



THE KENYA SCOUTS ASSOCIATION



Communication
Booklet for
PARENTS OF SCOUTS AND
interested adults

REPRODUCTIVE HEALTH AND DRUG ABUSE
PREVENTION PROGRAMME FOR
ADOLESCENTS AND YOUTH



THE KENYA SCOUTS ASSOCIATION



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The development of this manual was funded by
the United Nations International Drug Control Programme (UNDCP)
and the United Nations Population Fund (UNFPA)

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How to use this booklet

This small booklet is designed to guide you through the process of helping parents and other adults communicate better with young people.

Part I: The booklet provides you with a series of activities on relationship skills to conduct with your adult participants. It will make suggestions as to what to do so that the activities and lessons become more meaningful for the adults with whom you are working.

Part II: The booklet will give you key facts on issues of concern as well as suggestions as to how to introduce the key facts so that your participants feel comfortable discussing them.

When using this booklet, try to use all the communication skills you learned when training to be a Scout Leader.



THE KENYA SCOUTS ASSOCIATION



SCOUT LEADERS GUIDE TO THE COMMUNICATION BOOKLET FOR PARENTS OF SCOUTS AND INTERESTED ADULTS

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Foreward

The publication of the Scout Leaders Guide to Communication Activities for Parents and Interested Adults marks a significant milestone for the Kenya Scouts Association. Since its inception, the Scout Movement has helped and encouraged members to use good communication skills to overcome barriers between Scouts of different age groups, different races and even between Scouts and non-Scout adults.

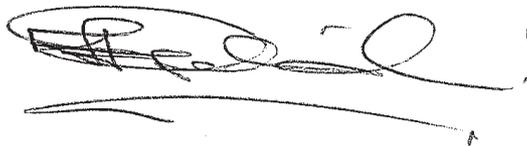
The task of assembling parents and other adults for a learning activity may not be an easy one for the Scout Leader. It is for this reason that the Kenya Scouts Association, in collaboration with Program for Appropriate Technology in Health (PATH), developed this book to give practical guidelines to the Scout Leader. The book bases its approach on the Scout Method, working in small groups and "learning by doing."

The parents of Scouts and other adults play a significant role in the development of young people and help shape them as they grow to adulthood. Parents need to be positive role models, to build the self-esteem of young people and to instill discipline. For this to happen, parents

must have good relationship skills, must build their own self-esteem, and be familiar with facts about reproductive health education, among other issues.

Drug abuse and HIV/AIDS have become the greatest threats to life in Kenya, especially for young people. Parents and other adults must be aware of the facts about these issues and be forthright in discussing strategies to assist young people to avoid and cope with these challenges.

It is the hope of the Kenya Scouts Association that the combined efforts of Scouts, parents, the United Nations Population Fund, the United Nations International Drug Control Programme, World Scouts Bureau Africa Regional Office and PATH that this program will result in positive changes in the lives of young people in Kenya. Your feedback in this regard is welcome.



Philip Kiprono Ngetich
National Executive Commissioner
Kenya Scouts Association



Introduction

Part I of this book has a wide range of games and practical activities. These are meant to enable parents to relate with youth. Moreover, it will help correct and reduce cases of irresponsible sexual behaviour and drug use.

The Scout Leader should assemble parents and/or interested adults through announcements in places such as schools, churches, mosques and Chief's barazas. The meeting should take place at the convenience of the parents/adults. On meeting the parents, the Scout Leader should guide the discussion by formally introducing the participants as well as the topics of discussion. Parents can then be divided into groups of four or five persons. Each group should elect a chairperson to guide group discussions and activities, as well as a secretary to take notes for

the group. After group activities conclude, participants should re-assemble in plenary to allow the Scout Leader to sum up the discussions.

Other than games/activities, parents can be involved in community-based economic activities of their choice. The objective of this is to build a close relationship between parents and their children by encouraging positive and effective communication while at the same time making them economically productive. Activities include: gardening, bee-keeping, zero-grazing units, poultry or pig farming, tree nurseries, etc. For more information on how to organize economic activities, contact the KSA Extension Scouting Coordinator or the District Social Development Officer.



Be a positive role model

Given that children “learn what they live” – learn from what they see in their everyday lives – parents and adults should act and behave in a manner that can be positively emulated by young people.

Activity A

Ask participants to think about their childhood and their upbringing. Tell them to answer the following questions:

- What is your fondest memory?
- What do you remember most about your father and mother?
- What do you remember about the way you were treated by them?
- How did you get along with your parents?
- What were the rules... what were you allowed to do or not do?
- Are there things about your

relationship with your parents when you were growing up that you wish were different? What? Why?

- Ask the participants to split into groups of four or five adults and work on these questions. When they have written answers, bring the groups together to share and discuss their answers.



Adults need to consider their upbringing compared to the challenges today's youth face.



ACTIVITY B

Ask the participants to think about how their child or a young person would answer the questions in Activity A, and to compare the answers with their own.

ACTIVITY C

- Ask the participants to split into groups again and think about the kind of things

they do now that they would not want a young person to do.

- Ask them to make a list of these negative behaviours.
- Ask each group to present its list to the entire group and discuss ways of changing the negative behaviours listed.

Build your own self-esteem

Self-esteem means how you feel about yourself. If you have positive self-esteem, then you generally feel good about yourself, your actions, your decisions and your life.

ACTIVITY A

Ask the participants to identify their own strengths and weaknesses by answering the following questions:

- What do you like about yourself?
- List three things that you do well.
- What do you not like about yourself?
- What are your weaknesses?
- How can you change it/them?

Ask participants to split into groups of five to share and discuss their answers.

ACTIVITY B

Ask the participants to think about everything they did on the previous day and then answer the following questions:

- What did you accomplish the previous day?
- Which of your accomplishments did you feel really good about?

Ask each participant to choose their best experience and share it with the other adults in the group.



ACTIVITY C

Follow the instructions below for "The Bag Game" and have three volunteers participate while the rest of the group observes the activity.

The Bag Game

Purpose: To take the participants through the decision-making process.

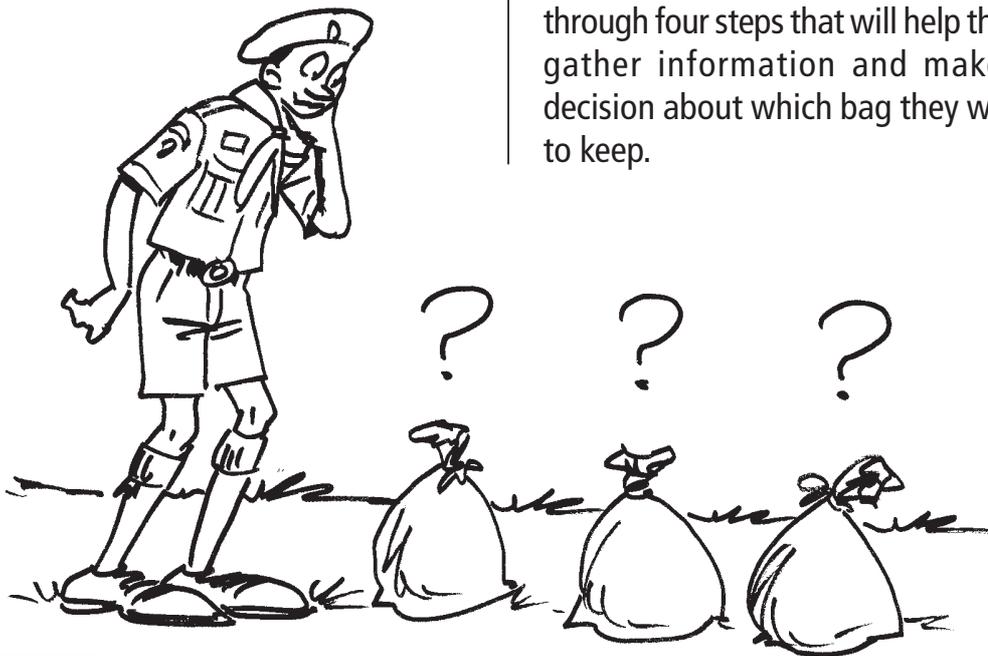
Materials: Each bag should be numbered and should contain an object. For example:

- # 1 - A banana
- # 2 - A bottle
- # 3 - A piece of onion
- # 4 - A Kshs. 20 note
(try to make this bag appear empty)

Note: You can use other items that are readily available in your setting as substitutes to the items suggested above.

Planning notes: Do not let the participants see you preparing the bags. When you are introducing the activity, make sure you handle each bag the same way (pick it up very carefully from the top and set it down in line with the others) so that the participants will not be able to guess or notice that some bags hold heavy objects and others do not.

Procedure: Introduce this activity as an entertaining experience in decision-making. Place the bags in a row on the table or on the floor in the center of the group. Ask for three volunteers from the group to participate. Point out to the group that gathering facts is a very important step in making a decision, and that the volunteers will go through four steps that will help them gather information and make a decision about which bag they want to keep.



Step 1: Ask each participant to choose one bag without touching it. Ask each volunteer to stand behind the bag they have chosen. (There will be one extra bag). Ask each volunteer to explain why they chose that particular bag. You will probably get answers like: "it is a lucky number for me," or "it is my favourite number." Point out that sometimes we make decisions without any information, but that is not a good way of making decisions.

Step 2: Ask the volunteers to lift the bag by the top only. This allows the volunteer to gather a little bit more information based on the weight. Now ask if they still want their bags after knowing what they weigh. If not, they can change their choices.

Step 3: Allow the volunteers to feel the object in the bag and find out any other information without looking inside. This enables the volunteers to gather even more information about what is in their bags. Tell them that they may choose to keep their bags, or choose a different one.

Step 4: Allow the volunteers to look inside the bag. This is the final stage. After finding out as much as they could without actually seeing the object, the volunteers are allowed to open their bags and see what is inside. Then ask them, what bag would you choose now that you have all the information?

DISCUSS THE FOLLOWING POINTS WITH THE WHOLE GROUP.

- Are decisions always easier to make if you have all the information?
- Do we sometimes make a decision even when we know the outcome will not be good for us?
- Do we sometimes decide to do something because it is familiar to us and we know what we are getting into?
- What are some other things that can affect a decision?



Build the young person's self-esteem

ACTIVITY A

Ask the participants to identify their child's or young person's strength and weaknesses by answering the following questions:

- What do you like about him/her?
- What are three things that they do well?
- What do you not like about him/her?
- What are their weaknesses?
- How can you help them overcome weaknesses?

Ask participants to split into groups of five to share and discuss their answers.

ACTIVITY B

Ask the participants to think about what activities their child or young person did recently and then answer the following questions:

- What did they accomplish?

- What did they do that made you feel good?
- Did you discuss it with them? Why?

Ask each participant to choose their best experience and share it with the other adults in the group.

ACTIVITY C

Ask each participant in the group to practice some of the ways of building a young person's self-esteem. Give instructions for participants to pair up and take turns being either the parent or the young person in a practice



conversation. Tell each participant to try and give compliments, praising accomplishments and pointing out ways to learn from mistakes.

Bring the entire group together and discuss key findings from Activities A and B.

Instill discipline in the young person

ACTIVITY A

Ask the participants to make a list of all their house rules for their children, or rules they expect young people to follow when in their presence.

Ask the participants to answer the following questions about their rules:

- Are they fair?
- Have the reasons for them been explained to young people?
- Are the rules the same for young boys and girls? Why?
- Does everyone follow them?
- Should some be changed or dropped?

Ask participants to pair up in groups of two or three and share and discuss their answers. At the end of the discussion period, ask the groups to

present their key findings to the entire group.

ACTIVITY B

With the whole group, discuss the following questions:



What are some effective ways of disciplining a child?



- Why, in some homes or communities, do children or young people accept the rules and disciplinary measures set down by their parents or other interested adults, while in other homes or communities young people rebel?
- What are some effective ways of disciplining a child? An adolescent? Do these disciplinary methods change as children become adolescents? In what ways? Are the changes effective? Why/why not?

Be with the young person

Ask the participants to make a chart of their weekly schedule and daily activities (work, housework, leisure time, sports time, etc). Ask them to highlight the times they are available to spend time with their child or young person.

Ask the participants to compare their weekly schedules and daily activities with another participant. If there seems to be no free time, have them discuss alternative schedules so as to create time to be with the young person.

Talk to the young person

ACTIVITY A

Ask the participants to answer the following questions and then to find another adult in the group and compare and discuss their answers.

- What topics are difficult for you to talk about?
- Why do you find them difficult to talk about?
- Would you rather have someone else talk to your child or young person about sexuality and sex? If so, who?



- How would you ensure that this person talks to your child?

ACTIVITY B

With the whole group, have the participants discuss specific things they can do to feel comfortable when talking to their child or a young person about sexuality and sexual activities.

ACTIVITY C

Tell the participants a common myth in your culture and ask them if it is true or false. Discuss their reasons for why they believe it is true or false and try to decide how the myth might have started.

Write the word MYTH on the blackboard or newsprint. Ask if someone knows what it means. Define the term like this: Myths are opinions, beliefs or idealized fantasies that have no basis in fact yet are believed by many people. Explain that the word myth comes from the Greek language and means fable or story.

Write the word FACT on the blackboard or newsprint. Ask if someone knows what it means. Define the term like this: Facts are known truths; things that are scientifically proven and have actually occurred.

Explain that the reliance on myths are universal. Some different countries

and cultures have similar myths but sometimes the myths are very different.

Ask participants to give examples of different myths about sex that are popularly known in their community. Discuss their origins and their implication for the health of individuals and society.

Follow the instructions below for the Myth-Information Game.



Who should talk to your children about sex and sexuality? You? A trusted friend or relative?



Myth-Information Game

Purpose: To help clarify or make clear incorrect information about sexuality and sexual activities.

Materials: Pack of myth-information cards. (See examples and make additional cards using myths about sexual activities that parents and other older generation adults might believe.)

Directions: Ask the participants to sit in a circle. Pass the pack of myth-information cards from person to person, going around the circle, and have each person take one card. Each person should read aloud the statement on their card and then say if it is true or false. Invite discussion about any disagreement, about the myth's origin, and, about the implications for individual and community health.

Examples of myth-information cards: (Note: There are more examples of these in the Kenya Scouts Reproductive Health Manual.)

- A girl cannot get pregnant the first time she has sex.
- Sexually Transmitted Infections (STIs) are transmitted only by women.
- A woman who wears a string with charms around her waist will not get pregnant, or will abort if already pregnant.
- If you have gonorrhoea and are cured, you have lifelong immunity.
- A condom can get lost inside a woman's internal organs.
- A girl cannot get pregnant if she has sex while standing up.



Listen to the young person

This activity enables the parents/ adults to practice how to listen to young people.

ACTIVITY A

Tell the participants to form groups of three. Each person in the group

will choose the role of speaker, listener and judge. The judge will keep score of how well the listener uses the listening skills (boxed), during a conversation. Let each participant have a chance to play each of the three roles.

LISTENING SKILLS:

- Give the speaker your complete attention.
- Listen, without interrupting, when they are talking.
- Do not get angry or upset because of the opinions or ideas of the speaker. Try to talk about any differences calmly and respectfully.
- If you are not sure what they meant to say, repeat or rephrase what you heard them say as a question to them. (Example: So what I think you just said is...)
- Notice the speaker's facial expressions and body movements or actions. Is the speaker smiling, happy, frowning, serious? Does the speaker seem relaxed, tense, uncomfortable, bored? Can you understand the speaker's feelings better by being aware of, or commenting on, these signs?



Discuss with participants the non-verbal behaviour (facial expressions and body actions) they observed. What does one learn from such non-verbal signs? If someone tells us something such as "I

am having fun," but he looks sad, his shoulders are slumping and he seems sleepy, which will be believed: his verbal or his non-verbal signs? Why?



Are you a good listener?

Support reproductive health education practices among Kenyan communities

Certain cultural practices among different communities in Kenya traditionally helped to support reproductive health education. These include initiation ceremonies that were followed by a period of seclusion, in which initiates were taught aspects of reproductive health education.

ACTIVITY A

Ask the participants to recall the process of growing up by looking back at their upbringing and answering the following questions:



- What traditional ceremonies, rites of initiation or passage did you participate in?
- What were some of the ideas or ways of behaviour that were taught to you during these activities?
- How did the practices you have listed help in supporting reproductive health education?
- Did you follow the advice of your elders? Why or why not?
- Are the same ideas, ways of behaviour, or advice appropriate/

applicable for your child today? Why or why not?

Ask participants to pair up in groups of two and share and discuss their answers.

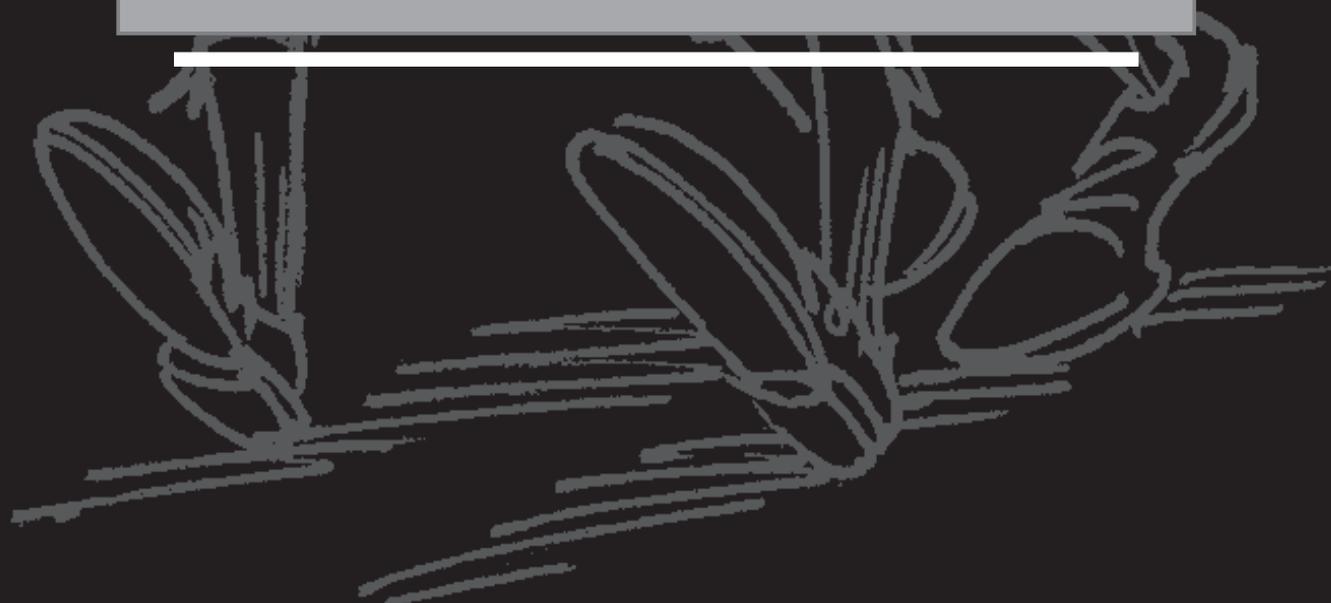
ACTIVITY B

With all the participants in the group, discuss ways to preserve some of the emotional and intellectual aspects of traditional practices that may have relevance for today's young people. What are some ideas and concepts that the participants feel are particularly important to preserve?





Part Two:
Key facts about
Adolescent
Reproductive
Health



Early Sexual Activity

It is becoming increasingly important to discuss issues of sexuality within our families and community. This is because sexually transmitted infections, HIV/AIDS, teenage pregnancy and abortions, among other issues, are common in our society and have long-term negative effects on our lives and the lives of our children. Why are our youth affected by these problems? After parents have answered this question, introduce the following facts about sexuality:

- The average age of adolescents who engage in sexual activity ranges from 14.8 to 16.8 years.
- Early sexual activity is influenced by physical, biological, emotional, economic and social factors including: early puberty, economic hardships and problems in family relationships.

- Tell parents that there is a great debate about how much young people should be told about sexuality. When should they be sexually active? What are contraceptives? When should they be used, and by whom? How can sexually active youth be helped?
- Tell parents not to postpone discussion about sexuality and sex until your child is a teenager. The earlier you start talking, the better.

The most important time focus on preventing irresponsible sexual behavior is before a child becomes sexually active – typically when they are between nine and 12 years of age.

Discuss what early puberty means. Why do young boys and girls enter puberty at a younger age than they did in the past?

Teenage Pregnancy

Introduce the facts about teenage pregnancy by telling the participants that:

- According to a 1998 study, 17 percent of adolescent women age 15-19 were already mothers and another 4 percent were currently pregnant.
- Studies in Kenya show that most

adolescent pregnancies (over 90 percent) are unwanted.

Discuss the economic, social and cultural context on younger peoples' sexual activities. Include gender roles, fear of rejection, denial, access and affordability of contraceptives.





Teenage pregnancy can cause children to miss important educational opportunities

Sexually Transmitted Infections (STIs)

The Scout Leader should build on the parent's knowledge of Sexually Transmitted Infections (STIs) as a way of introducing this topic. This can be done by asking questions such as:

- What are STIs?
- Give examples of STIs that you know?
- What are the signs and symptoms of (each) STI?
- What are the effects of (each) STI?

Introduce the facts about STIs by telling the participants that STIs are common among young people in Kenya. They are in a high-risk group because of early and careless sexual behavior. Discuss some of the reasons why young people have the highest level of STI infection of all age groups. Then ask parents to discuss:

- How we can prevent the spread of STIs.
- The safety and strength of condoms. (Note that condom failure and breakage is mainly due to incorrect use.)



HIV and AIDS

The Scout Leader should introduce the topic by finding out what the parents already know about HIV and AIDS. It does not matter at this stage whether the information is factual or not. Encourage them to say anything they know or have heard. Then work with parents to:

- Help them differentiate between HIV and AIDS.
- Understand the seriousness of the disease: (In Kenya, nearly 100,000 AIDS cases were reported to the Ministry of Health by 1999 and the actual number of cases is believed to be much higher. As of the end of 1999,

2.1 million Kenyans were estimated to be living with HIV or AIDS, and nearly 14 percent of people age 15-49 were estimated to be infected.)

- Discuss who is most at risk of HIV and AIDS.
- How is HIV spread/transmitted?
- What can we do to avoid infection?
- What can we do to help those infected and affected to live positively with AIDS?

Contraception

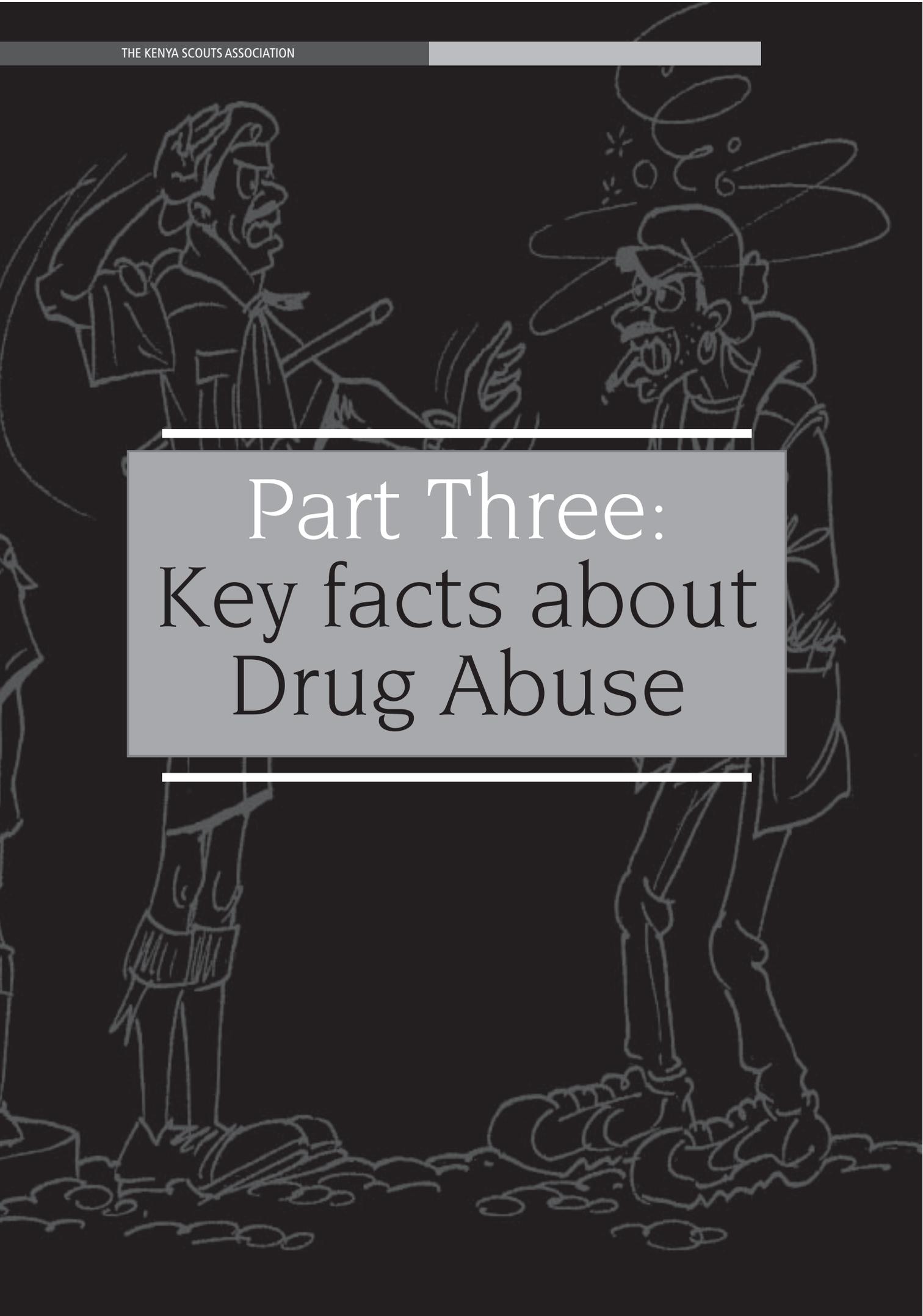
Introduce the facts about contraception by telling participants that since young people are involved in unsafe and unprotected sex, it is important that contraceptive use for them is emphasized. Discuss with parents:

- Only 15 percent of adolescents age 15-19 have ever used any method of family planning.



- The barriers that those sexually active young people may face if they wish to use contraceptives. (Guilt and embarrassment, lack of access, inexperience, official and cultural barriers, etc.)
- Discuss what parents and other concerned adults can do to help their young people overcome some of these barriers.
-





Part Three: Key facts about Drug Abuse

Drug Abuse

Introduce this topic by stating the facts about drug use and by telling the participants that the use of drugs among young people is increasing in Kenya. Ask the participants to respond to the following questions:

- What is a drug? What do we mean by drug abuse?
- Name commonly abused drugs/substances in Kenya.
- Give reasons why people take drugs.
- Discuss why young people are so vulnerable to drug abuse.
- Discuss the effects of drug abuse to the individual and to society.
- Discuss specific, practical ways to prevent drug abuse.



Teach Scouts to "Say No" to drugs



Dangers of Drug Abuse

Ask participants what health problems can result from drug abuse.

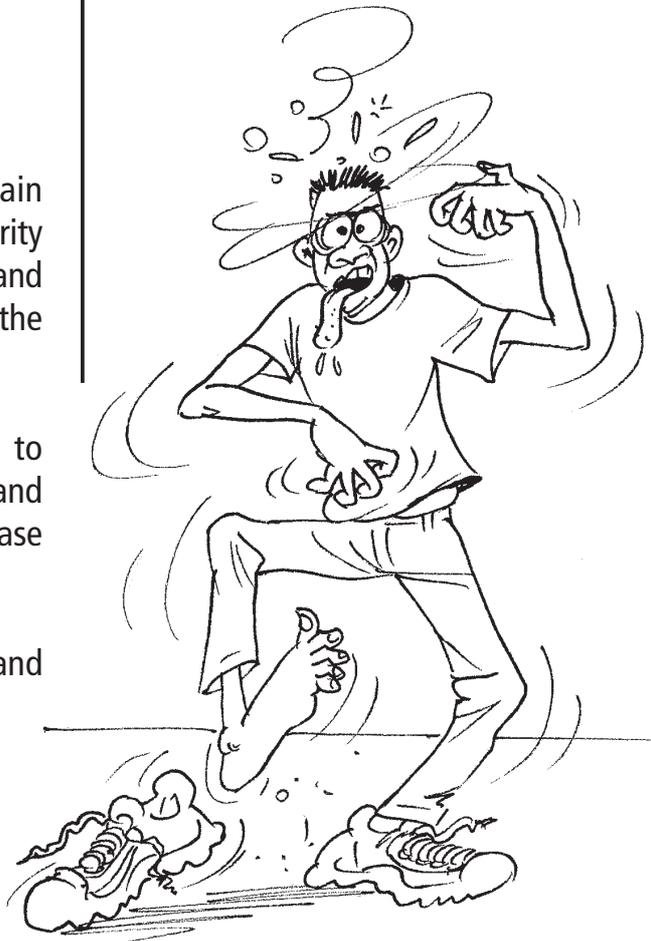
Ask participants what social problems result from drug abuse.

Ask participants what advice they might give to young people about drugs.

Let participants know that:

- Alcohol slows down the brain and gives a false sense of security and happiness. It is addictive and after the 'high' feeling leaves the person, depression sets in.
- Cigarette smoking can lead to cancer of the lungs, throat and mouth, as well as heart disease and bronchitis.
- Miraa causes sleeplessness and loss of appetite.

- Glue-sniffing affects the breathing system and slows the brain.
- Hard drugs such as heroin cause almost-unbreakable addiction and can result in death.



Drugs like miraa can cause hyperactivity or disorientation



Social problems resulting from drug abuse include:

- School children lose interest in school work, miss classes and may eventually drop out of school.
- Can promote the culture of stealing among young people as they must get money to buy the drugs.
- Predisposes the individuals to other harmful social practices and behaviours such as school-leaving, domestic violence, unemployment and debt.



People under the influence of drugs can harm themselves and others

The best advice to give young people about the problem of drug use is to SAY NO to drugs.



“B.-P’s.” Last Message



Dear scouts - If you have ever seen the play ‘Peter Pan.’ You’ll remember how the pirate chief was always making his dying speech because he was afraid that possibly when the time came for him to die he might not have time to get it off his chest. It’s much the same with me, and so, although I’m not at this moment dying, I shall be doing so one of these days. And I want to send you a parting word of goodbye.

Remember, it’s the last you’ll ever hear from me, so think it over.

I’ve had a most happy life and I want each one of you to have as happy a life too.

I believe that God put us in this jolly world to be happy and enjoy life. Happiness doesn’t come from being rich, nor merely being successful in your career, nor by self-indulgence. One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so can enjoy life when you are a man.

Nature study will show how full of beautiful and wonderful things God has made the world for you to enjoy. Be contented with what you’ve got and make the best of it. Look on the bright side of things instead of the gloomy one.

But the real way to get happiness is by giving out happiness to other people. Try and leave this world a little better than you found it, and when your turn comes to die, you can die happy in feeling that at any rate you’ve not wasted your time but have done your best.

“Be prepared” in this way, to live happy and to die happy-stick to your scout promise- even after you’ve ceased to be a boy - and God help you do it.

Your friend,

Baden Powell of Gilwell



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