

Training Manual

Module 3



WISE
CHOICES
FOR LIFE

empowering communities to

break the poverty cycle

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FACILITATOR NOTES

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 2 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



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	



DEVOTION IDEAS



ICE BREAKER / GAME IDEAS



INTRODUCTION TO MODULE 3

So the journey of life now continues.

We started in Module 1 with conception and growth of a baby, talked about true love relationships and family prosperity.

In Module 2 we discussed and debated family size and dangers of teenage pregnancy and its relationship to the inter-generational poverty cycle.

So now we continue to explore more of Gods great plans for our lives and look at the environment. He has also given us dominion over the land animals and water ways.

So we are going to focus our attention on the impact of high population growth on the land He has given us.



1. FATALISM AND HOPE

A. Aim

1. To identify the differences between fatalism and hope and how they affect decision making within the community.
2. To help change attitudes of fatalism moving towards hope.
3. To empower people towards this choice.

B. Objective

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

- Define fatalism and hope
- Be able communicate the impact of these 2 attitudes on relationships and community.
- Recall the action stack quote

C. Training Materials Required

- Paper
 - Markers
-



1. Introduction

Fatalism is having an attitude of being defeated by circumstances around you.

Hope is being optimistic and confident and more in control of your future.

These 2 attitudes and outlook on life help us make decisions. If we have hope we are more likely to resist some activities and wait for a better opportunity.

We learnt back in Module 1, Day 1, Lesson 1 that knowledge and skills changes attitudes then builds habits and so behaviour is altered. Remember the drama of learning to drive the car.

Today we focus on 2 attitudes that really drive people's behaviour.

2. Define

What is Fatalism?

By Fatalism we mean

I cannot change my circumstances so there is no point in trying.

What is Hope?

By Hope we mean

I believe things will get better and so I will work towards it.



3. Importance

Why is this important?

Activity – Brain storm

What is the difference between a community that displays attitudes of Fatalism or a community that displays attitudes of Hope?

Answers could include

- Hopefulness encourages creativity and hard work to reach goals.
- Fatalism discourages anyone moving out of their situation to improve themselves, they become passive and inactive.

4. Imagine

What would our communities look like if there was more hopefulness?

- Communities would be empowered to work together toward a better tomorrow.
- Giving children hope and opportunity by encouraging them and praising them affirming them.
- It could be creative and explore how we can improve our lives.
- It would be strong and encourage youth to make positive changes to care for the world.
- Can we empower this generation to lead others with Hope?
- People would stay in school longer if there was more hope for the future

5. Now

What does the attitude of fatalism look like in a community?

What behaviour does it cause?

- Random behaviour that satisfies urgent needs.

6. Solution to the Need

ACTIVITY – Role Play: Fatalism and Hope

Using the same situation have two different groups perform a role play but having different outcomes because the youth have different attitudes.

- First role play has an attitude of Fatalism
- Second role play has an attitude of Hope.

Here are some ideas. A situation involving

- Alcohol
- Going to a party
- Watching pornography
- Taking drugs
- Attending school
- Waiting for true love



Activity – song or Dance

Make a song /dance around the subject of **HOPE** is our **CHOICE**.

Put the song and dance and drama into a presentation for the graduation.

7. Report Back

Summarize the key teaching points.

Unless there is a shift of thinking around sexuality, pregnancy, population growth and parenting, Uganda will remain the same for the next generation.

Empowered youth can make changes in their circumstances if they have an attitude of hope.

8. Highlight

What impressed you about this session?

What have you learnt and enjoyed?

9. Application

Apply your learning in the community, through church, school and other places.

I see potential in us all here to change Uganda.

10. Examples from the Bible

1 Corinthians 13:7

Love always protects, always trusts, always hopes, always perseveres.

11. Action Stack

Action: First slump your shoulders, hang your head down, looking weak and vulnerable. Then, stand tall, looking ahead with your eyes held up high in confidence and hope.

Key Message: *I will not be defeated by circumstances. I will go forward in hope.*

Hope Brings Life.



NOTES



2. POPULATION GROWTH AND THE ENVIRONMENT

A. Aim

1. To bring awareness of the high population growth and its impact on our nation.
2. To highlight our personal responsibility in regard to population growth.
3. To understand that God has designed us to look after the environment.
4. To identify the impact of population on the environment
5. To revisit the original vision of Wise Choices for Life and the poverty trap

B. Objective

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

- Quote important statistic about Uganda pop growth rate.
- Effectively communicate our responsibility to care for the land and environment as God designed.
- List the environmental problems facing Uganda
- Be able to analyse the main message from the DVD animation “what will you choose”
- Recall the action stack quote

C. Training Materials Required

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



1. Introduction

We have discovered a lot over these past 2 modules about responsibility of our sexuality, pregnancy, childbirth and families but

Now we have to shift our mind to a bigger picture, our whole nation.

Who is responsible for the environment and taking care of the land, the animals and the trees?

The impact of Uganda's increasing population.

Uganda is a developing country and has not had properly planned systems in place prior to the high population growth. So knowledge about family planning was not catered for and has come about much later.

The huge population growth has led the country to:

- high poverty levels
- low education
- a high maternal mortality rate.

2. Define

What do we mean by environment?

By environment we mean:

The natural world, especially as affected by human activity.

THE ENVIRONMENT is what surrounds man.

The environment needs man just as man needs the environment. For this reason man needs to protect the environment if he is to live comfortably. Where man has tried to be hostile to the environment, the environment has paid back by far more hostility.

For example, in Budada where man encroached on the environment it paid back by the landslides which killed over 350 people. Lake Victoria has reduced the production of fish, its waters have changed color to greenish and many living organisms have died. Internationally we have the global warming which is likely to cause a lot of changes in the temperatures in the world.



What does total fertility rate (TFR) mean?

By total fertility rate (TFR) we mean?

The average number of births a mother has before she reaches menopause. (45 years)

If it is under 2 it is very low

If the TFR is over 6 it is very high

Does anyone know Uganda's TFR?

Answer is 7 !!!

3. Total Fertility Rate

Here are some facts from Uganda:

Uganda is one of the world's poorest countries where 31% of its total population lives below the poverty line because they can't earn one dollar per day. In spite of this, Uganda remains one of the countries with the fastest growing population. Annually there are 1.2 million babies born, Uganda's total fertility rate is the third highest in the world with an average of 7 births per woman.

Uganda has maintained high fertility rates for the past decades and there are no signs of a quick reduction in the years to come. Given the annual population growth rate of 3.2%, Uganda's population doubles after every 20 years.

Uganda's population was:

- 4.8 million in 1950
- 6.7 million in 1999
- 24.3 million in 2002
- 33.0 million in 2010
- 37.6 million in 2013

Uganda is growing faster than every other African country, and if such trends continue, its population is estimated to be 130 million people by 2050 (NPP 2008).

By Jonan Natamba Bsc. Population Studies (MUK)

54% of Uganda's population is under 18 years old and they will begin producing about 7 babies each in the next 15-20 years.



4. Importance

What is a manageable sized family?

We are going to look at some facts and figures around population growth and do a small math's exercise in our own community.

Activity – Maths Exercise

Using the facts about fertility rate we can do a maths exercise right here.

- How many girls in the room?
- How many babies in the room would each girl like to have? (make an average)
- The average number in Uganda right now is 7.
- Subtract the number in B from the number in C and times it by A and we get the number of babies that are produced that have not been planned for or that the woman is not prepared for.


A _____

B _____


7 - _____ (B) = _____ x _____ (A) = _____

As it is NOW


20
girls



Have **7**
babies each




= **140**
more children in the village




As it is COULD BE

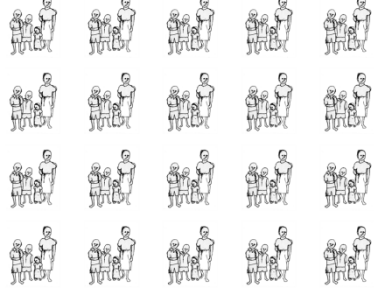
20
girls



Have **4**
babies each



= **80**
more children in the village




God's design: Looking after our families, our land and our nation.

God has asked us to take care of the land He gave us. We are dependent on the land for a sustainable food supply for next generations

God planned for people to live in families to take care of each other. We all need to take care of the young, the old and the sick, so that everyone is loved, fed and healthy. We also need to take good care of the land around us. Then it will reward us with the clean water and the food supply that our families need

***God loves us and gave us the job of looking after
the beautiful land we live in.***

5. Now

What are the environmental issues facing Uganda today?

What is it like right now?

Identify environmental issues in your locality which have been caused by high population.

- Pollution,
- Landslides
- Water supply
- Air pollution
- Over crowded
- Not enough schools
- Not enough housing or roads
- Poor health care

Population entrapment

Unsustainable population increase has put pressure on the land's capacity to feed everyone. This has caused the destruction of the ecosystem and inefficiency in resource distribution to meet the basic needs of the people. The impact of the overstretching population has caused some parts of the country to experience severe floods, landslides, and serious droughts as a result of damaging the ecosystem. Tribal conflicts over land have occurred in some areas as well.

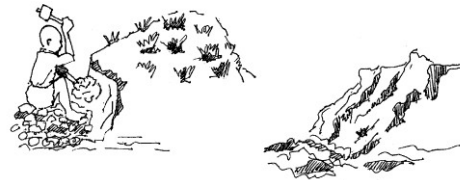


Man's activities can lead to environmental degradation

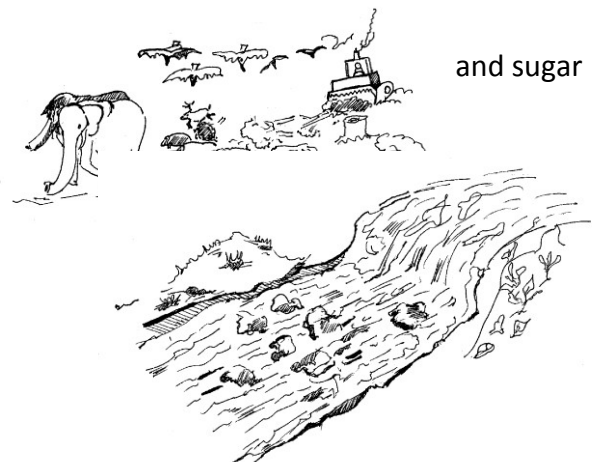
- Cutting trees for charcoal and construction has led to widespread erosion and altered forests. Habitats many animals are been lost.



- Settlement in wetlands causes changes to the swamps and ecosystems.
- Stone quarry mining can lead to landslides.



- Deforestation occurs when factories plantations are developed.
- Plastic bags build up and choke the streams and rivers. This leaves polluted rivers and soil degradation.



Population growth can lead to conflicts and wars

- Disputes over land ownership have led to fighting wars and deaths.

Population growth can affect all other areas of economic growth.

- Overcrowded hospitals.
- Overcrowded schools.
- Inadequate sanitation.



By the year 2050 Uganda will have 150 million people. Most will be uneducated and without land, jobs or enough food. To get out of the Poverty Trap we all need to work together.

6. Imagine

Activity – Watch DVD: What will you choose?

Watch the 2 min DVD

What could the situation be? Imagine our country being in harmony with animals, land, rivers, mountains and trees.

If young people learned how to control their family size, it would enable them to reduce their level of poverty.

Instead of having 7 babies or more they could:

- Finish education and begin saving before the first baby arrives.
- Space each child so they thrive and the mother remains healthy.
- Reduce the size of families to a manageable number.

Imagine a Uganda where

- all our children are cared for
- there are enough jobs for all
- every child is able to access education
- every person can get the health care they need
- It is essential to know what the growth rate of your nation, city and community is for planning purposes so that you can provide enough schools, hospitals and other essential infrastructure.



7. Solution to the Need

Choose from the following activities.

Activity – Small Groups

List the cultural and peer pressures toward having large families.

Activity – Debates: How many children should we have

Genesis 1:28 God blessed them and said to them, “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”

This means we should all have as many children as possible.

YES or NO

Large families help Uganda Prosper

YES or NO

Activity – Role Play: Population Growth

A man has 7 children but wants to send them to school. He cuts down trees on his land to make charcoal and sell it for school fees. Soon he runs out of trees and still some children cannot go to school. Soon the rains come and wash away the soil and cause a landslide. The land he did own is now poor quality, as he wife cannot even grow cassava. He is left now very poor and family are hungry.

Have one person lead the group in analysing the role play.

Bring home a clear message of personal responsibility about family size, planning for the future and our responsibility to care for the land.



Activity – Case Study: Population Effects on the Environment

Read through this case study and discuss it in your Small Group

This short story about the unwitting ways poverty is caused in the Third World countries like Uganda. This example comes from Pallisa District.

Pallisa, one of the Districts in Eastern Uganda, has two major tribes, namely the Iteso and the Gwere. Both tribes believe in polygamy and having many children. To them many wives in a sign of wealth and many children is a source of security. From the many children the heir must be one of the boys, while having many girls means a particular family gets a lot of cows to come in a form of dowry. (bride price)

These two factors have a serious impact on the wives as they compete in the bearing of male children. Each wife strives to ensure that she bears baby boys from whom the heir might be selected and who is to take over the wealth of the father.

The wife who bears only girls feels that all the bride wealth from her daughters will be taken by the sons of the other wife. Hence she continues bearing more and more children with the hope that in the process she can have a baby boy.

Case Study

Olupot had two wives, namely; Ademere who was the first wife and Nagooku the second one. Ademere produced five girls consecutively without a baby boy, while Nagooku produced three boys and three girls.

Ademere was forced to produce five more children in an attempt to get a baby boy, which unfortunately she did not.

Olupot end up getting sixteen children. Three boys and thirteen daughters.

Discuss What environmental and family impact will this have on Pallisa District?

8. Summarise

What are the key actions we can take?

“The Millennium Development Goals, particularly the eradication of extreme poverty and hunger cannot be achieved if questions of population and reproductive health are not squarely addressed and this means stronger efforts to promote women’s rights and greater investment in education and health including reproductive health and family planning”

Kofi Anan



9. Application

We all must decide using our God given Wisdom how many babies we produce and how often and who is to be the mother or father of our child. People who are ignorant cannot make these decisions, so it is our job to lead them closer to making wise decisions using critical thinking. This will provide a healthier future for us all.

***When we reduce poverty through responsible planning of families
our environment will be under less strain.***

10. Examples from the Bible

Gen 1:28

Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."

Psalm 24:1

The earth is the LORD's, and everything in it, the world, and all who live in it;

Psalm 8:3-9

When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is mankind that you are mindful of them, human beings that you care for them?

You have made them a little lower than the angels and crowned them with glory and honour. You made them rulers over the works of your hands; you put everything under their feet: all flocks and herds, and the animals of the wild, the birds in the sky, and the fish in the sea, all that swim the paths of the seas.

LORD, our Lord, how majestic is your name in all the earth!

11. Action Stack

Action: Use your hands to wriggle as a fish swimming and birds flying.

Key Message: "Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground." (Genesis 1:28)



NOTES



3. A SHIFT IN THINKING

Can people really change the way they think?

A. Aim

1. To explore the ways people can shift their thinking.
2. To challenge the concept that all poverty reduction programs need a lot of money. We can use our own creativity too.

B. Objective

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

- Participate in a debate and clearly explain that there are ways to shift community thinking and create social change.
- Recall the action stack quote

C. Training Materials Required

- Paper
 - Markers
-



1. Introduction –

All around the world religions cultures and families have rules and expectations about marriages sex and pregnancy. Helping people to shift their thinking and changing their attitudes and preparing for parenthood is the core of WCFL ministry.

Do we really believe this is possible?

2. Define

What does a “cultural shift in thinking” really mean?

By a Cultural Shift in Thinking we mean

A community or a group of people changing the way they think about a certain issue from one thing to another.

3. Importance

Why is it important to help people think critically and analyze their circumstances and make their own decisions about family traditions and expectations?

4. Imagine

How can a shift in thinking about Reproductive Health/Gender affect Uganda?

5. Now

Traditional thinking and cultural norms drive the thinking in Uganda. Other influences are the media and peer pressure. Media often follow western ideas and often clash with traditional ideas around sexuality and gender roles. This can leave older people to despair about youth leaving traditional ways.

6. Solution to need:

We have discovered that many skills and some knowledge is needed to alter behaviour.

How can we as Christians contribute to the next generational thinking?

All societies have taboos and restraints about relationships and sexuality. This generation seem to want no restraints and rules.



Activity – Small Groups: Discussion

What traditions should we encourage and what ones can we let go so we become more harmonious society as God wants us to be?

Discuss this as a group and come up with some real answers that can be applied.

Here are some other statements for debate / discussion.

We should return to the old traditional ways of thinking because it was easier to control teenage sexuality.

The modern way for young people is to stay in school longer, this only leads to delaying having a family and makes controlling and disciplining sexuality too hard. This causes the issues like unwanted pregnancy HIV etc.

How can we be drivers of the next generations thinking?

How can we influence many?

7. Report Back

Each small group should share two strategies with the large group..

8. Summarise

It is possible to shift thinking. We are the channels for that change. We have the access to many channels and freedom to express those values.

Let's remain committed to be a part of the change and use all our resources available to us to prevent maternal mortality and alter the future poverty level for many.

9. Highlights

Tell me what you have learned and enjoyed from the whole WCFL course?

10. Examples from the Bible

2 Corinthians 5:17

Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!

11. Action Stack

Action: Make your hand a talking hand and then a fist that pumps the air!

Key Message: *Words without action are useless, we are agents of change!*



NOTES



4. PLAN OF ACTION

A. Aim

1. To become confident in planning a WCFL lesson to deliver into the community.

B. Objective

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

- Plan a lesson for their community
- Take part in monitoring and evaluating the WCFL program
- Be able to complete the lesson-tracking sheet and report to their Regional Coordinator
- Recall the action stack quote

C. Training Materials Required

- Paper
 - Markers
 - Notebooks/pens
 - Training aids
-



1. Lesson Plan

We have taken you through the many life skills and medical knowledge needed to make wise decisions and prevent poverty. Now we encourage you to make up your own lessons and lead people to make their own decisions.

Activity – Prepare a Lesson Plan

Working in groups of 5 people, choose a lesson that has impacted you from the 3 modules and think through ways to give this lesson to a group of senior students. Use the table on the following page to answer these questions.

1. You are to write down an outline of the lesson – DON'T actually give the lesson.
2. You must suggest the time place and the venue.
3. Who is the target group?
4. Who will be the facilitator?
5. You may need to get permission from leaders teachers or authorities.
6. You are to organize transport and any items you need to bring along
7. Do you need to make a budget for this activity?
8. Do you need to have a medically trained person with you for this lesson, or is it a non-medical subject?
9. Who and where will you send them to for further information?
10. Use the activities that you think will impact them the most. Drama/ Debate/ Discussion/ Game
11. Make a list of the summing up points.
12. Organise a date and time for you to practice delivering this lesson.



Wise Choices for Life Lesson Plan

Date	
Time	
Venue	
Lesson Title	
Target group	
Facilitator	
Permission required? Who from?	
Transport organised	
Training Materials required	
Budget	
Medically trained person required? If so, who and have they been invited?	



<p>Who are you going to refer them to for further information?</p>	
<p>Briefly outline your activity.</p>	
<p>List your summing up points.</p>	



5. APPENDIX

Here are some questions you might like to use in your church, community or school to generate discussion and help shift thinking.

1. Are there many under 18 year-olds in your community?
2. How many babies do the men and women in your community produce?
3. Is poverty produced by people? Is it preventable for the future generations?
4. Who is responsible for the earth and our environment?
5. Who is responsible for caring for each child we bring into the world?
6. Who should care for the orphans and widows and vulnerable youth?
7. God has given us the land to enjoy and to multiply and fill the earth. Is Uganda full?
8. Are we caring for the land?
9. Are we caring for each child as God wants us to?



6. 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.

Lesson 1	Fatalism and Hope
3.1.1	I cannot change my circumstances so there is no point in trying
3.1.2	If I work hard I can make a difference to my life
3.1.3	I believe things will get better and so I will work towards it

Lesson 2	Population Growth and the Environment
3.2.1	'Go forth and multiply' means I should have as many children as I can
3.2.2	It is important to care for our land and the environment
3.2.3	The number of children I have will impact on the future of our local environment

Lesson 3	A Shift in Thinking
3.3.1	It is good for traditional beliefs to be challenged when we have new information
3.3.2	It is important to continue with cultural practices even if we know they are not good.



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 ¹	Result at beginning ²		Result at end ³	
	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*