



Project GLOW
Health and Life Planning
Skills Curriculum

With support from the Nike Foundation, Mercy Corps and PATH are working together with the Liangshan Yi For Empowerment (LYFE) Center on Project GLOW (Giving Leadership Opportunities to young Women) to equip and empower Yi adolescent girls with the life skills, health, and economic options necessary to cope and move beyond the challenges of urban migration and the growing HIV/AIDS epidemic. The project targets adolescent girls ages 14-18 with the following activities: (1) Education (language, life skills, and business literacy); (2) Economic Opportunity (economic group formation, agricultural/vocational skills, and job placement); and (3) Health (health education and peer-to-peer mentoring).

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Liangshan Yi for Empowerment Center

Nike Foundation

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Acronyms

| | |
|------|------------------------------------|
| AIDS | Acquired immunodeficiency syndrome |
| ART | Antiretroviral therapy |
| HIV | Human immunodeficiency virus |
| STI | Sexually transmitted infection |
| TB | Tuberculosis |
| WHO | World Health Organization |

Introduction for Facilitators

Adolescence is a time of incredible change. Young people experience new feelings, physical and emotional changes, excitement, questions, and difficult decisions. During this time, adolescents need information about their bodies and health, as well as skills to help them plan for a happy and healthy future. As they move through adolescence, young people begin to have different kinds of relationships with their peers, family members, and adults; well-defined values, strong communication skills, the ability to make good decisions, and other key life skills can help ensure that these relationships are satisfying and mutually respectful. These skills, together with a strong understanding of how their bodies work, can help young people manage new feelings in order to make responsible decisions about their health and future.

The *Project GLOW Health and Life Planning Skills Curriculum* provides step-by-step instructions for facilitating participatory and interactive discussions with young people on issues related to their health and future. This curriculum was designed for girls attending the Liangshan Yi For Empowerment Center, but could be used by anyone working with young people. The curriculum is designed to encourage discussion and reflection, as well as provide factual information and address common myths.

The objectives of this curriculum are to:

- Increase adolescents' knowledge of biology, development, disease, nutrition, and hygiene in order to make choices to ensure good health.
- Reinforce and promote attitudes and behaviors that will lead to a better quality of life for adolescents, by discussing and analyzing cultural values and norms.
- Equip participants with skills to overcome the challenges of growing up and to become responsible adults. These skills include communication, decision-making, assertiveness, setting goals, and resisting peer pressure.

How this curriculum is organized

The curriculum has 54 sessions, with content that has been designed to build on and refer back to each session. Sessions are organized into five topic areas, which are color coded.

| |
|-------------------------------------|
| Values and Communication (V) |
| Risk (R) |
| Biology and Development (B) |
| Disease (D) |
| Nutrition and Hygiene (N) |

Each session title is preceded by a number that represents its place in the session order and is followed by a letter that identifies it as a member of a particular topic area (V, R, B, D, and N).

Each session outlines the objectives to be achieved, materials and preparation required, and step-by-step instructions for participatory learning activities to be conducted. Most of the sessions include games and activities, which some participants and facilitators might object to initially as childish. Sometimes facilitators who are unfamiliar with participatory techniques would prefer to give a lecture and may find facilitating a game or other interactive exercise a bit challenging. However, a lecture is rarely as productive as an analysis of a game or an exercise. Games and activities provide

participants with an opportunity to interact freely and generate more discussion that cannot be yielded by other methods.

At the end of each session, several key information points appear. These are NOT to be read or written out as a summary of the session. These key points are provided for the facilitator to review and keep in mind while preparing for and conducting the session. During a session, the facilitator should ensure that these key points are covered by way of asking questions of and stimulating thinking among participants—not by reading the points aloud.

Role of the Facilitator

| A facilitator should: | A facilitator should not: |
|--|---|
| <ul style="list-style-type: none"> ✓ Be patient. ✓ Show that s/he is a learner too. ✓ Build on participants’ experiences. ✓ Be sensitive to what is happening in the group. ✓ Deal with issues raised in the group. ✓ Encourage participation. ✓ Use simple language. ✓ Keep the group on topic. ✓ Be a good listener. ✓ Be aware of all the members of the group. ✓ Keep eye contact with group members. ✓ Be enthusiastic. ✓ Plan the activities in advance. ✓ Be empathetic. ✓ Have a sense of humor. ✓ Respect and appreciate the participants’ situation. ✓ Be a role model. ✓ Give feedback. | <ul style="list-style-type: none"> × Dominate the group. × Intimidate people. × Take sides. × Jump to conclusions. × Be prejudiced. × See her/himself as the expert. × Put participants on the spot. × Create a long dialogue with one participant. × Lose her/his temper with a participant. × Be biased. × Facilitate discussion if s/he is uncomfortable with the topic. × Criticize a participant’s personal beliefs. × Allow participants to dominate discussions or intimidate each other. × Be judgmental. |

Before facilitating a session

You should familiarize yourself with the entire curriculum before starting to use it to facilitate discussions. Being familiar with the entire curriculum will be helpful, as the sessions are related to each other because they both build on and refer back to each other.

Before facilitating a session, prepare all the required materials and activities for the session. Think about how you will perform each step, and review the key information points to have in mind as you facilitate the session.

Talking about sensitive topics

Young people may be embarrassed to talk about anything to do with sex, reproduction, or other taboo topics. Do not let this discourage you or make you feel uncomfortable. Young people need accurate information on these subjects to make healthy choices and feel more comfortable with the changes they are experiencing. Let the embarrassment pass and then focus on the information and skills they need.

Tips for talking about difficult subjects

- Clarify your own values before you facilitate the sessions. Think about how you feel about an issue before you discuss it with participants.

- Be prepared and plan ahead. Know what you want to achieve before the session. Find out as much information beforehand so that you feel confident in facilitating the session.
- You do not have to know everything. Sometimes a facilitator may not know the answer to a question. Be honest with participants. There is no shame in saying, “I don’t know.” Turn it into an investigative project and ask participants to help you find the answer.
- Do not dismiss or judge what participants know. Participants have been exposed to a variety of information and experiences. Try to make them feel that their experiences have value and are important. Remember that you do not know everything about the participant’s lives.
- Set your own limits. Participants will be excited because you are prepared to talk about topics that interest them. Few people provide guidance or give them this knowledge, and they may ask questions that make you feel embarrassed. It is important to be as open and honest as you can. Explain when you feel uncomfortable answering a particular question.
- You have the right to express an opinion. Share your wisdom and values with participants. However, emphasize that the opinions are your own. Share your feelings honestly and in a caring way.
- Use a guest speaker if you are not comfortable facilitating a certain session or feel that participants would benefit from talking with an expert.
- Get advice and help if you need it. Teaching life skills and reproductive health is not always easy. If you had a difficult session, find another facilitator or someone you trust to talk with afterward. However, respect participants’ privacy; do not share information that participants shared with you during the session.

Additional training sessions

Two sessions are included in this introduction: one could be used when training new facilitators; the other could be used with any training group, and cover numerous topics to provoke critical thinking and discussion.

A. Introduction to Exploratory Learning

Many facilitators are accustomed to presenting new information through lecture. The learning activities in this curriculum encourage a more participatory and interactive approach. Participants are involved in their own learning. To illustrate this point with new facilitators, Session A can be used. This is not a session to be used with young people, but rather it is a way to demonstrate the benefits of exploratory learning and facilitation.

B. Figureheads

Figureheads is a facilitation tool that can be used to encourage discussion and reflection around key decisions young people face. Session B is a sample figureheads session, which can be adapted for use around any common dilemma for young people. Rounds 1–3 can be followed repeatedly, changing only the dilemma.

A. Introduction to Exploratory Learning

Objective

- To create an understanding of different styles of learning and facilitation: didactic-prescriptive, guided-exploratory, and unaided-exploratory.

Materials and preparation

- Review session steps and key information points.
- A folded paper boat.
- Adequate supply of plain A4 sheets of white paper for everyone in the room.

Method

1. Fold a sheet of paper to create a paper boat.
2. Show participants the paper boat and ask if anyone in the room already knows how to construct a similar one. All those who do should be asked to step to one side, away from the group.
3. Divide the remaining participants into three equal groups, numbered 1, 2, and 3, and share the following instructions with them:
 - Group 1 will create a paper boat by mimicking the facilitator's actions as he sits with them and constructs a new paper boat.
 - Group 2 will create a paper boat by unfolding the facilitator's paper boat model and figuring out how he did it.
 - Group 3 will only receive sheets of paper. They will have to figure out how to make a paper boat similar to the facilitator's with no outside help.
 - Group 4, consisting of the people who already know how to make a paper boat, will be asked to make a paper bird.

Tell participants that they have 15 to 20 minutes for this activity.

4. After the allowed time, ask each group if they were able to make a paper boat. If any group has not yet succeeded but feels they could with a little more time, give them five more minutes.
5. Use the following questions to conduct a discussion with the four groups in plenary:
 - What did the experience feel like for members of each group? Which group thinks they enjoyed themselves the most? Why?
 - Which group felt the greatest sense of achievement? Why?
 - Which group felt that their participation in the process was the lowest? Why?

- Which group felt the greatest ownership of the final product, the paper boat?
6. Now introduce the terms “learning through exploring” and “learning through being told.” Introduce a third term, “learning through exploration but with a little guidance.” Ask the groups which of these terms they would apply to the way they learned to make a boat.
 7. Mention different skills and ask participants to discuss which of these methods applies to the way that skill is learned.
 - Learning to walk
 - Learning to ride a cycle
 - Learning a new language
 - Learning to eat food
 - Learning geometry
 8. Explain that one of the most sustainable methods of learning and facilitating is *learning through exploration but with a little guidance*. This allows people to learn at their own pace, make mistakes without being judged, and guide each other through consultation and exploration.

Key information points

- In didactic-prescriptive learning, the facilitator has all the information and imparts it to the participants through a process of instruction.
- In guided-exploratory learning, participants learn on their own through exploration, questions, discussions, analysis, and experimentation. The facilitator provides structure for the exploration.
- In unaided-exploratory learning, participants learn by themselves with minimal guidance from the facilitator.

B. Figureheads

Objective

- To explore the social and familial pressures behind important decisions young people face; in this case, the choice of marital partner.

Materials and preparation

- Review session steps and key information points.
- Dilemma cards (to be completed once the group decides who will sit on the panel).
- At least two hours before the session, select a participant to play the part of the Dilemma Holder and share the dilemma with him/her. The Dilemma Holder should give himself/herself a name. Example of a dilemma:

I am an 18-year-old called Anza. I am in love with a boy, but my parents have arranged my marriage to a sick boy from our same caste. I cannot tell my family about the boy I love because they will become angry and punish me. But if I do not tell my family, then I will have to marry the sick boy. What should I do?

When called upon, the Dilemma Holder should share her story with the group, using her own words but without adding extra details. Place six or seven chairs in front of the group to form a panel of Figureheads. The other participants should all face the panel. Ask the Dilemma Holder to stand between the panel and the participants, so everyone can hear.

Method

Introduction

5–10 minutes

To be conducted only the first time you conduct Figureheads with a group.

1. Discuss with participants what they understand by the word “Figurehead.” Explain that in this session, a Figurehead refers to a member of the community or family who plays a responsible and well understood role in the community. Examples: Teacher, judge, chief, doctor, parent, police.
2. Ask participants to suggest some Figureheads for this session. Select six or seven, and write each Figurehead’s name on an A4-sized placard.
3. Ask for volunteers to role play the Figureheads. Ask the volunteers to sit in chairs in front of the group, holding up their placards.

Round 1

15–20 minutes

1. Call the Dilemma Holder before the group (see diagram), and ask him/her to share the dilemma with the panel of Figureheads.
2. Ask the Dilemma Holder to select a Figurehead from whom he/she would like a solution for the dilemma. Let the selected Figurehead offer advice to the Dilemma Holder.
3. Now ask any other Figurehead to improve on the advice heard so far.
4. Repeat step 3 until all the Figureheads have given advice to the Dilemma Holder.

Round 2

25–45 minutes

5. Summarize the different suggestions made by the Figureheads.
6. Ask the Dilemma Holder if he/she feels that the problem was addressed, and if he/she now has different useful or interesting options to think about.
7. Now ask the remaining participants if they can improve on the suggestions that have come from the Figureheads. Ask questions, challenge, and provoke as other participants offer advice.

Round 3

20–30 minutes

8. Invite all the players, including those who played Figurehead roles, to share their own real-life experiences and reactions to particular dilemmas. Typical guiding questions are:
 - Has anyone you know had an experience like this?
 - How was the experience different from the dilemma we just examined?
 - How did you/they react to it?
 - How did you/they solve it?
 - Is it a common dilemma?
 - Why does this dilemma occur in a person's life?
9. End the session when about six to eight individuals have shared their experiences.

1. Introduction: What is Healthy?

Objectives

- To help participants understand the concept of health.
- To increase participants' awareness of the different aspects of health.
- To familiarize participants with the main objectives, contents, and methods of this health curriculum.

Materials and preparation

- Flipchart paper and markers (have available for every session).
- If you choose to have participants read, prepare slips of paper on which the stories are written or typed.

Method

1. Tell participants that we will begin our health class by talking about what we mean by “health” and what role health plays in our lives.
2. Read the following story (or ask a participant to read the following):

Zier is a tall and handsome youth in his twenties. He likes sports, particularly jogging and basketball. He is always the winner in wrestling matches. He has many friends and earns their respect.

3. Ask: Do you think Zier is healthy? (Note to facilitator: Participants are very likely to say Zier is healthy. Do not make comments at this time.)
4. Continue reading the story (or have a participant read the following):

Zier likes to participate in clan affairs. He cares for his friends very much. When friends are bullied, he fights and uses force to seek fairness for his friends.

5. Ask: Do you still think Zier is healthy? (Note to facilitator: Participants may have different opinions. Encourage participants to speak their minds and still make no comments yourself.)
6. Continue with the story:

Zier believes that fidelity is vital for friendship and he likes chatting, smoking, drinking alcohol, and gambling with his friends. When together, they are chain smokers and always end up completely drunk. He has begun to learn to use heroin from one of his friends.

7. Ask participants whether they still think Zier is healthy. (Note to facilitator: Participants are very likely to have different judgments. Lead the discussion and encourage participants to think independently and share their thoughts.)

8. Continue with a second story in a similar way to the first one. Read:

Awu is an 18-year-old girl. She has been disabled since her early childhood when she had polio. She has difficulties walking around.

9. Ask: Do you think Awu is a healthy person? (Note: Participants are very likely to say Awu is unhealthy because she is handicapped. Don't make comments at this time.)

10. Continue with the story:

Awu is a wise and skillful girl. She joined the Yi Center's handicraft-making group and works hard to learn new things. Her products are among the best in the group. Awu has a pleasant personality and is popular among her friends. She is also willing to help other girls in her group, often offering her assistance.

11. Ask: Do you think Awu is healthy or not? (Encourage different opinions, but withhold your own opinions.)

12. Continue the story:

Awu has an optimistic attitude toward her disability. She loves life and wants to make contributions to society and lower rates of poverty in her community through hard work. She participates in community activities and tries to persuade her father and brother to stop smoking heavily. She hopes to run a handicraft workshop after completing her Center studies.

13. Ask participants whether they think Awu is healthy or not. Encourage sharing of opinions.

14. Write the names of Zier and Awu on the flipchart. Ask participants which aspects about Zier and Awu they believe are healthy and record the list on the flipchart.

15. Generate discussion around this list—why are these aspects healthy? Continue the discussion by asking, what does it mean to be healthy? Does health only involve being physically fit or aspects of our physical bodies? Continue to add to the flipchart list as participants brainstorm.

16. Summarize the points raised, including that health is not only physical, but includes other aspects as well. (Note: the World Health Organization (WHO) defines "health" as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." WHO recently modified the statement to include the ability to lead a "socially and economically productive life.")

17. Share an overview of the contents of the health curriculum, and write down the names of the five components of the course: Values and Communication, Risk, Biology and Development, Disease, and Nutrition and Hygiene. Share example topics and titles as you describe the overview of the curriculum as follows:

Because health includes mental and social well-being, one set of sessions will focus on values, communication, self-esteem, and decision-making.

Participants will learn about risks to health and how to avoid things that may harm their health.

The Biology and Development, Disease, and Nutrition and Hygiene sessions will teach participants more about their bodies and how to remain healthy. Participants will have the opportunity to learn about and practice new skills related to these topics.

Throughout all the sessions, we will use participatory and active learning methods and encourage everyone to participate fully by sharing ideas and being active in the sessions. Sessions will involve both small and large group work, drawing, telling stories, playing roles in skits, singing, etc.

Key information points

- Health is more than the absence of disease; it also includes psychological and social aspects.
- Staying healthy is a constant process. It not only requires knowledge and awareness, but also skills and actions.



2. Values (V1)

Objectives

- To introduce the values basis for individual action.
- To create skills in evaluating specific actions through applying three filters (what is important for you in your own view, what is important for you in the view of others, and what are actions that you are bound to take because of rules).

Materials and preparation

- Flipchart paper and markers.

Method

1. Select a male and a female participant, and give them the following situation for role play (roles are underlined below). The participants should be given no more than two minutes to prepare, and the role play should last at least three minutes. Tell the other participants that they have to watch the role play and identify something that the factory worker considers personally important.

A factory worker is spending his salary on expensive watches, clothes, and cosmetics so that he can look good and dress smart. His wife wants him to put more money toward feeding the family.

2. Ask participants what the factory worker considers personally important. (Answer: He considers it important to dress well and look rich.)
3. Write the words “What is important to you” on a flipchart sheet. Explain that it means something that you personally consider to be important. It could be a thing or a way of behaving. (Examples: It is important to help my friends when they are in trouble; honesty is important; it is important for me to educate myself and get a good job in Beijing.)
4. Negotiate with participants to identify a word in the Yi language they can use to represent this (English word: value).
5. Ask participants to share examples of what is important to them. Write them on the flipchart sheet.
6. Select five participants to play the actors in the next role play (roles are underlined below). Give them the following situation for role play. The participants should be given no more than two minutes to prepare, and the role play should last at least three minutes.

7. Tell the other participants that they have to watch the role play and identify how the teacher believes young people should behave.

Two young people are talking rudely to an old man. A teacher passing by begins to scold the youths for being unmannered and uncivil. His wife tells him that it is none of their business to discipline other people's children.

8. Ask participants how the teacher believes young people should behave.
9. Write the words "What you believe is appropriate" on a flipchart sheet. Explain that it means something that you consider to be appropriate or acceptable for society, your family, for people. It could be a thing, a way of behaving, or a way of thinking. (Examples: Young people should listen to their elders; at least one child in the family should smoke; parents should choose the mates for their sons and daughters.)
10. Negotiate with participants to identify a word in the Yi language they can use to represent this (English word: principle).
11. Ask participants to share examples of what their parents and elders believe are appropriate for young Yis.
12. Select five participants to play the actors in the next role play (roles are underlined below). Give them the following situation for role play. The participants should be given no more than two minutes to prepare, and the role play should last at least three minutes.
13. Tell the other participants to identify the rule of behavior the teacher tells the students.

A young girl walks into class with her hair dyed blonde. The other students admire her. The teacher walks in and tells the girl the school does not allow girls to color their hair. The girl argues with him.

14. Ask participants what rule they think the teacher was telling the students. (Answer: Students are not permitted to dye their hair.)
15. Write the words "Things you must do whether you agree or not" on a flipchart sheet. Explain that this refers to rules that you have to follow in your family, school, or community, regardless of whether you agree with them.
16. Negotiate with participants to identify a word in the Yi language they can use to represent this (English word: rule).
17. Ask participants to share examples of any rules that they have to follow in their families, schools, or society.
18. Ask: If your father makes a rule that you should be home by 8 pm, is he following a principle? What principle is he following? Is it appropriate for someone to force someone else to follow his/her principle?
19. Ask: Do people always follow the principles they say to believe in? Give examples of people who don't practice the principles they preach. (Example: A man who tells his children they should not smoke, although he himself is a heavy smoker.)
20. Ask: What kinds of people have the authority to make a rule and force others to follow it? (Examples: Parents, lawmakers, teachers, some elders, policemen.)

21. Ask: Is it better to follow a principle than a rule? Why? Under what circumstances is a rule more effective than a principle?
22. Ask: What happens when you break a personal principle?
23. Ask: What happens when you break a rule?
24. Ask: If breaking a rule does not have any result, then is it an effective rule? (Example: When a motorist gets away with running a red light.)

Key information points

- People take certain actions because they are personally important to them.
- People take certain actions because other people believe that it is important or appropriate for them to do so. They may not personally believe those actions are important, but they carry them out since someone important or in authority, like a parent or a teacher, wants them to.
- People do certain things because a social, institutional, or cultural rule requires them to do so. Not doing these things may be an offense and punishable.



3. Microorganisms (D1)

Objectives

- To create a culturally relevant conceptual framework for building an understanding of microorganisms among the Yi.
- To build upon existing Yi understanding of invisible but harmful entities.
- To build an appreciation of microorganisms that can do good or harm.

Materials and preparation

- Microscope (if available).
- Flipchart paper and markers.

Method

PART 1

1. Ask: Name some things that you can see and that are good for Yis. Allow a few examples to emerge.
2. Ask: Name some things that you cannot see and that are good for Yis. Allow a few examples to emerge.
3. Ask: Name some things that you can see and that can do harm to Yis. Allow a few examples to emerge.
4. Ask: Name some things that you cannot see and that can do harm to Yis. Allow a few examples to emerge. Examples for this category may include ghosts, spirits, and so on.
5. Ask: What do Yi people do to make sure that these invisible things do not harm them? Allow a few examples to emerge.
6. Ask: What is the smallest living thing that you can see with your eyes? Participants name living creatures that are visible to the naked eye. Allow a list of 10 to 12 names to emerge.
7. Wait for someone to mention chicken lice. This is generally named as the smallest visible living creature.
8. Ask: What is even smaller than a chicken louse? (Correct answer: The eggs of a chicken louse.)
9. Ask: What is even smaller than the eggs of a chicken louse? (Correct answer: Baby chicken lice within the eggs.)

10. Tell participants that there is a universe of tiny living beings. Negotiate with participants to agree on a Yi word they can use to describe such tiny living creatures that cannot be seen with the naked eye (English word: microorganisms). Explain that these creatures can only be seen with the help of powerful instruments called microscopes.
11. Introduce participants to the microscope (if available), and explain what it does. Allow participants to look through the microscope and see some very small organisms.

PART 2

1. Ask: What is the human body made of? Let participants offer their suggestions while you note them on a flipchart sheet. Answers may include bones, muscles, teeth, hair, organs, and so on.
2. Ask participants what bones, muscles, teeth, hair, organs, and so on are made of. Note their answers on a flipchart sheet.
3. Explain that the body is made of a certain kind of living organism known as a cell. If necessary, negotiate a Yi word the participants would like to use to describe a cell. Explain that the human body is made of hundreds of different kinds of cells and that they vary widely in size, shape, and function. Blood cells are different from hair cells, which are different from muscle cells, which are different from skin cells. Even the skin cells of the feet are different from the skin cells of the face.
4. Explain that cells control each and every activity in our bodies. Saliva cells in the mouth produce saliva, which helps to digest food. Repair cells help to heal wounds. When a man and a woman have sex, a male cell from his body may join a female cell from her body; together, they create a new Yi baby.
5. Ask participants to guess how many cells are in each of their bodies. Tell them that an average adult human being has about 75 trillion cells (75,000,000,000,000) in his or her body. There are more cells on the surface of a person's hand than there are people on the earth.

PART 3

1. Ask: Which different microorganisms can you name? Allow participants to name different microorganisms, and write them down on a flipchart sheet. The list may include:

- Bacteria
- Bacilli
- Amoebas
- Fungi
- Viruses

2. Discuss some of the microorganisms in more detail using the following information:

Bacteria: Many bacteria are useful, such as those that ferment beer or turn milk into yogurt. However, many also cause disease in humans. Some diseases caused by bacteria include gonorrhea, syphilis, meningitis, diphtheria, diarrhea, pneumonia, and leprosy.

Fungi: Examples of fungi include mushrooms, molds that grow on bread, and yeast. Diseases caused by fungi include ringworm and athlete's foot. One yeast-like fungus that

lives in the mouth or vaginal tract is called candida and is usually harmless but can cause disease in some situations—turning into an oral infection called thrush or inflammation of the vagina.

Viruses: Viruses are the smallest pathogens known. In order to multiply, viruses must find a home inside a living organism, such as a human cell. Some of the diseases caused by viruses include measles, polio, hepatitis, chicken pox, the common cold, and AIDS.

Key information points

- Some of the things that can harm human health are not visible to the human eye.
- Some of these invisible but harmful things may be seen through a device called a microscope.
- The human body is made up of small living creatures called cells.
- There are different kinds of cells for different parts of the body, such as bones, muscles, hair, teeth, and blood.
- Cells perform thousands of functions that keep us alive. Some cells defend the body against illness.
- An average adult human has about 75 trillion cells (75,000,000,000,000) in his or her body.
- There are different kinds of microorganisms, such as bacteria, bacilli, amoebas, plasmodium, fungi, and viruses. They cause different kinds of diseases.



4. Understanding Microorganisms (D2)

Objectives

- To create an understanding of the functions of different microorganisms.
- To create an understanding of microorganisms within and on the body, and those outside it.

Materials and preparation

- Flipchart paper and markers.

Method

PART 1

1. Ask: Where are microorganisms found? List locations suggested by participants in two columns on a flipchart sheet. Do not name the columns yet.

In the left column, write locations that belong to the human body, such as skin, stomach, nails, hair, eyes, and intestines. In the right column, write locations that are outside the human body, such as plants, soil, garbage, and air.

2. When about 10 to 15 locations have been named, explain that some microorganisms are part of the body. Write the word “Insiders” above the left column. Explain that some microorganisms live outside the body. Write “Outsiders” above the right column.
3. Explain: Microorganisms are found everywhere—within our bodies, on the skin, on plants, in garbage, in rivers, in homes, and in food. Some can only live in freezing temperatures, such as in Mongolia or Siberia. Some need the extreme heat of places like the Gobi Desert to survive. Some, like the one that causes tetanus, need an environment where there is no oxygen.
4. Ask: Are microorganisms in stools (feces) Insiders or Outsiders? (Answer: They are Insiders that become Outsiders.)
5. Explain: When Outsider microorganisms enter the body, they become Insiders, and can make you sick.
6. Introduce the word “germ.” Explain that microorganisms that cause infection and disease are called pathogens. Explain that we will be using the more colloquial word “germs” to refer to pathogens.
7. Give the example of the cold, which is caused when an Outsider germ (the cold virus) enters the body and becomes an Insider germ. When you sneeze, those Insiders come out and become Outsiders again. Now they can infect others.

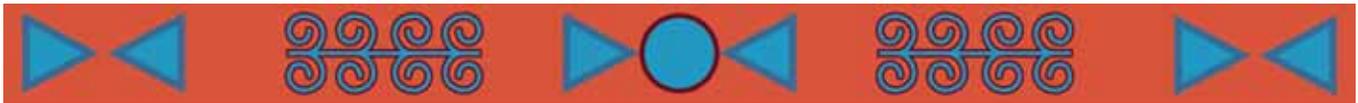
8. Ask participants if microorganisms on the skin are Insiders or Outsiders. (Answer: A microorganism on the skin is as much a part of the body as one that is inside.)

PART 2

1. Ask: What do microorganisms do? Let participants make suggestions, and note their replies in two columns on a flipchart sheet. In the left column, write down useful functions of microorganisms, and in the right column, write down harmful functions of microorganisms.
2. Examples of some *useful* functions are:
 - Fermentation (to make beer, yogurt)
 - Baking (yeast is used to make buns soft)
 - Decomposition (used to convert dead organisms to soil)
 - Digestion
3. The main example of *harmful* functions of microorganisms is causing disease in human beings.
4. Write the words “Useful” and “Harmful” above the columns.

Key information points

- Microorganisms exist everywhere—inside and on the body (Insiders), as well as outside the body (Outsiders).
- Microorganisms survive in a wide range of conditions from freezing cold to extreme heat, some without oxygen.
- Insider microorganisms can become Outsiders when they leave the body through stools, urine, breath, or saliva. Outsider microorganisms can become Insiders when they enter the body.
- Some Outsider microorganisms can make you sick when they enter your body.
- Microorganisms that can make you sick are often called germs.
- Microorganisms perform various functions. Some are useful and some are harmful.



5. Foods We Eat (N1)

Objectives

- To explore community understanding and knowledge of food, digestion, nutrition, and cuisine.
- To introduce nutrition food groups.

Materials and preparation

- Each participant is asked on the previous day to bring along a single item of food of any kind that they consider important and common for Yi to eat.

Method

1. Ask: What food does a chicken eat? What food does it not eat?
2. Ask: What food does a cow eat? What food does it not eat? What would happen to a cow if it ate meat? Plastic? Chicken food?
3. Ask: Can a chicken eat grass? Do dogs eat grass? Why? Make the point that animals know what food is good for them. A dog does not eat grass because it knows it will vomit.
4. Ask: Can human beings eat grass? Can humans survive on chicken food? Why not?
5. Ask: Does a dog eat meat? Does it have to be cooked meat? Can a human eat raw meat? Make the point that some animals digest foods others cannot. Ask: Why? Through the discussion, make the point that our digestive systems are different from those of animals. Humans can eat and digest a range of foods, while animals are capable of digesting only one kind of food. The reason why a cow cannot eat meat is that its digestive system is designed to digest plant material like grass and leaves only.
6. Ask: Is the cow or buffalo a strong animal? Since they eat only grass, does it mean that grass has whatever is needed to make strong bodies, muscles, and bones? Is a tiger a strong animal? How come a tiger gets the same thing from eating meat that cows get from eating grass?
7. Ask: Who is stronger, a cow or a man? How come, since the cow eats only grass and we eat so many more things? Can a man become as strong as a cow by eating grass?
8. Ask: Do cows eat the food that is best for them, or the food that is available? Do Yi people eat the food that is best for them, or the food that is available?
9. Ask participants to place their foods in the center of the room. Ask whether this collection represents everything the Yi people eat or only some of what they eat. Does it represent the main foods? What is missing? Ask participants to fetch the missing ingredients from a kitchen or household nearby, if possible.

10. Ask participants if they would include alcohol as a food Yi people consume. If yes, ask that it be included in the display.
11. Ask participants if they would include drugs as a food Yi people consume. If yes, ask that they be included in the display.
12. Ask: Does this food keep the Yi people healthy? Which is the healthiest of these foods? How does it help Yi health?
13. Ask: What does a Yi person need to stay healthy? Have a discussion and help people think of the needs of different parts of the body. Help people think of daily needs, such as energy and stamina. Think of faculties such as eyesight and hearing.
14. Make separate category name tags for muscles, bones, teeth, brain, skin, heart, eyes, hair, blood, lungs, and so on. Ask participants to take food items from the display and place them under the appropriate categories.
15. When all foods have been categorized, ask participants to review their groupings and make any changes if necessary. Do not tell participants if the groupings are right or wrong. However, since the potato is a popular Yi food, it may be placed under every category. Explain that some foods benefit more than one part of the body. For example, the potato provides energy for the body, keeps muscles strong, may help to decrease bone loss, maintains healthy blood pressure, and reduces the risk of kidney stones. It is also worth sharing that cigarettes and drugs have no known health benefit.
16. Ask participants to take all of the food out of each grouping and place it back in the center of the room. Explain: We just looked at all the ways individual foods help our bodies. Foods can also be grouped together because they are similar. Which foods do you think are similar and how would you group them together?
17. Allow participants to work together as a large group to come up with these groupings. After 5 to 10 minutes, ask them to explain their groupings.
18. Present the following information: Foods are grouped into the following four groups:
 - Cereals: Examples include rice, wheat, buckwheat, maize.
 - Vegetables and fruits: Examples include cabbage, tomatoes, yuangen, carrots, yams, sweet potatoes, apples.
 - Meat, eggs, and fish: Examples include chicken, eggs, pork, mutton, beef, fish.
 - Milk, soy, and other legumes and their products: Examples include tofu, legumes, lentils, soy milk, milk, walnuts.
19. Ask participants to group the food into these four groups. After they have finished their groupings, ask: Where do the sugary foods and oil go? Explain that these foods are not in a group because they should be eaten in small amounts. Oil helps with cooking and both oil and sugar are used to add flavor.
20. Ask: What are other examples of foods we eat that are not here but go in one of these four groups?
21. Ask: Do you eat only what others tell you is good for you or do you decide which food is important for you to eat? Are there any foods you have to eat because there is a rule?

22. Ask: Which people other than Yis live in the same area? Do they eat these same foods? Are they healthier than Yis or not? Why do Yi people eat different food from the Hans and yet live in the same area?
23. End this session by telling everyone that we have begun an exploration of food and health, and in future sessions, will try to understand in greater detail which foods help us in which ways.
24. In preparation for Session 16, Risks in What We Eat, introduce the topic by talking briefly about three kinds of foods:
 1. Foods that are ready to eat.
 2. Foods that have gone bad, or decayed, and are not safe to eat.
 3. Foods that are unripe or uncooked and therefore not yet safe to eat.

Alert participants to keep watch for samples of all three kinds of food and to bring them with them to session 16 (announce the date).

End the session.

The facilitator should make the following preparations prior to the day of Session 16:

- Seven to nine days before this session, the facilitator will place a piece of meat, some soy milk, a tomato, and a potato in an exposed area and let them decay.
- On the day before Session 16, the facilitator will remind participants to bring a sample from each of the three categories listed above.

Key information points

- Different foods have benefits for different parts of the body.
- Foods can be categorized as follows: cereals; vegetables and fruits; meat, eggs, and fish; and milk, soy, and other legumes.



6. Values Discussion (V2)

Objectives

- To know what you consider important and understand what other people consider important.
- To develop the skill of assessing values to decide if they are beneficial or harmful to others.
- To understand that values are shaped by personal experiences and/or through external imposition.
- To begin to understand the link between what one holds as important and the behaviors and choices one makes.

Materials and preparation

- Throughout this session, replace the English words “value,” “principle,” and “rule” with the agreed-upon Yi words for “what is important to you,” “what you believe is appropriate,” and “things you must do whether you agree or not” from Session 2.
- Three index cards or small pieces of paper per person.
- Flipchart paper and markers.

Method

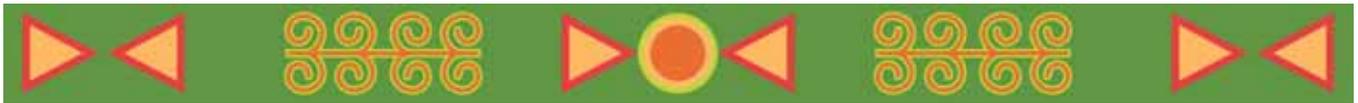
1. Give each participant three index cards and ask them to write three things they consider most important, one on the back of each card. In addition, participants should write on the back of each card the reason why they think that particular thing is important.
2. Divide the participants into groups, each consisting of five to seven people, and ask each participant to share his/her answers with the rest of the group.
3. Ask groups to pool all their answers and divide them according to the three categories developed in Session 2: what is important to you, what you believe is appropriate, and rules that you have to follow.
4. Ask each group to discuss and come up with three things the group considers most important and write them on a piece of flipchart paper.
5. Ask each group to select a representative to report to the class the three important things the group has come up with, as well as the reasons.

6. Facilitate a brief discussion after each small group has shared with the larger group. Example questions to facilitate the discussion:
 - How did the group come up with the three things they consider most important?
 - What disagreements did the group have in the process of deciding on the three most important things?
 - Do all group members agree on the three things they selected? Why or why not?
 - Is it difficult for all group members to come to the same conclusion? Why or why not?
7. After all groups have shared, facilitate a general discussion with the full group. Example questions to facilitate the discussion:
 - What patterns do we see among the three choices of the different groups? What types of things are important in relation to family, friendships, boy-girl relationships, marriage, etc.?
 - Is it necessary for all members to come to the same conclusion? What is the best way for a group to reach a decision?
 - Under what circumstances is it acceptable for a person to force another person to follow an idea or conclusion that he/she does not agree with?
 - What should a Yi do if someone else believes in an idea (value) that is harmful to Yi people?
 - How should a Yi person decide the usefulness or harmfulness of an idea (value), whether it is their own or someone else's?
 - Imagine what your list will be ten years from now. Is it going to be the same? Why or why not? What is the implication of the fact that your "values" may change over time? Does that invalidate what you feel now?
 - Imagine what your parents' lists would be if they were asked to do the exercise. Are they going to be the same as yours? Why or why not?
 - What actions/choices do you make based on the three things you wrote down as most important to you? (Example: If you think health is important, do you exercise regularly, eat a nutritious diet, and refrain from smoking and drugs?) Encourage participants to raise many examples of actions that are based on their values. Help participants distinguish between actions taken based on personal values and actions based on rules or principles (review Session 2).
 - Considering that your values may change over time, should you or should you not base your current actions on a value that you may not hold a year from now?
8. Ask participants what they have learned from the activity. Summarize and highlight major ideas based on the points they raise and from discussion.

Key information points

- Values are not absolute (right or wrong, good or bad, appropriate or inappropriate). They are different for different people.
- Values are shaped by many factors, including age, environment, and experiences.

- A person's values can change over time as the person ages, changes environments, or has new experiences.
- It is important for a person to have a clear set of guidelines for evaluating the usefulness or harmfulness of a value.
- While we are influenced by the values and principles of our family members, peers, teachers, and communities, we may not always share the same values as others.
- Our values often influence our choices and behaviors (as do the principles of others and rules).



7. Bodymapping (B1)

Objective

- To enable participants to express their perceptions of human male and female anatomy, as well as various biological functions.

Materials and preparation

- Large sheets of white chart paper (at least three times the number of sheets as the number of participants).
- Sets of felt-tip pens in red, blue, green, and black.
- Scotch tape.
- Scissors.

Method

1. Divide the participants into groups of four or five persons each.
2. Give each group six sheets of paper and two sets of colored pens.
3. Explain that the game to be played is not a test of drawing ability and that each person in each group should participate.
4. In Round 1, ask each group to draw two figures on their sheet of chart paper -- a standing male and a standing female. Explain that they should use the full length of the chart paper. The figures should be facing forward. It is acceptable if some members of the group draw the male and other members draw the female. No other instructions should be given. The participants may draw the figures in any way they wish (clothed or unclothed, with moustaches or without, old or young).
5. While the groups are drawing, walk around and make sure that each person is participating by drawing some part of the body, coloring, or shading. If any person is monopolizing the activity, then the facilitator should intervene and encourage the others to take part.
6. In Round 2, issue two fresh half sheets of chart paper, and ask each group to draw a standing male figure and a standing female figure, using the full length of the chart papers. Explain that your earlier instruction had been to draw a male and a female figure, not a male and a female figure with clothes on.
7. The facilitator should maintain a serious and sober expression while giving these instructions. He/She should not communicate by grinning or looking mischievous that something “naughty” is being done. Rather, he/she should convey the attitude that the human body is something to be respected, not to feel embarrassed about.

8. While the group is at work, the facilitator should move about and ask for details wherever they are missing. For example, if a drawing shows only three toes or four fingers, then ask, “Do your feet look like that?”, “Do your hands look like that?” Similarly, if the participants seem shy about drawing reproductive parts, then the facilitator should point to that part of the drawing and ask, “Is this how people really look?”, “Is this part of the body empty?” The facilitator should not name any part of the body by saying, for example, “Draw the penis” or “Draw the vagina.”
9. If any person seems to be offended or seriously disturbed by the prospect of drawing an unclothed human figure, the facilitator should not pressure that person or make him/her feel that there is something wrong with him/her. Participants who steadfastly refuse to participate may be allowed to observe.
10. The facilitator should avoid passing comments about the artistic merit of the drawing efforts. If a drawing is disproportionate or is missing important details, the facilitator should avoid passing remarks about it.
11. In Round 3, issue fresh half-sheets of chart paper, and ask each group to draw a standing male figure and a standing female figure, using the full length of the chart paper, but this time drawing as many details as they can of what is inside the body. To explain, the facilitator may say that there are organs inside the body for digesting, breathing, pumping blood, and so on.
12. Explain again that this is not a test of their knowledge. They should consult each other as a group and put in as many details as they can remember together.
13. While the groups are working, the facilitator should walk about and observe the efforts and ask questions that will help them think about body organs they have forgotten.
14. As soon as each group has finished its drawings, ask them to write the names of as many parts of the bodies as they can, and draw lines pointing to those parts. The group may write in whatever language they are comfortable.
15. Once all groups have drawn their male and female figures and named body organs, ask them to write the names of the group’s members, and use scotch tape to mount the drawings on the wall or board. Invite all groups to walk around and view the “exhibition.”
16. Ask the groups to share their comments on the drawings, including mistakes, corrections, and additions. Ask them to point out where the same part has different names and have a brief discussion to agree on which is the right one.

Key information points

- Male and female bodies look different and have different functions.
- The human body is something to be respected, not feel embarrassed about.



8. Strengths (V3)

Objectives

- To help participants identify their strengths and positive qualities.
- To increase participants' self-esteem and confidence.

Materials and preparation

- Piece of paper and pen/pencil for each participant.

Method

PART 1

1. Discuss the word “strengths” (or “advantages”) with participants. Discuss its meaning and settle on a word in Yi to describe a person’s “strengths.”
2. Instruct each participant to write their name and strengths at the top of their piece of paper. (Example: “Mahai’s Strengths.”)
3. Divide participants into groups of four or five people who are familiar with each other.
4. Instruct the groups to discuss five to ten strengths of each person in the group (reasons why that person is special). As they discuss and list strengths, the person who is being talked about should keep silent and write down the strengths mentioned by the group on his/her list.
5. When everyone has complete lists, bring the full group back together. Facilitate and encourage discussion about the session.
 - How did you feel during the discussion?
 - When you were being discussed and keeping quiet?
 - When you were helping list other people’s strengths?
 - How do you feel about the group’s comments about your strengths?
 - Did the group list strengths for you that you had not recognized before?
 - Of the strengths on your list, for which ones would you like to be continually recognized?
 - Do you think any of your strengths may change over time? Which ones and why?
 - Which may not change and why?

1. Ask the group to sit in a circle.
2. Explain that this exercise will be to share how each of us would complete a series of sentences.
3. Encourage participants to think about how they really feel about themselves as they complete the sentences, but keep the mood lighthearted and fun. Allow people to pass or skip a turn without judgment if they are not comfortable or able to complete one of the sentences.
4. The facilitator will start each round by completing a sentence for himself/herself, and then each person around the circle will complete the same sentence in turn. When it is the facilitator's turn again, he/she will complete the next sentence, until the last sentence has been completed by everyone.

The reason I am a good person is _____

I am a good daughter/son because _____

I am a good friend because _____

One skill I have is _____

One thing people like about me is _____

I am pleased with my _____

5. End with a general discussion, asking participants what they learned during each part of this session.
6. Ask participants to bring small objects of no value (small rocks, bottle caps, etc.—one each) with them to class for the next session.

Key information points

- Everyone has strengths and qualities useful to others and to themselves.
- Others feel I have importance and value.
- Being aware of our strengths helps us feel good about ourselves.
- Like values, some strengths may change over time; however, we may choose to keep many traits that are important to us, such as integrity and reliability, as part of our personalities forever.



9. Friendship (V4)

Objectives

- To help participants identify qualities they want in a friend.
- To help participants explore qualities they have to offer their friends.
- To help participants think about ways to maintain a friendship.

Materials and preparation

- Small objects of no value (small rocks, bottle caps, etc.) that participants were asked at the previous session to bring with them to class for this session.
- Extra pebbles or other small objects in case anyone forgot to bring theirs.
- Flipchart paper and markers.

Method

1. Ask the girls to sit in a circle with the objects they brought from home.
2. Ask for a few volunteers to give a definition for the word “friend” by finishing the sentence, “A friend is someone who....”
3. Ask them to think quietly about qualities they have that they can share with their friends. For example, someone might say she is a good listener or she is honest.
4. Explain that each object represents one of their special qualities. One at a time, ask the participants to say their own special quality as they place their object in the center of the circle. Write each of the qualities participants say in a column on a flipchart sheet under the heading “Qualities we give.”
5. Explain that we give to our friends and we take from our friends. Ask participants to think about what they need from their friends.
6. One at a time, ask the participants to say one quality they need from their friends as they take an object (other than their own) from the circle. (Note: Participants do not need to remember what the object represented; the exercise is to symbolize the giving and taking that happens between friends.) Write each of the qualities participants say they need from their friends in another column on the flipchart sheet under the heading of “Qualities we need.”
7. When everyone has taken an object from the circle, ask if anyone would like to talk about how this activity made them feel.

8. Remind participants that in good friendships, both people give to and take from each other. When one person is taking all of the time, it is not a good friendship.
9. Ask participants to think about a time when someone they know had a problem and how her friends helped her. Ask for a volunteer to share the story with the group.
10. Facilitate a discussion by asking the following questions:
 - Is this a common problem in your community?
 - How would you help someone who was in a similar situation?
 - What would you like your friends to do if you were in the same situation?
 - What would not be helpful for friends to do?
11. Ask for another volunteer to share a story of a time when a friend had a problem and how she helped her. After she tells her story, facilitate a discussion with the group using the same questions as above.
12. Ask for another volunteer to share a story of a time when she had a problem and how her friends helped her. After she tells her story, facilitate a discussion with the group using the same questions as above.
13. Go around the room and ask each participant, one at a time, to describe how to maintain good friendships by finishing the following statement, “If you want to keep a friend, it helps to....”
14. End the session by summarizing the main points that have been made.

Key information points

- We are all valuable as friends.
- We all have special qualities to offer our friends.
- Friendships should be about sharing, with both people giving to and taking from each other.



10. Infection (D3)

Objectives

- To create an understanding of the body’s “gateways” through which germs outside the body can enter the body and cause sickness.
- To create an understanding of the roles that individual choice and behavior play in giving a germ access to enter the human body.
- To create an understanding of the shape of HIV.
- To create an understanding of nanometers, and the sizes of different microorganisms in nanometers.

Materials and preparation

- Flipchart paper and markers.

Method

PART 1

1. Ask: What are the body’s gateways, or openings, through which harmful microorganisms can enter? Let participants offer their suggestions, and write them down on a flipchart sheet. The final list should include the following:

- Eyes
- Ears
- Nose
- Mouth
- Vagina
- Anus
- Penis
- Skin

2. If participants talk about modes of transmission such as infected food, remind them that you are interested in a list of “gateways,” or “openings,” in the body. In the case of infected food, the gateway may be the mouth.

3. Explain that in many cases, a person's behavior plays a part in enabling infection to happen through one of these body gateways.
 - For example, a person gets food poisoning not because he/she has a mouth but because of eating contaminated food.
 - A person may get a sexually transmitted infection (STI) not because he/she has a penis or a vagina but because of having had unprotected sexual intercourse with a person of unknown STI status.
4. Ask: Of the "gateways" identified earlier, which ones might be entry points for the bacteria that causes diarrhea? Allow a discussion and then clarify that the mouth is usually the gateway through which the germ that causes diarrhea enters.
5. Ask: Which is the gateway through which the germ that causes a cold enters? (Correct answer: Nose or mouth.)
6. Ask: Which are the gateways through which a virus such as HIV enters? After a discussion, clarify that the reproductive organs (penis and vagina), as well as the anus, are potential gateways for HIV. A blood transfusion with infected blood allows HIV to enter the body directly.

PART 2

1. Ask participants what they think is the shape of HIV. Let five or six people speak. There is no need to record their remarks.
2. Explain that HIV consists of a round shell, like a little ball. On its surface are bumps made up of various chemicals. At the center of the shell is a small quantity of chemicals. Negotiate a suitable word for "chemicals."
3. Ask participants if anyone knows their height in centimeters. If one does, ask him/her to step forward and write down the height on a flipchart sheet. If no one knows their height, declare your own height on the flipchart sheet.
4. Ask a participant to estimate how much of your full height would represent 100 centimeters (cm for short). Then ask the participant to measure off an equivalent distance along the side of a table, horizontally, and explain to participants that this is known as a meter (m for short), which is roughly equal to three feet.
5. Ask participants what it is called when a meter is divided into 1,000 parts. If no one knows, explain that it is known as a millimeter, or mm for short.
6. Ask participants what it is called when a meter is divided into 1,000,000,000 parts. Explain that this would be a very small distance called a nanometer. The short way of writing nanometer is nm.
7. Share the following sizes of different microorganisms:
 - HIV is a virus. It is only 100 to 125 nanometers in size.
 - An ordinary human cell is 120,000 nm in size.
 - Measles is a virus. It is only 100 to 300 nm in size.
 - A human sperm is 200,000 nm in size.

- A red blood cell is 50,000 nm in size.
- The influenza virus is only 120 nm in size.

Key information points

- The body has several gateways through which germs can enter and cause sickness. These include eyes, ears, nose, mouth, vagina, anus, penis, and skin.
- A person makes it easier for a germ to enter his/her body through behavior and choices.
- A nanometer is a unit used to measure very small organisms. One nanometer is a meter divided into 1,000,000,000 parts.
- HIV is a virus. It is only 100 to 125 nanometers in size.
- An ordinary human cell is 120,000 nm in size.
- Measles is a virus. It is only 100 to 300 nm in size.
- A human sperm is 200,000 nm in size.
- A red blood cell is 50,000 nm in size.
- The influenza virus is only 120 nm in size.



11. Size Matters Game (D4)

Objective

- To create an understanding of the relative sizes of different microorganisms.

Materials and preparation

- Postcard-sized placards in different colors (to determine the number of placards required for the session, divide the number of participants by the number of different microorganisms [in this case, seven]), each with the name of one microorganism and its size in nanometers. The following microorganisms should be used:
 - Measles (150 nm)
 - HIV (100 to 125 nm)
 - Polio (60 nm)
 - Influenza virus (120 nm)
 - Ordinary human cell (120,000 nm)
 - Red blood cell (50,000 nm)
 - Human sperm cell (200,000 nm)
- Large bag.

Method

1. Place all the placards in the large bag.
2. Arrange participants in a “U” shape.
3. Distribute the placards randomly among the participants.
4. Explain that each placard has the name and the size of a microorganism. Some are human body cells, some are bacteria, and some are viruses. The number on each card is the size of that microorganism in nanometers.
5. Explain again what a nanometer is.
6. Read the following instructions to the group:
 - Read your placard and note the name of the microorganism and its size.
 - Compare the size on your placard with the size on the placard to your right. If your microorganism’s size is bigger, then change places with the person next to you.
 - Repeat this process until the smallest placards are on your left and the largest ones are on your right in the group. Participants with the same microorganism placards should group themselves together.

7. Ask each person to state the name of his/her microorganism and its size.
8. Ask: How does HIV compare to the other microorganisms? Which ones are bigger? Which microorganisms are smaller?
9. Point out that white blood cells and human sperm cells are giant compared to HIV.

Key information points

- HIV, between 100 and 125 nm, is among the smallest microorganisms.
- Viruses are much smaller than human cells.