

Community-based Extended and Continuous Education and Learning (EXCEL)

Facilitator Guide – Part (2)

**Department of Educational Planning and Training, Pyinnya Tazaung Association,
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| Term A and B - Each Term 12 hours | | | |
|--|--|------|------|
| Phase II | Each Cluster 4 hours | | |
| A1 | Self awareness (Needs and wants, how to be healthy)- | Time | Page |
| | 240' | 60' | 13 |
| | A-1-1 Do understand | 60' | 16 |
| | A-1-2 Needs and wants | 60' | 19 |
| | A-1-3 What are we going to do? | 60' | 22 |
| | A-1-4 How to be healthy | 60' | |
| A2 | Personal safety and coping with emotion | | |
| | A-2-1 Think to prevent mistakes | 60 | 25 |
| | A-2-2 Mutual Benefits | 60 | 29 |
| | A-2-3 Beware and be alert | 60 | 32 |
| | A-2-4 It's a catch | 60 | 35 |
| | | | |
| A3 | Reproductive health, Counseling | | |
| | A-3-1 How to behave | 60 | 37 |
| | A-3-2 His or her thinking | 50 | 42 |
| | A-3-3 Don't be afraid | 60 | 45 |
| | A-3-4 Express it | | |

| | | | |
|-----------|--|------|----|
| | | 60 | 49 |
| A | Summary Key Messages | | |
| B1 | Drugs and alcohol, (value system, help the need) | | |
| | B-1-1 Don't try it- (G06L12 Drug: Types and Consequences) | 120' | 55 |
| | B-1-2 What do you have to exchange? | 60' | 59 |
| | B-1-3 Let's Practice | 60' | 61 |
| B2 | HIV/AIDS – Care and support, Condom, | | |
| | B-2-1 What the cause is | 60 | 64 |
| | B-2-2 What have I done? | 60' | 67 |
| | B-2-3 What are we going to do? | 60' | 70 |
| | B-2-4 Have empathy | 60' | 73 |
| B3 | Health and Diseases | | |
| | B-3-1 Let's practice cleanliness | 60' | 81 |
| | B-3-2 Diarrhea | 60 | 85 |
| | B-3-3 Let's eat well | 45 | 88 |
| | B-2-4 Balance diet (G6L10- Nutritional requirements) | 75' | 91 |
| B | Summary Key Messages | | |

Total lessons -23

Critical thinking -11 (47%), Self-awareness-2 (13%), Problem solving-1 (4%), IP-1 (4%), Coping with emotion-4 (19%), Decision making-2 (13%)

Goal

To promote Life Skills of out-of-school youths by actively participating themselves in Community-based Extended and Continuous Education and Learning (EXCEL) Program

Objectives

Out of school youths will be able to

1. Behave accordingly by knowing facts for their physical and mental health.
2. Live protectively from the diseases that usually occur in their environment.
3. Live in accordance with the environment by acquiring the life skills and practices.
4. Live safely and practice good healthy behaviors by getting facts concerning with HIV/AIDS prevention.

Objectives of the Excel Training

At the end of the EXCEL phase 1, 2, and 3 trainings, the facilitators will be able to

1. Facilitate the lessons to the out of school youths by knowing the objectives of implementing EXCEL programmers
2. To gain the practice of friendly cooperation among facilitators.
3. To find out ways to mobilize and educate out-of-school youths
4. To create programs for out-of-school youths that is consistent with their respective communities
5. To nurture the practices for fostering self-confidence

**EXCEL Training for Facilitators and Monitors
Part (2)**

| | 08:30 - 9:30 | 9:30 - 10:30 | 10:30 - 12:50 | | 1:00 – 2:00 | 2:00 - 3:00 | 3:00 - 4:30 |
|-------|---|--|--|----------------------------|--------------------------------------|--|--|
| Day 1 | Reviewing the activities | | Meeting again | Lunch Break-12 to 1 | Reviewing HIV/AIDS | | Reflection |
| Day 2 | (Self-awareness) 2 – A - 1 - 1 Do Understand | 2 – A – 1 – 2 Needs and wants | 2 – A - 1 – 3 What are we going to do Practice Teaching | | 2 – A - 1 – 4 How to be healthy | (Personal safety and Protection) 2 – A – 2 – 1 Think to prevent mistakes | 2 – A – 2 – 2 Mutual benefits Practice Teaching |
| Day 3 | 2 – A – 2 Beware and be alert Practice Teaching | 2 – A – 2 – 4 It's a catch | (Reproductive health) 2 – A – 3 – 1 How to behave Practice Teaching | | 2 – A – 3 – 2 His or Her thinking | 2 – A – 3 – 3 Don't be afraid Practice Teaching | 2 - A - 3 – 4 Express it |
| Day 4 | (Drugs and Alcohol) 2 – B – 1 – 1 Don't try it Practice Teaching | | 2 – B – 1 – 2 What do you have to exchange | | 2 – B – 1 – 3 Let's practice | (HIV/AIDS) 2 – B – 2 – 1 What is the cause | 2 – B – 2 – 2 What have I done Practice Teaching |
| Day 5 | 2 – B – 2 – 3 What are we going to do Practice Teaching | 2 – B – 2 – 4 Have empathy Practice Teaching | (Health and Diseases) 2- B – 3 – 1 Let's practice cleanliness Practice Teaching | | 2 – B – 3 – 2 Diarrhea | 2 – B – 3 – 3 Let's eat well Practice Teaching | 2 – B – 3 – 4 Balanced diet |
| Day 6 | Nature of Youth | | Youth Participation | | The Role of Facilitator | Future Plan | |

Reviewing the activities

Time: (120) minutes

Objectives

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

1. Reflect and tell the problems and difficulties they have encountered in phase one EXCEL training and how they overcome them
2. Anticipate the problems in the coming training and how to overcome them

Materials

A4 paper sheets

Activities

1. The facilitator asks the participants to form groups according to their respective villages.
2. Distribute A4 papers to each person and let them write the name of their village and township at the top of the paper. Then, let them freely answer the following questions one after another. Limit time to answer the questions. The facilitator should go round the class and observe the participants.
 - a. Look at the EXCEL phase one book and write down the lesson that they found difficulty and how they solved that difficulty. (Let them describe the name of the village and township.
 - b. Describe whether there was difficulty in dealing with the committee of community, parents or children. If there was difficulty, describe how you solved this problem and what happened due to your solution. (whether the difficulty was overcome or not)
 - c. Describe whether there was difficulty in dealing with other facilitators or monitors. . If there was difficulty, describe how you solved this problem and what happened due to your solution. (You don't need to mention the names)
3. If all the participants have answered the questions, let 4 or 5 participants present the answers for question (a) and invite the others to discuss if they have different answers. Answers for the questions (b) and (c) will be discussed as that of question (a). The facilitator should collect the answer sheets so that he/ she can study them during the training.
4. Let the participants share their student records, diaries, attendance, and meeting records to each other and give suggestions on their findings on slips of paper. Limit the time for this activity. The facilitator should also go round the class and observe their records.
5. Depending on time, let 4 or 5 participants present their findings and suggestions.
6. Based on the presentations and facilitator's observation, give some remarks.
(Note: The facilitator should observe the records of the participants during the training and assess their work. All the facilitators should discuss the needs of the participants and give guideline to them on the last day of the training.)

Meeting again

Time: (30) minutes

Objectives

- At the end of this lesson the participants will be able to form groups and name their groups.

Materials

- Pieces of paper written the lines such as ' washing clothes,' taking a bath,' and 'making up'. Make ten copies for each line.


Activities

- Forming Groups (15 minutes)
 - The facilitator has to think beforehand of how many youths there should be in a group when organizing small groups. For instance, suppose that you will form 3 groups, 10 youths per group, if there were 30 youths in your training session. You have to prepare 10 copies of paper for each function (washing clothes, taking a bath and making up). Mix these pieces of paper and put them in a paper box.
 - Before playing the game, explain the steps for the activity.
 - Have them sit in circle shape. The facilitator helps them not to sit too closely. Let the box go round from one to another in order for each youth to take a piece of paper. Then, ask them to read the paper after all the youths get them.
 - After reading the paper, each youth will gesture without speaking to each other.
 - And then, the youths with the same gesture will form a group. There must be 3 groups.
 - Show the received paper to each other within the group so as to know whether or not they are the same. If there are some youths who can't find their group, let the other youths help them.
 - Tell the youths to give a name for their own group after discussing in the group. After that, have them explain to the class why they named like that.
- Whole class discussion questions (15 minutes)
 - How did you discuss to get your group's name after you have formed the group?
 - How did you feel to meet again with other participants in phase 2 training?
 - How have your behaviors changed after giving phase 1 training to the youths in the community? Distribute a sheet of paper to each participant and let them write their behavioral change in brief. Give 5 minutes.
 - Collect the sheets of paper and read them in the free time. Make records if it is necessary.
- Let all participants include in a game of introducing to each other.

Reviewing HIV/AIDS

Time: (90) minutes

Objectives

-  At the end of the discussion, all the participants will be able to assess their knowledge regarding HIV/AIDS

Materials

-  Rolled-up lots, Paper box

Activities

30-minutes

1. Playing

- (a) Write one point mentioned below on each strip of paper and make rolled-up lots and put them in the paper box.

Points included in the rolled-up lots

- (1) Can you get AIDS? Why?
- (2) Which behaviors can get HIV infection?
- (3) How can a person know whether he/she has got HIV infection or not?
- (4) got HIV infection or not?
- (5) How can a person behave not to get HIV infection?
- (6) Do teenagers need to know about AIDS? Why?
- (7) What should you do if a friend of yours gets AIDS?
- (8) How can AIDS transmission be concerned with the environment in the community? Why?
- (9) Is condom useful for protecting with all sexually transmitted diseases? Why?
- (10) Can the utilization of condom really protect HIV infection? Why?
- (11) Can you tell that a person has HIV by looking at him/ her? Why?
- (12) Is it a shameful thing to keep a condom with a person? Why?
- (13) Who is responsible for protecting AIDS?
- (14) Should a person living with AIDS hide the disease because of feeling shame? Why?
- (15) How should you treat a person with AIDS? Why?
- (16) Are there any differences in needs and feelings between a person who has ordinary sickness and AIDS?

- (b) The facilitator asks all the participants to sit in a circle.
- (c) Give a participant the paper box of rolled up lots and pass it from one to another.
- (d) The facilitator says ' Stop'' to make the circling stop.
- (e) The person who is holding the box at that very moment has to draw the lot and read out the point written in the lot.
- (f) Let the youth tell what he/ she knows about the topic (a question).
- (g) Then, let the other youths to add more information if they have to. The facilitator can give some more facts if it is necessary.
- (h) After that, continue to hand the box from one to another and do as the first youth did. The facilitator has to arrange for all the youths to perform in turn.
- (i) After the game, let the youths to go back to their groups.

2. Whole Class discussion

(15minutes)

- (a) Why do you think you are asked to play the above game?
- (b) What additional information did you gain from this game?

- (c) Share with the whole session the particular stories concerning HIV/AIDS infection that you experienced in your community? (Let 4 or 5 persons share their experience)
- (d) How did you disseminate HIV/AIDS information to other people in the community? How did you help for that?

3. Group presentation (45) minutes

- (a) Write the following questions on the board and let the groups discuss and present their discussion points to the class.
 - What additional information should you know about HIV/AIDS or would you like to know?
 - Where will you contact if you would like to get the additional information about HIV/ AIDS?

- (b) The remaining groups have to add to the presentation of the above questions.
- (c) If it is necessary, the facilitator can add some more points to the presentation.



Reflection

Time: (90) minutes

Objectives

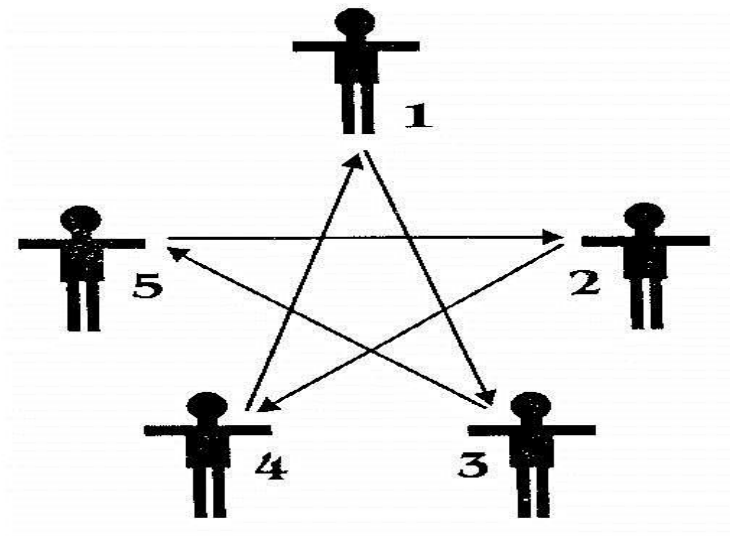
At the end of the discussion, the participants will be able to describe Life Skills, identify their meanings, reflect the situations of applying them in their daily life and assess their life-skills.

Materials

-  Ten basic life skills and their meanings
(To write on the blackboard so as all the participants to see them)
-  Sheets of newspaper, Tape

Activities

1. Playing (throwing a ball to one another) (25 minutes)
 - Before playing, give a sheet of newspaper to each participant and the facilitator lead them to make paper balls. (Make the balls simultaneously)
 - Then, the facilitator has to explain how to play the game.
 - Form groups consisting of five youths. At the beginning of the game, give just a ball and let them play by throwing it to one another. And then, give them another ball and let them play with two balls simultaneously. Likewise, give them up to five balls and continue to play the game. Let the groups throw the balls like the following pattern. While the game is being played, the facilitator will go round the groups and observe them playing. The groups that can play the throwing pattern successfully at least with 3 balls will be recorded. Limit 10 minutes for playing the game.



2. Whole class (20 minutes)
 - How did you feel to play such game?
 - Why do you think you were asked to play this game?

- How did you manage to play the game successfully? (The group that can play according to the pattern will be asked first. Record the answers on the board.)
- Which life skills did you apply while playing the game? (Point to the points on the board when asking the question)
- Stick the chart on which 10 life-skills are written and explain relating what they have done during the game to those life-skills.

3. Group Discussion (40 minutes)
- Let the participants form groups according to their village or organization and discuss the following question. Give 10 minutes for discussion.
- Choose one problem that you have described in the reflection session and describe how you have done to overcome it by relating your life-skills and fill in the following table.

| Problem | How it was solved | Life-skills used in solution to the problem |
|---------|-------------------|---|
| | | |

Let the groups present their discussion points. Let the other groups discuss whether the solutions and life-skills used in solution to the problem are appropriate in their opinions.

The facilitator will ask the following question and record the answers on the board.

How did it benefit you to listen to the village wise problems and their solutions to overcome them?

4. **Facilitator notes:** **5-minutes**

All of us can reflect whether we really understand and practice life skills discussed in the previous training session by reviewing them based on our real situation.

✚ Only when we know the really situation, we can identify the facts that should be included in the future discussions in order that the youths can increasingly apply life skills.


✚ Not only the youths understand life skills but do they also need to practice them in their daily life. Thus, it is beneficial to both self and for community (especially youths in the community).

Life Skills – General



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.

Phase 2 – A

A-1 Self Awareness

Phase 2/A-1-1

Time: (60) minutes

Do understand

(Critical Thinking, Self Awareness, Empathy)

Objectives

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

1. Identify personality traits in self.
2. Explain that they should understand different personalities of others
3. Explain how to think when their attitudes and perceptions are different from others.

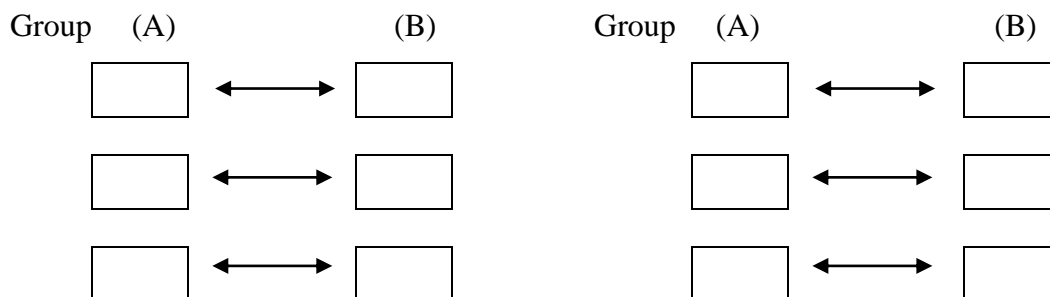
Materials

 Paper

Activities

1. Playing game (15 minutes)

- (a) The facilitator asks all the youths to think of their personality traits and write down the good one and the bad one. (If there are some who can't write well, the facilitator should help them)
- (b) The facilitator should explain and demonstrate how to play the game. Then, let the participants form two groups and stand face to face with the other group.



- (c) Ask the first couple of each group to start telling their personality traits to each other.
For example:
 - I easily get angry but I always work well, neatly and tidily.
 - I live happily but I usually work untidily.
- (d) Starting from the pair at the head of the groups let each pair to speak about their personality traits aloud so that all the other persons in the group hear them. Let the rest of the groups listen to the pair attentively.
- (e) After all the youths have finished telling their attitudes and personality, ask the each couple take 5 minutes to discuss whether there can be conflict due to their different attitudes and personality and if so, what they can do not to break their friendship ties..
Note: Each couple can discuss wherever they like. The facilitator should help the couples not to be close to each other.
For example: You often feel angry. You do your work nicely. Your friend likes to live light-heartedly and do his work haphazardly. If so, discuss how you both should do to have a good relationship between you and your friend.

(f) After discussion, starting from the first pair let them present what they have discussed.

(g) Then, ask the following question.

What did you learn from this role playing?

2. Group discussion

(30 minutes)

(a) Have each of the group members present his/her hobby, personality traits (both positive and negative) in the group. Give 3 minutes.

(b) Let the groups discuss the following questions. Give 10 minutes to discuss.

There are different attitudes, ideas, hobbies and personality in the group. You are going on a visit to a pagoda for 3 days. You all have to travel and have meals together. You all have small amount of money for the visit. As you have different hobbies and likes, what do you think can happen? How will you do?

(c) A representative of each group will present to the class the points they have considered

(d) The facilitator will explain using facilitator notes.

Facilitator notes

People never live in solitude. They always communicate with their neighboring environment. As people can have good and bad personality, attitudes and habits, they have to negotiate with the environment so that they can live comfortably in the environment. Sometimes they have to compromise. They won't get along with others if they always want to take advantage. Only if they understand other people's attitude and behavior can they have negotiation with them. (Use daily life examples to explain this.)

3. Assessment questions

15-minutes

(a) Content questions

1. Can you always negotiate with your friends when your attitude and behaviors are different from their? Then, what should you do?
2. What should you consider if you all have to participate in an activity though you have different ideas? What do you think can happen if you don't consider like that?
3. Do you think your friends will sincerely tell you about your attitude and behaviors as they see you? Why?

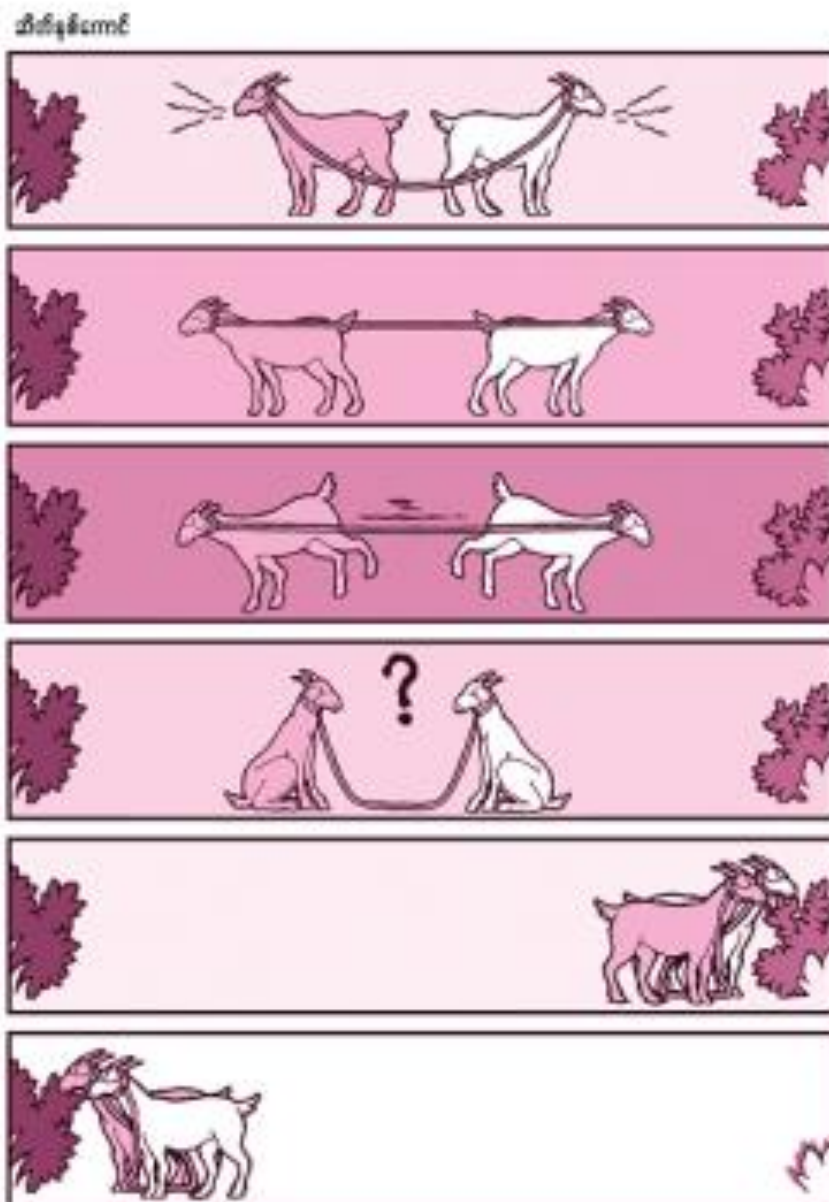
Personalization questions

1. Have you ever thought of your attitude and personal traits before? How do you feel as you now aware of your good and bad ones?
2. How can it be beneficial to you when you become aware of your attitude and behavior?
3. How will you consider if your desire is different from that of others?
4. What benefits do you have for knowing other people's attitude and behaviors.

Linkage questions

1. What do you do if your friend, whose attitude is different from you, is facing an obstacle? Why did you do so?

2. Can you know how is one's attitude, just seeing his/her appearance and wearing style? Why?
3. What do you have to do if you want to know whether or not one's attitude and behavior are good?



Needs and Wants

(Critical thinking, Self Awareness)

Objectives

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

1. Describe personal wants and needs
2. Explain the differences between wants and needs

Materials

- ✚ Small pieces of paper for the youths















Activities

1. Whole class discussion

(5 minutes)

- (a) Tell the following event to the class.
You go to a festival. You find the things you like. You bought those kinds of things the last time. You still have left some. However, you like these new ones better than the ones you have. You have extra money to spend. What would you do? Why?
- (b) Ask one or two persons whether they would buy the things or not. Then, ask the following question to one or two persons.
What the youths buy are the things they want or the things they need?
- (c) Let the participants look at the things they can choose in their student booklet. Distribute pieces of paper to the participants and tell them as follows. Suppose you have many things to choose now. Choose at least 10 things you like and write one thing on each piece of paper.

ရွေးချယ်ရမည့်အရာများ

| | | | | |
|---|---|---|---|---|
|  ပိနပ် |  အများနှင့် ပေါင်းသင်း ဆက်ဆံတတ်မှု |  ဘာနီ |  အစားအစာ |  မော်တော်ကား |
|  ဆန် |  တိမ် |  ပုလဲသုတီး |  တတတ်ပညာ |  ရေဒီယို |
|  တီး |  ပိသားစုအားကစားပွဲ |  ကင်မရာ |  နာရီ |  ကဗျာစာအုပ် |
|  စက်ဘီး |  ချစ်ခြင်းမေတ္တာ |  လေကောင်းလေသန့် |  စရ |  အေးကောင်းမှု |

- (d) Let the participants choose the things in the picture they like.
- (e) Let them mark a star (*) on top of the piece of paper if it is the thing they need.
- (f) Let them mark a tick (✓) on top of the piece of paper if it is the thing they want.

2. **Group discussion** (15 minutes)

- Let the groups discuss the meaning of "needs" and "wants".
- Let the groups present their discussion points.
- The facilitator should discuss using the following points.

Facilitator notes

"Need" means things that are essential for us to survive. Every one has the same basic needs. (For example, home, food, love, security and so on)
 "Want" means that it is just a desire, not a necessity.

- After the participants are clear with the meaning of “want” and “need”, let them check whether the things they have chosen are their wants or needs. Tell the class that if they think what they have written are not the same as what they understand now, they may correct them.
- After the participants have rewritten needs and wants, ask them to think of their wants and needs. Then, let one participant share one of his/her needs and wants to the class.
- Let other participants say if they have different wants and needs.
- If there is different idea on need and want, help the participants to be able to decide correctly. (The facilitator should check whether it is want or need carefully.)

3. **Explanation** (5 minutes)

Tell the class that if they are in a situation in which they must choose only a thing between "need" and "want", they must be able to choose "need" only as a priority.

Assessment questions (10 minutes)

Content questions

1. Did you choose anything that you thought was needed though you actually didn't need? Why do you think you chose like that?
2. Do you need to know the difference between needs and wants? Why?

Personalization questions

1. What should be prioritized between needs and wants? Do you think you can always prioritize need ? Why?
2. Have you experienced a situation in which you didn't get what you need? How did you feel at the time? What happened then? Give an example.
3. Have you experienced a situation in which you didn't get what you want? How did you feel at the time? What happened then? Give an example.

Summarize the lesson as follows.

- ◆ Whenever you find people who have different ideas and attitudes, try to negotiate with them and live in harmony with them.
- ◆ Everybody has physical as well as mental needs. You must be able to differentiate between your needs and wants. You must assess whether you prioritize your needs or your wants. You should reflect whether you could choose your needs, what you need most for the time being, what you need to do to get them, etc.

Facilitator notes:

Physical needs

food
water
clothes
home
fresh air
technology

Mental needs

love
care
protection
family's recognition

Social needs

sociability with others



What are we going to do?

(Self Awareness, Critical thinking, Decision making)

Objectives

At the end of the discussion, the participants will be able to describe situational needs and needs that are to be given priority in making choice.

Materials

- + Pictures for playing "Shopping game"
- + Pieces of paper used as different values of money
(The facilitator needs to prepare for the materials)

Activities**1. Whole class discussion**

5-minutes

Ask the following questions and discuss with the whole class.

- + What is "need" and "want"? How do you understand?
- + Tell the basic needs. (Record on the blackboard)

2. Playing "Shopping game" (In groups)

15-minutes

- + Give each participant 3000 Kyats.
- + The facilitator displays goods and pictures (written the values on them) in the middle of a group, like a shop. Take care that the commodity worth 3000 kyats should be sold. Prepare things such as rice, firewood, charcoal, torch, umbrella, slippers, watch, medicine, snacks, lipstick, etc.
- + One of the participants plays a role of shopkeeper.
- + Tell them that they can bargain the goods they actually want to buy.
- + After selling and buying, the facilitator has to ask each participant why he/she bought the goods at such price.
- + Tell all the participants to observe whether or not the goods they bought are what they really need. If there is someone who bought the thing that is not really needed, ask that person why he/she bought that thing although it was not really needed.

3. Facilitator's additional discussion

The basic needs for a human being can be the same for everybody. For example, a place to live and food are basic needs. But depending on the situation, there may be differences among people in valuing their needs. Though they know they have to categorize "want" and "need", they often give priority on "want" to fulfill their desire when they have to choose between them. Therefore, they need to have a habit of choosing their needs whenever facing such situation.

Help to fulfill the needs

Phyu Phyu and her family hire and live in a lean-to of the other person's house. Her father, U Aye, is a laborer carrying packages of goods daily and has to go to work at dawn. Her mother, Daw Hla, can't work well because she is unhealthy.

Phyu Phyu has five siblings. Due to being the eldest daughter, she has not only to prepare medicine and food for her sick mother but also to do household chores and the needs for her brothers and sisters before she goes out for selling goods.. But irritating her sickness, her mother always scolds her.

When her father comes back home at night, he is usually drunk and falls asleep. Phyu Phyu always feels unhappy because she cannot get help from her father. Her father's income isn't enough for her family.

As she can't take care of her siblings, they are bullied by the neighbors. She is thinking what to do in order for her siblings not to be bullied and feel depressed.

Though she tries to support the needs for her family by selling goods, it is not enough. She always thinks of making money to pay for the rent of the house and to buy medicine for her mother. When falling asleep at night, she usually dreams a watch that she wants very much.

One day, a woman who always buys things from her knows that she is honest and that looking after her mother tells her to work at her house when Phyu Phyu is free. As she enquires about the woman in the neighborhood, she is so happy to know that the woman is kind and helpful to others. This encourages her to decide to work at the woman's house and she goes to work at her house.

4. Group discussion

(15 minutes)

- (a) It needs one facilitator for each group.
- (b) The facilitator from each group read out the story about Phyu Phyu. Then, ask a youth to read the story again paragraph by paragraph and let the other participants listen to the story carefully. After one paragraph has been read, the facilitator will ask the questions for that paragraph. (Expected and possible answers are mentioned within the brackets.).

Phyu Phyu and her family hire and live in a lean-to of the other person's house. Her father, U Aye, is a laborer carrying packages of goods daily and has to go to work at dawn. Her mother, Daw Hla, can't work well because she is unhealthy.

What does Phyu Phyu's family need? (a house, good health, medicine, money)

Phyu Phyu has five siblings. Due to being the eldest daughter, she has not only to prepare medicine and food for her sick mother but also to do household chores and the needs for her brothers and sisters before she goes out for selling goods.. But irritating her sickness, her mother always scolds her.

What are aphyu Phyu's needs? (Help, understanding, encouragement)

When her father comes back home at night, he is usually drunk and falls asleep. Phyu Phyu always feels unhappy because she cannot get help from her father. Her father's income isn't enough for her family.

What does Phyu Phyu need? (Kindness, care, encouragement)

As she can't take care of her siblings, they are bullied by the neighbors. She is thinking what to do in order for her siblings not to be bullied and feel depressed.

What do her siblings need? (Safety, care, protection)

Though she tries to support the needs for her family by selling goods, it is not enough. She always thinks of making money to pay for the rent of the house and to buy medicine for her mother. When falling asleep at night, she usually dreams a watch that she wants very much.

What does Phyu Phyu need? What does her mother need? (Help, work for making money)

One day, a woman who always buys things from her knows that she is honest and that looking after her mother tells her to work at her house when Phyu Phyu is free. As she enquires about the woman in the neighborhood, she is so happy to know that the woman is kind and helpful to others. This encourages her to decide to work at the woman's house and she goes to work at her house.

What does Phyu Phyu need? (Effort, honesty, communication skills)

5. **Explanation by the facilitator** (5 minutes)

Your needs can vary depending on the situation. There can be more than one need even in one situation. If you are to choose one, you should consider other people that will affect your choice and choose the one that will be the best for all.

6. **Assessment questions** 20-minutes

Content questions

1. What does Phyu Phyu's family need?
2. Who should do what to fulfill her family's needs? Why?

Personalization questions

1. Can every need be fulfilled in your family? Explain.
2. What is your need? Who will have to do to get your needs?
3. If you have to choose between your need and your mother's, which one will you choose? (For example, you need a watch and your mother needs medicine)

Linkage questions

1. Do you think your expectations will come true if you don't have the basic human's needs?
2. How do you feel when you can't get the most necessary thing for you? How will decide to continue to get your need? What should you avoid?

How to be healthy


(Self awareness, Critical Thinking)

Objectives

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

1. Identify what responsibility is.
2. Identify the behaviors that one needs to do for personal health.
3. Explain how it is responsible for family health

Materials

-  Spoons (as per youth), Chop-sticks, Ping-pong balls, rubber rings or something else

Activities

1. **Playing (Carrying things with a spoon/ chopstick bitten in the mouth)**
(10minutes)

Facilitator should explain the steps for playing games.

- Form 2 or 3 groups and let the groups stand in parallel lines.
- All the participants in each group will bite a spoon or a chop stick.
- Put a ping-pong ball or a rubber ring in the first participant's spoon or chop stick.
- Ask all the participants put their hands behind their back.
- From the first person to the last one, carry the ball or ring one by one in the position of biting their spoons or chop sticks without falling it. Carry again at the outset if the ball or ring drops down on the ground.
- The group that can carry the ball or ring first without dropping is the winner.
- Let the groups play the game.

2. **Whole class discussion** (10 minutes)

Regarding the above game:

- (1) What did you learn?
- (2) What is your responsibility?
- (3) What if someone doesn't take his responsibility?
- (4) Who is responsible for the success of the group?
- (5) How do you understand the word "responsibility?" (After the participants have answered, explain by giving example of the game.)

Responsibility means a task you have to carry out.

- (6) What does it mean "being responsible"?

Being responsible means it needs to complete the tasks you have to carry out.

Continue to ask the youths the following questions:

- What responsibility does everybody have? (ask them until they answer "to do what they can")
- What should everybody be to be able to work? (to be healthy.....)

- How do you understand the word "healthy"? (to be healthy both physically and mentally)
- Have you ever been ill?
- How have you been ill? (Sneezing, catching cold, etc.)
- Why did you get it?
- Who is then responsible to be able to enjoy good health?

3. **Group discussion** (15 minutes)

- (a) Ask the following questions for group discussion.
- What tasks or behaviors are you responsible for your well being?
 - What tasks or behaviors are you responsible for your family's wellbeing?
- (b) Let one group present their discussion points and let the other groups add points to the presentation. The facilitator draws the following table on the board and records the discussion points.

| | Physical Health | Mental Health |
|-----------------|-----------------|---------------|
| For yourself | | |
| For your family | | |

- (c) Pointing to the facts in the table, ask the following question to the class.
What do you think will happen if you cannot take the responsibility to do these tasks?

4. **Providing some points by the facilitator**

The facilitator should provide some points using the following notes.

Everybody has different responsibility, depending on their situation. They need to be healthy to be able to take their responsibility. You are mainly responsible for your health. At the same time, you need to take responsibility for your family and community's health as much as you can.

5. **Assessment questions** (10 minutes)

Content questions

1. As it is responsible for all the group members to relay the ping-pong ball / a rubber ring for winning the game, who is responsible for the whole family members' health? Why?
2. What are the things that everybody has to do every day to enjoy good health? Explain why these things need to be done.
3. What can happen if you take responsibility to do a task and fail to do so?

Personalization questions

1. Do you do the tasks that you must not fail to do for your good health every day? Describe the tasks that you fail to do. Why didn't you do them?
2. What responsibility should you take for your family's health? Describe whether you really can do this.
3. Do you want someone else to take responsibility for your health? Why?

4. What behaviors should you and your family avoid not to be infected with diseases?

Linkage questions

1. Can a person be infected with HIV if he/she always practices good health behaviors? Explain.
2. Who will you tell if you have a health problem? Why?
3. What will you do if someone gives you a medicine you don't know for the reason of your good health? Why?

Summarize the lesson as follows.

- ◆ You can face difficulty in choosing things in your life. Based on the situation, you should differentiate between **need** and **want** and must try to choose the thing you need most. When you choose, consider not only your need but also the needs of people concerned with you. Example: You should decide by considering “When I choose my need, do I neglect the needs of my family? What can I do at least to my family?” Provide your family as much as you can. This, in a way, shows that you take the responsibility of the family. However, don't forget that to fulfill your needs; your good health is the most important thing.



A-2 Personal Safety and Coping with Emotion

Phase 2/A-2-1

Time: (60) minutes

Think to prevent mistakes (Problem Solving, Critical Thinking)

Objectives

At the end of this discussion, the participants will be able to solve the problems using the steps for solving problems.

Materials

3 pieces of paper on which problems are written

A flipchart paper on which the steps to make a decision are written

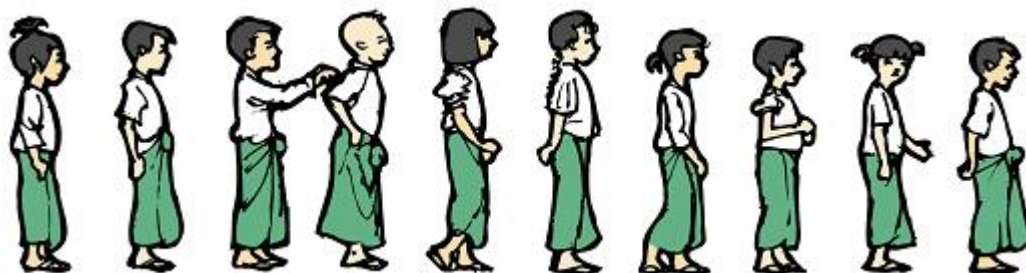
Activities

1. Playing

10-minutes

The facilitator will explain the steps for the game.

- (a) Form groups of ten and stand in a line.



- (b) Tell them the following problem.

Now, I'll give you a problem. You all have to discuss how you will solve the problem in your own group. I'll place a thing in front of the first person of your group. That person has to pass the thing to the person behind without dropping the thing. In this way you have to pass the thing till it reaches the last person in the line. One thing is you must not touch the thing with your fingers. You have to pass it within two minutes.

- (c) Give two minutes to discuss the way for passing the thing to the last person.
(d) When time is up, let them tell how they will pass the thing.
(e) After describing their ways, let one group demonstrate their method of passing of passing the thing. If one member drop the thing, stop them and let them observe the other group play the game of passing the thing. The groups also have to demonstrate their method one after another.

2. Whole class discussion

(10 minutes)

- (a) When all groups have played the game, draw the following table on the board.

Problem

| Solution Method | Strengths | Weaknesses |
|-----------------|-----------|------------|
| | | |

- (b) Ask the following questions and fill in the answers of the participants in the table.
- What problem did you have to solve?
 - (Passing the thing without touching it with fingers)
 - What are your solutions to the problem?
 - (Solutions of the groups)
 - What are the strengths (good points) of your solution? What are the weaknesses (bad points) of your solution?
 - (Each group has to present their strengths and weaknesses. The other groups has to give their opinions on the presentation of the group's solution.
- (c) After filling in the table, ask the participants the following questions.
- Among the solutions of the groups to the problem, which solution do you think is the best? Why?
 - (Solution that has most strength and least weaknesses is the best.)

3. **Explanation by the facilitator**

The facilitator will explain that as they have thought many ways to solve the problem in the game, it is important to make the right decision whatever problems they solve. When they are going to make the decision, they need to follow the steps below. Explain each step using the expressions and words they can understand.

Steps to make a right decision

1. You have to know the problem you are facing.
2. You have to consider/know what you can do and what you can't do.
3. You have to identify at least 3 ways to solve the problem and their advantages and disadvantages.
4. You have to choose the appropriate way for you by considering with sympathy whether your solution can have a negative effect on others.
5. You have to make a plan to put the solution into action in time.

- Then, ask the following question to the participants.

When you have got a problem, how many possible ways of solutions do you usually think?

Explain as follows by adding some points to the answers of the participants.

Most people use the first thought as a way to solve the problem. In fact, they should take time to get as many possible ways as to solve the problem. Assessing the strengths and weaknesses of each solution and choosing the best way is better than thinking only one way of solution. In the last game all the groups thought only one way to solve the problem. If a group had thought more than one way of solution, they would have been able to solve the problem more successfully.

4. **Group discussion** (30 minutes)
- Divide the youths into 3 groups. Give each group a problem. Have them observe the problem and discuss how to solve the problem by using the decision making steps. The facilitators will supervise each group.

Problems to discuss in each group

1. Ni Ni has to go to work a part time job to the other bank of the river near her village. Her mother is ill at home and they need money. What would you do if you were Ni Ni?
2. Nyi Nyi argues with his parents and leaves home. On the way, he meets Aung Zaw, an acquaintance of him. Aung Zaw suggests that they go to the pagoda if he is feeling frustrated. He doesn't want to go there. What would you do if you were Nyi Nyi?
3. While Htoo Htoo is selling ice lolly. A stranger requests him to show the direction of a place he wants to go. The man said he would pay pocket money for his help and he would also send him back to his place. What would you do if you were Htoo Htoo?
 - Ask the group that will present to read out the problem they get to the class first.
 - Then, present how to solve the problem by using problem solving steps.
 - The other group can add what is needed after the first group finishes presenting.
 - The remaining two groups present in turn and let the whole class add points to the presentations.
 - The facilitator also add some necessary facts.

When you have a problem, after making the right decision to solve it as you have done, you should consider the following points.

- Tell the other person your decision and difficulty that you can't agree with that person until he/she understands you. Try to negotiate with him/her to have a win-win agreement.
- Refuse the dangerous activities when someone force or persuade you to do .(Need some practices)
- Cope with emotions that can cause more problems.
- Consider ways to implement your decision successfully.
- If the problem doesn't need to solve immediately, ask your parents, relatives, friends and the persons you trust to give you advice. If the problem is to solve immediately, think the way that has the least side effect and disadvantages.
- Take care that the decision you make doesn't affect either you or others.

Assessment questions

(5 minutes)

Content questions

1. Can these stories be possible in real life? Tell your experiences or what you have heard.
2. Do you think there are other problems such as the ones in the stories in real life? Share them.
3. Why do you think people solve different problems in different means?
4. What factors should you consider if you are going to solve a problem? Why?

Personalization questions

1. Have you ever experienced one of the problems identified (in the above content question No.2)
If so, tell the problem and how you solved it. Or how will you solve the problem if you are to face it.
(The facilitator should let him/ her identify the problem.)
2. Have you ever experienced a problem you couldn't solve? Why?
3. Though you and the other person face the same problem, can the solutions to the problem be the same? Why?

Linkage questions

1. Will you be able to solve the problem you face if you are an alcoholic? Why?
2. Who do you ask for help when you face problems?
3. Can the ability to make a right decision prevent HIV/AIDS infection? Explain.



Mutual Benefits **(Interpersonal Relationship)**

Objectives

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

1. Identify and analyze possible problems that may occur in different situations.
2. Explain ways for helping and protecting each other using problem solving skills.

Materials

Newspaper-sized paper (15 pieces for 30 youths)

A flipchart paper on which decision making steps are written

Activities

1. Playing

10-minutes

The facilitator will explain how to play the game.

- (a) Now you all are on an island due to your shipwreck. There is nobody to ask for help. At that time, a ship arrives to rescue you. You have to climb up to the ship by a rope. If you and your partner can't make a rope within 3 minutes, you will be left behind on the island.
- (b) Give a piece of paper for each couple (Newspaper, old calendars can be used). Using the paper, the couple has to make a rope within 3 minutes.
- (c) A couple who can make the longest rope will win. (Just say to make a rope and don't say whether the rope must be strong or not.)
- (d) The facilitator has to continue to discuss with the winning couple by asking questions.
 - a. "How did both of you think and do to win the game?"
- (e) The winner explains to the whole class how they made the rope.
- (f) Ask the question "Why do you think you are asked to play this game?"

2. Facilitator's explanation

(5-minutes)

The facilitator should explain according to the facilitator note.

Facilitator note

What the youths need to know is when the two persons face a problem together, only if they negotiate and cooperate each other can they solve the problem successfully and reach the goal, no matter whether they know each other or not.

3. Group discussion

(10 minutes)

- (a) Give each group one of the following situations and have the groups discuss how to solve it by using 5 steps of decision making. (The participants who can read help illiterate participants)

Situation (1)

Two girls are hawking together in a village. One sells tempura. The other sells rice pancakes. Two men usually bully the girls and snatched the tempura. Now, those two men are coming. What problem are they facing? "How will they help each other and solve the problem so that their tempura is not snatched and eaten by them."

Situation (2)

Two friends are working together at a restaurant. The shop sells more after they have started to work there. The owner worries that they leave the restaurant due to their tiredness at work. One day, the owner gives them tablets to relieve tiredness and even feel strong. They don't know what kind of tablets they are. The owner forces them to take the tablets. But they both don't want to take them. "What problem are they facing now?" "How will they help each other to solve the problem?"

Situation (3)

The two girls who are friends come back home late in the evening after hawking. A group of boys in the village follow them, talk to one of them and give her a love letter insistently. The boys don't give up though the girls refuse to accept the letter and tell him she doesn't like him. However, they don't give up. The two girls are afraid of the situation. "What problem are the two girls facing?" "How will they help each other to solve the problem?"

- (b) Have each group present in turn. The remaining groups observe whether or not the presentation is in accordance with the five steps for problem solving and add what is needed.

4. Facilitator's explanation

Explain using the facilitator note.

Facilitators note

Every youth can face different situations (economic, social, and health). When facing such situations, they will have to identify and analyze the main problems that may occur in different situation. They have to solve those problems by thinking the advantages and disadvantages of their solutions and its consequences.

Your friend may face such situations or problems as you do. If so, you should think the ways to solve the problem critically instead of ignoring your friend. Or both of you should find a solution by discussing and cooperating together with each other.

5. Assessment questions

(20 minutes)

Content question

1. After discussing and solving the given situations, how do you feel? Why?
2. How will you and your friend solve a problem that you both face?
3. Is it easy to solve the problem in accordance with the five steps of problem solving. Why?

Personalization question

1. Have you ever encountered the above situations in your neighborhood? How did you solve? Does the problem become bigger or smaller when you solve it? Why?
2. What benefits can you get from solving a problem after thinking critically?
3. To prevent or solve a problem, can you cooperate with others? How do you cooperate with them?

Linkage questions

1. What skills do the youths achieve for helping and protecting each other?
2. How can you help each other to prevent drugs and HIV / AIDS infection?

Summarize the lesson as follows.

- ◆ Everyone in your environment has to face the problems and solve them every day. From today on, try to practice to consider different ways to solve a problem and choose the best one. Take care that your decision will not affect the other person. If your friend or both you and your friend have a problem, try to solve the problem using the five steps and helping each other.



Beware and be alert

(Critical Thinking, Problem Solving)

Objective

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

1. Describe the obstacles which may arise unexpectedly while traveling
2. Explain how they can analyze the unexpected obstacles that give trouble to them when they encounter them in their life

Materials

Spoon as per youth, Seeds of pea

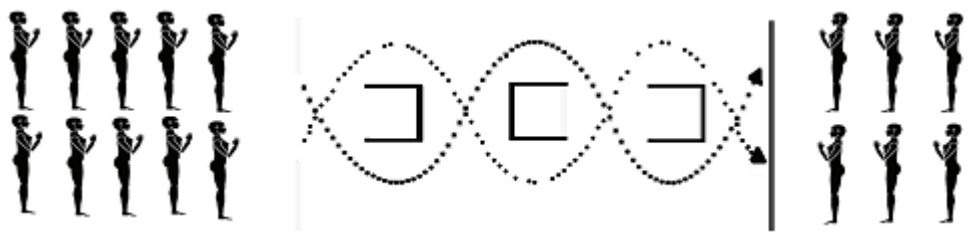
Activities

1. Playing

10-minutes

The facilitator will explain the steps for playing the game.

- (1) The facilitator delivers spoons and pea or star-flower seeds to the youths.
- (2) Have the youths count the seeds and fill them fully in the spoon.
- (3) Divide the youths into two groups and have them bite the spoons full of seeds.
- (4) Have the youths walk quickly from the starting point to the designated ending, biting the spoons full of seeds. On the way, some chairs are put and have them walk as shown in the picture.



(While the youths are walking, the 3 facilitators have to create unexpected obstacles on the way. They don't necessarily tell the youths in advance.)

- (5) After the facilitator has explained how to play the game, let the participants start the game.
- (6) When the youths have played the game, ask the following questions to class.
 - How many peas have you kept?
 - Why could you keep that amount? (If they can keep all the peas till the finishing point or if they dropped some on the way, ask them why they did so.)
 - Could you predict what would happen while you were playing?

2. Whole class discussion

20-minutes

1. What obstacles are you likely to face while travelling in real life as you did in the game?
2. Record the obstacles the youths discussed on the blackboard.

3. Group discussion

(30 minutes)

1. CrHave each group discuss one of the obstacles they described on the board. The facts they have to discuss are:-
 - (a) Why does this obstacle happen?
 - (b) With which means can you solve the obstacle?
 - (c) What are the advantages and disadvantages of each mean?

- (d) What must you do so that these obstacles do not occur?
- Let the groups present their discussion points and ask the other groups to give their ideas and comments.

Use the following table to record the discussion points.

| Obstacle | Solution | Strengths (Advantages) | Weaknesses (Disadvantages) | What to be done |
|----------|----------|---------------------------|-------------------------------|--------------------|
| | | | | |

4. Facilitator's explanation

(5 minutes)

The facilitator will explain using the facilitator note.

Facilitator note

Nobody always stays at home. At a time, they have to go out for work or travel to another place. When they go out, they are likely to face any of the problems they discussed above. It is not merely a person that the problems can be encountered. In fact, everybody will encounter such situation. The causes of encountering such problem are: The lack of mutual understanding, carelessness while traveling, lack of a systematic plan and knowing nothing about the situation of the region they have to go and about the job. Even their properties are likely to be lost. Or they may die.

Assessment questions

(10 minutes)

(a) Content questions

- What do you have to prepare while traveling? Why?
- If a stranger gives an advice to change your route while you are traveling, how will you make sure whether a stranger's advice is good or bad? Why?

(b) Personalization questions

- What will you do if you face a problem on the way to your trip? What must you take into account?
- While you travel with the person who takes responsible for you, if you encounter an unexpected problem, do you think he can tackle it? Can you rely on him? Why?
- What will you do if you face any unexpected obstacle while striving to do what you want to be? What will you have to take into account?

(c) Linkage questions

- What would happen if you do according to someone has said without knowing about him and his attitude? Why?
- Which factors should the youths consider when they encounter any obstacle on their way and have to solve it? Why?

It's a catch

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

Objective

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

1. Describe the dangers that can be encountered when working in urban.
2. Identify ways of reducing risks related to seeking employment in urban.

Materials

Pieces of paper on which kinds of jobs are written, Glue

Activities

1. Playing (15-minutes)

- (a) The facilitator should write beforehand the job situations (salaries and working hours) on pieces of paper and stick them on the walls or in the class where all the youths can see. (Don't describe the names of the jobs. Only the facilitators need to know them)
- (b) The facilitator should explain to the participants that they have to go to the city to work there. Tell them that the job situations are stuck on the wall.

Job Situation

1. Give 30 thousand kyat per month and a place to live in. No need to work daily. In the leisure time, can do what you want to or go where you want to.
2. Give 10 thousand kyat per month as a net salary. Have to work 5 hours a day. Give a tip if you work hard.
3. Give 8 thousand kyat per month, including daily meals. Have to work day and night.
4. Give 2 thousand kyat per month. No need to work daily. Give more money if the business is successful.
5. Give 7 thousand kyat per month. Have to work 10 hours a day.
6. Give 5 thousand kyat per month. Have to work 6 hours a day.

(The facilitator has to know the following:-

Job situation (1) is to work with as a prostitute.

Job situation (2) is to work as a waiter in a restaurant and has to serve alcohol to male customers.

Job situation (3) is to work as a maid.

Job situation (4) is to deliver drugs.

Job situation (5) is to work in a tea shop.

Job situation (6) is to work in a store.

- (c) Each piece of paper on which the above job situations are written is stuck on the different places on the wall. The facilitator should read out salaries and working hours. (to be convenient for illiterate youths)
- (d) After reading, have each youth choose the job he / she likes and stand at the place where the job advertisement is stuck.
- (e) After the youths have chosen the job, ask them why they choose the job and how the job they have chosen is different from the other jobs.

- (f) After the youths have answered, the facilitator writes the names of the jobs and sticks them under each job situation.
- (g) After the youths have learned the names of the jobs, tell the youths they can change their jobs. Ask them why they change their jobs.
- (h) The facilitator continues to ask the questions:
- (i) "Have you ever seen fishing? What do they use to get fish? Why do they have to use bait?"
- (j) After getting the answers from the youths, the facilitator has to explain that a fisherman has to use bait to get fish. The fish that see only the bait are caught in the hook. Likewise, giving opportunities more than it is worth is like bait and is dangerous to them.

2. **Group discussion** (20 minutes)

Have every group discuss the following question.

- What should you enquire beforehand about the job you are going to do?
- Who should you ask? Why?

(The facilitator should encourage the participants to think of the answers to the questions in order that they all will participate in the discussion and share their opinions with one another. They will be able to think and analyze them critically.)

3. **Group presentation**

Have each group present the discussion results to the class.

4. **Facilitator's explanation**

Explain by using facilitator note.

Facilitator note

Ask what kind of job it is and what you have to do in this job before you are going to do it. You shouldn't accept a job just because of earning a lot of money without enquiring about the job. You must take into account the danger you are likely to face in the job.

You should balance the job and its salary against your age, ability and the workload. You should enquire about the job in detail. There is nothing to get free so take care not to behave like a fish that sees only the bait and not the hook.

5. **Assessment questions** 10-minutes

(a) **Content questions**

1. Who do you ask for help if you are hard to make a decision to choose the job?
2. What facts should you consider mainly when you choose a job?
3. What should you consider if you are offered lots of money without working too hard?

(b) **Personalization questions**

1. What kind of job would you decide to choose if you are in a situation to work? Why would you choose that job?
2. How would you warn your friend to prepare in advance for avoiding possible dangers when he/she goes to the city to work?
3. What would you do if you have to do the work that could be dangerous to you due to someone's force? Who would you ask for help? Why?

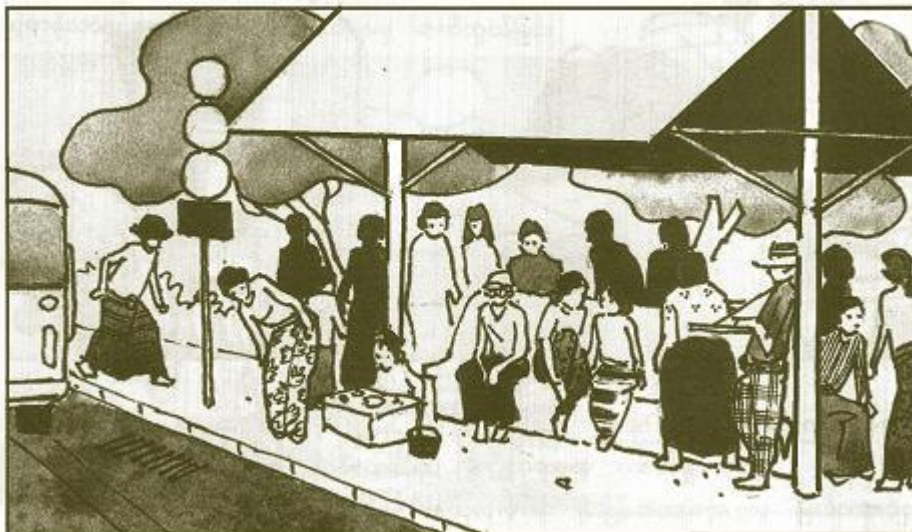
4. Is it easy to get the information when you want to know something? If not, what will you continue to do?

(c) **Linkage questions**

1. What are you likely to face if you do a job without enquiring about it?

Summarize the lesson as follows.

- ◆ Life may not become as we have expected. We can face unexpected obstacles and difficulties. Therefore, if we have to do something, we need to take into account the problems that are likely to occur during it. If it is necessary, we need to prepare for them.
- ◆ Whatever job you work, you must be like the fish that only sees the bait. Don't forget that nothing can be obtained free.



Reproduction Health

Part 2 / A-3-1

Time: 60 Minutes

How to behave

(Coping with Stress and Emotion)

Objective

At the end of the discussion, the participants will be able to describe how to behave when becoming friendly with opposite sex at the age of adolescence when they are experiencing not only physical but also emotional changes.

Materials

Flipchart paper, color pencils, Glue

Activities

1. Drawing picture in groups (10 minutes)

- (1) Form groups of girls and boys separately.
- (2) Have each group draw a picture of a girl/boy based on their sex. Set the time.
- (3) Let them clearly mark with a star on the parts of the body that they don't want to be touched by an opposite sex.
- (4) Have each group think why they don't want them to be touched.
- (5) Let each group stick the pictures on the wall.
- (6) Tell all the youths to watch the pictures drawn by all groups.
- (7) Have group representatives stand near their respective pictures and explain the parts of the body they don't want to be touched and why they don't.
- (8) The facilitator should add the following points:

The adolescents will experience physical changes. At the same time, they will have emotional changes. If there is too much emotion, there can be problems. Therefore, To avoid those problems, they should take care of the parts of the body not to be touched by an opposite sex.

Note: This activity should focus on the youth's happiness, participation, and expression of feelings. The facilitator should supervise them not to draw or write obscenely.

2. Whole class discussion (10 minutes)

- (1) Discuss the following question with the whole class.
 - What is the meaning of a boundary line in some games?
 - What do you think is the meaning of a fence between compounds of the two houses?
 - If you want to go beyond the fence and enter other people's compound, what must you do?
 - What will happen if someone goes stealthily into other people's compound without getting permission?
- (2) The facilitator will ask the following question.

What is a boundary?

Let the participants give answers. Record the answers on the board.
- (3) Then, the facilitator will give the meaning of keeping boundaries as follows.

What is a boundary?

A boundary is an invisible “barrier” between you and other people – limits beyond which you will not go and beyond which others are not welcome. (for example: Not accepting some parts of the body to be touched without any reason)

Setting and maintaining boundaries is an important assertive skill. You don’t do anything beyond your boundary and don’t let other person go beyond your boundary. (For example: Avoiding situations of touching other person’s parts of body and protecting own parts of bodies to be touched)

(4) Ask the following question to the class.

Do you think you need to set personal boundaries in these days as adolescents begin to have emotional changes and at the same time they have to work together without discriminating male or female?

3. Group discussion

(15 minutes)

(1) Let the groups discuss the following question in ten minutes.

- Which personal boundaries should be there between male and female youths regarding their behaviors in communication and relationship?

(Expected answers can be not to touch each other, not to stay in a deserted place with an opposite sex, etc.)

- What can happen if one doesn’t stay in the personal boundary he/she has set?

(2) Let one group present their discussion points and the other groups add some points from their group discussion.

(3) The facilitator should explain as follows.

Some male and female youths fail to keep boundaries but at your age it is very important to set your boundaries in relationship with the opposite sex. (For example, I won’t let any opposite sex touch my shoulder and hug me or lead me to a deserted place however much I am friendly with that person.)

If you don’t have a boundary, there can be unexpected pregnancy or can get HIV and other sexually transmitted diseases. These problems can destroy your goal. Therefore, you should be assertive to be able to live in your boundary.

4. Whole Class Discussion

(20 minutes)

(1) Tell the class that they are now practicing how keeping boundary is important in daily life.

(2) Let them look at the story of “Communication Gone Away” and read the story to them. Remind the class to think of the communication skills of the youths in the story.

Communication Gone Away

Mi Soe met her friends, who also brought some other friends, to a tea shop. Among them Yan Naing, the boy who Mi Soe was interested in, came along as

well. They all sat in a big table and ordered some food. Yan Naing paid a lot of attention to Mi Soe and she was feeling nervous. He noticed that she always seemed to looking at him too. All friends talked for some time and Mi Soe and Yan Naing became friendly.

After leaving the tea shop, they all decided to see famous movie in the video parlour. In the video parlour Mi Soe happened to sit besides Yan Naing. As more and more people arrived, the parlour became crowded, and people had to move closer together. Mi Soe was pressed close to Yan Naing. She tried not to get too close to him, but it was impossible to avoid it with everyone sitting like that. Suddenly Yan Naing put his arm around her. She felt a little uneasy. As she liked him so she kept quiet. He became bold and put his head on her shoulder.

Many of her friends went outside because it was so crowded. She felt, she needed some air and told Yan Naing she wanted to go for a short walk. Yan Naing thought she got the same idea as he had that she wanted to be alone with him and they went out of video parlour. Outside it was beginning to get dark. He took Mi Soe's hand and led her towards the place where some trees in the park. When they got under one tree Yan Naing pulled Mi Soe to him and started kissing her. She was shocked. Sure, she liked him but she hardly knew him. She pulled away from him. Yan Naing couldn't understand why Mi Soe was suddenly acting this way. It was her idea to come out to begin with.

He tried again but she pushed him this time. She did not think she should be alone with Yan Naing. Getting scared, she said, "Let's go back to video parlour. The others might be looking for us". Now Yan Naing felt really confused. Did Mi Soe like him or not?

(3) Then, discuss the following questions with the class. Some points are given to get help in explanation.

- Which boundaries in the relationship were crossed or broken?
 - Tips:
 - Compare the story to the students' list of boundaries on the blackboard.
- Why were these boundaries crossed or broken?
 - Tips:
 - Mi Soe did not send clear messages about her boundaries.
 - Yan Naing misinterpreted messages.
 - Yan Naing did not verify Mi Soe's unclear boundaries.
- Why do you think Yan Naing and Mi Soe did not speak their likes and dislikes openly? What kind of worries do you think they have?
 - Tips:
 - Mi Soe's attraction to Yan Naing
 - Yan Naing's attraction to Mi Soe
 - They may have been afraid that being more direct might...

- Give the other person the wrong impression about their feelings, e.g. in Mi Soe's case, Yan Naing might get the impression that she doesn't like him.
 - How could Mi Soe have better dealt with the situation?
 - Tips: Mi Soe could have told Yan Naing she liked him, but she wasn't ready to...have him put his arm around her, kiss him, be alone with him, etc.
 - How did Mi Soe put herself in a dangerous situation because of poor communication skills?
 - Tips: Her inability to express herself could have left her open to sexual violence (rape).
 - What about Yan Naing, was there any danger for him?
 - Tips: His misunderstanding of Mi Soe's messages could have led him to become angry or take bolder actions, possibly leading to rape.
 - If you were Mi Soe how would you behave so that Yan Naing knows your dislike? Demonstrate your behaviour.
 - If you were Yan Naing how would you make so that you could know whether Mi Soe like your behaviour? Demonstrate your behaviour.
- (4) The facilitator explains as follows.

However much you are friendly with your friend of opposite sex, you need to know exactly the other person's personal boundary. You have to communicate openly so that you can know the other person's boundary and let the other person know your boundary.

5. Whole Class Discussion

(5 minutes)

- (1) Let the participants look at the table how they can describes their boundaries to others.

How do I communicate my boundaries to other people?

Here are some words to use:

- * I HAVE A PROBLEM WITH THAT. _____
- * I DON'T WANT TO _____
- * I'VE DECIDED NOT TO _____
- * THIS IS WHAT I NEED. _____
- * THIS IS HARD FOR ME TO SAY _____
- * I UNDERSTAND YOU POINT OF VIEW BUT _____
- * I FEEL UNCOMFORTABLE ABOUT _____
- * I'D RATHER NOT _____
- * I'D PREFER NOT TO _____
- * IT'S IMPORTANT TO ME. _____
- * I'LL THINK ABOUT IT. _____
- * THAT'S UNACCEPTABLE. _____
- * I GUESS WE SEE IT DIFFERENTLY. _____

- (2) Then ask the students if there is any similarity in the statements.

Teacher's tips: All of the statements are "I" Statements.

6. Explanation by the facilitator

There should be a boundary in the relationship between boys and girls. Boundaries can protect you. Your boundaries should be known by the other person and you also need to try to know the other person's boundary and follow it.

In the relationship between you and the other sex

- Identify your relationship with the other person
- Determine the appropriate boundary or level of closeness between you and the other person.
- Choose the appropriate behaviours to match that level of closeness and the situation.
- Assess the other person's comfort with the situation and your affectionate behaviours.
- Refrain from using overly physical displays of affection in public or with people you have only recently met.

7. Assessment questions

(a) Content questions

- (1) Does it need to set boundary in the relationship between adolescents of different sex? Why?
- (2) When you are expressing your dislikes, what kind of communication is the best?

(b) Personalization question

- (1) What is your boundary? How would you behave so that you don't go beyond the other person's boundary?
- (2) Do you have a boyfriend/ girlfriend? What advantage can you get by working together with your boyfriend/ girlfriend?
- (3) How should you behave so that the relation between you and your girl or boy friend isn't more than a normal relationship?

(c) Linkage questions

- (1) What disadvantages can there be if you and your girlfriend/ boyfriend go beyond your boundaries? What will continue to happen?
- (2) Which way of relationship between girls and boys can infect HIV? Why?



His or Her thinking

(Coping with Stress and Emotion, Critical Thinking)

Objective

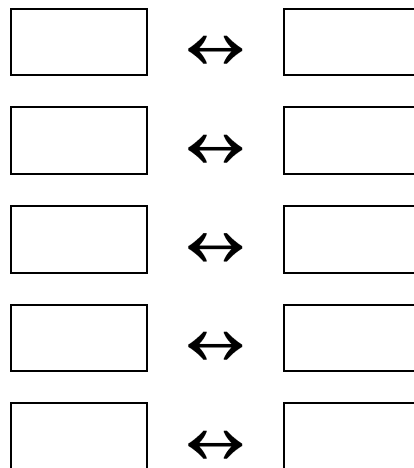
At the end of the discussion, the participants will be able to describe how females and males may think differently, even in the same situation.

Materials

Picture, paper.

Activities**1. Playing****(15 minutes)**

- (1) Form the youths in pairs and have them stand face to face. Make sure not to be too close to each other.



- (2) The facilitator will give them paper.
- (3) The youths who have to ask questions stand in one row and write a question starting the question word 'Why'. (E.g. Why are you so beautiful?, Why are you so fat?, etc.)
- (4) The youths who have to answer the questions stand in opposite row and write an answer using 'because'. (E.g. Because I'm hungry.) They can answer as they wish.
- (5) If there are illiterates, the facilitator should help them write what they want to. Make sure that other youths can't know.
- (6) Have each couple read out their question and answer.
For example: In a couple, the first youth reads the 'Why' question and his / her partner continues to read the answer the 'Because' answer. They don't have to know in advance what their partner writes.
- (7) For example, in a couple, suppose the first youth read the question "Why are you so beautiful?" and his/her partner's answer is "Because it is my hobby."
- (8) The facilitator should ask the whole class the following questions.
"How are the thoughts of each couple?"
"Can different persons' ways of thinking be mostly similar to each other?"
"In real life, can one's thoughts be really the same as that of another?"

2. Group discussion

(20 minutes)

- (1) Form groups of girls and boys separately.
- (2) Give each group a picture.
- (3) Have the groups discuss possible answer to the following questions.
 - (a) What do you think the boy in the picture is thinking?
 - (b) What do you think the girl in the picture is thinking?
- (4) The facilitator should encourage the youths to think possible answers.
- (5) Every group has to think and answer both questions.
- (6) Collect the thoughts of the boy in the picture from both groups of girls and boys. Show them in parallel on the blackboard.
- (7) Collect the thoughts of the girl in the picture from both groups of girls and boys. Show them in parallel on the blackboard.
- (8) The facilitator will give comments on the thoughts of the boy and the girl.

2. Whole class discussion

(25 minutes)

- (1) By pointing out the possible impact of sex violence based on the above thoughts, the facilitator will ask the following questions.
 - (a) What is likely to happen if the boy thinks something like this?
 - (b) What is the likely to happen if the girl thinks something like this?
 - (c) To whom can these thoughts affect?
- (2) After discussing the above questions one by one, the facilitator should record the facts on the blackboard.
- (3) Based on the discussion, the facilitator should add the following:

Unintentional situations are likely to occur due to the different thoughts of a boy and a girl in the same circumstance. Some unintentional situations can affect one's life. One can make mistakes because he/she is emotionally interested in the opposite sex. Therefore, emotion needs to be controlled. We have to cooperate with each other in a helpful manner and sympathy.

4. Assessment questions

(a) Personalization questions

- (1) What problems are likely to occur in the relationship between girls and boys due to their different expectations?
- (2) What do you expect when you become friendly with opposite sex? What situations should be avoided when you deal with your boy or girl friends? Why?

(b) Linkage questions

1. What is the difference between the friendship between two boys or between two girls and the friendship between a boy and a girl?
2. How do you behave not to affect the friendship with an opposite sex? What should be avoided? Why?



Summarize as follows

There should be a boundary in the relationship between opposite sex whatever their age is. As there is difference in ways of thinking between male and female, it is better to set a boundary in their relationship. You should be aware that which behaviors are beyond the boundary. and You need to know the other person's boundary and at the same time, your boundaries should be known by the other person to protect yourself. If you don't like the behavior of other person, you should tell that person openly and clearly.

Don't be afraid

(Coping with Stress and Emotion)

Objective

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

1. Explain the difference between frightening experience and irrational fear.
2. Identify ways to cope with fears

Materials

Paper

Activities

1. **Playing** (15 minutes)
 - (1) The facilitator has to write the following questions on pieces of paper. Based on the number of participants, some of the lots will be the blank ones.
 - What do you want to laugh at?
 - When do you feel happiest?
 - What makes you feel satisfied most today?
 - What do you fear most?
 - What are you shy?
 - When did you cry last? Why?
 - What were you angry at last week?
 - What did you worry about?
 - What were you anxious about?
 - What did you despise?
 - What do you remember significantly?
 - What do you feel jealous of?
 - (2) Have all the youths sit in a circle.
 - (3) Give each youth a piece of paper. Explain to them that they should try to answer the questions as honestly as they can and that the game is just for pleasure. If a youth can't answer, ask the next youth to answer the question.
 - (4) After the game is over, the facilitator should add as follows:

"What did you notice when playing the game?"

For example, who in the group has ever felt happy, fearful, shy, worried, sad?

Have you ever had such feelings?

Every body has the feelings: happiness, fear, sadness, worry, angry and jealousy including in the above game.

2. **Whole class discussion** (20 minutes)
 - (1) Ask the youths the following questions and record on blackboard what they said.
 - (a) From the various feelings known in the previous activity, "What happens in your mind when you feel fear? What is your expression of fear? "
 - (b) "What do you fear?"
 - (2) Based on the records on the blackboard, the facilitator should explain as follows:

People usually fear for something unwelcome they have experienced. Another kind of fear is an irrational fear. The events that people can experience are being burnt, having an accident or a serious illness, being bullied, being beaten by father or an adult who is drunk and so on. Fearing a ghost in the dark is an irrational fear.

- (3) The facilitators have to work together with the youths to categorize the fearful events experienced by self and irrational ones. Ask the class which fear is caused by experience and which is caused by irrational thoughts. Make a tick (✓) beside fear by experience and make a cross(+) beside the irrational fear.
- (4) Irrational fear is not real experience. It is just the anxiety caused by thoughts and it has no source of evidence.

3. Group Discussion

(15 minutes)

- (1) Ask the following questions for group discussion.
If you fear for something due to an event, what would you do to reduce your fear?
- (2) Let one group present their discussion points and let the other groups add their points. The facilitator will record the discussion points and add the following points to the discussion.
At the adolescent age, youths usually feel fear, sorrow, or low spirit. When you feel so, you need to cope with your emotion so that you can think rationally instead of making decision immediately.
- (3) Then, explain as follow.

When facing fear:

1. Identify what makes you fear.
2. Decide whether you're in danger, or just feeling afraid, or intimidated.
3. Remain calm and take a breath in depth.
4. Discuss with a caring adult or friend what is causing you fear.
5. Instruct yourself to eventually conquer your fears.

4. Assessment questions

5-minutes

(a) Content questions

- (1) What do you think the differences are between the fear due to your experience and irrational fear?
- (2) What will you do to reduce your fear?

(b) Personalization questions

- (1) Do you have any experience of fear? Share your experience.
- (2) Do you think you can think rationally when you feel fear? What can happen if you can't think so?
- (3) When you fear for something, what do you need to do first so that you can think rationally?

(c) Linkage questions

- (1) Can using a kind of narcotic drug reduce fear? Why?
- (2) How do you see a person who uses drugs due to facing failure?
- (3) Who do you confide when you are facing failure or fear? Explain whether or not it is advantageous?

Facilitation notes:

Youths want to talk to the friends who understand them as they do. But in some cases, they should observe whether or not it is the best way to tell their friends. Therefore, they must know that though they can speak out to an appropriate person, it is themselves who have to decide and solve the problem.

Sometimes, youths are afraid of being blamed when they approach adults for their problems. In reality, adults may be angry at or blame them because the youths can't explain the situations and the nature of the problems clearly so that the adults can fully understand them. Therefore, they need to communicate skillfully when they speak to the adults.

Facilitator notes – Annex

Mind relaxation

1. Take a breath in depth.
2. Relax your mind and tight parts of your body.
3. Instruct yourself to remain calm.
4. Visualize a pleasant scene. Imagine it.
For example: being with friends, going out for a walk.
5. At the first sign of increasing scene, say to yourself "3,2,1,relax" and continue breathing deeply.

Dealing with Frustration

1. Identify frustrated feelings as they arise.
2. Observe the source of frustrated feelings (Why are you frustrated?)
3. Breathe deeply and relax when frustrations arise.
4. Discuss frustrations with a caring adult or friend.
5. Find alternative activities that promote feelings of success.

Coping with emotions

1. Learn what situations cause you to lose control or make you angry.
2. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
3. Choose proper words to express what you are feeling.
4. Speak articulately and calmly.
5. Praise yourself for coping with emotional outbursts, saying "I have controlled!"

Expressing feelings

1. Remain calm and relaxed
2. Look at the person you are talking to.
3. Describe truly what you are now feeling.
4. Avoid statement of blame and profanity.
5. Thank the person for listening.

Dealing with failure

1. Review why you don't succeed in a particular activity.
2. Remain calm and relaxed.
3. Instruct yourself to control emotional behavior.
4. Find a caring adult or peer and discuss your feelings.
5. Be willing to try again to be successful.

Coping with Sad Feelings or Depression

1. Identify what situations tend to make you sad.
2. Acknowledge sad feelings when they arise.
3. Discuss frankly with a caring adult or peer about what you are feelings.
4. Replace alternative activities that you enjoy and engage in them.
5. Get outside for fresh air and sunshine.

Problem solving

1. Stop behaving as you are now doing and make your mind relaxed.
2. Try to understand the situation of the problem you are now facing.
3. Find various ways to solve problems as possible as you can.
4. Consider the possible consequences of each solution.
5. Choose the best way to solve the current problem.
6. Review the results due to the best way you choose.
7. Praise yourself for being able to solve the problem. Or if the problem persist, review the chosen way and choose an alternative way to solve it.

Note

The above "facilitator note (Annex)" don't need saying to the youths during the training. It is further added just because the facilitator should know it. It is aimed that the facilitator can help the youths if they express and discuss their problems with them.

Express it

(Coping with Stress and Emotion)

Objective

At the end of the discussion, the participants will be able to explain that it is good and feel relief to express and discuss with peers about their feelings due to emotional changes at this age.

Materials

Balloons

Activities

1. Playing

(10 minute)

- (1) Have the youths reflect their feelings they identified in the previous lesson, "Don't be afraid". Tell them that some feelings are easy to express and that some are not so easy. Let them count their feelings that are not easy to open others.
- (2) Distribute balloons to all the youths.
- (3) Tell them to blow the balloon once for a feeling they keep unopened, twice if they have two feelings and to tie the balloon after they finish blowing.
- (4) Tell them that suppose that shape of balloon is for one day. Let them guess what shape the balloon will become for a month of their feelings.
- (5) The facilitator should ask the following questions as follows:-
 - How is the shape of the balloon for a day?
 - How is the shape of the balloon for a month?
 - Then, what will happen to the balloon in a long time?
 - Like wise, what do you think will happen if you keep your feelings for a long time? How can you behave?

2. Whole class discussion

(5 minutes)

Content questions

- (1) If the feelings you kept inside the balloon become more and more, what will happen to the balloon?
- (2) Do you feel worse or relaxed when you share your feelings with others? Why?
- (3) Which situation is better, expressing your feelings or keeping them inside? Why?

3. Group discussion

(25 minutes)

- (1) After studying the following situations, the youths have to discuss in group who and why do they confide/ don't confide their feelings
 (Note: Have each group consider 2 out of 6 situations. In the presentation, the youths should read out the situations so that all the participants can hear and their discussion points. The facilitator will fill the discussion points in the table.
 - (a) When your father's or mother's friend visits your home, he/she holds or hugs you, saying "Is it your daughter / son?"
 - (b) Your elder sister's friend asks you to accompany with her wherever she goes. Whenever you go with her, she holds your hand, hug and teasingly take your longyi off.
 - (c) Your close friend asks you to come and sleep for the night at his/her house when the adults go for night assignment work. His / her brother touches your body here and there.

- (d) You help do daily chores, care younger siblings and make money for the family. But your parents always scold and beat you when you go and watch video.
- (e) While you and your friends are looking at a pretty watch of your friend by grabbing from one person to another, the strip of the watch came off. Your friend who is the owner of the watch asks you to compensate this. Otherwise, he would tell your parents about this. So, you have to give him/her 50 kyats every day.
- (f) Your father and mother always quarrel with each other when they come back from work. They beat and scold you whenever they quarrel.

2. The facilitator will fill the points each group representative presents in the following chart. Record them on the blackboard.

| Situation | Feeling | Who you confide | Why you confide/ not confide |
|-----------|---------|-----------------|------------------------------|
| (a) | | | |
| (b) | | | |
| (c) | | | |
| (d) | | | |
| (e) | | | |
| (f) | | | |

3. Based on the points of group presentations, the facilitator should add as follows:

During the transition from childhood to adolescence, the situations experienced by the youths aren't as simple as they did in childhood. They encounter more problems. When encountering such situations, they usually feel angry, sad, afraid and confused. At the time, they usually share their feelings openly with someone close to them. They feel relief due to receiving the encouragement from their close friends. This kind of reducing someone's feeling is called 'counseling'. If you don't express your feelings, you will have strains and feel confused. It can affect your health. When you have feelings, share them with your close friend or your brothers, sisters, parents and relatives and get their counseling. In the same way, when someone shares his/her feelings, you need to counsel him/her so that the feelings are reduced..

3. Whole class discussion

10-minutes

- (1) Ask all the youths the following question
"What should you do in response to someone's expression of his / her feeling? Why?"
- (2) Record the discussion points on the blackboard and the facilitator should further add as follows:

If someone expresses his/her feelings

- Keep his/her secret and tell nobody.
- Listen attentively
- Be patient
- Don't give advice
- Speak frankly, but a little
- Help his/her know the problem by himself / herself
- Help him/her to be able to consider the ways to solve the problem by himself/herself.
- Let him/her make own decision.

4. Assessment questions

(10 minutes)

(a) Content questions

- (1) Why do people share their feelings?
- (2) What consequences will occur if they keep their feelings without opening to anyone?
- (3) Who should you share your feelings with? Why?

(b) Personalization questions

1. Do you have a feeling you never told anyone? Why don't you tell?
2. Have you ever experienced a situation in which your friend told you about him/her feelings? How did you respond?
3. What consequences can occur if you don't express your feelings?

(c) Linkage questions

1. What consequences will occur if adolescence can't cope with their emotions?
2. Can smoking relieve the feeling of confusion? Why?
3. Can drinking alcohol relieve the feeling of confusion and distress? Why?
4. When a problem was faced, can it be solved by drinking alcohol? Why? What does one needs to do?

Phase 2/ A Summary

- * One's personality traits can't be similar to another's. Negotiate them so as to live peacefully.
- * Distinguish 'needs' from 'wants'. Try to be able to choose needs, if one needs to choose things. Try to get what one needs.
- * Take responsibility for your health.
- * Consider possible ways to solve whenever facing problems. Decide to choose the best way.
- * Be aware wherever you work. Don't be a person just seeing bait and caught in a hook. Help each other not to get into trouble.
- * Control self not to behave, live, or wear shamefully.
- * Express feelings. Counsel if someone expresses his/her feelings. Keep his/her secret.

Phase 2 – B

Drugs and Alcohol

Phase 2 / B-1-1

Time : 120 Minutes

Don't try it

(Coping with Stress and Emotion)

Objective

1. At the end of the discussion, the participants will be able to identify drugs and substances that are mostly known and used in their community
2. Describe reasons for substance use and their effect in short term and long term.

Materials

Participant booklet

Activities

1. Whole Class Discussion

(20 minutes)

- (1) Ask the following questions to the class.

What are drugs? How do you understand drugs?

Based on the participants' answers explain as follows.

A drug is a substance that changes the way your body or mind works. It can be any substance that when taken by a person modifies perception, mood, thinking (cognition), behaviour or motor functions. This definition is broad; it includes both licit (legal) and illicit (illegal) substances, those that *can lead* to dependence (of the individual).

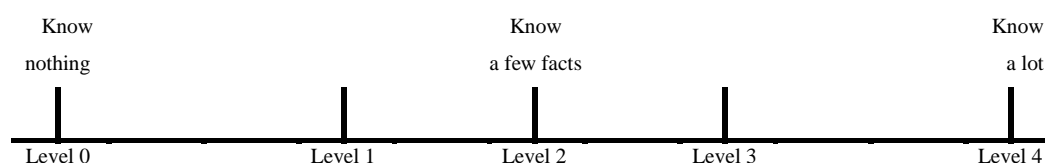
- (2) Then, the facilitator continues to ask the following questions and discusses with the class. Record the answers on the board.

(a) What are the substances you know?

(b) What are drugs and substances mostly used in your community?

(c) Why do you think they are used?

- (3) Draw the following scale on the board.



- (4) Then ask the following questions and let them rate their knowledge about drugs.

How much do you know about smoking cigarettes, chewing beetles, and drinking alcohol? Rate yourself.

Then, tell the class as follows and get the number of participants at each level by counting their hands.


If you rate yourself level 1, please hold your hand. (Count the hands and write the number at the respective level.

2. Group discussion

(40 minutes)

- (1) The facilitator will write number one to ten in a vertical line as follows.

1
2
3
4
5
6
7
8
9
10



- (2) Then, distribute a piece of paper to each participant and let them copy the numbers on the board. Give help to the participants who can't write well.
- (3) The facilitator will read out the quiz concerned with chewing betel nut, smoking cigarette, and drinking alcohol. Let them make a tick (✓) beside the number if they think the statement the facilitator reads is true. If they think it is wrong, mark a (+) beside the number.
- (4) After that, let them answer each statement giving explanation to their answers.

Betel Nut and Tobacco True / False Quiz

- | | | |
|--|-------------|--------------|
| 1. Chewing betel nut will help prevent cavities in your teeth. | True | False |
| 2. Betel nut chewing can increase the risk of different cancers. | True | False |
| 3. Betel nut becomes more addictive when mixed with other substances. | True | False |
| 4. <i>Nicotine is not an addictive substance. Once you start smoking, you will easily be able to stop.</i> | True | False |
| 5. <i>Tobacco is the most important cause of lung cancer.</i> | True | False |
| 6. <i>There are no adverse health consequences to breathing environmental tobacco smoke (second hand smoke).</i> | True | False |
| 7. <i>Tobacco companies target mostly on teens.</i> | True | False |
| 8. Alcohol isn't as harmful as other drugs. | True | False |
| 9. Drinking alcohol can make a person alert. | True | False |
| 10. The worst thing that can happen by drinking alcohol is a raging hangover. | True | False |

Betel Nut, Tobacco and Alcohol True / False Quiz Answer Key

1. Chewing betel nut will help prevent tooth decay.

This is false. In the past it was believed that betel nut strengthens teeth and toothpastes were produced with betel nut. However, betel nut will cause mouth ulcers and gum deterioration leading to loss of teeth.

2. Betel nut chewing can increase the risk of different cancers.

This is true. Chewing betel nut can lead to cancers of the mouth and stomach. Using lime with betel nut or adding tobacco can further increase the risk.

3. Betel nut becomes more addictive when mixed with other substances.

This is true. Adding opium or tobacco to betel preparations make betel nut chewing more addictive.

4. Nicotine is not an addictive substance. Once you start smoking, you will easily be able to stop.

This is false. Nicotine, contained in all forms of tobacco, is an addictive drug. It is important to discourage initiation, especially among young people. Experts on nicotine dependence say that the drug controls you -- you don't control the drug."

Specifically:

- You're not able to stop using it when you decide to*
- You use the drug despite clear evidence that it is harming you*
- There are clear withdrawal symptoms-- including, in the case of nicotine, depressed mood, sleeping problems, irritability and difficulty concentrating*

5. Tobacco is the most important cause of lung cancer.

This is true. This is only one of the direct health consequences of tobacco. Smoking is a known or probable cause of about 25 diseases.

6. There are no adverse health consequences to breathing environmental tobacco smoke (second hand smoke).

This is false. Second-hand smoke, is a complex mixture of more than 4,000 chemical compounds, including 43 known cancer-causing agents. Nearly 700 million, or almost half the world's children, breathe air polluted by tobacco smoke, particularly at home.

7. Tobacco companies mostly target teens.

This is true. So that the tobacco industry can continue to reap profits, it must replace quitters with new smokers, and it must replace the dead smokers.

8. Alcohol isn't as harmful as other drugs.

This is false. Alcohol increases your risk for many deadly diseases, such as cancer.

Drinking too much alcohol too quickly can lead to alcohol poisoning, which can kill you.

9. Drinking alcohol can make a person cool.

This is true. There's nothing cool about stumbling around, passing out, or vomiting on yourself. Drinking alcohol also can cause bad breath and weight gain.

10. The worst thing that can happen by drinking alcohol is a raging hangover.

This is true. If you drink enough alcohol, fast enough, you can get an amount in your body that can kill you in only a few hours.

3. **Group Discussion**

(40 minutes)

(1) The facilitator will ask the following questions for group discussion.

- (a) What are the consequences of chewing betel?
- (b) What are the consequences of smoking?
- (c) What are the consequences of drinking alcohol?

(2) Record the presentation of groups in the following table.

| consequences of chewing betel | consequences of smoking | consequences of drinking alcohol |
|-------------------------------|-------------------------|----------------------------------|
| | | |

(3) Additional points by the facilitator.

By pointing to the table the facilitator can add the following points.

Chewing betel nut, smoking and drinking alcohol is a waste of money and this can cause health problems.

Betel Nut

By chewing betel nut, some short-term effects are: a feeling of alertness followed by a mild euphoria. Believed to reduce cavities but increases mouth ulcers and gum deterioration leading to total loss of teeth.

Long-term betel nut use can lead to abnormally low blood pressure, increased heartbeat, sores in the mouth, cancers of the mouth, cancers of the liver throat, stomach and lungs; worsened asthma and increased risk of diabetes.

Nicotine(Tobacco cigarettes)

By chewing smoking, 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).

By drinking alcohol, some short-term effects of alcohol 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.

Long-term effects of alcohol

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.

5. Reflection

(20 minutes)

- The facilitator will point out the rating scale on the board and ask the participants to reflect what level of their knowledge on using betel nut, cigarettes and alcohol is.
- Then, ask the participants to hold their hands at the levels the facilitator calls out. Count the hands and write the number beside the number first they assessed themselves.
- Ask the participants whether their knowledge level of drugs before and after the lesson changes or not.
- Ask whether they will use drugs such as betel nut, tobacco and cigarettes or alcohol in any reason.

Summarize as follows:

As betel nut, tobacco, cigarettes and alcohol are available and can be bought easily in the environment; people use them more than other drugs. Expecting the short term effects, they use them thinking that nothing would happen in a lengthy period and get diseases. Now you know the long term effects of them. If you have started using them, you need to decide what you would continue to do. The best thing is not to start anything related to drugs.

What would you exchange of this for?

At the end of the lesson, the participants will be able to describe the impact of drug abuse

Materials

Pencils, paper

Activities

1. Playing

15-minutes

- (1) The facilitator has to write beforehand on each of 5 sheets of paper the names of 5 kinds of drugs used commonly in the respective communities.
(The names of drugs from the Part A lesson "Do you know me?" can be written as far as you know. If there are 20 youths, write each name on 4 or 5 sheets of paper. For example: 5 sheets of paper for alcohol, 4 sheets for cigarette, 3 sheets for marijuana, 3 sheets for heroin, 3 sheets for sleeping-pill and 2 sheets for amphetamine.)
- (2) Put the sheets upside down on the desk so that the youth can't see the names of the drugs.
- (3) Distribute two blank pieces of paper to each youth.
- (4) Let youths identify two things they value most. (E.g. people, activities, possessions, etc.) Then, let them one thing they value on one piece of paper.
- (5) Tell the youths that they use drugs so they have to exchange one of the two things they value most for a drug's name. Every youth must do this.
- (6) The facilitator should take one of the most valuable things from the youths and each youth will get a drug's name.
- (7) Ask the youths to group by the name of the drug they have got.
- (8) The d
- (9) Facilitator will tell the class what they value most by referring the pieces of paper received by exchanging with the youths. (10 minutes)
- (10) After grouping the youths by the drugs they use, let every youth tell the disadvantages of using the drug they use. (The youths can tell the points as much as they remember from the Part Lesson "What are likely to happen")

2. Group discussion

(10 minutes)

- What did you learn from this game? Then, what will you do? How will you avoid this?
- Let each group present the discussion points to the class.
- The facilitator will add some points using facilitator notes.

Facilitator notes

Whoever becomes drug addicted is to exchange the thing they value most for drug. Explain that drugs bring about nothing but bad consequences although they exchange the things they value most for them.

3. Assessment questions

15-minutes

(a) Content questions

1. What are the thing you value most in your life? Why do you value such things?

2. Can the lessons learnt from this discussion be applied in real life? Why?

(b) Personalization questions

1. How would you feel if you lost what you value most?
2. Is losing important things in your life affects only you or you and other persons too? How does it affect?
3. If you were addicted to drugs, how do you think it would affect you and your family or your friends?

(c) Linkage questions

1. Which drugs make the youths fall in the danger of HIV infection? Why?
2. What other diseases can a drug addict be infected with, except HIV infection? Why?
3. Would you be able to think rationally if you were addicted to drugs? Why?

Let's practice

(Communication)

Objective

At the end of the lesson, the participants will be able to demonstrate how to refuse step by step assertively when being persuaded.

Materials

Activity card written on which refusal steps are written.

Activities

1. **Group discussion.** (10 minutes)
 (a) The facilitator tells the youths the following situation. Ask each youth to discuss in group on how he/she would think and decide and present the discussion points to the class.

Situation

Your friend persuades / urges you to smoke cigarette. He tells you how nice your style is when you smoke. You have already known the possible disadvantages of smoking. How would you say to your friend?

- (b) Let the groups present their discussion points.

2. **Facilitator's explanation** **10-minutes**
 (a) The facilitator should explain to the youths that an assertive person must be able to refuse assertively to what he/she doesn't want to do. Discuss with the youths about the expression and steps of refusal by using facilitator notes.

Facilitator notes

| Step | Possible expression to be used |
|---|---|
| 1. Respond by expressing one's opinion frankly to what the other person says. | I don't like it. I don't agree with you. I don't want to accompany you. I have to do something that my mother assigned me. |
| 2. Make a request | Excuse me. I really want an excuse from this. Please, don't do this to me. Please, leave me. |
| 3. Ask the other person's opinion | What do you think of my request? Do you feel angry with me? |
| 4. Thank the other person if he/she has accepted your request. | Thank you. I'm glad that you aren't angry. |

If enticement and persuasion persist ...

- | | |
|---|--|
| 5. Reject openly what you disagree. | I really don't want to drink. I really don't want to accompany you. |
| 6. Postpone the matter cleverly. | Let me not accompany this time. |
| 7. Try to reach a compromise to do something else instead | Let me not drink. Let's go and eat something. |

3. Asking each group to practice each of the mentioned situations (20 minutes)
(Give each group 5 minutes for practice)

Situation (1)

While Min Min goes out selling, his friends smoking under a tree call him. They offer him a cigarette to smoke together with them. How would Min Min respond to his friends?

Situation (2)

When Zaw Zaw and his friends come back from work, his dearest friend, Bo Bo, offers a special cigarette to relieve tiredness. Zaw Zaw doesn't want to smoke but he is also worried it can affect their friendship. Other friends smoke too. How would Zaw Zaw respond to his friend?

Situation (3)

Hla Hla feels unhappy because she is often scolded at home; her friends give her a bottle of medicine to drink, saying that it'll relieve her unhappiness. Hla Hla suspects the bottle and don't want to drink. How would Hla Hla respond to them?

1. Demonstration by each group
While a group is demonstrating the above mentioned situation, ask the remaining groups to observe whether or not the group can perform in accordance with the expressions and steps of refusal.
5. After watching the performances, discuss with all the youths whether or not the scene is in accordance with the steps of assertive refusal.
6. **Assessment questions to discuss with the whole class** (5 minutes)
 - (a) **Content questions**
 1. What benefits do you have for refusing assertively? Why?
 2. Is it hard to refuse if your friends urge you to do what you don't want to? Why?
 3. Is it easy to say 'No!' assertively concerning drug use in real life? What will still be needed to refuse easily?

(b) Personalization questions

1. Do you think you can persuade your friend to quit smoking?
How should you do to accept your words? What would you say? Give an example.
2. How would you decide to maintain your friendship if your close friend urges to do what you don't want to?

(c) Linkage questions

1. What are possible health problems because of smoking?
2. What are the bad consequences of drug abuse?
How can knowing such bad consequences provide to refuse enticement and persuasion?
3. How can smoking affect your personal hygiene? Explain.

Summarize as follows.

- Observe the events in the community or in the films how people are addicted to drugs by using them in a lengthy period and lose the things they value most. In their life. Therefore whenever you encounter a situation to try a kind of drugs or you are persuaded to do so, you must assess which is more valuable, your life or drugs.
- Try to refuse assertively using the steps for refusal you have learnt today whenever you face a situation to refuse. Practice refusal skills by being aware of things even they matter small.

2- B HIV/AIDS

Phase 2 / B-2-1

Time: 60 Minutes

What the cause is

(Critical thinking)

Objective

At the end of the discussion, the participants will be able to describe the impact (health, social, economic) of HIV/AIDS

Materials

Illustrated story "A Lamentable Episode"

Activities

1. **Playing (Si-Mee-Khwet game)** (10 minutes)
 - (1) The facilitator will recite the following poem with the youths 3 or 4 times.
 - Oil lamp is upside down (Si Mee Kwak kal pyaung pyan)
 - It lies in a mess (polo pet let lan)
 - Rest on the hpalan tree (Hpalan pin nar nar)
 - Eat the buds of hpalan tree (Hpalan phu sar sar)
 - (2) Then, explain how to play the game step by step.
 - In each group, form 3 small groups consisting of 4 youths.
 - These 3 small groups have to compete with one another by playing Si-mee-khwet game (3 youths stand on one leg turning their back to one another and the other folded legs are hooked with each other.)
 - There is a youth left in each large group. Those youths have to take the role of referee in his/her groups.
 - If the youths from every small group are ready to stand one leg and join one another with another leg. They have to chant the oil lamp poem and go round by jumping. If the group of which legs become unhooked is the loser. The group that can locked the legs the longest time is the winner.

(The facilitator has to organize the youths of the same age or hight into groups in order for them to play conveniently. The referee youth can play in turn in the group if the leg of one of the players in a small group gets unhooked. Help all the participants play in turn. Let a group play twice)
2. **Whole class discussion** (5 minutes)

(The facilitator has to ask the following questions about the group whose legs get unlocked.)

 - What happened to the group when they were unable to hook their legs to each other while playing the game? Why?
 - What do you think all the members of the group feel if they can't hook their legs with one another due to one of the members? Why?
 - (The facilitator should ask all the groups)
3. **Facilitator added explanation**

Suppose a group in the game is a family. If a member of the family (If the person is the head of the family) has got an injury in parts of the body, or has passed away, the family is likely to be in a terrible mess. The family members would also feel miserable.

4. **Group discussion**

(15 minutes)

Have each group read the illustrated story "Alamentable Episode" and discuss the following questions.

- What can happen to Maung Lu Aye and his two sisters in future?
- How could you help Maung Lu Aye if he were your friend?

Let one group present their discussion points and the other groups add their points.

Maung Nu Aye's Family and the virus Illustrated Story

Maung Lu Aye was a 14 years old seventh standard student. He had two younger sisters aged 10 and 6, respectively. Maung Lu Aye's parents were fairly well-to-do. Only his father worked, while his mother just looked after the children. His father's job required him to travel very frequently. All three children were well-behaved, and as Maung Lu Aye was a bright boy, their family was happy indeed. But the time came when Maung Lu Aye absented himself very often from school and was not happy as he used to be and was dejected. He just said nothing had happened when his friends asked him. Finally, when the class teacher asked him to make sure exactly what had taken place, he said that his father was stricken with fever every now and then, and that he had been ill for about a month. As he defecated quite often, he was sent to the hospital to have a medical test where upon it became known that his father was infected with the AIDS virus. He was, therefore, unable to attend his classes because he had to care of his father.

Later, Maung Lu Aye attended his classes regularly. But, after about three months, he came with his mother to the school and informed the teacher that he would have to leave school. As their income had fallen because his father was unable to work due to his illness and as the medical expenses were high, he had to help his mother in looking after the shop she had opened at their house. Thus, it became impossible for him to attend school.

After a year, his father died of AIDS. On Maung Lu Aye's 16th birthday his mother, passed away, too. The doctor told them that his mother's infection was transmitted from his father.

Maung Lu Aye and his two sisters were adopted by their grandparents who lived in another town. Maung Lu Aye was unable to further his studies but had to help in his grandparent's business.

5. **Additional discussion**

The facilitator should further add to the discussion points if needed by using 'facilitator note'

Facilitator notes:

Now HIV/AIDS is widely spread in Myanmar. The whole family can get the impact of it if one of the family members has got HIV infection and AIDS disease. They have to spend the cost of medicines and suitable food for the patient. They have to spend time for looking after the patient and this can affect their income as they will be absent from work.

In some countries, when parents infected with HIV/AIDS passed away, there isn't anyone in a family who can support grandparents and the education of the orphans.

6. Assessment questions

(a) Content questions

1. What happened to Maung Lu Aye and family after his father has got HIV infection?

(b) Personalization questions

for a long time?

1. What difficulties are likely to be faced if a family member has got a chronic illness?
2. How would your family feel if a member of your family were infected with HIV/AIDS?

(c) Linkage questions

1. What do you think are needed for a person who has got a chronic disease?
2. How would you behave toward a person infected with HIV/AIDS if he/she lived in you neighborhood?
3. What would you do if your best friend were infected with HIV and got AIDS?

What have I done?

Objective

At the end of the lesson, the participants will be able to identify and analyze behavior that may place a person at risk of HIV infection.

Materials

Person infected with HIV

Cards of behaviors at risk and no risk of HIV infection, Pins

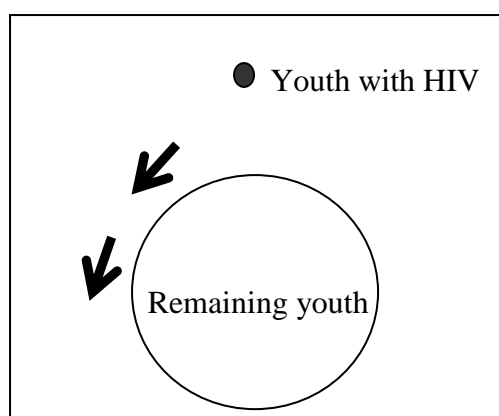
(Write the words so that every one can see. Arrange the role play so that every participants can play.)

Activities

1. Playing (HIV infection)

30-minutes

- Choose a youth as a person infected with HIV.
- Give each youth a piece of paper on which behaviors at risk and no risk of HIV infection, let them hold it in their hands.
- Then, draw circle on the ground, neither too big nor too small.
- Ask the youths to take position as shown in the picture. Start the game after saying, "Let's see how people get HIV infection." The youth infected with HIV has to catch the youths inside the circle by going round outside.



- The remaining youths or the facilitators should read out the paper held by the person who is caught. Discuss whether or not his/her behaviors is possible to be at risk of HIV infection and why they are at risk. Ask them to discuss and retell the discussion points.
- If the behavior of the youth isn't possible to get HIV infection let him/her go inside the circle and continue to play. If it is possible behavior of HIV infection, the youth stay outside the circle together with the first youth infected with HIV. Ask them to catch the rest youths. In this way, ask them to continue to play until the youths possible to be infected with HIV no longer exist inside the circle.
- If necessary, the facilitator should explain the following points.

| Person having risk behaviors of HIV infection | Person not having risk behaviors of HIV infection |
|---|--|
| <ul style="list-style-type: none"> - Person sometimes using condom - Person having STI - Person having sex with more than one man / woman - Person who is drunk and forgets to use condom - Person unable to refuse his/her friend's enticement and sharing needle and syringe - Person doing everything for money. - Person having sex once without condom - Person having unprotected sex after taking contraceptive pills - Person who doesn't use condom although knows about HIV/AIDS | <ul style="list-style-type: none"> - Person abstaining from having sex before getting married. - Person loyal to his wife / her husband - Person having sex using condom systematically - Person able to refuse risk enticement or persuasion - Person reluctant to wear other people's clothes - Person knowing well about HIV/AIDS and always using condom - Person who massage others - Person who can refuse assertively not to use drugs and chew betel |

2. Whole class discussion (20 minutes)

After playing the above game, ask the following questions for class discussion.

- How did you feel?
- What have you learnt?
- Why do you think the persons not having risk behaviors of HIV infection are allowed to enter into the circle again?
- What happens to the catching situation when people outside the circle are increasing more?
- What if people with risk behaviors of HIV infection are increasing more and more in real life?
- What will happen to the people outside the circle in a lengthy period of time?
- Then, how should you live and behave?

3. Facilitator's additional notes

In terms of the game, people having a chance to enter inside the circle again mean that they can stay alive because they have no risk of HIV infection. Therefore, young people should observe behaviors in self and others. They need to analyze what behaviors are at risk of HIV infection and abstain from risk behaviors.

4. Assessment questions 10-minutes

(a) Content questions

1. Could you answer immediately when choosing the behaviors that are risky/ not risky to get HIV infection? Or could you answer them after thinking? Why?
2. Do you think most young people can answer these behaviors correctly? Why?

3. What do you need to answer these behaviors correctly? Why?

(b) Personalization questions

1. What behaviors do you have from the above mentioned behaviors in Activity (1). What should you do if you have such behaviors?
2. Who do you ask for help to obtain the correct and complete information of HIV/AIDS? Why do you ask him/her?
3. When you see a person with an HIV infection risk behavior in your community, how would you tell him/her the information you know about HIV/AIDS? Explain.

(c) Linkage questions

1. Can a person who is irresistible to his/her friend's persuasion be at risk of HIV infection? Explain.
2. What will you do if your intimate friend persuades you regarding sex? Why?
3. Can a person reach his/her goal if he/she is infected with HIV at young age?
* demonstrate the use of condom. (No need to demonstrate in front of the youths). Only the facilitators have to know its use.

Summarize as follows:

Now you all have already known that HIV/AIDS can destroy the life of the whole family, you should avoid the behaviors that are risky for HIV infection starting from this age. Some people get HIV infection because they don't know exactly which behaviors can cause HIV infection. Therefore you should share your knowledge of HIV infection to community people so that you can stop people get HIV infection due to their lack of information. (For example: Using disposable needle and syringe, not to share needle in getting tattoos.)

What are we going to do?

(Self Awareness, Critical Thinking)

Objective

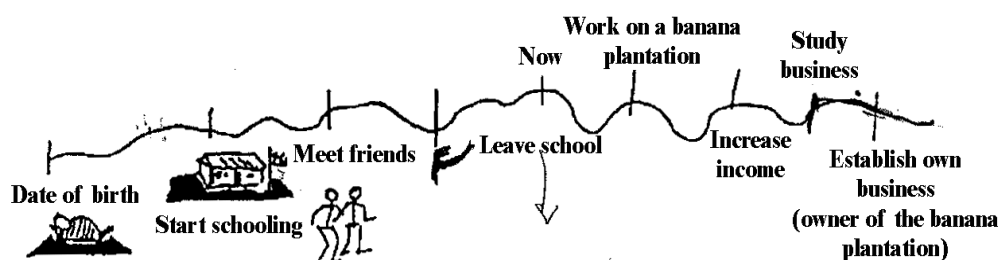
At the end of the lesson, the participants will be able to identify how HIV infection can affect their goal in life.

Materials

Paper, Crayons, Sheets of paper that describe behaviors from the lesson "What have I done"

Activities

1. **Whole Class Discussion** (5 minutes)
 - Ask the following questions and let the youths answer them.
 - What do you do for your living at present?
 - Ten years from now, what do expect the promotion of your work compared to the existing situation? (Everyone has to think the possible expectations and write them down on a piece of paper.)
 - After they have written down, ask them to think of the steps they need to do to reach their expectation and write the steps down.
2. **Drawing picture (Mile stones of my life)** (10 minutes)
 - The facilitator draws a line from left to right on paper or the blackboard. Tell them that it is an example of the life line for all.



- The left starting point of the line is a place one is born.
 - The middle of the line is a place where you are now.
 - Explain to them the right end of the line is a situation (a Mile stone) that we want to reach at the end of ten years in future.
 - The facilitator has to give an example of your expectation to reach in ten years by drawing pictures or express in words at the mile stones on the life line.
 - Ask all the youths to draw a lifeline and mile stones that they want to reach in ten years. Give help to youths who find it difficult to draw and write.
3. **Whole Class Discussion** (10 minutes)

Make roll lots using HIV risky/ not risky behavior from the previous lesson, "What have I done?"

Let each youth draw one lot.

There will be 6 lot winners. The lot winners in each group should be 2.

The one who has won the lot has to think where in the lifeline he/she can do that behavior and make a mark on the lifeline.

4. Whole class discussion (15 minutes)

After all the youths have finished drawing:

- The facilitator discuss about what is likely to happen if one is infected with HIV while he/she is trying to reach his/her expectation.(To give priority to those who have won the lots) The facilitator should discuss one point after another and write the discussion point on the blackboard, using the following chart.

| Expected situation | Things/steps to be done | Behavior at risk of HIV | What will happen to one's expectations? |
|--------------------|-------------------------|-------------------------|---|
| | | | |

The facilitator should add some more points as follows.

Everyone can try to fulfill the expectations. However, if one does an HIV risk behavior while trying to reach the goal, he is likely to lose not only his chances to try hard but also his expectations.

4. Group discussion

- (1) Discuss in group the question "How should one behave in order not to be at risk of HIV infection?"
- (2) Ask each group to present in turn the different points that they discussed. The facilitator should record on the blackboard.

5. Facilitator's additional note **5-minutes**

It is the best time of youths to carry out the desires they want. During this period, they should abstain from risk behaviors, especially risk behaviors of HIV infection. For doing so, one needs to abstain from having sex before marriage, to know a complete information of HIV/AIDS and make a right decision, to resist peer pressure, to be able to negotiate with friends so as for them to understand and accept one's decision, and to refuse if the persuasion or enticement persists.

6. Assessment questions **10-minutes**

(a) Content questions

1. Does everybody need to have aims? Why?
2. What is the difference between a person with expectation and a person without expectation?
3. Who is mainly responsible for carrying out things one wants to be? Why? What should one do?

(b) Personalization questions

1. Have you seen a patient with HIV/AIDS (in real life or in an illustrated story or in a movie)? Why do you think they got HIV infection? Explain.

2. Is there a person who impresses you? Who? Why are you impressed with him? (describe the behaviors that impress you)
3. How do you want your family and community to treat you? How would you behave so that you will be treated so?
4. What should you do if you see a person at risk of HIV infection? Why?

(c) Linkage questions

1. What other diseases can you prevent from being infected by living in having no risk behaviors of HIV infection?
2. Can most drunkards prevent themselves from being infected with HIV? Why?

Have empathy (Empathy)

Objective

At the end of the lesson, the participants will be able to describe ways of providing care and support for persons living with HIV/AIDS.

Materials

Plot cards for role playing

Activities

1. Playing a game

Whole class discussion

(10 minutes)

The facilitator will explain the steps for playing the game.

- (1) Write the name of the patient's disease on a piece of paper. (For example: A person living with heart disease, a person living with cancer, a person living with AIDS)
- (2) Prepare papers with different kinds of diseases and stick them in different places in the classroom. Make sure they are not stuck closely.
- (3) Ask the youths to walk in a circle singing a song they all like.
- (4) When the facilitator says, "Stop", they have to go to the place where they can look after the person living with a disease.
- (5) Let the youths tell the symptoms of the disease and how they can look after them. (There can be very few youths who want to look after the person living with AIDS.)
- (6) Then, ask why there is a few/ no person who wants to look after the person living with AIDS.

2. Whole Class discussion

Discuss the following questions with the whole class.

- Why don't people don't choose to look after the person living with AIDS?
- What do people usually do when someone in the community is ill?
- What kind of patients (being ill with what diseases) do people usually go and see to show care and love?
- Do they usually visit people ill with AIDS? Why?

The facilitator can use the following notes to explain.

Facilitator notes:

It is a traditional custom to go and see friends who are ill with some diseases. We usually encourage them; show our love and care and give help to them. However, some are reluctant to go and see or give help to people who are ill with AIDS. Although they know that they should not behave like that, they don't try to analyze why they do so.

3. Group Discussion

(20 minutes)

- (1) Ask the following questions for group discussion

- How have you been ill?
(Ask them until 4 diseases related to HIV/AIDS such as illness, diarrhea, vomiting, and sores are identified).
- What do you need when you get sick? (to consider the above four diseases)

- What do family members and people in the neighborhood do to the person ill with a disease?

- (2) Give 5 minutes for group discussion.
- (3) The facilitator will record the presentation of a group in the following table on board. Let other groups add their discussion points.

| Illness | Needs during illness | What is done by others |
|---------|----------------------|------------------------|
| | | |

4. Whole Class Discussion (10 minutes)

- (1) The facilitator will point out the facts on the board and ask the following questions for class discussion.

What kinds of symptoms do people ill with AIDS have?

What do you think they need like people ill with other diseases?

What do people including family and community members do for the person ill with AIDS?

5. Explanation by the facilitator

People ill with ordinary diseases need care and help and so do people ill with AIDS. They even have more feelings for their illness than that of the ordinary patients. However people visit ordinary patients and give care and support to patients can live a longer life. They usually discriminate people ill with AIDS although their disease is not easily transmitted. AIDS patients who have to go through very hard time should be given comfort, care, support and help with empathy.

6. Whole Class Discussion (10 minutes)

- (1) Ask the whole class to sit quietly closing their eyes. Then, tell them that they all have got HIV infection. People are now avoiding them. How is your feeling? What kind of help do you expect from others?
- (2) Put the answers on the board.
- (3) The facilitator will add some points and explain as follows.

Facilitator note

- The patient should be allowed to stay together with the family at home.
- The family should show love, kindness and sympathy for the patient.
- Give time to talk with him/her and render necessary assistance with patience.
- If necessary, send the patient to see the doctor regularly.
- Give the patient medication regularly.
- To let someone stay near the patient to be at hand when his/her services are required.
- Assist the patient in daily routine activities such as cooking, washing, bathing, etc.

7. Assessment questions (10 minutes)

(a) Content questions

1. What do think would be more painful, having several opportunistic diseases or being rejected by family members and friends? Why?

(b) Personalization questions

1. Have you ever met a person with HIV/AIDS? How did you react to him/her? Why did you react in this way?

(c) Linkage questions

1. Are persons with HIV/AIDS in more possible situation to get infection with lung and other disease? Or are they less possible? Why?
2. Why are families and communities more afraid of caring for patients with HIV/AIDS than other patients with chronic illness?
3. Do persons with HIV/AIDS need better personal hygiene and good nutrition to protect them from opportunistic infections? Why?

Summarize as follows:

Everybody doesn't want to be infected with HIV nor rejected by other people in their life. If a person is infected with HIV, his goal or expectation can be lost. Therefore, you should not do behaviors that are at risk of HIV infection throughout your life. If you meet a person living with HIV/AIDS, you should not discriminate that person. Instead, you should treat him/her like the other ones. If you find someone who discriminates people living with HIV/AIDS, you should explain to that person till he/she understands.

Facilitator Notes

Basic Care Strategies For Persons with HIV/AIDS

| Needs of Persons with HIV/AIDS | Care and Assistance |
|--|---------------------|
| <u>Physical Care</u> | |
| General Care According to Basic Needs | |

| Needs of Persons with HIV/AIDS | Care and Assistance |
|--|---|
| <ul style="list-style-type: none"> • Food | <ul style="list-style-type: none"> - Have the PHA eat food with high nutritional value. Do not allow them to eat very spicy foods, foods of extreme tastes, or food which has been pickled because it will call diarrhea. - Have the PHA eat soft foods, small/simple portions 4-5 times a day. Only a little food is given each time but it is given often. - Have the PHA drink 6-8 glasses of clean water which has been boiled per day. - Do not allow PHA to drink alcohol or smoke cigarettes |

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| <ul style="list-style-type: none"> • Residence | <ul style="list-style-type: none"> - Arrange a clean residence. Open the windows to get fresh air and good circulation of air. Do not let water collect as it may become a reservoir for mosquitoes. - Arrange pillows and bed to be clean and comfortable for the PHA. - If the PHA is very fatigued and can hardly help themselves, you should arrange necessary items to be close at hand and stay close by to be ready to help. |
| <ul style="list-style-type: none"> • Clothing | <ul style="list-style-type: none"> - Change the clothing and the bedding of the PHA frequently. - Arrange washcloths, towels, and blankets for the PHA - Do not dress the PHA in clothing which is wrinkled because it can cause friction against the skin. - If clothing is stained with blood, soak and then wash in water with detergent to kill germs. |
| <ul style="list-style-type: none"> • Personal Hygiene | <ol style="list-style-type: none"> 1. Assist the PHA bathe, wash hair frequently. 2. Use a soft-bristled toothbrush with the PHA. Have the PHA take care of oral hygiene often. 3. Do not share toothbrushes or razors with others. 4. Wash your hands before preparing food, before eating, or before giving medication to the PHA. Also wash your hands after using the toilet 5. Wash dishes, flatware, and glasses in clean water. (AIDS cannot be spread by sharing utensils) 6. If your hands come in contact with the blood or pus of the PHA, wash your hands with soap or detergent and water. 7. Used feminine hygiene pads should be burned in an appropriate pit. |

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| <ul style="list-style-type: none"> Giving Medication | <ul style="list-style-type: none"> - Wash your hands before touching medication. - Read the labels to make sure you have the right medication. - If you are giving a liquid medication, the bottle should be shaken before poured from the bottle. - Give the correct amount of medication, at the right time, according to the doctor's specifications. - If the PHA cannot swallow pills, crush the pills and dissolve in water before giving to the PHA. - Have the PHA drink water after taking medication, except for medication which is sucked beneath the tongue. - Observe the symptoms of the PHA after taking any medication. |
| <p>Care According to Symptoms</p> <ul style="list-style-type: none"> Fever | <ul style="list-style-type: none"> - Wipe down the body of the PHA - Have the PHA drink a lot of water. - Change clothing that has become soaked in sweat. - Make sure that the environment is comfortable and clean so that the PHA can rest sufficiently. |
| <ul style="list-style-type: none"> Diarrhea | <ul style="list-style-type: none"> - Have the PHA drink a lot of water or buy rehydration salts to be dissolved in water or make your own rehydration salts by using boiled water, sugar and a little salt to drink instead of regular water. Be sure to give sufficient amounts of water or water with rehydration salts. - Do not drink milk. - Give soft foods, in small portions but often. - Be careful that you give only food and beverages which have been well cooked and are clean. |

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| <ul style="list-style-type: none"> • Sore Mouth/Throat | <ul style="list-style-type: none"> - If there is a chancre sore in the mouth, use cotton buds which are clean and dry to apply medication to the sore. Medication should be applied when the sore first appears in the mouth. - Care for the hygiene of the mouth and teeth and rinse out the mouth with warm water with salt. - Be careful not to chew food too forcefully or too quickly to not cause sores in the mouth which may become chancre sores. |
| <ul style="list-style-type: none"> • Cough | <ul style="list-style-type: none"> - Drink a lot of water. - Use your hand or a handkerchief to cover your mouth when you cough. - Have the PHA rinse out the flem into a tissue which is then burned or into a shaving basin or other utensil which has disinfectant in it. Then, wash down the toilet. Wash the utensil in detergent. - If lying on a bed, change the position of the PHA often. If the PHA sit if they are able so that the will not choke on saliva or flem. Or, use pillows to prop-up the head when coughing. - You should stay with the PWH/A when they are coughing to give emotional support. Sometime when they cough they become very tired and feel like they are about to die. Therefore, you should be there as a friend. |
| <ul style="list-style-type: none"> • Fatigue, Loss of Appetite | <ul style="list-style-type: none"> - Take care to have the PWH/A eat nutritional food. Give soft food in small pieces which give a lot of energy such as fresh milk, broth, fruit juice, sweets, etc. Each meal should be given in small portions but be given frequently. If very fatigued, you should also give vitamins and food supplements. - Give emotional support to the PHA to eat a lot of food. |

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|---|--|
| <ul style="list-style-type: none"> • Sores, Skin Rashes | <ul style="list-style-type: none"> - If there are sores, cover them with sterile cotton gauze or with clean cloth. - Clip the fingernails of the PHA so that they are short and clean so that they will not scratch their skin and cause sores. - Help the PHA to bathe and keep their body clean. - Help apply medication which prevents itching. |
| <ul style="list-style-type: none"> • Nausea, Vomiting | <ul style="list-style-type: none"> - Stop food and water for 1-2 hours. Have the PHA rinse their mouth with saline solution, with warm water, or with tea. - Have them inhale ammonia. - Have them change positions slowly. |
| <ul style="list-style-type: none"> • Stomach Ache | <ul style="list-style-type: none"> - Stop drinking alcohol or beverages with alcohol mixed with them completely. - Stop foods with extreme tastes and pickled foods. - If you think the stomach ache is caused by an ulcer, have the PWH/A take antacid medication or ulcer medication in appropriate doses. Check to see if the symptoms are better. - If they have pain in a specific area give the appropriate medication. For example if there is pain in the intestine, give medication which will relax the intestine. |
| <p><u>Mental/Emotional State</u></p> <p>Care of mental and emotional state</p> | <ul style="list-style-type: none"> - Give emotional support to help reduce the PHA's stress. - Accept the PHA as a member of the family and society who needs love and sensitivity from other members of the family. Act as if the PHA is still an important member of the family and is still needed by others. - Be interested in the PHA, make time for them, talk, provide counseling, and listen to anything and everything they have to say with interest. |

| | |
|--|--|
| | <ul style="list-style-type: none"> - Make contact with the PHA by holding their hand, tenderly touching their arm. Give them the chance to express their feelings, e.g. anger, fear, crying, etc. - Do not talk about subjects which will make the PHA feel pained or unhappy. - Bring comfort to the PHA by bringing the teachings of their religion to them. - Turn on the radio to a program which the PHA likes. - Recommend that the PHA practice meditation to put the mind at ease and reduce stress. - Be truly willing to help the PHA. |
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Let's practice cleanliness

(Critical Thinking, Decision Making)

Objective

At the end of the lesson, the participants will be able describe using of safe water and keeping environment clean is essential for healthy living.

Materials

Grade 5 student guide (SHAPE)
Paper for Jigsaw game

Activities

1. Whole class discussion

(5 minutes)

Ask the youths the following questions. Give time to think. Record the points the youths discussed on the blackboard.

- (a) What is the most important thing in life?
- (b) How do you understand being healthy?
- (c) What do you need for your physical health?
- (d) What do you need for your physical health?

2. Playing

(10 minutes)

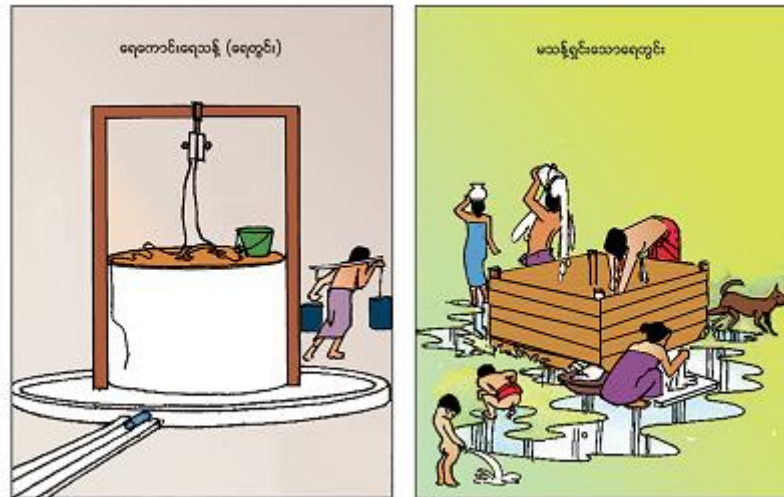
- (1) Cut the picture of the house described in the end of the lesson into pieces to play jigsaw game. The pieces of cutting should be the same number as the group members. (For 3 groups the facilitator has to cut up 3 pictures of houses).
- (2) Let each youth get one piece of cutting by drawing lots.
- (3) Let the groups to connect the pieces of cutting and ask them what picture they have got. (It must be a complete picture of a house.)
- (4) After playing Jigsaw game, there must be 3 groups and 3 pictures.
- (5) Have the youths sit as groups based on their respective pictures.
- (6) Have them read what is written on the pictures.
- (7) Have a representative from each group present what they have read on the picture.
- (8) The facilitator, together with the youths, should observe whether or not the presentation points are in accordance with the points the youths have thought in Activity (1). Then ask the following question.
"How will the picture look if one of its parts is missing?"
- (9) The facilitator adds as follows:

The needs for healthy living are: Personal hygiene, clean home and environment, eating clean, fresh meals, balancing 3 groups of nutrition, using clean water, preventing from infectious diseases, coping with emotion, having empathy and helping others. Moreover, six mugs of water a day should be drunk for health.

3. Observation

(20 minutes)

- (1) Have the groups observe two pictures of wells and answer the following questions in turns.



- (a) "What are the differences between the two pictures? Describe the differences.
(There can be more than one difference)
- (b) Which well water will you drink? Why?
- (c) What diseases can you get if you drink unclean water.

(2) The facilitator explains the following.

Clean water means that it must be free from germs and harmful chemicals. It must have no taste, smell nor color. It can't be called clean water, just seeing that it clear and transparent. It may have harmful germs that can't be seen with naked eyes. It can't be said that the water is clean due to having neither taste nor smell. It may have harmful matters that one can't taste or smell.

(3) Have the youths observe the picture in their booklet and discuss the following questions.

- (a) What is happening in this picture?
- (b) What kinds of diseases can the family living in this house get?
- (c) Not to happen like this, what should be done to the house and its surroundings?
(To include drinking water pot, flower vase of Buddha, the place for having meals, kitchen, the place for washing clothes, kitchen utensils, bowls and cups, etc in the house)



(4) After that, the facilitator should explain the following points.

If the house and its surroundings are not clean, there can be contagious diseases such as diarrhea, hepatitis, malaria, dengue fever, etc.

4. **Group Discussion**

(15 minutes)

- (1) How will you make the water you use and drink everyday clean? Let them study the content in their booklet.
- (2) What do you need to do to make your house and surroundings clean?
- (3) Let the groups present in turns.
- (4) The facilitator will add some points as follows.

To get clean water, you need to clean the water containers such as water pots and water tanks and cover them. Drinking water should be filtered or boiled to make it clean. Keep them clean and use a cup with handle to take water from the drinking water pot. Avoid putting hands in the water when taking it for drink.

Fly-proof latrines must be used to keep the house and its surroundings. Garbage should be disposed in the bin or basket properly. To keep the house and surroundings clean, you should sweep them and cut the bushes and make the drainage good by cleaning the ditches.

5. **Assessment questions**

5-minutes

(a) **Content questions**

1. How will you live healthily?
2. What can happen if one drinks unclean water? Why?
3. What can happen if your environment is dirty? Why?

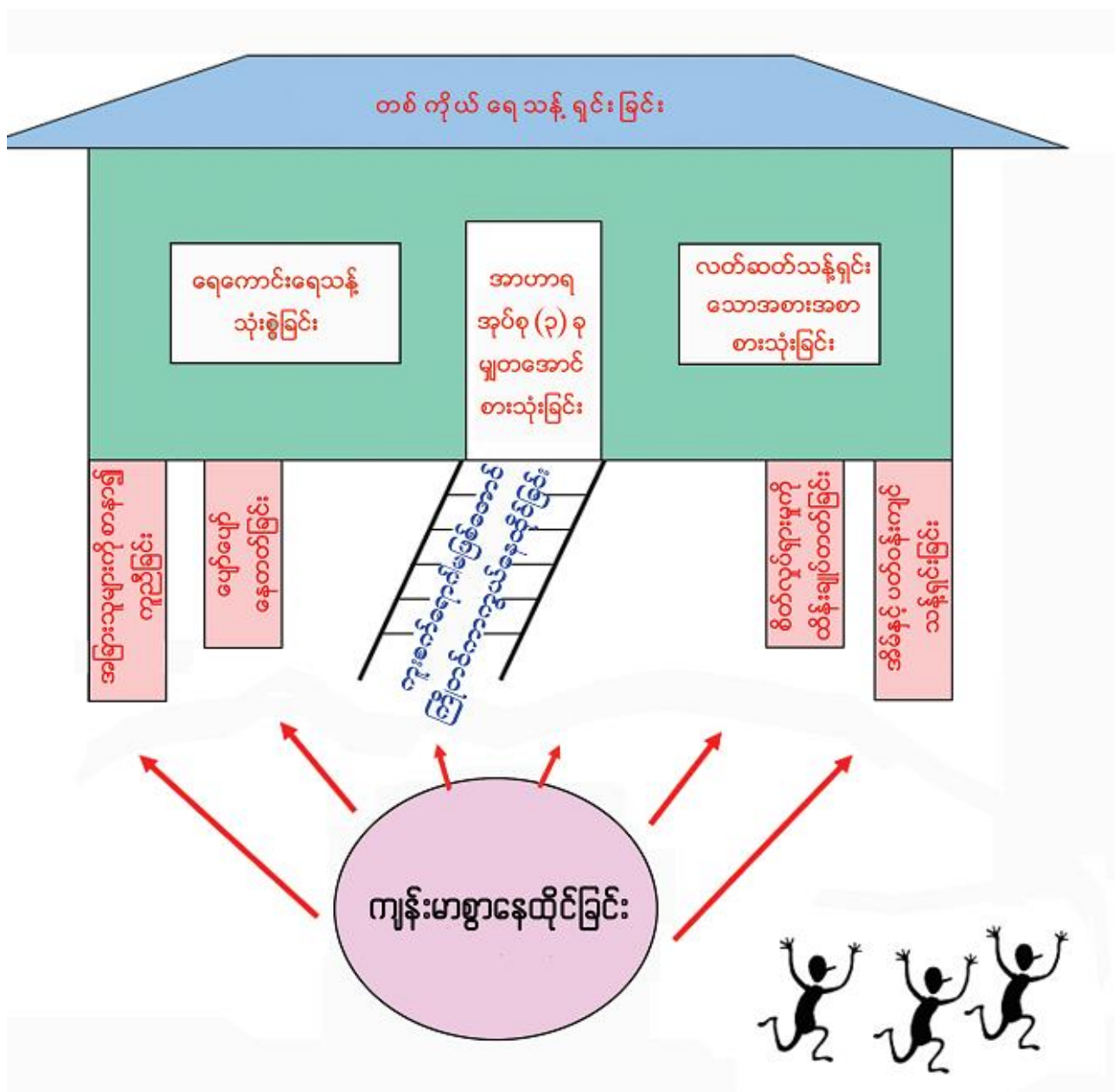
(b) **Personalization questions**

1. How can you help your family keep drinking water clean?
2. How can you help to keep your house and environment clean?
3. If there is still water under or beside your house, what would you do?

(c) Linkage questions

1. Can one be infected with HIV/AIDS by using dirty latrine? Why?
2. How can patients with chronic diseases be benefit from keeping their houses and environment clean?

The picture of the house for jigsaw activity



Diarrhea

(Critical Thinking, Decision Making)

Objectives

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

- (1) Describe causes of diarrhea which is a communicable disease.
- (2) Tell hygiene practices and behavior that can prevent diarrhea disease.
- (3) Explain what to do immediately when one gets diarrhea.

Materials

Plastic bag, empty bottles of drinking water, Pin, SHAPE Grade 3 Student Guide

Activities

1. Playing (10 minutes)

- (a) Write the following poem on the board and recite the poem together with the youths 3 or 4 times.

Let's dance together

Dance, dance together, merrily, merrily dance
Come, come, friends come, holding hands upward
Dance, dance, dance, dance, and merrily, merrily dance

- (b) After reciting the poem, explain the steps for playing.
Let the youths stand in the form of a circle and dance reciting the poem.
While dancing, if someone is poked with a hand, he/she must poke the neighboring person with a hand and call out, "Freeze" bearing the present action in freeze like a statue. (The one who has to start poking will be chosen by the facilitator secretly. When all the youths become statues, stop the game.)
- (c) Let the youths play the game.
- (d) The facilitator will ask the following questions and discuss with the class.
Why did all the youth become statues?
(Ask them to get the idea of communicable diseases.)
What is a communicable disease?
- (e) The facilitator will explain as follows.
There are different kinds of diseases but some are communicable diseases that can transmit from one person to another.

2. Whole Class Discussion (5minutes)

- (1) How do communicable diseases spread from one person to another?
- (2) Does every communicable disease transmit easily? Why?
- (3) The facilitator will explain that in any situation, all four principles of communicable disease transmission (ESSE) are needed in order for infection to occur. Explain this with examples.

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*

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

E ENTER – the germ must *enter the body* of another person

3. Observation

(15 minutes)

- (1) Have the group look at the pictures in their booklet and answer the following questions.
 - (a) What do you see in picture (1)
 - (b) What do you see in picture (2)
 - (c) What do you see in picture (3)
 - (d) What infection do the children in the picture get? Consider the four principles of communicable disease transmission.
- (2) Let one group present for one picture and other groups to add their discussion points.
- (3) Based on the presentation, the facilitator can explain as follows.

Having pain in passing foamy and watery stool (with sometimes vomiting) is called diarrhea. One can get diarrhea by eating food with dirty hands, unhygienic food, fly-rested food, and stale food, drinking unclean water, eating food in unclean plates, spoon and pots, and not using fly-proof latrine.

4. Observation

(10 minutes)

- (1) Ask the youths the followings and discuss in groups and write their discussion points on paper. Limit the time for this activity.

How will you live so that you will not get diarrhea?
- (2) Let each group observe the pictures of getting diarrhea and compare their points on paper.
- (3) The facilitator will explain as follows.

The good habits to practice daily in order for one not to be infected with diarrhea are: washing hands with soap before having a meal and after latrine, eating fresh and clean meals, covering foods not to be touched by flies, drinking clean water or boiled water, using clean dishes and spoons, and using fly-proof latrine.

5. Demonstration

(10 minutes)

- (1) Prepare small plastic bag, water and needle for the activity.
- (2) Pour water into the small plastic bag and tie it at the top.
- (3) Explain that supposing the plastic bag is a human body filled with water.
- (4) Let them think how a person looks when there is water full in the body.(looks healthy and active, etc.)
- (5) Pierce the bag at the bottom with a needle and make the water spring out of the bag.
- (6) Let the youths think and say how the body will become if the water in the body goes out of the body.

- (7) Ask them if they have any experience of their body liquid goes out of their body and also ask them the name of that disease.
- (8) Ask them if their body has lost some liquid, what they can do so that they can compensate the lost liquid.
- (9) Tell them that the lost liquid must be refilled. Then, refill the plastic bag with water.
- (10) Ask them what can happen if their body doesn't stop the liquid going out.
- (11) Ask them what kinds of liquid they can refill in the body to compensate the liquid it has lost.

When a person has got diarrhea, the body liquid becomes less and less. Then, the body becomes weak and loses stamina. There it needs to refill the body liquid. If we cannot do this, the body will get dehydration and can lose life. Therefore we need to drink rehydration salt that is proportionately dissolved in water. Besides this, mother's milk, congee, green coconut milk, soup, porridge and clean water can be drunk to refill the lost body liquid. It need to take care that the container used to put these liquids must be clean too.

6. Assessment questions

(a) Content questions

- (1) Does our body need water in it? How can water benefit our body? What will happen to our body if there is no water in it?
- (2) What will happen to our skin if there is not enough liquid in our body? (For example, if we are thirsty, what will happen to our lips?)
- (3) After our body has lost much liquid if it doesn't get some liquids to refill, what can happen? (Whether or not rice plants grow without rain; whether or not plants can grow without water ;)
- (4) What should an athlete do after playing? Why?

(b) Personalization questions

- (1) Are you aware of your dry skin during summer and winter? Why do you think it happens so?
- (2) Supposing you often get diarrhea, why do you think this happens to you?
- (3) If you get diarrhea, is it enough to take only medicine to stop it? Why?
- (4) If you sweat a lot when it is hot, what do you need to do?
- (5) How would you keep your body so that it cannot lose liquids?

(c) Linkage questions

- (1) Is diarrhea easy to infect a patient with HIV/AIDS? Why?
- (2) How much water should one drink a day for healthy living?

Summarize as follows

Good health is the most important thing in life. Just eating food is not enough for health. The food we eat needs to be clean and nutritious. It also needs have clean personal hygiene, clean environment, clean toilet, and clean hands and so on to be clean so that a person can enjoy good health. You must be aware of yourself that whether or not you know these hygienic behaviors and have these practices.

It is not strange that a person gets diarrhea but due to not knowing to refill the liquid lost during diarrhea people lose their lives. Therefore, remember to refill the liquid lost when you get diarrhea. Share what you know about this to your family members and people in your surroundings.

(Note: Take measurement of the heights and weights of children and records them in a book before the next lesson. You can get help from the local health centre)

Let's eat well

(Critical Thinking)

Objective

At the end of the lesson, the participants will be able to describe that growing teenage should eat clean and sufficient amount from three food groups.

Materials

Paper, color crayons, participant booklet

Activities

1. Whole class discussion

(10 minutes)

- (1) Start the lesson by asking the youths the following question.
"What did you eat yesterday?"
(Note: Rice, curry and snacks are included)
- (2) Record whatever the youths say on the blackboard.

2. Observation

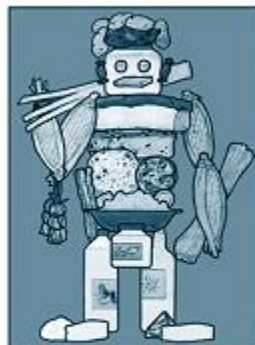
15-minutes

- (1) Have the youths observe 3 food group posters.
"What do you find in the picture? Have them look at carefully."
Note: Have the literate youths help read or explain to the youths who are illiterate.

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ခန္ဓာကိုယ်ကြီးထွား
စေသောအစာအုပ်စု



အင်အားဖြစ်စေသော
အစာအုပ်စု



ရောဂါကာကွယ်
စေသောအစာအုပ်စု

- (2) The facilitator should explain further if there is food that the youths don't know.
- (3) The facilitator explains the following note.

Everyday we eat a variety of food. They include meat, fish, vegetables, grain (rice, wheat, corn, etc.) fruits, roots and oil. The food that we eat daily for our growth can be divided into 3 groups.

They are :-

- (1) Food for energy
- (2) Food for growth
- (3) Food for prevention of diseases.

- (4) Based on 3 food group posters, divide into 3 food groups the food discussed in Activity (1) "What did you eat yesterday."

3. **Playing**

(10 minutes)

- (1) Have 3 groups draw pictures of 3 food groups.
For example: Group (1) members have to draw pictures of food for growth
Group (2) members have to draw pictures of food for energy
Group (3) members have to draw pictures of food for prevention of diseases.
- (2) After drawing, have the youths stuck their pictures on their chest with pins.
- (3) Have all the youths stand in circle shape. The youth from 3 groups will be mixed up.
- (4) The facilitator has to sing a song. While singing, have all the youths walk in a circle shape.
- (5) When the facilitator stops singing and makes a signal, the youths have to organize groups consisting of 3 members.
- (6) The facilitator checks the groups and asks the groups whether they have included 3 food groups. If the group has not 3 food groups or have only one food group, ask the following questions.
 - What can happen if you only eat only the food group for growth? If the group is formed with members of one food group, which food groups do you need to eat?
 - What can happen if you only eat only the food group for energy? If the group is formed with members of one food group, which food groups do you need to eat?
 - What can happen if you only eat only the food group for prevention of diseases? If the group is formed with members of one food group, which food groups do you need to eat?

4. **Assessment questions**

(10 minutes)

Personalization Questions

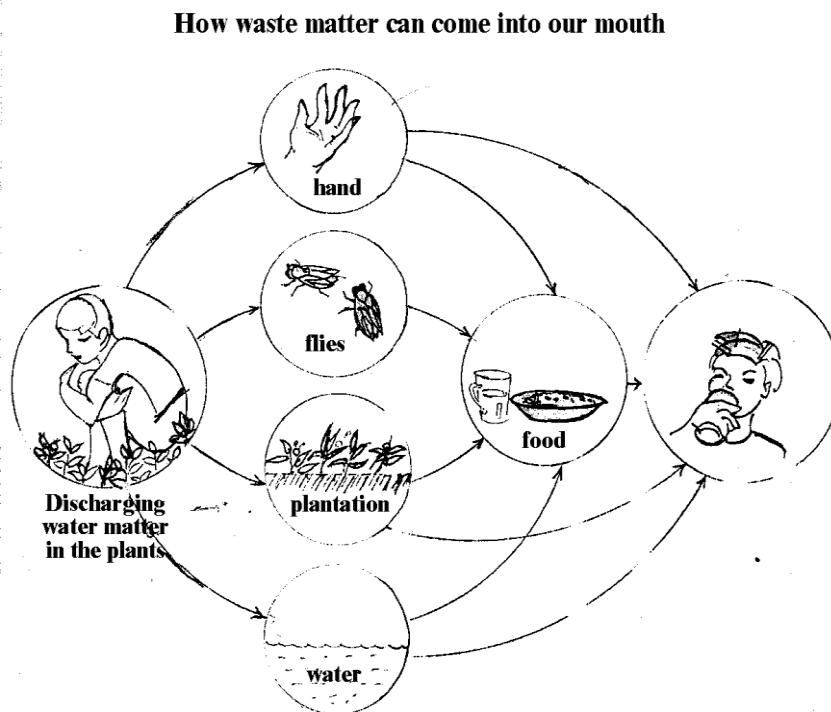
- (1) Did the foods you eat include 3 food groups?
If not, what should you do? If so, what food group is more in amount?
(Note: Give a few minutes to consider and identify the food group in which the foods you eat include.)
- (2) What snack do you usually buy and eat?
In which food group does the snack mostly include?
- (3) What food will you choose to spend less cost and to make you grow well?
- (4) What if a food group has been needed in your daily meals for long?
- (5) How much amount of food should you eat just after you have recovered from illness?
- (6) The facilitator explains the following:

Protein for growth, Energy for physical movements, Vitamins and minerals for prevention of diseases are needed. One can get these three needs from having a balanced diet of all 3 food groups. If not eating one of 3 food groups, you can't have a balanced diet. Therefore, one should check his/her daily meals whether or not they include all 3 food -groups and must have a balanced diet.

5. Observation and whole class discussion

(5 minutes)

- (1) Tell them that they need to eat all kinds of food but there is one thing they need to take care. Then, let them look at the picture of how waste matter can enter their mouth in their booklet.



- (2) Ask them how they understand the picture. Give time. Have them consider the sequence of the picture.
- (3) Based on the discussion points, the facilitator explains as follows:-

Eating unclean food can cause diarrhea and worms. According to the mentioned picture, the ways diarrhea germs can transmit one person from another through hands, feces, and unclean food, liquid and vegetable farms to mouth. Then, it causes diarrhea and worms. Therefore, before eating, one should prevent this disease by making the food clean.



Balanced diet

(Critical Thinking, Self Awareness)

Objective

At the end of the lesson, the participants will be able to describe a balanced diet and sufficient amount of food is essential for health.

Materials

Measuring tape, Paper, Pencils (After the lesson, the facilitator must get the measurement of heights and weights of youths)

Activities

1. Whole Class Discussion

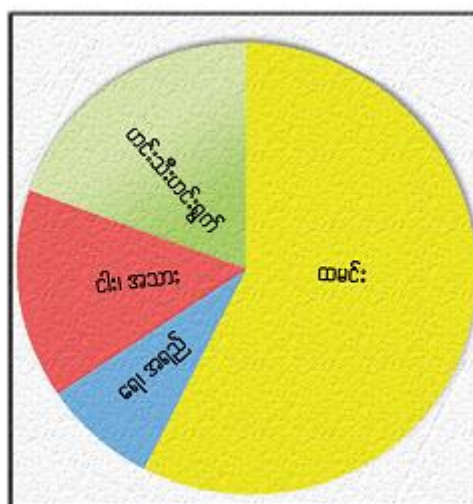
(2 minutes)

- (1) Ask the youths to review the 3 food-groups in the previous lesson.
- (2) Then, the facilitator summarizes that there are three food-groups that make us grow well, give energy and prevent us from diseases.

2. Drawing

(10 minutes)

- (1) The facilitator will draw a big circle on the board.
- (2) Distribute a sheet of paper to each youth and let them copy it. Tell them the circle doesn't need to be so round.)
- (3) While adding things in the circle, explain as follows.
Tell the students to imagine that the diagram above is the plate they would use when they eat a meal. With rice they eat as their staple food, is approximately three quarters of the plate and the other quarter is meat, fish or beans curry and vegetables curry.



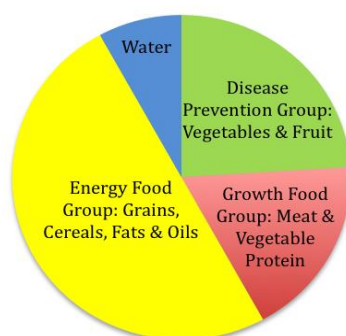
- (4) Tell the class as follows.
Now, you will fill in the circle you have drawn with the meal you usually eat.
Everyone can have different amounts of meal.
- (5) Give 2 minutes to draw the plate of meal. Give help to the youths if necessary.

3. Whole Class Discussion

- (1) Ask the following question to the whole class. (Let them answer what they know.)
 - How do you understand eating a balanced diet?
 - How do you understand eating enough food?

- (2) The facilitator will explain eating enough food using the picture below.

Nutritional Requirements



Tell the students to imagine that the diagram above is the plate they would use when they eat a meal. With rice they eat as their staple food, should make up approximately half of the plate. Food in the other two food groups for growth and disease prevention the protein should be nearly one quarter each. More fruits and vegetables should be eaten than meat. We also need to drink plenty of water with meals and during the day for the body to function properly.

- (3) Let the youths compare the picture of meal they have drawn with this picture and assess how they are different.
- (4) The facilitator will ask the following questions to let the youths assess themselves.
Which food do you eat enough?
Which food do you need to eat more?
- (5) The facilitator will explain as follows.
We need to eat a variety of foods from each food group in order to meet our nutritional requirements. Otherwise, our body will not grow as big and strong as it should be.

4. Practical Work (15 minutes)

- (1) Tell them that they can check whether they have growth with respect to their age by measuring their weight and height.
- (2) Let them look at the table showing the appropriate weight of youths with respect to the age and explain as follows.

| Table 2 | | | | | | | | | |
|---|-------|--------------------|------|------------|------|----------------------|------|------------|------|
| Appropriate body height with respect to age | | | | | | | | | |
| Age | | Body height (Male) | | | | Body height (Female) | | | |
| Year | Month | 100% | | 80% | | 100% | | 80% | |
| | | Centimetre | Feet | Centimetre | Feet | Centimetre | Feet | Centimetre | Feet |
| 5 | 0 | 109.9 | 3.61 | 93.4 | 3.06 | 108.4 | 3.56 | 92.1 | 3.02 |
| 6 | 0 | 116.1 | 3.81 | 98.7 | 3.24 | 114.6 | 3.76 | 97.4 | 3.20 |
| 7 | 0 | 121.7 | 3.99 | 103.4 | 3.39 | 120.6 | 3.96 | 102.5 | 3.36 |
| 8 | 0 | 127.0 | 4.17 | 108.0 | 3.54 | 126.4 | 4.15 | 107.4 | 3.52 |
| 9 | 0 | 132.2 | 4.34 | 112.4 | 3.69 | 132.2 | 4.34 | 112.4 | 3.69 |
| 10 | 0 | 137.5 | 4.51 | 116.9 | 3.84 | 138.3 | 4.54 | 117.6 | 3.86 |

| | | | | | | | | | |
|----|---|-------|------|-------|------|-------|------|-------|------|
| 11 | 0 | 143.3 | 4.70 | 121.8 | 4 | 144.8 | 4.75 | 123.1 | 4.04 |
| 12 | 0 | 146.4 | 4.8 | 127.2 | 4.17 | 151.5 | 4.97 | 128.8 | 4.23 |
| 13 | 0 | 156.5 | 5.13 | 133 | 4.36 | 157.1 | 5.15 | 133.5 | 4.38 |
| 14 | 0 | 163.1 | 5.35 | 138.6 | 4.55 | 160.4 | 5.26 | 136.3 | 4.47 |
| 15 | 0 | 169.0 | 5.55 | 143.7 | 4.71 | 161.8 | 5.31 | 137.5 | 4.51 |

1 Inches = 2.54 centimetres

For example: Look at the row of a boy who is ten years old, the appropriate height should be 137.5 centimeter or 4.51 foot. If that boy is 80% lower than his height, he will be 116.9 centimeter or 3.84 foot. So it can be said that his growth is less than he should be.

(3) Ask the youths to find the height that should be in appropriate with their age.

(Boys should look at the table for boys and girls should look at the table for girls.

(4) Let them check whether they have height with respect to their age.

5. Whole Class Discussion (10 minutes)

Let the youths look at the table that shows the appropriate weight with respect to the age, find the appropriate weight at their age and check whether they have appropriate age in accordance with their age.

| Table 1 | | | | | | | | | |
|---|-------|--------------------|--------|----------|--------|----------------------|--------|----------|-------|
| Appropriate weight with respect to age | | | | | | | | | |
| Age | | Body Weight (Male) | | | | Body Weight (Female) | | | |
| Year | Month | 100% | | 80% | | 100% | | 80% | |
| | | Kilogram | Pound | Kilogram | Pound | Kilogram | Pound | Kilogram | Pound |
| 5 | 0 | 18.7 | 41.14 | 15 | 33.08 | 17.7 | 39.03 | 14.2 | 31.31 |
| 6 | 0 | 20.7 | 45.54 | 16.6 | 36.6 | 19.5 | 43 | 15.6 | 34.4 |
| 7 | 0 | 22.9 | 50.38 | 18.3 | 40.35 | 21.8 | 48.07 | 17.4 | 38.37 |
| 8 | 0 | 25.3 | 55.66 | 20.2 | 44.54 | 24.8 | 54.68 | 19.8 | 43.66 |
| 9 | 0 | 28.1 | 61.82 | 22.5 | 49.61 | 28.5 | 62.84 | 22.8 | 50.27 |
| 10 | 0 | 31.4 | 69.08 | 25.1 | 55.35 | 32.5 | 71.66 | 26 | 57.33 |
| 11 | 0 | 35.3 | 77.22 | 28.2 | 62.18 | 37 | 81.59 | 29.6 | 65.27 |
| 12 | 0 | 39.8 | 87.56 | 31.8 | 70.12 | 41.5 | 91.51 | 33.2 | 73.21 |
| 13 | 0 | 45.0 | 99.00 | 36.0 | 79.38 | 46.1 | 101.65 | 36.6 | 80.70 |
| 14 | 0 | 50.8 | 111.76 | 40.6 | 89.52 | 50.3 | 110.91 | 40.2 | 88.64 |
| 15 | 0 | 56.7 | 124.74 | 45.4 | 100.11 | 53.7 | 118.41 | 43.2 | 95.26 |

1 kilogram = 2.205 pounds

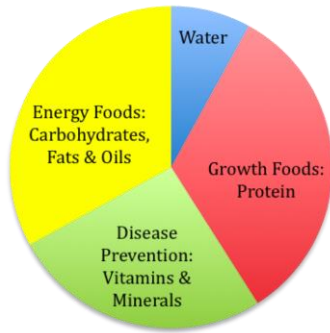
(1) If your height is less than the appropriate height with your age, what kind of food should you eat to become taller than now?

If you are sickly and thin, what food should you eat more?

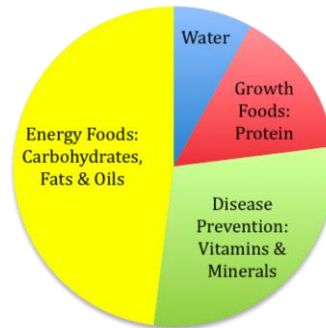
(2) Explain that persons with lower than appropriate body height need to eat more protein or growth foods. Protein helps the cells in our bodies reproduce themselves and thereby promote growth. As our bodies grow, we may also need to increase energy foods as well because our bodies will burn energy quickly as we grow. They should also remember to eat a variety of disease prevention foods as well.

- (3) Then let the youths study the diet needed to have in accordance with the low height or weight. Then, let them choose the picture of the proportion of food they need to eat.

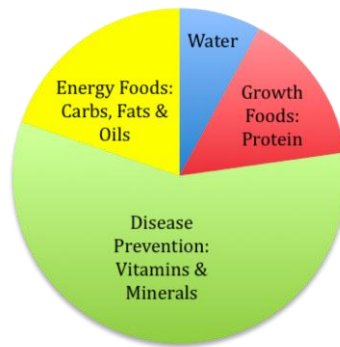
Normal Weight, Low Height



Low Weight, Normal Height



High Weight, Normal or Above Height



- (4) The facilitator will explain the examples of the pictures of the proportion of food in accordance with their height and weight.

6. Whole Class Discussion

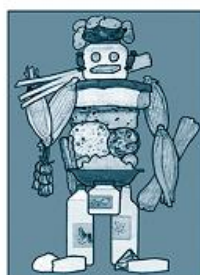
- (1) Let the youths study the pictures of food groups in their booklet and let each group discuss the following question on one food group. Then have them present their discussion points.

Which foods are available and cheap and consumed most in your community?

Three food-groups



ခန္ဓာကိုယ်ကြီးထွား
စေသောအစာအုပ်စု



အင်အားမြှင့်စေသော
အစာအုပ်စု



ရောဂါကာကွယ်စေသော
အစာအုပ်စု

(2) The facilitator will explain as follows.

During the adolescent age, as the body is keeping grow, youths should manage to eat a balanced diet that meets the nutritional requirement of them. It also need to include three food-groups so that their bodies will grow as they should do and they will enjoy good health. Personal hygiene, especially, washing hands and keeping the house and its surroundings clean can prevent the worms come into the body. If there are worms in the body, the food you eat will not give you full nutrition and you can get malnutrition. As they can also suck your blood, you can get not only diarrhea but also anemia. Girls are more likely to get anemia more as they have monthly period.

7. Assessment questions

(8 minutes)

(a) Content questions

1. How do you understand a balanced diet?
2. What can happen if the food is not clean although you eat a balanced diet?
3. What kind of food you need to eat more at adolescent age? Why?

(b) Personalization questions

1. What food do you need to eat more? What can happen to you if you don't eat so?

(c) Linkage questions

1. How have you seen the drug addicts have their meals?
2. What kinds of food do you think a patient with HIV/AIDS need? Is it different from the food you need? Why?

Summarize as follows

When you have your daily meals, you should be aware how they benefit you instead of eating without thinking of it. You should also consider what you need to eat. If you don't eat to meet the nutritional requirement at this age and try to eat them as you want to grow at an old age, it will be too late. Therefore, you need to eat clean food for getting enough nutrition. Take care of the food of your younger brothers and sisters and feed them enough food. Take measurement of your weight and height and record them together with the date. This is the way to know your growth. If you can't do both, you can measure your height at home with a mark.



Phase 2- B SUMMARIES

- * Don't try to use any kind of drugs in any reason.
- * If you are persuade to do things that will bring bad consequences, refuse saying, "NO" assertively.
- * If you have HIV/AIDS, this can cause your goal to be destroyed and affect your health, social and economic situations and thus you must protect yourself from being infected with HIV.
- * If you meet a person living with HIV/AIDS, you should help that person with empathy.
- * Keep your house and its surroundings clean to protect yourself from diarrhea and worms. Practise your personal hygiene daily.
- * Identify the amount of food you need to eat and have a balanced diet to grow the height you should have at your age.

Nature of Youth

Time: (120) minutes

Objectives

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

1. Tell the nature of adolescence
2. Explain how adults can help adolescence

Materials

Pieces of paper, Flipchart paper, Soft pens, Marker pens, Glue, Tape

Activities

1. Whole class discussion

"What do you think are the basic birth rights of a human being whether he/she is rich or poor?"

- (1) Record the discussion points on the blackboard.
- (2) Based on the discussion points, the facilitator should further explain the basic child rights (survival, development, protection and participation).

2. Group discussion

- (1) How do youths of (10-17) usually behave?
- (2) What do you think they need?
- (3) What should adults (every one older than them) have to do for them?
 - (a) Explain to all the youths that they all have to consider at least 5 points for the above questions. Ask them to consider one question after another.
 - (b) Give time to consider the first question. Let them write down at least 5 points (if possible, as many as he/she can) on paper. (one point on a piece of paper) The facilitator helps them write if there are illiterate youths.
 - (c) Ask the youths to hold the paper they wrote. Let the group leader to start reading out the points they considered to the group and put the paper on the table. Have them read in turns. (just a piece of paper for once)
 - (d) Then, collect the same matters and stick them with glue.
 - (e) Based on the answers of the first question, let them consider the second question in the same way.
 - (f) Based on the first and second questions, let them consider the third question in the same way.
 - (g) Ask them to name proper titles. Stick them on the wall.
 - (h) Let all the youths look at what each group representative presents.
 - (i) Based on the presenting points of the youth representative and the points writer on flipchart paper, the facilitator should further explain by using the facilitator note.
 - (j) Then, have them identify with red pens what points on the paper are needed for the children for their respective communities.
 - (k) Then, the facilitator have the youths identify with blue pen what they can support among the points marking with red pen.(other needs they can be support can also be identified.)
 - (l) The facilitator has to conclude the following points.
Based on child rights, the nature and needs of youths, explain the adults have the responsibility for helping adolescence.

Child Rights

- Survival
- Development
- Protection
- Participation

◆ Nature of adolescents at the age of 10-17

- Like doing enjoyable things
- Willing to help others
- Want to be dutiful
- Can work together with others if adults can help them understand the tasks they are assigned.
- Want to enquire living and non-living things in their environment.
- Can memorize many things. Ask questions
- Prefer practical work and enquiries
- Want others to explain why it has to be done.
- Interested in solving problems
- Interested in their experiences
- Like being with friends and believe them.

◆ Needs of adolescents at the age of 10-17

- Nutritious food
- Health care
- Loving-kindness, compassion
- Participation
- Conducting as a good example
- Observing environment with curiosity
- Discussing mutually, talking
- Protection
- Taking a rest or sleep

◆ Adults' help

- Understanding children
- Affection
- Conducting as a good example
- Giving a chance to experiment
- Giving a chance to participate
- Listening to the child
- Understanding the child and answering what the child asks
- Acknowledge the child's opinion
- Providing nutritious food
- Treating equally without gender discrimination
- Treating the child as a human being

Youth Participation

Time: (60) minutes

Objectives

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

1. Explain the reason why youths are asked to participate
2. Identify how youths will be asked to participate

Materials

Bottles of drinking water, Water, Tape, Lime fruits

1. Whole class discussion (10 minutes)

- (1) Have the youths write down what they understood when they hear the word "Participate"
 - (a) What is the meaning of participation?
 - (b) When discussing in the training session, why are the youths given a chance to participate?
- (2) Record the answers to the question given by the youths

2. Role playing (10 minutes)

The facilitators demonstrate each of the following situations.

- (1) Tell them how to make a paper bag. Then, distribute sheets of paper and let them make a paper bag. Wait for some time.
- (2) Demonstrate how to fold paper to make a paper bag while explaining to them. Don't let the participants make the paper bag yet; just let them observe the demonstration first. Then, let them make by themselves.
- (3) This time, while the facilitator is demonstrating how to fold paper to make a paper bag, he/she will explain how to do it and at the same time let the participants do it together with the facilitator. (Wait for the slower ones and give help or show them again if necessary)

3. Group discussion (10 minutes)

Let the groups identify the strengths of the above three situations

- (1) Have a group leader present the strengths of the above three situations and let the other groups add further.
(If there is enough time, have every group present their discussion points)
- (2) The facilitator should add what is needed.

4. Whole class discussion (10 minutes)

Which one is more beneficial among the above three situations? Why?

- (1) Based on the discussion points, the facilitator explains the following.
 - (a) Explaining the meaning of the word "Participation" recorded on the blackboard.
 - (b) Explaining the participatory training and its basic principles by using the third situation of making a paper bag.
 - (c) Explaining the reason why asking the youths to participate based on the characteristics of learners.

5. Group discussion (20 minutes)

In which ways are the youths asked to participate in EXCEL lessons?

How does the facilitator help them participate?

- (1) Have the youths discuss in group the above questions.
- (2) Have each group representative present the discussion points.
- (3) Based on the discussion points, the facilitator should further add to them.

Participatory Training

1. It must be accepted that the youths have had prior knowledge and experiences. There shouldn't be the notion that they have no idea and lack of knowledge.
2. When the youths recognize how much information they have learnt, they become assured of themselves and willing to seek new knowledge and experiences.
3. They will be able to seek their own knowledge while actively participating in the training sessions.
4. They want to know only the information that is useful immediately in their real life.
5. It should be facilitated that the youths will consider and decide their own problems instead of cramming knowledge and information.
6. Mutual respect, confidence, open conversation, listening, warm friendship between the facilitators and the youths will promote their effective learning process.
7. There must be mutual cooperation among the youth groups and learning by sharing life experiences with each other. Create an atmosphere to seek new knowledge and information.
8. Reinforcement activities must be done so that the youths can reinforce what they have learnt.
9. The youths must participate in the process of continuous assessment: participate → analyze → decide → adjust → restart a new activity.

Basic Principles of Participatory Training

- Be life- centered and related to life
- Be learner- centered
- Be active learning and participating
- Focus on attitude, knowledge and skills
- Be flexible
- Learning by sharing experiences
- Be useful in daily life
- Be a case study
- Focus on group discussion
- The trainer is just a facilitator
- Based on the continuous evaluation process

The Role of Facilitator

Time: (60) minutes

Objectives

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

1. Describe the meaning of facilitator
2. Describe the roles of a training facilitator

Materials

Leaflets

Activities

1. **Playing** (10 minute)
2. **Whole class discussion** (25 minutes)
 1. What is facilitator?
 2. Describe the differences between the facilitator and the trainer.
Based on the discussion points, the facilitator add further explanation by using Facilitator Guide Phase (1).
3. **Group discussion** (25minutes)

Discuss the roles of facilitator, based on the previous training days.

 - (1) Ask the other group to add further to the discussion points of a group's presentation.
 - (2) Based on the discussion points of all the groups, the facilitator adds to the discussion by using the roles of facilitator from the leaflet.

4. Studying the case studies





Let the facilitators assess themselves based on their experience, events and situations in the community whether or not he/ she is a good facilitator and points to be improved for him/her.

The role of facilitator




The success of a training program depends on the efficiency and responsibility of a facilitator. As a facilitator, he/she can conduct the following in order for the youths to learn to their highest potential.

1. Creating learning environment






The essential thing in the training program is to encourage and stimulate all the participants. Therefore, the facilitators:-

-  Create an environment so that all the participants feel comfortable and friendly with one another.
-  Use energizers at a suitable time.
-  Treat all the participants with respect.
-  Sometimes use amusing jokes.






For the active participation of the participants

-  When asking and discussing in the training session, give time and encourage the participants to share their suggestions with one another rather than the answer given by the facilitator.
-  Recognize with respect the suggestions and opinions of the participants
-  Encourage them to create and take initiative.







2. Preparation

-  Prepare for the following steps before discussing a lesson.
-  Read comprehensively the objective of the lesson and facilitator notes.
-  Read the activities and prepare for them.
-  Practice in advance the activities and role plays if included in the lesson.
-  Prepare for being ready to use the materials needed. If necessary, collect the materials in advance.







3. Communication

- A good training session depends on the facilitator's communication skill.
-  Speak in a variety of tones.
 -  Words must be in harmony with deeds.
 -  Instruct clearly
 -  Ask an appropriate question again if thinking they can't understand the first question..
 -  Request the participants to ask questions and to share their own experiences and opinions.



4. Whole class discussion

-  Have all the youths consider the question asked by the facilitator.
-  Offer everyone to participate in discussion.
-  Appreciate the facts, experiences and opinions of the youths.
-  Sometimes record the points the youths discuss on the blackboard.
-  Offer them to add further to the discussion points.
-  Based on the youths' discussion points, the facilitator should further add to the discussion points by using the facilitator notes.

5. Group discussion

-  Stimulate all the members of the group to consider the given question.
-  Have them choose the group leader and a representative for presentation.
-  The group leader is responsible for negotiating in the group during the discussion and arranging so that all the youths can participate in the discussion.
-  The presenter records the discussion points and takes the responsibility for presenting them to the class on behalf of the group.
-  The presenter has to present the discussion points to the class on behalf of the group.
-  Sometimes ask every group to present, but when there isn't enough time, ask the other group to add further to the discussion points of a group.

6. Assessment questions

-  Make a conclusion after discussing each lesson by asking questions in order for the youths to understand more about the lessons.
-  Each facilitator has to take responsibility for each group discussion.

- ❑ The questions include content questions, personalization questions and linkage questions.
- ❑ Give time to consider whenever asking questions.
- ❑ If the youths don't understand the question, ask a new appropriate question that is similar in meaning to the first one.
- ❑ If only a youth answer the questions, help other youths to participate in turn in the discussion.
- ❑ Pay attention to the quiet youth or to the youth who rarely participates in discussion. Help them to speak or participate in the discussion.

When answering questions:-

- ❑ If it is about content and linkage questions, discussion can be made in class as well as in groups in which every youth can answer the questions. Sometimes they discuss first in the group and then answer the questions.
- ❑ If it is about personalization questions, ask each youth to consider "if he/she were....." in order to have the practice to think comparatively. Therefore, it is more appropriate to ask each individual so as to get his/her desire, ideas and opinions
- ❑ What the facilitator has to say after each lesson is to motivate the youths to apply the lessons appropriately in their life.

Checklist for observers

- (1) Whether or not the facilitator is facilitating according to the steps in the facilitator guide
 - (2) Whether or not the facilitator can make all the participants include in the discussion activity
 - (3) Whether or not the facilitator can use words and expressions that are understandable for the participants
 - (4) Whether or not the facilitator can give clear instructions or reasons to the answer
 - (5) Whether or not the facilitator can summarize the lesson by asking question
 - (6) Whether or not the facilitator can manage time
 - (7) Whether or not the facilitator can train the participants to get the expected skills
 - (8) Whether or not the facilitator can ask linkage questions
- (Note: To present short to the point within a short time giving an example for each list.)