



A Refreshers Course on Life Skill Training

For the Adolescents
Duration: Three (3) days
Adolescent Girls Initiative (AGI) program



Introduction

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. As it helps to increase employee's job knowledge, skills at each level and the productivity, so after getting proper training participants will be able to make the program more acceptable and sustainable.

The idea of AGI came about as was noticed that many of the BRAC Adolescent Primary Schools graduates who cannot continue their study in higher grades in the formal institutions tend to relapse into ignorance and illiteracy. An idea to establish centers equipped with reading materials was realized in 1993 in Bangladesh, mainly to encourage adolescent girls to retain their literacy, numeric, and life skills. Later on, the program arranged issue based life skills training for adolescents using an innovative and adolescent empowering methodology where the selected adolescents themselves were trained to provide training to their peers.

Course Focus:

To equip participants with appropriate information, and knowledge for positive behavioral change in the club in regards to the issues that affect adolescent girls.

Major Contents:

- Introduction to life skills
- Adolescent sexual and reproductive health
- Menstruation and menstrual disorders
- Leadership among adolescents
- Gender and bride price
- Early pregnancy, FRIENDS WITHOUT MARRIAGE, NO CHILD
- STDs
- HIV/AIDS
- Family planning
- Rape
- Responsibilities towards family and community

Course designed:

Adolescent Leaders and club members

Duration:

03 Days

Methodologies:

To make the course more participatory, interesting and effective, the following methods will be used:

- Lecture
- Small group discussion and presentation
- Large group discussion
- Brainstorming
- Case study
- Demonstration
- Role play
- Energizers
- Video show
- Post test for evaluation

Materials:

- ✓ Handout
- ✓ Notebooks
- ✓ Pens
- ✓ Flip charts
- ✓ Markers
- ✓ White Board
- ✓ White Board Markers
- ✓ Illustrations
- ✓ Masking tape
- ✓ Pair of scissors
- ✓ Training modules and
- ✓ Evaluation papers.

Evaluation process:

It is important in testing if the purpose and objectives of the session have been achieved. This can be done through;-

1. The trainer asking questions at the end of each session on every issue discussed.
2. Let participants evaluate the training by allowing them to ask questions
3. Have a posttest

Course objective:

On completion of the course, the participants will be able-

1. Describe and put into practice the life skills in their day-to-day lives.
2. Organize adolescent members for the training sessions.
3. Improve on the inter-relational and effective interpersonal communication skills during facilitation.
4. To enhance their capacity on different life skills including general health and hygiene, awareness on HIV/AIDS, reproductive health, etc.

Content in Detail

1. Basic concept of BRAC and BRAC South Sudan:

2. Life skills:

Meaning of life skill

Categories of life skill;

- ✓ Skills of making effective decisions
- ✓ Skills of knowing and living with others
- ✓ Skills of knowing and living with oneself

Benefits of skills

Contribute to change knowledge, skill, attitude and behavior

3. Adolescent sexual and reproductive health:

Meaning of adolescents

Changes in the body

Components of reproductive health

Complications that may occur during adolescence

4. Menstruation and menstrual disorders:

Meaning of menstruation

Complications during menstruation

Changes towards/during menstruation

Hygiene;

- ✓ Categories of hygiene
- ✓ Importance of hygiene

5. Leadership among adolescents:

Definitions of leader

Qualities of a good leader

Behavior to avoid when in leadership

Way through which people become leaders

6. Gender and bride price:

Meaning of gender

Gender imbalance

- Common areas of gender imbalance

Problem that arise due to early pregnancy

Prevention early pregnancy

Friends without marriage, no child

7. Early pregnancy:

Definition of early pregnancy
Factors that lead to early pregnancy
Gender issues that affect adolescents
Relationship between bride price and early marriage
How the situation can be address

8. Sexually Transmitted Diseases:

Definition of Sexually Transmitted Infections
Types of Sexually Transmitted Infections
Way of spreading/transmission
Effects of Sexually Transmitted Infections
How can we prevent this infection

9. Family planning:

Definition of family planning
Types of family planning

- Hormonal method
- Barrier method
- Natural family planning
- Importance of fertility regulation
- Reasons why some individuals do not use family planning methods

10. Human Immune Virus (HIV) /Acquire Immune Deficiency Syndrome (AIDS):

Meaning of HIV/AIDS
Way of transmission
Signs and symptoms
Effects
Prevention

11. Rape:

Meaning of rape
Circumstances that might lead to rape
Outcomes of rape
The possible offenders of rape
Whom to report to incase one is raped
How to avoid being raped

12. Responsibilities towards family and community:

Definitions
One has to be responsible in the following ways
Examples of responsibilities

BRAC South Sudan Life Skill Training Refreshers Schedule

01st day

| # | Time | Topic | Resource person |
|----|----------------------|--|-----------------|
| 01 | 09:00 – 09:45 | Welcome and opening mood Course Introduction and Objectives Knowing Each Others Expectations and Fears Group formation Norms setting | |
| 02 | 09:45 – 11:00 | BRAC South Sudan: Introduction Vision, Mission, Objectives and Values Documentary film on AGI activities | |
| | 11:00 – 11:30 | Health Break | |
| 03 | 11:30 – 13:00 | Life skills: Meaning of life skill Categories of life skill; ✓ Skills of making effective decisions ✓ Skills of knowing and living with others ✓ Skills of knowing and living with oneself Benefits of skills Contribute to change knowledge, skill, attitude and behavior | |
| | 13:00 – 14:00 | Lunch break | |
| | 14:00 – 14:45 | Continuation..... | |
| 04 | 14:00 – 16:00 | Adolescent sexual and reproductive health: Meaning of adolescents Changes in the body Components of reproductive health Complications that may occur during adolescence | |
| 05 | 16:00 – 16:30 | Review and day close | |

2nd day:

| # | Time | Topic | Resource person |
|----|----------------------|--|-----------------|
| 06 | 09:00 – 09:30 | Welcome and opening mood Previous session review | |
| 07 | 09:30 – 10:30 | Menstruation and menstrual disorders: Meaning of menstruation Complications during menstruation Changes towards/during menstruation Hygiene; ✓ Categories of hygiene ✓ Importance of hygiene | |
| 08 | 10:30 - 11:00 | Leadership among adolescents: Definitions of leader Qualities of a good leader Behavior to avoid when in leadership Way through which people become leaders | |
| | 11:00 – 11:30 | Health Break | |
| | 11:30 – 12:00 | Continuation..... | |
| 09 | 12:00 – 13:00 | Gender and bride price: Meaning of gender Gender imbalance ▪ Common areas of gender imbalance Problem that arise due to early pregnancy Prevention early pregnancy Friends without marriage, no child | |
| | 13:00 – 14:00 | Lunch break | |
| 10 | 14:00 – 15:00 | Early pregnancy: Definition of early pregnancy Factors that lead to early pregnancy Gender issues that affect adolescents Relationship between bride price and early marriage How the situation can be address | |
| 11 | 15:00 – 16:00 | Sexually Transmitted Diseases: Definition of Sexually Transmitted Infections Types of Sexually Transmitted Infections Way of spreading/transmission Effects of Sexually Transmitted Infections How can we prevent this infection | |
| 12 | 16:00 – 16:30 | Review and day close | |

3rd day:

| # | Time | Topic | Resource person |
|----|----------------------|--|-----------------|
| 13 | 09:00 – 09:30 | Welcome and opening mood Previous session review | |
| 14 | 09:30 – 10:30 | Family planning: Definition of family planning Types of family planning <ul style="list-style-type: none"> ▪ Hormonal method ▪ Barrier method ▪ Natural family planning ▪ Importance of fertility regulation ▪ Reasons why some individuals do not use family planning methods | |
| 15 | 10:30 - 11:00 | Human Immune Virus (HIV) /Acquire Immune Deficiency Syndrome (AIDS): Meaning of HIV/AIDS Way of transmission Signs and symptoms Effects Prevention | |
| | 11:00 – 11:30 | Health Break | |
| | 11:30 – 12:00 | Continuation..... | |
| 16 | 12:00 – 13:00 | Rape: Meaning of rape Circumstances that might lead to rape Outcomes of rape The possible offenders of rape Whom to report to incase one is raped How to avoid being raped | |
| | 13:00 – 14:00 | Lunch break | |
| 17 | 14:00 – 15:00 | Responsibilities towards family and community: Definitions One has to be responsible in the following ways Examples of responsibilities | Program manager |
| 18 | 15:00 – 15:30 | Review the whole session | |
| 19 | 15:30 – 16:00 | Post assessment | |
| 20 | 16:00 – 16:30 | Closing remarks | |

BRAC:

BRAC is an international Non-governmental development organization, started in 1972 in Bangladesh. It started as a small relief and rehabilitation organization, to support the community to overcome the devastation and trauma of the Liberation war from Pakistan, by organizing the landless people with programs directed towards their development.

BRAC known as Bangladesh Relief and Rehabilitation Assistance Committee by then, focused on the resettlement of refugees from India. However, in 1973, BRAC shifted its focus to long-term community development programs, designed to empower the poor and alleviate poverty, thereby changing its name to Bangladesh Rural Advancement Committee in 1974. BRAC operates as a self-initiator, and tries to make people aware of their own problems and provides them with tools to improve their social-economic status. In developing the target group approach, BRAC aims not only to change the condition of the poor in the village through economic growth oriented programs, but also to educate the poor about the mechanisms of exploitation and the basic causes of poverty through an easy process. In all its efforts, BRAC is careful to encourage and ensure participation and involvement of the group members.

Over the years, BRAC has gradually developed into the largest international non-governmental development organization in Bangladesh and overseas. It actually went international in 2002 and today, it is known as Building Resources Across Communities (BRAC).

In South Sudan, BRAC registered as Non Government Organization (NGO) in 2006 to propagate integrated Program Approach to Poverty alleviation and Empowerment of the poor, particularly women. The programs include among others, Micro-finance, Small enterprise, Agriculture, Education, Health and Adolescent Girls Initiative programs (AGI).

BRAC's vision:

A world free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential

Mission:

Our mission is to empower people and communities in situations of poverty, illiteracy, disease and social injustice. Our interventions aim to achieve large scale, positive changes through economic and social programmers that enable men and women to realize their potential.

Objectives

1. Poverty alleviation
2. Empowerment of the poor especially women

Values:

- | | |
|---------------|------------------|
| 1. Innovation | 3. Inclusiveness |
| 2. Integrity | 4. effectiveness |

Introduction of adolescent girls initiative (AGI) program in South Sudan:

The program was introduced for the adolescent girls between the ages of 15 -24 years who are in school, out of school, never been to school, adolescent mothers, married and unmarried adolescents.

Goal of the program:

To improve the quality of life of vulnerable adolescent girls by organizing them, creating a safe space of their own and helping them to develop a set of skills so that they can live and out grow as confident, empowered and self-reliant individuals contributing to change in their own families and communities.

The aim of the program is to empower adolescents, build their capacities so that they can lead a life of dignity, self-reliance, and become active agents of social change in their own families and communities.

Specific objectives:

1. To empower adolescents, especially girls to participate meaningfully in decisions, that affect their lives and to become active agents of social change.
2. To create and sustain a supportive environment for adolescent girls' development at the household and community level.

LIFE SKILLS

Introduction:

This topic introduces us to the meaning of Life Skills, the categories and benefits of Life Skills. It is intended to make the participants understand how the club can contribute to improving Knowledge, skill, attitude and positive behavior.

Learning objective:

The lesson will enable the participants to know the meaning and categories of life skills, and how they can be used to bring about positive behavior change.

Methodology

Brainstorming, Lecture, Large group discussion

Contents

1. Meaning of life skills
2. Categories of life skills
3. Benefits of life skills
4. How the club can contribute in improving knowledge, skill, attitude and positive behavioural change.

Key words

1. life skills
2. attitude
3. benefit
4. positive behavior
5. knowledge

Meaning of Life Skills:

- These are abilities for positive behavior that enable individuals to deal effectively with the demands of everyday life.
- These are physical, social and personal skills required for adolescents to function confidently, competently and effectively with themselves and other community members.
- These are practical skills help an individual to handle problems socially, physically, mentally, culturally, etc in life.

Categories of life skills

Skills of making effective decisions, e.g.

1. Creative thinking;

This skill helps you to think of various ways of doing things. Coming up with new things, new ideas, and new ways of doing things. For example, finding ways of defending yourself and escaping a gang of rapists while on your way home without being harmed, Promoting cleanness and hygiene during menstruation period. We should not hang on to the old norms of doing things but adapt new ones depending on the situation.

2. Decision making;

It is a form of problem solving in which, one evaluates/weights alternatives at hand, and makes the best choice from these alternatives. The skill helps to make decisions considering the fact that they can indirectly or directly affect our lives. For example, should I engage in sexual intercourse with a man at 14 years? We are confronted with serious decisions in regard to relationships, future etc, which cannot be made at the same time. Hence, we have to make a choice, but only after, we have fully understood the consequences of the choice.

3. Problem solving;

This skill goes hand in hand with decision-making and other skills, like critical thinking. Problem solving is a way of overcoming an obstacle in order to reach a goal or to achieve one's objective/intention. Understanding the nature of the problem and finding the best way for getting over it demonstrates that one has the skill of problem solving. It takes time with a lot of practice.

4. Critical thinking;

This skill is needed in cases of contradictory issues and circumstances, messages and demands from people who live around us. For example, our cultures usually contradict with the reality. Some people make unnecessary demands on us (like parents, peers, boyfriends) which directly or indirectly affect our lives if we do not think critically about the consequences.

Skills of knowing and living with others:

1. Interpersonal relationships;

The skill involves getting along with other people because each person is different from another in many aspects, even if they are related. People can be different depending on the culture, religion, family background, educational background, tribe, way of thinking, way of doing things, expectations,

Learn to speak, act and behave in a manner that is acceptable to the different groups of people met every day in your life. You can do this by;

- Listening to others.
- Being sensitive to individual needs.
- Giving your views without imposing them on others
- Sharing in a conversation without preventing others from talking.

2. Negotiation;

The skill involves holding a discussion with other people with an aim of reaching an agreement. Try to convince others to accept your opinion when you know it is good for you, but taking into consideration (after listening to their point of view) that it is not harming them.

3. Peer pressure resistance;

Knowing what you want, value and believe to be right, even if your peers come up with conflicting, unacceptable or dangerous suggestions. An adolescent needs to refuse being influenced into doing things that she to be wrong.

4. Effective communication;

The skill involves giving a message to another person so that she/he is clearly understood. It enables you to say exactly what you want to others without leaving them in doubt. It also involves listening attentively and understanding what others are telling you.

5. Empathy;

It is the ability to understand and share the feelings of others thus putting your self in that person's shoe to help you solve that problem well. Lessen the burden by careful expression of sympathy, offering free assistance and looking out for knowledgeable persons who can best help them. For example, you can encourage a friend who has just found out that they are pregnant by taking them to a clinic for antenatal care and Counselling.

6. Friendship formation;

You need friend with whom to share fears, hopes, joys, ambitions, anxiety and events like the death of a loved one. Make friends with people or peers who will not expose you to risky behaviors, such as taking alcohol or drugs, smoking, stealing, running away from home, etc.

7. Conflict resolution;

It is the ability to come to an understanding after a disagreement without choosing to fight. You can also help others who are fighting to come to peaceful understanding.

Skills of knowing and living with oneself

1. Self awareness;

This awareness of oneself leads one to do actions and make choices consistent with one's abilities. It is good for adolescents to know and understand themselves, their feelings, emotions, capabilities and weakness.

2. Self esteem;

It's the ability one enables an individual to be aware of his or her worth and how that goodness can grow can make you a better person. It is a way in which we relate with people around us in a friendly positive support. Self-esteem is strongly influenced by an individual's relationship with others. It helps you gain more confidence in deciding your future in doing only what is right and desirable in society.

3. Coping with emotions;

It helps you to learn how to control your emotions, such as fear, love, anger, disgust, grief and the desire to be accepted. Coping with emotions means that whether there is good or bad news, one should not lose control of one's self.

4. Self confidence;

This is a way one understands themselves and staying strong in any situation.

5. Coping with stress;

Some problems may be difficult for you to deal with on your own. Share the problems with those who can help you in identifying causes and suggesting solutions. Accepting that stressful situation is part of life and trying not to wear a sad face under such situations will help you cope with the stress. Adolescents need to be able to recognize stress and its causes. They need to know its effects and how to deal with those effects.

6. Assertiveness;

It means the ability to say and show clearly, what you want or do not want without being rude or hurting others. It involves stating clearly what you feel, need or want. For example, saying no to Sexual Advances from a boy or an older man.

Benefits of life skills:

- Enables one to acquire knowledge and techniques or abilities on how to go about with the daily challenges they face in life.

Promotion of proper health practices. For instance, practice of good hygiene, family planning, etc.

- Promotes positive behavior, for instance, respect for other people.
- Promotes participatory learning methods in the club
- How to live with others in the community.
- Teaches one how to make effective decisions
- Builds one's self-confidence, and practical life skills.

How the club can contribute to improving knowledge, skill, attitude and positive behavior

Skill:

- **Self-control.** This is imposing discipline upon oneself on how to do certain things.
- **Better handling of interpersonal problems.** People learn to resolve their conflicts peacefully
- **Coping with anxiety.** This can be done by using your thoughts productively, make a realistic work/activity plan based on how much time you have, then, work the plan. Also try an activity you enjoy.
- **Conflict resolution with peers.** Learn to settle differences peacefully

Knowledge and attitude:

- It helps young people to effectively deal with daily challenges like in leadership, responsibility to family and community, self esteem etc,

Positive behavior change:

- **Reduces risk behavior.** Like alcohol, smoking etc.
- **Reduced violent behavior** e.g. fighting, quarreling.
- **Sociability.** The way we interact with others has to be done in a good way.
- **Girls making informed decisions.** Making the right decision, at the right time, at the right place.

ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH :

Introduction:

The main purpose of the lesson is to enable the participants to obtain the basic knowledge about growth and development among the female adolescents and the complications that are likely to occur as young girls are developing into full reproductive beings.

Learning objective:

By the end of the topic, participants will be able to differentiate between female changes and male reproductive changes, know about the components of reproductive health and understand the complications that are likely to occur during adolescent period.

Methodology:

Small group discussion and presentation, Lecture, visual aids

Content:

1. Changes in the body
2. components of reproductive health
3. complications that may occur during adolescence
4. how to be addressed

Key words:

1. Adolescence
2. Reproductive health
3. Sexuality
4. Complications
5. Reproductive organ.

Meaning of Adolescence:

Adolescence refers the time in a person's life when she or he develops from a child into an adult.

- It is a period between childhood and adulthood.
- It refers some physical, biological, psychological and social changes from childhood to adulthood.
- Girls or boys aged between 10 to 19 years. In this period, the adolescent goes through marked changes that take place from childhood to adulthood.

Changes in the body:

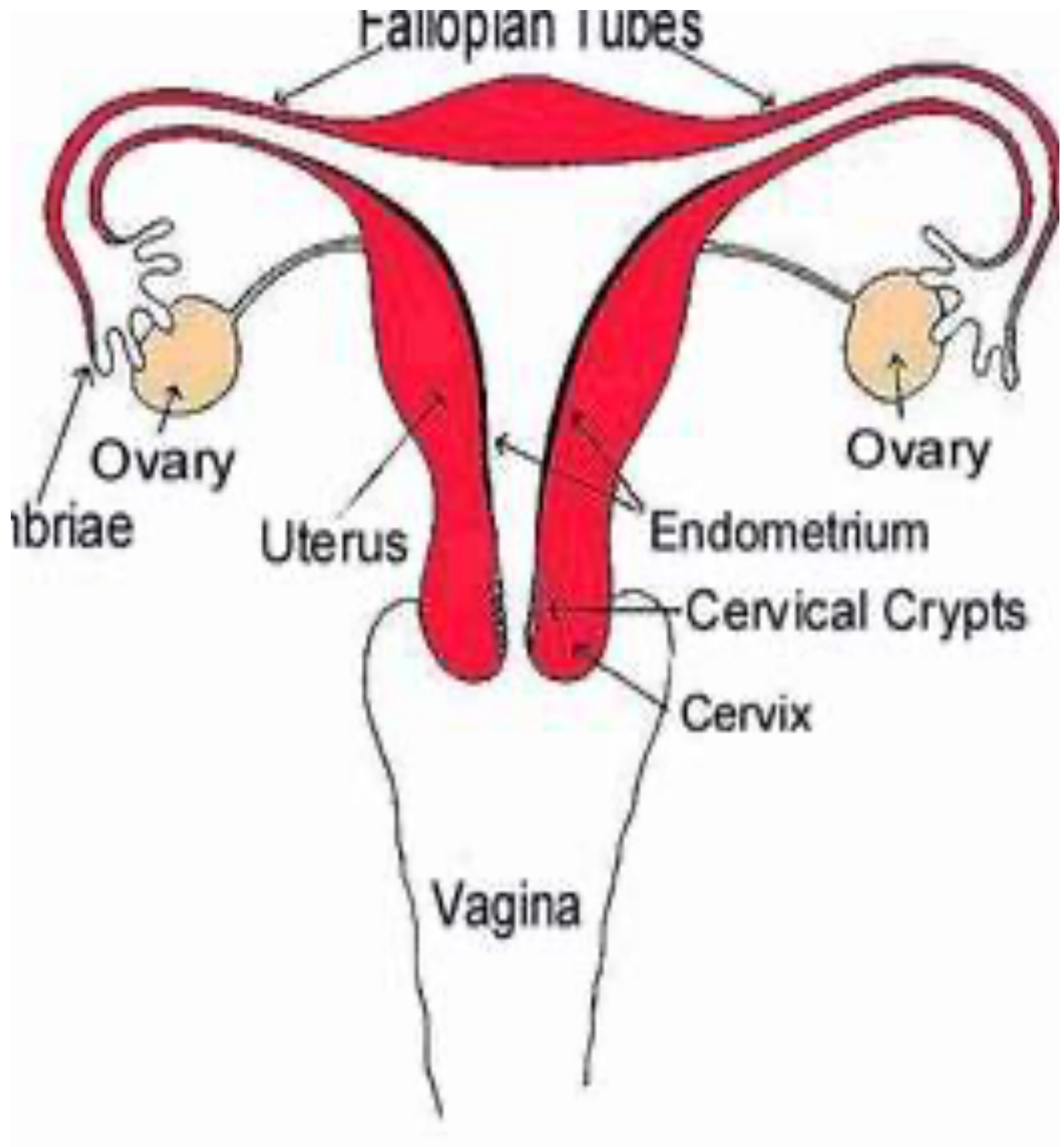
Symptoms of Girls:

1. Rapid increase in height and size
2. Appearance of auxiliary and pubic hair
3. Selective fat deposition, especially around the hips which become wider
4. Breasts growth and enlargement
5. Maturity and enlargement of the sex organs that are outside their bodies
6. Beginning of menstruation
7. The voice changes
8. Attraction to opposite sex

Symptoms of Boys:

1. Rapid increase in height
2. Muscle growth
3. Growth of a beard/moustache
4. Enlargement of the penis and testes Appearance of facial, auxiliary and pubic hair
5. The voice become deeper and rough
6. Attraction to opposite sex
7. Ejaculation following sexual stimulation and excitement

A DIAGRAM SHOWING THE FEMALE REPRODUCTIVE ORGANS:



Components of reproductive health:

1. Safe motherhood. This involves vaccination and educating pregnant women regarding health care for themselves and their infants, and to provide them with information
2. Abortion and post abortion care. People who go through this have to go through good care
3. Family planning services. One has to know where to have all these services in a proper way.
4. Counseling for reproductive health services. One has to know her life through counseling.
5. Infertility prevention and treatment. Women who cannot give birth can be provided with treatment.
6. Adolescent Sexual and Reproductive Health. To know how our organs look like and to name its parts.
7. Prevention of violence against women and female genital mutilation. Women are being denied on their rights they are not given chance to make their own choices to accept on what they want like circumcision in women.
8. Improvement of life and personal relations. To know your life and how to relate with others
9. Addressing gender practices that affect reproductive health. E.g. men involving themselves in family planning
10. Sexual health and sexual rights. One has a right to negotiate on sexual rights with partner and a right to his/her life.
11. Sexually Transmitted Diseases. One has to go for a test when he/she gets the symptoms

Complications that may occur during adolescence:

1. Early pregnancy and unsafe abortion
2. Poor hygiene
3. Drug abuse
4. Poor feeding and nutrition
5. STDs/ HIV/AIDS
6. Accidents due to high level of activity
7. Adaptations to changes in the body. e.g. over sweating which leads to a bad smell.
8. Child Labor
9. Early marriage
10. Prostitution
11. Negative behaviors towards the parents and the community.

How problems can be addressed:

1. Need of parental guidance and care.
2. Avoid negative peer pressure
3. Understand your body and accept physical changes of your body
4. Proper use of your free time by reading educative and informative materials, engaging in sports, traditional dances and drama, participating in youth activities
5. Avoid early sex (say no to all sexual advances when walking away)
6. Counseling and guidance.

Menstruation and menstrual disorder:

Introduction:

The main purpose of the topic is to enable participants to learn about menstruation and help them gain skills of managing menstruation period happily.

Learning objective:

Participants will be able to define the meaning of menstruation, appreciate menstruation and how to manage oneself during the period

Methodology:

Visual aids, small group discussions, brainstorming, presentations.

Contents:

1. meaning of menstruation
2. complications during menstruation
3. changes due to menstruation
4. how to cope with changes
5. hygiene

Key words

1. menstruation
2. menstrual disorders
3. Hygiene

Meaning of Menstruation:

It is the cyclic and monthly shedding of the tissues lining the inside of the uterus during the reproductive age life span of a woman.

It occurs when ovulation has taken place but fertilization of the female egg does not occur.

Menstruation is the major biological process that facilitates reproduction. That is, when a girl starts to have a regular menstrual cycle it means that she is fertile and is able to have a baby.

Complications during menstruation:

1. **Heavy menstruation:** One may have heavy bleeding which sometimes may have clots.
2. **Prolonged menstruation:** One may take so long to finish her periods; it may take 3 weeks or 1 to 2 weeks.
3. **Painful menstruation:** You may feel a lot of pain in the abdominal throughout the menstruation.
4. **Scanty menstruation:** It keeps on coming and stops and later it comes again
5. **Irregular menstruation:** One may take 1 or 2 months before she sees the blood or goes in menstruation.
6. **Hidden menstruation:** It comes when you do not know and when it comes; you can only see it once.

Changes towards/during menstruation:

1. Breast fullness and tenderness
2. Fatigue
3. Stress
4. Painful pimples
5. Cramps, painful back ache
6. A girl becomes very emotional, e.g. she develops a bad temper, becomes moody, impatient, irritability, etc
7. One may lose appetite
8. A girl may have a running stomach.
9. Others get admitted

How to cope with these changes:

1. Talk with trusted adult e.g. mother, elder sister or an auntie
2. Accept your body because it's natural
3. Take pain killers, like paracetamol when faced with cramps
4. Exercise
5. One can take hot water or warm.
6. One can also place a plastic bottle containing hot water on her abdomen

Hygiene:

This is the general cleanliness of the body and the surroundings.

Categories of hygiene;

1. **Personal hygiene:** Daily bathing (at least 2 times a day, washing dirty clothes)
2. **Oral hygiene:** Brush your teeth after every meal
3. **Hygiene in home** (mopping, sweeping the compound, washing dishes)
4. **Drinking water** (it should be boiled and kept safely in a clean container)

Importance of hygiene

1. **It is healthy:** You look healthy when you are smart, like brushing your teeth, bathing etc
2. **Reduces** risks of contracting diseases, like Candida, malaria due to breeding mosquitoes. Prevention is better than cure.
3. **Clean environment** provides comfort and enjoyment: E.g. when you live in a dirty environment you will always be uncomfortable but if it is clean you will have comfort.
4. **Keeps germs away:** If the place is clean, no germ can come there so it is good for one to be clean to avoid germs that may cause bacterial diseases.

Leadership among adolescents:

Introduction:

The topic will help the participants to understand the concept of leadership. They will also share their previous experience of leadership in clubs and how it can influence positive behavior in the clubs.

Learning objective;

By the end of the topic, participants will be able to explain who a leader is, and identify the qualities of good leadership.

Methodology;

Large group discussion, Lecture, Role-play

Contents;

1. definition of a good
2. qualities of a good leader
3. behaviours to avoid when in leadership
4. ways through which to become a leader

Key words;

1. leader
2. leadership
3. quality

Definition of a leader:

A leader is a person who represents, motivates and inspires other people. She/he works for the people and gives directions on how to improve their current situation. She/he handles the situation through participation and getting others' ideas.

A leader is, one who can encourage and direct an individual or a group of individuals towards achieving specified goals.

Qualities of a good leader:

1. **Honesty:** One has to be open and sincere to his or her people. Only then will she/ he be able to build integrity in that community
2. **Hard work:** A good leader has to work harder for his people.
3. **Energy:** A leader has to be strong enough and healthy
4. **Dedication:** Show loyalty or commitment to what one is doing by giving time and listening to these people.
5. **Optimism:** A good leader should be hopeful and cheerful; because it acts as an encouragement to the people, he/she is leading.
6. **Readiness to take on initiative:** A leader has to be ready for any new plans or ideas that may come up during his/her leadership.
7. **Active participation:** He/she has to show involvement in the work he/she given the people to do.
8. **Courage:** A good leader should be brave enough to take on whatever situation that may come up. She/ he must be able to take on the problem head on without running away from it.
9. **Firmness of purpose:** A good leader must have determination to achieve his/her objective or goal.
10. **Time management:** A good leader has to be time manager, to be a good example to others.
11. **Good communication:** One has to have good communication skills like listening, analyzing before reacting.

Behaviors to avoid when in leadership:

1. **Cruel character:** Avoid being harsh or unkind towards the people you are leading.
2. **Insincerity:** Avoid lying to your people. Being insincere means one is not speaking the truth.
3. **Blame:** A good leader should avoid finger pointing those under him/her.
4. **Defensiveness:** A good leader admits his/her mistakes and accepts corrections from those under him/her.
5. **Hatred:** A leader should avoid dislike if he/she is to lead effectively.

Ways through which people become leaders:

1. By being elected by other community members e.g. school prefects, Members of Parliament, Presidents
2. Through inheritance e.g. kings in Kingdoms
3. Through training
4. Naturally e.g. parents
5. Personality qualities; such as determination and interest

Gender and bride price:

Introduction:

This topic will enable the participants to define gender imbalance and the types of imbalances based on gender in their communities. Being that they are adolescent girls, they will be able to tell how their rights are violated and analyze the relationship between bride price and gender imbalance.

Learning objective:

By the end of the session, participants will be able to tell the relationship between bride price and gender imbalance.

Methodology:

Large group discussion, Lecture, Role-play

Contents:

1. meaning of gender , gender imbalance and bride price
2. common areas of gender imbalance
3. Gender issues that affect adolescents
4. Relationship between bride price and early marriage
5. How the issue of gender imbalance can be addressed.

Key words:

1. gender
2. bride price

Meaning of gender:

Culturally, gender describes responsibilities attached to being male or female

Bride price also known as bride wealth is an amount of money or property or wealth paid to the parents of a woman for the right to marry their daughter.

Gender imbalance:

This speaks about unequal power relationship or access to power, discrimination between men and women.

Common Areas of Gender imbalance:

1. Division of labor:

Women do most of the domestic work than men. For instance, the man puts his feet on the table waiting for the food to be served, while the woman does the cooking, serving and washing of the utensils.

2. Education:

Those days, more boys were sent to school than girl, reason being that girls would be married off early. However, these days, the girls are added more points in order to be admitted into the institutions.

3. Food:

The boys are given more food than girls. In some cultures, girls/women are deprived of certain foods. For instance, in Teso, the women were not to eat chicken, liver, eggs.

4. Health:

The women are not given a chance to make informed decisions concerning their bodies. For instance, how many children to have, which family planning method suits her etc

5. Mobility:

It comes from the word mobile; the most people affected are women as their movements are always limited due many factors.

6. Freedom of choice/opinion:

Most women are denied their right to choose, for instance, when to have sex, how many children to have.

Gender issues that affect adolescents:

1. Early marriages:

This is due to greed for wealth on the side of the parents. They see their daughters as a source of wealth and so, they marry them off at an early age.

2. Son preference:

In African culture, the boys are seen as a source of security, and continuation of the clan lineage.

3. Lack of control, access and ownership of family resources:

They believe that women cannot take control of the properties left behind, so it is the boys to do so.

4. Job discrimination :

There are some jobs preferred for men; like driving a heavy track and those for women like being a secretary.

5. Employers fear recruiting women, because of absenteeism while attending to family problems like the children and husband getting sick

6. Value attached to bride price/wealth.

Some parents value bride wealth so much, that they can do anything to get their daughters married off as early as possible.

7. Sometimes the way the girl is treated, puts her in a subordinate position in the family and undermines her status. The girl may look at her self as worthless in the family, which may lead to early marriage.

8. Unfavorable domestic work loads, Girl child is given more work load than the boy child thereby interfering with girls' education

9. Female genital mutilation

This involves cutting and removing part of the female sexual organs for cultural reasons. This is a very harmful practice because it can cause excessive bleeding which could result in death, a lot of pain, injury to other parts around, may lose sexual pleasure etc. circumcised male do not experience severe health effects like that of the women.

10. Poor male involvement in reproductive health, yet they are the ones in control of all resources.

Relationship between bride price and early marriage:

- There is a tendency of marrying off girls quite early in life because her family wants/gets wealth quite fast especially girls who have developed breasts.
- She is likely to start the sexual activity earlier which exposes her to early and unwanted pregnancies, and these are associated with a lot of risks (refer to lesson 7).
- The availability of bride price from rich men means, the girl is given less or no consideration and she cannot make any decision.

How the situation can be addressed:

- Provision of higher school educational opportunities for the girl child by the parents/guardians.
- Old men with the wealth who want to marry the girls should be sensitized on the effects of early pregnancy to these young girls.
- Such parents should be told the dangers of marring off their children when they are still young.
- Reporting such kind of acts to the police or the Child Protection Unit.

EARLY PREGNANCY:

Introduction:

The topic introduces us to the factual experiences that adolescent girls go through and how they have managed to overcome the challenge. It will enable adolescents to get accurate information and dismiss myths to minimize the problem of early pregnancy.

Learning objective

The participants will be able to know ways of preventing teenage pregnancies until they are mature enough to handle the responsibility.

Methodology

Role-play, large group discussions, presentations, sharing of experience

Contents

1. definition of early pregnancy
2. factors that lead to early pregnancy
3. problems that arise due to early pregnancy
4. how can we prevent early pregnancy
5. Friends without marriage, no child.

Key words

1. Early pregnancy

Definition of early pregnancy:

Early pregnancy is the period when a young girl conceives before the time of consent (before 18 years according to the South Sudan law).

Factors that lead to early pregnancy:

1. Educational failure

When one does not go to school, it may lead to early pregnancy since she will be redundant.

2. Poverty

When one has no money, she will be forced to go and look for money, in the long run she may get pregnant.

3. Unemployment

Some young girls may want to look like others but they have no jobs, so they try get it from men, which may lead to early pregnancy

4. Low self-esteem

They under look themselves meaning that they will be easily taken up by those who will appreciate them(men), which may lead to early pregnancy.

5. Exposure to sexual messages that glorify sex

Watching pornographic movies and reading newspapers exposing nude pictures.

6. Cultural norms and values of marrying off girls

Some cultures believe that when a girl starts getting breasts she is ready for marriage.

7. sexual abuse and rape

Those who are raped may end up getting pregnant or having children who have no father (bastards).

8. Loss of parents.

Some lose hope when they lose their parents, they may have no other person to help them so they end up getting married at an early age.

9. Being idle.

When one has nothing sensible to do, she gets to do some thing, which may lead to early pregnancy for instance, alcoholism.

Problems that arise due to early pregnancy:

1. Lower annual income

A state when one realizes very little money at the end of the year.

2. Dropping out of school

When one gets pregnant, she may not continue with her education.

3. Increased rate of delinquent behaviors

This includes getting involved in alcoholism, substance abuse, reduced earning potential etc.

4. Poor nutrition especially for the children born to teenage mothers earn no or low income, and greater risk of abuse and neglect

5. Premature births and low birth weight babies.

The babies born to these teenage mothers may sometimes be premature or of very low weight because these girls did not get proper body maturity.

Prevention early pregnancy:

1. Encouragement to postpone sexual involvement through awareness raising of effects of teenage pregnancies
2. Sexual education
3. access to safe methods of contraception and confidential Family Planning services
4. effective use of condom against pregnancy and HIV/AIDS
5. Family support and parenting programs
6. Non-academic opportunities for success For instance, tailoring, weaving baskets etc

FRIENDS WITHOUT MARRIAGE, NO CHILD:

1. **Creates commitment from both parties.**
Both families get to know each other like the girl's side and boy's side.
2. **Respect from the society.**
The people get to have respect for you as someone who has responsibilities and as a mother
3. **Security for the woman, in terms of family property.**
This is when the man gets to die the woman may have half of the man's property because of the child.
4. **If necessary, use condoms.**
Proper use of condoms knows where you have bought them and always read the instructions and the expired date.
5. **Avoid sex at an early age/abstain.**
6. **It may lead to denial of the child.**
7. **School dropout.**
8. **Discrimination among the community and family.**
9. **Low chances of getting married officially.**

SEXUALLY TRANSMITTED DISEASES (STIs):

Introduction:

The topic introduces the participants to the factual side of the sexually transmitted diseases. It will help the participants to understand the meaning of STIs, the types of these infections and ways of transmission.

Learning objective:

By the end of the topic, participants will be able to;

1. define Sexually Transmitted Diseases
2. know the types of Sexually Transmitted Diseases
3. know the signs and symptoms of infections
4. to understand the effects of the infections
5. To find out ways of preventing the infections.

Methodology:

Lecture, large group discussion

Contents:

1. Definition of STIs
2. types of STIs
3. ways of transmission
4. effects of the infections
5. how we can prevent the infections

Key words:

1. Sexual
2. Transmission
3. Infections

Definition of Sexually Transmitted Infections:

These are infections are transmitted from one infected person to another.

Types of sexually transmitted Infections:

- **Genital ulcer infections,**
For example; herpes genitals, syphilis, genital warts and chancroid
- **Urethral infections and abnormal discharges**
For example; gonorrhea, Chlamydia (a sexually transmitted disease, most common in developed countries, caused by the bacterium *Chlamydia trachomatis*. Often producing no symptoms but it can cause infertility, chronic pain, or a tubal pregnancy if left untreated)
- **Vaginal abnormal discharges**
For example; Candida, trichomonous vaginalis infection
- **Genital swellings**
- **HIV/AIDS**
- **Cervical cancer**

Ways of spreading/ transmission:

1. Having sexual intercourse with many partners
2. Having unsafe sex with an irregular partner. I.e. having unprotected sexual intercourse with many partners.
3. Through sharing unsterilized sharp instruments.
4. Sharing undergarments particularly panties.
5. Sharing toilets.
6. Blood transfusion.
7. Accidents.
8. Kissing especially when both people have sores in their mouths.

Effects of STIs:

- chronic pelvic pain
- infertility (inability to become pregnant)
- cervical cancer
- premature delivery (giving birth before it's required time/ due date)
- congenital syphilis (passed on to the unborn, meaning the baby will be born with syphilis)
- itching and swelling of private parts
- sores on private parts
- Abortion
- mental confusion{ get mad}
- death

How can we prevent these infections?

- Abstinence (no sex until marriage)
- Faithfulness to one sexual partner, who is not infected.
- Consistence and proper use of condoms
- Delaying sexual intercourse, especially for adolescents
- Prompt and effective treatment of the infection
- Counseling and guidance.
- Say NO to sex, and walk away.

FAMILY PLANNING:

Introduction:

This topic introduces us to the ways of planning for our families using the family planning methods.

Learning objective:

By the end of this lesson, the participants will be able to know the different types of family planning methods, importance of fertility regulation and reasons why some individuals do not use family planning methods.

Methodology:

Brainstorming

Contents:

1. Definition of family planning
2. Types of family planning methods
3. Importance of fertility regulation
4. Reasons why some individuals do not use family planning methods

Key words

1. Family planning
2. Birth spacing

Definition of family planning:

controlling of births by using contraceptives
having a few number of manageable children

Types of family planning:

1. Hormonal methods:

- **Contraceptive pills. For example: pill plan;**

These combined tablets containing different hormones, and are taken on daily basis for 28 days. Combined oral Contraceptive pills (CoC) have two different hormones; oestrogen and progesterone, which are taken for a period of 21 days followed by 7-days of iron supplements

Mini pills are tablets containing only one hormone: progesterone, they are taken every day at the same time.

- **Injections; For example: depo provera;**

A hormonal (progesterone) injection, administered approximately every three months by a qualified service provider, stops ovulation and affects the mucus membrane of the uterus in the same way

- **Some fixed method (implants) like Norplant;**

These are plastic capsules, containing only one hormone (progesterone). The capsules are implanted right under the skin, on the inner side of the upper arm.

The (implants) slowly releases small amounts of hormone, which stops ovulation. The hormone also affects the mucous in the cervix, so the sperm cells cannot penetrate the uterus.

2. Barrier methods:

- **Male and female condoms**

Condoms (rubber) are made of very thin rubber. The condom makes it impossible for the sperm cells to make actual contact with the woman's genital organs.

- **Foaming tablets**

These are tablets used by women, they form lather in their sexual reproductive organs. This lather kills the sperm cells before they reach the uterus.

- **spermicidal (suitable for men)**

These are creams men apply on their penis to kill the sperm cells that try to escape from the testes.

- **Vaginal diaphragms**

A diaphragm is a rubber hood with a soft, elastic ring around it. It should always be used in combination with spermicidal cream. A diaphragm is inserted on the cervix (up to two hours before sexual intercourse) closing access to the uterus, making it impossible for the sperm cells to reach the ovum. After sexual intercourse, the diaphragm should remain in place for six to eight hours, thereby allowing the spermicidal to work.

- **Cervical cap**

- **tubal ligation (female sterilization)**

This is surgical procedure performed through the abdominal wall, either through a small incision or by means of an endoscope. A piece of the fallopian tube is removed, or squeezed with a clip, so that the sperm cells cannot reach the ovum.

- **Vasectomy (male sterilization)**

This is a small operation through the skin of the scrotum. A piece of the sperm ducts is removed, so that sperm cells cannot get through.

3. Natural family planning

- **abstinence**

This means that the woman uses the natural cycle of her body as a contraceptive method. By avoiding sex during the period where ovulation occurs, the risk of becoming pregnant is diminished. The woman follows the cycle of her body using moon beads.

- **Withdrawal**

This is when the man removes his penis from the vagina just before ejaculation. However, this method is not recommended because men normally release some fluids that may be carrying sperms before the main ejaculation occurs, thereby leading to pregnancy.

- **intrauterine devices for preventing implantation**

An IUD is a small plastic device designed to be inserted in the uterus. Copper IUDs are wrapped in copper thread. Hormonal IUDs consist of a plastic container, which releases a hormone (gestagen) in the uterus.

The IUD affects the cervix environment, diminishing the ability of sperm cells to move. It also affects the mucous membrane of the uterus so that, even if the ovum is fertilized, it cannot attach itself to the uterus.

Importance of fertility regulation:

- Saves women's lives
- Saves children's lives.
- Encourages safer sex.
One may not fear the outcomes.
- It helps young people to make perfect informed decisions about their sexual and reproductive health. On when to have sex or not to have sex.
- It involves men and women in making informed decisions.
le, decision on when to have the next child
- It also supports economic development. It reduces poverty, as the couples will only manageable number of children.
- It offers women and families more choices on what they want.

Reasons why some individuals do not use family planning methods:

- Poor support from policy makers like government persons.
- Too little resources are directed to family planning programs
- Disagreement on the use of family planning methods
- Lack of spouse support
- High costs i.e. some methods are expensive as they involve surgery
- Religious and cultural values affects use
- Fear of side effects of methods

HIV/AIDS:

Introduction

HIV is a small virus that causes AIDS, which has no cure. The topic will discuss about the deadly disease and its transmission mechanisms.

Learning objective

To enable the participant understand how HIV goes from the body of an infected person into the other person. To understand the behaviors that put the adolescents at high risk of HIV/AIDS infection.

Methodology

Small group discussion, presentations

Contents

1. Meaning of HIV/AIDS
2. Difference between HIV and AIDS
3. Ways of transmission
4. Signs and symptoms of HIV/AIDS
5. Effects of HIV/AIDS
6. Prevention

Key words

1. HIV
2. AIDS

Meaning of HIV/AIDS:

HIV is Human Deficiency Syndrome and it's a virus

1. HIV is a germ that renders a person's immune system defenseless and therefore destroys the person's ability to fight off diseases.
2. AIDS is Acquired Immune Deficiency Syndrome and develops after one has acquired HIV.
3. AIDS occurs due to the body's inability to fight invading micro organisms
4. AIDS is when the body gets multiple infections on any part of the body
5. AIDS is the last stage of HIV infection

Way of transmission:

1. sexual contact with an infected person
2. blood transfusion
3. use of and sharing of contaminated sharp instruments for piercing the body, e.g. syringes, knives, needles
4. mother to child transmission during pregnancy, delivery and breast feeding
5. Risky behavioral patterns, such as
 - a. having many sexual partners
 - b. prostitution
 - c. drug abuse (it interferes with good judgment)
 - d. too much alcohol consumption
 - e. sex intercourse before formal marriage
 - f. unprotected sex
 - g. curiosity e.g. watching pornographic movies
 - h. Involvement in discos and parties with strangers at abnormal times.

Other risk factors that can lead to transmission are-

- a. accidents
- b. excessive bleeding
- c. peer pressure
- d. environment, i.e. slum areas, idleness in the community
- e. polygamy
- f. Abortion, when unsterilized instruments are used.
- g. Deep Kissing and other intimate actions.

Signs and symptoms:

1. Prolonged fever
2. weight loss
3. diarrhea
4. tuberculosis infection with severe cough
5. skin rashes and infections
6. swollen lymph glands
7. repeated attacks of herpes zoster
8. persistent loss of appetite
9. oral thrush

Effects:

1. death
2. orphan hood and juvenile delinquency
3. school dropouts due to death of parents
4. low economic development due to the death of key labor and stakeholders

Prevention:

1. Abstinence
2. Having one faithful HIV negative partner
3. Using condoms for every sexual intercourse
4. Constant health education and awareness campaigns
5. Voluntary counseling and testing

RAPE:

Introduction

The topic introduces us to the concept of rape. Males usually rape females therefore, the concept will help the adolescent girls to avoid rape and they will be equipped with skills to protect themselves and friends from rape

Learning objective

By the end of the topic, participants will know the meaning of rape, the circumstances that might lead to rape, effects of rape possible offenders and where to report to incase one is raped.

Methodology

Brainstorming

Contents

1. Meaning of rape
2. Circumstances that might lead to rape
3. Outcomes of rape
4. Possible offenders
5. Whom to report to in case one is raped
6. How to avoid being raped

Key words

1. Rape
2. Offenders
3. Report
4. Outcomes

Meaning of rape:

This is the act of forcing some one to have sexual intercourse when they do not want to.

A sexual relationship that is done forcefully. Usually, a man rapes a woman to meet his sexual needs in a bad/ undesirable way.

Circumstances that might lead to rape

1. Indecent/offensive dressing
2. watching pornographic movies
3. wrong thought by a man that a woman is a sex item
4. Being with a man in lonely and dark places.
5. Walking alone at night.

Outcomes of rape:

6. Unwanted pregnancy
7. Depression
8. HIV/AIDS infection
9. Isolation and stigma

The possible offenders of rape:

1. Close relatives e.g. father, uncle, brother
2. Neighbors
3. Guardians
4. Strangers
5. Boyfriends/spouses

Whom to report to in case one is raped

1. Parents and relatives
2. Trusted adult person
3. Senior woman teacher in school. They can offer counseling services.
4. Child probation officer at LC level. They follow up the rape cases.
5. Elder sisters of the family
6. Medical officers. They do medical examination and offer treatment where necessary
7. If possible, the Police: They can arrest the criminal

How to avoid being raped

1. Avoid moving alone at night
2. Go out on dates in open public area
3. Dress decently
4. Be frank and bold. Say no and move away
5. Scream loudly and run if possible
6. Do not enter houses alone of men you don't know.

RESPONSIBILITIES TOWARDS FAMILY AND COMMUNITY:

Introduction

The lesson introduces us to the expected responsibilities adolescents have in their families and communities.

Learning objective

To share ideas on how the adolescents are expected to behave in the society and how it can help boost their way of life among people they live with.

Methodology

Large group discussion

Contents

1. Definition of a family and community
2. Meaning of responsibility
3. Examples of responsibility

Key words

1. Family
2. Community
3. Responsibility

Definitions:

A family is a group of two persons or more (one of whom is the householder,) related by birth, marriage, or adoption and residing together; all such persons (including related subfamily members) are considered as members of one family.

Community is a group of people having common rights, opportunities, or interests, or living in the same place under the same laws and regulations. For example; a community of priest/ nun. Communities are larger than families.

One has to be responsible in the following ways;

1. Being accountable for your actions.
2. Something you ought to do because it is morally or socially right, a duty to be in charge of someone or something
3. By being a reliable or dependable person.

Examples of responsibilities:

1. Morally honest
2. Respect for all elders
3. Obedience to parents
4. Community work participation
5. Volunteerism
6. Having self-respect