



THE REPUBLIC OF UGANDA

MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT

**Youth Social and Economic Empowerment through
Civil Society and Local Authority (YSEECs)
PROJECT – KOBOKO DISTRICT**

MODULE 1 - LIFE SKILLS



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KOBOKO DISTRICT



Ministry of Gender, Labour and Social Development

Youth social and economic empowerment through civil society and local authority
(YSEECs): Project – Koboko- Module 1- Life Skills

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FOREWORD



The Youth Social and Economic Empowerment through Civil Society and Local authorities (YSEECs) project supported the implementation of some of the key-reforms of the national BVET strategy, both on a national/central level, and on the local level, in Koboko district. It uniquely enhanced the Functional Adult Literacy (FAL) curriculum through introducing three modules: Life Skills, Entrepreneurship and Agribusiness. The



developed training sessions introduced essentials for increasing the productivity and sustainability of enterprises and improving working conditions and developing employability strategies. In order to secure that first job as well as navigate in the labour market, young women and men need the technical skills to perform specific tasks as well as core work skills: learning to learn, communication, problem-solving, decision making and teamwork.

Development of core skills, awareness of workers' rights and an understanding of entrepreneurship are the building blocks for lifelong learning and capability to adapt to change. Aga Khan Foundation adopted the definition of employability skills from ILO as... *the skills, knowledge and competencies that enhance youth's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle or ability to create their jobs.* The youth under the YSEECs program were trained in both theory and practically through apprenticeship to enable them acquire or create that job.

Employability results from several factors – a foundation of core skills, access to education, availability of training opportunities, motivation, ability and support to take advantage of opportunities for continuous learning, and recognition of acquired skills – and is critical for enabling workers to attain decent work and manage change, and for enabling enterprises to adopt new technologies and enter new markets.

As a country, we seek strategies to ensure that all young women and men get opportunities to enhance their employability and improve the productivity of enterprises. This module has been prepared to assist key stakeholders to better understand core work skills, their importance and ways in which these skills can be delivered, attained, recognized and applied.

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The Ministry of Gender, Labour and Social Development in collaboration with Aga Khan Foundation is indebted to the several partners, stakeholders and institutions for their invaluable contribution towards the development of the enhanced FAL Curriculum Modules. Accordingly, I would like to express my gratitude to; European Union, Partners in Community Transformation (PICOT), Koboko District Local Government, Koboko Technical Institute (KTI), Jabara Agricultural Vocational Institute Koboko (JAVIK), West Nile Disadvantaged Women and Orphans Association (WENDWOA), ACAV West Nile (Koboko office), Ministry of Education and Sports, Koboko District Sub counties, AMFRI Farm-Nakaseke-Kyampisi, Hon Moses Ali farm-(Esiya Farm) Adjumani, Salim Saleh farm Kapeeka, Business Communities of Practice (COPs) in Koboko, Yumbe and Arua.

Special thanks to members from the above mentioned institutions who committed their time towards the production of this module. A particular debt of gratitude is owed to the FAL instructors and young women and men who were trained on the module.

I am confident that this module will empower all the critical stakeholders with the necessary knowledge, skills and attitudes to enable them play their roles in either employment creation or self-employment.

This will go a long way in providing this country with the human resource that will contribute to the achievement of Vision 2040 and other aspirations of the Republic of Uganda.

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ABBREVIATIONS AND ACRONYMS

- AFARD** – Agency for Accelerated Regional Development
- AKF (UK)** – Aga Khan Foundation United Kingdom
- AKF(U)** – Aga Khan Foundation Uganda
- ACAV** – Associazione Centro Auiti Volontari
- BTVET** – Business Technical Vocational Education and Training
- CEGED** –Center for Governance and Economic Development
- COPs** – Communities of Practice
- DDP** – District Development Plan
- EU** – European Union
- FAAB** – Farming As a Business
- FAL** – Functional Adult Literacy
- GDP** – Gross Domestic Product
- JAVIK** – Jabara Agricultural Vocational Institute Koboko
- KDLG** – Koboko District Local Government
- KTI** – Koboko Technical Institute
- MGLSD** – Ministry of Gender, Labour and Social Development
- NDP** – National Development Plan
- PICOT** – Partners in Community Transformation
- PRA** – Participatory Rural Appraisal
- SNV** – Netherlands Development Organization
- STWTS** – School to Work Transition Survey
- UBOS** – Uganda Bureau of Statistics
- UNHS** – Uganda National Household Survey
- WENDWOA** – West Nile Disadvantaged Widows and Orphans Association
- YLP** – Youth Livelihood Programme
- YSEECs** – Youth Social and Economic Empowerment through Civil Society and Local Authorities

1.0 GENERAL INTRODUCTION

1.1 Background

Aga Khan Foundation (AKF) in collaboration with Partners in Community Transformation (PICOT) and Koboko District Local Government (KDLG) under the guidance of the Ministry of Gender, Labour and Social Development (MGLSD) enhanced the government Functional Adult Literacy (FAL) curriculum to include Life Skills, Entrepreneurship and Agribusiness so as to equip the vulnerable young men and women in Koboko with life skills and employability skills that can enable them get employed in the job market or start their own enterprises for a livelihood. The curriculum also builds the attitudes, skills and knowledge of the youths to be able to deal with day to day challenges. This initiative under the Youth Social and Economic Empowerment through Civil Society and Local Authorities (YSEECs) project with funding from the European Union (EU) and Aga Khan Foundation UK (AKF-UK) is a 4 –year project (2016 – 2020) targeting 1,500 youths 15 – 30 years of age. The project is aimed at improving Functional Adult Literacy (FAL) and employability skills of vulnerable young women.

“There are those who enter the world in such poverty that they are deprived of both the means and the motivation to improve their lot. Unless they can be touched with the spark which ignites the spirit of individual enterprise and determination, they will only sink into apathy, degradation and despair. It is for us, who are more fortunate, to provide that spark.” His Highness the Aga Khan (1983)

The YSEECs spark augments the Youth Livelihood Programme (YLP) launched in 2014 under the MGLSD that targeted youth 18 – 30 year olds. According to the 2019 YLP status report, of the 241,799 (110,322 females; 131,477 males) youth beneficiaries, Koboko district and Koboko Municipality respectively had 1,372 (790 males; 582 females) and 526 (239 females; 287 males). The categories supported included were 34.6% school dropouts, 11.80% single parents, 7.30% youth with no formal education, 2.80% youth with physical disability and 2.50% youth living with HIV/AIDS among others.

According to the UBOS (2016) there are 10,239,114 Ugandans aged 15 to 30 years. With over 78 percent of the population below the age of 30, Uganda has one of the youngest population in the World. The UNHS 2016/17 indicated that the National literacy rate increased from 70% in 2012/13 to 74% in 2016/17. While in West Nile, it increased from 51.6% to 65.8%. According to the UNFPA, 8.8 million young people aged 15-24 are not engaged in education, employment or under any training. In Koboko district, the Youth form about 75% of the population, 20% are employed (KDLG DDP II).

Uganda has a big challenge of a labour force that is largely under or unemployed due to inappropriate skills and the slow labour absorptive capacity of the economy. This has resulted in a large number of unemployed youth who are a social and economic

threat. The failure to match the skills needed in the economy creates a gap in the human capital which is critical for economic and social transformation (Uganda Vision 2040). The UBOS (2016) School-to Work Transition Survey (STWTS) showed that more than half (57.2%) of employed youth are engaged in the agriculture sector which constitutes most of the informal jobs that often have low wages. National Development Plan (NDP) II puts at 72% the population in subsistence agriculture. The 2019 YLP report indicates that 33.49% of the youth beneficiaries are engaged in agro based enterprises.

The proportion of persons engaged in subsistence agriculture increased from 36.6% in 2012/2013 to 39.5% in 2016/2017. Forty-three percent (43%) of the Households' source of earning is subsistence farming of which 54% is rural and 14% urban. In West Nile the proportion of households whose main source of earning is subsistence farming increased from 31.9% in 2012/2013 to 48.8% in 2016/2017 (UNHS 2016/2017). Agriculture contributes 23% of GDP (Compendium of Investment and business opportunities Vol 2). In Koboko district, 88% of the land is under agriculture, which employs 80% of the total population (KDLG DDP II). In Koboko district, the land holding per household is 3 acres on average (KDLG DDP I) which is a drive to support the Koboko District Transformation Agenda. Subsistence agriculture still thrives as poverty persists.

The modules are developed to implement the enhanced curriculum through the FAL structures to enable youth acquire employability skills. The modules were produced through a participatory process involving AKF, PICOT and KDLG with the technical guidance from the MGLSD. The three modules are Life Skills, Entrepreneurship and Agribusiness.

1.2 The Life Skills Module

The life skills module is to empower the youth with unique skills to address life challenges to make informed decisions, choices and relationships of young women and men. The life skills module is anchored on **the principle of adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life.**

1.3 Specific objectives of the module

The module is designed to enable the youth to: -

1. Build their self-confidence and positive attitudes;
2. Build their capacity to relate with others and the environment around them;
3. Make appropriate life decisions, choices and relationships

1.4 Module structure

The module is divided into topics in Life skills. The topics are then sub-divided into sessions that unfold the various skills thereof. The topics covered are: -

1. Introduction to Life skills.
2. Skills necessary to have a good relationship with yourself.
3. Skills necessary to have a good relationship with others.
4. Skills necessary for effective communication and making good decisions.
5. HIV/AIDS
6. Safe Sex.
7. Gender Based Violence.

1.5 How the module is used?

The module is the guiding material for the FAL Instructor to empower the youth with precise and practical information on life skills as well as reference material for continuous learning. The instructor is expected to be innovative in using the module according to the situation and context by space and time. Health Officers, District/ Sub County Counsellors and Community Development staff within the community will be contacted to give the youth more practical experience and mentoring especially in life skills practice and application. Some topics have been divided into sessions for easy delivery.

1.6 Training Methodology

The training methodology used in this module includes the following: -

- i. Presentation –activities conducted by the instructor to convey information.
- ii. Story telling – using case studies that describe life situations used for analysis and discussion
- iii. Small group discussion – learners sharing experiences and ideas or solving a problem together
- iv. Brainstorming – debating an issue for consideration
- v. Role play – two or more individuals enacting parts in scenarios as related to a training topic
- vi. Simulations – enactments of real life situations
- vii. Participatory Rural Appraisal (PRA) tools – Picking from a variety of PRA tools depending on the issue.
- viii. Demonstration – showing by example using visuals, charts etc.
- ix. Field-based learning
- x. Any other appropriate methodology where and when applicable to suit the context

TOPIC 1: INTRODUCTION TO LIFE SKILLS



Introduction

This topic introduces the learners to the definition of life skills and relates it to real life situations. Emphasis is on necessity or desirability of Life skills. Life Skills are skills that enable full participation of individuals in everyday life. They are Skills that allow you to handle everything from interaction with others to identifying and processing your emotions.

Learning Objectives

By the end of the session,, the learner should be able to:

- i. Demonstrate understanding of the concept of life skills in real life
- ii. Identify the necessary life skills
- iii. Undertake literacy and numeracy tasks related to life skills

Materials to use

Marker pens, newspapers, masking tape, manilas, pieces of papers, cards, flip chart and or black board, chinks, cards and other local materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	10 Minutes	<ol style="list-style-type: none">1. Welcome the learners and ask one to give an opening prayer2. State the session objectives and display in a central location.	<ol style="list-style-type: none">1. Actively listen to the session objectives as displayed.
II	40 Minutes	<ol style="list-style-type: none">1. Ask each learner to write down the meaning of life to him or her.2. Record or pin their responses and pick a few to share.3. Use the glass/egg activity to explain about life.	<ol style="list-style-type: none">1. In their exercise books either write or draw life meaning2. Paired sharing on how the egg/glass thrown down relates to life neglect.
III	30 Minutes	<ol style="list-style-type: none">1. Explain the categories of life skills. Use a chart to state the different categorization of life skills.	<ol style="list-style-type: none">1. Individual take note of life skills categories
IV	30 Minutes	<ol style="list-style-type: none">1. Explain the purpose of life skills.	<ol style="list-style-type: none">1. Take note actively
V	10 Minutes	<ol style="list-style-type: none">1. Guide learners to perform literacy and numeracy tasks	<ol style="list-style-type: none">1. Undertake literacy and numeracy tasks as guided

Topic Notes

Meaning of life. -

Ask learners what life means to them

Some responses that may be given: -

1. Life is a gift from God to all creation
2. Life is a state of being alive
3. Life is the state of the soul and body functioning perfectly
4. Life is existence associated with breathing, speaking, movement, sight, hearing and feeling which when all lost, can't be restored
5. Life is all about ability to live
6. Life is something that has beginning and end.
7. Life is what you make it

Activity: Egg/glass exercise

This activity is to make learners appreciate the purpose and importance of life and life skills

Procedure

To demonstrate the value of life, pick out 5 women and 5 men. Let them pass a glass (or an egg) around and eventually let them throw it across from one person

to another till it falls and break. Let the learners take back their seats. Ask them how they felt about the glass/egg breaking.

Life skills:

Definition: Life skills are skills that are necessary or desirable for full participation in everyday life. They are divided into three categories: -

Categories of Life Skills

1. Skills necessary to have a good relationship with yourself.
 - i. Self-awareness
 - ii. Self-esteem
 - iii. Assertiveness
 - iv. Ability to cope with emotions
 - v. The ability to cope with stress.
 - vi. Building a positive attitude and mindset change
2. Skills necessary to have a good relationship with others
 - i. Good social manners
 - ii. Empathy
 - iii. Friendship formation
 - iv. Peer resistance skills
3. Skills necessary for effective communication and good decision making
 - i. Effective Communication
 - ii. Critical thinking
 - iii. Creative thinking
 - iv. Decision making
 - v. Negotiation
 - vi. Problem solving/nonviolent conflict resolution

Purpose of Life Skills

Life skills help learners to: -

- i. Make informed decisions
- ii. Practice healthy behaviors
- iii. Avoid risky situations
- iv. Become good citizens
- v. Cope with stress and control emotions
- vi. Communicate effectively Etc.

Key Messages

1. Many factors promote high risk behavior among youths e.g alcoholism, drug/ substance abuse, casual relationships, peer pressure etc. which can lead to loss of life, injury, diseases

2. Just like the glass or an egg, life needs to be handled with care. Youths need to have ability and skills to make the right choice that lead to positive living acceptable to the community and beneficial to them.
3. Life skills are broadly divided into three (3) main parts.
 - i. Skills necessary to have a good relationship with your self
 - ii. Skills necessary to have a good relationship with others
 - iii. Skills necessary for effective communication and good decision making

Literacy Tasks

1. Read the words: - Life skills, self-awareness, assertiveness, empathy, negotiation (each word read alone)
2. Write the vowels in each set of words above.
3. What are the consonants in the words: - **Relationship; Communication; Behaviour**
4. Write short stories on life skills.

Numeracy Tasks

1. Find the result of the following: -

$$\begin{array}{r} 13 \\ + 20 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 32 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 89 \\ + 12 \\ \hline \hline \end{array}$$

2. Find the result of the following: -

$$\begin{array}{r} 245 \\ + 312 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 467 \\ - 143 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 1520 \\ - 118 \\ \hline \hline \end{array}$$

3. Find the result of the following: -

$15 \times 4 = \underline{\hspace{2cm}}$

$250 \times 3 = \underline{\hspace{2cm}}$

$24 \div 3 = \underline{\hspace{2cm}}$

4. If 26 youths get infected with HIV per day. How many youths will be infected with HIV in 2 weeks?

TOPIC 2: SKILLS NECESSARY TO HAVE A GOOD RELATIONSHIP WITH ONESELF

Introduction

This topic is divided into six sessions of skill areas that enable one to value her/himself. In such value, one will be productive and useful to him/herself and the community. The skills that enable one have a good relationship with oneself are self-awareness, self-esteem, assertiveness, ability to cope with emotions, building positive attitude & mindset, and ability to cope with stress.

Session 1: Self- Awareness



This session will enable learners to know who they are as individuals, their potentials and abilities. Knowing self can be a lifelong experience. Early recognition of self makes it easier to treat and protect oneself from life challenges. Self-Awareness; Is a clear understanding of who you are, your strengths and weaknesses, your thoughts and beliefs, your feelings, and your motivations.

Learning Objectives

By the end of the session,, the learners should be able to: -

- i. Identity own likes, dislikes and fears.

- ii. Describe their different abilities, talents, uniqueness, challenges and weaknesses that impact on their life.
- iii. Demonstrate how to overcome their challenges as well as build on their talents/abilities/skills.

Materials to use

Marker pens, news prints, masking tapes, flip charts, pieces of paper, chalk board, chalk, cards and other locally available materials etc.

Procedure

Step	Duration	Activities of the instructor	Activities of learners
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome and greet learners 2. State the session objectives. 	<ol style="list-style-type: none"> 1. Respond appropriately
II	30 Minutes	<ol style="list-style-type: none"> 1. Share Grace's story and ask learners in pairs to answer the questions that follow. The learners can role play the story. 2. Relate the story to the learners situation 	<ol style="list-style-type: none"> 1. Respond actively or role play. 2. Respond to the questions.
III	50 Minutes	<ol style="list-style-type: none"> 1. Ask the learners in pairs what they can do best and note their responses 2. Ask them to state in the same pairs things that make them different from others and note their responses 3. Lastly ask them things that make them the same as others and note their responses 4. Note unique responses 5. Summarize using the notes emphasizing talents. 	<ol style="list-style-type: none"> 1. Respond to the various questions in their pairs. 2. Take note actively.
IV	35 Minutes	<ol style="list-style-type: none"> 1. Ask learners to state or write down their weakness and note their responses. 2. Select some of the common weaknesses and lead the discussion on how to deal with such. 3. Summarize using the notes 	<ol style="list-style-type: none"> 1. Respond in their pairs 2. Participate actively in responding to the various questions 3. Take note actively

Session Notes

Self-Awareness: means that you have a clear understanding of who you are. This means you know your strengths and weaknesses, your thoughts and beliefs, your feelings, and your motivations.

Grace's Story

Grace is young and full of talent, yet shy, sad and fearful. She is afflicted by poverty and stress. Helpless but hopeful and full of desire. 'Death, why did you take my mother and father so soon?' She cries. 'Where will my help come from?'

Question. From the story outline the positive (likes) and negative (dislikes) aspects of Grace's life?

Grace's Likes (Positives) and Dislikes (Negatives)

Positives	Negatives
1. Talented	1. Being shy
2. The desire to move forward	2. Full of fear
3. Hopeful and full of desire	3. Being an orphan
4. Young	4. Poverty
5. Courageous	5. Stress
6. Determined	6. Sad
7. Trust in God	7. Poor
	8. Helpless
	9. Full of regret

Activity

Ask learners the following questions.

1. What can you do best using your hands, legs, mind, eyes, mouth and ears?
2. What are the things that make you different from the others?
3. What are the things that make you the same as others?

Let learners share their responses (at least 2 females and 2 males). Then instructor later explains to the learners that the things they can best do using their body are their talents. E.g. playing football, singing, etc. Your ability is the fact that you can do it.

Dealing with personal Weaknesses

Activity: Let Instructor ask learners to identify their weaknesses and how they can deal with them

Key Messages

1. All individuals have strengths and weaknesses.
2. Knowing your strengths and weakness helps you to develop your strengths and improve on your weaknesses
3. Strength/talents should be used for individual and community benefits

Session 2: Self-Esteem



Introduction

This session will enable the young people value themselves, believe in themselves and their abilities. Aware that every human being is important and has a value to him/herself and others. Emphasis will be put on understanding oneself and the importance of valuing oneself.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Demonstrate the understanding of the concept of self esteem
- ii. Identify what boosts and lowers one's self-esteem.
- iii. Outline the strategies for boosting one's self-esteem.

Materials to use

Marker pens, news prints, masking tapes, flip charts, pieces of paper, chalk board, chalk and locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome learners to the session and introduce the session objectives.	1. Take note
II	10 Minutes	1. Explain the meaning of self-esteem.	1. Take note
III	40 Minutes	1. Ask the learners to state the meaning of their names 2. Note some of the unique responses	1. Respond actively
VI	65 minutes	1. Ask the learners to mention in groups the things that lower and build the young people's self-esteem. 2. Note down their responses. 3. Summarize their responses using the notes	1. Respond in their groups 2. Take note actively

Session Notes

Definition: Self-esteem refers to having confidence in one's own abilities/self. Vulnerable young people lose self-esteem because of their situation. These young people need their self-esteem boosted in order to know that they are important and highly valued.

Activity: The meaning of your sur-name (local name)

Ask the learners to state or write or explain the meaning of their names and what it says about them. Ensure that all participants are respectful to each other and do not interrupt or laugh at their fellow participants. Also, inform all participants that no one is allowed to give answers to any other's name except if a participant does not know and nominates an individual to explain the meaning of their name. Note that some participants may not know the meaning and or reason why they were given such a name and may not be willing to nominate any one to help them answer. This should be respected and left at that.

Examples: -

1. My name is Avako. Avako (in Lugbara) means not interested, given by my mother because she didn't like the behavior of her father's children.
2. My name is Vujeru (Lugbara), given by my father. All my elders were boys and dad wondered where he would get money for buying land. So when I arrived, he named me vujeru meaning for buying land – bride wealth.
3. My name is Maliamungu, given by my mother who lost most of her children born before me. She named me so believing I will also die shortly thus meaning this is God's property, He will soon take it.

Note: Instructor should be at liberty to ask learners to give their names in their local languages and explain it because it can lead to low self-esteem.

What are some of the aspects that make one have low self-esteem?

1. Low/lack of source of income
2. Negative comments such as you are dull, you are useless, there is no future in you, you are ugly.
3. Family background
4. Education levels
5. Stigma
6. Health status
7. Poor parenting
8. Gender based violence.
9. Rape
10. Orphanage
11. Cultural practices
12. Polygamous marriages
13. Disability

Aspects that can build one's self esteem

1. Good education levels
2. Stable financial level (wealth e.g land, animals, etc)
3. Stable employment
4. Having good health status
5. Stable family and marriages
6. Having children especially once married.
7. Source of livelihood

NOTE: Instructor should be able to come up with other relevant examples apart from sur-names for better understanding of self-esteem.

Key Messages.

1. Avoid negative self-talk.
2. Self-appreciation of oneself.
3. Connect with people who love you.
4. Set yourself a challenge.
5. Focus on your positives.
6. Take care of yourself.
7. Know yourself; [your strengths and weaknesses]

Session 3: Assertiveness

NAME:	POSITIVE CHARACTER:
AUMA	ABLE
BAITI	BRLLIANT
CANDIRU	CALM
DIBALA	DELIGHTFUL
ELIOT	ENCOURAGING
FARUK	FRIENDLY
GANDHI	GENEROUS
HABIB	HONEST
IKILAI	IMPRESSIVE
JOROGE	JOVIAL
KAITESI	KIND
LIMA	LIVELY
MASELLE	MOTIVATING
NELLY	NURTURING
PATEL	PATIENT

Introduction

This session will introduce learners to appreciate characters of assertive people. Focus of the session is on the importance of value for one-self but also more importantly to communicate your value and belief to others respectfully without hurting them.

Learning Objectives

By the end of the session,, learners should be able to: -

- i. Demonstrate understanding of the concept of assertiveness
- ii. Describe the characteristics of an assertive person.
- iii. Identify assertive characters amongst the youth to develop over a period of time.

Materials to use

Marker pens, news prints, masking tapes, flip charts, pieces of paper, chalk board, cards and other locally available materials

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 minutes	1. Display and walk learners through the session objectives	1. Listen and respond accordingly
II	30 minutes	1. Task learners to use the first letter of one of their names to describe their character. 2. Present this on the board	1. Each learner provided an opportunity to use his/her first letter name to describe their character.
III	40 Minutes	1. Ask learners to demonstrate assertiveness using a scenario in the notes. 2. Summarize the learners' demonstration.	1. Listen and role play the scenario 2. Take note actively
IV	30 Minutes	1. In groups guide the learners to role play characters of assertive person	1. Perform the role play
		2. Task the learners to write down the characteristics of assertive people and present on the board. 3. Use the notes to summarize.	3. In pairs, the learners write down the characteristics of assertive people and present on flip chart. 4. Take note actively
V	15 minutes	1. Ask each learner to mention and write down what they are going to do to be assertive during the learning of the three modules. 2. Record in the instructors' book learners' planned actions in the areas of assertiveness which they have agreed to act upon.	1. In their books, individual learners write one action on how they will demonstrate assertiveness during the course.

Session Notes:

Assertiveness is the quality of being self-assured and confident without being aggressive. Assertive people are never worried or scared of expressing themselves.

Activity: Using the first letter of your name (any name) to describe your positive character.

E.g Peter – Patient Baiti- Bold Togbole – Tolerant Joyce – Jolly
Ropani – Reasonable (Write down the different responses).

Activity: Role play on characteristics of assertiveness.

Let the learners identify some of the characteristics of assertiveness. Relate it to a challenge in their life and role play how one used assertiveness to overcome the challenge. E.g. your spouse has discouraged you from attending training and wants you to do other things that are not of your interest. How do you assertively overcome this problem?

Note: From the story ensure learners understand the meaning of assertiveness.

Activity: Story telling showing assertiveness

The instructor tells a story/scenario of assertiveness he/she has encountered. It could be her/his own story or someone else story. Most important is that the story should bring out the context and examples of being assertive. E.g. Young girls/boys in their first relationship experience challenges of whether to say NO to sex and stick to it; Or Whether to have protected sex or not!

Characteristics of Assertive Person.

1. Speaks openly
2. Makes good eye contact
3. Shows expressions that match the message
4. Relaxes and adopts an open posture and expressions
5. Participates actively in groups
6. Speaks to the point
7. Values self-equal to others
8. They have self-control and emotional stability
9. Responds to questions
10. Have self-esteem

Key Messages

1. Assertive people are not just **born** that way, they learn to be.
2. Know what is right for you and stick to it.
3. Have self-control (emotions, body language etc.)
4. Be confident without being rude or aggressive.
5. Participate actively in groups

Session 4: The Ability to Cope with Emotions



Introduction

This session will identify the different emotions, like what makes one happy or sad and how they can cope with them for living healthy life. People are known by their emotional nature. Focus will be on response to life situations that define emotions. Some emotions are hurting to self and others, while others do not.

Learning Objectives

By the end of the session,, the learners should be able to: -

- i. Identify the different emotions of the different individuals.
- ii. Demonstrate understanding of the effects of positive or negative emotions
- iii. Demonstrate how to deal with the different emotions.

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome learners 2. Display session objectives 	<ol style="list-style-type: none"> 1. Actively listen to the session objectives and write them down/note.
II	30 Minutes	<ol style="list-style-type: none"> 1. Ask each learner to mention at least 2 things that make him/her happy on the board. 2. Ask them to identify at least 2 things which make them unhappy or sad 3. Note all their responses on the board 4. Use the notes to summarize emotions stating the meaning and types of emotion 	<ol style="list-style-type: none"> 1. Each learner mentions at least two things that make them happy 2. Each learner mentions at least two things that make them unhappy 3. Note/write the key messages the instructor has given.
III	35 minutes	<ol style="list-style-type: none"> 1. Ask learners to role play the effects of positive and negative emotions 2. From the play lead discussion on how to cope with the emotions 3. Summarize using the notes 	<ol style="list-style-type: none"> 1. In small group's role play negative and positive effects of emotions. 2. Take note actively
IV	40 minutes	<ol style="list-style-type: none"> 1. In the groups, ask them to come up with a scenario/ play/ song/ poem on dealing with emotions. 2. Let them present the song/story/ poem in the large group. 3. Summarize the presentations with the skills for coping with emotions. 	<ol style="list-style-type: none"> 1. Each group identifies the messaging/scenarios for dealing with emotions 2. Present randomly in plenary.
V	10 minutes	<ol style="list-style-type: none"> 1. Let each learner identify one negative emotion in her/his life and state what they are going to do about it. 	<ol style="list-style-type: none"> 1. Self-reflection – each learner identifies one positive emotion to build on, and negative emotions to work on.

Session Notes

What makes one happy?

What makes one sad?

i. Having good job	i. Loss of job
ii. Having good health	ii. Poor health
iii. Having wealth	iii. Disappointment
iv. Having good food	iv. Hunger
v. Having good education or educated family	v. Stress
vi. Child birth	vi. Failure to achieve a set goal
vii. Successful business	vii. Poverty
viii. Good and supportive friends	viii. Loss of dear ones
	ix. Loss of property
	x. Incurring losses in business

Definition of emotions: Emotions are feelings such as happiness, sadness, love, fear, anger or hatred which can be caused by the situation you are in. Emotions can be both positive and negative.

Negative emotions can be described as any feeling which causes you to be miserable and sad. These emotions make you dislike yourself and others, and take away your confidence.

Examples of negative emotions (effects of negatives emotions) are: -

- Hate,
- Anger,
- Jealousy,
- Sadness,
- Quarrelsome
- Fear,
- Loneliness,
- Shock,
- Envy (bitterness for someone's progress)

Positive emotions (effects of positive emotions) are feelings that make one happy.

The top ten examples of positive emotions are: -

1. Joy
2. Gratitude – thankfulness, gratefulness
3. Serenity- calmness, peacefulness
4. Interest – To like something good
5. Hope
6. Pride – self-importance
7. Enjoyment – Amusement, happiness, laughter
8. Inspiration – Encouragement, motivation
9. Excitement – Pleasure, delight, Enthusiasm
10. Love

Activity: Role Play on positive and negative emotions

Ask the learners to role play positive and negative emotions.

Use the play to discuss how to cope with emotions E.g. ill health, loss of job, child birth, having a successful business, etc.

Skills for Coping/dealing with Emotions

Positive emotions transform us. If we increase positive emotions, we can change who we are. There are several ways you can create positive emotions to live a better quality of life. They are:

1. Smile
2. Do something you love
3. Meditate – reflect, think
4. Practice relaxation techniques-exercise, games, sports etc.
5. Do something good for others.
6. Move away
7. Laugh it off
8. Release the energy
9. Learn acceptance
10. Get help
11. Counseling
12. Listening to music
13. Crying
1. Sleeping
14. Praying
15. Talk to a friend
16. Positive affirmations (saying positive statements several times within yourself)
17. Practice mindfulness

Key messages

1. Every individual has emotions.
2. Emotions can either be positive or negative depending on how they are expressed in a given situation.
3. Learning to manage your emotions is very important for day to day life affairs.
4. The skills for copying or managing emotions are learnt and developed over time.

Session 5: Building a Positive Attitude and Mindset



Introduction

This session will focus on inculcating the right attitude and mindset for one self and development. Positive attitudes and mindset helps the youth to harness their potential. It helps them to have an open discussion on things around them and be able to make informed decisions.

Learning Objectives

By the end of the session,, learners should be able to: -

- i. Demonstrate understanding of the concept of positive attitude and mindset.
- ii. Describe good and bad attitude.
- iii. Establish ways to change mindset.

Materials Needed.

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome learners to the session and give them session objectives	1. Respond actively
II	40 Minutes	1. Ask learners to explain characteristics of people who have good attitude	1. In pairs share the characteristics of people who have good attitude,
III	30 Minutes	1. Task groups of 3 – 5 people, ask them to reflect on the bad attitude 2. Explain the meaning of mindset.	1. Groups of 3 – 5 people, let them reflect on bad attitude. 2. Individually learners write or note the key messages on mindset.
III	35 Minutes	1. In groups, ask learners to role play any aspect or scenario of good attitude. 2. Summarize with feedback from other learners and conclude that good attitude and mindset is something that should be used daily in life	1. Volunteer to role play good attitude towards others and work. 2. Take note actively
IV	10 Minutes	1. Ask each learner to write/note down the positive attitude or mindset that she/he will practice in their daily routines	1. Individually write in their notebook the positive attitude or mindset they will practice in their daily routines

Session Notes

Positive Attitude

1. Positive attitude is a state of mind that envisions and expects favorable results.
2. The willingness to try doing new things
3. The belief that everything would turn all right
4. It is an attitude that helps you see the good in people.
5. It is a mental attitude that sees the good and the accomplishments in your life, rather than the negative and the failures.
6. A positive attitude is a mindset that helps you see and recognize opportunities.
7. Positive attitude means positive thinking
8. It is optimism and maintaining a positive mindset
9. It is a mental attitude that focuses on the bright side of life
10. It is a mindset that uses the words, "I can", and "it is possible".

Develop the Qualities of People with a Positive Attitude

Start by dumping your negative thoughts. Do you often think about failure, and

how bad your life is? You need to stop doing this. These thoughts perpetuate the negative situations.

When negative thoughts dominate your mind, you do not seek solutions and progress. You just see the negative and expect it. This affects your thinking and your actions, and unconsciously, makes you choose bad choices.

You need to refuse to think these thoughts and substitute them with positive thoughts about success and happiness. This might be difficult in the beginning, but with persistence, you will be able to change how you think.

Is positive attitude a part of your life, or do you let a negative attitude win? You can test yourself to find out.

Try to remember what kind of thoughts you had in the past 24 hours and write them down. Make two lists, one to include your negative thoughts, and another list, where you will write down your positive thoughts. Then, compare the two lists. Which one is longer?

Are all these negative thoughts worthwhile? Do you need them? Isn't it better to get rid of them, and to substitute them with thoughts from your positive thinking list?

Continue doing so for a week, or for two weeks, and you will begin to see how your positive attitude is improving.

Mindset

Think of your mindset as a voice

How does a mindset manifest itself? It controls the way you talk to yourself in the privacy of your own head. Recognizing this fact is the first step to achieving a growth mindset. "As you approach a challenge, that voice might say to you, 'Are you sure you can do it? Maybe you don't have the talent' or 'What if you fail--you'll be a failure,'" the post explains, adding that, "As you hit a setback, the voice might say, 'This would have been a snap if you really had talent.'"

Pay attention to your thoughts and see if you frequently tell yourself anything similar. If so, you've spotted the fixed mindset at work, undermining your potential for success.

Choose growth

Now that you know what you're up against, the next step, according to Deck, is recognizing that you aren't stuck with the thoughts you currently have. "How you interpret challenges, setbacks, that criticism your choice," the post points out. "You can interpret them in a fixed mindset as signs that your fixed talents or abilities are lacking. Or you can interpret them in a growth mindset as signs that you need to ramp up your strategies and effort, stretch yourself, and expand your abilities."

Talk back

When it comes to that limiting voice in your head, feel free to be as lively as you like in response. Tell that voice exactly what's wrong with how it's framing situations, and actively reformulate your approach to challenges and setbacks to reflect a belief in personal growth. The post offers examples:

The **fixed mindset** says, "Are you sure you can do it? Maybe you don't have the talent."

The **growth mindset** answers, "I'm not sure I can do it now, but I think I can learn to with time and effort."

Fixed mindset: "What if you fail--you'll be a failure."

Growth mindset: «Most successful people had failures along the way.»

Fixed mindset: *Your history (past) is full of failure*

Growth mindset: *Yes, but my future can't be my history. Success will be my portion.*

Etc. Develop more such inspiration with the learners.

Session 6: The Ability to Cope with Stress



Introduction

This session will focus on what young people need to know about the causes and signs of stress and how to get help and support to deal with stress to ensure proper development and growth. Also constant stress can be destructive to the growth and development of young people, and cause unbearable depression. Therefore, the youth should learn how to cope with different life situations.

Learning Objectives

By the end of the session, the learner should be able to:

- i. Identify the different forms of stress
- ii. Identify sources of stress at home and work.
- iii. Demonstrate how to deal with stress
- iv. Perform literacy and numeracy tasks related to the session.

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome learners to the session 2. Present the session objectives. 	<ol style="list-style-type: none"> 1. Volunteer to read the displayed objectives.
II	15 Minutes	<ol style="list-style-type: none"> 1. Explain the meaning of stress 2. Ask learners to share stressful moments (for themselves or friend) 3. Illustrate the different forms of stress 	<ol style="list-style-type: none"> 1. Note actively 2. Share stressful moments
III	15 Minutes	<ol style="list-style-type: none"> 1. Group learners into female and male groups and request them to share the signs and symptoms of stress. 2. Use the notes to summarize their responses 	<ol style="list-style-type: none"> 1. In their groups share the signs and symptoms of stress. 2. Individually write/ note the key messages on signs and symptoms of stress.
IV	15 Minutes	<ol style="list-style-type: none"> 1. Asks learners to brainstorm on the effects of stress and he/she writes them on a flip chart. 1. Using the session notes he/she summarizes the session 	<ol style="list-style-type: none"> 1. Give the effects of stress in relation to different life situations. 2. Individually write/note the key messages on stress
V	20 Minutes	<ol style="list-style-type: none"> 1. Through brain storming let the learners identify the positive and negative ways of dealing with stress. 2. Relate their presentation to the notes and take them through ways of managing stress. 	<ol style="list-style-type: none"> 1. Give the positive and negative ways of dealing with stress 2. Note the presentation
VI	30 Minutes	<ol style="list-style-type: none"> 1. Guide learners through role play to demonstrate how to deal with stress 3. Assign different roles to different learners 	<ol style="list-style-type: none"> 1. Role play how to deal with stress 2. Present to the entire group
VII	10 Minutes	<ol style="list-style-type: none"> 1. Let each learner mention/write down what they are going to do about managing stress 	<ol style="list-style-type: none"> 1. Write or mention what they are going to do about managing stress
VIII	10 Minutes	<ol style="list-style-type: none"> 1. Guide learners to perform literacy and numeracy tasks 	<ol style="list-style-type: none"> 1. Perform literacy and numeracy tasks

Session Notes

Definition: Stress is the body's response to life experiences.

Forms of stress

1. **Physical stress:** refers to actual physical activities that cause harm to the human body. E.g. too much travels, too much sleep.
2. **Emotional stress:** Stress due to one's emotional response. It is one of the most common and the best example is loss of a loved one, break up of relationship, divorce and fighting with spouse.

3. **Traumatic stress:** is a type of stress that occurs due to some type of trauma to the human body. E.g. car accident, surgeries, wars, rape, defilement etc.
4. **Economic stress:** Lack of money to support one's basic needs
5. **Social stress:** Examples include, unstable marriage, loss of dear one, among others
6. **Political stress:** Examples include hate, brokenness, and bitterness, anger, etc.

Signs and symptoms of stress

Signs (What can be seen)	Symptoms (What the person feels)
<ol style="list-style-type: none"> 1. Being rude/being violent 2. Isolation from others 3. Looking tired 4. Loss of appetite 5. Too much/less eating 6. Little interest in one's appearance 7. Excessive alcohol drinking 8. Drug/substance abuse 	<ol style="list-style-type: none"> 1. Headache 2. Loss of weight 3. Mental disorder 4. Frustration

Effects of stress

Mental health Anxiety Suicide Depression
 Death Personality disorder Eating disorder
 Loss of appetite Diseases such as heart diseases, stroke and pressure

Dealing with stress

Healthy ways of managing stress	Unhealthy ways of managing stress
<ol style="list-style-type: none"> 1. Learn how to say no 2. Avoid people/situations that stress you 3. Express your feelings responsibly instead of bottling them up 4. Be willing to compromise 5. Manage your time better 6. Learn to forgive 7. Have enough rest and eat well 8. Exercise regularly or indulge in physical activity 9. Live a planned organized life – don't live by chance, luck or accident 10. Have time for leisure, smile 11. Avoid caffeine, alcohol, and nicotine (drugs or abusive substance). 12. Get more sleep. 13. Talk to someone you trust. 14. Take control of yourself. 15. Rest if you are sick 16. Pray 17. Talk to a counselor 	<ol style="list-style-type: none"> 1. Smoking 2. Drinking alcohol 3. Over eating or under eating 4. Using drugs e.g. goro, mairungi etc. 5. Withdrawing from friends and family 6. Taking your stress to others

Role play

Let the learners perform a role play on how to deal with stress?

Key Messages

1. Stress is real and unavoidable
2. Everyone needs to learn how to manage stress.
3. Having skills of managing stress can be important to ensure that you stay healthy.

Literacy Tasks

Study the puzzle below and answer the questions that follow: -

1. Identify the following words and shade them: **Self-awareness, self-esteem, assertiveness, emotions, stress.**
2. Identify five other familiar words you can recognize.

A	S	S	E	R	T	I	V	E	N	E	S	S
M	E	Y	O	U	T	H	G	F	A	L	E	F
K	L	K	W	O	M	E	N	P	R	U	L	G
Y	F	Y	S	E	E	C	S	Q	S	K	F	H
A	E	M	E	N	T	V	K	S	H	O	A	J
E	S	J	K	L	S	W	E	A	I	B	W	K
O	T	D	A	M	R	R	A	B	V	O	A	L
I	E	F	G	N	T	V	I	I	W	K	R	M
S	E	E	F	S	Q	W	D	L	M	O	E	N
U	M	D	Z	O	P	X	S	I	X	Z	N	W
V	B	C	P	Q	Z	Y	J	T	D	W	E	X
W	U	G	A	N	D	A	R	Y	P	N	S	Y
L	I	F	E	S	K	I	L	L	S	I	S	X
X	S	N	O	I	T	O	M	E	O	F	S	A

3. Using the words in 1 and 2 above, make one sentence including other words to make a meaning
4. From the puzzle identify words to make a complete meaningful sentence.

Numeracy Tasks

1. How many boxes are occupied by word skills?
2. How many boxes are there in the puzzle above?
3. Write in words these figures 5, 67, 41 and 100
4. Write in words 167,500=.

TOPIC 3: SKILLS NECESSARY TO HAVE A GOOD RELATIONSHIP WITH OTHERS

Introduction:

Once you have a good relationship with yourself, you need to extend such good relationship to others. This topic is to enable you to have good relationship with others. The skills to enable this are: - Good social manners, empathy, friendship formation and peer resistance skills. Each of the skill will be a session.

Session 1: - Good Social Manners



This session is a reminder of the various good social manners one is expected to have in order to live well with others. The focus of this session, is on understanding our social manners and how they enable us to relate with others either positively or negatively.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Demonstrate understanding of the concept of social manners.
- ii. Describe good and bad social manners
- iii. Establish ways to practice good social manners.

Materials Needed.

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome learners to the session stating the objectives.	1. Actively respond
II	30 Minutes	1. Use a saying/proverb/riddle related to good social manners. Ask learners to pair up and share riddles related to good social manners 2. Task groups of 3 – 5 people, ask them to reflect on the saying/proverb/riddle and mention what good social manners are. 3. Explain the meaning of good social manners using the notes	1. In pairs share the riddles related to good social manners 2. Groups of 3 – 5 people, let them reflect on the saying/proverb/riddle and mention what good social manners are 3. Individually learners write or note the key messages on good social manners
III	40 Minutes	1. In groups, ask learners to role play any aspect or scenario of good social manners. For example- role play on providing hair dressing service in the salon using good social manners and another using poor social manners. 2. Summarize with feedback from other learners and conclude that good social manners is something that should be used daily in life	1. Volunteer to role play good and bad social manners 2. Take note actively
IV	35 Minutes	1. Using the notes explain the good and bad social manners	1. Actively note the social manners.
V	10Minutes	1. Ask each learner to write/note down the good social manners that she/he will practice in their daily routines	1. Individually write in their notebook the social manners they will practice in their daily routines

Session Notes

Good social manners; are those acceptable behaviors and practices that enable you to relate well with others. Knowing how to behave, communicate, respond to stressful situations and deal with different people from different backgrounds is important.

Examples of good Social Manners and their importance

S/N	Good Social Manners	Importance
1	Using humble words like "Please, may I, should I, excuse me, you are welcome, sorry, forgive me, thank you etc.	Shows consideration, empathy, gratitude, appreciation, good feeling for others.
2	Smile and have a good attitude	Makes everything better
3	Make small talk	For friends, keeping a job
4	Ask questions for others	Shows interest in others
5	Share with others	Care, think of others

6	Treat others the way you want to be treated	Shows empathy
7	Look for opportunities to compliment others	Makes others feel good
8	Keeping clean	Keep healthy and acceptable to others
9	Washing hands after toilet use	Keep healthy and not be a disease carrier
10	Care for others	Makes one feel good, loved and happy

More good social manners to develop

1. Don't use phone when you are with someone (it shows less interest)
2. Keep eye contact while talking (attentiveness)
3. Accept your mistakes and correct them
4. Knock on closed doors before entering
5. Turn your phone on silent/vibration in public
6. Give respect to others (e.g. address elders as sir or madam, males-gentlemen, females-ladies)
7. When people ask you –Tell them and also ask them.

Examples of bad social manners

1. Talking while eating with your mouth full of food
2. Interrupting people
3. Insulting
4. Indiscriminate throwing of trash/rubbish
5. Inappropriate dressing (every place has a dress code e.g. work, sports, party e.t.c)
6. Coughing without covering your mouth
7. Spitting in the open
8. Yawning without covering your mouth.
9. Sneezing without covering with your hands
10. Fattening in public
11. Fighting/affray
12. Dozing in public
13. Rumor mongering
14. Over talking (Talking a lot)

Signs that one has bad social manners

1. People move away from you.
2. Having no or few friends.
3. Frequently eat/walk alone
4. Rarely smile
5. People nickname you
6. Customers avoiding your enterprise.

NOTE: Discuss these manners in a specific context.

Activity:

Role play good and bad social manners and their consequences. Use the scenario of a salon offering service with poor social manners and good social manners. You can use any other scenario that is common to the environment.

Key Messages

1. Social manners are learned.
2. Social Manners vary from one individual to another and from one community to another.
3. Social manners cut across every sphere of life (poor or rich)
4. Social manners have a long life effect

Session 2: Empathy



Introduction

This session will address the practice of relating with others considering that you are the one in their shoes. It is human to always focus on one's point of view or see challenges from one's side. On the other hand, those who value others and want to relate well with them, try to view issues from the perspective of others. *“What would you do if it was you”* is important if you want to relate with others.

Learning objectives

By the end of the session, the learner should be able to:

- i. Demonstrate understanding of the concept of empathy.
- ii. Describe the importance of being empathetic.
- iii. Demonstrate how to use empathy to win customers (and people).

Materials to be used

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome learners to the session. 2. State the session objectives 	<ol style="list-style-type: none"> 1. Actively listen to the session objectives
II	50 minutes	<ol style="list-style-type: none"> 1. Use the short story in notes to bring out empathy. 2. Explain the meaning of empathy in relation to the story. 3. Ask the learners to form groups of 3 - 5 and let them discuss the importance of being empathetic 4. Have learners present their responses to the whole group 5. Sum up the discussion with the session notes on the importance of being empathetic 	<ol style="list-style-type: none"> 1. In pairs discuss What do the women and men say about the two stories? 2. In groups of 3-5 and discuss the importance of being empathetic. 3. Present their responses as the rest give them feedback in 5 minutes
III	50 minutes	<ol style="list-style-type: none"> 1. Ask learners to role play using empathy to win a customer 	<ol style="list-style-type: none"> 1. In group's role play different scenarios of winning customers: Difficult, and ready to buy.
IV	15 minutes	<ol style="list-style-type: none"> 1. Let each learner mention how they will want to show their empathy 	<ol style="list-style-type: none"> 1. Reflect on the role plays in previous step.

Session Notes:

Empathy

Empathy – is the ability to put yourself “in someone else’s position”. It means you understand other people’s situations and feelings then you communicate with that understanding.

Sympathy is feeling compassion, sorrow, or pity for the hardships that another person encounters.

Short Story

(Women) Your friend is pregnant after you have always advised her against moving with that boy. She had told you how the boy was helping her with many things. Now the boy has disowned her. How will she tell her parents? She needs your help.

(Men) A young man has made another girl pregnant but has denied it and yet everyone knows he is the one who has been moving with this girl. How do you help your friend own-up to this responsibility?

Importance of Empathy

1. More likely to treat other people the way they wish.
2. Better understanding of the needs of people around you.
3. Understand the perception you create in others with your words and actions.
4. Less trouble dealing with interpersonal conflict both at home and work.

5. Learn more how to motivate people.
6. More accurate predictions on actions and reactions of people you interact with.
7. Find it easier to deal with negativity of others.
8. Better leader, friend and follower.
9. Improves quality of customer service because it establishes a bond between customer and seller.

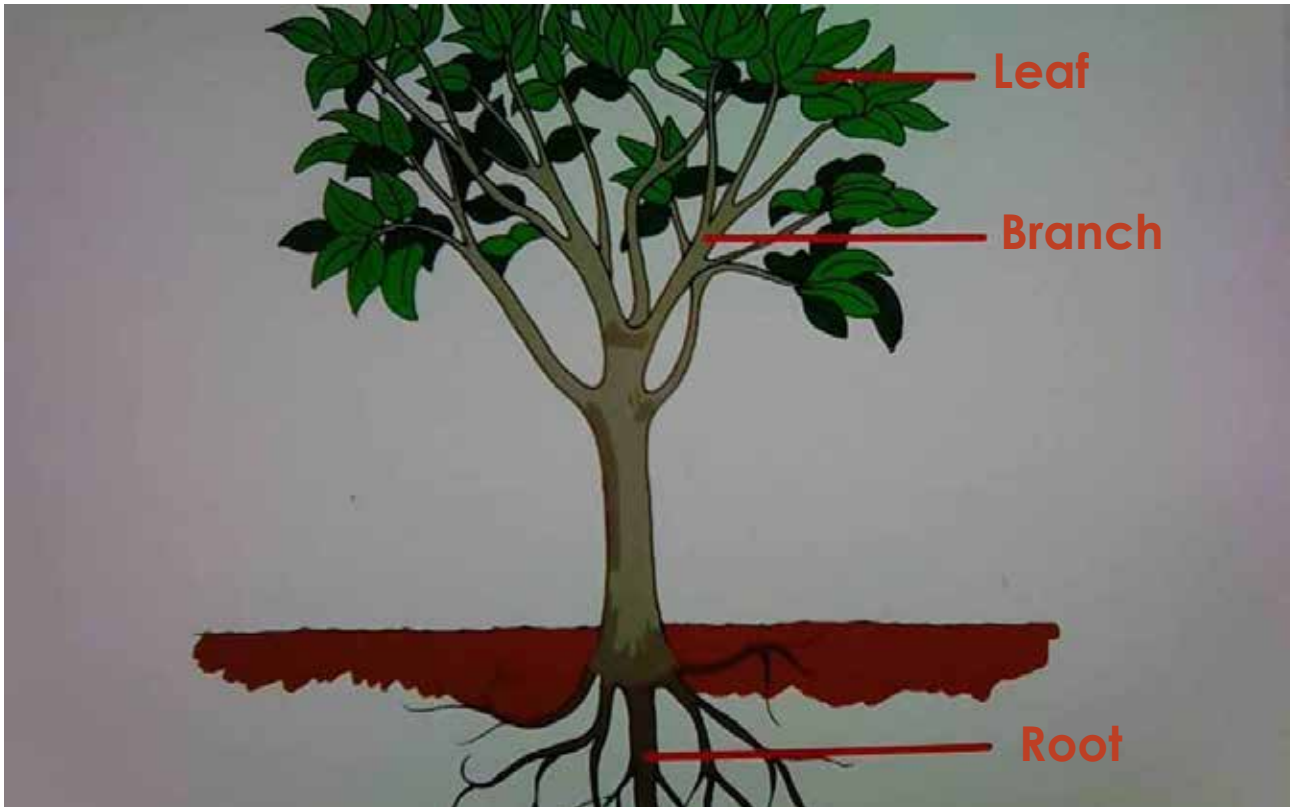
How to win customers/friends using empathy? Practicing empathy

1. Listen carefully - Be a good listener and try to repeat what the customer says to assure them that you are listening.
2. Smile -Smile when talking to friends. They will feel it in your voice.
3. Make it your problem- Take ownership of the inquiry, especially if it is a complaint. Have a one-to-one relationship with your friends so that they have a point of contact that they can come back to.
4. Allow them to 'get it all out'- When your friends are angry, allow them to open up without interruption. Use this time to figure out what you can do to fix their issue.
5. Be respectful - Make sure you talk to your friends with respect and in common language. Never talk down the friends or talk over them.
6. See it through their eyes - Share your friends' perspectives.
7. Understand their priorities – Every friend, particularly in an emergency situation, will have a list of priorities. Make them your priorities too and address them in the right order. This will reassure the friends that you know what they want and are taking care of them.
8. Show that you care -You can build rapport by showing a personal interest in the friends. For example, if a friend says they have been sick, show that you care by asking them about the recovery.
9. Begin with a positive statement - If the friend has spent some time explaining a frustrating problem, then beginning your response with a short, direct statement of intent can gain his/her confidence. Something like “Okay, we can fix this...” or “Right, let's get this problem sorted for you...” will reassure the friend that you are taking ownership of the problem.
10. Avoid assumptions - Don't make assumptions about what the friend is telling you – actively listen!

Key Messages

1. Let us learn to be empathetic.
2. Treat others the way you would wish to be treated.
3. Not everyone is empathetic but there is need to practice.

Session 3: Friendship Formation



Introduction

This session will build from the analogy that “No woman or man is an island”. Therefore, making friends and keeping them is critical. We need one another to live happily and even more when in sadness you need a shoulder to lean on.

Learning Objectives

By the end of the session, the learner should be able to:

- i. Describe how friendships are formed
- ii. Describe the characteristics of a good friend
- iii. Explain the different types of friends
- iv. Develop strategies on how to keep friends

Materials needed to be used

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome learners to the session 2. Use a song, saying or proverb related to friendship to introduce the session 3. State the session objectives. 	<ol style="list-style-type: none"> 1. Respond to welcome 2. Join the Instructor in the song or common saying/known riddle. 3. Actively listen and take note of key points from the learning objectives.
II	20 Minutes	<ol style="list-style-type: none"> 1. In groups ask the learners to outline the characteristics of good and bad friends especially among the youth. 2. Summarize using the notes. 	<ol style="list-style-type: none"> 1. In groups discuss the characteristics of good and bad friends especially among the youth 2. Make group presentations to the whole group 3. Take note actively
III	30 Minutes	<ol style="list-style-type: none"> 1. Use Isma and Peter's story in the notes to discuss how to keep friends 	<ol style="list-style-type: none"> 1. Responds individually to Isma and Peter's story
IV	40 Minutes	<ol style="list-style-type: none"> 1. Draw a tree showing the leaves, branches and roots. 2. Ask the learners to discuss the use and meaning of the leaves, branches and roots to the tree. 3. Upon making their presentation relate the three parts to friends. This gives three types of friends – leaf friends, branch friends and root friends. 	<ol style="list-style-type: none"> 1. In three groups learners discuss the use and meaning of the leaves, branches and roots to the tree. 2. In pairs allow the learners to state the type of friend that person is and pass over the paper to the instructor who should give the results of how many are leaf friends, branch and root friends.
V	15 Minutes	<ol style="list-style-type: none"> 1. Use the notes to summarize on the ways of friendship formation 	<ol style="list-style-type: none"> 1. Note down key points from Instructors summary.
VI	10 Minutes	<ol style="list-style-type: none"> 1. Task learners to show what they will do to make good friends during apprenticeship session. 	<ol style="list-style-type: none"> 1. In pairs develop a way forward for keeping and making good friends.

Session Notes

Friendship formation: This is an important skill as it helps young people to find peers or other people with whom they can relate and share experiences. The friends we have are a true reflection of who we are.

Let the learners give ‘‘5 sayings’’ on friendship then record them on a piece of paper or on the board and role play on friendship formation.

Characteristics of friends

Good Friends	Bad Friends
1. Support each other	1. Hypocrite (pretender)
2. Love one another	2. Gossip
3. Care for each other	3. Not God fearing
4. Visit each other	4. Jealous
5. Guide each other	5. Selfish
6. Easily forgive when hurt	6. Unforgiving
7. Trust each other	7. Trouble causer/criminal
8. Respect each other	8. Easily angered
9. Direct towards opportunities	
10. Communicate effectively	
11. Share ideas freely	
12. Open to each other	

Activity: Keeping friends

Isma and Peter were good friends right from their school days and due to lack of fees they dropped out of school. Both went separate ways in life. Isma started digging and his fields produced good crops he sold in the market to the customers. On the other hand, Peter went to live in town with other friends and got involved in manual work but also use of drugs like eating mairungi. One day Isma brought his onions to town to sell and met Peter who received him and promised to connect Isma to a buyer who would pay a better price. Isma left the sack of onions with Peter as he went to buy agricultural inputs. On his return, Peter had met the buyer who took the onions but paid three quarters of the money claiming the balance would be paid later in the day. Peter handed over the money to Isma and promised to send him the balance later in the evening through his mobile phone. By the following day Peter's phone was still off and other people told Isma, Peter was an un trust worthy person that one would not trust with valuable items. Three months later Isma took the next harvest and coincidentally met Peter. This time Isma went with his wife who would support in selling the onions.

Questions for discussion

1. If you are Isma what would you do to keep the friendship with Peter?
2. If you are Peter what would you do to keep the friendship with Isma?
3. If you are Isma's wife what advice would you give to Isma about his friendship with Peter?

Types of Friends – Using the tree analogy

Use and meaning of leaves, branches and roots to a tree

Leaves	Branches	Roots
1. Carry out the process of photosynthesis	1. Hold the fruits	1. Stores food
2. Bear fruits	2. Balance the weight of the tree	2. Absorb water and minerals
3. Reduce the speed of the wind	3. Stores food for the tree	

Leaves	Branches	Roots
4. Provide manure to the plant 5. Mulching 6. Respiration 7. Transpiration 8. Form organic manure 9. Canopy reduces loss of water 10. Beautifies the plant	4. Holds the leaves 5. Links the leaves with the root 6. Creates beauty by holding the plant in shape	3. Holds the tree in position 4. Supports the tree 5. Extract nutrients from the soil uptake of water.

Types of Friends

Leaf Friends	Branch Friends	Root Friends
1. Materialistic 2. Linkage 3. Supportive 4. Passing time 5. Temporary 6. Make you feel nice 7. Leave you during bad times 8. Offer limited help 9. Help market you	1. Hold you for some time 2. Stick with you for some time 3. Offer you some hope 4. Provide for you 5. Link you with others who can help 6. They are of different walks of life –just like tree branches are of different sizes 7. Can break off from you leaving a scar	1. Reliable 2. Sharing of ideas, secret 3. Supportive friends 4. True friends 5. Help you grow 6. They build hope 7. Dependable 8. At times not always seen 9. Stick with you in both good and bad times 10. Always available

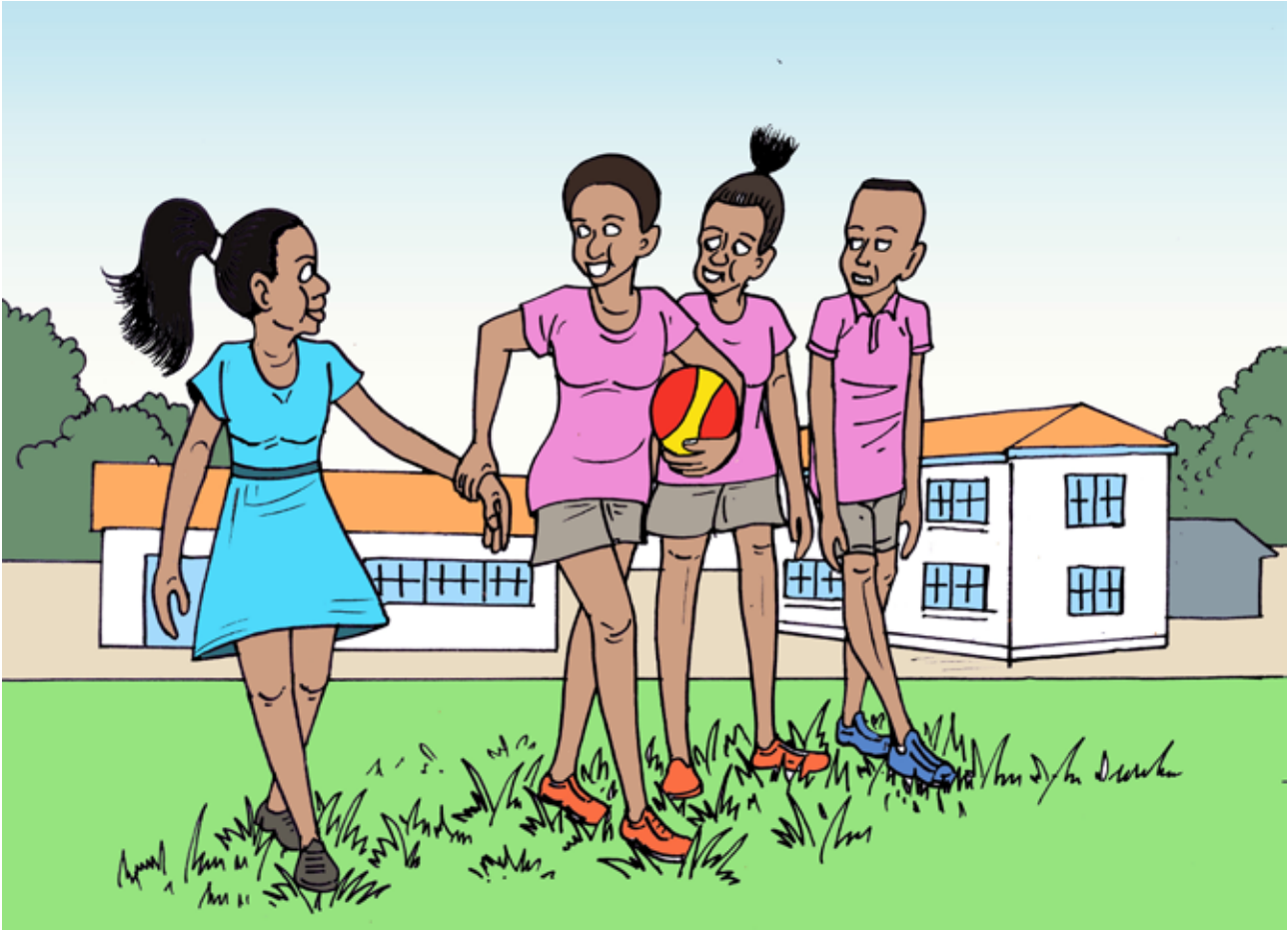
Friendship Formation Process

1. From unknown (Blind Date)- friends begin from people we initially do not know
2. Interest – have some common interest
3. Get close – get to know each other more
4. Purpose – have a purpose for the friendship
5. Have something to share
6. Leave a room for disappointment
7. Make friends of different walks of life by age, social status, sex, economic status, levels of education etc.
8. Keep the old friends

Key Messages

1. Leave room for disappointment
2. Make friends who add value from different walks of life by age, social status, sex, economic status, levels of education etc.
3. Keep the old friends
4. No man or woman can live as an island

Session 4: Peer Resistance Skills



Introduction

This session will focus on peer resistance skills to empower youth to ask questions about the friendship that may turn out to be bad. Peer resistance means; if a friend or friends of an equal age to you says something which you disagree/don't like, you resist them and do what you believe is right. Peer pressure; is the influence one has from friends and others of his/her own age to do things that he/she doesn't agree and willingly do. Whereas it is good to have friends, some friends put you in difficult situations that require you to question the friendship.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Demonstrate the understanding of the concept of peer resistance
- ii. Identify the different types of peer pressure
- iii. Develop strategies for resisting peer pressure
- iv. Perform numeracy and literacy tasks related to skills to have good relations with others

Materials to be used

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none">1. Welcome learners to the session using fun fair "bonga" greeting.2. State session objectives	<ol style="list-style-type: none">1. Respond to the instructor's Bonga greeting.2. Actively listen to the session objectives
II	30 Minutes	<ol style="list-style-type: none">1. Ask learners to form groups and task them to name the various groups in their community and state how they affect the youth.2. Record their responses on the board.	<ol style="list-style-type: none">1. In groups name the various groups in their community and state how they affect them.2. Present the group work
III	25 Minutes	<ol style="list-style-type: none">1. Using the notes with elaboration explain positive and negative peer pressure	<ol style="list-style-type: none">1. Individually write or take note of the key messages on peer pressure
IV	40 Minutes	<ol style="list-style-type: none">1. Ask the learners to form two groups, and role play strategies for overcoming peer pressure.2. Let the groups make their presentations.3. Facilitate the discussions on what they did to overcome the pressure they faced.4. Sum up the discussions with the session notes on strategies for peer pressure resistance.	<ol style="list-style-type: none">1. Role play2. Group discussion3. Presentation4. Write/take individual notes on resisting peer pressure.
V	10 Minutes	<ol style="list-style-type: none">1. Task each learner to mention or write down what they are going to do about managing/resisting peer pressure.	<ol style="list-style-type: none">1. Action plan on managing peer pressure
VI	10 Minutes	<ol style="list-style-type: none">1. Guide learners to perform literacy and numeracy tasks	<ol style="list-style-type: none">1. Perform literacy and numeracy tasks as guided

Session Notes

Peer resistance is an important skill for growing children who are constantly in company of good and bad friends. The ability to resist bad peer pressure therefore becomes important skill.

Activity

In groups let the learners mention the various groups in their community and state how they affect the youths.

NOTE: This activity should be able to demonstrate negative and positive consequence of peer groups.

Peer Influence

Positive Peer Influence	Negative Peer Influence
1. Contribute to achievement of personal goals.	1. Leads to riot and school unrest
2. Build self-confidence.	2. Dropping out of school
3. Promote unity.	3. Drug abuse
4. Enhance performance.	4. Lead to premarital sex
5. Discourage risky behavior.	5. Promoting harmful traditional practice
6. Promote positive use of leisure.	6. Leads to bad unacceptable behavior
7. Standing for one's value and principles	7. Develop bad relations with others
8. Defending one's decisions	

Activity: Strategies for overcoming Peer Pressure (Role Play)

Create two groups with good representation of both women and men. One group role plays a girl on apprenticeship facing pressure from the trainer (also a young person) to enter into a love relationship and yet she wants to focus more on the skills training. Role play how the lady will overcome this pressure and successfully complete her training.

The other group, role plays a young man being lured into drug abuse by the friends and how he overcame the problem.

Discuss how the two overcame the problem.

How to manage negative Peer Pressure.

1. Being confident
2. Being assertive (knowing what is good for you)
3. Relating with positive socializing agents
4. Application of negotiation skills
5. Developing and upholding positive values

Key Messages

1. Peer pressure is a serious social challenge for youths
2. Young people often make wrong decisions due to peer pressure.
3. Every youth needs to have skills to resist or manage peer pressure.

Literacy Tasks

1. Break the following words into syllables: - **Empathy, Manners, Peer, Resistance, Friendship**

2. Write short sentences using the words in 1 above.
3. One common word used in good social manners is the word **please**. Make two statements using the word **please**.
4. Write or narrate a short story showing how one used any of the skills below to address a problem. The skills are good social manners, empathy, friendship formation and peer resistance

Numeracy Tasks

1. Find the result of: - $24 + 37 =$ _____ $145 - 59 =$ _____ $46 \times 4 =$ _____ $316 \div 4 =$ _____
2. Find the result of: - $124 + 206 =$ _____ $371 - 208 =$ _____ $214 \times 3 =$ _____ $621 \div 3 =$ _____
3. Two youth take 35 minutes each to walk to the FAL centre in a day. If the two friends train three times a week, how many hours will each have walked by the end of two weeks training?
4. In one of the groups in Kuluba sub County, there are 75 members of whom 60% are males. Of the females' half are married while among the males 15 are married. How many of the youths are not married?

TOPIC 4: SKILLS NECESSARY FOR EFFECTIVE COMMUNICATION AND MAKING GOOD DECISIONS

Introduction

This topic builds on the skills to value one self and be able to relate with others. Such relation is built upon effective communication and making good decisions. The skills necessary for effective communication and making good decision to be elaborated here are: - Effective Communication, Critical Thinking, Creative Thinking, Decision Making, Negotiation, and Problem Solving.

Session 1: Effective Communication



Introduction:

For you to relate well with others, you must communicate. This session will help learners to appreciate exactly what they want to say and getting effective feedback. This session will provide information and use on the best way to send and receive information and messages.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Demonstrate understanding of the concept of effective communication
- ii. Identify barriers to effective communication
- iii. Describe how to communicate effectively

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome learners to the session 2. State the session objectives.	1. Actively listen to the session objectives
II	20 Minutes	1. Introduce communication by passing a message to one person who passes the message to another one until the chain is complete. Then ask the last person to state what he/she was told. 2. Brain storm on what communication is. 3. Using the activity above explain the meaning of communication also referring to the notes.	1. Demonstrate the process of passing information from one person to another 2. Brainstorm on what communication is.
III	40 Minutes	1. Using the different scenarios in the module, role play some of the cases, at least three cases. 2. Discuss the ways of effective communication from the role play. 3. Summarize using the session notes.	1. Organize a role play on effective communication 2. Engage in the discussion on ways of effective communication
IV	40 Minutes	1. In groups let the learners state the barriers of communication. 2. Present the skills for effective communication 3. Summarize their presentation using the notes	1. Discuss in groups the barriers to communication 2. Take note actively
V	15 Minutes	1. Select three learners to address the class on any subject of their choice. The address should be less than 2 minutes applying effective communication skills.	1. Three learners engage in a role play

Session Notes

Introduce communication by passing a message to one person who passes to another until the chain is complete. Then ask the last person to state what he/she was told.

Activity: Passing a message from one person to another who also passes it on to another until the chain is complete. Then ask the last person to state what he/she was told?

Effective Communication is transfer of information, thoughts or ideas to create shared understanding between a sender and a receiver. The information may be written or spoken, professional or social, personal or impersonal etc.

It can also mean

1. Ways of passing information or message
2. Sending and receiving of information and giving feed back
3. Using variety of media to send information

Medium of communication

These are the means or methods through which we pass or receive information.

Examples

1. Print media (books, magazines, newspapers)
2. Television, movies, video games,
3. Music, Cell phones, Software and Internet.
4. Communication can be verbal using language (oral) or non-verbal e.g. body language

Activity: Role Play

1. Demonstrate effective communication in a work place e.g. shop, salon, or garage. Examples: Welcome. How may I help you, can I? etc., as opposed what were you saying? Do you need any help, what don't you see, everything is displayed on the shelf!
2. How would you communicate with a boss say at the apprenticeship center who wants a love relationship with you in the course of the training yet he is married?
3. How would you tell the owner of the business during training some of the areas you want to be trained in but you are not given the attention you desire?

Notes

In each of the scenarios above focus on the language, tone, body posture, eye contact, voice level, words used etc.

Barriers to Communication	Skills for effective communication
1. Lack of clarity	1. Listening carefully
2. Negative attitude	2. Being clear and audible while speaking
3. Lack of attention	3. Making eye contact
4. Poor network	4. Pay attention while speaking
5. Noise	5. Use of simple language
6. Use of slangs	6. Use appropriate body language
7. Space size	7. Control your tone and mood
8. Anger	8. Use the appropriate facial expression
9. Low esteem	9. Get the feedback positively
10. Use of jargons.	10. Fluency
11. In appropriate channel	11. Confidence
12. Abnormally long channel	12. Knowing what you communicate
13. Poor hand writing	13. Asking questions
14. Cultural variation	

Key Messages

1. Communication is the process of passing information from one person to another using the appropriate channels
2. Learning to communicate clearly promotes understanding and co-existence
3. No one is born with excellent communication skills, we develop them as we do language skills
4. Good communication builds bridges and breaks walls.

Session 2: Critical Thinking



Introduction

This session will help the learners' understanding of critical thinking. The ability to think clearly and realistically about what to do or what to believe in.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Demonstrate understanding of the concept of critical thinking
- ii. Identify the attributes of critical thinking

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none">1. Welcome learners to the session2. State the session objectives.	<ol style="list-style-type: none">1. Respond to the welcome2. Actively listen to the objectives and write or note them
II	60 Minutes	<ol style="list-style-type: none">1. Present the case of Ajonye P6 pregnant girl and discuss how the problem could be solved in groups of boys and girls.2. Let each group make their presentation.3. Summarize with key messages provided in the notes	<ol style="list-style-type: none">1. Study the case of Ajonye and discuss in groups how the problem could be solved by the youth.2. Make presentations to the whole group3. Get feedback after presentations
III	25 Minutes	<ol style="list-style-type: none">1. Explain the critical thinking skills using the notes	<ol style="list-style-type: none">1. Respond appropriately

Session Notes

Critical thinking: Is defined as the ability to think clearly and realistically about what to do or what to believe in. Thinking clearly and realistically can be as a result of past experience, knowledge of the situation and skills. Situations that require critical thinking; Taking a decision, responding to questions appropriately, analyzing statements. Etc.

Ways to think more critically: -

Ask Basic Questions:

Here are a few key basic questions you can ask when approaching any problem:

1. What is the problem?
2. What do you already know?
3. How do you know that?
4. What are you trying to prove, disapprove, demonstrate, critique, etc.?
5. What are you overlooking?

Scenario of Ajonye's pregnancy

Ajonye is a 15-year-old P.6 girl of Loketa primary school. Her parents' are committed to educate her. One day her boyfriend convinced her to sleep with him and eventually she got pregnant. He parents' got annoyed and chased her to her boyfriend who also denied her. She is in a dilemma, confused and now feels she should kill herself, Help Ajonye!

The Skills we need for Critical Thinking.

The skills that we need in order to be able to think clearly and realistically are varied and include: -

1. Observation - Often, observation is an informal action, but it can also be formal. An observation can also be the collected information itself. What do you know, see, hear that is helpful?
2. Analysis - is the ability to carefully examine something, whether it is a problem. People with analytical skills can examine information, understand what it means, and properly explain to others the implications of that information.
3. Interpretation – Attach meaning to what you know and have on the issue using sufficient and reliable information.
4. Reflection – Process of reasoning to understand the issue better and explain it more clearly.
5. Evaluation- Think logically, establish truthfulness of the statements, claims and establish the facts accuracy
6. Inference – Using facts to determine other facts
7. Explanation - is something that clarifies or makes clear
8. Decision making - is a process of making a choice out of options
9. Problem solving – Implement the decision agreed

Key messages

1. Critical thinking is important in life.
2. Critical thinking is developed with time.
3. It helps in decision making.
4. Critical thinking expands one's level of understanding.

Session 3: Creative Thinking



Introduction

This session will review the application of Creative thinking defined as a way to look at and solve problems from a different perspective. This will help learners to generate new ideas and being innovative to address a need.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Explain creative thinking
- ii. Demonstrate characteristics of creative thinkers

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome learners to the session 2. State the session objectives. 	<ol style="list-style-type: none"> 1. Respond 2. Actively listen to objectives
II	75 Minutes	<ol style="list-style-type: none"> 1. Ask the learners who in their community is doing something unique and creative in solving community problems. 2. Note them on the board 3. Select some learners who are creative thinkers, to illustrate the characteristics of creative thinkers. 4. Relate the characteristics to the creative things done in the community. 	<ol style="list-style-type: none"> 1. Give the names of those doing something creative to solve community problems 2. Individually write/note the key messages
III	10 Minutes	<ol style="list-style-type: none"> 1. Let each learner identify one creative thing he/she is going to do to solve a problem. 	<ol style="list-style-type: none"> 1. Identify one creative thing to do

Session Notes

Creative thinking: Creative Thinking is defined as a way to look at and solve problems from a different perspective. This involves coming up with new and different ideas of approaching situations. It is about having more than one solution to a problem or challenge.

Activity

Identify creative things done in the community to solve a given problem and write them down. Identify the creative thinkers in the community and state what they are doing.

Illustration



Figure 1: Creative way of selling products in the market



Figure 2: Using Okra (bamiya) as necklace is a good example of creative thinking



Figure 3: Creative way of thinking of foot wears and hand bags

Characteristics of creative thinkers include:

1. They are communicators -Creativity and confidence are expressed in many ways through both listening and communicating.
2. They are open-minded – this means they are willing to learn from both successes and mistakes, being able to grow and develop.
3. They are risk-takers – try new ideas and tactics, are not afraid of failures.
4. They are knowledgeable - Knowledge allows creative thinkers to see the full picture, which is why they know a lot about the sector they work in.
5. They are flexible - Abilities to adapt to changes and think outside the usual patterns are parts of creative thinking.

Key messages

1. It is important to think creatively.
2. Creative thinking increases one's knowledge.
3. Creative thinking makes one to do what others cannot do.
4. Creative thinking helps to solve problems

Session 4: Decision Making



Introduction

This session will focus on supporting learners understand decision making as a process of making a choice out of many options. Decisions are influenced by our values, preferences, beliefs and sometimes situation one finds himself in.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. Demonstrate the understanding of the concept of decision making.
- ii. Describe the daily and life changing decisions for youth.
- iii. Identify the key decision making processes for major decisions amongst the youth.

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none"> 1. Welcome learners to the session 2. State the session objectives. 	<ol style="list-style-type: none"> 1. Respond to the welcome 2. Actively listen to the session objectives
II	20 Minutes	<ol style="list-style-type: none"> 1. Ask learners to explain the meaning of decision making. 2. Summarize using the notes 	<ol style="list-style-type: none"> 1. Brain storm on the meaning of decision making 2. Write/ note the key messages on decision making
III	40 Minutes	<ol style="list-style-type: none"> 1. Divide learners into groups to discuss the daily decisions and life changing decisions young people make. 2. Give feedback on group presentations 3. Summarize using the notes 	<ol style="list-style-type: none"> 1. Group work to discuss daily decisions and life changing decisions for youth 2. Group presentations Write/note the key messages
IV	40 Minutes	<ol style="list-style-type: none"> 1. Ask learners to brain storm on the steps taken when making major decisions 2. Use the notes to summarize 	<ol style="list-style-type: none"> 1. Outline the steps taken in making major decisions
V	15 Minutes	<ol style="list-style-type: none"> 1. Task each learner to identify one major decision she/he is planning to make in the next six months and write down how to do it. 	<ol style="list-style-type: none"> 1. Learners individually make their way forward on what they will do in the next six months 2. Share the plan

Session Notes:

Decision making: is a process of making a choice out of options. Decisions are influenced by our values, preferences, beliefs and sometimes situation one finds himself/herself in. Example of decision making can be; who/when to get married?

NOTE:

- ü There are long term decisions like marriage, career etc.
- ü There are short term decisions like going to play football, visit a friend etc.

Meaning of decision making

1. Stand to do something
2. An alternative to do something
3. Step taken to do something
4. Alternative you choose
5. When you implement

Activity:

Decisions that youths make daily	Life changing decisions that youth make
1. Visit a friend	1. Whether to marry or delay
2. Do some work	2. Go and cultivate/practice agriculture
3. Going for a disco	3. Continue with school or drop out
4. Eating "mairungi"	4. To go for HIV test
5. Drinking alcohol	5. To engage in sexual practice or not
6. Going for sports betting	6. Evaluate achievements/performance
7. Bathing	7. To engage oneself in business or not
8. Going to school	8. Attaining skills that can make one self-reliant
9. Pray	9. To get employed
10. Whether to get up or sleep	10. Drug consumption
11. Dressing code	11. Have constructive meeting
12. Whether to smile or not	12. To go for further studies
13. What to eat	13. Vocational training

Steps involved in major Decision making

1. Identify the issue or problem
2. Gather information
3. Identify prospective alternatives
4. Weigh the alternatives
5. Choose an alternative
6. Take action
7. Review
8. Take time to make major decision
9. Consult trusted knowledgeable people on the decision

Key messages

1. People make decision on daily basis
2. Decision one makes can affect him/her positively or negatively
3. In order to make effective decision, one needs to answer questions like; What, Why? How? When?
4. A well thought decision making process will provide a person with options to choose from.

Session 5: Negotiation



Introduction

Most decisions in life involving more than one person who are a peer requires agreement on a given option since there are many alternatives. Such an agreement is arrived at through negotiation. This session will enable the youth know how to negotiate positively.

Learning Objectives:

By the end of the session, the learner should be able to:

- i. Demonstrate understanding of the concept of negotiation
- ii. Describe negotiation skills

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	<ol style="list-style-type: none">1. Welcome learners to the session2. State the session objectives.	<ol style="list-style-type: none">1. Respond to welcome2. Actively listen to the session objectives
II	30 Minutes	<ol style="list-style-type: none">1. Ask learners to explain what negotiation means.2. Summarize using the notes	<ol style="list-style-type: none">1. Brainstorm on the meaning of negotiation2. Write/note the key messages on negotiation
III	60 Minutes	<ol style="list-style-type: none">1. Ask learners to form groups to identify a difficult situation and solve it through negotiation.2. Present the steps taken under negotiation3. Present the skills for effective negotiation4. Summarize using the notes	<ol style="list-style-type: none">1. Learners in groups identify difficult situations and agree on how to solve it through negotiation.2. Write/note the key messages on negotiation
IV	25 Minutes	<ol style="list-style-type: none">1. Ask learners to reflect on a difficult situation in his/her life and state how he/she will use negotiation to solve it	<ol style="list-style-type: none">1. Learners reflect on a difficult situation in his/her life and develop action plans for negotiation to solve it

Session Notes:

Negotiation: Is a method by which people settle differences. Negotiation can be defined as a process of reaching an agreement without argument and quarrel. Win-win negotiation styles are critical for the growth and wellbeing of young people.

Activity (Group work)

Procedure

Identify a difficult situation that is solved using negotiation. E.g. Instructors can use traditional marriage or any other relevant case study as an example to ensure learners understand the concept clearly.

During negotiation:

1. Reach an agreement
2. Look at the issue but not the person
3. Leave room for compromise

How to negotiate

1. Have face to face negotiations
2. Need a mediator

The skills for effective negotiation are: -

1. Effective verbal communication.
2. Listening - *Active Listening*.
3. Reducing misunderstanding is a key part of effective negotiation.
4. Rapport Building-Build stronger working relationships based on mutual respect.
5. Problem Solving.
6. Decision Making.
7. Assertiveness.

Key Messages

1. Effective negotiation is important in life
2. Effective negotiation requires creating an enabling environment
3. Effective negotiation requires sober mind
4. Some times for negotiation to work, parties will have to accept some level of compromise.
5. Effective negotiation enables people to handle difficult situations.
6. For negotiation to work always focus on the issue

Session 6: Problem Solving



Introduction:

This session will help learners identify any issue or thing that demands your attention and solution. This is a problem. The act of defining a problem, identifying cause, prioritizing and selecting alternatives for a solution and implementing it is called Problem Solving.

Learning Objectives

By the end of the session, the learner should be able to:

- i. Demonstrate understanding of the concept of what a problem
- ii. Describe techniques of problem solving
- iii. Explain the stages of problem solving
- iv. Perform literacy and numeracy tasks related to problem solving

Materials to use

Marker pens, news prints, masking tape, flip charts, pieces of paper, pens, chalk board, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome learners to the session 2. State the session objectives.	1. Respond to the welcome 2. Actively listen to the objectives
II	15 Minutes	1. Ask learners to explain what a problem and problem solving is. 2. Summarize using the notes	1. Brain storm on the meaning of a problem and problem solving 2. Write/note the key messages
III	30 Minutes	1. Explain the different stages of problem solving	1. Actively listen to the key messages
IV	50 Minutes	1. Present the problem of apprenticeship in the session notes 2. Summarize using the notes	1. Learners answer questions on problem solving
V	10 Minutes	1. Ask learners to develop a plan on how they would want to solve their major problems going forward	1. Learners develop a way forward on problem solving
VI	10 Minutes	1. Guide the learners to perform literacy and numeracy tasks	1. Perform literacy and numeracy tasks

Session Notes:

Problem and Problem Solving

A problem is any issue or thing that demands your attention and solution. Examples of problem could be a trouble, worry, obstacle, misfortune, headache, pain, annoyance or misunderstanding. Problems are real not imaginary.

People tend to look at problems by referring to their past unhappy experiences which gives rise to fear and worries. Each one of us has the capacity to solve a problem fully or partially. However, when people encounter a problem, their natural reaction is to run away from it, deny it, blame somebody or ignore it.

Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing and selecting alternatives for a solution and implementing it.

Stages involved in problem solving

Effective problem solving usually involves working through a number of steps or stages as outlined below.

- 1. Problem Identification:** This stage involves, recognizing that there is a problem; identifying what it is. It includes a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.

2. **Generating Possible Solutions:** During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.
3. **Making a Decision:** This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.
4. **Implementation:** This stage involves accepting and carrying out the chosen course of action.
5. **Monitoring/Seeking Feedback:** The last stage is about reviewing the outcomes of the problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

Activity: Problem Solving (Apprenticeship)

You have been desiring to have a skill (in tailoring, mechanics, welding, building, hair dressing, carpentry or catering) and you have been attached to a business to train you in that particular skill. The training venue requires you to leave your home and move to a place you have never been to before, meeting people you do not know and yet you must also look after your accommodation and feeding as you train. Your spouse (or parents) are not sure what to expect when you are away for the four months.

Discussions

1. Identify the problems in this scenario
2. In groups outline the actions you will take to address the problems identified above
3. What skills do you need to address the problems?

Key messages

1. Problems are real
2. Problems happen to each and everyone
3. What is important is not the problem but how one can solve it
4. Problems can be minimized
5. To effectively solve problems, focus on the problem but not a perpetrator or an individual

Literacy Tasks

1. Write down three words for skills in effective communication.
2. Describe the following words in the local language: - **effective communication, creative thinking, critical thinking, decision making, negotiation and problem solving.**

3. Write short sentences using any of the following words: - **creative thinking, critical thinking, decision making, negotiation and problem solving.**
4. Read the story below aloud as others listen. *Ratib is a 16-year-old P.7 boy of Toketa Primary School. He made a 15-year-old classmate pregnant. What advice can you give Ratib and the girl? Which skills can Ratib use?*

Numeracy Tasks

1. Find the values of: - $14 + 25 + 36 =$ _____ $33 - 28 + 15 =$ _____
2. Find the values of: - $23 \times 10 =$ _____ $1200 \div 5 =$ _____
3. According to Uganda's law a youth is somebody between the ages of 18 and 30 years. When was the youngest and oldest youth born as of today?
4. Two youth have some money they want to invest. One has 15,000= and the other has 23,000=. The business they both want to do together needs a capital of 88,000= to start. How much money should each add if they are to make the same contribution?

TOPIC 5: HIV/AIDS

Introduction

This topic is aimed at engaging the youth in an honest discussion and understanding of HIV/AIDS, its stages, transmission, prevention, risk factors and government's commitment in achieving the 95-95-95 targets. Emphasis will be on understanding HIV/AIDS as a highly preventable disease but also with high transmission especially among the young people. An estimated 1.3 million people are living with HIV in Uganda. It is also estimated that 151 people get infected every day of which 67 (44.1%) are youths (Source: *Taking a stand on HIV, Presidential handbook*).

The topic is divided into two sessions of understanding HIV/AIDS and managing HIV/AIDS

SESSION 1: - UNDERSTANDING HIV/AIDS



Introduction

HIV/AIDS is a common word both in media and public even as people hold ordinary discussions. What is HIV/AIDS and how does one get infected with this disease are some of the things learners will discuss.

Learning Objectives

By the end of the session,, the learner should be able to: -

- i. Explain the concept of HIV/AIDS
- ii. Describe the ways of transmission and prevention
- iii. Explain risk behaviors

Materials to use

Marker pens, masking tape, flip charts, pieces of paper, pens, chalk board, charts, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	10 Minutes	<ol style="list-style-type: none"> 1. Welcome learners 2. Start the session using a saying on HIV/AIDS to introduce the session. E.g. "AIDS is only there at day time but not at night" Or "AIDS easily kills the cowards" etc. 	<ol style="list-style-type: none"> 1. Respond to the greeting 2. Share sayings or some of the statements people make about HIV/AIDS and record them.
II	20 Minutes	<ol style="list-style-type: none"> 1. Ask learners individually to explain what they understand by HIV and AIDS 2. Instructor summarize using the notes on HIV and AIDS. It's important that the instructor makes the difference between HIV & AIDS clear. 	<ol style="list-style-type: none"> 1. Provide responses on HIV/AIDS 2. Write/note key messages on HIV/AIDS
III	20 Minutes	<ol style="list-style-type: none"> 1. Explain the stages of HIV infection 2. Illustrate signs and symptoms where possible. 	<ol style="list-style-type: none"> 1. Brainstorm on signs and symptoms
IV	60 Minutes	<ol style="list-style-type: none"> 1. Divide the learners into 3 groups. Pay attention to gender composition. 2. For each group give one question e.g group one can work ways of HIV transmission, Group two works on prevention and group three works on risk factors. 3. Allow the groups to present and invite comments & questions from other group members. 4. Take note of the presentations, comments & questions. 5. Facilitator summarize the presentations using the notes. 	<ol style="list-style-type: none"> 1. In the groups respond to the tasks given. 2. Take note actively
V	10 Minutes.	<ol style="list-style-type: none"> 1. Ask each learner to write down and share what he or she is going to do about HIV prevention and risk factors. 	<ol style="list-style-type: none"> 1. Share experiences

Session Notes

This session will focus on the meaning of HIV/AIDS and its impact on the body. Emphasis will be on exploring how the virus breaks down the body's defense system against infections and diseases (immune system).

What is HIV? Stands for Human Immunodeficiency Virus. This virus breaks down the body's defense system against infections and diseases (immune system). When the immune system (body defense system) becomes weak, the body loses its protection against illness. As time passes, the body immune system is unable to fight the virus and the person may develop serious and deadly diseases and infections. At this stage a person suffers from AIDS. The earlier HIV is diagnosed; the sooner treatment can start – leading to better long term health. So regular testing for HIV is important. HIV affects human beings.

What is AIDS? AIDS stands for Acquired Immune Deficiency Syndrome. It also refers to the advanced stages of HIV infection. AIDS is a set of symptoms and illnesses that develop as a result of advanced HIV infection which has destroyed the immune system. By taking ARVs a person reduces infections and diseases that could easily result to AIDS.

HIV destroys CD4+ cells, which are critical to your immune system. They're responsible for keeping you healthy from common diseases and infections. As HIV gradually weakens your natural defenses, signs and symptoms will occur. HIV enters your body, it launches a direct attack on your immune system. How quickly the virus progresses will vary by your age, overall health, and how quickly you're diagnosed. The timing of your treatment can make a huge difference.

HIV targets the type of cells that would normally fight off an invader like HIV. As the virus replicates, it damages or destroys the infected CD4+ cell and produces more virus to infect more CD4+ cells. Without treatment, this cycle can continue until your immune system is badly compromised, leaving you at risk for serious illnesses and infections.

AIDS is the final stage of HIV. At this stage, the immune system is severely weakened, and the risk of contracting opportunistic infections is much greater. However, not everyone with HIV will go on to develop AIDS. The earlier you receive treatment, the better your outcome will be.

Your immune system prevents your body from acquiring the diseases and infections that come your way. White blood cells defend you against viruses, bacteria, and other organisms that can make you sick.

Activity in groups

What is the youth understanding of HIV/AIDS?

What is their attitude towards HIV/AIDS?

What are their practices about HIV/AIDS?

Stages of HIV/AIDS

There are basically four (4) stages of HIV infection. The 4th stage is the AIDS, when a person is chronically ill. The following are the stages;

Stage one: This is the stage when a person tests HIV positive but has no serious symptoms, except for some short term flu like symptoms which may occur within a few weeks of infection. This stage may last several years without any serious HIV related illnesses.

Stage two: In this stage, a person begins to develop minor illnesses like ear infections, frequent flu and skin problems are common at this stage

Stage three: In this stage a person may lose a lot of weight and have longer term illnesses. This may include rash in the mouth, pneumonia, fever and TB of the lungs which may last more than a month.

Stage four: In this stage a person has illnesses due to a very weak immune system. This may include pneumonia, chronic diarrhea and meningitis. It's at this stage that a person is said to have "AIDS".

Activity

Do you know of a friend or relative who has HIV/AIDS? What do you want to do about it?

What are the signs and symptoms of HIV/AIDS?

Ways (Mode) of HIV transmission

HIV transmission is how a person living with HIV can pass the virus to others whether they have symptoms or not. People with HIV are most infectious in the first few weeks after infection. 90% of HIV transmission is through (unprotected) sex. Other ways include sharing injecting equipment; from mother-to-baby during pregnancy, birth and breastfeeding; and through contaminated blood transfusion.

The following are the most common ways of HIV transmission.

1. Blood transfusion
2. Semen and pre-seminal fluid during sex

3. Rectal fluids/anal mucous
4. Vaginal fluids.
5. Breast milk.

Note: some common concepts used in HIV prevention & treatment

Window Period

Is that period usually 3 months after being exposed to HIV virus fully manifest in the body (when tested after three months, it's either positive or negative)?

Discordance

This is when an individual who is negative and yet the spouse is positive cannot present any signs and symptoms, lives a normal life but can infect any other partner he/she has sexual intercourse with because he/she is a carrier.

Positive Living

This is a practice whereby an individual diagnosed and confirmed HIV positive is enrolled on treatment (ARVs and other HIV services) so as to suppress the virus in the body and live a long and healthy life.

It involves;

1. Accepting the fact of being tested positive with the virus and overcoming HIV stigma and discrimination to live a normal life.
2. Taking ARVS correctly as recommended without getting tired or defaulting.
3. Having protected sex with spouse/sexual partners to avoid getting more virus or infecting others
4. Stopping reckless and risky life style such alcoholism, drug and substance abuse, infecting others purposely etc.

Positive living is a highly recommended practice by government and health workers for those found HIV positive. It helps to reduce new infections but making a positive person live longer.

Activity

What are some of the beliefs about HIV/AIDS transmission?

Prevention methods

1. Abstinence is the surest way to prevent HIV
2. Correct and consistent use of condoms during sex

3. Avoid sharing unsterilized instruments like needles, surgical blade, razor blade etc.
4. Seek for post exposure prophylaxis (PEP) treatment after exposure. This is a drug given to someone who is exposed to HIV virus. It must be given within 72 hours (three days)
5. Following safety precautions especially for health workers.
6. Avoid oral sex if the HIV status of a partner is unknown
7. Get tested for HIV and ask your sexual partner to do the same by developing a strategy in advance
8. Ask a doctor about the proper steps to protect a fetus or infant from HIV, including testing, ART, and viral suppression.

Activity

What are some of the practices among youth (community) to prevent HIV/AIDS?

Risk behaviors

These are behaviors that may expose young people to HIV

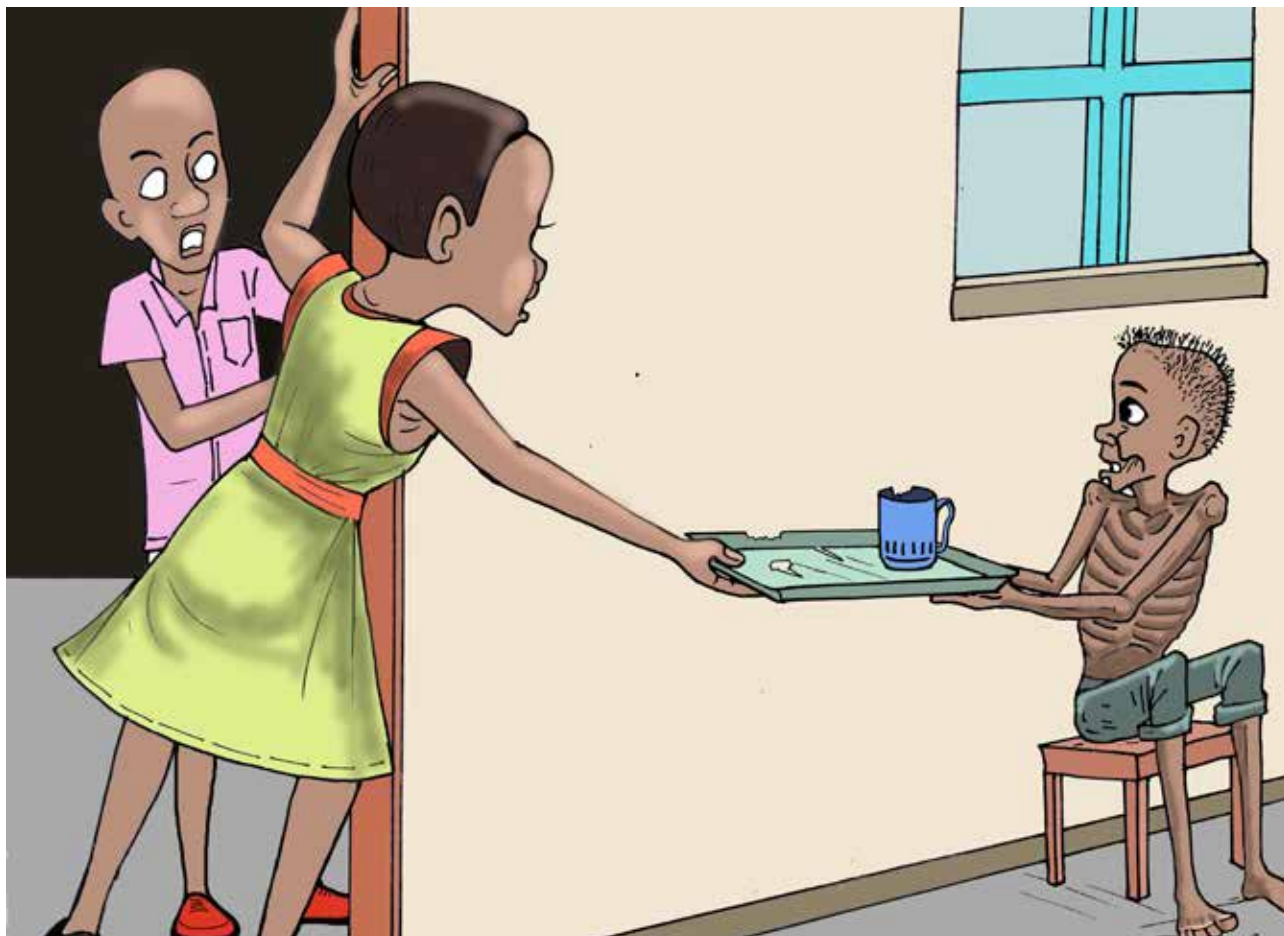
1. Gang rape (Ombachi) 4-4-2 group
2. Drug/substance use leading to sex
3. Love night movement by both boys and girls
4. Night markets
5. Receiving gifts from men.
6. Pornography

Activity

What are some of the risk behaviors that may expose one to HIV?

How can we avoid them?

SESSION 2: - MANAGING HIV/AIDS



Introduction

This session will focus on how HIV/AIDS has greatly impacted on the lives of individuals, families, communities and businesses be it physically, socially, economically and psychologically. How will this be managed? Issues of stigma will be handled too.

Learning Objectives

By the end of the session, the learner should be able to:

- i. Discuss the impact of HIV/AIDS to self, family, community & business
- ii. Discuss ways to manage HIV/AIDS at self, family, communities and business
- iii. Explain HIV/AIDS stigma
- iv. Explain the 95-95-95 strategy

Materials to use

Marker pens, masking tape, flip charts, pieces of paper, pens, chalk board, charts, cards and other locally available materials.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome the learners and present the session objectives	1. Volunteer reads the session objectives
II	30 Minutes	1. In group ask the learners to state the impact of HIV/AIDS on self, family, community and business 2. Use the notes to summarize	1. In their groups give the impact of HIV/AIDS 2. Take note
III	15 Minutes	1. In groups ask the learners on how HIV/AIDS can be managed 2. Use the notes to summarize	1. In groups give their responses on management of HIV/AIDS 2. Take note
IV	15 Minutes	1. Ask the learners to give some of the practices, myths in the community about HIV/AIDS	1. Give the practices, myths in the community about HIV/AIDS
V	15 Minutes	1. Explain the 95-95-95 strategy	1. Take note actively
VI	10 Minutes	1. Through brainstorming ask the learners to state the meaning of stigma 2. Use the notes to summarize	1. Give their response 2. Take note
VII	15 Minutes	1. Divide the learners into groups to discuss the forms, impact, challenges of stigma 2. Use the notes to summarize	1. Make their presentations 2. Take note
VIII	5 Minutes	1. Ask each learner to list down what they will do to address issues of managing HIV/AIDS and stigma	1. Take note
IX	10 Minutes	1. Give the learners to perform literacy and numeracy tasks.	1. Perform literacy and numeracy tasks

Session Notes

Impact of HIV/AIDS on self, family, community and business enterprise.

Below are some of the impact of HIV/AIDS to self, family, community and business.

Impact of HIV/AIDS

Self	Family
<p>Physical</p> <ol style="list-style-type: none"> 1. Loss of weight 2. Weak 3. Sunken eyes, rough skin, peeling hair. 4. Deformity 5. Disability <p>Social</p> <ol style="list-style-type: none"> 1. Stigmatized 2. Avoidance by others 3. Hated by others 4. Lack of respect 5. Isolation <p>Psychological</p> <ol style="list-style-type: none"> 1. Stress 2. Anger/emotion 3. Hatred 4. Loss of self esteem 5. Some HIV Positive clients become more sexually active with the intention of infecting others. 6. Trauma 7. Mental health 8. Emotional break down <p>Economical</p> <ol style="list-style-type: none"> 1. Loss of a job 2. Poverty 3. Increased spending 4. Reduced productivity 5. Over dependency <p>Medical</p> <ol style="list-style-type: none"> 1. Heavy work load 2. Constant drug stock out <p>Spiritual</p> <ol style="list-style-type: none"> 1. Loss of faith 2. Reduced church or mosque attendance 	<ol style="list-style-type: none"> 1. Loss of Materials 2. Infection of other family members during palliative care 3. Domestic violence 4. Stress/anxiety 5. Isolation by family members 6. Insecurity in general <p>Community</p> <ol style="list-style-type: none"> 1. Poverty 2. Death 3. Loss of man power 4. Trauma 5. Increased dependency 6. Stress on government Materials <p>Business</p> <ol style="list-style-type: none"> 1. Poor customer care due to changing moods 2. Loss of customers 3. Inability to operate the business effectively due to poor health 4. Loss of productive human Materials.

Activity

Is there anyone who wants to share the impact HIV/AIDS has had in their family or community? How has HIV/AIDS affected your community? (Group work)

Conclusion

The impact of HIV/AIDS is negative and devastating to individuals, families, communities and businesses. However, a positive response to the negative impact of HIV/AIDS is what makes the biggest difference to self, family, community and business.

Managing HIV/AIDS on self, family, community and competitive business environment

The impact of HIV/AIDS is seemingly negative already on self, family, community and business. However, management of this negative impact through positive approaches is what will bring hope to the infected and affected persons and families. This is opportunity for the young people to positively manage the negative impact of HIV/AIDS

Management of HIV	Management of AIDS
1. Practice safe sex by correct and consistent use of condoms during sex	1. Provide adequate materials
2. Faithfulness to one partner	2. Counseling
3. Get tested for other STIs	3. Develop mechanisms to foster acceptance and support of people living with HIV/AIDS
4. Prevent infections and illness	4. Identify units and workers at risk
5. Follow doctor's advice	5. Ensure that suitable prophylaxis is made available
6. Stop drug/substance abuse	6. Confidentiality
7. Manage physical and emotional health problems	7. Sector wide approach
8. Exercise	8. Continuous sensitization
9. Self-control	9. Capacity building
10. Consistent use of ARVs	10. Knowing your CD4 count (amount of white blood cells damaged by the virus in the body).
11. STI treatment	11. Know your viral load (amount of virus in the body)
	12. Balanced diet.
	13. TB and cancer screening (testing)

Activity

In groups, what are some of the current HIV/AIDS management practices in the community?

Additional practices/myths/truths for the instructor on HIV/AIDS

1. Seeking traditional treatment
2. Witchcraft
3. Hepatitis B is more deadly than HIV/AIDS
4. Misfortune
5. It's like malaria
6. Stigma too much
7. Without ejaculation no HIV/AIDS
8. Poor condom use
9. When a man is over 50 years of age he doesn't fear contracting HIV because he believes with or without HIV he will not live another twenty to thirty more years, so why care about HIV?
10. Cancer

The 95-95-95 Targets

This is an idea launched in 2014 by the United Nation's programme on HIV/AIDS (UNAIDS) to help end the HIV/AIDS epidemic by 2020. The target 90-90-90 was set for countries to achieve by 2020. This target has been increased to 95-95-95. Below is the meaning of all the three 95s.

1). By 2030, 95% of people living with HIV should know their HIV status. (This means that HIV testing services must be increased by countries to ensure people know their status).

Do you know your HIV status? Instructor document that.

2). By 2030, 95% of all people with HIV infection should receive or be enrolled on treatment (Be provided with ARV drugs).

3). By 2030, 95% of all people taking ARV should have their viral load suppressed. (Viral load refers to the amount of HIV virus in one's body)

Activity

How are you going to practice 95-95-95 target? How are you going to prevent those individuals found negative from getting HIV/AIDS?

HIV Stigma

HIV-related stigma refers to real or perceived negative feeling to a person or group of persons (in this case PLHIV) by the fact of being HIV positive. A person is ignored, socially excluded and treated differently from others because of their HIV status.

The most common forms of HIV-Stigma in Uganda include

1. HIV gossip.
2. Verbal insults.
3. Isolation.
4. Discrimination
5. Threats.
6. Showing of negative attitude.

Impact of HIV-related Stigma

1. Low uptake of HIV counseling and testing services (prevention services)
2. Poor access to treatment and support services
3. Fear to disclose status
4. Living in self-denial (failure to accept status)
5. Isolation
6. Loss of job

How do we address the challenges of stigma?

1. Acceptance
2. Empathy
3. Thorough counseling
4. Open up
5. Testing
6. Advocate positive living
7. Regular sensitization
8. Positive cultural values

Activity

In groups ask the learners to identify the organizations, individuals and groups in the community that are addressing issues of HIV/AIDS stigma.

Ask each learner to list down at least 3 ways he/she will use the new knowledge acquired to prevent new HIV infections. And reduce stigma in self, family and communities.

Key Messages

1. HIV/AIDS is real
2. It has no cure
3. It can be prevented
4. Once infected one should be supported but not stigmatized
5. Once infected one should consistently take medication
6. Everyone is encouraged to do HIV testing so as to know their status

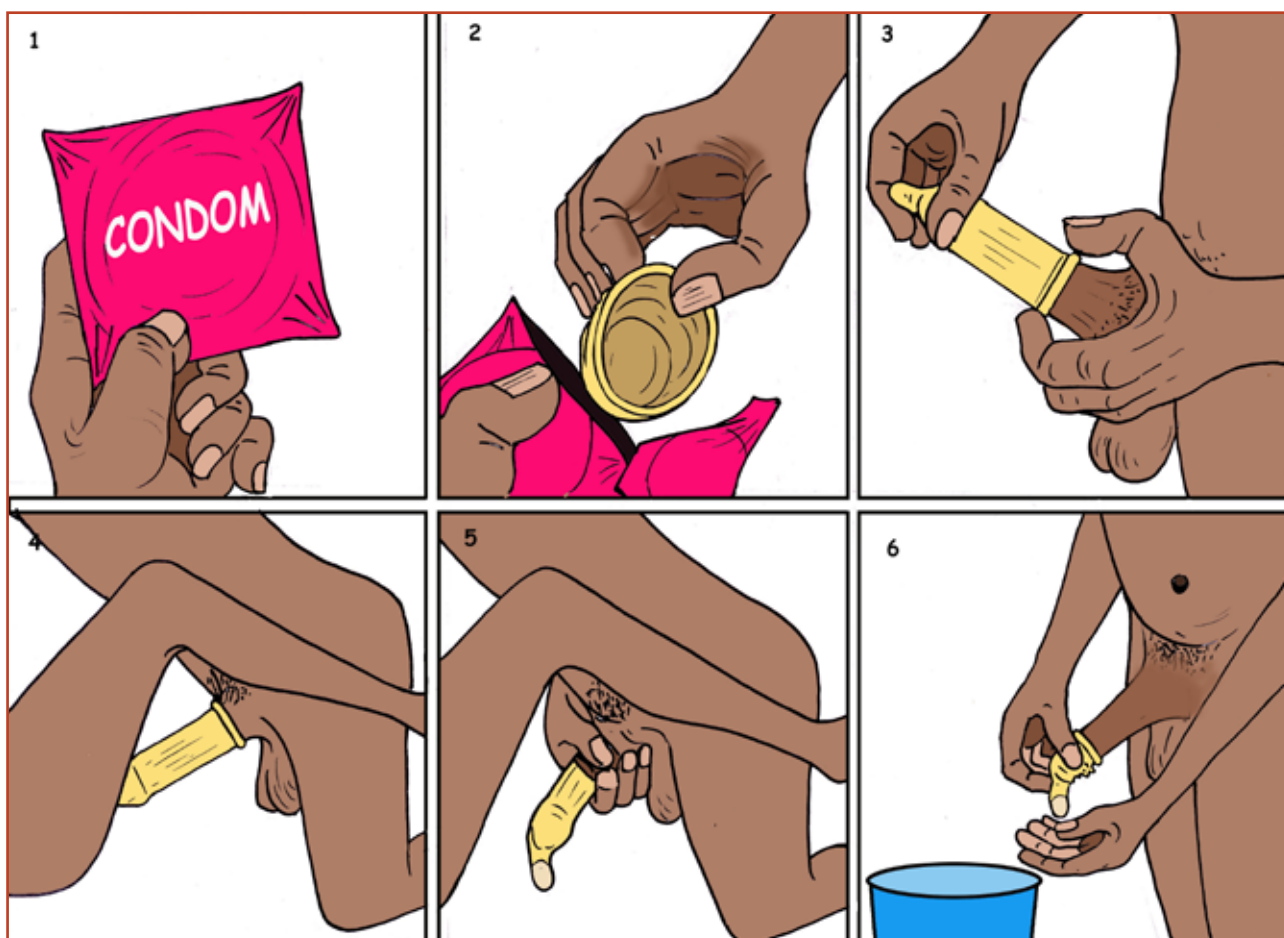
Literacy Tasks

1. Write the words on the causes of HIV and AIDS
2. Write simple sentences on the control and prevention of HIV/AIDS
3. Write a phrase on HIV/AIDS.
4. Write a short story of not more than three sentences about HIV/AIDS

Numeracy Tasks

1. How many days are there in 72 hours?
2. Aduki is infected with HIV/AIDS and takes 2 tablets of ARV 3 times a day. How many tablets does he take in a day?
3. If the rate of HIV infection is 3% per year. How many people in a village with 2560 people will be infected with HIV by the end of the year?
4. According to the Presidential Handbook on HIV/AIDS 151 people get infected with HIV every day and of which 67 are youth. How many adults get infected by the end of a week?

TOPIC 6: SAFE SEX



Introduction.

This topic will focus on Understanding the meaning and application of Safe Sex. Safe sex is all about protecting yourself and your partners from sexually transmitted infections and diseases. Safe sex helps you to stay healthy and can even make sex better. Sexual Transmitted Diseases/infections are passed from one person to another during sexual activity. Anybody who has oral, anal or vaginal sex or genital skin-to-skin contact with another person can get STD/Is. Safe sex means steps to protect yourself and your partner from STDs when you have sex.

Learning Objectives

By the end of the session, the learner should be able to: -

- i. To explain what safe sex is
- ii. To appreciate the importance of safe sex
- iii. To discuss some safety measure for safe sex.
- iv. Perform literacy and numeracy tasks

Materials

Marker pens, masking tape, flip charts, pieces of paper, pens, chalk board, locally available materials etc.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome the learners and present the session objectives	1. Take note actively
II	25 Minutes	1. Explain the meaning of safe sex.	1. Take note actively
III	80 Minutes	1. In groups ask the learners to brainstorm on the importance of safe sex, dangers of unsafe sex and steps towards safe sex 2. Summarize using the notes	1. In groups brainstorm and give responses 2. Take note actively
IV	10 Minutes	1. Guide learners to perform literacy and numeracy tasks	1. Perform literacy and numeracy tasks

Session Notes:

Definition: Safe sex can be defined as protecting yourself and your partner from sexually transmitted infections and diseases (protected sex). It can mean using methods to reduce the chance of transmitting or acquiring sexually transmitted infections like HIV, Syphilis, gonorrhea etc.

Group Work: Ask the learners to form three groups. The first group should write down the importance of safe sex. The second group should write down dangers of unsafe sex. The third group should write down the steps towards safe sex. Ask each group to present their answers.

Importance of Safe sex:

1. Prevents STDs and STIs
2. Prevents unwanted pregnancies
3. Make sexual act enjoyable and without regrets

Steps to safe sex

1. **Abstain from sex;** the only way to be 100% sure you'll prevent an unplanned pregnancy or an STI is to not have sex, or to abstain. Make a decision to abstain from sex until you're emotionally and physically ready. Share this decision with any partners, too, as a way to keep yourself accountable.
2. **Know your status;** if you are sexually active or have been in the past, it's important you check regularly for STIs

- 3. Use protection every time;** the best way to prevent pregnancy and lower your risk for getting an STI is to use protection (condoms) correctly every time you have a sexual encounter.
- 4. Communication is key;** be honest about your sexual past, your preferences, and your decision to practice safe sex. This way, you and your partner can communicate openly.
- 5. Limit your number of partners;** the more people you are sexually involved with, the more likely you are to get an STI or to get pregnant. Limit your number of sexual partners.

Activity

Ask each learner to list down at least 3 ways he/she will use this new knowledge acquired.

Key messages

Sex should be practiced by mature people who are married.

It is important even for the married people to practice safe sex.

Safe sex helps you guard against STDs and STIs.

Literacy Tasks

1. Read the words: - Sexually Transmitted Infections, Sexually Transmitted Diseases
2. Read and write the following statements: - *Abstain from sex; Know your status; Use protection every time; Communication is key; Limit your number of partners.*
3. Use the words STD/STI to write short phrases/or sentences.
4. Use the words STD/STI to write short stories of short paragraphs.

Numeracy Tasks

1. Find the result of: $245 + 379 =$ _____ ; $1458 + 237 =$ _____ ; $357 - 208 =$ _____ ;
 $2550 - 691 =$ _____
2. Write in figures: - One thousand fifty. Twenty-two. Fifteen thousand six hundred fifty shillings.
3. In the local market, twenty South Sudanese pound costs 580 Ugandan shillings. How much Ugandan shillings will one having 1500 pounds get?
4. In one of the villages in Oraba with a total population of 324,010 people, the females are 52%. Of the males, 78% are young people below 30 years of age. What is the total number of male young people in that village?

TOPIC 7: GENDER BASED VIOLENCE



Introduction

In this topic focus will be on understanding Gender Based Violence (GBV) in relation to gainful employment or self-employment and life. It emphasizes that GBV is a manifestation of historically unequal power relations between men and women, which has led to the domination over and discrimination against women by men. Although male gender does experience this violence as much, the female gender is more likely to be affected because of historical, cultural, economic, biological and social factors. According to the UDHS (2016), 21.9% of the women and 5.2% of the men in West Nile ever experience sexual gender based violence which is one of the common GBV.

Learning Objectives

By the end of the session,, the learner should be able to: -

- i. To explain gender based violence
- ii. To state the different forms of gender based violence
- iii. To explain the causes and effects of gender based violence
- iv. To develop actions to address gender based violence by the youths
- v. Perform literacy and numeracy tasks

Materials to be used

Flip chart, marker pens, papers, pictures, charts, locally available materials etc.

Procedure

Step	Duration	Instructor's Activities	Learner's Activities
I	5 Minutes	1. Welcome the learners and present the session objectives.	1. Listen attentively to the objectives.
II	35 Minutes	1. With examples explain the meaning of GBV. 2. Explain the different forms of GBV. Use illustration/ case studies where applicable.	1. Give their responses and take note
III	60 Minutes	1. Divide learners into groups. One group should handle cause, second group handles effect and third handles ways to address GBV. 2. Ask learners to role play some of the GVB scenarios. 3. Summarize using the notes	1. In groups give responses 2. Role play some of the scenarios
IV	10 Minutes	1. Ask youths to write down how they will address GBV	1. In pairs write down how they will address GBV
V	10 Minutes	1. Guide learners to perform literacy and numeracy tasks	1. Perform literacy and numeracy tasks as guided

Session Notes

Gender Based Violence: Is defined as any **harmful act** that is done **against a person's will** just because the person is a male or a female. It can also be defined as any act that results in a bodily, psychological (mental), sexual and economic harm to somebody just because they are female or male. GBV is also at times referred to as Sexual Gender Based Violence (SGVB). However, SGVB or Sexual violence is a form of gender based violence and encompasses any sexual act, attempt to obtain. SGVB is sub-set or part of GVB.

Illustration



Forms of gender based violence

Physical violence

1. Beating
2. Kicking
3. Burning
4. Use of weapons to cause harm
5. Female genital mutilation
6. Other harmful traditional practices



Psychological/Emotional

1. Neglect
2. Condemnation
3. Jealousy (possessiveness)
4. Disrespect
5. Embarrassment
6. Threats



Sexual

1. Intimidation
2. Defilement
3. Forced marriage
4. Forced prostitution
5. Rape
6. Harassment
7. Denying someone a right to have protected sex
8. Unfaithfulness
9. Anal sex
10. Men forcing women to have sex when they are in their periods.



Economic

1. Withholding family finances.
2. Spending jointly-earned family income without your spouse's consent.
3. Preventing someone from owning property
4. Denial of opportunities such as education and employment.
5. Spending spouse's income without his/her consent.

Causes of gender based violence

1. Poverty (economic imbalance).
2. Lack of transparency (in the family)
3. Poor parenting.
4. Extra marital affairs
5. Cultural and religious practices
6. Witch craft
7. Poor Social attitude and Perception
8. Lack of trust
9. Disrespect.
10. Alcoholism and drug/substance abuse

Effects of gender based violence

1. Family breakup
2. Infections like HIV/AIDS
3. Unwanted pregnancies
4. Psychological and emotional trauma
5. Reduced productivity leading to poverty
6. Physical injuries
7. Death
8. Ending up in prison
9. Street children

How to address gender based violence?

1. Recognize gender based violence as a bad practice
2. Community sensitization on GBV and its impact in the family, communities and individuals
3. Involvement of local leaders
4. Case management
5. Economic empowerment
6. Referral

Group Work

Identify organizations in your community or individuals who are fighting GVB.

Can you cite examples of GBV cases in your community and how they were dealt with?

Key Messages

- i. GBV affects both male and female
- ii. GBV affects children
- iii. It manifests in different forms
- iv. In extreme cases GBV can lead to death
- v. GBV can be avoided

Literacy Tasks

1. Write GBV in full
2. List 3 main causes of GBV
3. Write a short paragraph on SGBV.
4. Write or narrate two short stories about gender based violence in your community

Numeracy Tasks

1. Find the result of:
 $123 \times 3 = \underline{\hspace{2cm}}$; $245 \times 2 = \underline{\hspace{2cm}}$; $515 \div 5 = \underline{\hspace{2cm}}$; $364 \div 4 = \underline{\hspace{2cm}}$;
2. Four women and two men went to dig a garden. If each of the women worked for three hours in the garden and each man worked four hours. How many hours did the people work in the garden?
3. If the owner of the garden paid each person, the same amount of money, how much did each person get if the owner paid in total 192,000=. What would happen if the men wanted to take all money paid out?
4. What is the proportion of men to women?

ANNEX

SAMPLE LESSON PLAN (ILLUSTRATION)

For every topic, an instructor is required to develop a session plan to guide the process as the example provided below.

TOPIC: Introduction to Life Skills

SESSION: Context of Life Skills

DATE: Monday 4th February 2019

VENUE: Aniduma FAL Centre at Gbukutu P/S

INSTRUCTOR: Samanya Ahmed

OBJECTIVES:

Learners should be able to: -

1. Explain the basic facts about life
2. Outline the life skills.

MATERIALS: Manila (marker pens), flip chart (sugar paper), chalk board (chalk), glass (or an egg)

METHODS/TECHNIQUES: (QUESTIONS & ANSWERS, role play, illustrations, discussion)

DURATION: 2:00pm to 4:00pm

PROCEDURE

Step/Duration	Activity	Technique/ Method
Introduction (5 Min)	<ol style="list-style-type: none"> 1. Welcome the young women and men and ask one to give an opening prayer 2. State the session objectives 	Lecture/ presentation
Meaning of life (55 Minutes)	<ol style="list-style-type: none"> 1. Ask the learners to each write down the meaning of life to them. 2. Select a few (4 women & 4 men) to read what they have written. 3. Select 5 women and 5 men to move to the front. Instruct them to pass to the next person the glass (or an egg) for 30 seconds. Later let them now throw the glass or egg across and the other person catches it (in the group). (<i>Stop them only when the glass or egg has broken</i>). Let them go back to their seats without you saying a word. 4. Ask them (2 women & 2 men) to explain how they felt during the glass play 5. Building on their experiences, relate the play to life and summarize using the session notes 	Question and answer Role play Discussion Illustration
Life Skills (40 Minutes)	<ol style="list-style-type: none"> 1. Explain the meaning of life skills 2. Display the life skills according to their categories 3. Ask different women and men to read the life skills according to their categorization as others listen. 	Question and answer
Evaluation (15 Minutes)	<ol style="list-style-type: none"> 1. Ask 4 women and 4 men to state what they have learnt 2. <i>Take interest in them stating some of the life skills</i> 3. Perform literacy and numeracy tasks 	Question and answer
Key Messages (5minutes)	<ol style="list-style-type: none"> 1. Summarize the presentation with the key messages provided. 	Presentations

Instructor Name: _____ Date: _____ Signature: _____

Supervisor Name: _____ Date: _____ Signature: _____

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51	Koleta Jesca	FAL Instructor	105	Chandiga Patrick	FAL Instructor
52	Lomo Wilbert	BCOP	106	Hon Asara Safina	FAL Instructor
53	Mawa Abas	BCOP	107	Yakani Ratibu	KDYC
54	Dramadri Ahmed Okuni	BCOP	108	Afedra John Robinson	KDGL/TOT
109	All the 92 FAL Instructors engaged and the 1723 youth		110	All BCOPs	

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