper which can be stuck on the wall for the duration of the workshop.

## **Set Wise Choices for Life Expectations**

- Participants will learn to be trainers
- They will be empowered to take this information into their workplaces, churches and communities
- Participants should arrive on time and attend the whole workshop
- Participants should actively participate in discussions, debates, dramas and small group activities
- By the end of workshop we expect participants will have enough knowledge to share the learning with others and complete a written test.

## **Confidentiality**

Because Reproductive Health is private and very personal, people are only going to respond to this Wise Choices for Life training if they feel safe and supported. We need to provide a safe place in which to learn. We want people to share their ideas and thoughts so we need to ensure confidentiality is valued. We also want people to respect other ideas and beliefs and never laugh, ridicule or put others down when they answer questions.

## **5. Each day**

### **Start each day with the following activities**

- Worship
- Devotions
- Prayer
- Revision activity

### **End each day with**

- Highlight of the day
- Revision of Action Stacks
- Prayer

## **Debrief**

Gather your small group leaders and facilitators together to debrief on the day and allocate tasks for the next day.



## 6. How to get Small Groups to feedback effectively

When you ask small groups to report back use the following ideas to stop it getting repetitive and taking too long:

Make sure that one of your facilitators or your small group leaders model this early in the workshop to demonstrate how to do it.

1. Ask each group to give three or four answers from their list. When each group has provided these, then you can ask if there are any other important ideas that have not been mentioned.
2. Ask the groups not to repeat points that have already been listed.
3. Set a time limit for this activity.

## 7. How to Use a Role Play for Training

### Principles of acting:

- Keep it short – appoint a time keeper in each group to make sure the role play is no longer than 5 minutes.
- Make it loud and clear. Use less long sentences and use some key words to make a point. This makes it easier to understand.
- Face the audience.
- Perform the role play directly in front of the audience, not off to the side.
- Role play is not just entertainment
- Practice, practice, practice

### Analyse the role play by asking questions.

1. Is this common in your community or home?
2. What have you seen?
3. What have you heard?

- Ask questions from the main group to draw out the messages.
- Always present solutions not just problems.
- Most role plays have many messages. Try and focus on one or two messages.
- If you choose to use a role play to present a problem in the community eg. Domestic Violence then also add a follow up role play of a loving family responsible fathering.
- The lasting impressions must be positive ones.
- Use role play to develop new values and skills.
- Use the participants to be the actors as much as possible. This develops confidence and empowers them to start to behave in the positive ways they are acting.
- Role play can be just entertainment so always give clear messages of solutions.



# DAILY RUN SHEET

Day 1 \_\_\_\_\_

Activity	Responsible
Lead Worship	
Lead Devotions	
Ice breaker activity	
Small Group Leaders	
Facilitators:	
Lesson _____	
Lesson _____	
Lesson _____	
Close the day (highlights, prayer etc)	





---

---

## DAILY RUN SHEET

---

---

Day 2 \_\_\_\_\_

Activity	Responsible
Lead Worship	
Lead Devotions	
Ice breaker activity	
Small Group Leaders	
Facilitators:	
Lesson _____	
Lesson _____	
Lesson _____	
Close the day (highlights, prayer etc	



# DAILY RUN SHEET

Day 3 \_\_\_\_\_

Activity	Responsible
Lead Worship	
Lead Devotions	
Ice breaker activity	
Small Group Leaders	
Facilitators:	
Lesson _____	
Lesson _____	
Lesson _____	
Close the day (highlights, prayer etc	



---

---

## DAILY RUN SHEET

---

---

Day 4 \_\_\_\_\_

Activity	Responsible
Lead Worship	
Lead Devotions	
Ice breaker activity	
Small Group Leaders	
Facilitators:	
Lesson _____	
Lesson _____	
Lesson _____	
Close the day (highlights, prayer etc	



---

---

## DEVOTION IDEAS

---

---



---

---

# ICE BREAKER / GAME IDEAS

---

---





---

## 1. WHAT IS TRAINING AND WHAT IS TEACHING?

---

### Trainers Notes

#### A. Aim

1. To introduce Wise Choices for Life's training methods. It is not just about passing on information; we want to shift peoples thinking and attitudes.
2. To take on a new approach – we need to adopt some new training methods and not always use the usual teaching styles.
3. Practical skills plus new information can shift the way people think and this will change attitudes and behaviour.

#### B. Objective

By the end of this lesson participants will be able to:

- Explain the importance of practical training to change behaviour.
- Explain the Poverty cycle.
- Be able to recall the life skills needed to change behaviour

#### C. Training Materials Required

- Paper
- Markers
- String
- The Poverty Cycle
- Script for Rita and Lucy
- Name tags for Rita and Lucy
- Life Skills
- The Poverty Trap Animation
- The Story of WCFL DVD and the Youth of Uganda
- Laptop, data projector and speakers

#### D. Preparation

We introduce the idea of drama in the first session so the trainers need to find 4 people and to practice the car drama, and 2 people to practice Rita and Lucy.

#### E. Further Notes

##### 1. Introduction

- **Training** is one of the most important components of life. We train babies to walk, talk and eat, interact with others and behave. We train youth in vocations and we expect them to retain and live safe responsible lives, but here today, we are going to extend that training to areas of life less travelled and talked about.
- We assume youth will pick up skills but often they do not.



## 1. Introduction

### Activity – Demonstrate with Drama: The Car Drama – Version 1

Drama

4 chairs are used as a car.

Someone arrives at the Learn to Drive School requesting to learn to drive.

The instructor takes her through the way a car works.

He opens the bonnet instructs on where battery and water and oil go. Then he moves around the car showing her the wheels and the fuel tank. She takes notes and asks a few questions.

Then he tells her to do the driving test.

She sits down and answers the questions using her notes.

When the paper is marked she gets 100%.

The instructor gives her the keys to a real car and she is very excited. Without any practical training she heads off to the car and sees her friends walking past.

She calls out to them waving the car keys, and invites them to come with her. One of them is very unsure about the idea. She holds back and is fearful. The others laugh at her saying they will leave her behind and even lose her friendship if she does not join in. They all pile in and she reluctantly joins in.

The car jumps and jolts along swerving and missing other traffic. The kids are laughing and having fun. They think it is all fun and nothing will happen to them.

Suddenly they hit another car; they crash and fall off the seats.

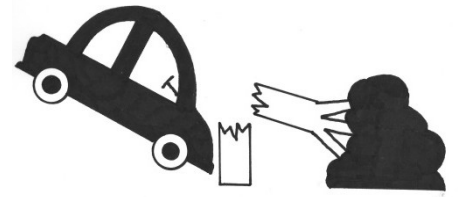
They have all suffered injuries, even death.

Introduce the Life Skills

At the end of the drama each of the actors should hold up a Life Skill Card and state:

“Imagine if I had been \_\_\_\_\_ I would not have / or this would not have happened”

EG – “Imagine if I had been assertive, I would not have been pressured to get into the car and I would not have been involved in the accident.”



Ask the class what they saw and what happened.

Bring out the main point that **theory alone without practical skills** does not make a good driver. **Practical skills and theory combined change attitude and eventually, good habits.**

Emphasise the other lesson here showing that the young person who was reluctant could not withstand **PEER PREEASURE.**





## 2. Define

### Training Method

If we pass on all the knowledge about a subject but never give a person practical skills they can be dangerous.

An example is learning to drive a car. If the person gets 100% in a test but has not practical supervised driving they have no experiences and skills to handle the real road.

But if we add training and **skills** development the person adds this into their **knowledge**. Their **attitudes** slowly change and good **habits** are formed. They are aware of the dangers and know how to make decisions.

Eventually, with **practical and positive reinforcement from role models** they are able to handle difficult decisions. Imagine children observing the fathers safe driving techniques all their life. By the time they are old enough to learn themselves they have excellent attitudes and experiences. They are able to avoid dangerous situations and have more control over their lives.

Do we train our youth in how and when to use our sexuality, or do we let them find out by themselves? Do they just know some basic knowledge (theory) but have no skills to avoid the dangerous relationships?

Training our youth in Reproductive Health becomes another link in the chain to avoid unwanted pregnancy and poverty.

Good training has clear content. For example:

*By the end of this demonstration I want you to be able to do this task. Eg Hair cutting, cooking.*

In training we use words like:

- Let me show you,
- Let me help you,
- Watch this person and then try again,

Training means people bring something to the lesson and we reinforce this. They have prior skills and we develop them further.

- Defined process in training, steps and stages
- Training builds people's confidence and skills
- As learners progress up each step they gain confidence and develop better attitudes.
- A trainer needs to have passion to pass on their skill.



## What is Training?

---



---

By training we mean:

***“To enable someone to learn a particular skill or type of behaviour”***

Helping people to come up with the answers themselves. This brings empowerment, which helps them speak confidently and act consistently.

**Teaching** is more like an expert imparting knowledge and uses a lecture style.

**Sometimes this is the best way to get knowledge across to a group of people.**

A teacher uses words like.

- Listen to me
- Concentrate
- Learn this
- Remember this

## Differences between Teaching and Training

Put two pieces of flip chart paper up and write up the differences. Get the group to make suggestions before making sure these key points are covered.

<b>TEACHING</b>	<b>TRAINING</b>
The teacher is the expert.	The learner contributes their knowledge and experience.
The teacher deals in facts and theories	The trainer deals in hands on skills. The passion of trainer becomes evident when using hands on skill.
Teaching passes on knowledge for a test or exam with clear results, sometimes we pass or fail.	Training helps develop the knowledge and put it into use. This develops confidence.
The process of teaching is to ensure that people learn the facts.	Training is a process starting with small amount of knowledge - introducing skill; leads to change in attitude.  As people’s attitudes are changed, the people will change themselves. We can’t change people they have to want to see reason for changing themselves.

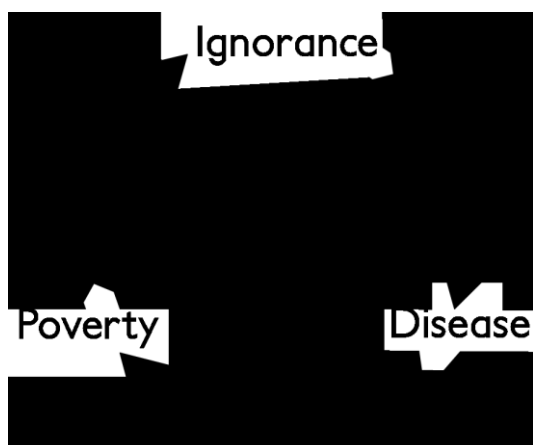


TEACHING	TRAINING
The teaching environment is set up to focus attention on the teacher	The training environment is set up so the participants can easily interact with each other and take part in the skills being learnt
In teaching people are told how to do something, but not shown	In training students are not asked to do anything that hasn't already been modelled
Sermons are an example of teaching. Bible knowledge is directed to a group of people, but there is no discussion or interaction.	Discipleship is an example of training. It develops and nurtures individuals and is most effective when working in small groups or one-on-one.

We don't usually use training in Reproductive Health so often the youth end up with knowledge but not the skills to use the knowledge. We have tended to let youth discover sexuality themselves. By the time they discover it they may be pregnant or be HIV positive.

### 3. Importance

#### The Poverty Cycle



The cycle of poverty seems to start with lack of knowledge and understanding about our personal health and how our body works. If we do not know how sickness is spread we will end up with diseases that cause loss of our ability to work or go to school to make a living and so we remain in poverty.

**Wise Choices for Life is addressing the IGNORANCE part of the Poverty Cycle.**

An example is:

If we do not know that when animal waste passes into human stomachs it causes sickness then we might share the same drinking water as cows. The dirty water causes diseases like cholera. Many people get diarrhoea and vomiting and die. This leaves children without parents and the community remains in poverty.



## Activity – Brainstorm

In the large group get them to think about why this is important. Answers will include:

- We want more than head knowledge – we need to move people toward behavioural change.
- We want them to practice these skills needed to alter behaviour
- They need to be self-motivated, self-disciplined and empowered. If you do not attach a value to something it will not change you.
- Head knowledge alone does not always alter behaviour. Rote learning, eg learning and repeating our maths tables does it keep us honest?

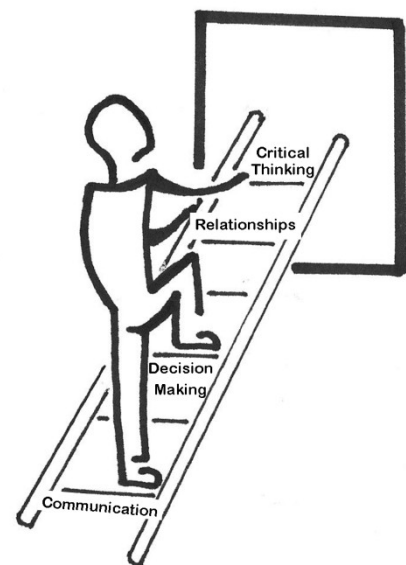
## 4. Imagine

### What would our country look like if we trained youth instead of teaching only?

Imagine if we added **training** rather than just **teaching** into our school curriculum how would it alter the outcome of each student?

Imagine all the students in a school have new attitudes, are self-motivated and disciplined – what would the school be like?

- Create a healthier atmosphere in the school
- Change the attitude of each student



## Activity – Demonstrate with Drama: The Car Drama – Version 2

4 chairs are used as a car.

Someone arrives at the Learn to Drive School requesting to learn to drive.

The Instructor takes them through the way a car works.

He opens the bonnet instructs on where battery and water and oil go. Then he moves around the car showing the wheels and the fuel tank. The Learner takes notes and asks a few questions.

The Instructor then tells them to do the driving test.

The Learner sits down and answers the questions using their notes.

When the paper is marked she gets 100%.

The instructor tells the learner that they need to come back the next day so they have a practical lesson. The Learner is very upset by this and wants to drive straight away. But the Instructor refuses to give them the keys.



The Learner goes off and bumps into their friends, saying how bad the Instructor is for not giving them the car keys. Some of the friends agree that it is wrong, but others advise how good it is that the Learner will get practical experience before being allowed to drive alone. The Learner agrees and says “Maybe you’re right! I really don’t know how to drive.” The Actors then reinforce the Life Skills in the same way they did in the first drama.

## 5. Now

### How do we educate the youth today?

Think about how you teach now. Does our education system challenge young people’s behaviour?

Given our definition, in what ways can we apply this TRAINING to other areas of life? What about youth groups and women’s and men’s groups. Can we use training styles rather than teaching styles?

## 6. Solution to the Need

### Activity – Demonstrate with Drama: Rita and Lucy

(Page 34 of Peace Corps Book.)

Rita and Lucy need name tags to easily identify them and remember them for small group work later.

**Props** – Two chairs and a baby for Rita and a school bag or books for Lucy.

Two Characters:

**Rita** was in her final year at secondary school when she became pregnant and had to leave school. She has been advising her friend, Lucy, to avoid having sex with her boyfriend and complete her education.

**Lucy** is in her first year at secondary school, and she has been doing very well in her classes. Despite her friend’s warning, she has become pregnant and has come to break the news to her friend.

Role Play

The scene opens with Rita obviously struggling to care for her baby. It has been awake all night. She is tired and angry with the baby because she is missing out on life at school with her friends. Her boyfriend has left her. She is very unhappy and does not know how she will ever provide for her child.



R: oh my baby, you keep mummy up all night long, won't you ever settle down? You cause me so much trouble! Where is your father? What good is he to us? He is just full of broken empty promises? How will I keep going? Who is going to pay for your school fees? Your life will be the same as mine – full of poverty.

There is a knock at the door and Lucy enters looking shy and embarrassed trying to hide her pregnancy.

L: Hello is anybody home?

R: Lucy! Hi! How are you?! Come in, come in!

L: How's your little one?

R: Oh Lucy, She's been really sick and won't sleep at all! I haven't slept in days!

L: Rita that's terrible, I'm sorry.

R: Oh, never mind, how are you today?

L: Yeah pretty good thanks.

R: Wait, what day is it?! Should you be at school today?!

L: Oh look at her, she's so sweet, I've heard if you sleep them on their side they might sleep better!

R: Lucy?! School holidays aren't for another 2 weeks?!

L: Yeah! So have you seen or heard from James lately?

R: JAMES?! Ha, I haven't spoken to him since I had Lilly. I popped her out and he was gone! But I hear he's doing well for himself in the UK, studying or something. But not ONCE has he come to visit to see how is DAUGHTER is!

L: oh Rita, I'm sorry.

R: You know, I could have studied, my scores were high! I could have got on a plane and just left too, but no, I got pregnant.... and my whole life turned around! Lucy this is why you must stay in school! Boys are trouble Lucy!

L: Yeah, so, you know that advice you're always giving me?

R: of course, don't make the same mistakes I did; forget these boys until you've finished your studies! Abstaining from sex is the best way to prevent getting pregnant, or diseases.... AIDS!

L: And, what else have you always told me?

R: I told you that if that boyfriend of yours, Richard can't abstain, you must use condoms! Remember those condoms I gave you! Just in case? Lucy, what are you really doing here? Are you in trouble? What's wrong?

L: (in tears) Rita, I'm pregnant, and Richards the father!

R: LUCY! NO!! After everything I've told you!! Even after you've seen what has happened to me!?? WHY?

L: I know, I KNOW, but he really loves me Rita, he's promised to marry me and never leave me!

R: Don't you remember James telling me the SAME THINGS?! Lucy, tell me why?!



L: He, he told me he would leave me Rita; he said if I really loved him I would have sex with him. And what does it matter anyway? Everyone else is having sex!

R: What about the condoms?!

L: The church doesn't believe in using condoms Rita! And Richard never liked to use them anyway.

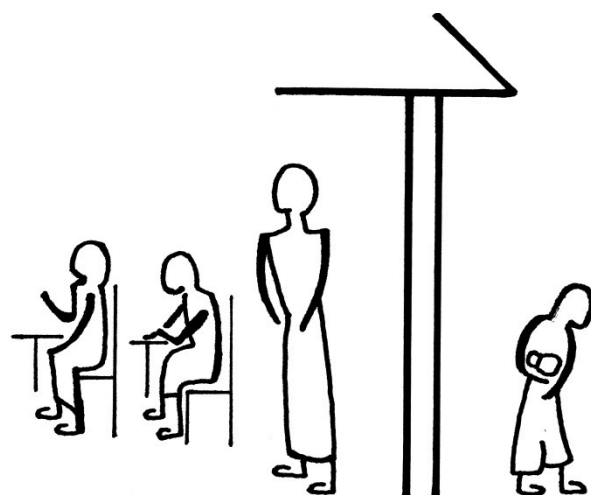
R: No no no...

L: But Rita, why wait to have a baby? I am ready? And Richard wants to be a doctor! And I want to be his wife! What's the difference if I finish school or not? This is what I want! Look at Mary; she finished school and sits at home all day. There are no jobs anyway!

Lucy stomps off and Rita looks sad and frustrated and disappointed.

Rita looks at her baby and says

R: now Lucy is going to go through what I am going through and who will help us?



### Activity – Discussion

Guided discussion through questions in small groups.

1. Is this a realistic situation? Have you seen this happen in your community?
2. Do you think Lucy understood the risks of having sex with Richard?
3. If she understood what could happen and had all of the information, why did she have sex anyway?
4. What were some of the things Richard said to pressure Lucy?
5. Did Lucy have good reasons for not using the condoms Rita gave her?
6. What will happen to Lucy now? What do you think will happen between her and Richard?

Taken from page 28 of Peace Corps Life Skills Manual.



## Activity – Introduce the Life Skills

Introduce the **LIFE SKILLS** from the Bridge Model on page M1: 1-10. Ask people to think about what sort of skills they think they would need if they were in Lucy's situation.

WHAT ARE LIFE SKILLS?

WHY ARE THEY IMPORTANT?

Try and draw the answers out of the main group rather than just displaying the laminated cards. If they come up with a similar word or phrase then turn this over and pin it up on the wall where it will stay for remainder of the workshop.

As there are so many we can make put them into 4 categories.

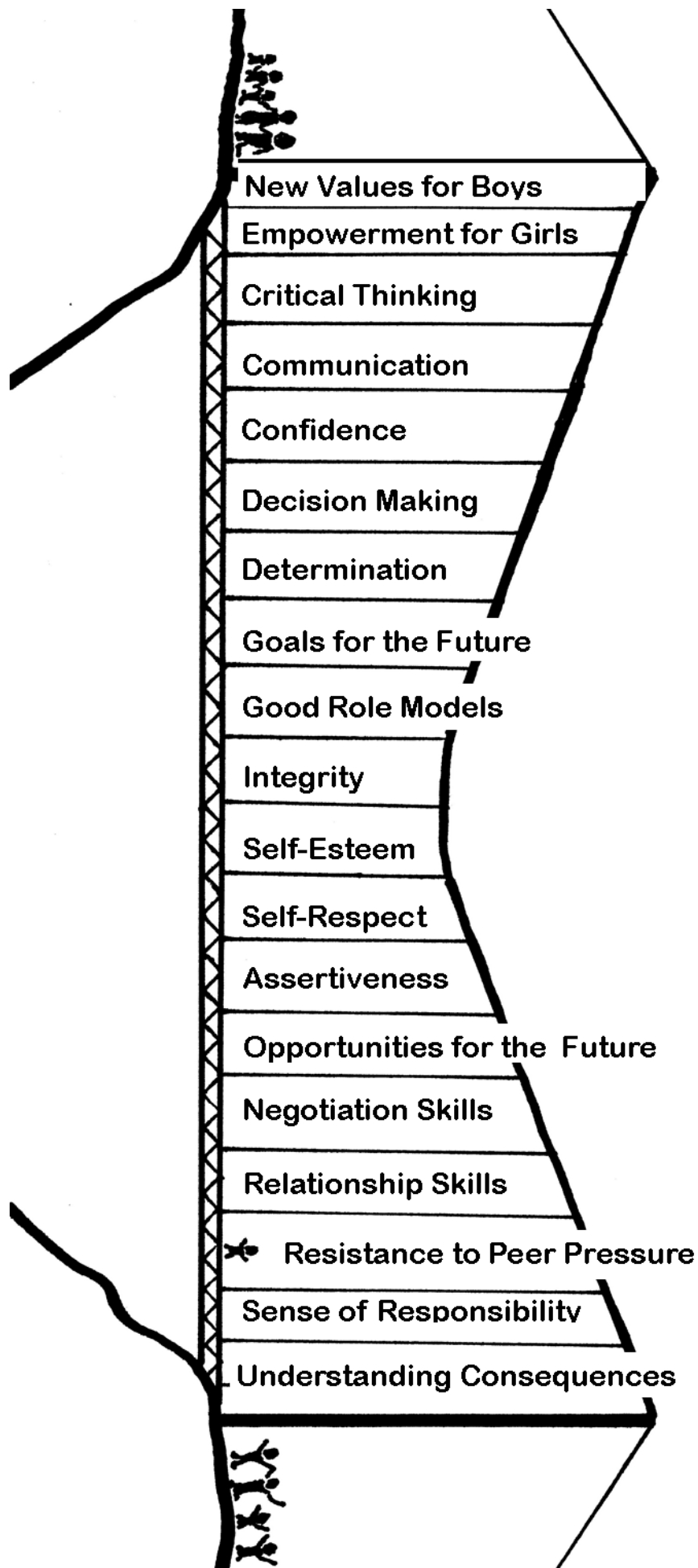
- Communication
- Decision-making
- Relationship
- Critical thinking

### List out the Life Skills

See the Bridge Model Diagram on the next page for a list of the life skills that make up the Bridge and list them out in your notes.







## 7. Report back

We have seen that even though people have the knowledge, advice and teaching it does not mean that they do not engage in risky behaviours.

So ..... something is missing.

Over the next few days we are going to explore those missing skills.

We can be that link that provides the training to move people toward behavioural change.

## 8. Summarise

We have looked at the subject of training – we have defined training as

***“Building people by introducing knowledge & skills which will change attitudes and lead to behavioural change”***

We have realized it’s a big challenge, to train not teach so we are going to make a commitment to giving knowledge, developing skills and trusting that we are moving people toward an attitude change.

- Participation is the key – get everyone involved.
- It is centred on the participants not what the teacher wants to say. We draw out their responses and add into their life experiences.
- Has an atmosphere of approval and affirming each other.
- Learn as a team.
- This approach develops Critical thinking/Attitude change/Confidence/Skills for life.
- We need to practice these skills ourselves.
- Empowering people can lead to new attitudes and behavioural change. Training can do this but teaching usually only helps people repeat information.
- What you know you may forget but what you do, you can do again.
- Role plays help us practice for a real life situation.

## 9. Highlights

Tell me what you have learned and enjoyed?

Is there any special point that helped you today from this session? Ask two people what they enjoyed about this lesson.

## 10. Application

When you are at home tonight if you have a young person in the home with you, include them in the preparation of the meal together. Work alongside a young person rather than telling them what to do in the kitchen. They will copy and learn as they watch and practice. If something does not turn out right then you can share those results and the learner does not feel bad about their efforts.

**Are there other ways we can do this in our everyday life?**



***I see potential in us all here to change our nation.  
I see potential in our youth take changed attitudes  
to the next generation.***

## 11. Examples from the Bible

**Discipleship** is a best example and look where that has led.

Jesus trained 12 disciples and they developed the Christian church. The disciples had passion and commitment. There were many failures in the disciples but Jesus developed an atmosphere of approval and love to help move people forward. Jesus saw the potential in all them all.

## 12. Action Stack

**Action:** Learn to drive – holding a steering wheel

**Key Message:** *Knowledge alone does not change behaviour.*

**Action:** Rita and Lucy: rocking a crying baby. Punch the air for LIFE SKILLS

**Key Message:** *Advice alone does not change behaviour. We need LIFE SKILLS.*

### LIFE SKILLS

**Action:** Hand making the sign of speaking, hold it next to your mouth.

**Skill:** *Communication skills*

**Action:** Hug yourself

**Skill:** *Relationship skills*

**Action:** AHA Light bulb moment – tap your head and raise your hand

**Skill:** *Decision making skills*

**Action:** Hand on chin with other hand on elbow as though pondering

**Skill:** *Critical thinking skills*



---

---

## NOTES

---

---



---

## 2. WHO AM I AND WHY AM I HERE?

---

### Self-Concept – God’s Design for Me

#### Trainers Notes

##### A. Aim

1. To introduce the concept that if we do not know who we are and our personal value as a child of God we will not know who to follow.
2. To know that we are made in the image of God helps us value and respect our body and more likely to respect other peoples bodies.
3. To help people find and communicate their purpose in life.

##### B. Objective

By the end of this lesson participates will be able to:

- Communicate their purpose and value being made in the image of God.
- Be able to affirm others as a means of helping them know their purposes.
- Be able to quote some of the identity in Christ scriptures

##### C. Training Materials Required

- Paper, markers, pens and sticky tape for ‘Pat on the Back’

##### D. Preparation

Practice Pat on the Back game with 4 people so you can easily demonstrate it.

##### E. Further Notes

###### 2 Define

Some answers many include the following...

- If I am made in His Image.....then I am beautiful and valued by God.
- To be in a relationship with God, community, family, creation
- If God designed my body, I should use it as He designed it...
- His plan is to be fulfilled by using gifts He has given me
- He designed us to have a fulfilling life

###### 5 Now

- Suicide rate in Uganda is 17.6 per 100,000 deaths. This ranks Uganda as 21<sup>st</sup> highest in the world

###### 6 Solution to the Need

Facilitator to select points that they want to highlight. Add personal stories to make the teaching have more of an impact.

**Keep it brief – 3-5 minutes MAXIMUM.**



## 1. Introduction

We go to school and learn science maths and many other subjects but none of them answer the question ... **Who AM I?**

Science and education does not tell you: **Why I am here?**

Science and education does not tell me: **What is love? How do I love others?**

So we are going to look at **Who Am I?** and **Why I am here?**

Which sets the stage of **how can I love others.**

## 2. Define

What is the purpose of life? Circle any statement you agree with.

- Just have fun and follow our feelings
- Become a good mother
- Work hard to meet daily needs
- Become a responsible father and community member
- Love others as I love myself
- Grow old with as many comforts as possible

What is Gods design for me? Finish this sentence

***My purpose in being on earth is to.....***

---

---

---

---

**By Gods design for my life I mean that He wants to fulfil the destiny for me that He designed in the beginning.**

What does the Bible tell us about the purpose of life and how we should live?

Ephesians 2:10

***For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do***

Ecclesiastes 12:13

***Fear God and keep his commandments, for this is the duty of all mankind***



***For God planned us to do good things and  
to live as He wants us to live.***

- For we are Christ's handiwork – work of art – unique
- We are His work of ART.....You are His workmanship – that's how much he values you
- He prepared a plan beforehand – in advance;
- You are created for a destiny that He has prepared for us to walk in; ..
- **Stage is set for great work to be done through you.**

***People with disabilities – either intellectual or physical are still  
made in God's image. Sometimes they need more care, more time  
and greater resources.***

***They have the same value as everyone else.***

### 3. Importance

I am important because God made me important. You are the best of all my creation.

We need to understand Who we are and what is expected of us so we know how to behave responsibly.

If He has a plan we have to make CHOICES that reflect that plan....

We should see others how God sees us ...



## Activity – Game: Pat on the Back

“Pat on the back” in small groups. 3 or 4 people need to demonstrate this out the front then everyone does this activity in their small groups.

- Get into small groups
- Everyone has a piece of paper with the following words on:  
“My name is .....  
And I am .....”
- They write their name in the space and stick a piece of paper on their back.
- Then everyone else in the group is to write something affirming about that person on the piece of paper on their back
- At the end everyone takes the piece of paper from their back and reads out what others have written saying “I am .....”
- Examples might be:
  - Kind and caring
  - Inspirational, Generous

### Discussion

How did you feel when you heard the encouraging words?

How does being encouraged effect our relationships and community?

How do you feel when you encourage others?

## 4. Imagine

**What would it be like if everyone knew his or her purposes on earth?**

We are not here by accident; we have a great sense of purpose, reality, value, self-worth, and a plan. **My Life is valuable and so EVERYONE’S LIFE IS VALUABLE**

If I value my life and see my purpose I develop goals and make choices that lead toward that goal.

## 5. Now

**Do all the teenagers know their value and purpose now?**

**How does this impact community living?**

What is the situation with people right now? How is it now - let’s be honest.

- Some people are lonely and don’t feel they belong to a family.
- People don’t know who they are or why they are here.
- This leads to random risky behaviour.
- Depression/suicide
- Drugs and alcohol abuse





## 6. Solution to the Need

In what ways can we help people find their purpose?

### Teaching on affirmation

- Affirmation can take place through trainers recognizing the gifts and talents in the people they work with and talking about them. Talk about them positively.
- Who in the Bible do you see affirming others, encouraging them and building them up? Paul, Elijah to Elisha, Moses to Joshua
- Jesus affirmed disciples, women, the weak, the sick, elderly, the vulnerable.
- God affirmed His son. “This is My beloved son in whom I am pleased.”
- This is right and Biblical and develops a person./Barnabas - his name means son of encourager.
- Love and encourage one another. (1 Corinthians 13)
- God gives gifts to us when we come to the Lord. How do we know the gift? Do we dream it or is the role of the elders to identify the gifts and affirm and encourage those gifts.
- We are members of a body who have different functions; we are given the gifts so that we may get its job done.
- **Illustration of the body. I Don’t know who I am until someone tells me. What message do girls get? Who tells them who they are? What messages do boys get about their identity? Help each other to find ones value.**
- As we care for each other we build someone’s capacity to manage different situations in Life.
- **Do fathers tell their daughters they are beautiful? If they did what effect can that have on their life?**

### Activity – Our Identity in Christ

In your small groups take it in turns to read out the statements on the follow page **My Identity in Christ**.

Make it personal. Instead of just reading “*I am a child of God.*” Read “*I am <name>, and I am a child of God.*”

Ask each person to pick one or two that really speak to them, and get them to explain why.



My identity in Christ - By God's grace...

**I AM ACCEPTED**

I am a child of God	<i>John 1:12</i>
I am Jesus' chosen friend	<i>John 15:15</i>
I am holy and accepted by God	<i>Romans 5:1</i>
I am united to the Lord and am one in spirit with him	<i>1 Corinthians 6:17</i>
I have been bought with a price. I belong to God	<i>1 Corinthians 6:19</i>
I am part of Christ's Body and part of His family	<i>1 Corinthians 12:27</i>
I am a saint, a holy one	<i>Ephesians 1:1</i>
I have been adopted as God's child	<i>Ephesians 1:5</i>
I have been bought back and forgiven of all my sins	<i>Colossians 1:14</i>
I am complete in Christ	<i>Colossians 2:10</i>

**I AM SECURE**

I am free forever from punishment	<i>Romans 8:1,2</i>
I am sure all things work together for good for those who love God	<i>Romans 8:28</i>
I am free from any condemning charges against me	<i>Romans 8:31-34</i>
I cannot be separated from the love of God	<i>Romans 8:35</i>
I am hidden with Christ in God	<i>Colossians 3:3</i>
I am sure that the good work that God has started in me will be finished	<i>Philippians 1:6</i>
I am a citizen of heaven with the rest of God's family	<i>Ephesians 2:19</i>
I can find grace and mercy in times of need	<i>Hebrews 4:16</i>

**I AM SIGNIFICANT**

I am salt and light for everyone around me	<i>Matthew 5:13,14</i>
I am part of the true vine, joined to Christ and able to produce lots of fruit	<i>John 15:1,5</i>
I am handpicked by Jesus to bear fruit	<i>John 15:16</i>
I am a Spirit-empowered witness of Christ	<i>Acts 1:8</i>
I am a temple where the Holy Spirit lives	<i>1 Corinthians 3:16, 6:19</i>
I am at peace with God and He has given me the work of making peace between other people and Himself	<i>2 Corinthians 5:18,19</i>
I am God's co-worker	<i>2 Corinthians 6:1</i>
I am seated with Christ in heaven	<i>Ephesians 2:6</i>
I am God's building project, His handiwork, created to do His work	<i>Ephesians 2:10</i>
I am able to do all things through Christ who gives me strength!	<i>Philippians 4:13</i>



## 7. Report Back

- How did you feel when you heard the encouraging words?
- How does being encouraged effect our relationships and community?
- How do you feel when you encourage others?

## 8. Summarise

***We discover who we are and our purposes through other people.  
We can help others find their true value and develop a healthy  
self-respect by affirming them.***

***When we know and understand our purpose and our value we will  
want to use and protect our body as God has created it to be used.***

If people speak to me negatively I will behave as they expect. BUT if people build me up I will behave that way.

In Gods sight we are unique individuals not just a group of people so therefore this leads us toward being responsible for our own actions. I am an individual created specifically for His purpose to do good things.

## 9. Highlights

What were the take home messages from today for you?

## 10. Application

Be an encourager; look for the good in others; build others up, not focus on faults. Start at home and watch the changes on your family first. Be genuine.

## 11. Examples from the Bible

Ephesians 2:10

***For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.***

## 12. Action Stack

**Action:** Pat each other on the back. Punch the air with your fist.

**Key Message:** *When we affirm people it gives them confidence to fulfil their purpose.*

**Action:** Hold hands together and open them like opening a book.

**Key Message:** *I am made in the image of God.*



---

---

## NOTES

---

---



---

## 3. CRITICAL THINKING AND DECISION MAKING

---

### Trainers Notes

#### A. Aim

1. To helping people understand that we need to think through the consequences of our actions.
2. We need to develop the skills to resist pressure from media and peers so that we can make wise decisions.
3. Our decision should reflect Gods purpose for our life.

#### B. Objective

By the end of this lesson participants will be able to:

- List the consequences of an early-unplanned teenage pregnancy.
- Be able to communicate how critical thinking and decision making around our reproductive lives impacts poverty.

#### C. Training Materials Required

- Paper
- Markers
- DVD – What will you choose?
- Screen
- Data projector and speakers

#### D. Further Notes

Our system of education combined with cultural reluctance prevents us from thinking critically. We are encouraged to follow the group, follow the community and not to think individually for ourselves.

##### Facts

- Average fertility rate – 7 babies per woman
- 1 in 4 (25%) of teenage girls aged 15-19 fall pregnant.

##### 3. Importance

Remember the car drama.

##### 6. Solution to the Need

Keep the answers your group comes up with for B and C of the activity as you will use this in Lesson 6: How we are created.

---



## 1. Introduction

Today we are going to think about a wonderful topic. You individually are very important to the Creator God and He has a plan for your life. He knows you; the Bible tells us that He knows the number of hairs on your head.

We are going to talk about you making your own decisions for your life.

A 2 year old child discovers their arms and legs and can climb onto almost anything. He can even climb a ladder but does not think about what will happen at the top. He will happily move a chair to a window but will easily fall out. He does not even know the dangers of falling.

They lack the ability to think and move at the same time!

Teenagers are similar to toddlers when they discover their reproductive organs and begin exploring and using them without any thought to the consequences. They do not know that this may lead to becoming a parent. This could lead to imprisonment for the male or even death for the girl.

## 2. Define

Brainstorm what you think Critical Thinking means

---

---

---

Some answers may include:

- Thinking before I act
- Understanding consequences of my actions
- Having the right information for my situation
- Understanding that my actions are significant
- Thinking about what is best for me or my friends and family

By Critical Thinking we mean

***I have the right and responsibility to make the significant choices that will mould my life.***

or

***Thinking about the consequences before I act.***

## 3. Importance

**Why** is this important? **INDIVIDUAL DECISION MAKING HELPS RESIST PEER PRESSURE.**

**How** does making our own decisions effect our life?

**Who** is responsible for our actions?



#### 4. Imagine

**How would our country be if each person made wise decisions?**

- How would our country look?
- Would we be safe walking alone at night?
- We could make better decisions about choosing our friends.

#### 5. Now

**How do we make decisions now, in our nation, community or family?**

**Do we want others to make decisions for us so we can just follow?**

Possible answers:

- It is chaos.
- Corruption
- Selfishness and immediate gains and no long term planning for the future.

#### 6. Solution to the Need

##### **Activity – Watch DVD: What will you choose?**

Watch the 2 min DVD twice as a large group then separate into small groups to discuss the following questions.

**A.** Martha is a 16 year old school girl. She is pregnant and Andrew, the father is 17. Discuss the consequences of this unplanned pregnancy for the following people

- Martha
- Andrew
- Baby
- Grandparents of the baby (parents of Martha and Andrew)
- Community and nation.

**B.** What Knowledge do we need to control our fertility?

**C.** What Life Skills do people like Martha and Andrew need to control our fertility?

#### 7. Report Back

Make two lists under the headings – Life Skills and Knowledge. Make sure this list is as exhaustive as possible to add weight to following lessons.



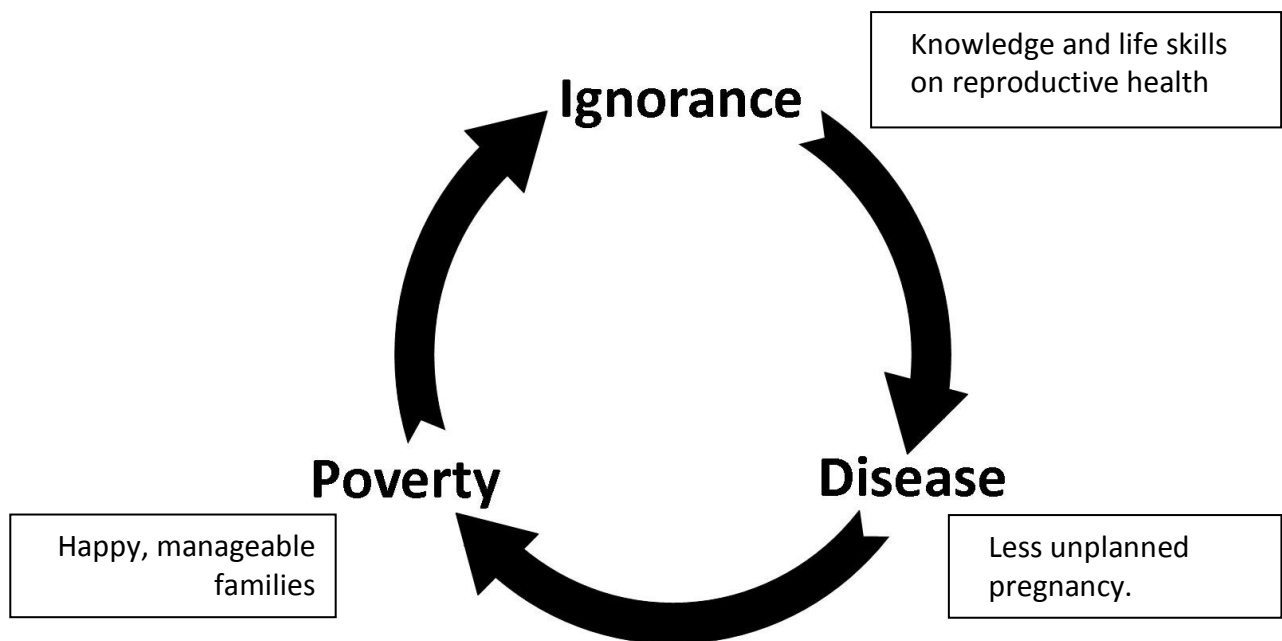
## 8. Summarise

We have learnt that God made us as unique Individuals and we are not just a group.

This last session leads into us being responsible for making our decisions and not blaming or waiting for others to fix the problems. It also leads into developing skills to resist peer pressure.

- God has given us a mind, our eyes and ears to help us make wise decisions.
- Do we believe all we hear?
- Should we copy all we see?
- We have the privilege of choice, but we don't control the consequences.
- We are wonderfully made and God has given us the privileges. While there is peer pressure, if we are strong we can make the right choice.
- What we fill our mind with, controls our behaviour and actions.

**Remember the Poverty Cycle becomes the Positive Cycle.**



## 9. Highlight

What were the take home messages from this lesson for you?

## 10. Homework

Next time someone asks you to help them make a decision, take some time to lead them through a critically thinking exercise by asking them to list the consequences of each possibility.





## 11. Application

Think critically before you act.

## 12. Examples from the Bible

Proverbs 3:7-8

***Do not be wise in your own eyes; fear the LORD and shun evil. This will bring health to your body and nourishment to your bones.***

Colossians 2:2-4

***My goal is that they may be encouraged in heart and united in love, so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge. I tell you this so that no one may deceive you by fine-sounding arguments.***

Proverbs 8:10-11

***Choose my instruction instead of silver, knowledge rather than choice gold, for wisdom is more precious than rubies, and nothing you desire can compare with her.***

Proverbs 16:16

***How much better to get wisdom than gold, to get insight rather than silver!***

Joshua 24:15

***But if serving the Lord seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your ancestors served beyond the Euphrates, or the gods of the Amorites, in whose land you are living. But as for me and my household, we will serve the Lord.***

## 13. Action Stack

**Action:** Role your hands over your stomach signifying pregnancy. Say “Pop, pop, pop,”

**Key Message:** *Critical thinking helps us understand the consequences of our actions.*



---

---

# NOTES

---

---



---

## 4. COMMUNICATION SKILLS

---

### Passive, Assertive and Aggressive Behaviour

#### Trainers Notes

##### A. Aim

1. To learn to communicate our emotions and decisions with confidence leads to improved relationships and better decision making.
2. To understand the difference between passive, aggressive and assertive styles of communication.

##### B. Objective

By the end of this lesson participants will be able to:

- Identify and explain the 3 different styles of communication, passive assertive and aggressive.
- Demonstrate these in drama showing the audience that communication styles impact relationships.

##### C. Training Materials Required

- Paper, Markers

##### D. Preparation

With 2 trainers act out “Assertive, Passive and Aggressive” communication.

##### E. Further Notes

When it comes to Family Planning and Child Spacing, communication is a KEY skill.

##### **Rape**

When faced with rape do we become aggressive causing more violence?

Try to be sensible and assess the situation? Is it safer to be aggressive or comply?

Take some time to give advice to young people about walking alone, staying in homes with a man on your own. Always travel and move around with trusted friends. Even daylight hours going to lonely places like collecting water can be dangerous. Think ahead with travel plans; do not arrive late at night.

Points to remember are “Emergency contraception can prevent a pregnancy.”

Avoid alcohol it can lead to domestic violence. It reduces our ability to think and react. It gives the person a stronger ego and sense of invincibility; they can make regrettable decisions and may even have committed crimes they were not usually capable of.



## 1. Introduction

Clear, non-violent communication is one of the keys to a healthy relationship. In this subject we are going to look at how we communicate our emotions effectively, and how, when out of control, our tongue and our actions can easily get us into trouble.

The youth are moved by emotions. How can we help them control their emotions and communicate their decisions effectively?

In this lesson we look at three ways of communicating and the behaviour associated with them.

### Activity – Demonstrate with Drama: Communications Styles

Two trainers demonstrate the three styles communication. Act out the following scenario in three different ways demonstrating passive, aggressive and assertive communication.

#### Scenario

Two friends are walking together when they see a stall unattended. One tries to pressure the other into stealing something from the stall. This person plays the part the same way each time, trying to persuade the other to steal.

The other one acts out three different responses:

1. They are PASSIVE and do as their friend suggests, even though they are nervous.
2. They are ASSERTIVE saying “No” and declaring it is wrong.
3. They are AGGRESSIVE saying “No” but in a violent/aggressive way to get their point across.

Put up three sheets of flip chart paper and ask the group to describe the three styles. Make sure they bring out the points below.

### Passive Behaviour

- Giving in to the will of others; hoping to get what you want without actually having to say it; leaving it to others to guess or letting them decide for you
- Taking no action to assert your own rights
- Putting others first at your expense
- Giving in to what others want
- Remaining silent when something bothers you
- Apologizing a lot
- Acting submissive—for example: talking quietly, laughing nervously, sagging shoulders, avoiding disagreement, hiding face with hands

### Assertive Behaviour

- Telling someone exactly what you want in a way that does not seem rude or threatening to them
- Standing up for your own rights without putting down the rights of others
- Respecting yourself as well as the other person
- Listening and talking
- Expressing positive and negative feelings
- Being confident, but not “pushy”



- Staying balanced—knowing what you want to say; saying “I feel” not “I think”; being specific; using “I” statements; talking face-to-face with the person; no whining or sarcasm; using body language that shows you are standing your ground, and staying centred.

## Aggressive Behaviour

- Expressing your feelings, opinions, or desires in a way that threatens or punishes the other person
- Standing up for your own rights with no thought for the other person
- Putting yourself first at the expense of others
- Overpowering others
- Reaching your own goals, but at the sake of others
- Dominating behaviours—for example: shouting, demanding, not listening to others; saying others are wrong; leaning

## 2. Define

How would you define these three ways of communicating? Use three words to describe:

1. Passive \_\_\_\_\_

\_\_\_\_\_

2. Assertive \_\_\_\_\_

\_\_\_\_\_

3. Aggressive \_\_\_\_\_

\_\_\_\_\_

These are definitions:

**Passive means that:**

***You speak in a nervous quiet manner because you are afraid of upsetting or disappointing others. Your body language shows you are weak and undecided.***

**Assertive means that:**

***You communicate in a way that is not rude or threatening. You have a strong steady voice that is firm and decisive. Your approach is direct and clear and you can look into the other person’s eyes with confidence but not threaten them.***

**Aggressive means that:**

***You are violent and forceful means that you impose your opinions on others and dominate forcefully your ideas. Your body language is forceful and demanding***



### 3. Importance

Why is being in control of our emotions and sharing our feelings and thoughts with respect so important?

Answer: This is the best way to interact with both children and adults – to live in harmony and Christian community.

### 4. Imagine

**How could effective communication change our communities and families?**

- Harmony, peaceful and caring community
- Meaningful relationships
- Life long relationships.

### 5. Now

**What is family communication like now?**

These are the results of poor communication:

- Broken homes
- Broken relationships
- Street kids
- Domestic violence
- Loose lips and sharp tongues
- Unforgiveness
- Gossip
- Rape

Think of a story you know of poor communication.

### 6. Solution to the Need

#### **Activity – Open discussion**

What is the answer for maintaining effective communication?

- Open minded
- slow to anger
- being tolerant
- affirmation
- being kind and patient with others etc.

***It is our job as leaders to train young people in communication skills especially those who have not had this modelled in their lives.***



## Activity – Role Play: Communications Styles

In your small groups, read the Passive, Assertive and Aggressive Behaviour, in the Introduction on page 32.

Read the lists of each category of behaviour. Can they demonstrate each one in a role-play? The scenario is the husband and wife has a child with malaria. Act it out with the following situations and communication styles.

1. A demanding husband and a passive wife.
2. Aggressive response leading to domestic violence and child abuse.
3. Happy, caring and listening response leading to harmony even though the same circumstances exist.

If time permits act out one of the scenarios in front of the large group.

### 7. Report Back

What did you learn from the role plays?

### 8. Summarise

Harmony does not mean we give in all the time. It means we listen and consider and react assertively and with confidence. Guarding our heart means we do not carelessly walk into a love relationship. We are wiser and patient with whom we embrace in love, especially male/female relationships.

Demonstrating the difference between Passive, Assertive and Aggressive is a key life skill. This is a demonstrated and practiced skill. Vulnerable youth who have not seen effective harmony in the home actually do not know the way to behave and need to practice these skills.

As trainers we can help them do that.

### 9. Highlight

What has stood out to you today?

### 10. Application

Try to become assertive in conversations. Analyse other peoples' communication styles and see if you can identify aggressive and passive words.

### 11. Examples from the Bible

James 5:12

***Above all, my brothers and sisters, do not swear—not by heaven or by earth or by anything else. All you need to say is a simple “Yes” or “No.” Otherwise you will be condemned.***



## 12. Action Stack

**Action:** Passive – drawing with your toe in the dirt.

Assertive – Look someone in the eyes.

**Key Message:** *Let your 'yes' be 'yes' and your 'no' be 'no'.*

---

---

## NOTES

---

---





---

## 5. WAITING FOR TRUE LOVE

---

### Trainers Notes

#### A. Aim

1. To help young people understand that there are different types of love.
2. To move them away from risky, false love and help them identify and wait for true love which is based on knowing God.
3. When this is combined with assertive communication it can reduce unwanted teenage pregnancy.

#### B. Objective

By the end of this lesson participants will be able to:

- Define the different types of love
- Be able to list words that distinguish between the true love and fun love.

#### C. Training Materials Required

- Paper
  - Markers
- 



## 1. Introduction

We have learnt about our true purposes in being on earth. We have learnt that it is our responsibility to make individual decisions that reflect our purpose. We have discussed our reactions and communication skills. Now we apply that learning to a subject that will make an enormous difference in the life of Ugandans, TRUE LOVE. It starts with our heart, our emotions and our feelings.

For most of us here today, there are two supreme choices we have to make in life. One of them is “Will I be a follower of Jesus?” and the other is “Who will I choose to love as a lifelong partner?”

Being loved is the most powerful motivation in the world. Our ability to love is often shaped by our experience of love. We usually love others as we have been loved.

We can help the youth break the cycle of unloved behaviour if we can explain and demonstrate true love.

### Different Types of Love

We probably experience many types of love in our lives. You may *love* your job or your career or an object like a special belonging that brings you comfort. But here we are speaking about love for people. It’s sometimes difficult to work out the differences

1. **Parental love** gives us security, discipline and nurtures us till we are mature. It’s one of the most-needed types of love and gives children morals and values that are learned by observation.

Parents become role models to follow and help develop love between brothers and sisters.



2. **Love of friends.** We all need a trusted friend who we can share our joys and hurts of life with, and to still know that we feel safe with them.

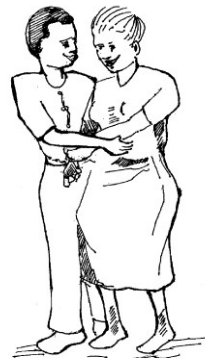
**Loving the people around us** means we care for others even if we do not know their names. We feel a deep respect for others and look out for them by being a responsible person.

**Loving our neighbour** and those around us is important for building up a community and a strong, unified nation.



3. **Romantic love** is where we feel especially drawn to another person of the opposite sex. Sometimes this is just a passing infatuation and can be more of a lustful desire.

This type of attraction can happen many times in our life. It's easy to confuse romantic love with true love, especially if we are easily led and not strong in our convictions.



4. **Unconditional love between man and wife** is described as very sincere and lasts forever. It's your desire to share everything with one person and even if you quarrel you will forgive and continue to care for and love each other. This is the person you want to have as the mother or father of your child. This love leads to marriage. It is the safest way to raise children.

As we look at all the different sorts of love, we understand more about the ideal of unconditional love. Then we can be ready for marriage.

If we have missed out on parental love, we may not recognise the difference between romantic love and unconditional love.

If we miss the joy of having a safe trusted friendship we may not know how to give that sort of friendship and love within a marriage.



5. **Love between man and God** is having a personal relationship with Him. He knows all about you and loves you.

It is very important then for you to take your time and be patient and to learn about God's love for you.

It's very important that as children of God we recognise that His love for us never fails and never lets us down. Knowing God's love for us helps us overcome the loss of some of the other types of love we may have missed out on.



## 2. Define

Complete this sentence in your own words:

***In the context of a Godly marriage, by true love I mean .....***

---

---

---

Answers may include:

- Faithful
- unconditional love
- focusing on the other person
- common interest and goals
- someone who is willing to make a commitment
- secure
- grow together
- valued
- Love where both people are valued for who they are and what they have to offer to the relationship.
- Feeling safe, comfort and peace in and under all circumstances.

By True Love we mean

***True love does not control you, but releases you for God's purposes. Releases you to use your gifting to explore who you are and use your gifts. True love is not selfish –but kind and thoughtful, (1 Corinthians 13).***

A true love is one that will give a lifelong union in a growing and caring environment.

## 3. Importance

This is the best way to raise children; the environment that God has designed for us to live in the safety and security. This is God's design for raising children.

## 4. Imagine

**Imagine the changes in community if we all waited for True Love How would this effect community development and care of children?**

## 5. Now

**What is the situation today?**

- Broken homes
- broken relationships
- street kids
- Domestic violence.



## 6. Solution to the Need

### Activity – Small Groups

Make a list of words that describe FUN LOVE and TRUE LOVE Clues are found in God’s design for love in Proverbs 4:23 and Galatians 5:22-23.

Fun Love

True Love

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### Create

A song, or dance or drama to illustrate the positives of True Love.

## 7. Report Back

Get the groups back together and share their learning.

How can we help youth recognize TRUE LOVE when many have not had true love modelled in their homes?

## 8. Summarise

God has designed our bodies for True Love and yet we find this so difficult to find and follow. Somehow we have to find practical ways to show the youth the advantages of waiting for true love. Make sure you bring out some life skills not yet focused on. Think about goals and opportunities for the future, new values and thinking of Consequences.



***When you know what TRUE love is you will be willing to wait for it. You will be prepared to SACRIFICE immediate wants and desires for greater gain.***

9. Highlight

What has stood out to you today?

10. Application

If you are single be prepared to get to know someone for years before deciding to marry. Talk to each other about your goals.

Encourage you people to think about how long should we know someone before we marry ?

11. Examples from the Bible

1 Corinthians 13

***If I speak in the tongues of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. If I give all I possess to the poor and give over my body to hardship that I may boast, but do not have love, I gain nothing.***

***Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.***

***And now these three remain: faith, hope and love. But the greatest of these is love.***

Proverbs 3:3

***Never let go of loyalty and faithfulness. Tie them around your neck; write them on your heart.***

Galatians 5:22-23

***But the Spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control. There is no law against such things as these.***

12. Action Stack

**Action:** Hug yourself, or say “Yihee!”

**Key Message:** *You will only find TRUE LOVE if you know what you are looking for.*



---

## NOTES

---







---

## 6. HOW WE ARE CREATED – A WOMAN’S CYCLE

---

### Trainers Notes

#### A. Aim

1. To learn about how God made a woman and her natural cycle of fertility
2. To be able to talk about it confidently.

#### B. Objective

By the end of this lesson participants will be able to explain:

- The menstrual cycle using the Reproductive Health Magnetic Board
- Fertility cycle and identify the fertile and non fertile times
- Fertilisation

#### C. Training Materials Required

- Story of the Seasons
- Hoe – or something to represent a hoe for the Story of the Seasons
- Magnetic Reproductive Health Board for male and female anatomy
- Fertility Cycle Chart
- Two different types of gel
  - Vaseline (Petroleum Jelly)
  - Egg white

#### D. Preparation

Practice the story of the seasons with 2 people so you are ready to demonstrate it.

#### E. Further Notes

Remember you are not Health Professionals. But that is OK because these lessons have been written for anyone to be able to present them.

But remember, when someone asks you a question you do not know the answer to it is OK to say that you need to ask a Health Professional. Either go and find the answer for them, or direct them to a local Health Professional to talk to.

We are talking about some sensitive issues here. Don’t forget to encourage confidentiality and trust within your small group.



## 1. Introduction

Today we are moving into a very special part of the creation plan and we are going to learn more about ourselves: Gods design for humans to reproduce ourselves.

When we know how our bodies work we know how to use them and look after them. Part of learning about true love is also learning about how our bodies are designed for TRUE LOVE.

Remember we also asked earlier what knowledge and life skills we need to find true love? Well today we are going to discover more about Gods design and also learn how we can pass this onto youth in a way that is sensitive and respectful but also empowering.

This is the amazing, most intricate and special of all Gods creative forces. Of all the scientific advances and progress we cannot actually start from scratch and rebuild the cells and building blocks of life. Every new-born is a new creation and carries unique qualities ready to start a new life.

Remember our analogy of toddlers who have just learnt to climb.

Short story: Children can climb and run and never plan ahead. They can fall and hurt themselves. They can even climb a high ladder and never think about what happens at the top.

Teenagers are the same they can use their REPRODUCTIVE HEALTH organs but never think ahead about happens next. They don’t think about STD/HIV, or about pregnancy and becoming a parent.

**So what do our young people need to know and understand about their bodies to avoid danger?**

## 2. Define

What topics are included in Reproductive Health?

---

---

---

---

Answers include

- Pregnancy
- Childbirth
- STDs
- HIV/AIDS
- Fertility
- Puberty
- Antenatal Care
- Post natal Care
- Relationships
- Being prepared for birth



### 3. Importance

The more we know about how our body works the more we can use our body as God designed it to be used.

### 4. Knowledge

Remember when we watched the animation and talked about Critical Thinking? (M1: 3-3)  
What Knowledge was needed to control our fertility?

Today we are going to focus on that knowledge.

### **Activity – Narrate and act SEASONS**

Go outside and two people narrate and act out the story of the seasons.

A Baby grows inside a mother, in a similar way a seed grows in the ground.

It needs healthy nutritious soil, free of weeds and the right season with rains and sunshine to grow.

Then in pairs narrate and act out the story again so everyone has a turn.



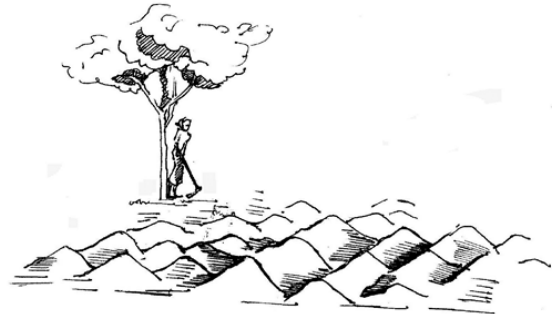
## Seasons

The Ugandan garden is one of the most fertile gardens in the world. In many parts of the world you can only have a harvest once a year but in Uganda you can grow crops twice a year. The garden has seasons for growing seeds, and a woman’s body has seasons for growing babies.

Let’s picture a woman going into the garden with a hoe:



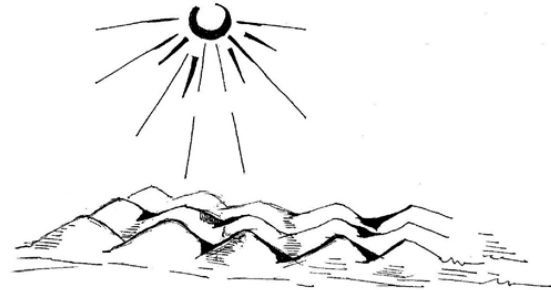
1. She digs and digs in the hot sun.



2. She makes many rows of deep mounds of soil.



3. She prepares carefully taking out all the weeds.



4. Then she waits till the season is right. If it is hot and dry the seed will not grow.



5. She looks into the sky for rain clouds.

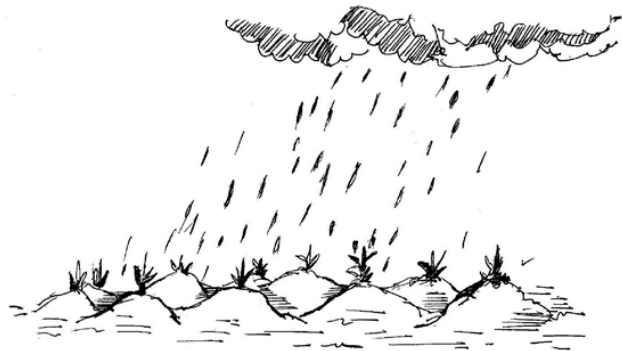


6. When she sees the rainy season come, she knows it’s the right time to plant the seeds.





7. She places the seeds deep into the mounds of soil which is weed-free and warm and moist. The soil is nutritious for the seed.



8. The rain comes and the seed germinates deep under the soil. Soon small shoots appear



9. Gradually a beautiful harvest of rows of maize, beans or cassava develops



10. When the fruit is ripe she returns to the garden and collects her harvest.

Harvest happens twice a year in a Ugandan garden, but a woman's body prepares to receive a fertilised egg twelve times a year.



## 5. Scripts

### Activity – Small Groups

Divide now into small groups using a magnetic Reproductive Health Board to slowly teach:

- The menstrual cycle
- Intercourse,
- Fertilization
- Growth of the newborn

Use the following pages as a script for:

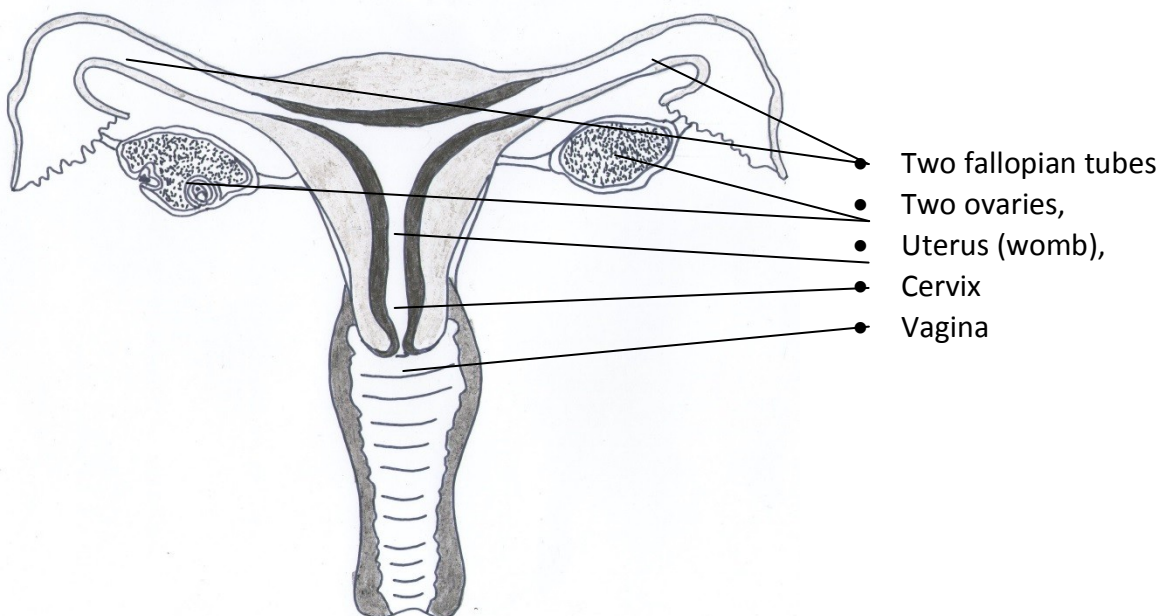
- The Menstrual Cycle
- The Fertility Cycle
- Fertilisation

### A woman's body has seasons also:

A women's body is designed to get ready to receive a fertilized egg 12 times a year. She is also a very fertile being.

- Her body has a uterus (womb) that grows a lining every month to receive the egg that a baby will grow from.
- Like the garden bed, the lining has to be thick and full of nourishment for the egg to grow.

### The female reproductive system consists of:



## Menstrual Cycle

**Use the female side of the Reproductive Health Board.**

**Place magnet A1 on the board**

This picture shows us that the egg has been released ready for fertilization. This is called Ovulation.

**Place magnet B1 on the board**

The Uterus has a lining that builds up so the egg will be ready to implant.

Remember the story of the woman who dug in the garden bed making it ready for the seed.

**Now add B2 on the board**

As the egg is not fertilized the lining of the uterus now sheds and the bleeding (period) begins. It lasts about 3 to 5 days.

**Remove A1, B1 and B2**

**Add B3 to the board**

The lining once again begins to build up to prepare for a possible fertilization. Her body is always changing. The uterus is either shedding the lining because there is no fertilized egg or it is getting ready to receive a fertilized egg.

## Fertility Cycle

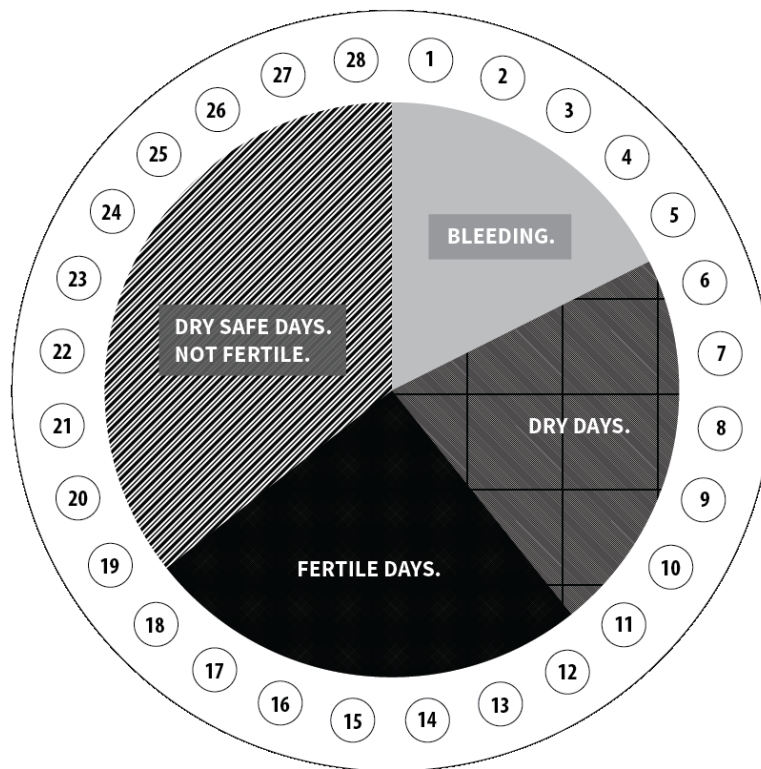
The moisture in a woman's body is also very important. The body produces mucous to assist the male sperm to reach the female egg. The mucous comes from the cervix and is a sign that the woman is fertile.

- If there is no mucous and she is dry, the sperm will not be able to survive.
- If the mucous is thick and sticky, the sperm will not be able to swim upwards to meet the egg.
- If the mucous from the woman's cervix is wet and slippery she knows she is now fertile and the sperm can live for 6-7 days inside the woman.

Just like the garden must be free of weeds, so the woman must be healthy and free of disease. The body must not have any sexually transmitted diseases that can spoil the tubes and uterine lining and cause the fertilized egg to die.

This picture shows the woman's body going through her menstrual cycle. It takes 28 days or one month. The moon will go through one complete cycle. Each woman is different and will take a different number of days. Each number represents one day of the cycle – not the date in the month.





**Using the Fertility Cycle and the coloured segments stick them on the circle as per the script below**

**Add the red section to the cycle.**

Starting at Day one (the first day of the bleed). This particular woman bleeds for 5 days but it can vary. It might be only 3.

**Add the orange segment to the cycle.**

Once the woman stops bleeding she produces a thick mucous, like glue that stops sperm meeting the egg. She is not fertile and is unlikely to become pregnant.

**Add the green segment to the cycle.**

By about day 12 the mucous changes to watery and slippery, like an egg white. The egg is released (ovulation). She is now very fertile and will easily get pregnant. The sperm can live in this mucous for 6-7 days.

**Add the yellow segment to the cycle.**

Her body is now dry again and is no longer fertile. This is the safest time to avoid pregnancy.

**This is an unreliable method of family planning.**





## Fertilisation

The gardener knows when to plant the seeds, but the woman's body is regulated by hormones which

- Control when the egg (ovum) is released.
- Control the growth of the lining of the uterus to be ready to feed the egg.
- Alter the mucous in the cervix.

The body prepares for a baby each month. If we want to get pregnant, we can use the signs to tell us when to have sex; if we want to avoid having a baby, we can use these signs to tell us when to avoid sex or use family planning methods instead

***Use the Reproductive Health Board with the Female side showing.***

***Place magnet D1 on the board***

This is sexual intercourse and the sperm are being released.

***Add magnet A2***

If the woman is fertile she will have released an egg and the sperm may fertilise it.

***Remove D1 and A2***

***Add A3***

If the egg is fertilized it can take 3 days to move down the fallopian tube to the uterus.

***Add A4***

If the fertilized egg successfully attaches and grows into the lining it may continue to develop into an embryo

***Remove A3 and A4***

***Add 10 week foetus.***

A new baby begins to grow.

**Fertilised** means that the male sperm and the female egg have joined together and this is the start of a new baby.

**Ovulation** is when the female egg matures and is released from the ovaries. It takes place once every 28 days; sometimes it takes longer about 32 days.

**Embryo** once the fertilized egg settles into the lining of the uterus it can continue growing it is now called an embryo and is the beginning of a new life .



## Is it Possible to plan to have children?

Yes it is. If we train the couples in our community to understand their bodies they can space their children till they decide they can manage to have another baby.

The woman might be tired, unwell or already have many children to care for. The father may be stressed and not have work. The garden may be too small for a large family and so they can talk about avoiding sexual intercourse in the fertile days. If they want to have sexual intercourse during fertile days they could use a condom and prevent the sperm meeting the egg.

They could have sexual intercourse during the last 10 days when she is dry. This is before she starts her period again. They do not need a condom during this time. (The yellow segment).

Or they can use family planning methods all the time. We will cover these in Module 2.

### **Challenges and Disadvantages of using the knowledge of the menstrual cycle alone for controlling fertility.**

- Unreliable irregular cycles
- Ignorance and poor training
- Constant changes in the body
- Unstable relationships
- Poor communication,
- Passive women,
- Very young girls
- Drunkenness and not being in control of the situation

In the next module we will learn medical methods of controlling fertility.

***Condoms and knowing your fertile and infertile days can help manage the size of families.***

***Condoms are the ONLY way to prevent HIV transmission which we will learn more about in another session.***



## 6. Summarise

Understanding our bodies can help us control our fertility. Understanding family planning helps us use science effectively to help our families prosper.

Knowing the truth about our reproductive system will reduce the myths and incorrect knowledge that confuse young girls and boys.

The knowledge will empower and give confidence to control their future

In combination with Life skills and deeper relationship with our Creator we can help shift the thinking of young people. Moving them away from dangerous exploring and experimenting towards self-control and using our bodies as God has designed.

## 7. Highlight

Tell me what you have learned and enjoyed?

Children by choice NOT by chance

## 8. Application

God said fill the earth. Does this mean having as many children as possible?

How do we apply this? We can start by teaching boys and girls how God created their reproductive organs and train them in Holy use of their bodies.

## 9. Examples from the Bible

Psalms 139:14

***I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.***

## 10. Action Stack

**Action:** Swinging a hoe into the ground.

**Key Message:** *A woman's body has seasons.*



---

## NOTES

---



---

## 7. WHAT IS PUBERTY?

---

### Trainers Notes

#### A. Aim

1. To help the young people to understand the changes taking place in their body can lead to more responsible use of their body.
2. This leads them from ignorance confusion into self-respect and confidence.
3. This session also helps adults confidently talk to youth about these changes and become role models and confidants.

#### B. Objective

By the end of this lesson participants will be able to:

- Define the signs of puberty and confidently explain these changes to a group of people.
- Can recall the action stack quote.

#### C. Training Materials Required

- Paper
- Markers

#### D. Preparation

Have two people prepare and practice the drama for the introduction

Set up the room for a debate.

#### E. Further Notes

##### **Sanitary Pads.**

Pass around the sanitary pads and discuss the potential for this to be an income generating activity and talk about these key points:

- If girls don't have access to these they miss out on school
- This can be an income generating project for people in your organisation
- Prevents girls from having risky sexual encounters to pay for basic needs
- It promotes dignity and personal hygiene



## 1. Introduction

When does sexual maturity take place?

### Activity – Demonstrate with Drama - Puberty

Present a short drama where a 16 year old boy denies being the father of a child because he is still in school. He claims he is not mature so cannot father a child. He tells her she must have been with an older man. The girl is confused and is fearful of telling her parents. She thought he would really love becoming a father and now she faces motherhood alone.

## 2. Define

What is puberty?

---



---

By Puberty we mean

***Puberty is the transition between childhood and adulthood.***

When does it start for a boy and a girl?

What signs are there to show a girl or a boy is maturing?

- Menstruation
- Moods
- Body hair
- Growth
- Eating more
- Sleeping longer
- Pubic hair
- Breasts
- Deeper voice
- Facial hair
- Confusing time
- Attracted to opposite sex
- Move from attachment to parents to peers
- Hips and growth for girls
- Body building for boys muscular
- Wet dreams
- Age of questioning and discovery
- Many emotional changes
- Often want to try out relationships alcohol drugs and sex
- Begin to question the believes and values of their parents.

### Emotional signs of puberty in both girls and boys:

- Moods may change quickly, so you become angry, depressed or anxious
- May start liking boys or girls
- May want more privacy
- May want to take risks with sex or alcohol
- May identify more with your friends than with your family



### 3. Importance

Why is it important that young people know about the changes that are going to take place?

- What are the challenges we face in talking to young people about puberty?

#### **Activity – Debate**

Should we educate children/youth about puberty and sex?

Yes or No.

How can we apply and teach this in our churches and families.

Introduce the Puberty Book.

### 4. Action Stack

**Action:** Hold your hand low and then raise it up, going from short to tall.

**Key Message:** *What is happening to me and who will explain it?*



---

---

## NOTES

---

---





---

## 8. EMPOWERMENT

---

### Delaying Sex and Abstinence

#### Trainers Notes

##### A. Aim

1. To help the young people to say NO to any unwanted behaviour.
2. This will reduce crime, early sexual behaviour, unwanted pregnancy, abortion, school dropout and poverty.
3. To help people understand the advantages of why they should abstain from early sexual behaviour and wait for true love.

##### B. Objective

By the end of this lesson participants will be able to:

- List the emotional and physical advantages of abstinence before marriage.
- Being able to list and identify some of the pressure persuasive lines used to coerce others into unwanted behaviour.
- Develop through drama ways to resist peer pressure.
- Can recall the action stack quote.

##### C. Training Materials Required

- Paper
- Markers

##### D. Preparation

Practice the scenarios on delaying sex.

##### E. Further Notes

###### 6. Solution to the Need

Here are some further ideas for **Advantages of Abstinence**:

- Prestige and respect to families
- Remain confident
- Build trust and security in marriage
- You become a good role model
- You are pure before God
- Builds respect of virgins



## 1. Introduction

Now we know what true love is we can help youth have an attitude of HOPE and abstain from sexual relationships until they are sure they have the right partner.

- a. Today we will look at some other fascinating areas and relate them back to the Bridge model of care. This topic is Empowerment so we can be sexually responsible - being able to say 'no'.
- b. Protecting ourselves relates to other bodily systems. The immune system was created to protect us from disease. But how do we protect our reproductive organs?
- c. If we are empowered to say NO , we can protect ourselves from many dangers

## 2. Define

What does empowerment mean?

---

---

---

By Empowerment we mean

***Being able to speak and act confidently being driven by your beliefs and not by peer pressure.***

What is a virgin?

---

---

---

By a virgin we mean

***A male or a female who has not had sexual intercourse.***

## 3. Importance

Why is it imperative that our youth are empowered to say NO to any unwanted behaviour?

- Build self-image – gives them permission to say 'no' or live with the consequences
- Enable youth to continue and complete education – gives best chance in life
- Reduce unwanted early and pregnancy
- Helps keep families together and the girls and boys valued in their communities.
- Develops ownership of your body



What Life Skills do our young people need to really be able to say “No”

- Assertiveness
- Resisting Peer Pressure
- Self Esteem
- Confidence
- Negotiation Skills
- Self-Respect
- Critical Thinking

4. Imagine

**What would it look like if our youth are fully empowered to say “No” to unwanted behaviour?**

**What would our country look like?**

5. Now

**What do you see around your community?**

Are young people empowered?

6. Solution to the Need

**Activity – Small Groups**

Make a list of emotional consequences of having sex before marriage.

---

---

---

---

---

---

---

---



## Activity – The Advantages of Abstinence

Discuss this in your small groups. Get your group to write more advantages in their books.

- Keeping yourself a virgin for one man or woman is God design for true love.
- Remaining a virgin is not weakness but strength
- Men respect girls who do not give into them
- Women love men who see their inner beauty
- Developing character and finding true love takes time but when we have sex easily with someone we become confused and think sex is true love.
- Remaining a virgin keeps our reproductive organs free of sexually transmitted diseases and especially HIV.
- Abstinence means we will not have a pregnancy that was not planned.

Can you add some more?

---

---

---

---

---

---

---

---

---

---

## Role Play – The Advantages of Abstinence

Create a role play in your small group of one of these advantages.

Present your drama to the whole group.



## Dealing with Persuasion

These are the ways that people can use to persuade you to do something you don't want to do.

### Put you Down:

"You're just afraid."

"Aren't you grown up enough to do this?"

### Argue:

"Why not? Everyone's doing it!"

"What do you think can happen?"

"What do you know about ... anyway?"

### Threaten:

"Do it or goodbye."

"I'll find someone else who will."

"I can hurt you if you don't."

### No Problem:

"Nothing will go wrong."

"Don't worry."

"I'll take care of everything."

"I've got it all handled."

### Reasons:

"But we're getting married anyway."

"You can't get pregnant if you have it just once."

"You owe me."

"You're old enough now."

### Getting Off the Topic:

"You have nice eyes."

"I like you when you're angry."

"You know that I love you."



## What do you say when someone tries to persuade you?

These are some ways that you can answer them:

### Refuse

Say no clearly and firmly, and if necessary, leave.

“No, no, I really mean no.”

“No, thank you.”

“No, no—I am leaving.”

### Delay

Put off a decision until you can think about it.

“I am not ready yet.”

“Maybe we can talk later.”

“I’d like to talk to a friend first.”

### Bargain

Try to make a decision that both people can accept.

“Let’s do ... instead.”

“I won’t do that, but maybe we could do ...”

“What would make us both happy?”

## Activity - Role Play: Dealing with Persuasion

Create a role play demonstrating how to deal with Persuasion.

## Activity – Debate

Should we have sex before marriage?

Yes or No

Make a list of reasons for the debate

YES

NO

---

---

---

---

---

---

## 7. Report Back



Get the small groups to report back

## 8. Summarise

Having the right and the strength to say “No” to risky behaviour is crucial to reduce unwanted pregnancy and to live according the way God designed families.



This is a huge shift in thinking. To be Empowered means we have the conviction and belief that God’s way is better than our own

## 9. Highlight:

What has stood out to you today?

## 10. Application:

***We all need to be empowered to do what is right, and not feel pressure to be anything else. This is going to require a huge shift in thinking and training for next generation.***

Unless we know the benefits of abstinence and can recall them easily we cannot train youth in this. Change starts with us.



## 11. Examples from the Bible

1 Corinthians 10:23

***“I have the right to do anything,” you say—but not everything is beneficial. “I have the right to do anything”—but not everything is constructive.***

## 12. Action Stack

**Action:** Cross your forearms in front of you.

**Key Message:** *Abstain till marriage*

---

## NOTES

---





---

## 9. BABY BOY OR BABY GIRL

---

### Trainers Notes

#### A. Aim

1. To understand that God chooses the sex of the child through the male sperm. The male sperm determines the sex of a baby. Knowing this will reduce the guilt, blame and rejection a woman may experience when producing many children of the one sex.
2. To help the male to take responsibility for producing girls and boys. Knowing Gods design reduces people being able to boast.
3. To know that God values girls equally to boys improves the gender imbalance.

#### B. Objective

By the end of this lesson participants will be able to:

- Communicate that God designed the sex of the baby through the male sperm
- Explain this and the differences in anatomy between male and female with the use of the training aides.
- Can recall the action stack quote

#### C. Training Materials Required

- Magnetic Reproductive Health Board
  - Paper
  - Markers
- 



## 1. Introduction

Today we are going to talk about how God made us.

We have discussed who we are and why we are here but now we are going to look at

### **How we were made both male and female.**

How do these differences come about? It's a fascinating subject and takes us back into the microscopic level and we get to understand a subject of genetics. Scientists and reproductive health doctors study this as specialized field. Today we are going to look at the very basic and proven knowledge that can impact the way we think and behave.

## 2. Define

Sometimes it is hard to understand exactly what is meant by the term "gender", and how it differs from the closely related term "sex".

***"Sex refers to the biological and physiological characteristics that define men and women.***

***"Gender" refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.***

Every society and culture has different roles and responsibilities for men and women.

Helping communities to value both male and female equally is called **Gender Balance.**

We have equal value in Gods sight.

## 3. Importance

Teaching Session in large group– using the Reproductive Health Board.

This is a short teaching session, explaining the role of the sperm and egg in creating the sex of the baby. We are going to demonstrate that the sperm from the male determines the sex of each baby.

The baby shares a combination of the father's and mother's characteristics but it is always the father that makes the baby a boy or a girl.

***The information that decides if the baby will be a boy or girl is in the sperm. Some of the sperm will make a boy and some of the sperm will make a girl so it depends which sperm reaches the egg first.***

***We need both an egg and a sperm to make a baby. God designed this to be random so no one can say they made the baby a boy or a girl.***

***It does not matter where or when the couple meet it is always the God that determines the sex of the baby.***



#### 4. Imagine

What would it be like if everyone understood that the male determines the sex of the baby?  
How would people act in your communities?

#### 5. Now

As we look at the “could be” what is it like right now. **How could this knowledge alter this attitude?**

What do people believe and how do they act today in the community about birth of sons and daughters?

#### 6. Solution to the Need

### Activity – Small groups.

1 Review the fertilisation process using the Magnetic Reproductive Health Board

Fertilisation

Place magnet D1 on the board

This is sexual intercourse and the sperm are being released.

Add magnet A2

If the woman is fertile she will have released an egg and the sperm may fertilise it. So it depends on which sperm reaches the egg first that turns it into a boy or a girl.

Remove D1 and A2

Add A3

If the egg is fertilized it can take 3 days to move down the fallopian tubes to the uterus. The fertilized egg settles into the uterus.

Add A4

If the fertilised egg attaches and grows successfully it may grow into a new embryo or baby.

Remove A3 and A4

Add 10 week foetus.

A new baby boy or girl begins to grow. God has designed this to be random so no one can boast or be blamed.

2 Ask people in their small groups to now teach each other this small session using the reproductive health board. Each participant must do this once in front of the group.



### Activity – Role Play: The sex of the baby

Develop a short drama where the father is unhappy with the 5<sup>th</sup> baby girl in his family. He threatens the mother if she does not produce a boy next time he will leave her.

Have someone prepare to summarise the drama to explain that it is the male sperm that determines the sex of the baby.

### Activity – Differences

God has designed men and women with differences for special purposes. Make a list of the differences:

Physical

Emotional

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are there any intellectual differences?

#### 7. Report Back

Is this new information for you?

#### 8. Summarise

When we learn how God made us Male and Female we can understand our differences. We can now help them understand that God values girls as much as boys.

We need to educate and communicate to youth about these basic genetics.

Can you tell me – who determines the sex of your baby?

#### 9. Highlights

Tell me what you have learned anything new today?

#### 10. Application

Could you explain to one other person about the sperm and the ovum?



## 11. Examples from the Bible

Genesis 1:27

***So God created mankind in his own image, in the image of God he created them; male and female he created them.***

## 12. Action Stack

**Action:** Put out your right hand palm up and then your left one palm up, saying “Boy or Girl”.

**Key Message:** *All children are a gift from God.*



---

---

## NOTES

---

---



---

## 10. GENDER ROLES IN MARRIAGE

---

### Trainers Notes

#### A. Aim

1. To promote the equal value of women.
2. This can reduce domestic violence and improve harmony in the marriage. Children have improved role models and can be raised in safe homes.
3. This develops a strong sense of personal worth in every man, woman and child.

#### B. Objective

By the end of this lesson participants will be able to:

- Demonstrate thru roles plays that gender balance in marriage impacts society and family life.
- Can recall the action stack quote

#### C. Training Materials Required

- Paper
  - Markers
- 



## 1. Introduction

This is the second part of Gender issues and we now focus on the roles of the male and female in marriage. The roles of male and female are a very important part of culture. When we look at different cultures we see this is often one of the most striking differences between us all on the earth. Our own position and our understanding of God's word will really impact culture.

We look and analyse the culture around us and interpret His word in the context of today. Advances and changes are made all over the world from the time of Moses and later Jesus. How men value women and women treat males has a powerful effect on all aspects of culture.

## 2. Define

What is gender balance?

***Gender balance is equal rights for men and women.***

## 3. Importance

Why is this important?

- Knowing God made us and values us equally helps us to respect each other.
- This creates harmony in marriage.

## 4. Imagine

**What would it be like if there was gender balance in society?**





## Charter of Sexual Health Rights

***SRR means Sexual Reproductive Rights***

***SRH means Sexual Reproductive Health***

SRR include the right of all persons, free of coercion, discrimination and violence, to:

- receive the highest attainable standard of SRH, which requires access to appropriate sexual and reproductive healthcare services
- seek and impart information in relation to sexuality and reproduction
- receive CRSHE
- have their bodily integrity respected, be safe from sexual and other violence
- have a free choice of partner
- decide to be sexually active or not
- have consensual sexual relations
- have consensual marriage
- decide whether or not and when to have children
- pursue a satisfying, safe and pleasurable sexual life
- to choose and openly express their sexual orientation and identity

*References: International Human Rights Conventions*

### 5. Now

**What are the results of gender imbalance in today's society.**

- Domestic violence
- Divorce

### 6. Solution to the Need

#### Activity – Small groups

As we have learnt, whoever we have sex with could be the mother or father of your child.

- Make a list of the qualities I want the mother of my children to have?
- Make a list of the qualities I want the father of my children to have?

Mother

Father

---

---

---

---

---

---



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### **Activity – Role Play: Gender Roles**

In two small groups create a role play that highlights 2 different roles and attitudes of the male and the female responses within a marriage.

1. Maybe the aggressive demanding male and the passive and downtrodden wife .Look at the effects on the children and home life of emotional and domestic violence.
2. Second marriage shows changes in communication style and responses by the woman. Highlighting a harmonious home and happy children who model that in their own lives.



## 7. Report Back

What have you learnt from the role play?

## 8. Summarize

Marriages that reflect respect, true love and equal value for girls and boys can help make a safe environment for children. Broken homes with domestic violence or emotional rejection can destroy children and the pattern will continue to the next generation.

## 9. Highlights

Tell me what you have learned and enjoyed?

## 10. Application

In our own homes we should respect each other's views and handle issues in a Godly forgiving manner

## 11. Examples from the Bible

Genesis 1:27

***So God created mankind in his own image, in the image of God he created them; male and female he created them.***

Ephesians 6:1-4

***Children, obey your parents in the Lord, for this is right. "Honour your father and mother" — which is the first commandment with a promise — "so that it may go well with you and that you may enjoy long life on the earth."***

***Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord.***

## 12. Action Stack

**Action:** Start to take a few steps forward as if marching on the spot.

**Key Message:** *Godly marriage is choosing to work, walk and talk together as equals.*



---

---

## NOTES

---

---



---

## 11. MATERNAL MORTALITY AND IT'S RELATIONSHIP TO POVERTY

---

### Trainers Notes

#### A. Aim

1. To give clear explanations of the causes of maternal death and how it relates to poverty.
2. To understand the need to reduce early sexual behaviour, teenage pregnancy and family size.

#### B. Objective

By the end of this lesson participants will be able to:

- Demonstrate 4 of the main medical causes of Maternal deaths.
- Using the models flip charts Reproductive Health Board explain how the mother's death impacts poverty.
- Be able to quote the MMR of your own country
- Can recall the action stack quote

#### C. Training Materials Required

- Paper
- Markers
- Model pelvis
- Large and small baby
- Large and small Uterus
- Pregnancy Flip Chart

#### D. Preparation

Practise the use of the Scripts and models about abortion infection obstructed labour and haemorrhage.

---



## 1. Introduction

We have become desensitised to the wonder of creation because pregnancy is so common. It is an everyday event, therefore we lose the wonder of it. To alter people's way of thinking we need to remind them that God has given us the privilege of creating life.

We need to see the wonder and joy of a woman giving birth and care for her appropriately. Being prepared for birth can save a mother's life. Being aware of the danger signs in pregnancy and labour can also prevent death.

Can you list as many causes under 2 headings Medical and Non medical .

Today we are going to focus on the four main causes of mothers dying in pregnancy and childbirth.

- **Infection**
- **Haemorrhage or bleeding**
- **Obstructed Labour**
- **Abortion**

There are many other causes of maternal death. Medical causes include:

- Anaemia (weak blood)
- Malaria
- Poor nutrition
- HIV/TB

Circumstances and environmental causes include:

- Delay/uncaring attitude
- Ignorance
- Lack of Antenatal care
- Unskilled attendant at birth.
- Poor transport and roads
- Corruption in health centres

## 2. Define

What is Maternal Mortality?

---

---

---



By Maternal Mortality we mean

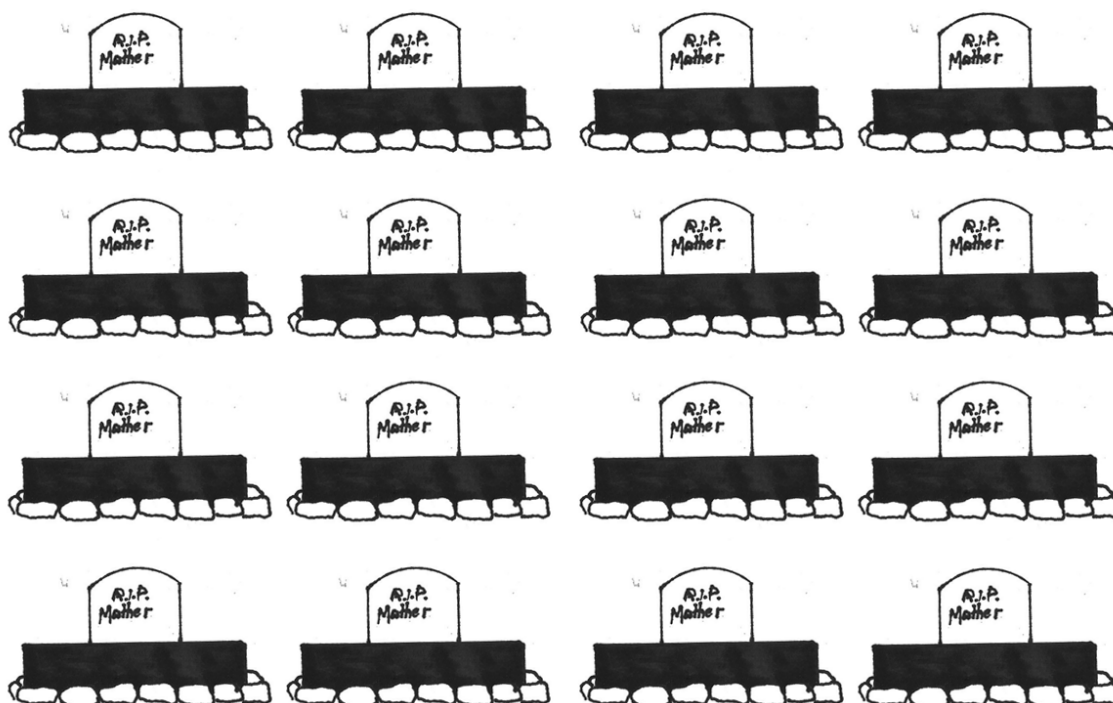
**Maternal mortality is Mothers dying in pregnancy and childbirth up to 6 weeks post delivery.**

### 3. Importance

Why is this important?

In Uganda 16 women die every day in pregnancy and childbirth.

This is extremely high, one of the highest in the world and by comparison a developed country can have childbirth deaths as low as 9 or 10 per year.



All around the world childbirth is the same but Uganda has extremely high maternal mortality. Why ?

Reproductive health is essential to having a healthy community. A child's life starts at conception.

- The health of the mother before pregnancy determines the health of the new-born. (Example mothers' nutrition affects the baby.)
- A healthy mother usually means a safer passage through childbirth.
- HIV and STD's affect whole communities. (Syphilis can cause blindness)
- For a strong community we all need to be responsible for the children we bring into the world.
- Reproductive health empowers men and women to be contributing members of society.
- MEN NEED TO KNOW THEIR PART OF REPRODUCTIVE HEALTH ENSURING THE HEALTH OF THE MOTHER AND BABY
- It is a framework of healthy society.



***Is there a participant who would like to share a true story about a mother who passed away in pregnancy or childbirth or from having an abortion?***

#### 4. Imagine

**What would it be like if all mothers were safe during pregnancy and childbirth?**

- All women have a right to be able to control their fertility
- There would be less abandoned babies and orphans
- All children would experience a healthier start to life
- If a mother can breast feed exclusively for 6 months the child chance of survival is significantly increased

#### 5. Now

As we look at the “could be” what is it like right now.

- Mothers dying in childbirth equal 16 per day. They often in their prime productive years.
- This is a tragic end that results in grief and mourning and funerals that contributes to the fatalism and lack of hope seen in many developing communities.
- Unwanted pregnancy results in abortions which cause between 2 and 6 of the mothers dying each day in Uganda.
- Obstetric Fistulas causing rejected women and poverty.
- Teenage pregnancy rate. Young children left to raise siblings. They lack love nurture discipline and boundaries.
- Motherless children lead the father to become stressed and unable to cope.

#### 6. Solution to the Need

##### **Activity – Small Groups**

Use scripts and kits first demonstrate from the front then move into small groups for all to copy the demonstration.

Here are the 3 main causes of mothers dying in pregnancy and childbirth around the world.

1. Abortion / Miscarriage
2. Haemorrhage (Bleeding)
3. Obstructed labour leading to ruptured uterus and fistula formation
4. Infection

When we complete this course in Wise Choices for Life you will be able to demonstrate this yourself to your students.





## 7. Summarise

We have realised it's a big challenge, to reach youth with a new message and clear warnings. We cannot warn people if we do not know the dangers and can explain them easily.

Cover the prevention strategies of each cause.

Preventing teenage and unwanted pregnancy use Family Planning and abstinence.

Avoid very large families by using family planning and do not delay in taking a mother to clinic. Improve hygiene and post birth care for the mother and baby.

***Our task is to extend the knowledge base about healthy planned pregnancy and develop the life skills necessary for combating poverty in the next generation.***

- Make mothers a priority in families.
- **Do fathers take responsibility for the pregnancy?**
- Youth need to understand the dangers and take responsibility for their actions.
- Shift thinking from large families to manageable sized families.
- Help people Understanding family planning.
- Recognize the special role mothering and fathering has in the health and development of a community.

## 8. Highlights

Tell me what you have learned and enjoyed?

## 9. Application

Try and practice explaining why Mothers die in childbirth to a friend or family member.

Talk about the prevention strategies in your community.

## 10. Examples from the Bible

Psalms 139:14

***For you created my inmost being; you knit me together in my mother's womb.***

***I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.***

## 11. Action Stack

**Action:** Cross arms vertically (Christian Cross)

**Key Message:** *Many maternal deaths are preventable.*



---

---

## NOTES

---

---



## Abortion Script

Training materials required:

- Small uterus and fetus
- Pregnancy flip chart page 3 or
- Reproductive Health Board and 10 week fetus.

Abortion is the loss of the baby in the early stages of the pregnancy.

Abortion can be done intentionally.

The idea of having an abortion can start from the

1. *Pregnant woman or*
2. *From the man who made her pregnant or*
3. *From or from peer pressure*
4. *Even her family.*

We are now going to demonstrate the dangers of intended abortion.

Imagine this is the uterus. **Show the small uterus**

This is where the baby is inside. Look at this picture for example 10-week (3 months) pregnancy. **Show picture 3 from the Pregnancy Flip Chart or use the Reproductive Health Board and 10 week foetus**

Point out the

1. *Placenta*
2. *Baby*
3. *Cord*
4. *Cervix – lower part of the uterus which is closed and the baby is kept safe inside.*

If the abortion is done by medically trained people the pregnant woman is put to sleep (sedation) as the pain could kill her.



When someone has an abortion **intentionally by untrained people**, some instruments are introduced into the lower part of the uterus (cervix) to force it open.

1. In most cases the instruments are dirty and she will get sick or die maybe one or two weeks later from infection.
2. Then the instruments are pushed further up into the uterus to scrape out the contents, placenta and the baby. She can bleed from this rough painful procedure.
3. If the instruments are too sharp they will perforate (make holes in) the uterus **use a pen to show how it goes through the uterus**
4. The mother can bleed from
  - the cervix being forced open
  - the contents been scraped out
  - the perforated uterus
  - not all the contents being removed
5. If they push the instruments too far and go into the abdomen they will perforate (make holes in) the intestines as well.
6. In most cases, the contents are not all removed and the mother can bleed to death.
7. Other effects of abortion include: emotional impacts that can last a lifetime. People can experience deep sadness, grief, guilt and regret.
8. It can cause infertility if the reproductive organs are damaged.
9. Taking drugs to induce an abortion can be equally dangerous.

***It is safer to prevent an unplanned pregnancy by promoting  
ABSTINENCE UNTIL MARRIAGE  
and using family planning to space the children when married.***



## Miscarriage Script

Miscarriage is when the pregnancy is lost due to unknown causes.

Sometimes it is an

1. Infection
2. Abnormality with the baby
3. Diseases or
4. Some drugs or herbs
5. Domestic Violence (Husbands beating their wives. Boyfriends and Girlfriends)
6. Sometimes we just never know and this is sad.

Many times woman lose a pregnancy without out any known reasons.

They need our love care and sympathy.

Take her to hospital for trained care.

Counsel her, grieve with her, because a new life has been lost.

The emotional impact of a miscarriage causes deep sadness.

ANY BLEEDING DURING PREGNANCY SHOULD BE TAKEN TO TRAINED MEDICAL PEOPLE.

***All unborn babies need our care  
They are the most vulnerable of all life.***



## Excessive Bleeding (Haemorrhage) Script

Training materials required, small and large uterus.

1. All deliveries should take place in an equipped Health Centre or Hospital.
2. Bleeding is one of the Major causes of death in mothers who have just delivered their baby.

Using the picture we now show how the baby has grown ready for birth. The uterus used to be small like this (**show the small uterus**), and is now large (**show the large uterus**).

3. Let me show you what happens so we can help prevent excessive bleeding.
4. After the baby is born the empty uterus should contract down and the blood vessels that supplied blood to the baby are sealed off.

**Roll up the uterus into a hand ball to demonstrate what is meant by contract.**

5. If the mother has had more than 5 or 6 babies or the mother has had a very long labour the uterine muscles are tired and overstretched. **Stretch the uterus out wide and show that it is tired and weak and floppy**
6. Instead of contracting down to a hard ball it remains an open cavity. The blood vessels think the baby is still needing blood so it keeps pouring blood into the uterus. It quickly fills up with blood and the tired, weak mother can bleed to death in minutes.
7. It takes 6 weeks for the uterus to contract back down to this size again. **Show the small uterus.**
8. The mother may have little blood in her body before the baby is born. This is another reason to go to Antenatal care. If the mother has weak blood before the baby is born she is more likely to suffer a haemorrhage. Taking her to the Antenatal Clinic to get iron tablets and make sure the pregnant mother eats meat, green vegetables, eggs and chicken helps prevent death.

Other reasons that can result in the mother dying from bleeding can include:

- Taking drugs or herbs during pregnancy and just before delivery.
- Sometimes it is unknown causes.



## Obstructed Labour Script

1. This is a model of a woman's pelvis. It is not a real one it is made of plastic.
2. Normally the baby fits through the pelvis like this. **Demonstrate with the small doll and the pelvis.**  
BUT
3. The mother may have a big baby or the pelvis maybe too small and the baby's head does not fit into the pelvis well, like this. **Demonstrate with the large doll and the pelvis.**
4. If you have been going to antenatal care they will have known that the baby is too big for the pelvis and will give you an appointment for a Caesarean section (operation) before you start labour.
5. If the baby is too big this is what happens.
6. They baby enters the pelvis a little bit, but cannot pass through the whole way. **Place two piece of clear tubing in between the head and the pelvis.** These two tubes represent the mothers bladder and bowel.
7. Now the baby's head pushes on the urinary bladder which is in front. and also pushes against the rectum at the back. The bony head against the bony pelvis traps the bladder and rectum and it can destroy both.
8. The mother is left with a **Fistula** which is a hole between the bladder and the birth canal, or a hole between the rectum and the birth canal.  
She now leaks urine and faeces and it can all come through the vagina or birth canal.
9. Sometimes the uterus can actually rupture and tear because it has been working so hard for so long. This often resulting in the death of mother and baby.
10. In most cases of Obstructed Labour the baby gets brain damage or commonly the baby dies.  
This can happen at any delivery but is most common in girls who are too young when the pelvis is too small.
11. **Preventions:**
  - Preventing early teenage pregnancy and attend clinic for birth.
  - Changing traditional thinking so that early marriages are seen as unsafe for mothers and babies.



## Infection Script

Use pregnancy flipchart page 13 and 15 and 18

***Infection is also a major cause of mother's dying after childbirth.***

### ***Use Pregnancy Flip Chart page 15***

1. After giving birth the uterus and birth canal are not yet fully closed and over the next six weeks can easily become infected. It is like an open wound.

If she gives birth on the floor of a room that has cow dung or mud she may get some of the dirt inside her body and this may cause infection. The uterus and birth canal is not yet fully closed and can easily become infected for up to 6 weeks after giving birth.

### ***Use Pregnancy Flip Chart page 13***

2. If the cord is not kept clean with very clean ties and cut with a new blade the baby will get tetanus and die. If the cord is wiped with a dirty rag the baby will get an infection and can get a big head. (one of the causes of Hydrocephalies or a baby with a big head)
3. Water must be used to wash down the mother, the birth attendants' hands and the floor and bed. Gloves should be worn also.

Blood can spread diseases like Hepatitis and HIV. Mothers should be tested for HIV before giving birth. ***Use Pregnancy Flip Chart page 18***

4. Take your mothers to a health centre with trained health workers who understand the causes of infection. The health centre will ask the father and mother to return for a check up at 6 weeks to continue immunization, check baby is breast feeding well and offer family planning. The clinic should talk about personal hygiene so the mothers do not get infection and baby cord is healed and clean.

### **5. Preventions:**

Infection is easy to prevent. Ensure there is

- plenty of clean water for washing and provide clean sanitary pads,
- clean bedding and clothes for the mother and baby
- Avoid sexual intercourse for at least 6 weeks.





---

## 12. MONITORING AND EVALUATION

---

### Assessment Questions

Use this monitoring and evaluation tool so that you can assess how effective your training has been. It also helps WCFL see how we can best support you in your training.

Ask the questions for the relevant lesson before you start training and at the end of the training and record the answer on your Lesson Tracking Sheet.

Do you AGREE or DISAGREE with the following statements.

<b>Lesson 2</b>	<b>Who am I and why am I here?</b>
1.2.1	I often think of myself as a worthless person.
1.2.2	I know that I have a purpose for my life.
1.2.3	The way we talk to people is not important.

<b>Lesson 3</b>	<b>Critical Thinking and Decision Making</b>
1.3.1	I am able to think through the consequences of a decision I have to make.
1.3.2	I feel capable of making decisions about things.
1.3.3	I can always manage to solve difficult problems if I try hard enough.

<b>Lesson 4</b>	<b>Communication Skills</b>
1.4.1	I am able to speak up for myself and express my opinions.

<b>Lesson 5</b>	<b>Waiting for True Love</b>
1.5.1	Playing sex does not hurt anyone.
1.5.2	If I respect myself I will wait until the right time before I have sex.
1.5.3	

<b>Lesson 6</b>	<b>How We Are Created – a woman's cycle</b>
1.6.1	I know the time during my menstrual cycle when I am more likely to get pregnant.
1.6.2	A girl can become pregnant before she starts her first period.
1.6.3	

<b>Lesson 7</b>	<b>What is Puberty?</b>
1.7.1	We should talk to our young people about sex or puberty.

<b>Lesson 8</b>	<b>Empowerment</b>
1.8.1	It is better for a boy and a girl to wait until they are married before they have sex.
1.8.2	
1.8.3	

<b>Lesson 9</b>	<b>Baby Boy or baby Girl</b>
1.9.1	It is the women's fault if she is unable to give birth to a boy.
1.9.2	It is more important for a father to have sons than daughters.
1.9.3	

<b>Lesson 10</b>	<b>Gender Balance</b>
1.10.1	A wife should never question the decisions made by her husband.
1.10.2	If a girl makes a good marriage, then her education is not important.
1.10.3	Boys and girls should be given equal opportunities to learn how to read and write.

<b>Lesson 11</b>	<b>Maternal mortality and it's relationship to poverty</b>
1.11.1	Sometimes if a girl has children too young, she can experience health problems.
1.11.2	If we reduce teenage pregnancies we can reduce some cases of women dying in childbirth.
1.11.3	The number of children I have will not affect my health.



# Lesson Tracking Sheet

Lesson		Date
Facilitators		Age Range
Target Group		Number of people
What are the Objectives of your lesson?		
What Activities are you planning?		
What is the Response of the participants?		
How well have you achieved your Objectives?		
What were your Challenges?		
What are your Recommendations?		

## Evaluation

Question Code <sup>1</sup>	Result at beginning <sup>2</sup>		Result at end <sup>3</sup>	
	Agree	Disagree	Agree	Disagree

1 From the Question Sheet write down the code for the Evaluation Questions for the lesson you are teaching.

2 Before you start the lesson ask the participants whether they agree or disagree with the question. Write down the numbers in the box next to the question under **Result at beginning**.

3 After the lesson again ask the participants whether they agree or disagree with the question. Write down the numbers in the box next to the question under **Result at end**.

If there are any particular stories of how people have shifted their thinking please tell them to us.

*Thank you for completing this form.*

*Please return it to Joyce Kidulu  
0782 304 926*