

Community Based Extended and Continuous Education and Learning (EXCEL)

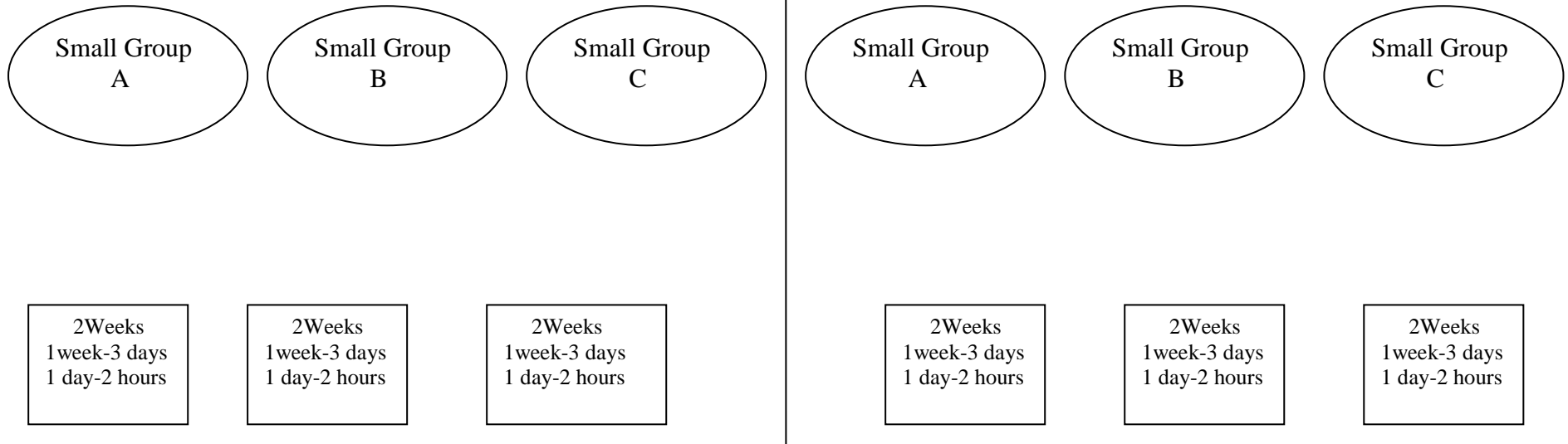
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Training (Part)

Term A

Term B



Goal

To improve life skills of the out-of-school-youth through participation in the activities of community based healthy living and HIV/AIDS prevention education.

Objectives

At the end of EXCEL lessons, out-of-school youths will be able

1. To live healthily by being aware of their physical and mental health conditions
2. To live protectively by knowing about the diseases that usually occurs in their environment
3. To live appropriately with the environment by having the basic skills and practice needed in their life
4. To live safely with healthy behaviours by getting relevant facts for health to protect HIV/AIDS infection

Objectives of the EXCEL Training

At the end of the training EXCEL facilitators will be able

1. To facilitate the out-of-school-youth effectively by understanding the reasons why the Extended and Continuous Education and Learning (EXCEL) project for out-of-school children was established
2. To have friendly cooperation and practices among facilitators
3. To identify ways to organize and educate the out-of-school youths
4. To make an education plan that is appropriate for the situation of one's own communities.
5. To have hands-on practices that can improve self confidence and skills.

	8: 30 – 9:30	9: 40 – 10: 40	10:50 -11:50	12-1	1:00 – 2:00	2:10 – 3: 10	3:20 – 4: 20
Day 1	Opening Ceremony Announcing classes	Life Skills	HIV/AIDS infection and youths		Practical Teaching	A-1-1 Get to know one another	A-1-2 What animal am I?
Day 2	A-1-3 We like different things A-1-4 Everyone has good quality	A-2-1 Goals and expectations	A-2-2 Making endeavor is the key		A-3-1 What is essential in life	A-3-3 Let's practise our personal hygiene	
Day3	A-4-1 This is a natural process A-4-2 Value it	A-4-3 Let's find out what is in the community	A-5-1Emotionally Labile age		A-5-2 Stranger is danger	A-6-1 Do you know me?	A-6-2 What could happen?
Day 4	B-1-1 Personal safety B-1-2 Say whatever to be said	B-1-3 How do we say?	B-2-1 Whose words are true?		B-2-2 Choosing friendsl	B-3-1 Mutual relationship	B-3-2 Be considerate to others
Day 5	B-3-3 Having sympathy is not enough B-4-1 Communicable diseases and ESSE	B-4-2 How germs spread?	B-4-3 HIV/AIDS		B-5-1 HIV Transmission	B-5-2 How to prevent HIV/AIDS	B-5-3 who has HIV?
Day 6	B-6-1 Think like 'Ma Sabai'	B-6-2 Every one is unique	Roles of facilitators		Explaining the design	Future plan	Closing Ceremony


Basic Life Skills

Time: (90) minutes

Objective

At the end of this lesson, participants will be able to explain that basic life skills are used to have a positive manner in daily activities of our social life.

Material

 Trainee's Booklet

Activities

1. Whole Class Discussion

(a) Ask the class the following question.


"What do you do when you go out for shopping (to cook for your lunch)?"

(b) Record the responses on the blackboard.


Process of thinking and doing things at the market


(1) What should I cook for lunch? (chicken (or) fish (or) duck egg)

(2) Points to take into account


 money in hand

 family's likes and dislikes


 weather condition

 cheap (or) expensive (price)


(3) Enquiring when meeting with others

 What is plentiful in the market/ what are the prices/ whose shop is reliable in weighing?

(4) Direct observation

 Which is better?

(5) How about cooking chicken/ fish/ duck egg?

 advantages and disadvantages

(6) I'll cook duck egg and potatoes.

(7) Conversation with the seller.

What price is it? /Reduce the price/ Give me the extra/ can you fix this price?

(8) Taking care of the words when talking with the seller.

(In order not to quarrel with her).

(c) The facilitator should explain the basic life skills on page ()

(d) Then, the facilitator should explain process of shopping mentioned above linked with basic life skills.

Example

When thinking about what to cook for lunch,

- money in hand (Self awareness)
- family's likes and dislikes (Empathy)
- weather condition (awareness and critical thinking)
- identify three items for cooking (Creative thinking)
- Considering all these things to cook a meal is creative thinking.

2. Small Group Discussion

(a) Give an event to each group and let them discuss the questions.

Event (1)

Cho Cho has a big body. Her friends have to buy her snacks. After a long time, they don't want to buy her. If you were Cho Cho's friends, what would you do? What life skill would you use?

Event (2)

Soe Soe sells fritters in the market. She sees another fritters seller like her in the market. If you were Soe Soe what will you do? What life skill will you use?

Event (3)

Ko Ye feel disappointed because his elder sister, Htet Htet, opposes when their father says that he will buy them a ball. If you were Ko Ye, what would you do? What life skill would you use?

- (b) Let the groups present what they would do and which life skills they would use. Then, ask the following to sum up the presentation points.
 - (1) Who do you think needs basic life skills?
 - (2) Why do you think basic life skills are needed in daily social life?
- (c) The facilitator should add the following. (Facilitator's note can be used to do this.)

It is not sufficient just to understand the basic life skills for choosing the best possible and positive solutions but to practice these life skills in daily activities of our lives with full of knowledge and awareness.

Notes for the facilitator

Young people of today

Young people of today are facing with very complicated situations that have not occurred in previous ages. Although some things have not existed before in the society, some are getting even more confusing and need to be focused on. For example; HIV, AIDS and other sexually transmitted diseases, alcohol, tobacco and other drug substances, and potential armed conflicts and political instability are also threatening in this age. And unemployment, sexual and other kinds of exploitations and discriminations are also brought about in this world.

Young people and children are facing with these complicated problems at various fronts which cannot be solved immediately (or) in simple way.

These problems can be solved partly by an approach using different ways and using life skills as an approach can also help dangerous problems described above be reduced. In this way, healthy living can be maintained and improved.

Advantages of life skills-based approach

- ✚ It provides opportunities to practice the skills that are no longer supported in the traditional cultures and the society.
(For example – counseling in the monastery, practicing skills from the folklores)
- ✚ It helps behavioral development and change.
- ✚ Life skills are flexible. They can be used to face and solve the problems in daily life.
(For example; life skills are used in healthy living of SHAPE, nutrition, drug substances and HIV/AIDS)

Objective of Life skills-based education

For young people

Encourage (to do more)

- ✚ Obtaining true information and knowledge in life.
- ✚ Positive attitudes
- ✚ Skills for health and social skills too life.

Reduce (to do less)

- ✚ Wrong thinking and information
- ✚ Negative attitudes
- ✚ Behaviors at risk


Young people have to develop good behaviors and attitudes and practice to reduce negative concept, wrong behaviors and attitudes. Life skills can facilitate it.

Life Skills



Problem Solving

-  The youths will be able to clearly identify problems and their causes.


Creative Thinking

-  The youths will be able to identify at least 3 possible solutions to a problem.



Critical Thinking

-  The youths will be able to anticipate the consequences of the problem for self, family and community.
-  The youths will be able to assess the advantages and disadvantages of each possible solution.


Decision Making

-  The youths will be able to identify the best possible solution for him/her based on personal ability and living situation


Communication

-  The youths will be able to clearly and directly state opinions and give good reason.
-  The youths will be able to ask for help and advice, and seek information when needed.


Self Awareness

-  The youths will be able to identify realistic goals and expectations based on personal ability and living situation.


Interpersonal Relationships

-  The youths are able to identify the benefits and limitations of living together in society.

Empathy

-  The youths will be able to recognize the needs of others, provide support and/or compromise.

Coping with Stress and Emotions

-  The youths will be able to distinguish between rational thinking and emotional thinking.

Youths and HIV/AIDS Transmission


Objective

Time: (60) minutes



At the end of this discussion, participants will be able to

1. Tell in brief what kind of disease HIV/AIDS is
2. Identify at least five ways of infection and five ways of prevention
3. Explain how Life Skills Project is being implemented

Material

 Trainee's Booklet

Procedure

1. Discussion about whether they know HIV/AIDS, how it can be infected and how it can be prevented.
2. The facilitator should explain the facts described in the trainee's booklet.
 -  HIV transmission in Myanmar
 -  Nature of the virus and its consequences
3. Have them brainstorm "Nature of Adolescents" (10-17 year old)
Record the results on the blackboard.
Have them discuss in their groups and present their discussion points to the class.
4. Discuss with the class whether the differences between "in-school-youth" and "out-of-school-youth" can be related to HIV/AIDS and how it is related.
5. Conclude with the fact that it is important to prevent HIV/AIDS because of the nature of young people.
6. Explain the nature of Life Skills Project and EXCEL.

Life Skills Project is an education project for the youths of 10 to 17. It is a project that builds up the practices of behaviors, attitudes and skills needed for all their lives, and practices of healthy living that prevent from being infected with HIV/AIDS.

Notes for the facilitator

Life Skills Project Goal

To disseminate the knowledge and skills of HIV/AIDS prevention and ways to lead a healthy life among the out-of-school-youth

Objectives

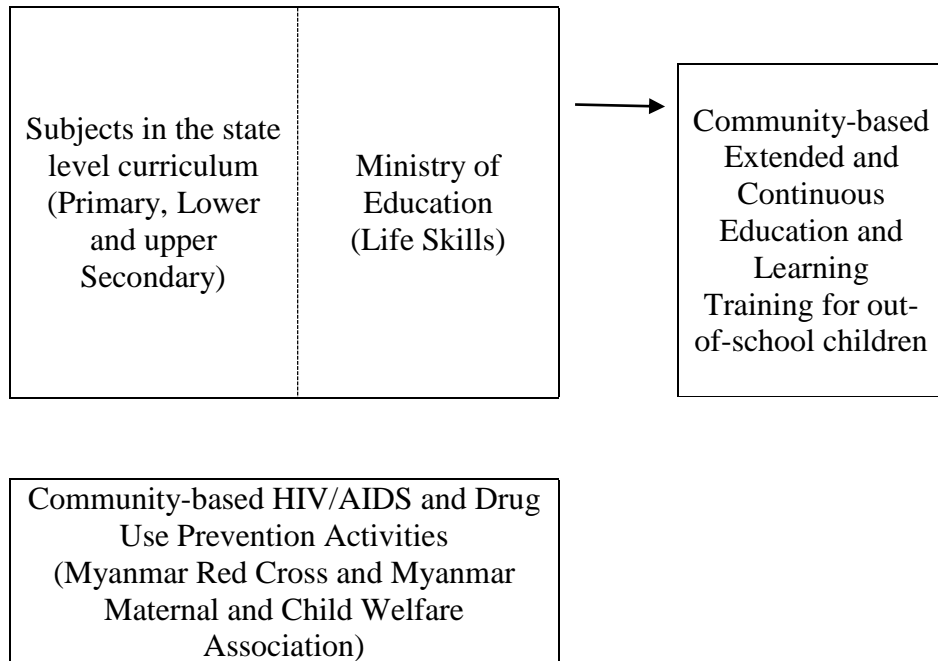
At the end of EXCEL lessons, out-of-school youths will be able

1. To live healthily by being aware of their physical and mental health conditions
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The Nature of Life Skills Project and EXCEL

1. Life Skills is a project that facilitates teaching and practicing of basic life skills. Lessons for life skills are not dream-like lessons. It is not just a school subject. It is not a subject that teaches about diseases and HIV/AIDS with conventional techniques.
2. There are techniques in which you can participate yourself and discuss one another in the classroom, in the school and in the community; small group discussions, role play and practical activities all of which are child centered teaching learning techniques. There are also hands-on activities.
3. At the same time, the life skills (useful for the whole life) that are interpersonal relationship, capacity to cope with stress and emotions, skills for decision making, capacity for problem solving and facilitating skills. Life Skills project is facilitating all these activities.
4. The goal of Life Skills Project is actually for the young people. It is to build up the knowledge, skills and healthy living practices that can prevent the spread of HIV/AIDS among young people. Young people, authorities, parents and other organizations should participate actively in this process.
5. EXCEL which becomes out of Life Skills Project will train the out-of-school-children with learner-centered techniques in small groups. Like Life Skills project's strategy, support of the parents and the public is also important for this process.

Myanmar



Spread of HIV/AIDS

The AIDS patient was first found in 1981 and the HIV virus was first discovered in 1983. Nowadays in the world, HIV/AIDS has no boundary. It is concerned with everyone in the world no matter who a person is or at what age a person is. In 2008, UNAIDS announced that 33 million people were infected with HIV and 2 millions were dead. 93 percent of them lived in developing countries of Africa, Asia and South America.

The person infected with HIV was first found in 1988 in Myanmar. In the beginning of 1990s, most of the HIV infected people were drug addicts. Later, sex workers and their customers were infected. From those customers, their wives were infected. But now sexual relation becomes the major cause.

According to the figure issued in Myanmar in 2009, there were 238,000 Myanmar living with HIV and most of them were working age between 15 and 49. The transmission rate is very high among youths. Actual figure can be even more outnumbered than the stated one due to the international experiences. The stated figure is just a tip of the iceberg.

Among many causes for the spread of HIV/AIDS the major one is the migration and traveling from one place to another. This encourages the spread of HIV/ AIDS. The migrants and travelers are mostly in sexually active age. They could be infected with HIV due to the following facts:

- ✚ Services concerned cannot be reached to the far away border areas.
- ✚ Sudden change of (transient) societies.
- ✚ Availability of free time and money
- ✚ Connection with illegal businesses in border areas.
- ✚ Lack of health care services for migrant workers.
- ✚ Prostitutions, easy access to sex business and easy access to drug use are also included.

Factors that encourage the spread of HIV/AIDS infection

- ✚ Increasing number of drug use
- ✚ Increasing number of commercial sex worker.
- ✚ Increasing rate of the infection of Venereal Disease
- ✚ Increasing rate of the infection in the pregnant mothers and soldier recruitment centers.
- ✚ Increasing rate of infection in blood donors, T.B patients and homosexuals.
- ✚ Increasing potential of infection in teenagers.

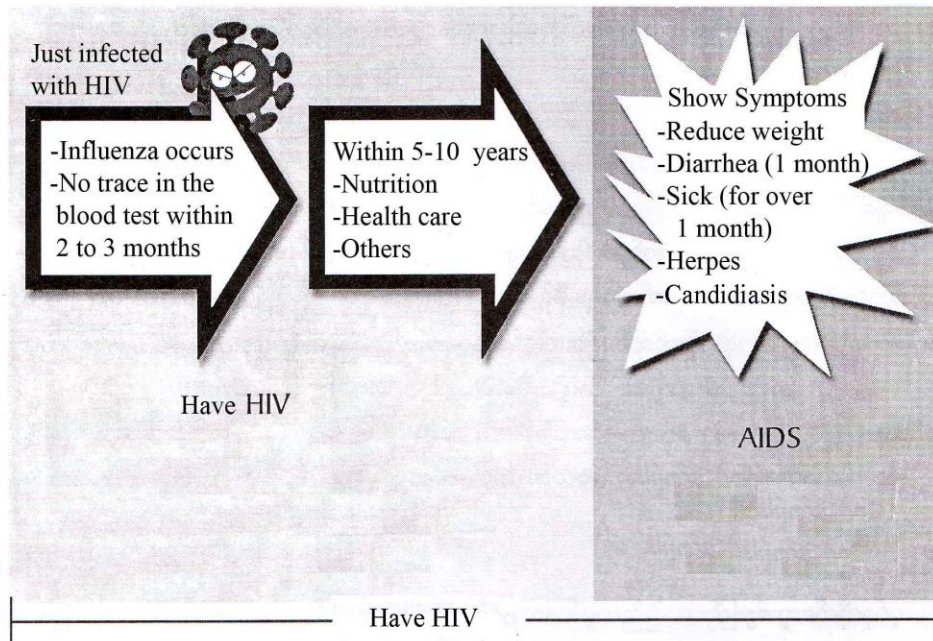
Factors that can cause infections indirectly

- ✚ Increasing number of migrants.
- ✚ Difficult access to and little use of condom, greater danger of STD/HIV due to the weakness and delay of the diagnosis of the disease with the point of view of public health.

- ✚ Out of reach of the prevention program for the people who has risky behaviors for being infected with HIV
- ✚ Exclusion of the HIV/AIDS sufferers from prevention and protection programs. (Negligence of the people who have HIV/AIDS as a punishment for their immoral conduct)
- ✚ Shortage of safe blood.

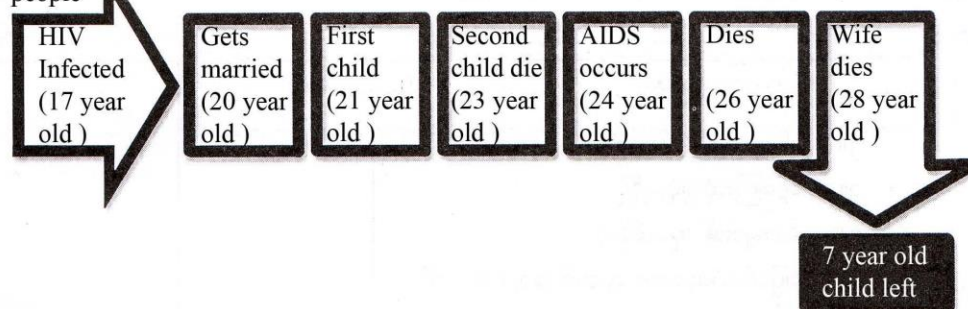
Prevention of HIV/AIDS is not just a health problem; it is also a battle with ignorance, poverty, one-sidedness and negligence. It is essential to educate the whole human society in order to contain the spread of HIV/AIDS and to help HIV/AIDS infected person with full understanding and compassion.

There are millions of orphans who are poorly treated and left unprotected because they have AIDS. They also need education, regular development, affection, physical exercise, self-confidence and capacity to live their life other people. They need to be equally treated in schools, in the communities and in receiving the medical treatment. They also need help for access to guardianship and legal inheritance.

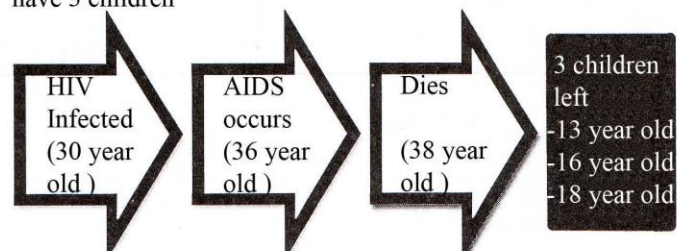


Impact of HIV/AIDS upon the family

A young people



Mid-aged man have 3 children



Practical teaching activity (Facilitator)

Time: (60) minutes

Objective

At the end of this discussion, participants will be able to

1. Relate the objectives of the topic with activities of the discussions.
2. Practice the steps of the activities included in the Facilitators' manual so that the trainees can achieve skills.

Materials

 Facilitators' manual

Procedure

1. The facilitator should explain how EXCEL lessons are organized according to the following facts.
 - Steps of the lesson structure
 - How objectives of the lesson and the activities in the lesson are related
 - How important it is to teach according to the steps in the procedure
 - The nature of questions and feedback and how important they are
2. Tell the participants that they have to practice all the lessons in the Facilitators' manual during the training period and explain as follows.
 - Form 3 big groups,
 - Lessons to be practiced will be assigned daily.
 - Every group member has to prepare the lesson that their group has been assigned.
 - They have to draw lots to choose the group demonstrator for their teaching practice.
 - The teaching style will be the facilitating style by taking the roles of the facilitator and the participants.
 - The role of the observer will be taken in turns.
 - A participant may have to do the teaching practice again if he/she wins the lot again.
 - If the teaching practice is not satisfactory, the participant has to practise the lesson again.
 - Observers have to present their observation points to the class after teaching practice.
3. Explain the points in the observation sheet stuck in front of the class. Give examples of positive comments.
4. Ask the participant to question if they have unclear points. Explain that assessment questions are for the facilitators' training and not for the youths.
5. After each teaching practice lesson, give feedback by using the Facilitator's Manual together with the participants.

Check list for the observers

- (1) Whether they teach in accordance with the teaching processes of the facilitators' manual.
- (2) Whether the facilitator can make most of participants participate in the practical discussion and why?
- (3) Whether the facilitator can use the words that can be understood by the participants.

- (4) Whether the facilitator can give clear instruction and explanation.
- (5) Whether the facilitator can summarize the lesson by asking questions.
- (6) Whether the facilitator can manage time.
- (7) Whether the facilitator can practice the intended skills to the participants.
- (8) Whether the facilitator can ask a linkage questions that are related to the other lessons.

Note: to present briefly with an example for each one within the time frame.



Roles of facilitator

Facilitators are not lecturers in training. But they must have technical skills and thoroughly studied knowledge for some lessons. Facilitators should hold responsible and be flexible for the whole training. They are responsible for individual or group discussions using many kinds of techniques for learning by participating under various topics, stimulating the participants to participate in the group, preparing for the better program of daily activities and participating in the organizing program for the training.

1. Facilitator as facilitator

It is necessary for a facilitator to be flexible in a training which uses the technique of learning by participating. For example, he should reconsider to make changes in his programs if other facilitators and participants have already prepared and studied for the next day programs which are better than his programs. The facilitator should know the facts about all of the topics in order to discuss thoroughly in the training and cooperate with other facilitators.

And the facilitators should take part in the activities with other participants. In doing so, the facilitators should find the opportunities for each participant to provide ideas and share the experiences with one another.

In learning by participation, it encourages group discussions. Discussion will be livelier by discussing from various points of views for every topic of the discussion and interactive discussion between facilitators and participants. Facilitators can work together and obtain new ideas from other people.

Group discussion may not be suitable for everyone for all time. It takes longer time and it may change the direction of the discussion.

Group discussion is a way of testing the qualification of a facilitator. It means that the facilitator must be able to share his own knowledge and experience with the participants and help participants learn how to make use of these knowledge and experience in the current activities. Facilitators may learn from the knowledge and experience of the participants and use them in the activities. Facilitators must be able to regard, accept and respond immediately the ideas, thinking and concepts of the participants. Besides, they have to organize the individual works into group discussion.

2. Facilitator as Guide

Facilitators should give the instructions to the individual or group discussions of the participants. They should know how to make moral support to the participants. There may be different kinds of participants. Facilitators should know how to comfort and encourage the participants especially when some participants feel that their points of discussion are ignored in the group or they think they do not improve themselves or they think the other group is better than theirs. If necessary, the facilitator should encourage them privately. And then, participants will get motivated to do more works and have self-confidence. Facilitators should observe each of the participants individually.

It is facilitator's work to guide the participants in a group which means to guide the group tactfully to perform accordingly.

3. Facilitator as organizer

Facilitators are organizers who have to organize participants to participate in the discussion.

Facilitators are responsible for planning of the training. At the end of the day, they have to assess the daily activities. They should not copy other facilitator's plans and activities. They should have their own preparation, plans and assessments. Among facilitators, chairperson and secretary should be selected and appointed for each day of the training.

The facilitator as chairperson is responsible for supervising the daily activities of the training to conduct completely in a frame of time allowed. They should observe other facilitators and participants during the training period of the day. They can advise other facilitators in order to organize group discussions.

The facilitator as secretary should note down the prepared plans. They should be able to manage the discussion to include prime messages. Daily plans should be recorded with files. These files will be supportive for report writing, record keeping and hand-outs developing.

Note: To make children attend regularly.
To have fun.
To make them behave themselves.



Part 1 – A

Self Awareness

Day (1)

Part 1/A-1-1

Time: (30) minute

Get to know one another (Self-Awareness, Interpersonal Relationship)

Objective

At the end of this discussion, participant will get to know one another.

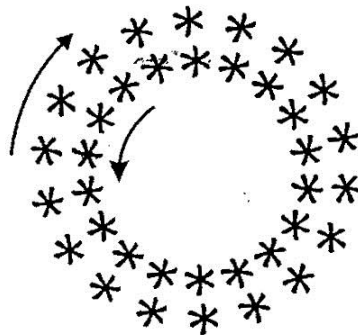
Materials

✚ Six sets of pictures cut out.

Activities

1. Introduction

- (a) Divide the youths into two groups proportionately and have them stand in two circle shapes. (Inner and outer circles).



- (b) Have the youths from the inner circle stand and face opposite direction to the youths from the outer circle.
- (c) Facilitators and all participants should sing a song together and go round the circle towards their own directions.
- (d) Stop singing when the facilitator make a gesture. Have two youths from inner circle and outer circle stand face to face and ask each other the following questions as an introduction.
 - ✚ What is your name?
 - ✚ How old are you?
 - ✚ What is your hobby?
 - ✚ What is your favorite food?
 - ✚ Who is your favorite actor or actress?
- (e) Ask each pair to come out to the front after introducing each other. One must tell about the other loudly enough to make other people hear. (Facilitators should also participate in the introduction) Have all pairs introduce each other one pair after another.
- (f) The facilitators should ask the following questions to the whole class.
 - ✚ How did you feel about introducing each other?
 - ✚ What did you get to know by introducing in this way?

✚ Why do you think you were asked to introduce each other?

2. Grouping

- (a) Find different pictures in advance with equal number of the groups.
For example: If you form 6 groups for 30 people, you will need 6 pictures. You should cut the pictures into pieces according to the number of participants in each group. (If you have five people in each group, you need to cut the picture into 5 pieces)
 - a. Put all pieces of pictures into a container or a bag.
 - b. Ask each participant to take one piece of picture.
 - c. Ask participants to try to match their own pieces of picture with those of other people and fit them to form a whole picture. (Participants who can match and fit their pieces to appear a picture will be members of that group. The facilitator should instruct to combine two groups to become a big group and take their place. In this way, there will be 3 big groups)
 - d. Ask them to give the name for their own group by themselves.
 - e. A representative from each group has to tell the class the name of their group and explain the reason why they give this name.

3. Assessment questions

Content questions

- (a) Have you ever introduced to anyone? When?
- (b) Do you think it is necessary to introduce to one another? Why?

Personalization questions

- (a) Is it good to introduce to one another? Why?
- (b) Do you think you become friendly by introducing to one another? Why?

Summarize the lesson as follows.

- When you speak to a person you have never met before, you should introduce that person by describing your name and about yourself.
- Practise this in real life.



What animal am I?

(Self Awareness)

Objective

At the end of this discussion, participants will be able to

- (1) Identify their appearance and character.
- (2) Explain and accept other people have differences.

Materials



Drawing paper, pencil, paper clip

Activities

1. Whole class discussion.

- (a) The facilitator asks every young people to tell the name of an animal that they know very well. The facilitator should write down the names on the blackboard.
- (b) Then, ask them to tell the good characters and behaviors (what they do, what they like) of the animals described. The facilitator should write down the characters next to the respective animals.
- (c) Ask young people to think about their own characters and behaviors. And then continue to think what characters on the blackboard are similar to their own ones. (Facilitators should help them)
- (d) Give each youth a sheet of paper, a pencil and a paper clip to draw a picture of an animal that seems to have the same character as mine (or) write down the name of the animal.
- (e) Have them clip the paper on their shirts. Ask each of them for the reason why they chose this animal.
(One of the facilitators should give an example: I chose a buffalo because I like to be strong like it and submerge in water for a long time)
- (f) The facilitator has to conclude that people are different in characters and behaviors.

2. Assessment questions

Control questions

- (a) What animals have the youths chosen mostly? Why?
- (b) How many animals did they choose? How many youths chose the same animal? Although they chose the same animals, did they identify the same characters and behaviors? Why?

Personalization questions

- (a) Do you and your friends have the same characters? If not the same, why do you think they are not the same? If not the same in character, how would you behave?
- (b) Did you notice the characters and behaviors of the members of your family? Tell other people in your group how these are the same (or) different?

Facilitator Notes

It is not strange that every individual has different characters. What is important is that you should aware of your own character and accept other people's character by understanding the differences.

Summarize the lesson as follows.

- It is not strange that every individual has different characters. You should know that there can be differences between each individual.
- Make sure to know our own character and also try to know the characters of people in your environment.



We like different things

(Self Awareness)

Objective

At the end of this discussion, participants will understand and accept individual preferences.

Materials

 Board, chalk, activity chart

Activities**1. Small group discussion**

- (a) Tell the participants that they have discussed that everyone has different characteristics. Now they will look what other differences people have.
- (b) The facilitator should explain her respective group how to fill up the following activity chart. After making sure that everyone understands, divide one group into two small groups. Have each small group fill up the activity chart with similarities and differences. After filling up the chart, have small groups change each other's activity charts and observe them.
- (c) Ask them to tell the reasons by turns. If necessary, the facilitator should lead and ask the questions e.g., what time are you happy most? --- If replied, "I am happy when my father is absent" The facilitator should continue to ask, "Why are you happy when your father is absent?"

No.	Subject	Mg---	Mg--	Mg--	Ma--	Ma-	Ma-
1.	Favorite food	e.g., Mohingar e.g., to see film. e.g., when got pocket money					
2.	What do you like to do?						
3.	The happiest time						
4.	The angriest time						
5.	What do you want your family to have?						
6.	What kind of person do you want to help?						
7.	If you have hundred thousand kyats, what would you do?						

2. Facilitator's additional remarks

The facilitator should explain that the youth needs to understand our own likes by ourselves and other peoples' likes that are different from ours.

3. Assessment questions

Content questions

- (a) Review the answers filled up in the chart. Are there exactly the same answers filled by two people? How do you feel when you find all answers are not the same? Why?
- (b) Which questions are easy to answer and which are difficult? Why?

Personalization questions

- (a) Do you think the answers will be the same if you are asked these questions again after a long time? Why?
- (b) Can you accept a person as your friend who has different preference? Why?

Facilitator Notes:

Everyone has different likes and dislikes. Their concepts may be different too. Therefore, our own concepts and preferences need not to be the same with those of others. But we need to accept and understand other people's concepts and preferences.

Summarize the lesson as follows.

- Every individual has not only different characters but also different likes, dislikes, thoughts and experience.
- Try to understand these differences and accept those of people who you meet in your daily life.



Par 1/A-1-4

Time: (30) minutes

Every one has good quality

(Self Awareness, Critical Thinking)

Objective

At the end of this discussion, participant will be able to

- (1) Describe every one has useful quality (good quality)
- (2) Identify how good qualities of our own can be used beneficially.

Materials

 The Story of “A Wise Owl, U Zee Kwat”, Blackboard, Chalk

Activities

1. Story telling

- (a) The facilitator should tell the “A Wise Owl” story.
- (b) Discuss with the youths about the last question of the story.
- (c) The facilitator should explain that every one has quality and capacity, and these can be used when and where necessary.

2. Discussion with 3 groups.

- (a) Ask the following questions one after another.
 - (1) What do you think you can do?
(The answers may be common ones or special abilities e.g., cooking rice/curry, being curious, being able to speak much, being able to listen to others carefully)
- (b) The facilitator should write the responses on the blackboard.
 - (1) How can you use these abilities? What advantages can you have?
(Where can you use what you can do? What advantages can you have?)
- (c) The facilitator should add that everyone need to know how to use beneficially our own abilities and qualities in the right place and we should be proud of and value ourselves for these abilities and qualities.

3. Assessment questions

Content questions

- (a) Are the qualities that you have (or) what you can do the same with those of other people? Why?
- (b) How do you feel when you know that you have a special quality that other people don't have?

Personalization Question

- (a) How have you applied the qualities you have?
What did you get for applying these qualities? (Advantages, disadvantages)
- (b) Have you ever thought that you have no quality? How do you feel for that kind of thought?
- (c)

Summarize the lesson as follows.

- Utilize your good quality appropriately with the situation.
- When you have a problem, think what you can do and do utilize your quality

U Zee Kwat 'Wise Owl' Story

- ✚ Once upon a time, there were three friends.
(Mg Ear, Mg Nose, Mg Hand)
- ✚ Mg Ear had very big ears.
- ✚ Mg Nose had very big nose
- ✚ Mg Hand had very big hands.
- ✚ One day, three of them had an argument.
- ✚ Mg Ear said his big ears were the most useful.
- ✚ Mg Nose said his big nose was more useful than others.
- ✚ Mg Hand said he was more useful than others.
- ✚ Then, they came to U Zee Kwat 'a wise owl' to have decision.
- ✚ U Zee Kwat said that they had to do what he asked before he could make a decision. Then he asked them to go to his house which was situated at the other side of the river and fetch the lunch box from it. He gave them a boat with a hole in it. He asked them to row the boat quickly because it could be sunk before they got back to this bank unless they could row the boat quickly.
- ✚ And then, they set off with the boat. They rowed the boat in turn as there was only one oar. While they were rowing quickly, water came into the boat gradually.
- ✚ The boat was rather full with water when they reached the other bank of the river. They took the lunch box from U Zee Kwat's house. They thought that the boat could be sunk before they reached the other bank. Therefore three friends discussed about what to do.
(What do you think they would do next?)
- ✚ At first, Mg Hand picked and threw the water out of the boat with his big hands. When there was no water in the boat, Mg Nose collected his nose wax and fixed the hole with it. Then, Mg Ear set his Ear like a sail against the wind so that the boat went quickly. At that time Mg Hand rowed with his hands. In doing so, the boat reached the other bank in a short time.
- ✚ When they got back to U Zee Kwat, they begged him to make a decision for their problem. But U Zee Kwat told them to think themselves who was the most useful.
(Who do you think is the most useful among them? Why?)

Goals and Expectations

Part 1/A-2-1

Time: (60)minutes

What do I want to be, what should I do?


(Self Awareness, Critical Thinking)

Objective

At the end of this discussion, participants will be able to

1. Identify their goals that are appropriate with their situations.
2. Analyze that they have to do step by step to reach their goal

Materials

 Color paper, Color soft pens.

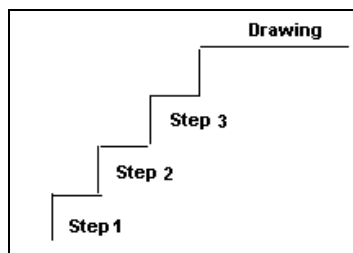
Activities

1. Whole Class Discussion.

- (a) The facilitator should ask the youths, “Younger brothers and sisters, what are you doing now? What do you expect yourself to be in one year? Give time to think about. Record the responses on the board.
Then, explain that their expectations or the thing they want to do to achieve are their goals.

2. Drawing pictures

- (a) Ask each of them to draw whatever picture they like in their book. Tell them that they can draw it in one line and will get 2 minutes to finish it.
- (b) After 2 minutes has passed, ask the students to stop drawing and discuss the following questions with the class.
 1. What did you think first and decide when you were told to draw a picture?
(Note: The expected answer is what picture I should draw.)
 2. When you had decided which picture to draw, what did you continue to think?
(Note: The expected answer how I should draw, from which point I should start.)
 3. What did you do after you had thought all these things?
(Note: The expected answer is I started drawing.)
 4. When you drew the picture, could you draw it in one line from the beginning to the end or did you draw step by step? How did you draw.
- (d) Draw a picture of a stair on the blackboard.



Then, explain that drawing a picture is what you want to accomplish; it is your goal. Write “the picture I want to draw” at the top of the stairway.

Explain that just like climbing a stairway, these things they had to think about are steps in drawing their pictures.

Then explain that the things they had to consider and do are the steps in reaching this goal. Further explain that the order of the steps will depend on what needs to

- be done but each step is usually ordered to help us accomplish the next step.
- (e) Based on the picture drawing activity, explain how they made steps to reach goal, explain by using the points below.

Goal-Setting

- Decide on a goal – something you want to achieve or accomplish
- Think through the critical steps necessary for you to reach this goal
- Think through your own personal strengths and abilities and the resources needed to fulfil the steps to reach the goal and decide if the goal is realistic or not.
- Order the steps logically (short term, longer term) so that each step will help you move toward the next step.

3. Group discussion

- (a) Pointing to the goal on the board, tell the groups as follows.
Choose 4 goals that you can achieve with your present situation.
Let the participants choose four goals and mark the goals that the participants have chosen.
- (b) Draw 4 stairways on the board. Write one goal on each stairway.
- (c) Lead the groups to identify the steps for the goal of the first stairway.
- (d) Then assign the groups to identify the steps for the left three goals. Give one goal to each group.
- (e) Explain as follows. When you think of setting goals, you need to consider your capabilities, strengths, and things such as time, money, skills and others that you will need to achieve this goal. If you cannot manage to have these, your goal is not a realistic one. You have to set a new goal.

4. Assessment questions

Content questions

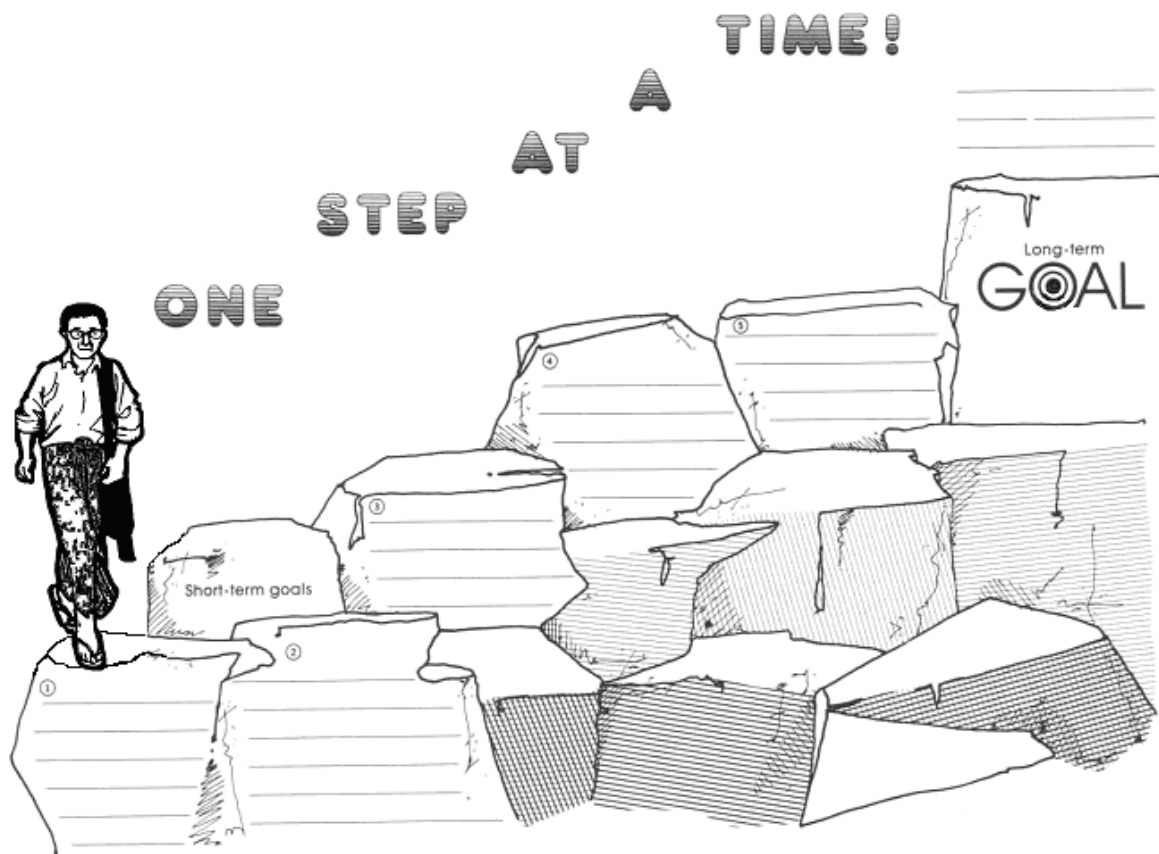
1. Can everyone have the same goal? Why?
2. What kind of goal should you set? Why?
3. Should goal be your desire only? What should you need to do?
4. Do you need to use different techniques to be able to do the things that you want to? Why?

Personalization Question

- (a) Describe your goal that can be achieved in your existing situation.
- (b) Do you think the things you want to achieve now will become on day? Why?
- (c) Do you think you can find difficulty in achieving your goal? Why?
- (d) What will you do if you find difficulty in achieving your goal? Why?
- (If the answer is “We will try.” continue to ask how they will try.)

Summarize the lesson as follows.

- Youths should set their goal that is realistic to be achieved through their own personal strengths and existing situation.
- From today on, set the goal you want to achieve and try your best to achieve it.



Making endeavor is the key

(Self awareness & Critical Thinking)

Objective

At the end of this discussion, participants will be able to explain that trying their best is important to fulfill their wants and expectation.

Materials



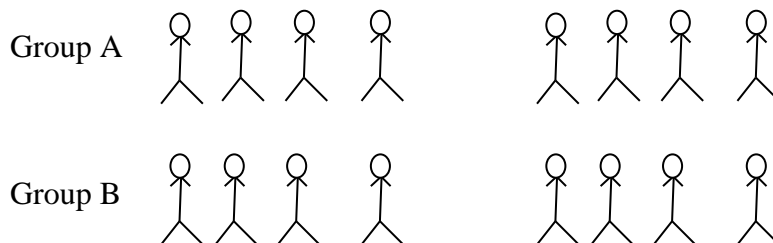
The story of “The king and spider”, thick books.

Activities

1. Explanation on how to play the game

Balancing things on head

- (a) Divide the participants into two equal numbers.
- (b) Let each group form two small groups and stand in a line facing the other the other group.



- (c) All members of the groups have to carry a thick book on their heads. They mustn't hold the book with their hand.
 - (d) As soon as the game starts, the first two persons of the opposite lines change their places. In this way, the second, third, fourthmembers change their places in the opposite line. (If the book falls down, they have to stop, pick up the book, put it on the head and continue to move places.)
 - (e) The group that finishes changing places wins the game.
- #### 2. Let all the participants play the game. Are playing the game.
- (a) Observe the effort and behavior of the participants while they are playing the game.
 - (b) After playing the game, ask the feelings of the participants who won the game as well as who lost the game.
 - (c) Explain as follows.
While you were playing you had to face the difficulty of holding the book on the head, failing to keep it on the head or trying to hold back the book that was almost fell. Like this experience, you could find difficulties in your life path.
- #### 3. Story Telling
- (a) Tell the story of “The king and the spider” to the participants.
Once upon a time, there was a king who fought against the other kingdom and lost the battle and his kingdom. He fled to escape the enemy who followed him and came to a big cave. The enemy could not find him and thus left the place. The king felt tired and fell asleep. When he woke up, he thought of his defeat. “Now I am alone. **I want to get back my own country but I won't be able to do so**” he thought and felt very sad. At that very moment, a spider fell from the

roof of the cave hanging a fine thread of the web. It stopped before reaching the ground. Do you think the spider would be able to climb up the roof? It could go up a little but fell down again. I went up again. This time it also fell down again. If you were the spider, would you go up again? The king felt sad for the spider because he did not think the spider would be able to climb up to the roof. “How could a little spider like it reach the roof!” he thought. At that moment, the spider **which tried again and again** reached the roof of the cave. The king was **surprised to see this**. Then one thought came to him. “Even a little spider could succeed the work that seemed to be impossible. I’m a human being. I can succeed if I try hard enough. I will try to get back my own kingdom” he said to himself and went out of the cave, tried to **find his soldiers, collected the weapons and fought the enemy**. At last, he got his kingdom back.

- (b) After telling the story, ask the following questions.
 - What was the king’s expectation? (What did he want to do?) For this expectation, how did he feel in his heart? (Did he think he could get back his kingdom?)
 - Why did the king’s attitude change?
 - Why do you think the little spider could climb up the roof of the cave?
 - How did the king get back his kingdom?
- (c) Add some facts using the facilitator’s note and explain to the participants.

4. Assessment questions

Content questions

- (a) When you play the head balancing game, did you think you would win the game? Why?
- (b) How did you feel as you thought your team would win/lose the game? Due to these feelings, what happened to your effort? (Did you stop participating in the game or continue the game?)
- (c) Why do you think the story of the king and the spider was told to you?
- (d) What was the difference between the spider’s effort and yours?
- (e) Is listening to this story useful to you? How?

Personalization questions

- (a) Have you ever experienced like the king and got depression? How did you think that depression effect your success? Why?
 - (b) When you try to fulfill your desire, do you think will always be successful? Do you predict how it can happen? What are your predictions?
 - (c) When you have to face the difficulty, will you give up or try to overcome? Why?
 - (d) Did you have the experience of trying again and again and at last succeeded like the small spider? Share your experience.
- (Note: Let only the participant who had that kind of experience share his/her.)

Note for the facilitator

Anyone can find it difficult to fulfill their desire or expectation. When this happens, they can feel depressed. Due to this feeling, discontinuing the effort is in a way giving up the desire or expectation. This behavior cannot support success. The winners are people who try their best no matter what difficulty there is and win one thing after another step by step. Therefore, it is important for the youths to try to fulfill their desire and expectation without having any worries or depression.

Summarize the lesson as follows.

- ◆ You will find difficulty in life. Don't forget that you must continue to try to overcome it without feeling depressed.
- ◆ Remember the little spider whenever you are faced with difficulty. Encourage yourself and try to overcome the obstacles.



To know what is essential in life

Part 1/A -3-1


Time: (45) minutes

What is essential in life?

Objective

At the end of the discussion, participants will be able to describe health is essential in life.

Materials needed

 Pieces of paper to make currency notes, cards that describe goods.

Activities

1. Whole class discussion

- (a) The facilitator should ask the following questions; what is the essential thing in life?
- (b) Record the answers on the blackboard.
Answers may include 'money, clothes, working, house, food etc.'

2. Playing the game of 'selling goods'

- (a) Three facilitators should play the role of sellers and participants are to play as buyers. Give participants six hundred thousand kyats per group and tell them to buy whatever they like.

(Goods for sale are displayed. Tell the buyers that they can borrow money if they need more.)

- (b) Sellers should persuade the buyers to buy the goods and set the prices for them.
- (c) After selling the goods, the facilitator should ask every group the following questions.

1. Which goods are left? Why were they not sold out?
2. Observe the goods that we have bought (or) the goods that remained.
Identify the goods that cannot be bought by money. Why do/don't you buy these things?
3. Do you need any medicine that can keep you always healthy or keep you away from dies? Why? What can you do so that you can get what you need?
4. What do you mean by good health?
5. Some people say that they are physically well but not fit in mentally. Why do you think they say so?
6. How do you say 'feeling well physically and mentally' in another way?
Share the class if you have heard of this.
The facilitator should explain about good health based on the facilitator notes.
7. Then, ask this question. If so, what is essential in life?
8. Ask the class if they want to make changes in the statements, 'the essential things in life' on the board. Ask them the reasons why they want to change them. Make changes according to the discussion points. If it is necessary, add some information from the introduction.

Goods for sale

House 500000 Kyat	A rice bag 10000 Kyat	Television 40000 Kyat	Video 50000 Kyat
A pretty clothes 500 Kyat	Watch 2000 Kyat	Jacket 2000 Kyat	Fitness pill 300000 Kyat
No disease pill 200000 Kyat	Bicycle 20000 Kyat	Cassette 100000 Kyat	Motorcycle 400000 Kyat

Currency Notes for buyers to hold in hand (six hundred thousand kyat for each group)

100000 Kyat	10000 Kyat	40000 Kyat	50000 Kyat	500 Kyat	20000 Kyat
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3. Assessment questions

Content questions

- Identify things that can be bought with money. How are these things useful for your life?
- What are things that cannot be bought with money? How are these things useful for your life?
- Do you think it is difficult to have the things that cannot be bought with money?
- What is essential thing for your life so that you can fulfill your wants?

Personalization questions

- Is there any change in the thing that you think is essential in your life at the end of this discussion? Why?
- What can you do so that you can always get the thing you want most in your life?

Facilitator Notes

The facilitator should explain that health means lack of diseases and well-being physically and mentally, and that health cannot be brought with money and health is essential for what you want to do and what you want to be.

Summarize the lesson as follows.

Health is the essential thing in life.
Take care of yourself in your daily life. If your behaviors are not the ones that support your health, stop them now and change them.



Let's practice personal hygiene

(Critical Thinking, Self Awareness)

Objective

At the end of this discussion, participants will be able to

- (a) Identity body parts that need to be practiced personal hygiene.
- (b) Explain the reasons why personal hygiene needs to be practiced.
- (c) Demonstrate how and when personal hygiene should be practiced.

Materials



activity cards in the trainee's booklet for daily hygiene activities, activity card that shows body parts that need to be cleaned.(The facilitators should draw the pictures in advance.)

Activities

1. Whole class discussion

- (a). The facilitator should ask the following questions
 - (1) Identify the body parts that need to be cleaned for personal hygiene.
 - (2) Identify the daily activities that can be practiced ourselves to keep our body clean.

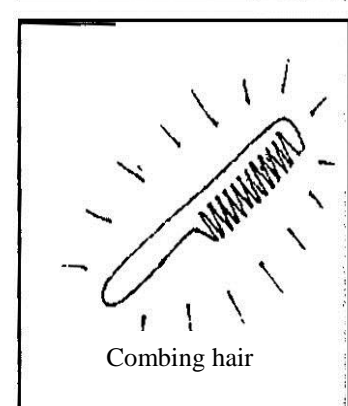
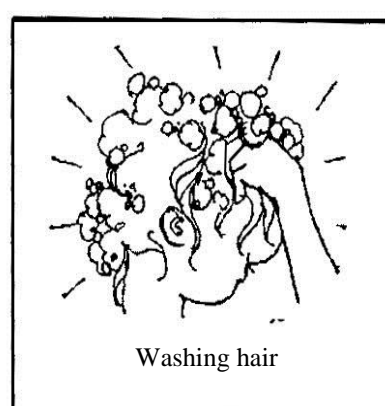
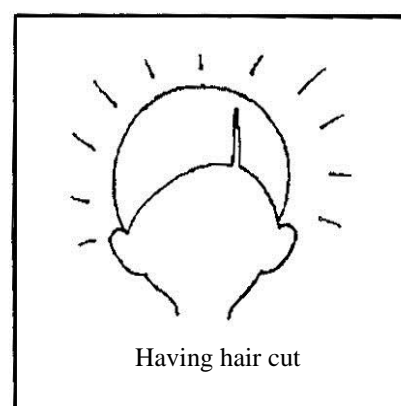
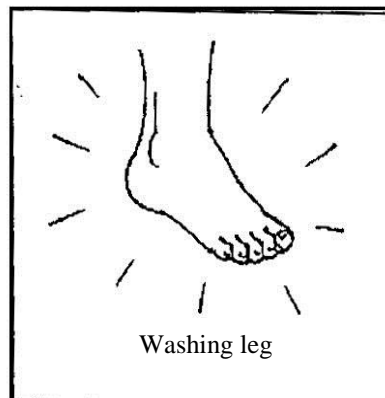
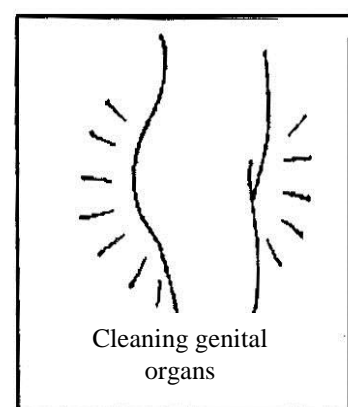
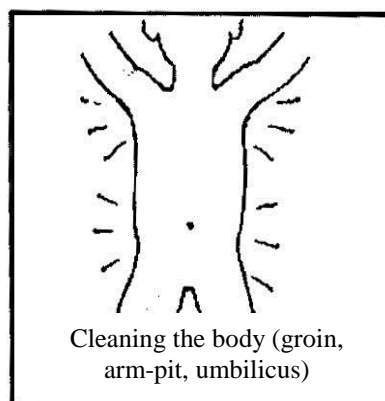
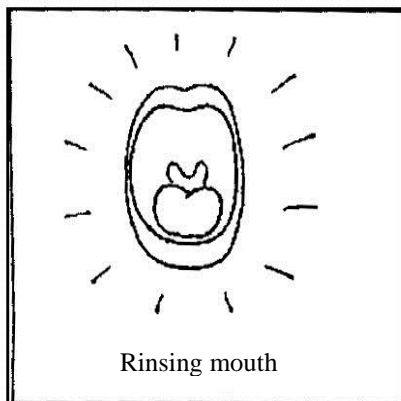
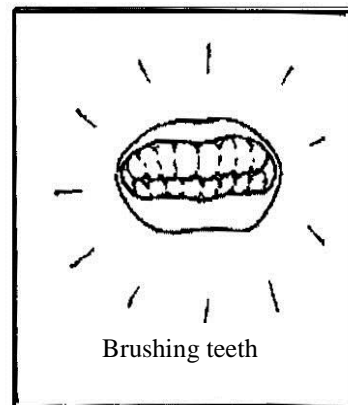
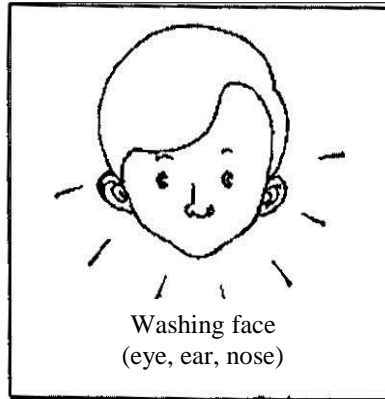
2. Group Discussion

- (a) Let the participants make a tick(✓) in the time table of personal hygiene.
- (b) Have each group stick the activity cards (the body part pictures) next to the relevant activities (with the ticks(✓)) on the table of daily hygiene activities.
- (c) Let them discuss the following questions.
(Based on the body parts that each group is given to discuss)
 - (1) Why do these body parts need to be kept clean?
 - (2) When and how do we have to clean these body parts?
- (d) Have each group present their discussion points with the activities stuck on the table.
- (e) The facilitator should add the necessary points using the Facilitator notes.

Personal hygiene Activities to be practiced

Sr. No.	Personal Hygiene Activities	Time to practice personal hygiene							
		After getting up from bed	While bathing	Before meal	After meal	After using toilet	Before going to bed	Weekly	Monthly
1	Washing face (eye, ear, nose)								
2	Brushing teeth								
3	Rinsing mouth								
4	Cleaning the body (groin, arm-pit, umbilicus)								
5	Cleaning genital organs								
6	Washing hands								
7	Washing legs								
8	Clipping nails								
9	Having hair cut								
10	Washing hair								
11	Combing hair								

Personal hygiene activity cards



3. Assessment Questions

Content questions

- (a) Is it necessary to practice personal hygiene every day? Why?
- (b) Do you think personal hygiene can satisfy you? Why?
- (c) How do you think one would feel when he does not have good personal hygiene? Why?

Personalization questions

- (a) From morning till night throughout the day, mention the personal hygiene habits that you normally practice.
- (b) When and how do you usually wash your hand? Do you think it is sufficient for you to prevent diseases? Why?
- (c) What can you do to help people (your family and neighbor) practice good personal hygiene usually?

Facilitator Notes:

- (a) Washing the face prevents skin diseases such as ring worm, scabies, sweat fungi, etc, all of which are communicable.
- (b) If the hair is not clean, skin sore can occur on the scalp of the head because of the bites of lice. It also affects your health.
- (c) Unclean body parts can cause skin diseases such as ring worm, scabies, sweat fungi, etc., which are contagious and affect your health.
- (d) The hands and finger nails have to be cleaned because the germs in between the fingers and finger nails can cause communicable diseases such as diarrhea, worms, etc.
- (e) The teeth have to be cleaned because they cause dental diseases such as caries, gingivitis etc.
- (f) Eyes, important parts of human body should be kept clean and carefully protected from injury.
- (g) Clean clothes should be properly dressed.
- (h) Wearing footwear should be practiced to protect thorns, heat and toes scabies.
- (i) You should brush the teeth systematically when you get up in the morning and before going to bed.
- (j) You should wash your hands with soap before and after eating food and after using toilet.

Summarize the lesson as follows.

- ◆ You yourself must practise your daily personal hygiene for your health.
- ◆ From today on, you will practise personal hygiene that you didn't do before. We will observe you in the next training day.

Physical changes in teen and identify risks in the community

Part 1/A-4-1

Time: 50 minutes

This is a natural process

(Self awareness & Coping with stress and emotion)

Objective

At the end of this discussion, participants will be able to:

- (a) Describe the physical changes in teenagers of both sexes.
- (b) Say that physically changing is a natural process and it is not a shameful thing.

Materials

Participant's handbook

Activities

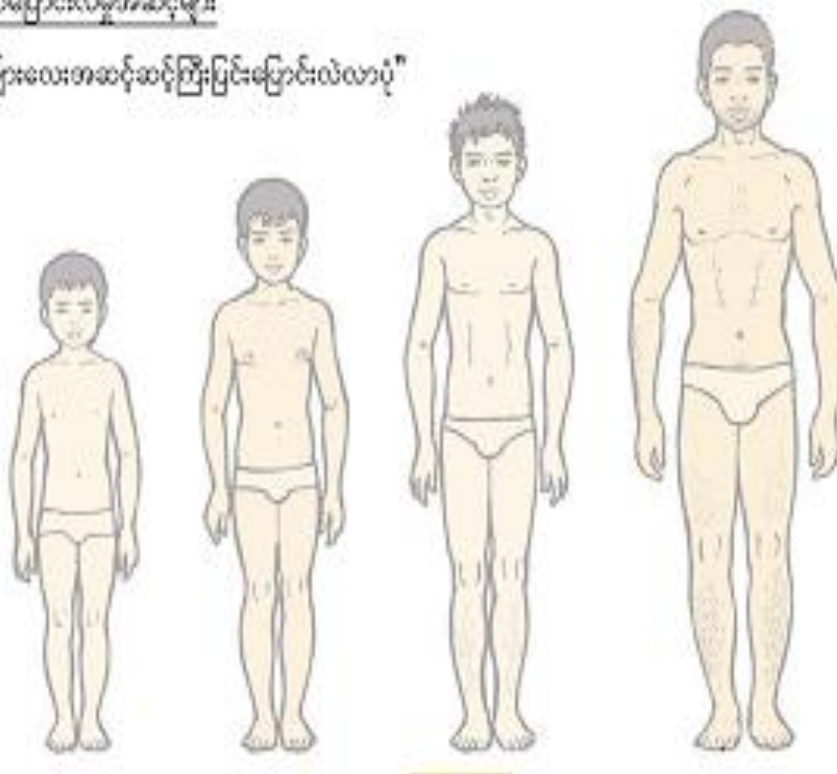
1. Group Discussion

- (a) The facilitator should separate boys and girls based on the number of people.
(Form 3 groups)
For example, 2 boys-only groups, 1 girls-only group (or) 2 girls-only groups, 1 boys-only group.
- (b) One facilitator should hold responsible for one group.
- (c) Let each group look at the physical changes of a person and discuss what changes occur at this age.

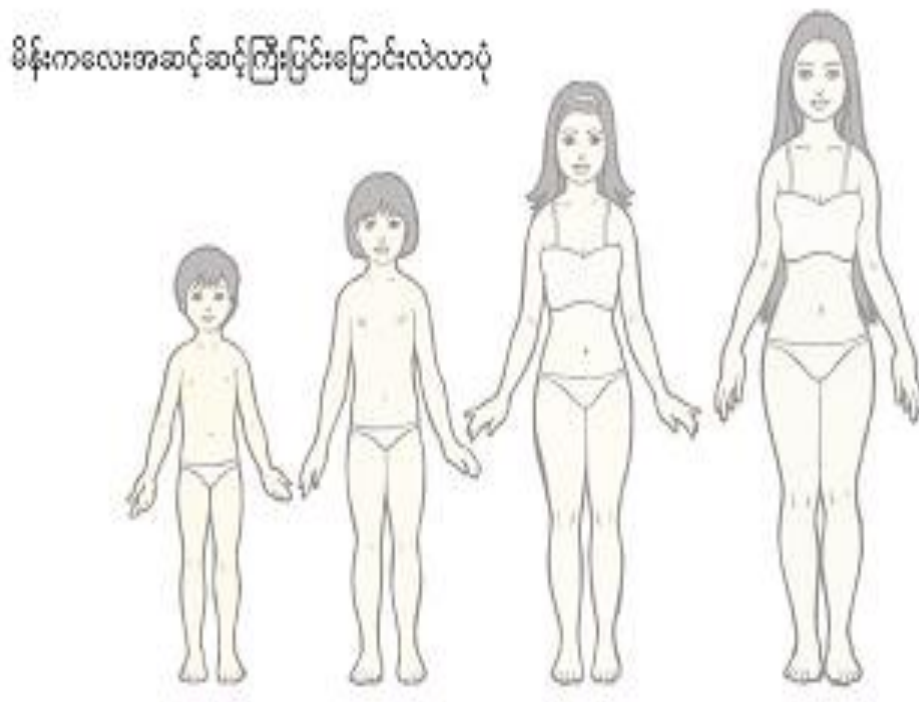
PUBERTY STAGES IN BOYS

ခန္ဓာကိုယ်ပြောင်းလဲမှုအဆင့်များ

"ယောက်ျားလေးအဆင့်ဆင့်ကြီးပြင်းပြောင်းလဲလာပုံ"

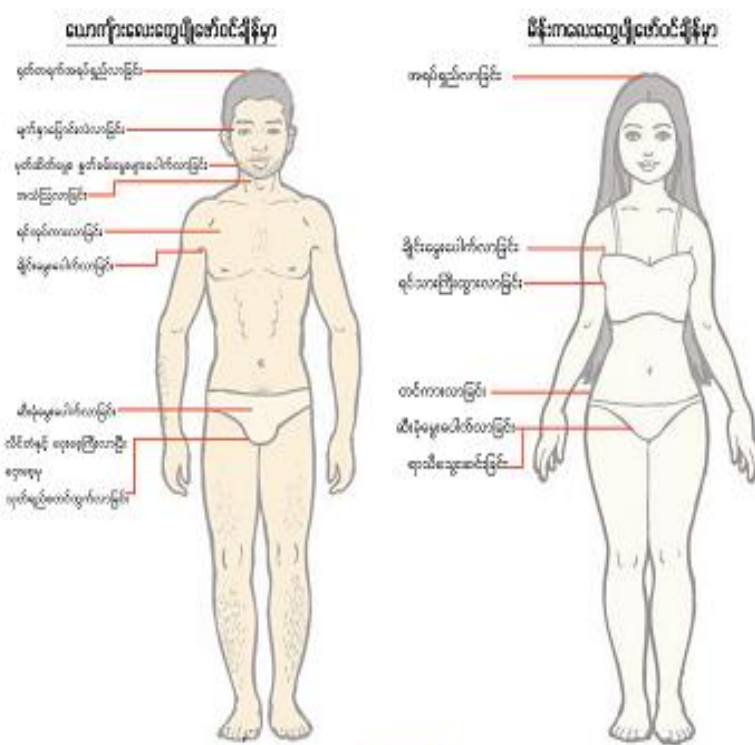


PUBERTY STAGES IN GIRLS



1. Group Discussion (15 minutes)

- (a) Let each group discuss what changes occur during the age of ten and seventeen. Let the youths discuss the physical changes they aware of themselves and write them on a sheet of paper.



Facilitator Notes:

If there are only girls groups, female facilitator is better.

For Girls

Menstruation (Periods)

Starting to have periods is probably the single most important change of puberty for girls. Periods happen because the internal female sex organs, which grow like the rest of the body during puberty, breaks down and causes a small amount of bleeding. This may sound scary but, if you are prepared for it, it is nothing at all to worry about. The blood trickles out gradually over a few days but sanitary towels can easily absorb the flow.

Periods can start any time between the ages of eight and 17, but the most usual time is about a year after your breasts have begun to develop. There is nothing you can do you make your periods start or to delay them from starting once they are ready to.

A woman has a period about every four weeks (28 days). The cycle can vary, though, from about 20 days to 35 days from woman to woman, and even in the same woman from month to month while in some others, it also occurs once in 45 days to three months.

The menstrual period also varies. A period lasts from two to about eight days, but the average is five.

Some women suffer from premenstrual syndrome (PMS) for a few days before a period and is probably caused by changing hormone levels. Symptoms include sore, swollen breasts, a bloated, heavy feeling especially in the abdomen, headaches, acne, and feeling clumsy, tired, irritable or depressed. There is no proven remedy but a healthy diet may help so might eating little but often throughout the day. Exercise and extra sleep can also make you feel better.

Urine, vaginal fluids, and menstrual (period) blood are all clean. Though, once they leave your body, bacteria can breed on them, as well as on the sweat produced in the area. Bacteria can get into your body through the vagina or urethral opening so you need to wash you genitals everyday. The rectum contains many bacteria, so it is important to wash and dry from front to back, to avoid spreading these bacteria to the vagina or urethra. Wash with mild soap and warm water. Don't use deodorants or perfumes because they may cause dryness and irritation.

Facilitator Notes:

If there are only boys groups, male facilitator is better.

For Boys

Unpredictable / spontaneous and sometimes embarrassing erections

Erections can be unpredictable during puberty. An erection is when the penis fills with blood and becomes rigid The penis may become aroused in reaction to cold, the urge to urinate, during sleep cycles, and from sexually arousing thoughts or images. This is the body getting used to all the new hormones in the body.

Most boys are embarrassed by having spontaneous erections at inconvenient moments during puberty. Most erections are triggered by a sexual thought, for example when

you see someone you fancy. Some happen when your genitals are accidentally stimulated, for example by the vibrations of a moving vehicle. The best way to make the erections subside is to concentrate very hard on think about something else.

Wet dreams

Wet dreams are common in boys during puberty. While you are asleep, you have an erection and semen squirts (ejaculates) out of your penis. This happens while you are dreaming, though not necessarily about sex, and can occur when you bladder is full. It is nothing to worry about. Your body is just getting used to its new way of working. It is also your body's way of telling you that you are producing sex cells.

When wet dreams occur, it is important to clean clothing and bedding with soap and water.

Urine and semen that come from the penis are clean. Though, once they leave your body, bacteria can breed on them, as well as on the sweat produced in the area. Bacteria can get into your body through the urethral opening at the tip of your penis. In most males, a fold of skin covers the tip of the penis. This fold of skin is called the foreskin. During puberty, glands under the foreskin produce a white, creamy substance called smegma. Smegma helps the skin to slide back smoothly over the tip of the penis (called the glans). Smegma is also clean but bacteria can breed on it and cause a foul odour. Male needs to roll back their foreskin and wash gently underneath. Wash with mild soap and warm water. Don't use deodorants or perfumes because they may cause dryness and irritation.

2. Group Discussion

(a) Let the participants look at the “Is it nature?” and ask the following questions.

How are they feeling?

(b) Let the groups present their discussion points.

Then, explain as follows.

As physical changes occur naturally, it is not a shameful thing. Everybody will experience this kind of step by step changes although the time of physical development may vary to every individual.

3. Assessment Questions

Content questions

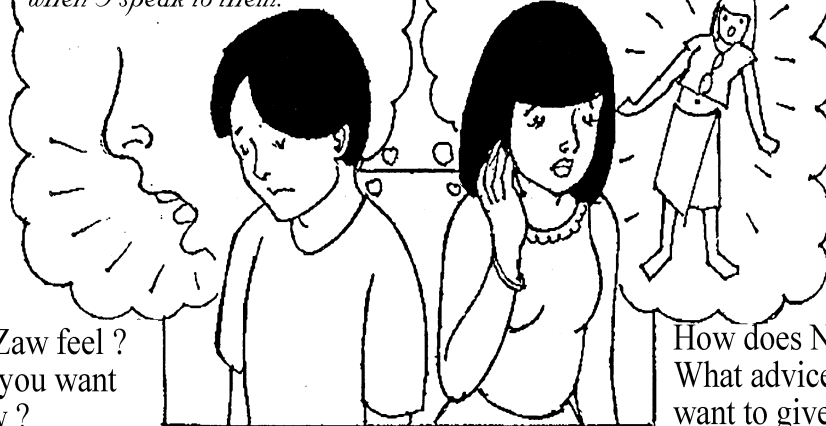
- (a) What are the major physical changes at the age of adolescence?
- (b) Describe the consequences of these physical changes to adolescents?
- (c) How do they feel due to these changes? Do all adolescents change in the same way? Why?
- (d) Do you notice the physical changes of the youths at your same age? What changes do you notice?

Personalization questions

- (a) What are the significant changes of yours?
- (b) How do you feel to these changes?

I don't like to be a teenager. My voice crackles. Uncle says I'll have a more booming voice. I don't know when that'll come about. I wonder if people will make a laughing-stock of me when I speak to them.

It seems my body has grown extremely big this year. Jackets have become tight, clothes don't fit anymore. It seems people are making fun of me. How shameful I feel!

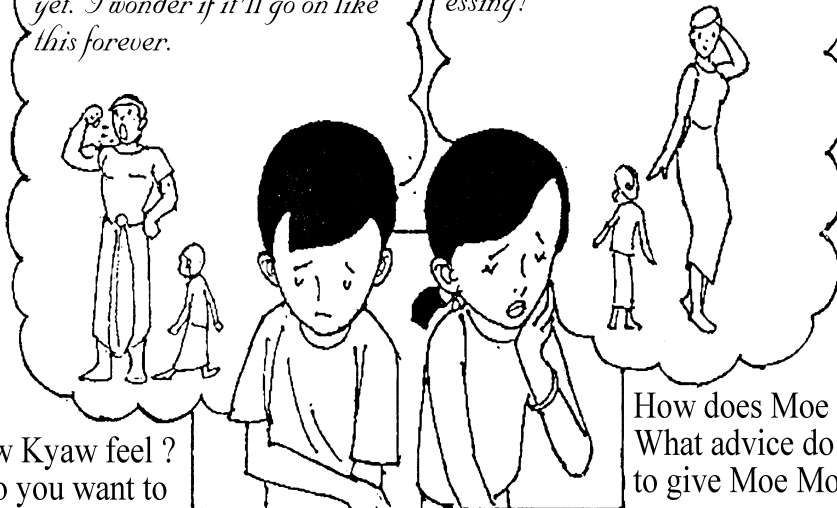


How does Zaw Zaw feel ?
What advice do you want to give Zaw Zaw ?

How does Ni Ni feel ?
What advice do you want to give Ni Ni ?

Ah! People have become taller, their voices have changed. It seems they've become stronger. As for me, nothing is changed yet. I wonder if it'll go on like this forever.

Some people have become so beautiful. It seems their complexion glowing. As for me, I'm so skinny, thin and flat. It's so distressing!



How does Kyaw Kyaw feel ?
What advice do you want to give Kyaw Kyaw ?

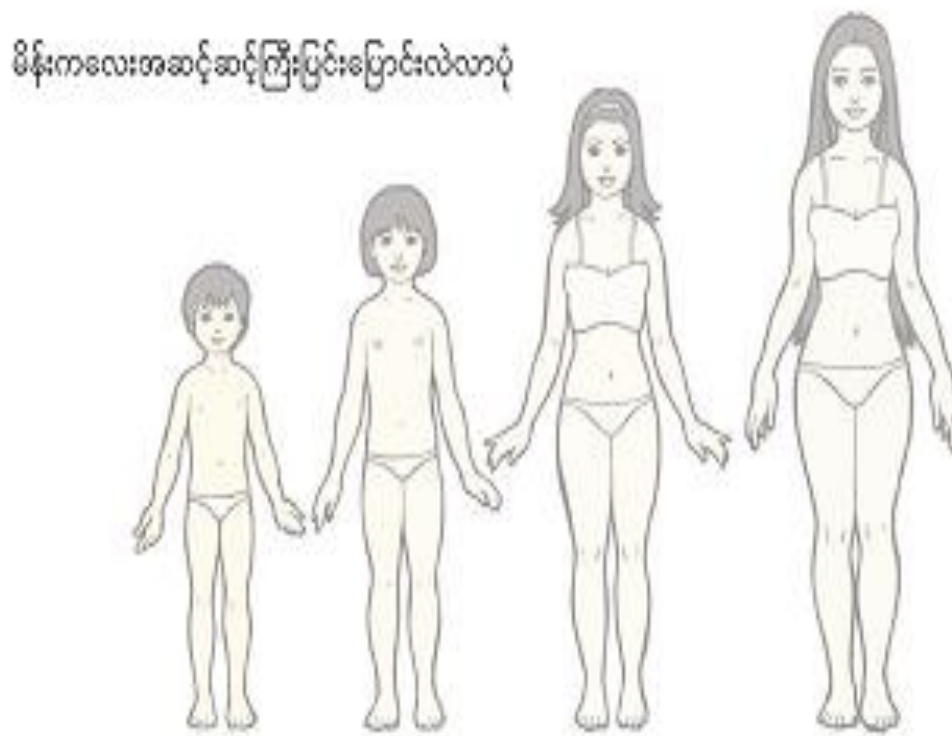
How does Moe Moe feel ?
What advice do you want to give Moe Moe ?

Is it nature ?

Facilitator Notes:

PUBERTY STAGES IN GIRLS

Stage 1 (8-11 years)	Stage 2 (8-14 years, Average 11-12)	Stage 3 (9-15 years, Average 12-13)	Stage 4 (10-16 years, Average 13-14)	Stage 5 (12-19 years, Average 15)
There are no outside signs of development, but a girl's ovaries are enlarging and hormone production is beginning.	The first sign is typically the beginning of breast growth, including "breast buds." A girl may also grow considerable height and weight. The first signs of pubic hair start out fine and straight, rather than curly.	Breast growth continues and pubic hair gets coarser and darker. Body is still growing and your vagina is enlarging and may begin to produce a clear or whitish discharge, which is a normal self-cleaning process. First menstrual period may begin late in this stage.	Pubic hair takes the triangular shape of adulthood, but doesn't quite cover the entire area. Underarm hair is likely to appear in this stage, as is menarche (first menstruation). Ovulation (release of egg cells) begins in some girls, but typically not monthly.	This is the final stage of development, when a girl is physically an adult. Breast and pubic hair growth are complete, and your full height is usually attained at this point. Menstrual periods are well established, and ovulation occurs monthly.

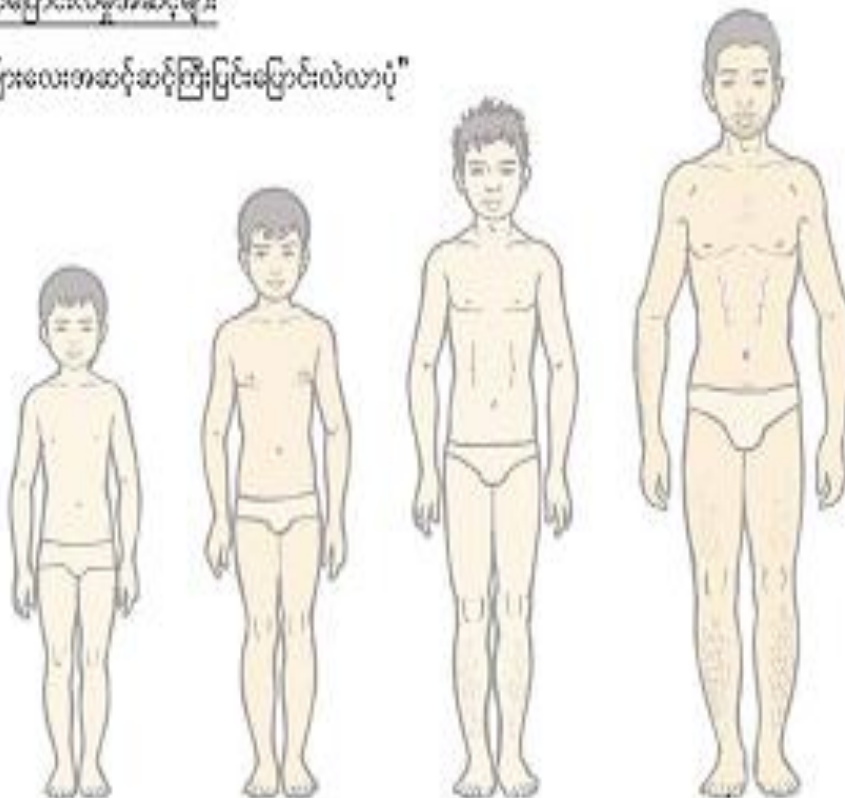


PUBERTY STAGES IN BOY

Stage 1 (9-12 years)	Stage 2 (9-15 years)	Stage 3 (11-16 years)	Stage 4 (11-17 years)	Stage 5 (14-18 years)
Male hormones are becoming active, but there are hardly, if any, outside signs of development. Testicles are maturing, and some boys start a period of rapid growth late in this stage.	Testicles and scrotum begin to enlarge, but penis size doesn't increase much. Very little, if any, pubic hair at the base of the penis, Increase in height and change in body shape.	Penis starts to grow in length, but not much in width. Testicles and scrotum still growing. Pubic hair starts to get darker and coarser and is spreading towards the legs. Height growth continues and body/face shape looks more adult. Voice begins to deepen (and crack). Some hair around the anus grows.	Penis width increases, as well as length. Testicles and scrotum still growing. Pubic hair begins to take adult texture, although covers a smaller area. Most boys have first ejaculations. Underarm hair develops. Facial hair increases on chin and upper lip. Voice gets deeper and skin gets more oily.	Nearing full adult height and physique. Pubic hair and genitals have adult appearance. Facial hair grows more completely and shaving may begin now or soon. During the late teens and early twenties, some men grow a bit more and develop more body hair, especially chest hair.

ရုက္ခာကိုယ်ပြောင်းလဲမှုအဆင့်များ

"ဓမ္မာက္ခရာလေးအဆင့်ဆင့်ကြီးပြင်းပြောင်းလဲလာပုံ"



Common Questions and Answers on Puberty

For all youths

Q. Is it normal for some boys and girls to mature earlier than others?

- A.** Yes. Some boys start puberty as early as 10 years old, others not until they are 14 or 15. Some girls start puberty as early as age eight, other not until they are 13 or 14. However, all girls should start menstruating by the age of age 16.

Q. Why do some parts of the body mature more quickly than others?

- A.** During puberty, there is an order in which certain physically changes usually occur: for girls, breasts begin to grow; for boys, growth of the testicles is usually the earliest sign. However, bodily changes can occur in a different order and still be considered normal.

Q. Why do many teenagers have skin problems?

- A.** During puberty increased hormonal activity leads to increased activity in the skin glands. Oil produced by the glands block skin pores and mixes with bacteria to cause pimples or spots. To help keep skin clear, teens should wash faces and hands frequently, preferably with un-perfumed soaps.

For Girls

Q. How long does it take for breasts to be fully developed?

- A.** It takes a different amount of time for each girl. If a girl starts later than other girls, it does not mean that her breasts will always be smaller. There is no link between what size breasts will be and when they start to develop.

Q. What is a menstrual period?

- A.** Starting to have periods is probably the single most important change of puberty for girls. Periods happen because the internal female sex organs, which grow like the rest of the body during puberty, breaks down and causes a small amount of bleeding. This may sound scary but, if you are prepared for it, it is nothing at all to worry about. The blood trickles out gradually over a few days but sanitary towels can easily absorb the flow.

Periods can start any time between the ages of eight and 17, but the most usual time is about a year after your breasts have begun to develop. There is nothing you can do you make your periods start or to delay them from starting once they are ready to.

A woman has a period about every four weeks (28 days). The cycle can vary, though, from about 20 days to 35 days from woman to woman, and even in the same woman from month to month. A period lasts from two to about eight days, but the average is five.

Some women suffer from premenstrual syndrome (PMS) for a few days before a period and is probably caused by changing hormone levels. Symptoms include sore, swollen breasts, a bloated, heavy feeling especially in the abdomen, headaches, acne, and feeling clumsy, tired, irritable or depressed. There is no proven remedy but a healthy diet may help so might eating little but often throughout the day. Exercise and extra sleep can also make you feel better..

Q. How does a girl know when her period is about to start??

A. No one can be sure exactly when this will happen. Most girls begin menstruating between the ages of 12 and 16. The average is 12 or 13. The best way a girl can know is to look for signs. Underarm hair and a whitish discharge from the vagina are signs that the period probably is not too far away.

Q. What if a girl's period never starts??

A. Periods will start sooner or later. However, if a girl reaches age 16 and has not yet had her first period, she should visit a doctor.

Q. Can anyone tell when a girl has her period?

A. No. Unless she tells someone, it is her private secret. When you get your first period, you should tell your mother (or father or another adult you trust). That way, there will be somebody to answer questions you might have.

Q. Are there any foods to avoid during a period?

A. No. The idea that certain food should not be eaten is a myth.

Q. I am scared about getting my first period. Does it hurt?

A. The process of menstruation itself is painless. Some women do experience cramps or other symptoms before or at the start of their period. A woman should not be scared of getting her period. It is a completely normal event.

Q. What do I do when I get my first period?

A. If you know about menstruation before it happens for the first time, you will be better prepared to handle this situation without fear or embarrassment. If it does come unexpectedly, do not panic. Your teachers, family member and others can provide you with directions on what to use to soak up the menstrual flow.

Q. What do I do if someone touches me in a way that makes me feel uncomfortable?

A. Your body is your own, and no one should touch you in a way that makes you feel uncomfortable. You have the right to ask someone to stop touching you if it makes you feel bad. If this is happening to you, remember it is not your fault, and you should talk to a trusted adult for help and keep talking to as many people as necessary until someone takes action.

For Boys

Q. Why do some boys experience breast tenderness during puberty?

A. Occasionally one or both of a boy's breasts can become slightly enlarged or sore. This is related to the rising levels of hormones in the body. Once the hormones become balanced, the tenderness and swelling will stop.

Q. Do boys get a period?

A. No. Boys do not get a period, or menstruate, because they have a different reproductive system than girls.

Q. Can semen and urine leave the body at the same time?

A. No. Some boys worry about this because the same passage is used for both urine and semen. A valve at the base of the urethra makes it impossible for urine and semen to travel through this tube at the same time.

Q. What is the right length of a penis?

A. There is no standard penis size, shape, or length. Some are fat and short. Others are long and thin.

Q. Is it normal to have one testicle hanging lower than the other one?

A. Yes. Most men's testicles hang unevenly

Q. Is it a problem for the penis to curve a little bit?

A. It is normal for a boy or man to have a curving penis. It straightens out during an erection.

Q. What are those bumps at the head of the penis?

A. The bumps are glands that produce a whitish creamy substance, called smegma. This substance helps the foreskin slide back smoothly over the glans (head of the penis). However, if it accumulates under the foreskin, it can cause a bad smell or infection. It is important to keep the area under the foreskin very clean at all times.

Q. How does one prevent having an erection in public?

A. This is normal Even though you may think it is embarrassing, try to remember that most people will not even notice the erection unless you draw attention to it.

Q. Will wet dreams or ejaculation make a boy lose all of his sperm?

A. No. The male body makes sperm continuously throughout its life.

Q. What do I do if someone touches me in a way that makes me feel uncomfortable?

A. Your body is your own, and no one should touch you in a way that makes you feel uncomfortable. You have the right to ask someone to stop touching you if it makes you feel bad. If this is happening to you, remember it is not your fault, and you should talk to a trusted adult for help and keep talking to as many people as necessary until someone takes action.

Summarize the lesson as follows.

- ◆ Physically changing at the adolescent age is not a shameful thing.
- ◆ What is important is to know what changes you will experience and what you need to do for these changes. Therefore you need to read participant's handbook and ask what you want to know.

Value it

(Self awareness, Critical Thinking, Coping with Stress and Emotion)

Objective

At the end of this discussion, participants will be able to explain the need to value and care for the body after physical changes have occurred.

Activities**1. Brain Storming**

- ◆ How do you understand virginity?
- ◆ How do you understand valuing the virginity before marriage?
- ◆ Do you think you need to value your virginity before marriage? Why?

2. Whole Class Discussion

- (a) Ask the following questions to the participants.
When youths become adolescents, their physical appearance changes and so does their emotion. What do you think are their emotional changes?
(Want to be beautiful, feel shy, interested in opposite sex)
- (b) The facilitator explains as follows.
When youths become adolescents, they experience physical and emotional changes. They want to be beautiful and become more interested in the opposite sex. At the same time, they want to be interested and recognized by the opposite sex. This is a natural process.

3. Group Discussion

- (a) What do adolescent males and females do to attract the opposite sex and to respond to the things they don't like? (Styles of wearing clothes, ways of speaking, behavior, etc.)

	Male	Female
Styles of wearing clothes		
Ways of speaking(to be attractive, to respond to dislikes)		
Behaviour(to be attractive, to respond to dislikes)		

- (b) Let one group present and the other groups add some ore points that are not included in the presentation. Record the points in the table above.

4. Class Discussion

- (a) Pointing to the behaviors in the table, ask the participants which behaviors help the adolescents keep their virgin life and why it is so.
- (b) The facilitator explains as follows.
As some of the adolescents want to attract the opposite sex, they wear sexy clothes and conduct behaviors that are unacceptable in our culture. Due to the life style today, youths and adults have to work together and lack of having no boundary in relationship and such behaviors expose youths to lose their virginity.
- (c) Ask the following questions to lead a class discussion.

- How should you wear not to lose your valued virginity?
- How should you speak and behave to the opposite sex?
- How should an adolescent do personal hygiene as a sign of valuing it? (Has to keep the sex organ clean, use clean sanitary towels during monthly periods)

(d) The facilitator explains as follows.

It is important for the adolescents to value their virginity and consider their styles of wearing clothes, ways of speaking and conducting behavior. They should also practice personal hygiene and keep the reproductive organs clean.

4. Assessment questions

Content Questions

(a) What kinds of clothes can invite sex related problems? What kinds of behaviors can invite sex related problems?

Personalization Questions

(a) Which behaviors from TV, videos, journals and magazines should not be imitated by youths? Why?

Summarize the lesson as follows.

- ◆ Emotional changes occur together with physical changes. Therefore, we should try to cope with our emotion and value our virginity.
- ◆ From today on, behaviours that affect our value should be avoided.



To remind the participants

Observe where the places and shops are and changes in the community. (To remember those places and changes)

This fact is to be used when they discuss the lesson “Let’s find out what is in the community

Let's find out what is in the community

(Self awareness & Critical Thinking)

Objectives

At the end of this discussion, the participants will be able to differentiate places where they can get help and places not suitable for them in the community.

Materials



Paper, pencil, color pencil (Have the youths observe the places in the community)

Activities

5. Drawing village map (in groups)

- (a) The facilitator should draw a sample map with the black color to demonstrate how to draw a map.
In so drawing, include the important buildings of the community (e.g., house, school, office, police station, hospital, health clinics, monastery, market, post office, factory, paddy field, pagoda, lake, stream, liquor house, karaoke lounge, restaurant, etc)
- (b) When each group is drawing up the map of their community, the facilitator should help them to include the buildings and places of their own community out of the places mentioned above. (The youths can draw the map in their own way)
- (c) The facilitator should set the time for drawing the map and when the time is up one of the facilitators should instruct the whole class as follows:
 - (1) Circle the buildings that are dangerous to the youths with red color.
 - (2) Circle the places or buildings that they can get help with blue color.
- (d) Have all groups stick the maps on the wall and observe these maps.

2. Whole class discussion

- (f) After observing the maps, ask them to “identify the dangerous places in the maps.” And ask the question, “Why do you think they are dangerous?”
- (g) After discussion, the facilitator should add and explain whether they should go to the places that are dangerous to them.

3. Assessment questions

Content questions

- (h) What kinds of work do the people in your community do?
- (i) Identify the places where the youths should not go.
- (j) What are the places that you can get help? Do you need to know the places that you can get help? Why?
- (k) Have you ever been to the places circled with red and blue color in the maps? Why did you go there?

Personalization questions

- (a) Do you think every place circled with red color is really dangerous to you? Why?

- (b) Is there any place that you dare not go? Why not? Will you go there if you have a companion to go there with you? Why?
- (c) Where have you been with your friends? For what did you go there? What did you do there?

Facilitator Notes:

The youths should not go to the dangerous places as they become teen age. They need to know the dangerous places in their community and the places that they can get help, too.

Assessment questions

Content questions

- (a) What do people do for their living in your community?
- (b) Describe the places where youths should not go.
- (c) What are the places that you can get help? Should you know these places? Why?
- (d) Have you ever been to the places that are circled with blue or red ink? Why did you go there?

Personalization questions

- (a) Do you think the places circled with red ink in the map are really dangerous places for you?
- (b) Is there any place that you dare not go? What kind of place is it? Why don't you dare to go there? If someone accompanies you, will you go there? Why?
- (c) Which places have you been together with your friends? Why did you go there? What did you do there?

Summarize the lesson as follows.

- ◆ As you come of age, you should know the places that can be dangerous to you and the places that you can get help.
- ◆ If you think the place is not safe for you, don't go there.



Emotional changes and risks

Part 1/A –5-1

Time: (60) minutes

Emotionally Labile Age

(Coping with Emotion and Stress, Critical Thinking, Self Awareness)

Objective

At the end of this discussion, participants will be able to describe how they can behave to the natural process of emotional changes by coping with them.

Materials

✚ Blackboard, chalk

Activities

1. Whole class discussion

- (a) Let them observe the facial expressions in the trainees' booklet.
- (b) Explain the feelings of some of the facial expressions by pointing to the pictures. (For example, pointing to the facial expression of dilemma, ask if they understand that expression and let them demonstrate that expression)
- (c) Explain that are the emotions that people usually experience every day.

2. Playing

- (a) The facilitator should select the oldest two youths in the class as observers and explain how to play “ Life boat game” to all young people.
- (b) Tell the two observers to observe and take a note on the movement of younger people and older ones (above 12 years old)
- (c) One of the facilitators should play as an instructor while the rest are playing the game.
- (d) After playing the game, ask the participants how they felt or which picture they looked like while playing the game.
- (e) Let two observers report their different findings based on the age level of the participants.
- (f) The facilitator draws a table by age level on the board and records the observed behaviours.

3. Whole Class Discussion

- (a) Let the participants observe the behaviours on the board and ask them the following questions.
- (b) The facilitator can add some points by referring to the facilitator notes.

Facilitator Notes:

It is natural for the adolescents to experience physical changes and at the same time they have emotional changes. Everyone has to pass this stage.

3. Group Discussion

- (a) The facilitator should divide young people into two groups: 10-12 years of age and above 12 years.(Three facilitators should take responsibility for the groups.)

- (b) Have them discuss the following questions in their groups, and identify the responses based on their feelings and emotions. Tell them they can use the pictures that show emotions.
- (1) When your family doesn't buy what you want...
 - (2) When your mother scolds you in front of your friends...
 - (3) When your rival friend wins the prize at the competition in the community...
 - (4) Your parents say to come along with them to a donation ritual when you had appointment with your friend...
 - (5) When your favorite clothes is torn off while playing...
 - (6) When you have to do house chores with your mother...
 - (7) When you have to wear the clothes that you don't like because they were chosen by your mother...
 - (8) When your mother and father blame you for your mistake...
 - (9) When you see the actor and actress walking together in the video...
 - (10) When you are teased by the boys or girls on the way to buy something for your home...
- How do you feel? How do you respond when you have these feelings or emotions?

5. Whole class discussion

- (a) The facilitator should record the results of the discussion on the blackboard as shown below.

Below 12 years of age		Above 12 years of age	
Feeling	Response (Behaviour)	Feeling	Response (Behaviour)

- (b) Have young people observe feelings and responses on the blackboard and think about individually whether these responses are good or bad. If they decide 'it is not good', have them think what the better way to respond is.
- (c) Have them report their ideas to the whole class.
- (d) The facilitator should supplement their discussion using the facilitator notes.

Facilitator Notes:

It is natural for the teenagers when they start their transformation from childhood to adulthood, physical changes occur accompanied with emotional changes. Everyone must experience this change. Together with physical development, mental changes e.g., feelings of anger or sorrow, rapid changes of mind, desire to do what adults forbid etc, also occur. At this age, they can do inappropriate things and make mistakes due to peer pressure, desire to protest against adults or willingness to try something strange. In order to avoid making these mistakes, it is necessary to control their own feelings and emotions when they occur.

6. Assessment questions

Content questions

- (a) Are the behaviors of all young people the same? Why?

- (b) What kinds of feelings and emotions occur to teenagers? How should these feelings be controlled?

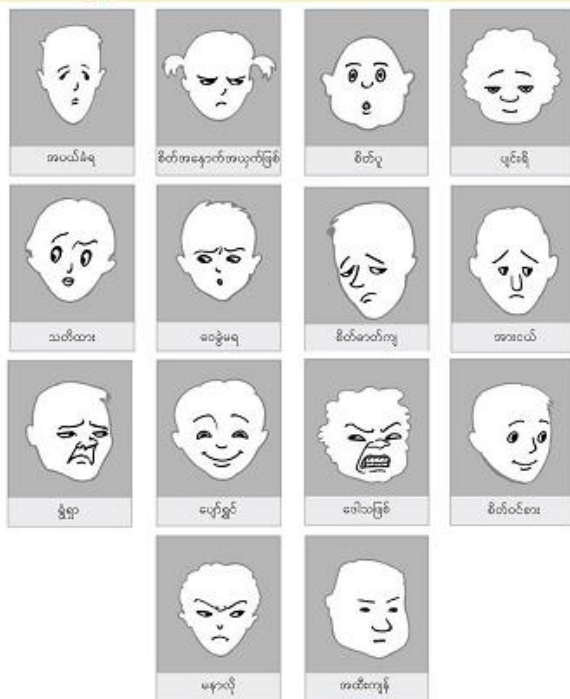
Personalization Questions

- (a) Have you ever done anything that your parents or adults have prohibited you? What are those things? Why?
- (b) What consequences can occur if teenagers have done anything that parents or adults have prohibited them? Why?
- (c) How did you control your feelings and emotions when they occurred? In doing so, what are the consequences?

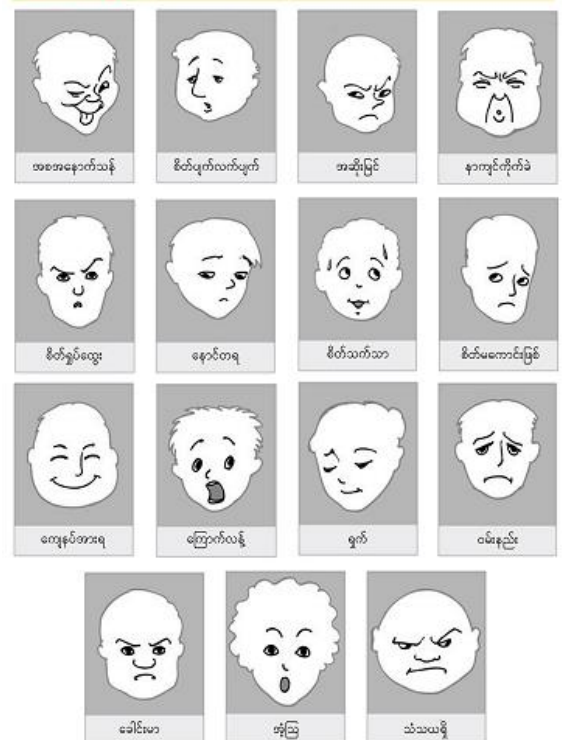
Summarize the lesson as follows.

- ◆ You should know that you can make mistakes when you have emotions and feelings.
- ◆ If you have the habit of doing things according to your feelings and emotions, you must change this habit from today on.

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ဝိတ်ခံစားမှုများ (ဝိတ်လွှပ်ရွှေခံစားမှုထုတ်ဖော်ပုံများ)



Feelings and emotions of Teenagers

Feeling and emotion	Thinking/Behaviour/
Identity	Struggling with a sense of identity and questions about oneself (e.g. Who am I? How do others see me?)
Moodiness	Swings from extreme happiness to worry, anger and depression.
Independence	Need for more independence and privacy
Friendships	Relationships with friends and opinions of others become more important.
Shyness	Lack of confidence in their personality and looks (I don't think I am as beautiful as she. I can't do like him.)
Appearance	More concern or worry about appearance. (Oh, my complexion!, Why, these pimples!)
Fantasies	New "crushes" on movie stars and singing artists, teachers, peers and friends.
Sexual attraction	Feeling sexually attracted to people.(Use more make-ups, change styles of clothes)

Life boat game

At first, the facilitator should explain:

The youths have to play as if you are on board a ship in a sea. You must obey orders of the captain when you travel by a ship in the sea. There are life boats on the ship in case of emergency.

Now you are the travelers and I am the captain of this ship. Our ship is right in the middle of a storm. It is going to sink. So the captain will put down the life boat one after another. When the captain shouts 5 people; only 5 people have to get into the boat. If there are more than 5 people in the boat, the boat will sink and all people in the boat will die. It should not be less than 5 people, too.

Therefore, listen carefully to the number that the captain is going to shout. If he shouts 5 people, form a group of 5 people. If he shouts 7, you should regroup with 7 people. If a group has more or less than the number shouted, this group has to be ousted. In order not to be ousted, each group has to try to have exact number by pulling other people.

1. Have the participants stand in groups as they like.
2. The facilitator should call out each number loudly.
(Shout a big and small number alternately, 3, 7, 5, 4....)
3. Set aside the groups that have more or less number of people.
4. In this way, continue the game till only a few people left.
5. At last, there will be only two groups with a few people in each.

Stranger is dangers

(Critical Thinking, Coping with Emotions and Stress, Problem Solving)

Objective

At the end of this lesson, participants will be able to

- (1) Identify the possible situations of danger when they meet a stranger
- (2) Describe how to behave when they meet a stranger.

Materials**Activities****1. Whole class discussion**

- (a) The facilitator should tell about a man who sends the children early in the morning to beg money from pedestrian and workers passed by in the streets and at the mid night, when there is a few people, meet them at an appointed place and collects them. Then ask the following questions:
 - (1) What do you think how this man is related to the children? Can he a parent or relative?
 - (2) If he is not their parent or relative, why do you think he has many children?
 - (3) How do you think the children will use the money that they have begged? Why?
- (b) The facilitator should explain as follows:
It is one of the situations that arise after a child has met a stranger.

2. Group Discussion

- (a) Ask young people to discuss, in groups, the following questions.
What will be the consequences if you are taken by a stranger that you do not know? What kind of danger could you encounter?
- (b) Give time for discussion. Have a representative from each group present the class.

3. Assessment questions**Content Questions**

- (a) Could these situations happen in real life? Why?
- (b) If a stranger tries to talk to you to get friendly with you, will you stop talking (or) continue to talk with him intimately? Why? What consequences could happen?
- (c) What will you do if a stranger insists you to follow him although you refuse it? Why?

Personalization Question

- (a) From whom will you ask for help if a stranger insists you to follow him to go somewhere? Why do you ask for help from that person? How will you solve the problem if there is nobody around you to get help?
- (b) Have you experienced a situation in which a stranger tried to take you to an inappropriate place?

- (1) If you have, tell other people in your group how you have solved the situation.
- (2) If you haven't, how would you solve the situation if you have encountered it?

Summarize the lesson as follows.

- ◆ Youths should identify the possible situations of danger when they meet a stranger and solutions to them so that they can be aware of the possible danger and will be able to solve the problem when they encounter it.



Your shouldn't do

(Self Awareness, Empathy, Coping with Emotions and Stress)

Objective

At the end of this discussion, participants will be able to

- (1) Describe the abusive behavior on others and oneself.
- (2) Analyze and avoid any abusive behavior.

Materials

Case Studies

Activities

1. Studying the case studies

- (a) Write one case in one sheet of paper. Give two sets of cases to each group.
- (b) After reading the cases, have them think and discuss the following questions in the case studies.
- (c) The facilitator should record the presentations made by the representatives of each group on the blackboard.
- (d) Ask the participants whether they have encountered this kind of case study and let them share their experience to the class.
- (e) The facilitator should review recorded points on the board using Facilitator Notes.

Facilitator Notes:

Youths should avoid behaviours that can cause themselves or others hurt.

2. Assessment questions

Content questions

- (a) What are the abusive behaviors to others? What consequences can occur because of these abusive behaviors?
- (b) What are the abusive behaviors to yourself? What consequences can occur because of these behaviors?
- (c) Why do people have that kind of behaviors? How can we change these behaviors?
- (d) If you were the person who was treated badly in these cases, how would you feel? Why?

Personalization Questions

- (a) Do you have such behavior as abusive to other people? What are these behaviors?
- (b) Can you control these behaviors by yourself? (Or) How can you control them (or) how can you change them?
- (c) Do you have such behavior as abusive to yourself? What are these behaviors?
- (d) Can you control these behaviors? (Or) How can you control them (or) how can you change them?

4. Case Study

Have you experienced the following situation in your life? Tell them.

1. Toe Toe has a habit of hitting others with his fist or striking others' back as a way of teasing.

- ✚ How would the people hit by Toe Toe feel about it?
 - ✚ What advantage did Toe Toe have?
2. Zaw Zaw has a habit of touching, stroking and hugging the people younger than him. They don't like these behaviors.
- ✚ How would younger people feel about it?
 - ✚ What advantage did Zaw Zaw have?
3. Soe Soe often bullies younger children and often threatens them.
- ✚ How would the bullied feel about it?
 - ✚ What advantage did Soe Soe have?
4. When Phyu Phyu gets angry, she beats her chest with her hands, cries and rolls herself on the floor and hit against the pillar with her head.
- ✚ What advantage did she have for her behavior?
 - ✚ What should Phyu Phyu do?
5. When Maw Maw is angry with someone, she tells everybody bad things about him at his back.
- ✚ What do they feel about it if they know?
 - ✚ What advantage does Maw Maw have?
6. Kyaw Kyaw has a habit of teasing younger people to get intolerable till they cry.
- ✚ How would younger ones feel about it?
 - ✚ What advantage did Kyaw Kyaw have?

Summarize the lesson as follows.

- ◆ You should avoid behaviours that can cause yourself or others hurt.
- ◆ If you have such behaviours, change them from today on. You must always take care not to make others hurt because of you.



Drug Abuse

Part 1/A --6-1

Time: (50) minutes

Do you know me? (Critical Thinking)

Objective

At the end of this discussion, participants will be able to

- (1) Describe what drugs means
- (2) Identify easily available drugs and substances in their community

Materials

- ✚ 1 pole (2 feet long)

Activities

1. Whole class discussion

- (a) Tell the participants the story, "Do you know me?"
- (b) Discuss the following questions with the whole class.
 - (1) Who is 'me' in the story? (Alcohol)
 - (2) If so, what can alcohol make its user in the story? (Intoxicated)
 - (3) Is there anything that can make people intoxicated like alcohol? What are these things?
 - (4) How is 'being intoxicated'? What have you seen (or) heard how a person feel (or) behave when he gets drunk?

2. Playing the game

- (a) Play the game 'circles the pole (1)'.
- (b) Ask the following questions to all participants.
 - (1) What are the differences in body movement before and after circling the pole?
 - (2) How did you feel for circling the pole several times?
 - (3) Does everybody have the same endurance?
What do you think will happen if you have to circle the pole several times every day for a long time? Like this manner, if someone drinks alcohol every day for a long time?
The facilitator should explain as follows.

Drug is any substance that can make people get intoxicated like alcohol. After frequent use of it for a long time, people can't stay without using it and get addicted to it. Drug is any substance that when taken by a person modifies perception, mood, thinking (cognition), behaviour or motor functions. In the long run, the users are addicted to it and can't stay without using it. When they become tolerant of drugs, they increase the dose and at last, were addicted to it.

- (c) Ask the following questions (one at a time) to all participants.
 - (1) Have you heard the name 'narcotic drug'?
 - (2) What kinds of drug are available in your community?(Record them on board.)
 - (3) What are the commonly used drugs around you? How can these drugs be used?

(e.g. alcohol, beer, toddy juice, cigarettes, betel nut, amphetamines (drink, sniff, chew, etc.)

The facilitator should explain as follows.

There are different kinds of drugs. Drugs such as alcohol, beer, toddy juice can easily be found in the community. Cigarettes and betel nut can also make a person feel intoxicating. Some drugs are stimulants making a person more active and alert but some are depressants making a person quiet and slow down. (Stimulants Example: Amphetamines(Ya Ma, Ya Ba , Depressants Example: Sleeping pills, medicine for cough, opium, heroine)

- (4) Have you ever seen a person who uses anyone of the drugs mentioned above in your neighborhood? Tell your experience to the class. What do you think why they use them? What are the consequences?

3. Assessment questions

Content questions

- (a) Before the beginning of this discussion, how do you understand the drug? Is it the same with what you already know before the discussion?
- (b) What kinds of drug are used by most of the young people in your community?
- (c) How does one's drug use affect other people?

Personalization Questions

- (a) Do you want to introduce to 'me' in the story? Why?
- (b) Can you be one of those who love 'me' very much in the story? Why?
- (c) Do you think you can distinguish various kinds of drugs when you see? How can you distinguish?
- (d) If your friend (or) a stranger gives you a pill (or) a kind of syrup (or) something to inhale that you don't know, what will you do? What can you do to make secure yourself?
- (e) Is there any connection between young people and drugs used in the community? What is the relation?

Do you know me?

Do you know me? I like to live close to people. I want to see them happy because of me. But people accuse me that I never give them positive affects. I don't know why they accuse me like that. Think about it! People come to me although I live by myself. They buy me and then use me. After they have used me, they sing, dance, rejoice, and some people even fight each other. That's not all. Some people love me so much that they cannot live without me. Even then, they accuse me that I never give them positive affects.

Hey you!!! Do you know me?

Spinning the pole (1)

- ✚ Find a pole.
- ✚ Don't let anyone who are not good in health participate in the game.
- ✚ Divide the participants into three groups. While one group is playing, the other two will have to observe the group that is playing. The group that is going to play will stand in a line and write the name or mark on the board in turns and take their place again.
- ✚ Ask one person from that group hold a stick pole standing upright on the floor and have a look at the top of the stick pole. Ask that person to circle the pole as quickly as he/she can and go straight to the board to write his/her name or a mark.
- ✚ Ask the other groups to play the game in this way.

Note:

[The facilitators should watch carefully because some people who have some diseases may fall down after many rounds of circling.]

Summarize the lesson as follows.

- ◆ Any kind of drug or substance can be addictive slowly.
- ◆ Chewing beetle nut, smoking or drinking alcohol are also like using drugs so youths should not get the habit of using them.

Filitator Notes:

Name	Examples
Alcohol	Wine, beer, spirits, home-brew, some medicinal tonics and syrups (e.g. cough syrups), some toiletries and industrial products (e.g. aftershave).
Nicotine	Cigarettes, cigars, pipe tobacco, chewed tobacco, snuff.
Cannabis	Marijuana, ganja, hashish, bhang.
Stimulants	Cocaine, crack, khat and “designer” substance such as amphetamines and methamphetamines, ecstasy.
Opioids	Codeine, heroin, morphine, opium, buprenorphine, methadone, pethidine.
Depressants	Sleeping pills, benzodiazepine, methaqualone, barbiturates, chloral hydrate.
Hallucinogens	LSD, mescaline, psilocybin, peyote, ayahuasca.
Volatile inhalants	Aerosol sprays, butane gas, petrol/gasoline, glue, paint thinners, solvents, nitrites.

The different methods of using drugs

Substances can be taken into the body by many different means. The methods by which substances are taken influence how quickly the substance can produce its effects and also the different health consequences that the individual may experience. It is important to note that the same type of substance may produce the effect faster or more slowly depending on where, specifically, the substance is introduced. For example, injecting the substance into the muscle will not produce the effect as quickly as injecting it into the vein. Absorption through the mucous membrane of the nose is faster than absorption through other mucous membranes.

Below are common ways that people take substances.

- + Injected with a needle under the skin, into a vein or muscle.
- + Smoked or inhaled through the mouth or nose.
- + Placed on a mucous membrane (the nose or under the eyelid).
- + Chewed, swallowed or dissolved in the mouth.
- + Rubbed into the skin.

What could happen? (Critical Thinking)

Objective

At the end of this discussion, participants will be able to

- (1) Analyze the characteristic of drug user.
- (2) Identify the consequences of drug abuse.

Materials



Pictures of people who has different level in terms of health, economic situation and social status, three mirrors

Activities

1. Whole class discussion

- (a) Introduce the lessons by asking the following questions.
 - (1) Have you come across a drug user? (or)
 - (2) Have you seen one in the video films or pictures? (or)
 - (3) Have you read about drug users in illustrated story books?
 - (4) What have you noticed about drug users?

Mention all the points that you remember.
- (b) Then, the facilitator should give there cut-out pictures from magazines to each group. The pictures show different kinds of people such as athletes, teachers, doctors, business people, entertainers, truck drivers, street vendors, etc. Have the youth indicate if they think any of the people in the pictures might be using drugs. Ask them the reasons why they think so.
(The facilitators should record their indications on our own.)
- (b) Explain that whatever culture, gender or occupation there is, some people may use drugs and we can not easily differentiate a person starts using drugs from others. Only when they are using drugs, can we know or distinguish their movement and behavior. We can recognize the characteristics of a drug user just long after he has used drugs. Ask the youth to look in the mirror and then explain that the person the youth sees in the mirror will also have to make the important decisions about drug use.

Then, write down the following table on a big sheet and explain the effects and sufferings that the drug user may have to face.

Effect on			Supplemental Diseases
Body	Mind	Relationship	
Dazed (inert) Coma Loss of Life	Indolent Loss of memory Depressed, Selfish	Withdrawn Argumentative Violent	Mental depression Mental illness Tuberculosis, Heart Disease Hepatitis, HIV/AIDS

2. Story telling

Tell them the story of , "Lu Zaw "

3. Group discussion

- (a) Ask the following questions one after another, and given time to think about them.
 - (1) How did Lu Zaw begin to use drug?
 - (2) What has happened to Lu Zaw's family?
 - (3) What has happened to Lu Zaw's neighbourhood?
 - (4) What are the consequences of using drugs?(Both good and bad consequences)
- (b) The facilitator should add that anyone who uses drug for a long time, cannot think rationally and make mistakes. Therefore he may face many problems, difficulties, and failures and lose many things in his life.

4. Assessment questions

Content questions

- (a) Do all drug users have the same characteristics? Why?
- (b) When people use drugs, do you think, they take the possible consequences into account? Why? If they think about the consequences, why do you think they use drugs anyway?
- (c) Can a drug user reach his goal and expectation in his life?

Personalization questions

- (a) Do you think you can know whether your friend is a drug user or not? How can you know?
- (b) Is it possible that you can be like Lu Zaw? Why?
- (c) If you use to drugs, what do you think will happen? What will happen to your family? Why?

The story of Lu Zaw

Lu Zaw began smoking and slowly, went on to take other drugs due to peer pressure. Since his parents were busy, at first, they did not notice that Lu Zaw had become addicted to drugs. When he needed money to buy drugs, he stole money from home. If he could he would stealthily sell off the things from home. One day, since he could not get the money he asked for, he beat up his mother and robbed her of money. Only then did the parents come to know that Lu Zaw was addicted to drugs. It became known that the disappearance of the things from home was the conduct of Lu Zaw.

When he could no longer get money from home easily, he tried to get it by all means. He went so far as to steal and sell off things from houses in the neighborhood. Finally, as he needed more money for injecting heroin into his veins, he came into contact with drug traffickers and engaged in heroin distribution. He was caught in the act of selling heroin and was imprisoned.

The following box summarizes what is known about the effects of the common substances. (for facilitator's references only)

Substance	Short-term effects	Long-term effects
a) Alcohol	Short-term effects include doing things that normally one would stop oneself from doing, possible loss of physical co-ordination, unclear vision, slurred speech, making poor decisions and memory impairment. Excessive drinking over a short period of time can cause headache, nausea, vomiting, deep unconsciousness and death.	Drinking large amounts of alcohol regularly over a lengthy period of time can cause loss of appetite, vitamin deficiency, skin problems, depression, loss of sexual drive and memory, and liver and brain damage. Alcohol consumption during pregnancy can lead to Foetal Alcohol Syndrome. Tolerance and dependence also develop.
b) Nicotine cigar, cigarette	Some short-term effects are: a feeling of alertness just after using tobacco and then relaxation afterwards; increase in heart rate and a temporary rise in blood pressure. Dizziness, nausea and reduced appetite also occur.	Long-term nicotine use can cause heart and lung disease, blockage of arteries (peripheral vascular disease), hypertension, bronchitis, cancer of the lung, cancers of the mouth (with pipe smoking and tobacco chewing).
c) Stimulants	Short-term effects include enhanced or increased central nervous system activity; experiencing brief intense feeling of intoxication and exaggerated feelings of confidence. Soon the mood quickly changes to a low feeling, and may prompt the person to repeat the dose. Overdose is more common with crack than with other forms of cocaine.	Long-term effects include inability to sleep, irritability, mental health problems, and becoming suspicious and distrustful of others (paranoia).
d) Opioids	These produce detached and dreamy sensations, sleepiness, and constriction of the pupil of the eye, nausea, vomiting and constipation. Overdose leads to unconsciousness, failure to breathe and death.	Tolerance and physical and mental dependence can develop quickly. Stopping use results in the withdrawal syndrome.

Important factors that influence the effects of drug use

The effects of a substance differ for each individual and from occasion to occasion. They depend on a variety of factors involving the **individual**, the **substance** and the **environment**. Some effects are “desirable” to the individual using the substance. For example, the immediate feelings of exaggerated confidence and happiness, loss of inhibitions, desire to sleep and reduction of pain or fear. These desired effects are short-lived and are outweighed by the enormous problems that result from the use of these substances. The desired effects can also lead to serious health and social consequences. For example, substance-induced loss of inhibitions could cause an individual to engage in risky behavior that they would not normally have undertaken. Although some effects are desired, in the sense that they are sought after, they

are not desirable in the more general sense. Below is an illustration on how these factors may interact.

The individual

Factors that influence the effects of substances include the person's age, gender, physical condition and state of mental health; the person's expectations about the substance; the effect of the substance; and the person's past experiences with the substance.

The substance

The type of substance, the dose, how it is taken and whether it is used in conjunction with another substance (poly-substance use) all influence the effect. The combined effects of substances make them even more dangerous.

The environment

The social and physical setting where the substance is taken also influences the effect. This includes the interpersonal atmosphere and group expectations. For example, if the setting is a group of young people at a disco, some of them may have the primary objective of being there to "enjoy" themselves which for them includes using substances. Others may be influenced to experiment. The social and physical setting will have an influence on how much is taken, by what means and in what combination, to produce the desired effect.

The substance commonly known as ecstasy has been shown to have enhanced adverse effects when taken in confined hot environments such as discos. This is another more specific example of how the environment may influence the effects of substances.

All these factors interact!

Use of substances may cause other problems related to nutrition, pregnancy and mental status.

Malnutrition

In general, any person using substances frequently can easily overlook the importance of good nutrition. Some young people, especially street children, use substances to relieve hunger. This can lead to further malnutrition.

Mental problems

Some psychoactive substances are used in the treatment of mental health problems. However, if the same substances are used outside supervised health care, or in combination with other substances, this could result in a worsening of the mental condition. Substance use also limits the development of constructive coping strategies, making the individual more vulnerable to crime and other forms of abuse.

Pregnancy

All psychoactive substances taken by the mother during pregnancy can reach the unborn baby. These substances can have effects on the mother, the unborn baby and the newborn.

Effects on the mother:

No safe levels of alcohol intake during pregnancy have been established. Drinking alcohol during pregnancy can lead to miscarriage.

LSD can increase the chance of miscarriage and complications during pregnancy.

If the mother stops using opioids suddenly, she could experience withdrawal problems.

Effects on the unborn baby and newborn

It is possible that the baby of a mother using psychoactive substances may be born with physical deformities.

Drinking alcohol during pregnancy can cause slowed development in the unborn baby and mental disabilities in the newborn ("*foetal alcohol syndrome*").

Smoking during pregnancy can reduce the amount of oxygen available to the unborn baby and may affect growth and development before and after birth, resulting in low birth weight.

If a mother who is pregnant or breastfeeding suddenly stops using an opioid, the baby may experience withdrawal. Withdrawal in a newborn is a serious problem.



PART A

SUMMARY KEY MESSAGES

1. When you introduce yourself to a person you have never met before, you must be able to introduce about yourself by mentioning your name.
2. It is not strange that everyone has unique characteristics. You should know that there can be differences.
3. You should notice that everyone can have different likes, thoughts, and experiences apart from different characteristics.
4. Use your talents and abilities appropriately with situations.
5. Set achievable goal and when you try to achieve your desire, goal and expectation, you need to try your best and you also need to be creative.
6. Whenever you face difficulty, remember “the spider”.
7. Good health is an essential thing in life.
8. Physical changes appear naturally. You don’t need to be shy.
9. Together with the physical changes, your emotions also change. You must value yourself and try to cope with your emotions and stress.
10. You must be aware of the risk situations in the community and avoid them.
11. You must also avoid the behaviours that can hurt you and others around you.
12. Drugs can result bad consequences not only on you but also on your family. Drug use should be avoided

Part 1 - B

Protection and personal safety

Part 1/B-1-1


Time: 40 minutes

Self – Protection

Objective

At the end of this discussion, the youth will be able to analyze the consequences of a situation.

Materials

 Events on pieces of paper

Activities

1. Group Discussion

(a) Distribute one event to each group among the following events.

Event 1: When you go alone to the pagoda festival, you meet on the way with a pretty girl (or) a handsome boy of your age. He/She comes and talks to you to make friends. And then, he/she persuades you to have a chat at an isolated place.

(What can happen if you follow him/her?)

Event 2: You tell your friend that you are hungry. Your friend advises you to steal some snacks from a shop where an old woman is selling the snacks. And he/she said he/she would also help you.

(What can happen if you follow his advice?)

Event 3: A woman asks you to send a parcel to a shop. You don't know what is inside. The parcel is a small one but she gives you a lot of money for doing this. You also need money.

(What can happen if you do as she has asked you?)

(b) Let the participants discuss the consequences of the situation they get in their groups.

(c) Let one person from each group reads the situation aloud and presents their discussion points to the whole class

(d) Have other participants add what they think is suitable.

(e) The facilitator should add some facts from facilitator notes.

2. Assessment questions

Content Questions

(a) Are these situations related to you? Why?

(b) Have you ever experienced or heard the situations like these in your environment?

(c) Before making a decision, how can considering the consequences of a problem in different ways help you?

Personalization

(a) What kind of problem have you come across when you go alone on the street? If you have any, how did you solve that problem? Did you consider the consequences of your solution?

(b) Did you (or) your friend has any situation in which you (or) your friend couldn't solve the problem? If you had any, what consequences did you have as you couldn't solve that problem?

- (c) When you are facing with a problem yourself, what do you need to consider in order that you can solve the problem correctly?
- (d) Have you ever asked other people for help? Why did you ask for help? Whom did you ask for help?

Facilitator Notes

Everyone can have different kinds of problems every day. When this happens, there may be enough time to think of the consequences of the problem. However, sometimes, there may not be enough time to consider but to decide immediately and solve it. In any situation, it is important to consider the consequences of your decision and solution to the problem. Making decision quickly and easily without thinking the consequences can make you face with other problems that follow your decision. Therefore, even if you have to decide immediately, you need to consider the consequences so that you can protect risks in your life.



Say whatever to be said (Critical Thinking)

Objective

At the end of this discussion, participants will be able to analyze the consequences and identify ways of protecting themselves.

Materials

 Blackboard, Chalk

Activities

1. Brainstorming

Have you ever experienced anything worrying or frightening without knowledge of your parents? What are these things?

2. Whole Class Discussion


(a) Ask the following questions.

- (1) Whom did you confide your fears or worries? (fiend-----)
Why did you tell him/her about it?
- (2) Invite the class to share one of their experiences as an example.
- (3) Have you had anything that you did not reveal anybody else? Why didn't you tell this to others?
- (4) Have you ever experienced anything that becomes worse because you haven't told anybody about it? Tell the class about it?
(Invite the class to give as many examples as possible. The facilitator could start the discussion using examples from facilitator notes.)

(b) The facilitator should record the answers of question number (3) and (4) as follows:

Things that haven't been revealed	Reasons why they are not revealed	Consequences that'll have for not revealing them
(a)	(a)	(a)
(b)	(b)	(b)

(c) The facilitator should continue to discuss with the whole class.

 Observing the consequences for not revealing things. "What are the things that should be revealed to somebody?" "Whom should you tell about them?"

(d) The facilities should record the results of the discussion.

Thing that should be revealed	Whom should you confide?
(a)	(a)
(b)	(b)

(e) The facilitator should add the requirements based on the discussion.

Facilitator Notes

If you have anything secret, you should consider the consequences for having this secret. If it is dangerous when it is revealed to others, you should keep it as a secret. However, if there can be bad consequences due to this secret, you should find an appropriate person to reveal this and get suggestions and advice. Therefore, if you have something that worries you, you should assess whether it can be dangerous or not. Instead of worrying about the danger, revealing it to a person who can help you is the way to protect yourself from danger.

3. Assessment questions

Contents questions

- (a) What are the main reasons why you want to reveal a problem to someone else?
- (b) What are the main reasons why you don't reveal a problem to someone else?
- (c) If you have a problem, whom will you tell about this secret? Why do you choose that person to tell about your secret?
- (d) What do you need to consider before you tell about your problem/secret? (things that you don't want anybody know)

Personalization questions

- (a) Whenever you have a problem, do you always tell someone about it? If you do, why do you decide to reveal it?
- (b) Whenever you have a problem, do you always decide not to reveal it? Why don't you reveal it?
- (c) Whom will you choose to reveal your problem? Why do you choose this person?
- (d) If you reveal someone's secret, what consequences may have on that person? Give examples.

Facilitator Notes

The facilitator should explain various ways of protecting ourselves from the weather (getting wet), from accidents, from unwanted sickness, from using harmful drug, from HIV/AIDS, from unplanned pregnancy, from being bullied, from being hurt by other people, from being punished, from following strangers. Give examples for them.

"If your friend confides his/her problem to you, you should consider the consequences of this problem. Will you keep this secret if it can be dangerous to your friend?

For example: Your friend smokes (or) drinks alcohol (or) gambles without knowledge of his/her parents.

- + Your friend dates with his/her boy/girl friend frequently.
- + Your friend carries dangerous stuff of other people or sends for a sex worker as he/she is given a lot of money.
- + Your elder brother/ sister's friends tease you when there is nobody else. (They often say that they like you)
- + Your parent's friends buy you the things that you want out of sight of other people.
- + Your friend says that he/she is doing a job that earns a lot of money. If your friends tell you about the secrets like these mentioned above, you should tell someone about these secrets.

How do we say?

Objective

At the end of this discussion, participants will be able to

- (1) Describe that clarification of what is said is important for effective communication
- (2) Practice listening and speaking skills

Materials

✚ Pieces of paper to draw picture, pencil (or) pen

Activities

1. Playing a game

- (a) Start the activity with the following game. (Two facilitators should play at first as an example.)
 - (1) Have the youths find a partner and sit back to back in pairs.
 - (2) Everybody should have a blank sheet of paper and a pen (or) pencil.
 - (3) One should be a beginner. The beginner should instruct the person sitting at the back of him/her to draw a picture that he/she imagined. (For example: draw a circle, and draw sticks beside it, draw two lines next to it and 'o' shape at the top of it, and so on.)
 - (4) The beginner will draw the picture as well.
 - (5) Don't let the pairs turn around and see each other's pictures.
 - (6) Draw the picture according to the instructions of the person at your back.
 - (7) You are not allowed to ask him/her if the instructions are not clear.
 - (8) After drawing the pictures, compare the two pictures.
- (b) Ask them to continue the game again.
 - (1) Change the position of the beginner and the drawer.
(Everybody will be both beginner and drawer alternately. So, everyone should imagine in advance what picture they are going to instruct their partner to draw.)
 - (2) This time, the drawer is allowed to ask the beginner if his/her instructions are not clear although they are not allowed to turn back to have a look.
 - (3) After drawing the pictures, compare the two pictures.

2. Group Discussion

- (a) What are the differences between the first picture and the second picture? Why?
- (b) One group should present to the class and the other groups add the some more points based one the first group's presentation.
- (c) The facilitator should add the followings based on the presentations of the groups.

"In order to obtain the effective results, it is necessary to listen carefully to other people and ask them back if you are not clear when communicating with one another. It is also important for the speaker to speak clearly and effectively."

3. **Assessment questions**

Content questions

- (a) How do you feel when you are drawing the first picture without clear instructions and permission to ask when you are not clear?
- (b) How do you feel when you are drawing the second picture with precise instructions and permission to ask what is unclear?

Personalization questions

- (a) Have you ever done anything without listening to the instructions carefully? If so, what kind of results did you get?
- (b) Have you had any problem that occurred because you couldn't say clearly and precisely? If any, tell about it to the class. What difficulties did you have for that? (If the participants find it difficult to give examples, use the examples from the facilitator notes of the previous lesson and help them.)

Summarize the lesson as follows.

- ◆ If you have confidential information that can be dangerous, you should confide it to the elders. When you speak to them clearly and precisely so that they understand it completely.



Friends

Part 1/B-2-1

Time: (60) minutes

Whose words are true?

Objective

At the end of this discussion, participants will be able to

- (1) Explain about the influence of their friends on them.
- (2) Explain that they need to assess the advice given by their friends.

Materials

Three long ropes (Each rope should have the length of 2 - 3 yards), three blindfolds.

Activities

1. **Playing [take care of every step]. Find a spacious room to play.**

- (a) Form 3 groups consisting of 8-10 youths.
- (b) Select one representative out of each group.
- (c) One facilitator should take them to a distant place from the room and when they receive the signal from the room, the three representatives should be blindfolded and go to a certain place in the room. And the facilitator should explain that, on the way they should listen carefully and follow the instructions and suggestions of the side viewers. If they hit barrier on the way, they don't need to go further my more.
- (d) Call other six youths. Give one rope to each pair of youths. One should hold one end of rope and another holds the other end. Beware of the level of rope not to be the same. And have them stand at different places.
- (e) Block some places of the room with chairs.
- (f) Then, explain the steps of activity to the whole class.
 - i. Each representative will be blindfolded and go through the obstacles.
 - ii. Explain that there will be a group who will help them to go through right track and another group who will hinder them not to get into right track.
 - iii. Assign the works for the group who will help them and the group who will hinder them.
 - iv. Give a signal to begin the activity. Have all of them participate according to their roles.

2. **Playing the game second time.**

Have representatives from each group continue to play the game again in the same way. (After they have been blindfolded, remove the ropes that hindered and chairs that blocked the way)

But the group that helps and the group and the group that hinders continue their work in the same ways as the previous game.

3. **Discussion with the whole class by asking questions.**

- (a) Ask each one who has passed the obstacles the following questions.
 - (1) Before you walked into the room, how did you think when you know that there will be instructions of your friends?
 - (2) Did it happen when you actually walked into the room? Why?
 - (3) Whose voice did you concentrate in among many voices? Why?

- (4) Did you really follow the instructions of the person whom you're concentrated in? What happened?
- (b) When you play for the second time, what did you notice about the behavior of the group representatives? Why? What lesson did you get from this game?
- (c) The facilitator should add the facts using facilitator notes.

4. Assessment questions

Content Questions

- (a) How do you think the representatives from each group will feel when they only hear the voices but do not see them?
- (b) How do you think he chose the instruction when he heard many different voices of instructions?
- (c) Can you know the real situation when you are blindfolded? Why?
- (d) What do you think will happen if the youth follows the instructions of the other person whom he doesn't know? Why?
- (e) Did you get on the right track when you walked according to the voices assuming it was right? Why do you think they guide other people the wrong way although they know it is not the right way?

Personalization Questions3

- (a) What can happen if you always do what your friends ask you to do? Why? If so, what should you do?
- (b) What can happen if you always refuse to follow your friends' suggestion? Why?
- (c) What should you do to what your friends' say so that it will not be a wrong way to you?

Facilitator Notes:

Adolescents love their friends and believe their words. But they need to distinguish between who take advantage of you and who does not. They need to think themselves critically to be able to characterize their friends.



Choosing Friends

(Critical thinking, Interpersonal Relationship)

Objective

At the end of this discussion, participants will be able to:

- (1) Identify the qualities of good friends
- (2) Assess ways in which good friends help each other.

Materials



A story

Activities

1. Story telling

- (a) Tell the story “Who is a good friend?”
- (b) After telling the story, ask the following question.
“Who can be said as a good friend? Why?”

2. Group Discussion

- (a) Have them discuss, in groups, the following question.
What kind of person can be called as good friend?
(For example, helpful person, etc.)
- (b) Present the results of discussion to the class.
- (c) The facilitator should add the requirements using the following table.

Good friend	Quality of good friend
<ul style="list-style-type: none"> -Those who helps you when in need of help -Those who encourages in times of depression -Those who is empathetic to others -Those who understand others -Those who can tolerate and forgive others -Those who are good in social dealing -Those that warn and prevent you from doing harmful things. 	<ul style="list-style-type: none"> - Understanding - Respect - Responsibility - Labour - Caring

3. Whole Class Discussion

- (a) Have participants discuss with examples how they helped the problems of their friends
- (b) The facilitator should record the discussion points on the blackboard in table below and discuss whether the manner they help their friends is correct and appropriate, and if not correct, and how they should help them.

Problem/difficulty	The way you help	What happened?	Appropriate or not How you should have helped
-My friend couldn't carry the stuff alone. -He confided that he would run away from home.	-Helped him carry -I helped him by telling lies to his family	-He thanked me -I'm beaten as punishment	✓ ✗ His family should have been informed

4. The facilitator will explain as follows.

When you are going to help your friend, you must think critically whether you should do so. Your help should be an activity that is safe and good for your friend as well as for you.

5. Assessment questions

Content Questions

- What kind of person should be accepted as your good friend?
- Have you ever helped a friend who was faced with difficulty? Do you think the way you help him is the best way for your friend? Why?
- If you were Mg Hla, how would you feel when you knew that the bundle of coins dropped down? What would you do? Is it a good friend's behavior?

Personalization questions

- Which one do you want to choose as a friend between Mg Mya and Mg Hla? Why?
- Do you have friends like Mg Mya and Mg Hla? How do you feel when you are associated with the friends like them?
- How will you behave yourself to become a good friend?

Facilitator Notes:

Knowing the qualities of a good friend, you must be able to choose good friends. You, yourself, should try to behave like a good friend.

6. Facilitator will recite the following poem together with the children.

Have Understanding

To sustain friendship, five qualities are in the list.

Understanding is the main thing, respect comes into being.

Never forget to take responsibility, while you need to labor in unity.

Taking care to one another, fasten the ties together.



Summarize the lesson as follows.

- ◆ When you make friends, you should choose the good ones. At the same time, you must also try to become a good friend. You must be able to assess whether what they say is true or not.

Who is a good friend?

Once, there were two fishermen called Mg Hla and Mg Mya. They were friends. They fished together everyday and sold the fish in a town at the other bank of the river. They divided the money into equal halves and shared it.

One day, they caught many fishes and got a lot of money after selling fish. As he saw a large amount of money, Mg Mya wanted to have all of the money by himself. Mg Mya secretly took a bundle of stones that look like the bundle of money. Two of them got across the river to go home after having a lot of money.

In the middle of the river, Mg Mya dropped the bundle of the stones out of the sight of Mg Hla. Then, he said, “Oh! The bundle of money dropped down in the river. Mg Hla ! What a trouble! It has gone. You also lost the money because of me,” and he pretended to be sad. Mg Hla encouraged Mg Mya, “Don’t be sad, my friend. It happened accidentally. We couldn’t do anything. Let’s try to earn money tomorrow.”

When Mg Mya got home and uncovered the bundle, he saw only the stones. Then, he realized that the bundle he’d dropped was the real one with money. After that event, they found it difficult to fish and changed their professions. Mg Mya had to work in other people’s paddy field and Mg Hla worked as a cook in a house of a rich man.

Mg Mya became sick due to his hard work. He had no money to visit a physician. Mg Hla went and looked after Mg Mya in his free time in the evening. Mg Mya apologized to Mg Hla for his wrong deed and revealed the truth. Mg Hla forgave him, encouraged and comforted his friend not to tell the things that happened in the past and to try to feel better.

One day, Mg Hla bought a large fish to cook for the family of the rich man. When he got home and opened the stomach of the fish, he found the bundle of silver coins that Mg Mya had dropped down the river. Mg Hla divided the money into two halves and gave one half to Mg Mya who had no money to go to physician.

Empathy

Part 2/ B-3-1

Time: (60) minutes

Mutual Relationship (Interpersonal Relationship)

Objective

At the end of this discussion, participants will:

1. Accept that negotiation is necessary in social life
2. Be able to describe living in harmony is essential in social life

Materials

Two goats illustration story, Su Su and Wah Wah story

Activities

1. Group Discussion

- (a) Have them observe the “ two goats story “
(The facilitator should distribute three copies of participant books to each group)
- (b) Have them discuss the following questions, in groups, after observing the story.
 - (1) What do you see in the picture?
 - (2) What problem did they have?
 - (3) What happens at last?
- (c) Have other groups add the required facts based on one group’s discussion.
- (d) Base on the discussion of the whole class, the facilitator should add that it is necessary to negotiate each other when we face and solve the problem in social life.

(2) Group Discussion

- (a) The facilitator should distribute three copies of participant books, “Su Su and Wah Wah” story, to each group and have them observe the story. The facilitator should read out the content in the story. It is not necessary to explain the content in it. After reading out the story, have them discuss, in groups, the following questions?
 - (a) What is happening in this story?
 - (b) Why do you think Wah Wah helps Su Su like that?
 - (c) What happens at last?
- (b) Have other groups add based some facts on the discussion of one group.
- (c) The facilitator should explain using the facilitator notes.

5. Assessment questions

Content Questions

- (a) What do you think would have happened if the two goats had not negotiated and struggled against each other?
- (b) What would have happened if Wah Wah had not helped Su Su?
- (c) If you were Wah Wah, how would you decide? Why?

Personalization questions

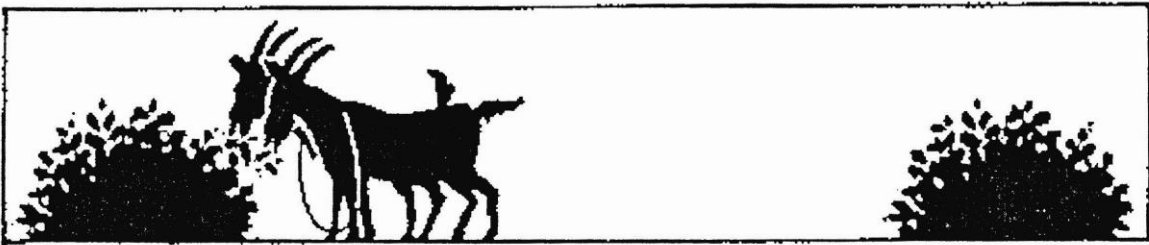
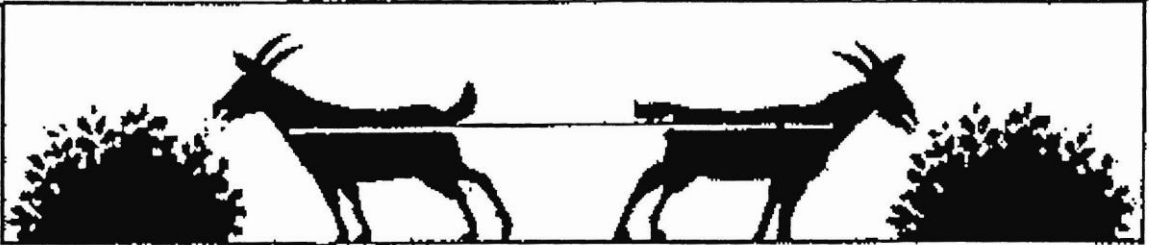
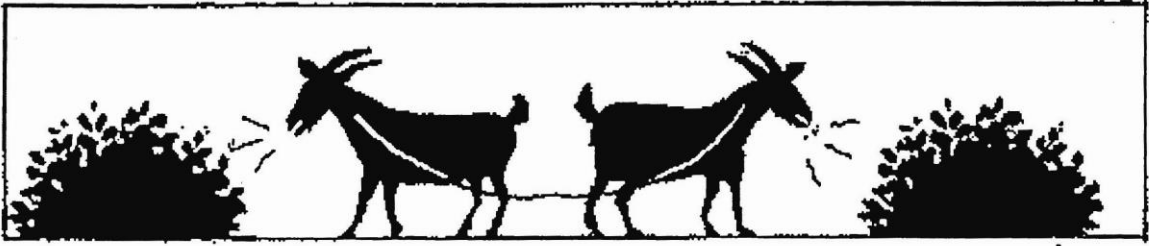
- (a) In what situation did you get help from your friend? Why do you think you get the help?
- (b) For what occasions did you help your friends? Why did you help them?

- (c) How do you help one of your friends (or) family members when they are sick?

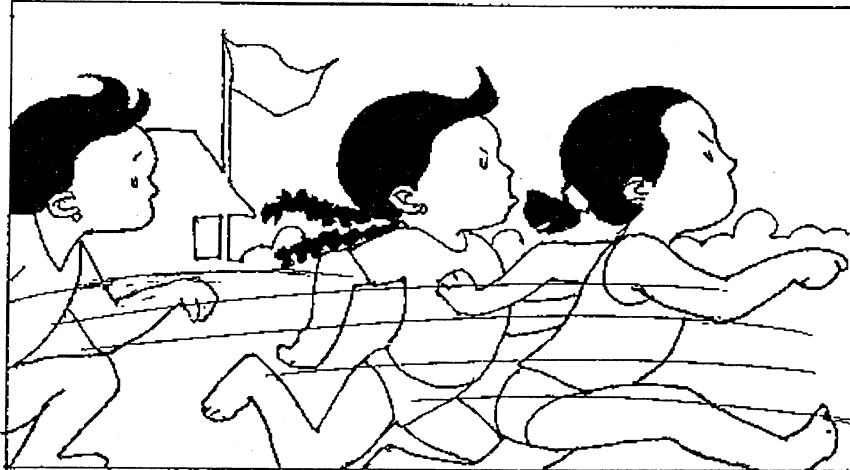
Linkage questions

- (a) If your friend (or) family always takes advantage of you, how will you feel? Why?
- (b) If you always have to give in, how will you feel? Why?
- (c) If you always take advantage of other people, how do you think they will feel about it? What will happen next? What should you do? Why?
- (d) Did you have any problem because you have different ideas and different ways of doing something? What did you do? What happened because you did so?
- (e) What should you do when you have different ideas and methods?

(Note: the facilitator can conclude the activity by explaining the second paragraph.)

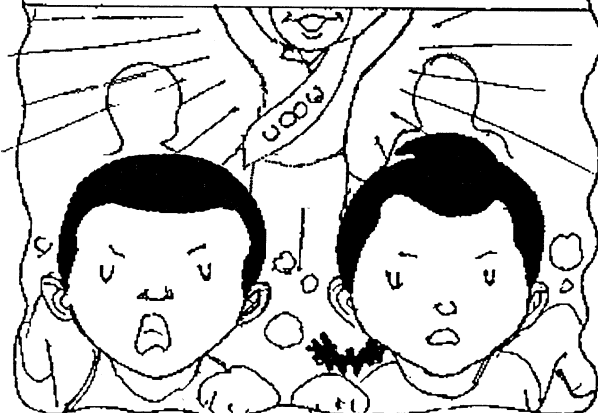


Wah Wah and Su Su run in the front when in-school 200 metre race is discharged.

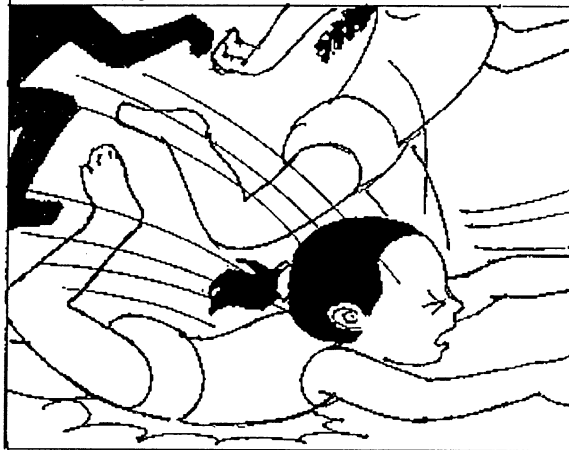


Mutual relationship

Wah Wah and Su Su, friends in the same class, expect to win the first prize.



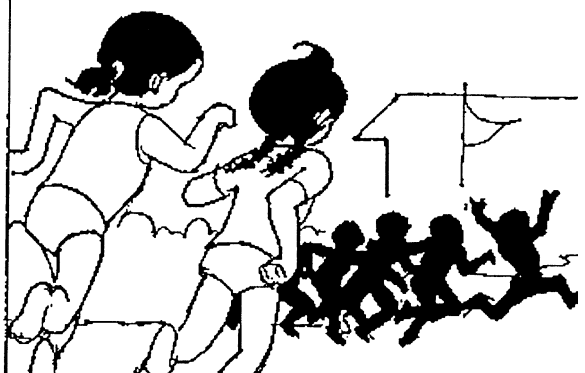
Su Su falls down just before she can pass the point of goal.



When everybody is surprised, Wah Wah stops running to help Su Su stand up.



Other runners overtake them and reach the goal but Wah Wah and Su Su reach the goal after them.





Facilitator Notes:

It is necessary to have empathy and help each other when solving problems in social life. It also needs to help to one another if there are problems of health like the one in the story of Su Su and Wah Wah.

After discussion content questions, the facilitator should tell them that you may give in sometimes in your life although you don't agree with other people. If necessary, you should respond reasonably. When you have problem, you should consult with someone who can help you. If other people has problem, you need to help mutually and live in harmony with people.



Be considerate to others

(Empathy)

Objective


At the end of this discussion, participants will be able to explain how they will help other people with sympathy

Materials







Illustration story of a girl(a hawker), case studies

Activities

1. Observing the pictures

- (a) Cut the illustration story and give one set of jumbled pictures to each group. Let the participants rearrange them in the correct order.
Let them think what story it can be and give name to the story.
- (b) Groups' presentation
- (c) If necessary, the facilitator should explain the requirements and ask the following questions.
 How do you think you would feel if you were the girl in the story? What would you want at that time?
- (d) The facilitator should explain that under all circumstances, you should think "What if I were that person?" and understand other's feelings. It is called "being considerate" and every body should have empathy towards others.

2. Group Discussion

- (a) Give one sheet of paper containing one situation to each group.
- Case (1)** When Mg Mg and his friends are playing football, Nyi Nyi, who is lame, arrives. Mg Mg and his group tease him as 'cripple' and do not allow him to participate in the play.
 If you were Nyi Nyi, how would you feel?
 If you were a member of Mg Mg's group, what would you do? Why?
- Case (2)** Wah Wah sells boiled eggs at bus stop. She sells out all of her egg every day. Now Ni Ni comes and sells boiled eggs too. Although Ni Ni sells out all her eggs, Wah Wah does not. She tells Ni Ni not to sell her eggs at this place.
 If you were "Ni Ni", how would you feel?
 If you were Wah Wah, what would you do? Why?
- Case (3)** As Aye Aye is preparing to out to video house, her friend ToeToe arrives. Toe Toe is revealing her about the problems in her family and in her work. But Aye Aye is not interested in what Toe Toe is talking about. She is just preparing to go out and watch video.
 If you were 'Toe Toe ', how would you feel?
 If you were 'Aye Aye ', what would you do? Why/
- (b) Presentation and adding their group's discussion points to the presentation.
- (c) The facilitator should add some points using facilitator notes.

3. Assessment questions

Content questions

- (a) What is empathy? How do you understand that?
- (b) What would you do if you were in a situation like the girl in the picture? Why?
- (c) Do you think everybody needs to have empathy?
If they have not, what might happen?

Personalization questions

- (a) Have you experienced any difficulties due to other people's lack of empathy? Mention it.
- (b) Have you ever helped other people with empathy? Mention it.
- (c) Can there be any situation in which you cannot help a person although you are considerate to him/her? Mention it. (For example: Your friend borrows money from you excusing he/she has no money ... What can you do in this situation?)

Facilitator Notes

The youth need to have good, friendly and cordial relations with their friends as well as their families. One should not look at one's own wishes but have consideration for others. One should be unselfish, helpful and cooperative, pay attention to other's feelings, give advices and comfort him/her. One should not belittle and look down upon others. One should have a thought that I would feel the same if I were in their places. Thus, one should have consideration for others and live in harmony with one's neighbor.



Having Sympathy is not enough (Empathy)

Objective

At the end of this discussion, participants will be able to:

- 1 Describe their feelings and needs during their illness
2. Explain the feelings of a sick person and the ways they can support that person's needs.

Materials

Activities

1. Whole Class Discussion

- (a) The facilitator should ask the youths the following questions one after another.
 - ✚ Have you ever been sick? Have them reply and then ask another question.
 - ✚ What kind of sickness?
(For example: runny nose ...)
- (b) The facilitator should record the responses on the blackboard.
- (c) Have them choose the common sicknesses.

2. Group Discussion

- (a) Among the sicknesses recorded on the blackboard, give each group two common sicknesses. And have them discuss and record, in groups, how they feel and what they need when they are sick.
(If they have not had any experience, they can include what they have heard about them in their family or neighborhood.)
- (b) Present the feelings and needs recorded in each group to the class. Other groups should add the required facts based on the presentation of one group. The facilitator should record the presentation on the blackboard.
- (c) Add some other points using facilitator notes after the whole class discussion.

3. Whole Class Discussion

- (a) Ask the class the following question.
How can you help sick people's needs identified by the groups?
(Have them consider the things that they can really do, e.g. buying rice porridge, carrying water)

4. Assessment questions

Content questions

- (a) Mention the common sicknesses in your community.
- (b) Are the feelings during sickness the same? Why?
- (b) What are the needs when most people get sick?
What are the things that one can help among the needs of sick people? (Care, encouragement, kind treatment)

Personalization questions

- (a) How have you been sick before? How did you feel then? What did you need at that time?

- (b) Do you tell other people about your sickness whenever you feel sick? Why?
- (c) Have anyone in your family been sick? What do you think how she he felt? What did you do for him/her? Why did you do for him?
- (d) Do you need other people's help when you were sick? Why? Do you think everybody needs help?

Facilitator Notes

It is natural that everybody has been sick and they have feelings and needs when they are sick. The only difference is that some sicknesses lasts a short time whereas some take a long time due to the nature of the disease. You need to understand and fulfill their needs that other sick people will have feelings the same as yours when you get sick. When you help them, you should be considerate to their feelings occurring in the time of sickness and treat them kindly.

Summarize the lesson as follows.

- ◆ Although we can't have the same ideas, we must negotiate with each other and live in harmony. We must understand other people's feelings and help them with empathy.



HIV/AIDS

Transmission of Diseases and ESSE



Objective

At the end of this discussion, participants will be able to assess communicable and non-communicable diseases using common methods of general communicable disease transmission (ESSE).

Materials

Activities

1. Group Activities

- (a) Distribute one sheet of big paper to each group.
- (b) Have participants draw a picture of a human body on that paper.
- (c) Distribute pieces of color paper to each group.
- (d) Have the youth write down the name of one disease that they know on each paper.
- (e) Have them stick these color paper with diseases on the picture of human body.
- (f) Ask them to think about the diseases that are communicable from one person to another.
- (g) Ask them to circle the communicable diseases with color pencil among all diseases.
- (h) Have them stick each group's picture on the wall after circling the diseases.
- (i) The facilitator should ask the following questions and record the responses on the blackboard.
 -  What diseases are communicable?
 -  What diseases are non-communicable?

2. Whole class Discussion

- (a) Discuss whether these are communicable or not based on the facilitator notes. Ask the whole class the following question.
"Why does a disease communicate from one person to another?"
- (b) The facilitator should discuss adding some necessary points.
When germs that cause illness to a person communicate to another person in various ways and make the infected person have the same illness, it is called a communicable disease.

3. Whole class Discussion

The facilitator should inform the participants that in order to determine whether an illness is communicable or non-communicable, they must first learn the four principles of disease transmission.

The Four Principles of Communicable Disease Transmission

- E EXIT** – the germ must *exit* the body of an *infected* person
- S SURVIVE** – the germ must be in conditions in which it can *survive* (e.g. in blood, in air, in water, in the body)
- S SUFFICIENT** – *sufficient* quantities of the germ are needed to cause infection
- E ENTER** – the germ must *enter the body* of another person

4. If illness of cold is not mentioned on the picture of human on the wall, mention this illness and tell the class that they will determine whether catching cold is a communicable or non-communicable disease using the four principles of communicable disease transmission.

E EXIT – When the person sneezes, the germs *exit* the body of an *infected* person into the air together with droplets of saliva and mucus.

S SURVIVE – The germ can *survive* in the air together with droplets of saliva and mucus.

S SUFFICIENT – The germ is microscopic so that millions of germ can be found in the droplets of saliva and mucus. Therefore, there are *sufficient* quantities of the germ to cause infection.

E ENTER – The germ in the droplets of saliva and mucus can *enter the body* of a person near by through the mouth and nose when that person breathes in.

(Note: A cold is communicable because all four principles of transmission are present.)

5. The facilitator can explain using facilitator notes.

6. Assessment questions

Content questions

- (a) Does every disease communicate from one person to another? Why?

Personalization questions

- (a) What disease have you got? Whenever you have a disease, does it communicate to another person?
(b) Does it communicate to you whenever adults in your family have a disease? Why?
(c) Can you determine communicable or non-communicable disease using the four principles of transmission? Why?

Facilitator Notes:

A person can be infected with a communicable disease when four principles of disease transmission are present.

However, we cannot always say definitely whether there is a condition for the survival of the germ or whether there is sufficient amount of germ.

It can be assumed that the disease can transmit from one person to another more surely if exit and entry are present.

If four principles are present and if you have a communicable disease, you can transmit disease to other uninfected persons and if you are an uninfected person, you can get infection.


How germs spread

(Critical Thinking, Problem Solving)

Objective

At the end of this discussion, participants will be able to explain how communicable diseases transmit.

Materials

 Participant booklet

Activities

1. Whole class Discussion

- (a) Have them recall the communicable diseases that have been discussed in the previous lesson and record the diseases on the board.
 - (b) Ask them how these diseases spread.
- The facilitator should elicit to get the ways of communication; through air, water, blood, etc.

2. Observing the picture

Let the participants look at the influenza virus transmission and observe the picture carefully.



3. Ask the following questions.

- What is happening in the picture?
- Is the influenza exiting the body Maung Maung who is already sick or infected? How?
- Where is the virus survive after exiting?
- How is there sufficient quantity for transmission?
- How can the virus enter the body of Thidar?
- Is influenza a communicable disease? Why?

4. Based on the response of the participants, explain the transmission of influenza using the four principles of transmission as follows.

Exit: When Mg Mg coughs, the virus exits into the air together with droplets of saliva and mucus through mouth and nose.

Survive: Those germs can survive in the air in droplets of saliva and mucus.

Sufficient: The virus is microscopic so that millions of virus can be found in the droplets of saliva and mucus.

Enter: When Thidar breathes in, the virus in the air of droplets of saliva and mucus can enter into the body through the mouth and nose of Thidar.

Influenza is communicable because all four principles of transmission are present.

5. Group Discussion

Assign each group to look at 2 or 3 illnesses. The groups must then determine whether the assigned illnesses are communicable or not, using the four principles of communicable disease transmission. Check the groups' answers using facilitator notes.

6. Group Discussion

- (a) Ask each group to read one communicable disease (through water, air, or hands) in their participants' booklet.
- (b) Let each group discuss how they can prevent transmission by stopping exit and entry.
- (c) Let them present their discussion points.
- (d) Tell them that preventing exit and entry is the key to prevent the communicable diseases.

Facilitator Notes:

Diseases spread through the air

Colds, influenza, pneumonia, tuberculosis, tonsillitis, and measles are spread by coughing and sneezing.

- *Prevention of transmission to others: Cover your mouth and nose when coughing or sneezing and wash hands frequently with soap.*
- *Prevention of infection: When other people cough or sneeze without covering their mouth and nose, cover your mouth and nose and wash hand frequently with soap.*

Diseases spread through water

Diarrhoea, hepatitis A, typhoid, and cholera can be spread through unclean water.

- *Prevention of transmission to others: Do not share water glasses or eating utensils with others.*
- *Prevention of infection: Drink only boiled or filtered water. Keep drinking water in clean covered containers and drink from only clean cups or glasses.*

Diseases spread by touch

Diarrhoea, eye infections, such as conjunctivitis (pink eye), and worms are spread by the coming in contact with germs (or eggs) and the germs (or eggs) entering the body through the eyes, nose or mouth.

- *Prevention of transmission to others: Wash hands frequently with soap, especially after handling / touching animal refuse, garbage or the soil.*
- *Prevention of infection: Wash hands frequently with soap, especially after handling / touching animal refuse, garbage or the soil. Clean vegetables and fruit before eating. .*

7. Assessment questions

Content questions

- (a) Why do we wash our hands before eating food and after using toilets?
- (b) What will happen if one does not use soap when washing hands and taking bath?
- (c) How can germs enter your body if your hands are dirty?

- (d) How can germs enter your body under what condition of your skin? Why? What should you do?
- (e) What should you do when you sneeze? Why?

Personalization questions

- (a) Have you ever caught influenza after one of your family members had it? How do you think you are infected?
- (b) How will you protect yourself if you are visiting a person who has communicable disease? Why do you need to know?

(The facilitator can use the facilitator's notes to explain this.)



HIV/AIDS**Objective**

At the end of this discussion, participants will be able to:

1. Explain that AIDS is caused by HIV.
2. Tell that HIV is transmitted mainly through sexual intercourse.

Material

 Participants' Booklet

Activities**1. Whole Class Discussion**

- (a) The facilitator will tell the story of HIV Virus.

I am HIV. I love to live in the body fluids of human-beings. I can transmit from one infected person to another person **through blood, sexual fluids and from mother to foetus**. and live there till that person's entire life. At first, that person can work and move as a healthy person. When I destroy the immune system of that person for my survival, he/ she slowly becomes weak and the other diseases come into the body. This person finally becomes seriously ill and passed away. Therefore, people are afraid of me and protect themselves and prevent me from coming into their body. How would you live to protect yourself and prevent my infection?

2. Class Discussion

- a) Ask the following questions to discuss with the whole class.

What is HIV ?

Where does HIV live?

How does HIV transmit from one person to another?

What happens to the person who gets HIV infection?

- b) The facilitator can explain as follows.

HIV is a virus. We can't see it with our own eyes. It can only be seen through a powerful microscope. It can survive in the fluids of human body; especially the blood and reproductive fluids and can transmit from one infected person to another person through blood, sexual fluids and from mother to foetus. We cannot know if a person has HIV. The only way we can know is to have a blood test.

HIV attacks the white blood cells that help our body fight communicable diseases. When HIV destroys these cells so that the immune system can no longer fight off different infections, we get multiple opportunistic infections. At this stage, it will take a long time to recover from illness or diarrhea or persistent cough. When we are infected with herpes or thrush, it takes time to be cured. The immune system has lost its ability to fight off infections and the person is said to have AIDS. Once a person is infected, the infection cannot be cured and the infected person died due to multiple opportunistic infections.

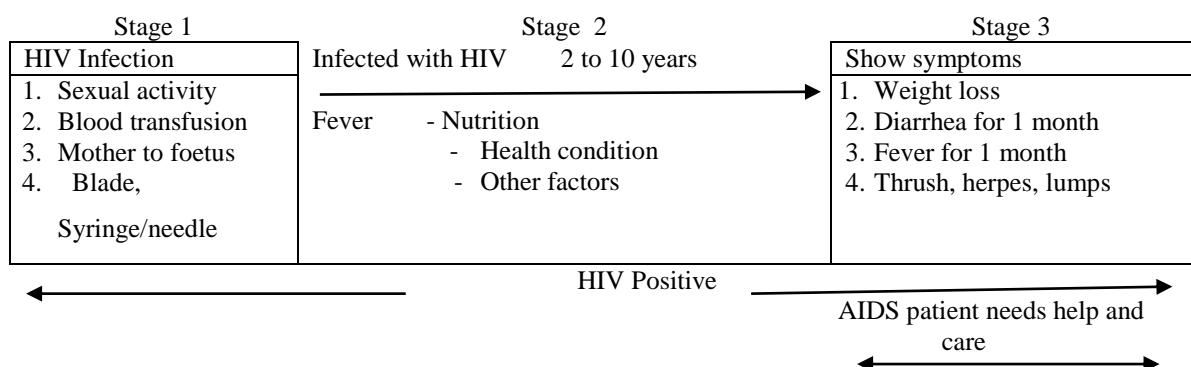
3. Group Discussion

- (a) Tell the class that HIV can enter their body in different ways so they will study how HIV can enter a human body.

- (b) Let the groups observe the pictures that describe ways of HIV transmission and also the pictures that show the activities that can't transmit HIV.



- (c) Let the groups discuss the following question.
How can you live so that you can protect yourself from HIV infection?
- (d) Let the groups present their presentation points.
- (e) The facilitator will draw the stages of HIV/AIDS as follows.



4. Assessment questions.

(Divide them into 3 groups and discuss)

Content Questions

- (a) What kind of strength does human body have?(delete?)
- (b) Why can't outside germs enter the human body easily?
- (c) After being infected with HIV, what happened to the body?

Personalization questions

- (a) Do you think you may be at risk of HIV infection? Why?
- (b) Can you say a person has HIV just by looking at him? Why?
- (c) If a person is showing external symptoms such as appearing lumps on the skin, do you think he is suffering from AIDS? Why?

4. Additional notes

Based on the facts mentioned below, the facilitator should explain some more facts about HIV/AIDS.

Facilitator Notes.

AIDS stands for the acquired immune deficiency syndromes. AIDS is caused by a virus (HIV) that infects and damages cells of the immune system. AIDS by itself does not kill a person, but other multiple opportunistic infections invade the body, and these diseases can kill a person. HIV can infect people mainly through sexual intercourse. At the present time there is no cure for AIDS and vaccine that prevents the disease. But there are medicines that decrease the amount of HIV virus so people can live longer. Therefore you need to take blood test if you doubt whether you get HIV

Summarize the lesson as follows.

- ◆ Communicable diseases can transmit from one person to another in many different ways. It is important to live not to be infected with any disease. As AIDS is caused by HIV which is mainly transmitted through sexual intercourse, it should be avoided before getting married.

HIV/AIDS Prevention

Part 1/B-5-1

Time: (40) minutes

How HIV spread (Critical Thinking)

Objective

At the end of this lesson, participants will be able to describe ways of HIV transmission.

Materials

Activities

4 Class Discussion

- a. Ask the class to recall the four principles of communicable diseases transmission.
- b. Write two situations; mosquito bite and tattooing on the board and tell the class that they will now determine whether these behaviors can have HIV transmission or not.
- c. Ask the following questions and lead the class to use the four principles of HIV transmission.
 - Can HIV exit by mosquito bite?
 - Can HIV survive in the body (in the blood) of mosquito?
 - Can there be enough amount of HIV to transmit?
 - Can the blood with HIV enter the body of a person through mosquito bite?

Mosquito bite - No risk.¹

Exit: HIV may exit a person infected with HIV through a mosquito bite. (Yes)

Survive: HIV cannot survive in the mosquito. HIV is a specifically human-hosted virus. (No)

Sufficient: The amount of HIV in the blood in the mosquito is negligible. (Yes)

Entry: Mosquitoes do not bite persons in succession. They also do not inject blood. (No)

(Conclusion: All four principles are not present so there is no risk for HIV infection through mosquito bite.)

- Can HIV exit through tattooing?
- Can HIV survive in the blood?
- Can there be enough amount of HIV to transmit in the blood?
- Can the blood with HIV enter the body of another person through tattooing?

¹ Additional Information: The parasites that cause malaria and other diseases are transmitted through the saliva of mosquitoes and not through sucked blood. HIV thrives in blood, not in saliva, and is a specifically human-hosted virus. When mosquitoes bite, they inject saliva that may contain one of the parasites to increase the flow of blood into the stomach. This fluid is toxic to humans and is what produces the itching reaction. Mosquitoes do not inject blood.

Tattooing - Possible risk²

Exit: *The tattoo needle causes the skin to tear and bleed so that there may be exit of HIV. (Yes)*

Survive: *Depending on the type of needle, the amount of blood, and the exposure of HIV to air and other substances, like ink, HIV may be able to survive. (Uncertain)*

Sufficient: *The quantity of HIV may be uncertain. (Yes).*

Entry: *When a tattoo needle is reused HIV can enter the blood of the next person through torn skin. (Yes)*

(Conclusion: All four principles are present so there is possible risk for HIV infection through tattooing.)

5 Group Discussion

(a) Write the following behaviors on the board.

1. Cough/Sneeze by an HIV infected person
2. Have sex while being drunk
3. Share needle to pierce the ear lobe

(b) Give one behavior to each group and let them determine whether the behavior can have HIV infection applying four principles of disease transmission ESSE. (give 10 minutes)

(c) Let each group present their decision. After each group's presentation, ask other groups whether they agree with them. Then, the facilitator can add some points using the following facts.

Cough/Sneeze

Exit : HIV can exit a person infected together with the droplets of saliva and mucus when he coughs or sneezes.

Survive : HIV cannot survive in the fluid of sneezing or coughing.

Sufficient : The amount of HIV in that fluid is negligible.

Entry : No entry of HIV

(Conclusion: All four principles are not present so there is no risk for HIV infection through cough/ sneeze.)

Have sex while being drunk

[The important thing here is to emphasize how the alcohol will affect remembering to use a condom or to use one correctly]

Exit : HIV may exit through sexual fluids if a condom is forgotten because one or both partners are drunk

Survive : HIV can survive in the sexual fluids

Sufficient : The quantity of HIV is sufficient for transmission

² Requires further information on method and context of tattooing. If traditional tattooing is done, using a pipette, as used in Buddhist temples, then there may be high risk due to the drawing of blood and the practice of tattooing more than one person in the same sitting. All four principles of transmission would apply. Other forms of tattooing will depend on whether the needles are changed or cleaned. There is also the risk of HBV and HCV from needles and the ink.

Entry : Entry is possible through genital orifice if a condom has not been used during sex.

(Conclusion: All four principles are present if condom use is forgotten so there is possible risk for HIV infection by having sex while drunk.)

Share needle to pierce the ear lobe

Exit : HIV may exit together with the blood through the tear of the skin made by the needle

Survive : HIV can survive in the blood The needle is usually a solid “suture” type needle. The quantity of blood on the needle will be minimal. When exposed to air, HIV will be weakened or destroyed.

Sufficient : The quantity of HIV is sufficient for transmission quantity of HIV is probably insufficient for transmission

Entry : HIV can enter when that needle is used to pierce another person’s ear.

(Conclusion: Depending on the needle, the spacing of time between two persons, all four principles are present so there is possible risk for HIV infection by sharing needle to pierce ear lobe.)

3. Assessment questions

Content questions

If shaking hand were assumed as having sexual intercourse

- (a) Do you dare shake hands with anyone who has HIV? Why?
- (b) How will you protect yourself if you have to touch the cut or wound of a person who has HIV/AIDS? Why?
- (c) Who are at risk of HIV infection? Why?

Personalization Questions

- (a) How can you help your friend who cannot restrain himself from sexual desire?
- (b) How will you behave yourself in order not to be infected with HIV/AIDS?
- (c) Can HIV be transmitted easily to everybody? Why?

Facilitator Notes:

All four principles of HIV transmission are needed in order to have HIV transmission.

E EXIT – HIV must *exit* the body of an *infected* person

S SURVIVE – HIV must be in conditions in which it can *survive*

S SUFFICIENT – *sufficient* quantities of HIV are needed to cause infection

E ENTER – HIV must *enter the bloodstream* of another person

- Even though HIV transmission may not occur with certain behaviours, there may still be a risk of infection with other sexually transmitted infections.
- HIV cannot be transmitted through casual contact.
- Think of the four principles whenever you have a question about HIV transmission.

How to prevent HIV/AIDS

(Critical Thinking)

Objective

At the end of this discussion, participants will be able to:

1. Describe ways that HIV cannot be transmitted
2. Identify ways to prevent HIV infection.

Materials

Participants' booklet

Activities

1. Group Discussion

- (a) Begin the discussion by recounting previous discussion about how HIV causes AIDS and how it is spread and then explain that HIV can enter the body in various ways.
- (b) Distribute to each group the picture cards showing “ways that can transmit HIV infections” and “ways that cannot transmit HIV infection” and have them observe, read and look at the cards.
- (c) The facilitator should explain that HIV is not easily transmitted. Only if they practice the behaviours that can transmit HIV will they get HIV infection. However, if they do not practice those behaviours, they do not need to be afraid of getting HIV infection.

2. Class Discussion

- (a) The facilitator should ask the following question to the class.
If you have done a behavior that can have HIV infection today, do you think you can have blood test tomorrow to check whether you get HIV infection or not?
When should have blood test?

3. Group Discussion

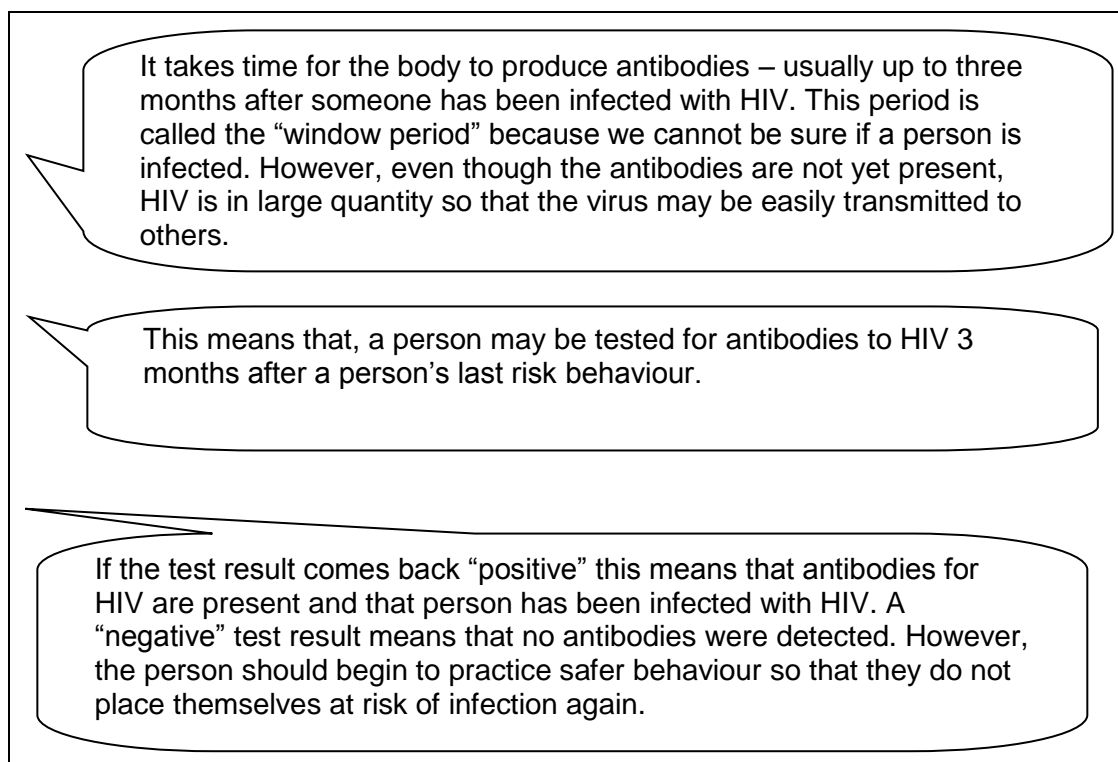
- (a) Let the participants look at the illustration story of Maung Ni and tell them as follows.
After hearing the story, you will come to know when you should have blood test to check if HIV is positive or not.
- (b) The facilitator should read out the story with enunciation.

After Maung Ni has come back from a talk on HIV/AIDS.

Ah ..., I had unprotected sex sometime ago. Could I have been infected with HIV? Goodness! I better get a blood test.

Later, when Maung Ni arrives at the clinic, the doctor tells him:

The blood test for HIV does not detect HIV itself. In fact, it is a test that looks for white blood cells, called antibodies, which the body makes to try to get rid of HIV. These cells are only produced if HIV is present.



(c) Ask the following questions for group discussion.

- When should Maung Ni have HIV test?
- What should Maung Ni do while he is waiting to have the test?

(d) Let them present their discussion points. If it is necessary, use the following points to explain the answers.

- When should Maung Ni have the HIV test? [Maung Ni will need to wait two months before he can have the test].
- What should Maung Ni do while he is waiting to have the test? [Mg Ni should refrain from any additional risk behaviour and use condoms to protect himself and others]
- If the HIV test result is “negative”, what should Maung Ni do in future? [He should continue to practice safer behaviour].

4. **Questions for summarization**

- If person is newly infected with HIV will he / she immediately show symptoms of opportunistic infections and can he / she only expect to live another 6 months to two years?

Teacher’s tip: False. With taking care of personal physical and psychological health, a person with HIV may live ten years or longer after infection without symptoms or only occasional symptoms.

- If someone engages in a behaviour that places him or her at risk of HIV infection today, can that person have the HIV test tomorrow? When can they be tested?

Teacher’s tip: No. That person must wait for three months before he/she can be tested

- If a person engaged in risk behaviour 8 weeks ago, when can that person have the test?

Teacher's tip: The person should wait another four weeks before he/she is tested

Facilitator Notes:

HIV is a communicable virus. It can survive in the body fluids and can transmit from one infected person to another person through blood, sexual fluids and from mother to foetus. The only way we can know whether we have been infected with HIV is to have a blood test. This is a test for white blood cells, or antibodies that attack HIV. But, it takes time for the body to produce antibodies – usually up to three months after the HIV has entered the body.

The diagram shows the different stages of HIV and AIDS (the timing of stages may vary from individual to individual), including the *window period* immediately after infection, when antibodies for HIV have not yet formed.

During the window period, a test for HIV will show a negative result even if the person has been infected. For this reason, the test should be taken three months after their last risk of infection.



The body's immune system and HIV may continue to fight one another for many years. When the immune system is stronger than HIV, the person will be healthy and have no symptoms. A person infected with HIV can help the immune system by eating a proper diet, getting plenty of sleep and exercise, and other activities that support our immune system.

From time to time, HIV may become stronger, reducing the body's ability to fight opportunistic infections, so that the person may show symptoms from these infections. Gradually, HIV will destroy enough of the antibodies so that the immune system can no longer fight off different infections.

When HIV infected person's body is attacked by multiple opportunistic infections at once and displays multiple related symptoms – rapid weight loss, has diarrhoea for one month, fever, persistent cough, herpes zoster, and thrush, the immune system has lost its ability to fight off infections and the person is said to have AIDS.


Who has HIV?

(Critical Thinking)

Objective

At the end of this discussion, participants will be able to explain that every can have a chance to get infected with HIV.

Materials

-  Pictures of men and women of various age cut out from newspaper and magazine. (If pictures are not available easily, self-illustrated pictures can be used)

Activities**Preparation**

Write one behavior under each picture. The facilitator can refer the following behaviours.

1. Drinks alcohol and is always drunk. Keeps a condom with him but forgets to use it. (Possible to have HIV infection)
2. Takes interest in males and homosexuality but doesn't use condom to have sex. (Possible to have HIV infection)
3. Takes interest in fine clothes and popularity. Try to have money in any way. (Possibility of HIV infection)
4. Plays football regularly but can't refuse when friends invite to use drugs. Once, shared syringe with friends. (Possibility of HIV infection)
5. Always believes whatever his girl friend says without enquiring about her. As he believes her, he doesn't use condom when they have sex. (Possibility of HIV infection)
6. Often goes on trips but always use condom when he has sex with someone. (No possibility of HIV infection)
7. Usually stays at the hotels when he goes on trips but no sex with anyone. (No possibility of HIV infection)
8. Usually dates with beautiful girls but doesn't go beyond to have sex. (No possibility of HIV infection)
9. Away from family to work for earning a lot of money but can refuse when friends persuade to stay out happily. (No possibility of HIV infection)

1. Group Discussion

- (a) Distribute 3 pictures to each group. Have them discuss in groups who can have HIV/AIDS in the pictures they received.
Have them discuss why they think who can have HIV/AIDS.
- (b) Ask them to report the results of discussion to the class. (Have them raise the pictures they received when reporting to the class)

2. Group Discussion

- (a) Then, ask the groups to read the behaviours written at the back of the pictures.
- (b) After identifying the behaviors, have them decide once again whether the people in the pictures in their groups have HIV or not. (After identifying the behaviors, results may differ from those of the activity (1).
- (c) Once again, have them raise their pictures, tell the behaviors of people in the pictures and report their decisions about who has HIV/AIDS.
- (d) The facilitator explains that it is due to the behavior that can cause HIV infection.

6 Class Discussion

Let the groups choose behavior that person can cause HIV infection and give reasons for their choice.

The facilitator should add the messages from the first paragraph of the facilitator notes.

7 Class Discussion

- (a) The facilitator should give a mirror to each group and have every youth look into it by turns.
- (b) After looking into the mirror, ask them to think 'whether the person in the mirror can have HIV or not' and 'the reasons why they think so', and report the class.
- (c) Based on the results of the discussion the facilitator should explain the facts using the second paragraph of the facilitator notes.
- (d) Tell them to go and have a look over there to know who can protect from being infected with HIV/AIDS. (Cover the mirror)

8 Assessment questions

Content questions

- (a) When you look at the pictures for the first time, can you say that they have HIV? Why?
- (b) What kind of person can have HIV? Why?
- (c) Is there any difference between a person who has HIV and an ordinary person? Explain this.

Personalization question

- (a) Can you know who has HIV just by looking at him? Why?
- (b) How would you feel if you know that a person you admire has HIV? How will your relationship with him change? Why?
- (c) Do you think you may be at risk of HIV infection one day? Why?
- (d) Do you think one day one of your family members can have HIV? Why?

Summarize the lesson as follows.

- ◆ As everyone can have a chance to get HIV infection, we must avoid the behaviours that can cause HIV infection.

Facilitator Notes.

Nobody can tell who has HIV just by looking at outer appearance of a person. You can assume who is at risk of HIV infection by looking at their behaviors and actions, but you can't say exactly. One can say who has HIV only by taking blood test. Even in doing so, it cannot be traced if the test is taken within 3 months after transmission of HIV.

Everybody can have HIV if they have risky behavior of HIV. Therefore the youths in the mirror can have HIV if they have risky behaviors of HIV. It has no relation with age, education, wealth or occupation to HIV infection. Anyone can be infected with HIV if he/she has a risk behavior.

Positive Thinking

Part 1/B-6-1

Time: (60) minutes

Think like Ma Sabai

Objective

At the end of this discussion, participants **will be able to explain** that others aren't responsible for their unhappiness and only they can change the situation.

Materials

 A story

Activities

1. Whole Class Discussion

- (a) Ask the following questions one after another. Have them express their experiences.
 - (1) Have you ever felt frustrated?
 - (2) Why did you feel so? Tell us the cause of it.
(Write down their explanation)
- (b) How do you think when you felt so?
For example:
 - Your mother asked you to cook the rice while she was going to the market.
 - You were talking with your friend while the rice pot was boiling
 - The rice pot was over boiled and the rice became soft.
 - You felt miserable looking at the rice.
 - (What did you think about...? "I would be in trouble when my mother came back.)
- (c) The facilitator should ask the participants at least three most common events that usually happen to most of them.
- (d) Write down their thoughts beside the events the participants have mentioned.
(Help them bring out their feelings and thoughts.)

2. Story telling

- (a) Tell the story, Ma Sabai, to the class.

The story of Ma Sabai

Once there was a girl named Ma Sabai. She had neither father nor mother. She had to live with her aunt who was very strict in discipline. She had to do a lot of household chores. She had to face miserable things very often.

For example: She was scolded for dropping and breaking the plates.

She was also scolded for stamping the floor.

She felt very disappointed whenever she was scolded. Whenever she was scolded, she thought in different ways.

"Ah! How unlucky I am!"

"She is crying like a dying person for dropping a little plate like that, whoosh.

"I had to come quickly as she wants me to do so, but she scolds me for stamping. It happened because of her."

"I am often scolded because she asks me a lot of work to do."

Later, Ma Sabai thought herself, Aye, if I think in this way, I will feel much unhappy."

Therefore, whenever she had an unhappy situation, she changed the way she thought.

For example: when she was scolded for dropping the plate,
 "If only I had held the plate firmly, I would not have dropped it down. I had to take care of it not to happen like this again. Because she shouted at me for that, I learned to take care of it."
 "It is good to do a lot of work. I have a chance to learn how to do them."
 Ma Sabai became happy to think in this way. She had no bad feeling like before.

- Who can change the unhappy thoughts?
- Who thought her miserable thoughts?
- Why do you think she did not feel unhappy any more?
- Can you think in this way?

3. Discussion in three groups.

- (a) Have them review their thoughts. Did those thoughts make you happy or unhappy?
- (b) How can you change your thoughts in order to make you happy or feel comfortable?
- (c) Have one group present the class.
- (d) Ask them to decide which thoughts can relieve their distress.
- (e) The facilitator should explain using facilitator notes.

4 Class Discussion

- a. Ask the following question to the class to lead the discussion.
 Which thought can make you feel comfortable, the first thought or the second one?
 (Facilitator's tip: Thinking positively)
- b. The facilitator can give explanation using facilitator notes.

5 Assessment questions.

Content question

- (a) Have you ever met a person who has never felt frustrated? Have you ever met a person who always blames other people for his frustration due to his inconveniences? How can you advice that person?
- (b) Who is responsible for having thoughts about happiness or unhappiness? Why?
 (To think based on the story, Ma Sabai)

Personalization Questions

- (a) Whom did you usually put the blame on? Why? Do you think you felt relieved after blaming that person?
- (b) How do you think you would feel if some one put the blame on you just because he felt unhappy? Do you think you should put the blame on other people?
- (c) How do you think the discussion about this topic can change your unhappiness in the future? Why?

Facilitator notes:

Everyone may have unhappy situation. It is the way you think that make your unhappiness worse or less. You can create your happiness by thinking positively even if you face a very hard time or unhappy situation.

Everyone is unique

(Self Awareness, Interpersonal Relationship)

Objective

At the end of this discussion, participants will be able to:

- (1) **Describe** other's good quality
- (2) **Describe** their own good qualities.
- (3) Relate with each other more closely and happily.

Material

Pieces of paper

Activities

1. Whole Class Discussion

- (a) The facilitator should explain the followings;
Today is the end of the first phase of our discussion with you. During the discussion period, we know about each other more and more. We become more and more close and love each other. Before we meet again for the second phase, I will give each of you a sheet of paper to keep it as a remembrance. Stick it on your back. (Help each other)
- (b) Have the participants think about the good points (quality) of other people that they noticed during the discussion.
- (c) Have them write one point of the good quality of this person that they have noticed on the paper on his back.
- (d) Ask all participants to go round and write on one's back in turn.
- (e) The facilitator should help to those who can't write.
- (f) After writing one another's remarks as they please, have them remove the paper from their back and read them.
- (g) The facilitator should explain them using facilitator notes.

2. Assessment questions

Content Questions

- (1) What kind of quality does everyone have?
- (2) Is it difficult to think about good points of others? Why?

Personalization Questions

- (1) Have you noticed yourself about the quality that others said you have? How did you feel when you know that you have that quality?
What will be the qualities that you always want to have?
- (2) What are the weaknesses that you need to change? How can you make them better?

Facilitator Notes

Every one has good quality. But, sometimes they do not notice these points by themselves. You should try to maintain such points that other people accepted as good quality of you and make them better. In the same way, you should also need to see the good points of others. The youths should try not only to make the good quality better but to reflect their weaknesses and change them to become strengths.

1. If you have confidential information and this information can be a danger to you or others, you must confide it to the elders. When you do this, you must speak clearly and precisely so that the adults understand it.
2. When you make friends, you should find good friends and consider carefully whether their words are true or not.
3. Although you have different ideas from others, you can live in harmony with others through negotiation. You should help others with sympathy.
4. Communicable diseases can transmit from one person to another in many different ways. You must protect yourself from disease transmission. AIDS is caused by HIV and HIV can transmit through sexual intercourse. Therefore, you should avoid having sex before marriage.
5. As everybody can have chances of HIV infection, you should avoid behaviours that can cause HIV infection.
6. When you have something unhappy, you should be positive and think about it from the bright side. You should accept the idea that everybody has good qualities.

When you look, you will see.
When you see, you will know.
When you know, you will learn something to your advantage.

Objective

At the end of this discussion, participants will be able to:

1. **Describe** how much their work is important
2. **Describe** how they can keep records to reflect
3. Apply the data and records with understanding

Material

Sample records and tables

Activities

1. Class Discussion

Let the participants look at the tables and discuss by asking the following questions.

What facts are included in the table?

For what will they be used?

What are the advantages of this?

Sr.	Table No.	Content of the table	Responsible person to send	Time
1.	1.(a)	The profiles of out of school children	Facilitator	Before phase 1
2.	1.(b)	Total number of out of school children (Community)	Facilitator	Before phase 1
3.	1.(c)	Total number of out of school children (Township)	Monitor	Before phase 1
4.	2.(a)	Attendants of EXCEL participants	Facilitator	Second day of phase 1
5.	2.(b)	Background of EXCEL Participants	Facilitator	After phase I training
6.	2.(c)	Background of EXCEL Participants (Township)	Monitor	After phase I training
7.	3.(a)	EXCEL Training Program	Monitor	Before phase I ,2,3 training
8.	3.(b)	Monthly Monitoring Plan	Monitor	Last week of a month
9.	4.(a)	Facilitator Report	Facilitator	After each phase
10.	4.(b)	Self evaluation form	Facilitator	Submit together with 4.(a)
11.	5.(a)	EXCEL Township Monitor Report	Monitor	After each phase
12.	5.(b)	Evaluation checklist for EXCEL facilitator	Monitor	Submit together with 5.(a)
13.	6.(a)	Exceptional Case (Facilitator)	Facilitator	When there is
14.	6.(b)	Exceptional Case (Monitor)	Monitor	When there is
15.	7.(a)	E XCEL Training Completion Report	Facilitator	After all trainings
16.	7.(b)	E XCEL Training Completion Report	Monitor	After all trainings

Records to be kept

1. Attendance List
2. Diary of the facilitator
3. Improvement of the participants(Including Personal data)
4. Receipt, Distribution, Remnant of materials
5. Donation/Support from the village
6. Committee Meeting
7. Balance Sheet (income and expenditure)
8. Findings, Suggestions and Support of responsible persons for the training

1(a) The Profiles of out of school children

Objective

To collect the personal data of out of school children

Guide to fill up the form (attached)

Utilization of this form

1. To negotiate with the central organization for forming circles by knowing the 10-17 year-old-youths in the early period of the project
2. To get the required information for adjusting the children to be involved in EXCEL
3. To provide the needs of children based on their background knowledge when small peer groups are formed in the circles
4. To assist help in adjusting the training time for the circle by knowing their work schedule
5. To identify the children who need special attention by knowing their socio-economic situation
6. To use it to reflect the effects of the project on the children's socio-economic situation, gender, age

Guide to fill up Form 1 (a)

- Month, Year (born): To describe the child's month and year (born) in AD.
For example: Write 4/96 instead of 1996 April (Myanmar years should be inverted into English Christian era.)
- Age(year): Completed year should be written. For example: The child, who was born in April 2003, will be 10 years and 5 months. Only 10 years will be counted and 5 months will be deleted.
- Grade (passed): If the child passed Grade 5 or left school while attending Grade 6, it will be filled as grade 4.
If the child has never gone to school, it will be filled as no schooling. If the child attended the monastic school, it will be filled as monastic school (Ba-Ka).
- Work:
Name: name of the work will be filled. If the child works more than one, all the names should be filled. For example: Farm work and cutting down bamboos
If the child has not a particular work, it will be filled as (no).
- In/out (home): Helping household chores. / Work apart from household chores.
- Work schedule: To count from the beginning to the end of a day's work
If the child works more than one shift, it should also be included.
- Working hours: I should include a day's working hours and count to the nearest. For example: If the child works 3 hours and 30 minutes, it should be counted as 4 hours.
- Income:
Daily: To take the average amount. For example: If the child works 5 days per week and earns 2000 kyats, the child's daily income will be 400 kyats.
- Monthly: If the child earns monthly, describe that amount. If he isn't, calculate the amount he earns a month and describe it.
- Yearly: The total amount of money the child earns in a year is to be described.

Parents: If the child lives with both parents, write (both). If the parents divorced, write (divorce). If mother died, write (M dead). If father died, write (F dead). If both parents died, write (B dead).

Remark: If there is extra ordinary situation, describe it. For example: The situation concerned with health or people living together with the child.

Form 1 (a)

EXCEL Program
The profiles of 10-17 year-old-youths in the community

Township.....

Cluster..... Village.....

Date.....

Sr.	Name	Father	M/ F	Mon th Year (bor n)	Ag e gro up	Grad e	Occupation/ Work		Work Schedule		Income			Parents (both) (divorce) (M dead) (F dead) (B dead)	Rema rk
							Name	In/out (hous e)	Fr- to	Workin g hours	Dail y	Mon thly	Yearl y		
1.															
2															
3															
4															
5															
6															
7															
8															
9															
0															
1															
2															
3															
4															
5															
6															
7															
8															
9															
0															

1(b) Total number of out of school children (community)
1(c) Total number of out of school children (township)

Objective

To summarize the situation of the out of school children

Activity

To do this once at the beginning of the program and once at the end of the year

Guide to fill up this form

Name of the village: To fill up the name of the village in 1(b)

Name of the cluster: To fill up the name of the EXCEL Circle

Age group: The children in the list of Form 1(a) will be categorized by village/cluster, age, and gender

10-12: Total number of children between 10-12 will be filled up in the form. Male children will be in the column M and the females in the column F and total children will be in the column T.

13-15: To fill up the form as described above.

15+ : To fill up the form as described above.

Education

Grade (passed): To fill up the children in the list of Form 1(a) by village/cluster, age, and gender

None: Never attended school

Ba-Ka: Children attended the monastic school

Lower primary: From grade 1 to 3 (passed)

Upper primary: Grade 4 to 5 (passed)

Middle school: Grade 6 and above (passed)

Parents' situation: To fill up the situation of parents' guardianship and care to the children in the list of Form 1(a) by village/cluster, and gender

Occupation/Work: To fill up the work the based on the nature of work, In/out (home) of children in the list of Form 1(a) by village/cluster, and gender

Type of work: To fill up the type of work based the children, who work outside their house, in the list of Form 1(a), by village/cluster, and gender
 When doing so, choose 5 of the most common type of work and write 1, 2, 3, 4, 5, and describe at the bottom of the page. Other types of work that are not included in the 5 types will be described as "others".

Daily working hours: The daily working hours of the children, who work outside their house, in the list of Form 1(a), by village/cluster will be described as follows.

3 below ----- Working hours under 3

3-5 ----- Working hours 3 to 5

6-8 ----- Working hours 6 to 8

8 above ----- Working hours over 8

Utilization of this from

- * When mobilizing the participation of the families in the community, persons who are interested in the community development, authorities, businessmen, it should be used as a reference.
- * It can be used to present as a basic data for determining the EXCEL project duration.
- * It can be used to reflect the coverage of EXCEL project.

EXCEL Program
The background of 10-17 year-old-youths in the community
 (.....Township)

Sr.	Name of Village	Age group												Education															Parents' Situation														
		10-12			13-15			15+			Total			None			Ba-Ka			Lower Primary			Upper Primary			Middle School			Both			Divorce			M Dead			F dead			B Dead		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T						
1																																											
2																																											
3																																											
4																																											
5																																											
6																																											
Total																																											

Sr.	Name of Village	Work						Type of Work(outside)																		Working hours											
		In house			Out side House			1			2			3			4			5			0thers			Under 3			3-5			6-8			Over 8		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
1																																					
2																																					
3																																					
4																																					
5																																					
6																																					
Total																																					

Type of work 1

2

3

4

5

others

EXCEL Program
The background of 10-17 year-old-youths in the community
 (.....Township)

Sr.	Name of Village	Age group												Education															Parents' Situation														
		10-12			13-15			15+			Total			None			Ba-Ka			Lower Primary			Upper Primary			Middle School			Both			Divorce			M Dead			F dead			B Dead		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T						
1																																											
2																																											
3																																											
4																																											
5																																											
6																																											
Total																																											

Sr.	Name of Village	Work						Type of Work(outside)																		Working hours											
		In house			Out side House			1			2			3			4			5			0thers			Under 3			3-5			6-8			Over 8		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
1																																					
2																																					
3																																					
4																																					
5																																					
6																																					
Total																																					

Type of work 1

2

3

4

5

others

2(a) Attendants of EXCEL participants

Objective

To get the list of out of school EXCEL participants per village

Activities

To send this form by groups on the second day of EXCEL Phase One Training

Guide to fill up this form

To send this form by groups on the second day of EXCEL Phase One Training

Serial: To sign the serial starting from number one by each group

Group A: From serial number 1 to 30

Group B: From serial number 1 to 30

Group C: From serial number 1 to 30

Registration number should be the same as the number in form 1 (a).

Utilization of this form

This form can be used cooperatively with each other by the facilitators so that they can give help to the participants who need special care and help.

For example:

Managing the illiterates and literates to sit together, letting them make friends, forming peer groups

EXCEL Program
Attendants of EXCEL participants

[illegible]

The Background of EXCEL Participants

Objective

To get to know the coverage of EXCEL training and background of the participants per cluster

Activities

At the end of the EXCEL Phase 1 Training, clusters have to submit the Form 2 (a) describing the attendants of the training by the participants' age group, education, and gender .

Guide to fill up this form

Step 1: To get the list of participants from the age group column and Education column of form 1 (b)

Step 2: To get attendants from A, B, C of form 2 (a) and categorize according to age groups (10-13, 13-15, 15+) and gender. Education should be done in this way. Note: In the column of serial number, total number of age group for A, total number of age group B, etc must be filled and so must the total number of Education. In this way, attendants and the percentage of attendance

Group B: From serial number 1 to 30

Group C: From serial number 1 to 30

Registration number should be the same as the number in form 1 (a).

Step 3: Attendants%

How to calculate it:

10-12 male attendants % = (10-12 male attendants) ÷ (10-12 total male participants in the list) × 100

Total male attendants % = (total male attendants) ÷ (total male participants in the list) × 100

Utilization of this form

To reflect the coverage of the EXCEL program in clusters

To mobilize the community in the village and organize EXCEL program

EXCEL Program The Background of EXCEL Participants 20....Year.....Month

....Township

.....Cluster

Subject		Total number in the list			Attendants					
		M	F	T	M	F	T	M	F	T
Age Group	10-12 years if age									
	13-15 years of age									
	15and above									
Total										
Education	None									
	Ba-Ka									
	Lower Primary									
	Upper Primary									
	Middle school									
Grand Total										

- Note 1: To get the total list of participants from Form 1 (b)
To get attendants from Form 2 (a), Groups A, B, C and fill up age group and education accordingly.
- Note 2: Lower primary level is from Grade 1 to Grade 3 passed.
Upper primary level is Grade 4 and 5 passed
Middle school level is Grade 5 and above passed
- Note 3: To send this form after each phase.

Form 2 (c)

The Background of EXCEL Participants (Township)

Objective

To get to know the coverage of EXCEL training and background of the participants in the township

Activities

At the end of the EXCEL Phase 1 Training, Form 2 (a) describing the coverage of the training by the participants' age group, education, and gender should be submitted.

Guide to fill up this form

For each cluster of villages

- * In the column "Present" the list of participants from the age group and Education can be filled by taking the data from Form 2 (b): Total number in the list column.
- * In the attendant's column, data can be taken from Form 2 (b) to fill the attendants categorizing by age groups, gender and education.
- * Coverage or attendants percentage can be calculate as follows.

For Example: 10-12 male attendants %=(10-12 male attendants) ÷(10-12 total male participants in the list) × 100

Utilization of this from

- To reflect the coverage of the EXCEL program in township
- To mobilize the community in the township and organize EXCEL program

EXCEL Program
The Background of EXCEL Participants
Township
 20... and 20.....Year

Age Group

Cluster	10-12						13-15						15-17						Total					
	Male			Female			Male			Female			Male			Female			Male			Female		
	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%
Grand Total																								

Education

Cluster	None						Ba-Ka						Lower Primary						Upper Primary						Middle School						Total					
	Male			Female			Male			Female			Male			Female			Male			Female			Male			Female			Male			Female		
	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%	T	A	%
G.Total																																				

EXCEL Training Program**Objective**

To monitor the EXCEL program and give Reports

Activities

To collect the EXCEL training Programs from the circles and to send them to the central committee

Guide to fill up this form

Cluster: To fill the name of the cluster
 Total trainees: Total number of the trainees
 Training centre: To fill up in details
 The first day of the training: To fill the date of the first day of the phase 1 training and the first day of the phase 2 training
 Duration of the training: To describe the duration of the training for phase 1 and 2

Utilization of this form

- To be used in planning the monitoring trip of the township monitor
- To be used as a reference in monitoring, assessing and discussing about the EXCEL circles

Form 3 (a)

EXCEL Program

.....Year

Township.....

EXCEL phase.....

Sr.	Cluster	Training Group	Training Participants Total	Training Centre	The first day of the training		Duration of the training
					Male	Female	
1		A					
		B					
		C					
		Total					
2		A					
		B					
		C					
		Total					
3		A					
		B					
		C					
		Total					
4		A					
		B					
		C					
		Total					
5		A					
		B					
		C					
		Total					
6		A					
		B					
		C					
		Total					

3 (b) Monthly Monitoring Plan

Objective

To help township monitors make plans systematically for monitoring the EXCEL circles

Activities

Based on the training programs of EXCEL circles monitoring trips can be made during the last week of a month

Guide to fill up this form

- When drawing a plan, the following points should be aware of
- To be able to go on the monitoring trip during the EXCEL circles' training
- By being able to make the plan systematically, time and expanse of the trip can be reduced and the trip can be more effective (To express the villages for the night stay)
- To give priority to the circles that need more help and monitoring

Utilization of this from

- To be used in planning the monitoring trip of the township monitor
- To be used for monitoring planning trips by the central committee
- T be used in review work

Form 3 (b)

Monthly Monitoring Plan

Project: EXCEL project

M0nth.....Year.....

Sr.	Date	Destination	Activities	Vehicle Distance(mile) Travelling hours	Estimated expense
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

4 (1) Facilitator's Report

Objective

To assess the implementation of each part of the EXCEL training

Activities

Three facilitators will work together to assess the situation of the training and make a report at the end of each phase.

Guide to fill up this form

- Total children in each group: To fill in the male and female children separately in the respective columns
Total Attendants: To describe the total attendants of male and female separately in each day of the training
To describe the dates of the training beside the respective training day
For example:

3	12/3/06
---	---------

Percentage: To describe daily attendant percentage

$$\text{Attendants Percentage} = (\text{total attendants ()day} \times 100) \div (\text{total number of the children in the group})$$

- The child that comes to attend from the other group
If there are children who come to attend this training from the other groups, describe them. For example: If on the third day (12-9-06) of group (x) training, 2 boys and 1 girl from Group(Y) and boys and 3 b1 girl from group(z) attended the training, describe as follows.

Children from other groups	Group		3	12-9-06	
			Male	Female	Total
	Y		2	1	3
	Z		3	1	4
	Total		5	2	7

- Report about the training: To assess whether the children attended the training completely, report this by observing the daily attendance.
- When reporting what has been done to the children who did not attend the training, use the registration number from form (a)
- Situation of the children: To describe separate instruction
To refer the record of the child's improvement
- Support of EXCEL Committee:
The least support 1
The most support 5
Three facilitators will work together to assess the support and fill in each sub topic.
- Other points to describe: Points that you want to let the township and central committee know can be described.

Utilization of this from

- To assess the situation of attendants
- To summarize the improvement of children
- To reassess the situation of the EXCEL committee's support
- Based on these above assessments, to find ways for the improvement of the follow-up trainings

EXCEL Program Facilitator's Report

Facilitator
Group () Phase () Time

Date
Name of village
Place

1. Attendance

M/F	Total no. of children	Total attendants											
		1	2	3	4	5	6	7	8	9	10	11	12
Male													
Female													
Total													
Percentage													

2. Children who come from other groups

Children from other groups	Group	1			2			3			4			5			6			7			8			9			10			11			12		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
	Total																																				

5. Situation of the children

	No		Yes		Excellent		Total
	Male	Female	Male	Female	Male	Female	
Knowledge improvement							
Application of life skills improvement							
Application of what have been learnt for self and for community							

4. (b)Self Evaluation Form

Objective

To assess self quality in facilitation and get necessary help

Activities

A facilitator will have to assess himself/ herself and fill in the sheet at the end of each day of the training.

Guide to fill up this form

To have self awareness by filling in the form without being subjective , the facilitator will have to do self assessment by reflecting what have been done for several times and fill in each step of the form as it has been directed.

Utilization of this form

It can be used for self awareness and improve one's capacity

It can be used by the facilitators to help each other for improving their capacity

It can be used by the monitor to give necessary help to the facilitator.

It can be used as a reference and record by the facilitator to review the training

Form 4 (b)

EXCEL Program Self evaluation Form

Facilitator's name.....

Phase.....

Village/ Quarter.....

Training days.....

Township.....

Circle the day that you do facilitation. For example: If you facilitate on the third and sixth day

of the training , it will be described as 1, 2, 3 , 4 , 5, 6 , 7

Sr.	Subject	Training Days											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Lesson Preparation												
2	Facilitating to get the participation of all children												
3	Motivating to increase the children's thinking skills												
4	Achieving the out come of the lesson												
5	Following the steps in the Facilitator's guide												
6	Time management in the training period												
7	Providing the needs of each child in the training												
8	Evaluating the requirement and improvement of each child												
9	Cooperation and help to each other among the facilitators												
10	Using life skills by the facilitator												

Scale for self evaluation

1. Need to get guidance for facilitation
2. Need to change by oneself
3. Satisfactory
4. Very satisfactory
5. Satisfactory so much that it should be shared to others as a good example

5. (a) EXCEL Township Monitor Report

Objective

To assess the implementation of the EXCEL training in the township

Activities

The township monitor has to assess the implementation of the EXCEL training in the township and fill this form at the end of each phase of the training.

Guide to fill up this form

1. Attendance: Training attendance of the clusters will be presented by collecting the facilitators Reports (Form 4(a)).
2. Drop outs of the training: If someone left the training, this will be presented by collecting the facilitators Reports (Form 4(a))
3. Monitoring the training: The situation of the training monitoring will be presented by collecting the notes from the diary. The suggestions that need to be measured by the central committee are to be underlined.
4. Support of EXCEL Committee:
Based on the meetings with parents, business owners, facilitators, and children, the following marks will be given.
The least support 1
The most support 5
5. Capacity of the facilitator: This can be done by collecting the self evaluation form 5 (b) and get the average mark and the rest from no. 11 to 16 can be filled based on the findings during the monitoring trip and the summary of the discussion with committee members, parents and business owners.

Scale for facilitator assessment

1. Need to get guidance for facilitation
 2. Need to change by oneself
 3. Satisfactory
 4. Very satisfactory
 5. Satisfactory so much that it should be shared to others as a good example
6. Others: To express the tasks that need to be measured by the central committee

Utilization of this form

- It can be used to assess the situation of the training implementation in the villages of the township and give necessary help and support.
- It can be used to present the tasks that need to be measured by the central committee

Date.....

[illegible][illegible][illegible]

4. Support of EXCEL Committee

Name of the village/quarter							
1	Organizing the village						
2	Negotiating for the training place						
3	Support of electricity/ light/ fund						
4	Negotiating with parents or business owners so that the children can attend the training						
5	Organizing children to attend training regularly						
6	Negotiating for the safety of the children and the facilitators						
7	Monitor and give help to be able to run the training properly						
8	Active participation of the committee members						

To give 1 mark for the least support and 5 marks for the most support

5. Capacity of the facilitator

		Facilitators					
Sr.	Subject						
1.	Lesson preparation						
2.	Facilitating to get the participation of all children						
3.	Motivating to increase the children's thinking skills						
4.	Achieving the out come of the lesson						
5.	Following the steps in the Facilitator's guide						
6.	Time management in the training period						
7.	Providing the needs of each child in the training						
8.	Evaluating the requirement and improvement of each child						
9.	Cooperation and help to each other among the facilitators						
10.	Using life skills by the facilitator						
11.	Negotiating with committee						
12.	Negotiating with parents and business owners						
13.	Communicating with communities						
14.	Writing records regularly and keeping them systematically						
15.	Sending reports in time						
16.	Negotiating with township monitor						

To get the data from 1 to 10 from form 5 (b) and calculate the average mark and for the rest numbers, use the scale of form 5 (b) to give marks.

6. Others : To express the tasks that need to be measured by the central committee

5(b) Evaluation checklists for EXCEL facilitator

Objective

The monitors will be able to assess the facilitators for helping them improve their competency.

Activities

A monitor can observe the facilitators during each phase and record the findings.

Guide to fill up this form

To fill up the form by using the steps for assessment in accordance with the day of the training the monitor observed.

Utilization of this form

It can be used to assess the competency of the facilitators.

It can also be used to identify the facilitators who need special help and give support to them.

Form 5(b)

EXCEL Program Evaluation checklists for facilitators

Name of the facilitator.....

Phase.....

Village/Quarter.....

Duration of the training.....

Township.....

(Only findings and questioning during the training)

Sr.	Subject	Training Days											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Lesson preparation												
2	Facilitating to get the participation of all children												
3	Motivating to increase the children's thinking skills												
4	Achieving the out come of the lesson												
5	Following the steps in the Facilitator's guide												
6	Time management in the training period												
7	Providing the needs of each child in the training												
8	Evaluating the requirement and improvement of each child												
9	Cooperation and help to each other among the facilitators												
10	Using life skills by the facilitator												

Scale for facilitator assessment

1. Need to get guidance for facilitation
2. Need to change by oneself
3. Satisfactory
4. Very satisfactory
5. Satisfactory so much that it should be shared to others as a good example

6(a), (b) Exceptional Cases (Facilitator & Monitor)

Objective

To be able to record the exceptional cases

Activities

If there is an exceptional case, present this in the form, copy the record and attach it.

Utilization of this form

It can be used as reference when assessing EXCEL work.

Form 6 (a)

EXCEL Program Exceptional Cases

Township.....

Village Cluster.....

Village	Name of the child	Registration Number	Grade(passed)	School	Grade enrolled

Village	Name of the child	Registration Number	Summary of the event(including unable children)	Lesson

To present the attached record concerned with the child recorded in this form.

**EXCEL Program
Exceptional Cases**

Township.....

Village Cluster.....

Village	Name of the child	Registration Number	Grade(passed)	School	Grade enrolled

Village	Name of the child	Registration Number	Summary of the event(including unable children)	Lesson

To present the attached record concerned with the **child** recorded in this form.

7 (a) EXCEL Training Completion Report

Objective

To assess the effectiveness of the completion of EXCEL training on children

Activities

To complete this form after all three phases of EXCEL have finished

Guide to fill up this form

Completion of the phases: According to the guideline

Situation of the children: Evaluate the improvement of the children based on the records

Utilization of this form

It can be used to reflect and assess the implementation of the training.

It can also be used to assess the effectiveness of the training on the children.

Form 7 (a)

E XCEL Training Completion Report

Completion of phases

Township.....

[illegible]

Beginning: The number of children at the beginning of the training

Phase 1, 2,& 3: The number of children who completed phase 1, 2, and 3(including re-attend to substitute the missed phase)

How to calculate the completion %

For example: $\text{Completion \% of phase 3 Male} = \frac{\text{Phase 3 total number of males}}{\text{Total number of males at the beginning of the training}} \times 100$

[illegible]

7 (b) E XCEL Training Completion Report

Objective

To assess the EXCEL training implementation at the township level

Activities

To complete this form after all three phases of EXCEL have finished

Guide to fill up this form

Completion of the phases: According to the guideline

Situation of the children:	Evaluate the improvement of the children based on (Knowledge improvement, Skills improvement and Application in the community)
----------------------------	--

Total male participants and total female participants will be taken from the respective columns of Form 2 (c)

Improvement of the children will be taken from Form 7 (a) by the different categories of male and female.

Percentage of the improvement of the children will be calculated as follows.

$$\text{Knowledge improvement of a male} = (\text{knowledge improvement of a male}) \div (\text{Knowledge improvement of total males}) \times 100$$

Utilization of this form

It can be used to reflect and assess the implementation of the training.

It can also be used to assess the effectiveness of the training on the children.

E XCEL Training Completion Report

20...- 20....Year

Completion of phases

Township.....

[illegible]

Beginning: The number of children at the beginning of the training

Phase 1, 2,& 3: The number of children who completed phase 1, 2, and 3(including re-attend to substitute the missed phase)

How to calculate the completion %

For example: $\text{Completion \% of phase 3 Male} = \frac{\text{Phase 3 total number of males}}{\text{Total number of males at the beginning of the training}} \times 100$

Situation of children

Village Cluster	Knowledge improvement						Skills improvement						Application in the community					
	Male			Female			Male			Female			Male			Female		
	T	I	%	T	I	%	T	I	%	T	I	%	T	I	%	T	I	%
Total																		

Records

1. Attendance

- (a) What are the contents?
 - To identify the children groups as A, B and C
 - The date when discussion is made (duration of discussion)
 - Name, Male, Female, Total, at what part does the children attend again.
 - List of absentee
 - Remark on supplementary discussion for absentee.
 - If a child from group A attends in group B, that child's name will not be deleted in Group A but write a remark beside his/her name(attend in group B)
 - Remark on reasons for the child who left the training
 - Absent dates will be marked with red crosses)
 - If those absent children come back to training, each red crossed mark will be circled in blue ink.
 - Total number of attendance
 - Children in need of special attention (to mark with red star)
 - Active children (to mark with blue star)
- (b) For what is it used?
 - To know the training attendants and absentees
 - To know the attendance of groups A, B, and C
 - To know who is in special need of attention.
 - To report to committee members and monitor
- (c) What advantage can we have?
 - Know whether they get 75% attendance
 - Get support when giving honorary presents.
 - Be able to call for a meeting if there are many absentees
 - Can support children to attend regularly
 - Be able to tell parents about their children
 - Be able to report the committee members
 - Be able to prepare to make supplementary discussion if there is not complete attendance
 - Can get support in report writing
 - Be able to show monitoring groups when they come and observe the training
 - Can know children's moving/ leaving the training

2. Record of the child

(a) What data is contained?

- (1) Name, age
- (2) Education
- (3) Occupation
- (4) Parents' name (if any) (If there is no parent, describe with whom the child is living)
- (5) Parents' occupation
- (6) Family situation (Record as the child has said)
- (7) Height (Take measurement of height twice: before phase 1 training and after phase 3 training.)
- (8) Characteristics – manner of speaking, acting, relating with others, attitude (It will be described 6 times) before and after discussing part 1, 2 and 3 whether there is a progress.
- (9) Children's expression and comments (Once after each phase)
- (10) Address

Remark: -To mark with a blue star for the children who can lead the discussion (active, helpful)

-To mark with a red star for the children who need attention (frequently absent, speak hardly)

-To mark with two red stars for the children who need special attention (no response when asked, often involved in fighting)

(b) How to use it

- Useful when organizing the absent children as the address is recorded.
- Used to show the committee members
- Can know about the children
- Can know about the education level of children
- Can know about the situation of the children and their families
- Can know about the situation of the progress of the children
- Can know about how much they have learnt the lessons and what skills they have acquired
- Easier to organize the children before the new training begins
- Can negotiate training time with the children

(c) What advantage can we have?

- Can know the progress of the children
- Can consult with the parents of the children
- Can know how to deal with the children
- Can know the weaknesses/ strengths of the children
- Can know physical and mental progress of the children
- Can know behavioral changes of the children
- Can know whether the children are interested in the training

(3) Diary

(a) What kind of data is included?

- Date, Time (Starting and ending)
- Whether children arrived or not
- Participation of the children in the discussion

- How the meeting with committee members, parents of the children and teachers are held and the date when the meeting is held
- How they cooperate
- Children's difficulties / absence
- About the lessons, technique of teaching and difficulties
- Whether monitors can come and observe
- The children's interest
- The lesson topic that is difficult to teach
- How it has been changed to be able to teach

(b) How to use

- To know the date of attendance
- To know the daily activities
- To record if there is difficulty
- To show the activities to the monitor and committee members
- To have the good habits for the facilitators
- To know our own needs

(c) What advantage can we have?

- Can know the things that we already know
- Can know how difficulties have been solved
- Can know our own weaknesses/ strengths
- Can negotiate the needs for our activities with others

Note: Record writing is the responsibility of all three facilitators.

Sample Record of a Child

1. Name
2. Registration number
3. Age
4. Education
5. Occupation (Work)
6. Height
7. Parents
8. Parents' occupation
9. Guardian
10. Address

Child's characteristics: manner of speaking, acting, relating with others, attitude towards others

Family situation: (Record as the child has said)

	Mark (given)	Mark (gained)	Mark gained after phase 1	Mark gained after phase 2	Mark gained after phase 3
Knowledge improvement	25				
Skills improvement	55				
Application in the community	70				

After each phase, write the findings and opinions of the child based on what the child has said.

Sr.	Regis.	Name	Date of birth	Age Year	M/ F	Remark											Reason for absence, substitution days, Group	Remark													Reason for absence, substitution days, Group				
							1	2	3	4	5	6	1	2	3	4			5	6	1	2	3	4	5	6									
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30																																			
		Total	Male			Attend	M																												
			female				F																												
			Total				T																												

Record of the suggestions by the facilitator

Sr.	Name of the person who comes to the training	Resignation	Date & Time of arrival	Training Phase	Findings and situation during the training	Help and suggestions given	Signature of the facilitator/ adviser	Remark