

# Training Manual

## Module 2



**WISE  
CHOICES  
FOR LIFE**

empowering communities to  
break the poverty cycle

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## FACILITATOR NOTES

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### 1. Facilitator Notes

Don't forget to review the Facilitator Notes at the start of Module 1 for what you need to do at the start of the workshop. Don't forget to:

- Organise your registration lists and name tags
- Stationery required
- Ask and set expectations
- Review house rules
- Introduce the team

### 2. Revision

Ask the following revision questions:

- How did Module 1 of Wise Choices for Life impact your ministry, work or family
- Have there been any highlights as you have used this material over the last few months.
- Did anyone bring their tracking sheet?
  - How did it work?
  - What are the results?
  - Collect them in





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# DAILY RUN SHEET

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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 |             |



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## DAILY RUN SHEET

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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 |             |





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# DEVOTION IDEAS

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## ICE BREAKER / GAME IDEAS

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## INTRODUCTION TO MODULE 2

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We have learnt a lot about how God created our bodies, conception and birth in Module 1.

We have learnt that birth is both miraculous but also dangerous and so we now take up the rest of the journey and learn about the growing baby and the early days after birth. The baby that was conceived in love now begins to grow and has needs even before he or she is born.

We look at the threats to the safety of the baby and mother and examine the real causes of HIV and STD. Can they ever be prevented and how?

Having families and babies is one of the great joys and gifts God gave us. Deciding when we have our first and our last baby and how many we have and who we have them with is also God's gift to us.

Having a baby does not need to be a random unplanned event.

We are going to learn about choosing to become a parent.

Then we go a step further and look at being a parent. Who guides us and trains us in parenting? If we have not had good role models who can we turn to for help in parenting?

We are going to learn about some life skills that deepen and protect relationships that babies are born into.

God has designed us for loving harmonious relationships and choosing who we have a sexual relationship with is a life changing event that forms a new life and connects families together for ever.

This module is exciting and will challenge many long held beliefs and even some stories we thought were truth maybe in fact myths and cause harm

The cycle of poverty can be broken when we continue to fight ignorance in love.





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# 1. WHAT IS CONFIDENTIALITY?

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## Gossiping versus Confidentiality

### Trainers Notes

#### A. Aim

1. To demonstrate that keeping each other's information private improves relationships by developing trustworthy friendships.
2. It is the one of the core values of a healthy society. Without confidentiality rumours, domestic violence and mistrust develop.

#### B. Objective

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

- Use drama to demonstrate the impact of gossiping on relationships and to be able analyse the role play clearly.

#### C. Training Materials Required

- Paper
- Markers

#### D. Preparation

Prepare and practice the two dramas

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## 1. Introduction

### **ACTIVITY – Demonstrate with Drama: Gossiping Part One**

This role play has two parts. **Part One** is done at the introduction and **Part Two** at the Solution section of this session.

#### **Part One**

The 2 people are sharing news about each other's personal life and appear to be very close. After they part some friends appear and they pressure the friend into passing on her personal news. She exaggerates and changes the story a little. Later on in the dining hall the group of friends she thought were good friends now ignore her leaving her feeling hurt and lonely betrayed and without trusted friends.

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. Today we are going to deal with the subject of **CONFIDENTIALITY**. 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.

## 2. Define

Finish this sentence (write it down):

***By confidentiality I mean....***

1. By confidentiality we mean...

***"I can trust the people I share with to respect what I've said and not repeat it."***

2. When a person shares private information, I make the commitment to hold it in total confidence, and don't share it with another.

## 3. Importance

Why is this important?

- Holding confidences is the basis of genuine true love relationships.
- Releases hurting people to be able to talk.
- This allows you as a trainer to bring healing and ministry to that person
- Builds a healthy, trusting community.
- Children feel safe knowing that parents trust each other.

## 4. Imagine

**What would our society look like if there was a commitment to confidentiality?**

- There would not be gossiping
- We would build trust



- Marriages would be healthier
- We would squash rumours
- Children feel safer
- Healthier relationship between people
- Build rapport and relationship

## 5. Now

### What is the situation like now?

- Relationship breakdown
- Domestic violence
- Stigma about HIV status
- Loneliness and depression

## 6. Solution to the Need

### **ACTIVITY – Demonstrate with Drama: Gossiping Part Two**

Repeat the Role Play of a trusted friend not gossiping despite being urged to do so by others. The friend feels safe in the friendship and will go on and feel a sense of healing for any problems she encounters. The one who was a trusted friend will feel worthy and empowered to help her. One day it will be her turn to need a trusted friend.

This is modelling good behaviour.

#### **In your small groups**

- Compare this role play with the opening role play.
- Make a list of the effects of healthy trust in a community.
- Illustrate how good it is when a community applies this.

## 7. Report Back

Share your imaginative ideas of what a trusting community looks like.



## 8. Summarise

- Confidentiality is a core value and the backbone of community, marriage, trust, relationship, friendships
- It promotes a safe environment.
- If I value you as a person, I won't go and talk about it
- I understand that if you tell me something of your life, and you come from a different life experiences I will not respond with disapproval.
- Health clinics and health workers carry confidential information about personal aspects of people's lives. Not repeating other peoples information is an important aspect of health care.
- Therefore lack of confidentiality can be a contributing factor in the poverty cycle. People fear that their information will be spread to to others so do not reveal the truth to health care workers, pastors or community leaders.

## 9. Highlight

What impressed you about this session?

With this insight on this important subject what have you taken from this session?

## 10. Application

After all we have looked at and seeing how significant it is, can you say in your own heart *"By God's grace, I am committing myself to keep confidences."*?

## 11. Memory verses

Proverbs 16:28

***Gossip is spread by wicked people; they stir up trouble and break up friendships.***

2 Thessalonians 3:11-12

***We say this because we hear that there are some people among you who live lazy lives and who do nothing except meddle in other people's business. In the name of the Lord Jesus Christ we command these people and warn them to lead orderly lives and work to earn their own living.***

## 12. Duty of care to vulnerable people

Are there times when we need to reveal the truth because something bad is happening?

Example – a child is suffering, neglected in a home, kept hidden because the child has a disability. The parents feel shame and think a curse is on the family so hide the child. If you know about this situation what should you do?

Answer – the care of the vulnerable child is more important than the fear of the parents. There needs to be sensitive intervention.





***Sometimes we need to reveal the truths about crime and child abuse otherwise we are contributing to the ongoing damage that this causes.***

***Sometimes keeping secrets is harmful.***

***We need God's wisdom to decide.***

### 13. Action Stack

**Action:** Cover ears and mouth with hands

**Key Message:** *People can trust me.*

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## NOTES

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## 2. WHAT IS FAITHFULNESS?

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### Trainers Notes

#### A. Aim

1. To introduce the concept that the core value of FAITHFULNESS impacts society. It contributes to a healthy society.
2. Unfaithfulness has caused widespread diseases (HIV and STD) and domestic violence and unwanted pregnancy and abortions.
3. Unfaithfulness is common problem of all communities and is mentioned in the Bible as a sin. God demands faithfulness from us all.

#### B. Objective

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

- Tell the Bible story of David and Bathsheba to illustrate the importance of faithfulness
- Demonstrate faithfulness in a community setting with a drama
- Recall the action stack quote .

#### C. Training Materials Required

- Paper
- Markers
- Sticky tape

#### D. Preparation

Practice telling the Bible story of David and Bathsheba from 2 Samuel 11 & 12.

Ensure the story takes no longer than 3 minutes to tell.

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## 1. Introduction

### Activity – Tell a story: David and Bathsheba

Have one person to tell the story from 2 Samuel 11 with not a lot of detail just an outline. Make sure the impact of David's unfaithfulness is clear. Ensure it is no longer than 3 minutes. This needs to be practised before the lesson starts.

Ask the group the question **“What were the effects of David's actions?”**

Ask someone to write out the list as people call out the answers. Make sure words like these are included:

- Lies
- Conspiracy
- Murder of innocents

## 2. Define

Write down what you think Faithfulness really is:

By Faithfulness we mean:

***Faithfulness is being trustworthy and reliable in any circumstances to keeping your commitment “***

## 3. Importance

Why is Faithfulness important? Brainstorm the group.

- It creates harmony and is a core value that promotes a healthy trusting community

## 4. Imagine

What could the situation be? Imagine if we all lived faithfully in all relationships in home life, in the workplace and in Government.

- Builds a trusting community
- Strengthens the family unit
- Prevents stealing and crime
- Reduces spread of diseases ( HIV)
- Reduces domestic violence
- Helps build friendships and life long relationships



## 5. Now

What is it like right now? Self-searching activity

Let's look at:

- The effects of unfaithfulness in the workplace.
- The effects of unfaithfulness in friendships
- Unfaithfulness in Government departments.
- Unfaithfulness between husband and wife.

## 6. Solution to the Need

### **Activity – Role Play: Faithfulness**

Show an example of faithfulness despite temptation.

#### **Scenario 1**

A father is coming home and 2 girls try to delay him. He responds with assertiveness and strength. He returns home to a loving wife and greets his children by name.

#### **Scenario 2**

A woman is working in a shop and when left alone by the owner. Her friends come along and tell her she should steal some sugar. She responds with assertiveness, and when the owner comes back is able to show the money for all the things she has sold.

#### **Scenario 3**

Two boys Thomas and Joseph have been friends for a long time. Thomas is better with sports and starts making new friends, but his new friends don't like Joseph and tell him to stop being friends with him. Thomas stands up for Joseph and remains faithful to his friend.

## 7. Report Back

Time for 2 stories from the large group

1. Has anyone got a true story that they would like to share about the impact of unfaithfulness in the community? Remember confidentiality.
2. Share a true story of faithfulness and its impact on the community.



## 8. Summarise

If youth do not know and see faithfulness in role models they will follow their experiences and begin to use their position to pay back others for their unfaithfulness toward them.

***We need to demonstrate that we have to break the cycle and change begins with me, dare to be different.***

Many young people have been betrayed and so they do not understand faithfulness. Helping them to act this out in a drama can really change their views.

## 9. Highlights

Tell me what you have learned and enjoyed?

## 10. Application

Promotion of faithfulness can reduce many causes of poverty.

Faithfulness and Confidentiality are Blood Brothers and go hand in hand to develop a healthy safe community.

Tell Bible stories briefly but include the audience in the learning process. This encourages participation and critical thinking. This learning style can be used in churches services/ youth groups both indoor and outdoor settings.

## 11. Memory verse

I see potential in us all here to change Uganda by training young people in faithfulness.

Proverbs 28:20

***Honest people will lead a full, happy life. But if you are in a hurry to get rich, you are going to be punished.***

## 12. Action Stack

**Action:** Make both hands into fists and thump an imaginary table top

**Key Message:** *I commit myself to being faithful.*

***Dare to be different. Change starts with me.***



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## NOTES

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## 3. HIV / STDS

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### Trainers Notes

#### A. Aim

1. To help people understand that God made their body with an immune system to protect them.
2. The breakdown of the immune system by the HIV virus leads to AIDS.
3. Building up the immune system, along with abstinence faithfulness can prevent poverty.

#### B. Objective

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

- Define the immune system and explain it using the illustrations in the manual
- Be able to recall the ways it is not transmitted.
- Explain the importance of VCT
- Quote the ways to build up the immune system
- Using RHB explain the male anatomy and communicate that condoms and abstinence are the only ways to prevent transmission HIV.
- Recall the action Stack quote
- Be able to recall the ways HIV is transmitted

#### C. Training Materials Required

- Paper
- Markers
- Reproductive Health Board
- Pregnancy Flip Chart page 18

#### D. Further Notes

Hand out notes from the start so you can read the introduction together

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## 1. Introduction

Today we are going to learn how to help our youth avoid HIV and STDs. Did you know that most new cases of HIV infection are among people who are married?

The immune system is hidden from the eye but it is one of the most important silent systems we have to keep us alive. We do not think about it while we are healthy but as soon as the immune system begins to weaken, we begin to think about what usually protects us from infections.

**The immune system is our body's way of keeping us healthy.** It is like the walls of a house that protect the people inside from various kinds of enemies. Our body uses the immune system to fight against germs which can make us sick. The immune system makes white blood cells and antibodies to fight the invading germs. It's like shutting the doors and windows of a house to keep bad things out.



When a healthy person comes into contact with an infection, the immune system fights the infection and stops it from 'taking hold'. In a few days we are better again. If the immune system is attacked and weakened, it is like a house with badly damaged wall and roof.



Once the walls and roof are destroyed, the enemies can get in.



## 2. Define

What is HIV and what is AIDS.

**Human Immunodeficiency Virus (HIV)** is a living virus (germ) that attacks the immune system. It is spread through sexual intercourse, blood, breast milk and mother to child transmission during the pregnancy or the birth.

**Acquired Immune Deficiency Syndrome (AIDS)** are the symptoms caused by the virus once it has broken down the immune system.

**STDs or STIs** are sexually transmitted diseases or infections.

## 3. Teaching segment

**Ways HIV is transmitted and ways it is not.**

**It is transmitted through**

- blood
- sexual fluids
- breast milk
- mother to child transmission in pregnancy and birth.

**It is not transmitted through:**

- handshaking
- sharing food
- greeting kiss
- sharing cups and spoons
- using same toilet facilities.

**How we can build our immune system up and remain healthy? Through**

Breast milk, has all the mothers antibodies in it. These are special cells that fight infection, so if the baby misses out on breast milk it is more likely to develop infections.

Healthy nutrition, means having a balanced diet of fruit, vegetables, meat, fish, eggs, milk and cereals. If you are only eating posho and beans then essential vitamins and minerals are missing from our diet. .Vitamins and minerals are needed to make a strong immune system.

Immunisation helps our bodies develop antibodies to life threatening diseases. Each injection helps us fight specific diseases.

Drugs and Alcohol reduces our decision making power and causes us to be relaxed about risky behaviour. If we are drunk or taking illegal drugs, we are unable to really insist on safe sex precautions and abstinence. It also reduces our appetite and we do not have a healthy diet.

**How does delaying sex or abstaining benefit us?**

- Meeting the true love to be the parent of your child takes a very long time.
- Casual sexual relationships lead to HIV/STD and unwanted early pregnancy.
- Abstainers keep focussing on education.



## Voluntary Counselling and Testing (VCT)

VCT is important because

- knowing our status helps us avoid transmitting the virus to each other.
- Helps make wise decisions about parenting and use of correct family planning methods.
- Contributes to healthy relationships that values confidentiality.

## 4. Importance

Why is this subject so important?

- The effect of STD and HIV on poverty is profound.
- We need to train youth to avoid HIV and STD and the poverty these bring.
- STDs also can cause infertility.

## 5. Imagine

Imagine Uganda without HIV/AIDS. What would life be like?

- Beautiful
- Less death and sickness
- Less orphans
- Less poverty

## 6. Now

What is the situation like now?

- Orphans
- Street children
- Overcrowded homes caring for families members who have died.

## 7. Solution to the Need

In what ways can we reduce the progress of this deadly illness?

How can we help move youth toward behavioural change?

They need to be empowered through education and training to fully understand the implications of HIV and how best it can be avoided. This means being prepared to discuss sensitive issues.



## Activity – Small Groups

Use the Pregnancy Flip Chart and read through page 18 or Reproductive Health Board and the male anatomy script.

Use the Reproductive Health magnetic board to recall some facts about HIV, and condoms.

Make sure everyone understands how HIV is spread sexually and the correct use of condoms every time can prevent the spread of the disease and therefore prevent poverty.

### Why are we showing them these pictures?

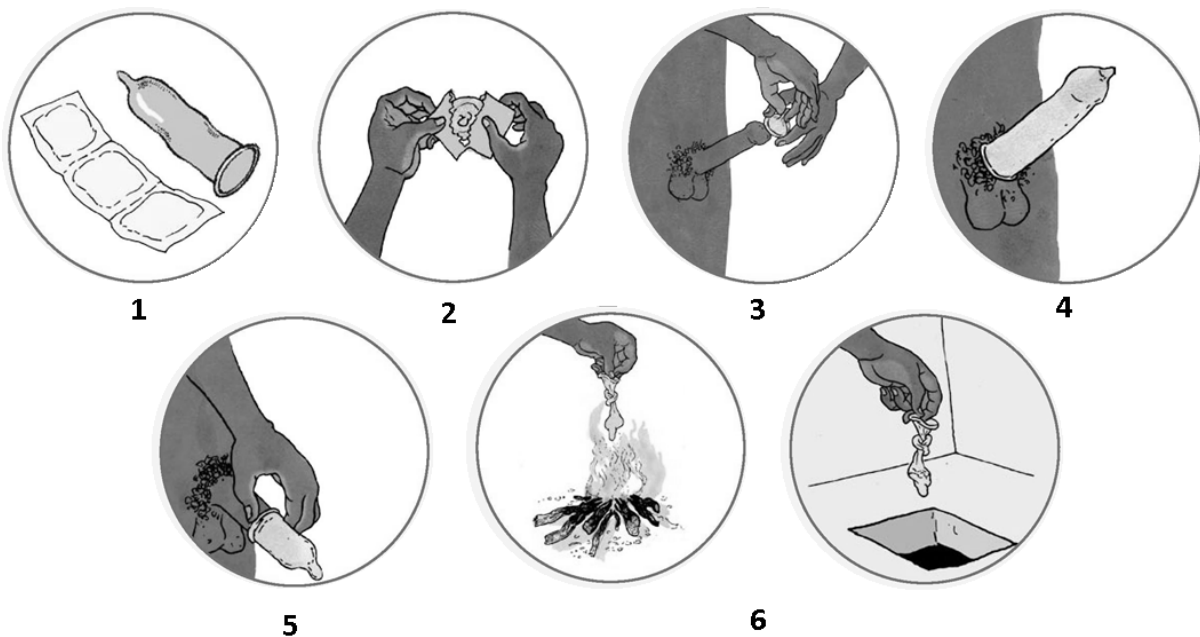
Let's review the male anatomy. Imagine you are training young girls so they can avoid the sexual advances of a man. Knowing the following information can help them avoid being trapped.

Knowing about erections before they are exposed to a man can help a girl avoid rape or coerced sex which can lead to HIV and pregnancy resulting in her early death.

Helping young boys understand the changes they are going through helps them cope and control their feelings.

We can also decide what myths about sex are true or not true. Use The Male Anatomy Script to fully explain this.

## How to use a condom

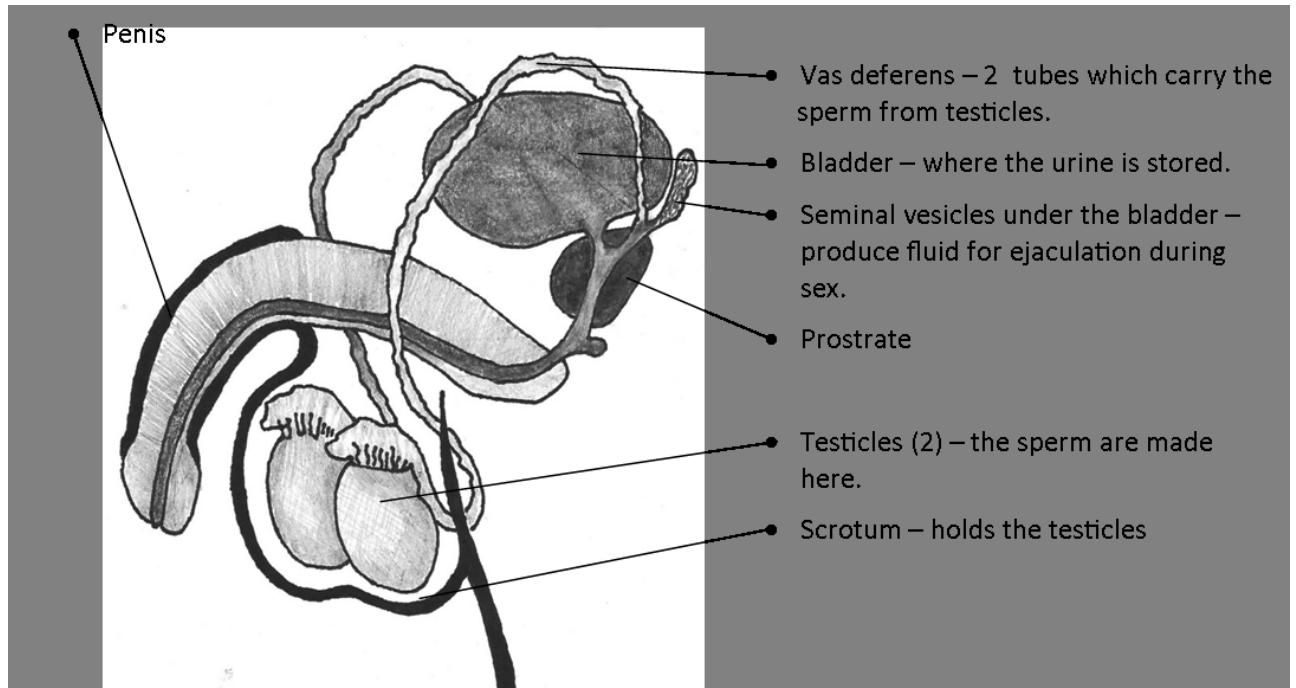


## The Male Anatomy

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

**Place magnet F on the board.**

Identify each part of the reproductive system:



**Remove magnet F and add G**

When the penis becomes erect it may be because:

- The bladder is full.
- During the night some extra fluid is released.
- The man wants to have sexual intercourse.
- 

This does not always mean a man or boy has to have sex. This is a normal body function. He is getting ready for adult life. Now is the time to learn the life skills that protect us and care for everyone in the community.

What life skills does a young man need to develop to control his sexual desires?

**Turn the Reproductive Health Board to the female side.**

**Add magnet D1**

This is sexual intercourse without a condom and the sperm are being released in the vagina.

**Remove D1 and add D2**

The condom is on well and no fluid is being released into the vagina at all. It is all trapped in the condom. No sperm, HIV virus or other STDs will transfer to the woman.

**Remove D2 and add D3**

This condom is not on properly and some sperm and fluid is escaping.



## Activity – Role Play: HIV/STDs

Each small group will have one role play to share with the whole group. At the completion of the role play one person from your group, will lead the larger group in analysing the role play. They should make sure the take home message is very clear

### HIV/STDs Solution Role Plays (3 minutes)

#### 1. Ways HIV is transmitted and ways it is not.

Make it clear how HIV is transmitted and ways in which it is not transmitted. Your target audience is 50x 16 year olds in their school lunch break.

*Your answer should include, it is transmitted through Blood /sexual fluids /Breast milk and mother to child transmission in pregnancy and birth.*

*It is not transmitted through, handshaking/sharing food/greeting kiss/sharing cups and spoons/using same toilet facilities.*

#### 2. How we can build our immune system up and remain healthy.

Your target audience is mothers who are waiting at a clinic, they are many children present and people come and go as they are called into to see the nurse.

*Your answer should include Breast feeding/healthy nutrition/immunization/avoid drugs and alcohol.*

#### 3. Delay sex? What are the benefits of abstinence?

Your target audience is a local church youth group.

*Your answer should include, meeting the true love to be the parent of your child takes a very long time / Casual sexual relationships lead to HIV/STD and unwanted early pregnancy/ Abstiners keep focussing on education.*

#### 4. The importance of Voluntary Counselling and Testing (VCT).

Your target audience is 6 couples in pre marriage counselling.

*Knowing our status helps us avoid transmitting the virus to each other. Helps make wise decisions about parenting and use of correct family planning methods. Contributes to healthy relationships that values confidentiality*

## 8. Report Back

We may know everything about HIV, but it is so important to learn how we can bring the messages of behavioural change across to men and women from all ages of the community.

We can be creative and short messages of 3 minutes duration may be more effective than a 30 minute lesson.

## 9. Summarise

HIV remains one of the causes of poverty and it is preventable? As we talk now there is NO cure.

It takes a combination of life skills/knowledge to be empowered to avoid the Poverty Trap that HIV causes. Can you recall some of the life skills that help empower youth to avoid HIV and AIDS.



***HIV is a lifestyle disease that is crippling Africa. HIV is preventable if people practiced abstinence and faithfulness and had one lifetime partner.***

## 10. Highlight

Tell me what you have learned and enjoyed?

## 11. Application

When we as trainers know the benefits of abstinence we can encourage our youth toward that goal.

HIV and STD can only be avoided by abstinence, faithfulness and use of condoms.

## 12. Examples from the Bible

Romans 12:10

***Love one another warmly as Christians, and be eager to show respect for one another.***

## 13. Action Stack

**Action:** Say the words as you do the 3 actions:

Use your arms to wrap around your own body,  
then put one arm as if over spouse's shoulders  
and then lower that arm as if hovering a child's head say:

**Key Message:** *To protect myself my spouse and family we choose to be tested and follow the medical advice given to us.*





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## NOTES

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## 4. PARENTING

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### The Father Heart of God

#### Trainers Notes

##### A. Aim

1. To know the true Father Heart of God can help us become parents that reflect true love and bring harmony to the home. This is the safest way to raise children.
2. To know the rights and needs of a child.
3. To identify qualities and values needed to be a parent helps young people think critically as to whether they are ready for this.

##### B. Objective

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

- List words that describe the Father Heart of God
- Be able to list the needs of a child
- Be able to know the Human rights of a child as per the United Nations.
- Recall the action stack quote

##### C. Training Materials Required

- Paper
  - Markers
- 



## 1. Introduction

We have learnt about how we become mothers and fathers through conception and fertilisation. Now we are going to learn about what it really means to parent a child.

## 2. Define/ Brainstorm

What is a parent? Finish this sentence in your own words:

*“Being a parent is more than just becoming a mother or father, it means that ...*

By being a parent we mean:

*“Having a loving, healthy relationship from the father and mother to the child*

***Becoming a mother or father is relatively easy as it is a biological event but parenting is a learnt skill.***

Lack of preparation to become a parent can lead to poverty.

### **Activity – Define the “Father Heart of God”**

Ask the group to define or contribute to some words that describe the **Father Heart of God**. Write up lists of words that describe God’s parenting of us.

## 3. Importance

Why is parenting so important?

- It can demonstrate either loyalty and love or conflict and cruelty.
- It is the foundation or building block to all communities
- It is the first relationship a baby sees and copies.
- This is how a baby learns to relate and trust
- Babies first see their mother’s face and soon recognise the fathers voice.



## 4. Imagine

Imagine a world with exemplary parenting. What would the next generation look like? How would our children be different?

- They would not be chased from home, as the parents would love them all their life.
- Less abandoned babies
- Less street children.
- Grandparents would not be overloaded in their old age

## 5. Now

What is the situation with parents and children right now?

- Street children
- Struggling to know real love
- Wanting affection of the fathers
- Desperate for the love of the mother

Without these foundational qualities in our lives of loyalty and love provided by our parents we search for love, attention, acceptance from others. Young ones try to meet the expectations of their peers and follow the crowd to become accepted.

Young people follow the cultural practices and myths around them in their communities. This leads to random risky behaviour.

- Crime
- Depression
- Suicide
- Drugs and alcohol abuse
- Absentee parents
- Children left with house girls

Do parents see it as their responsibility to educate their children?



6. Solution to the Need

**Activity – Needs of a Child**

In small groups answer list the physical and emotional needs of a child.

Physical

Emotional

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

List the legal rights of a child.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- How long does it take to raise a child? 2 years/10 years/15 years /20 years or more?
- When should they become independent of the parents?

7. Report Back

Emphasize the time it takes to raise the children. How many can a couple parent?

When does Parenting begin?

Each group contributes 3 new points to the list until the list is complete.



## 8. Summarise

- Parenting is a shared responsibility and lasts a lifetime.
- It is the building block of the child's life.
- We need to spend more time training youth in parenting skills especially those without role models.

Role models are the best way to ensure a future generation of parents. Parenting skills take a long time to develop. It is not about KNOWLEDGE alone. Do you remember our very first session at WCFL? Remember the role play by Rita and Lucy (maybe recap here or even try repeating this role play) Knowledge alone does not change behaviour.

We need to find ways to develop parenting skills into the youth NOW before they become Parents.

***If we have not received good parenting it can still be learnt.  
We need to find ways to train you NOW in parenting skills so they  
can learn who to copy and who to listen to.***

We have seen how faithfulness and confidentiality are foundational life values needed to raise healthy relationships.

We also looked at HIV and STD and the affect on the community. Even if we are tested positive we can still remain good role models for our children. Despite many obstacles and illness we can still pass on to our children responsible loving parenting.

Despite the tragedy of losing a parent it is still possible to be a positive role model.

Did you know that if a father has a healthy relationship with his daughter when she is under 7 and under she is less likely to look for a boyfriend and have a sexual relationship when a teenager. Just saying "I love you" to your daughter can reduce the girl looking for love from another man by many years.

## 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.

People are watching your family. This does not mean we have to have a perfect family, there is not one. But families are precious to God and His design for harmony in the world. We need to preserve them and guard families from breakdown.

How can we plan to be good parents?

When it is time for a couple to begin their family, it is important to consider how they can do the best possible job in being good parents.

Are you ready to parent a child for the rest of your life?



## 11. Examples from the Bible

Psalm 139:13-16

*You created every part of me; you put me together in my mother's womb.*

*I praise you because you are to be feared; all you do is strange and wonderful.*

*I know it with all my heart. When my bones were being formed, carefully put together in my mother's womb, when I was growing there in secret, you knew that I was there—you saw me before I was born.*

*The days allotted to me had all been recorded in your book, before any of them ever began.*

Proverbs 22:6

*Start children off on the way they should go, and even when they are old they will not turn from it.*

## 12. Action Stack

**Action:** Both arms raised up and point fingers to the sky

**Key Message:** *Knowing the true Father Heart of God helps us become loving parents.  
I choose to follow his example.*





## United Nations Declaration of the Rights of the Child

1. *All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.*
2. *You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.*
3. *You have a right to a name and to be a member of a country.*
4. *You have a right to special care and protection and to good food, housing and medical services.*
5. *You have the right to special care if handicapped in any way.*
6. *You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.*
7. *You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.  
Your parents have special responsibilities for your education and guidance.*
8. *You have the right always to be among the first to get help.*
9. *You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.  
You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.*
10. *You should be taught peace, understanding, tolerance and friendship among all people.*



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# NOTES

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## 5. PARENTING STYLES

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### Trainers Notes

#### A. Aim

1. Helping youth to identify various styles of parenting helps them become better parents themselves. Seeing the way others parent helps us to learn and care for our own children.
2. For those who have never been parented loved and made to feel secure this can be a turning point in their life as they realize they can change the future.

#### B. Objective

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

- List the different style of parenting and the impact on family life
- Use drama to demonstrate different parenting styles.
- Recall the action stack quote

#### C. Training Materials Required

- Paper
- Markers

#### D. Preparation

First Activity – Choose 2 trainers to act out the Parent Styles Drama. They use the same scenario to give examples of Authoritarian (too strict), Absentee and Harmony.

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## 1. Introduction

So we have learnt parenting is an important building block for families and communities. But how do we parent? There are many styles of parenting.

### Activity – Demonstrate with Drama: Parenting Styles

Act out the same scenario three times to demonstrate three different styles of parenting.

- Authoritarian – too strict
- Absentee parents
- Harmony in the marriage and family

### Brainstorm – Parenting Styles – large group discussion

Can you describe some parenting styles? Ask the group to come up with words or phrases to describe different styles of parenting. Put the words they come up with into categories to describe the different styles. If they don't come up with them, here are some suggestions

- The absentee parent, not interested and unaware of the child's needs.
- Authoritarian, too strict, children fearful and hide their feelings
- Overprotected, children not allowed to explore, make mistakes or ask questions. and so child always trying to please parents and others.
- Spoiled, gives them everything they ask for, often gives money but not time.
- Balanced and harmonious, loved and valued

## 2. Define

What do we mean by parenting styles?

By parenting styles we mean;

***“Different ways of raising a child”***



### 3. Importance

Why is choosing a parenting style so important?

- We can identify different styles and this will help us choose how we want to parent.
- It reflects on how our parents treated us and improve on it for the next generation.
- We have the opportunity to choose to behave in a different way.
- It can help break cycles of abuse and poverty
- It will encourage us to continue good patterns of parenting

### 4. Imagine

**Imagine a world where people understood the consequences of how they parent. What would the next generation look like? How would our children be different?**

- We can bring a change to our communities
- Children can be loved and shown their true value.
- Relationships can be strengthened
- Break the cycle of domestic violence which reduces poverty.

### 5. Now

**What is the situation with families right now?**

- Street children
- Children struggling to know real love
- Wanting affection from their fathers
- Desperate for the love of the mother

Without these foundational qualities of loyalty and love provided by our parents we search for love, attention, acceptance from others. Young ones try to meet the expectations of their peers and follow the crowd to become accepted. This leads to random risky behaviour.

- Crime
- Depression
- Suicide
- Drugs and alcohol abuse
- Absentee parents
- Children left with house girls



## 6. Solution to the Need

### Activity – Role Play: Parenting Styles

In small groups the participants choose one style of parenting from the list they have just created, and demonstrate it in a role play.

Help the groups to choose 2 or 3 clear messages and make sure the script highlights these messages.

The person who analyses the role play ensures the messages are clear.

The following example is a suggestion that can be used if necessary.

#### Absentee Parenting

- This time the parents have only a few children but leave them in charge of the housemaid as they work long hours at good jobs and their focus is money and career.
- The housemaid is also young immature uneducated and gives poor advice to the young ones, especially the teenage girl who wants money.
- The housemaid encourages the daughter to find her own source of pocket money and not to be dependent on her parents. She tells her to grow up and become a woman. She is being a child and should grow up.
- Eventually the girl becomes pregnant and the drama unfolds with each parent blaming the other as well as the housemaid.
- Eventually domestic violence erupts and the housemaid leaves, the pregnant girl is on the street lonely, the other children are left alone to fend for themselves bewildered and frightened.

#### Analysing the Role Play (use two or three examples of these points)

- If you have to leave your children so that you can go to work it is important that the person you leave them with shares your values
- Father and mother together should bear the work of raising children
- Take time to listen to their needs
- The disorganized family has not devoted themselves to parenting.
- Money does not raise the children. Parents need to take time to do this themselves

## 7. Report Back

What have you learnt from the role plays?

What influences the way people parent?

- Your own parents
- Peer groups other young mothers copy each other,
- Media

It is a good time to talk about how helpful Marriage Guidance and Mothers Union and Fathers Union can be in the community.



## 8. Summarise

- Parenting is a shared responsibility and lasts a lifetime.
- It is the building block of the child's life.
- We need to spend more time training youth in this life skill.
- We need physical and emotional maturity to become parents.
- Now we have also learnt that parenting takes emotional maturity to make wise decisions.
- We have also learnt that we need to provide for the needs of our children and that we need an education so we can have jobs to provide for them.

## 9. Highlights

What were the take home messages from today for you?

## 10. Application

Taking drama to the community and giving clear messages. Help youth to see that they can become wonderful parents even if they have had poor parenting themselves. They can, with training, break the poverty trap created by poor parenting.

## 11. Examples from the Bible

Matthew 7:9

***Would any of you who are fathers give your son a stone when he asks for bread?***

Deuteronomy 6:5-7

***Love the Lord your God with all your heart and with all your souls and with all your strength. These commandments that I give you today are to be on your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.***

## 12. Action Stack

**Action:** Shaking your finger at an imaginary child (to demonstrate discipline)

**Key Message:** *I choose to discipline lovingly and have a healthy relationship with my children all their life.*



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# NOTES

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## 6. PLANNING A FAMILY

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### Trainers Notes

#### A. Aim

1. To learn about the ways we can use Family Planning methods to control our fertility and space out the number of children we want in our family.

#### B. Objective

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

- Quote some statistics around population and fertility rate.
- Be competent in use of the family planning flipchart.
- Demonstrate that the scope of WCFL training does not allow them to give individual advice and they must instruct people to attend a clinic.
- Acknowledge and know their limitations as a non medical person.
- Demonstrate the use of the RHB and in explain the different natural and medical methods
- Explain why FP is so important to reduce poverty and increase family prosperity
- Recall the action stack quote

#### C. Training Materials Required

- Paper
- Markers
- Magnetic Reproductive Health Board
- Fertility Cycle
- Story of the Seasons
- Family Planning Flip Chart
- Pregnancy Flip Chart
- WCFL Animation DVD, laptop and data projector (optional)

#### D. Preparation

Practise the 2 dramas for the introduction, using lots of people.

#### E. Facilitator Note

##### 1. Introduction

Split all the participants into two groups and get one to do the Over Crowded Family and one to do the Manageable Size family.

##### 5. Now

What are the statistics in your country? Here are some from Uganda:

- Average woman has 7 babies
- We have 36 million people
- 54% are under the age of 18



## 1. Introduction

We have seen that God has designed us to live in a true love relationship and provide for all these needs for our children. We have also seen that children have emotional and physical needs that can be best met when he or she is not living in an overcrowded home.

### Activity – Role Play: Family Size

Act out the following two role plays to demonstrate the difference the number of children can make in family life.

#### 1. The Overcrowded Family

- Parents who have so many children they cannot provide for them.
- The mother has too many children looks tired weak and is pregnant with another one on her back.
- Children are squabbling and asking for food
- Some older ones want to go to school
- One of them is sick, maybe malaria.
- Father returns home and sees the troubles; he looks stressed and unhelpful, as he feels overburdened.
- The Father cannot understand why God has not helped him and blames others for his failure to provide.
  - Why doesn't the government pay for the children's school fees?
  - Why doesn't someone help him get medical help for his children?
  - Maybe the church can help him? They run an orphanage and maybe they could take some of his children?

#### Analysing the Role Play

- What are the problems?
- Have you seen this in your community?
- What are the solutions?

#### 2 The Manageable Sized Family

- The same family parents but they have 4 children well-spaced.
- Even when one is sick with malaria they are able to cope. (Make sure that some problems arise life is not free of problems even with smaller families.)
- One parent stays with the family and the other takes a sick child to the clinic.
- They are happy well provided and there is a level of prosperity and health and control over their circumstances.
- The parents work as a TEAM.

#### Analysing the Role Play

- What differences do you see
- Did you hear how the father cares for the mother
- The children also watch this devotion and copy the parents behaviour.
- Fathers and mothers loving each other in true love are the beginning of a new generation.
- Can we choose how many children to have or does it "just happen?"



***So how do we combine a truly loving relationship  
and not have too many children?***

2. Define

What does Family Planning mean?

By Family Planning we mean

***“Making decisions together and choosing to have a baby so we can prepare and plan for the arrival of each child.”***

3. Importance

Why is family Planning so important?

- To love each child
- To provide for their basic needs
- To be ready to be a parent
- To live responsibly and care for our own children
- To keep the mother healthy
- To help the father meet his responsibilities
- To reduce maternal and under 5 year old deaths

4. Imagine

What would it look like if we all prepared for each child? What would our nation look like if we had manageable sized families with enough resources to love and nurture feed and educate our children?

- All children loved
- All children have their basic needs met
- Parents would manage their lives better and be able to prosper
- Nation would not be so dependent on aid



5. Now

- Orphanages
- Abandoned children leading to Street children
- Hungry and sick children

6. Solutions to the Need

### Activity – Small Groups

1. Use Pregnancy Flip Chart 1 page 1 to explain Child spacing.
2. Use the Understanding Natural and Medical Child Spacing Methods Flip Charts to explain different methods of family planning. Read and show the pictures.
3. Use the Reproductive Health Magnetic board and the Family Planning Flip Chart to explain the natural and scientific methods of Family Planning. Use Magnets H, E and D1, D2, D3.

Use the script for Male Anatomy from page 3-6

Write down any questions so a medically trained person can answer them.

### Activity – Small Group Discussion

- Can we train men and woman about family Planning even though we are not trained nurses? We can explain how it works BUT NOT personally give individual advice.
- Say “I do not know” if people ask questions beyond your understanding or scope of practise.
- ALWAYS send them to a Family Planning clinic. Where is your nearest Family Planning clinic?
- It is important that if you start this training in your community that you meet and talk with the local clinic about your training.
- Why is this so important?
- Arrange to meet them and show them your training kit/drama. Work together in the community before you set off and start your own. Work in with the Family Planning Clinic and let them know you are **untrained medically** but have **had some very basic first steps and would like to share this with the community and encourage them to visit the Family Planning Clinic.**



## 7. Summarise

We can see a planned family is Gods way of providing a loved and cared for child. Children can grow up in the security of knowing they were wanted and loved.

This is Gods design for harmonious living. Using proven scientific methods to control our fertility we can decide when to have a baby.

God has given creative and educated minds the skills to help us space our babies.

We use science and technology to improve our lives every day. All science can be used for either good or bad purposes. For example - cars and mobile phones.

Family planning can be used to improve our lives but can also lead people toward having multiple partners avoiding pregnancy.

Shifting youth away from risky behaviour starts with giving them the knowledge, skills and Gods perspective on life. We can challenge the current way of thinking and prepare their minds for a brighter future.

***Wise Choices for Life encourages lifelong marriages, abstinence till marriage and faithfulness within marriage. How many babies and how close together you have them is for couples to decide and communicate with each other. If you have the knowledge and the life skills you can utilise science and improve your lives by making your own wise decisions.***

## 8. Highlights:

What impressed you today about this subject?

## 9. Application

You can practise teaching this and use it in your settings.

We can use this basic knowledge in pre-marriage counselling, to young married, older couples who have had many children, teenagers and even older men and women who can then pass this onto the next generation.

You may like to reuse the DVD here.



## 10. Examples from the Bible

1 Timothy 3:12

***A church helper must have only one wife, and be able to manage his children and family well.***

1 Timothy 5:8

***But if any do not take care of their relatives, especially the members of their own family, they have denied the faith and are worse than an unbeliever.***

## 11. Action Stack

**Action:** Hold arms over imaginary pregnant belly and say:

**Key Message:** *Pop, pop, pop! How do we stop?*

*Every child should be planned and loved.*



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# NOTES

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## 7. MYTHS AND TRUTHS

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### Trainers Notes

#### A. Aim

1. To help the young people to identify the many myths that drive behaviour.
2. To help them to understand the importance of critical thinking and knowing the truth.

#### B. Objective

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

- Identify some of the common myths and explain the truths in an easy to understand manner.
- Recall the action stack quote

#### C. Training Materials Required

- Paper
- Markers
- Many strips of paper given to each group
- 3 Categories ready to place the myths under: True, Not True, Not Sure

#### D. Further Notes

Sometimes you need a fourth category “Personal” for some of the things people say.

#### 8. Summarise

- Some people are very sincere about a certain tradition.
  - Others are uncertain. Some laugh at old beliefs and some want to believe a bit of both, modern truths and traditional myths.
  - Never laugh or encourage others to laugh at their beliefs.
  - It is important to have a very affirming atmosphere when training.
- 



## 1. Introduction

We have been discovering many new things about pregnancy, childbirth and sexuality and even how men and women are created. Today we want to explore what is truth and what is a myth about this subject. This is often where cultures can alter their thinking, as we enlighten people about the effects of following a myth and the advantages of following truth. We identify some factors which drive our beliefs and therefore our actions.

## 2. Define

What is a Myth?

What is a Truth?

By a Myth we mean:

***Myth is a story or traditional way of thinking passed on to each generation. It may be originated in some truth or real event but maybe also be exaggerated and unproven.***

By Truth we mean:

***Truth is a proven reality, and the fact of what will or won't happen when certain actions are taken.***

## 3. Importance

Why is knowing the difference between the two so important?

Knowing what to believe and who to listen to can affect our behaviour, especially in the area of sexuality, parenting and pregnancy.

## 4. Imagine

Imagine if we all knew and followed the truth. Imagine if all our young people could identify the difference between truth and myth? How would that effect our young people's actions?

- Girls may not be pressured into playing sex with an older man when they know the truth about sex, conception and pregnancy
- Young people are more likely to follow the truth.
- Boys are less likely to be enticed by girls
- Young people are empowered to think critically
- Improve maternal health and nutrition.

## 5. Now

What is it like right now?

- People follow whatever they please.
- Not thinking about consequences
- Men and women are passing on myths to the next generation



## 6. Solution to the Need

### Activity – Small Group: Myth Busting

1. **Write down** all the sorts of things we have heard about in the community on the subject of sex, pregnancy, childbirth, antenatal care, family planning.

Eg Pregnant mothers should not eat eggs because \_\_\_\_\_ ?

Return to the large group and put them into 3 categories:

- True
- Not true
- Unsure
- Personal

## 7. Report Back

### Activity – Role Play: Myths and Truths

Put the Myths into categories up on the wall. Ask each group to decide on one MYTH and put it into a drama. The truth must be clearly heard.

One group member must come forward at the end and summarise the message so as each truth is clarified.

## 8. Summarise

- Identifying and talking about the various myths and traditions that become the cultural norm are important if we are to lead a generation away from poverty and into walking in the truth.

***If young people do not reveal their uncertainties and do not ask questions we do not know what they are thinking therefore we cannot challenge them and offer the truths.***

## 9. Highlights

What you have learned and enjoyed?

## 10. Application

We can practise telling others the truth about pregnancy, HIV and maternal deaths when the topics arise in conversation?

We can alter the paths many are on by challenging the myths with TRUTH?

We should give these truths to the youth?



## 11. Examples from the Bible

John 8:32

*Then you will know the truth and the truth will set you free.*

***Ignorance makes you vulnerable to exploitation.***

## 12. Action Stack

**Action:** A thinking pose, with your hand on your chin

**Key Message:** *Mmmmm is this truth or this myth? I must decide?*



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## NOTES

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## 8. NEEDS OF A PREGNANT MOTHER

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### Trainers Notes

#### A. Aim

1. To learn about the importance of good antenatal care
2. To learn how it can prevent maternal death and poverty.

#### B. Objective

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

- Know the needs of a pregnant mother
- Using the flipchart be able to read the importance of ante natal care.
- Be able to list some of the checks taken place in ANC
- Recall the action stack quote

#### C. Training Materials Required

- Paper
- Markers
- Pregnancy Flip Chart page 8-13

#### D. Further Notes

##### 6. Solution to the need

- Can TBA and unqualified people manage all these?
- Which mothers are in the HIGH RISK category?
- How can we alert the community to the mothers who are at risk?
- Who is responsible for these mothers receiving a higher level of care and preparation for birth?
- How can we alert the fathers to the dangers of pregnancy and helping them become responsible



## 1. Introduction

A few lessons ago we learnt about the physical and emotional needs of a child. These needs actually begin long before the baby is born. Today we discover what antenatal care is all about and why it is so important in reducing poverty.

## 2. Define

What is Antenatal Care?

By Antenatal Care we mean:

***“Protecting, advising and educating the parents before the new baby arrives.”***

Or

***“Preparation for childbirth, providing medical and emotional and physical well-being of the mother.”***

Or

***“Mothers, fathers, other family members and the community taking responsibility for the care of the unborn child.”***

## 3. Importance

Caring for the mother through antenatal care can reduce illness and disease and maternal deaths. The role of the midwife is to detect any risks in the mother and baby and parents toward healthy decisions about the birth. She should help the mother to prepare for a new born and creating a safe environment for her to give birth in.

## 4. Imagine

Imagine everyone having excellent Antenatal Care.

- Less mothers would die
- More immunization
- Healthier babies
- Improved care for HIV positive mothers



## 5. Now

- Very young mothers do not go to clinics
- They may not receive a welcoming attitude





- Older mothers may make time and save money for the Antenatal Care visits
- Many mothers are not aware of the signs of danger in pregnancy

### **True Story**

Once there were three mothers struggling to give birth in a major referral hospital. They had been in the hospital all night. They were all in obstructed labour. That means the baby's head would not fit through the pelvis. One was an older lady with many children at home. The other two were only very young.

If they do not receive an operation the mother might develop a fistula or a ruptured uterus. The baby might be born with brain damage or even die. The mother may die also.

The midwives called the doctor who came and examined them all. After each one he wrote in the notes:

“Needs a caesarean operation , call me when she has money to pay for it”

The doctor walked away and would not perform the lifesaving operation. The mothers and their families had no money and so they did not receive an operation in time.

**This is a common every day event but is preventable with changed attitudes toward birth.**

Are the doctor and midwives the only ones who are responsible for safe birth?

Mothers, fathers, parents and boyfriends must prepare for the birth of a baby.

Without some small savings toward the actual birth the mother might die or suffer life-threatening consequences.

Preparing and saving for birth is the responsibility of the father and parents and boyfriends.

***Wise Choices for Life really started because we realized the community had to understand the dangers and take responsibility themselves. Midwives and doctors cannot do much if mothers arrive too late without money.***



## 6. Solution to the Need

### Activity – Small Groups

Use Pregnancy Flip Chart pages 8-13 to teach how and why to care for pregnancy mothers. Using the list on the back of Page 9 discuss the things that midwives do to prevent mothers dying in pregnancy and childbirth.

Answers should include:

- Blood Pressure check to identify high blood pressure and pre-eclampsia which can cause seizures and death
- HIV to commence ARV and prevention treatment of MTCT at birth and breastfeeding
- Blood test to check for anaemia and give iron tablets
- Malaria treatment, use of bed nets and prevention medications (SP) x2 in pregnancy.
- Tetanus prevention. (Tetanus germs live in the stool of animals and humans and can easily transfer to the baby if born in unhygienic conditions)
- Measure the growth of the baby
- Measure the position of the baby
- Estimate the due date so the mother and father can prepare for the birth
- Listen to the baby's heartbeat.
- Check for STD treatments which can be given (prevents blindness in babies)
- De-Worming treatment. Worms can cause anaemia
- Teach her about good hygiene and nutrition
- Education about avoiding herbs that can poison, alcohol and drugs and smoking.

## 7. Report Back

In the large group ask them to recall the 14 points of antenatal care.

## 8. Summarise

The essential elements of antenatal care should be known by men and women to help them plan toward saving money for childbirth. The unborn baby is created by God and needs protection. A healthy life starts before birth. A healthy pre pregnant girl who is given meat, eggs, milk and fruit is more likely to carry a healthy baby.

## 9. Highlight

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

## 10. Application

Encourage new attitudes toward antenatal care. We can reach boys and girls with this new approach?

Even if their mothers did not go to clinics they can save and make time to go themselves.

Sometimes our parent did not go to clinics. This generation has the opportunity to do that.



## 11. Examples from the Bible

Psalm 139:13:16

***You created every part of me; you put me together in my mother's womb.***

***I praise you because you are to be feared; all you do is strange and wonderful.***

***I know it with all my heart. When my bones were being formed, carefully put together in my mother's womb, when I was growing there in secret, you knew that I was there—you saw me before I was born.***

***The days allotted to me had all been recorded in your book, before any of them ever began.***

## 12. Action Stack

**Action:** Holding an imaginary pregnant belly or pointing to tummy say

**Key Message:** *Who will take of me ? I am important too.*



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## NOTES

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## 9. GROWTH OF THE BABY, BIRTH AND THE NEEDS OF THE MOTHER AFTER THE BIRTH

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### Trainers Notes

#### A. Aim

1. To understand that the mother and new-born are in a critical stage after the birth.
2. The mother's body requires rest for healing, establishing breast feeding and bonding with the baby for 6 weeks after birth.
3. Helping the father realize his responsibilities in providing for them both.

#### B. Objective

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

- Using the Family Planning flipchart and RHB demonstrate the growth and development birth and needs of the mother and baby after birth.
- Explain the vulnerability and dependence of the unborn on the health of the mother
- Recall the action stack quote

#### C. Training Materials Required

- Paper
  - Markers
  - Pregnancy Flip Chart pages 2-7, 15-17, 20
  - Magnetic Reproductive Health Board
- 



## 1. Introduction

The unborn baby is the most vulnerable of all life. The new little life relies completely on the mother to provide all its growing food and protection.

We have seen that birth can be wonderful and miraculous but the growth inside the mother is something we cannot see. It is amazing. If we could actually see what was taking place inside as the baby grows we would view the pregnant women as a marvellous and wonderful part of Gods plan for creation.

Just because we cannot see it does not mean the baby does not exist. The little baby has its own identity has a mixture of mother and fathers characteristics and belongs in a family. The baby has grandparents, aunties, uncles and cousins and maybe brothers and sisters.

The relationships with all family should be forming a bond to welcome this new life into their world. In many cultures they begin to involve the new life into the family and have already named the baby.

Part of this bonding should be to encourage and provide time and money and transport for the mother to go to antenatal care in the community.

Promoting the involvement of men into the care of the unborn baby is essential to the mother receiving good antenatal care.

## 2. Define

What is Postnatal Care?

By Postnatal care we mean

***“The care given to the baby and mother for the first 6 weeks after birth.”***

## 3. Importance

Why is this important?

- Many mothers and babies die after the birth.
- Two of the major causes are bleeding and infection.

## 4. Imagine

Imagine what should the situation be?

- She would have support and food and not work hard. She should be resting and feeding the baby night and day.
- Imagine all the mothers getting good support and care after birth.



## 5. Now

What is it like right now?

- Mothers return to work almost immediately and many cannot breast feed adequately.

## 6. Solution to need

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## Activity – Small Groups

Using the Reproductive Health Board review sex, conception and pregnancy. Show the development of the baby and the reliance on the placenta.

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

**Place magnet D1 on the board**

This is sexual intercourse

**Place magnet A2 on the board**

This is ovulation and fertilisation

**Removed D1**

**Add A3 to the board**

The fertilized egg travels down to the uterus

**Remove A2 and A3**

**Add A4 to the board**

The fertilized egg embeds in the lining of the uterus.

**Remove A4 and add the 10 week foetus.**

Point out the placenta, the cord and the baby. The mother has now missed two periods.

The amazing growth of the baby is dependent on the mother. Her health and diet affects the growth of the baby. There is one organ not really focused on much. This is the placenta. It feeds and nourishes the baby until it is time for its birth.

After the baby is born it must breathe and feed for itself. After the birth the baby is a new individual with great needs for years to come. We are going to look at the needs for the first 6 weeks until the mothers body is back to normal.

**Remove the 10 week foetus and add the 14 week foetus**

The baby is slowly developing and growing the brain and the spine and internal organs.

**Remove 14 week foetus and add the 20 week baby.**

This is half way through the pregnancy. The baby is still too immature to be born. The baby continues to grow and completely relies on the mothers nutrition.

**Remove the 20 week foetus and add the 32 week baby**

The baby continues to grow and completely relies on the mothers nutrition

**Remove the 32 week foetus and add the 40 week baby**

Our baby is now ready to be born.

Also use the Pregnancy Flip Chart pages 3-6 to show the development of the baby.



## Activity – Small Groups : Care of the mother and baby after birth

Using the Pregnancy Flip Chart pages to teach on the following

- 15 Fever and pain after the birth of the baby
- 16 Immunisation
- 17 Monitoring the growth of the baby
- 20 The Beauty of Breastfeeding

### 7. Summarise

- Providing safe health care takes planning and saving to have money available.
- The new mother needs care and a clean safe home as she recovers from blood loss, soreness and extreme tiredness.
- Her body begins to make milk and she needs clean water and healthy food.
- Cow's milk is not good enough for a baby
- Young housemaids are not mature enough to be responsible for the baby.

### 8. Highlights

What you have learned and enjoyed?

### 9. Application

We need to ways to promote breast feeding in our community?

### 10. Examples from the Bible

Psalms 139:13-16

***You created every part of me; you put me together in my mother's womb.***

***I praise you because you are to be feared; all you do is strange and wonderful.***

***I know it with all my heart. When my bones were being formed, carefully put together in my mother's womb, when I was growing there in secret, you knew that I was there—you saw me before I was born.***

***The days allotted to me had all been recorded in your book, before any of them ever began.***

### 11. Action Stack

**Action:** Pretend to nurse a baby by rocking in your arms

**Key Message:** *Breast is best*





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## NOTES

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## 10. CHOOSING A PARTNER TO PROVIDE ALL THESE NEEDS

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### Trainers Notes

#### A. Aim

1. To think through all the needs and responsibilities of parents.
2. To identify the qualities I need in a father or a mother.
3. To know God’s design for parenting and relationship.
4. To help us abstain from sexual relationships outside of marriage.

#### B. Objective

- List the responsibilities and qualities of a mother and father to show knowledge of Gods design of parenting needs a true love relationship
- Recall the action stack quote

#### C. Training Materials Required

- Paper
- Markers

#### D. Preparation

Set up the room for a debate.

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## 1. Introduction

Now we know all the needs of a baby before and after birth, who will I choose to become the mother or father of my children?

How long does it take to find out about a person before having a sexual relationship? Should we have a sexual relationship before committing to each other?

## 2. Define

How would you define the term Marriage?

What is a traditional marriage?

By marriage we mean:

***The lifelong union and commitment of a man and a woman.***

## 3. Importance

Why is taking time to choose a partner so important?

Is marriage still important today or has it lost its significance?

Why did God create this union?

## 4. Imagine

What it would be like if everyone took time to carefully choose a lifelong partner?.

- Helping youth to choose wisely can reduce teenage pregnancy, maternal deaths and poverty.

## 5. Now

- How do we choose partners now?
- Do young people make their own decisions and what do they base these important decisions on?
- Do parents still choose their partners?

## 6. Solution to the need

### Activity – Choosing a lifelong partner

What character traits and values would you like to have in your partner?

Character Traits

Values



|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

### Activity – Debate

**“Our parents should choose our life long marriage partner.”**

Yes or No

Or

**“Men should have 3 wives to meet their needs?”**

Yes or No

### 7. Report Back

Get each group to list their top five character traits and values.



## 8. Summarise

- The process of living and learning to know Gods wisdom and purposes in our life can take a long time. Why do we rush into the most important relationship on earth?
- Youth are excited about love and relationships, sex and discovering their new potential.
- We need to take time and seek advice and really spend time learning about Gods plan for us.
- When we are young we may not be able to cope with a broken relationship.
- **God's design for marriage is for**
  - **Love**
  - **Comfort**
  - **Friendship**
  - **Protection**
  - **Spiritual growth**
  - **Fun**
  - **Provision for basic needs.**
- God wants families to prosper and have their needs needs met.

## 9. Highlight

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

## 10. Application

- We can promote marriage and faithfulness in our community.
- We can help youth choose wisely.
- We can help older parents to give children guidance.
- We could have parenting classes to help them guide their teenagers.

## 11. Examples from the Bible

Galatians 5:22-23

***But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.***

## 12. Action Stack

**Action:** Hold out arms and look to the left and to then to the right.

**Key Message:** *I choose to wait, and will practice abstinence before and faithfulness in marriage.*



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## NOTES

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## 11. APPENDIX

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### Family Planning Scenarios Training in the Community Using Short Role Plays

#### 1. Myth 1 – Family planning causes abnormal babies

Grace did not bother with contraception because she heard from friends that the pill was dangerous.

She heard that the lady in her village took the pill and her baby was born alive but 2 weeks later it died with a Big head.

- What can you say to help dispel this myth?
- What is the usual cause big heads in new-borns?

#### 2. Myth 2 – Family planning doesn't work

Jenny did not take the Pill because her friend spent money on the Pill and she still got pregnant. It seems a waste of money and does not work.

- What can you say to correct her thinking about the Pill?
- When and how often should the Pill be taken?
- Does it cost more to buy the Pill or raise a child?
- What is the cost of the Pill for 3 years?

#### 3. Myth 3 – Family planning side effects dangerous

Barbara started taking the Pill but found she was putting on weight and had headaches. She stopped taking it. She is now pregnant and has 4 children less than 7 years.

- Suggest other options for Barbara.
- Where should she go for help in understanding side effects?

#### 4. Myth 4 – Family planning does not please God

James and Debra have one child. James told Debra not to ever take contraception because he wants to please God and have many children. He said she should also want to use all her eggs that God gave her and that contraception kills her eggs. If she took pills or injections or he used a condom, God would not bless them. James is not working and waits every day for work cutting sugar cane. Debra is unsure about his ideas.

- What could you say to help James in his thinking?



## 5. Myth 5 – Infertility is a curse

Simon and Judith have been together for 4 years and want children. Simon is anxious and this worries Judith. Simon's friends tease him about not having children.

- What advice do they both need?
- Where should they go for advice and is this something you can advise them on?
- Are there natural cheap things they could do while waiting for advice?

## 6. Myth 6 – Having many children brings prosperity

David is 25 and wants to have a wife and children when he can afford them. He is under pressure from parents to hurry up and start a family. They want to become grandparents very soon. They think there is something wrong with him.

- What answers can he give his family?
- Help him explain some new ways of thinking to his parents.



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## 12. MONITORING AND EVALUATION

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### 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 1</b> | <b>What is Confidentiality?</b>  |
| 2.1.1           | If someone tells me something sensitive or private, I would keep it to myself      |
| 2.1.2           | It is ok to talk about other people's sensitive issues with people in my community |
| 2.1.3           | When somebody is at risk, I should speak up  |

|                 |   |
|-----------------|---|
| <b>Lesson 2</b> | <b>What is Faithfulness?</b>  |
| 2.2.1           | It is fine to have several sexual partners at the same time                             |
| 2.2.2           | It is ok to take something which belongs to someone else if I really need it or want it |

|                 |  |
|-----------------|--|
| <b>Lesson 3</b> | <b>HIV / STDs</b>  |
| 2.3.1           | There is more than one way to stop contracting HIV/AIDS. |

|                 |  |
|-----------------|--|
| <b>Lesson 4</b> | <b>Parenting</b>   |
| 2.4.1           | A child has the right to be loved and cared for.   |
| 2.4.2           | It is just as important for the father to show love and care for his children as for the mother. |

|                 |   |
|-----------------|---|
| <b>Lesson 5</b> | <b>Parenting Styles</b>   |
| 2.5.1           | The way I raise my children will have consequences for the rest of their lives. |
| 2.5.2           | I should treat my children in the same way my parents treated me.               |

|                 |  |
|-----------------|--|
| <b>Lesson 6</b> | <b>Planning a Family</b>   |
| 2.6.1           | It is good to have many children, even if we don't have the resources to properly care for them  |
| 2.6.2           | It is better for my health (or the health of my wife) if we limit the number of children we have |
| 2.6.3           | It is good to space out when you have children rather than have them too close together          |
| 2.6.4           | A woman should have an equal say in decisions regarding family planning                          |

|                 |   |
|-----------------|---|
| <b>Lesson 7</b> | <b>Myths and Truths</b>   |
| 2.7.1           | If I don't the answer to a question, I should make the answer up so I don't lose face |

|                 |  |
|-----------------|--|
| <b>Lesson 8</b> | <b>Needs of a Pregnant Mother</b>                                      |
| 2.8.1           | A traditional birth attendant can manage a complicated pregnancy       |
| 2.8.2           | Good antenatal care is important for the health of the mother and baby |

|                 |  |
|-----------------|--|
| <b>Lesson 9</b> | <b>Growth of the Baby, Birth and the Needs of the Mother After the Birth</b>   |
| 2.9.1           | The mother's body requires rest for healing, establishing breast feeding and bonding with the baby for 6 weeks after birth |
| 2.9.2           | It is ok to give a child cow's milk in the first few months of their life  |

|                  |   |
|------------------|---|
| <b>Lesson 10</b> | <b>Choosing a Partner to Provide All These Needs</b>  |
| 2.10.1           | Choosing who will be my husband or wife is one of the most important decisions I will make. |



# 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*