



Ni poa ku chill!

Chill Session Guide : 2011



Foreword

Faith-Based Institutions such as Churches provide a safe environment to implement youth activities. It is within these organizations that values are formed and strengthened. This guide is amongst the tools needed to equip Faith-Based Institutions with relevant information and guidelines on how to communicate more effectively with youth on various issues related to adolescent reproductive health, within the context of shared faith.

This guide is intended to encourage open discussion about sexuality and reproductive health within a Faith-Based environment. Discussing sexuality with young people may not be widely acceptable in many communities, including faith communities, the guide includes citations from the Bible to help frame discussions and or reflect on challenging issues. The passages are not put forward as evidence of a particular point of view or public health information, but as a method of reflecting on topics presented in this guide.

Though specifically designed for use by a Chill Club facilitator, the session guide may also be used by teachers, health care professionals, religious leaders and community workers.

How to use this Session Guide:

The session guide contains picture codes that are used to stimulate a discussion about specific issues.

This guide has illustrations on one side showing people in different situations and on the other side notes for the facilitator.

Each session has a clear objective and should be addressed through a variety of participatory learning methods

Before facilitating a session, the facilitator should familiarize him/herself with the topic by reviewing the same topic in the *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* curriculum.

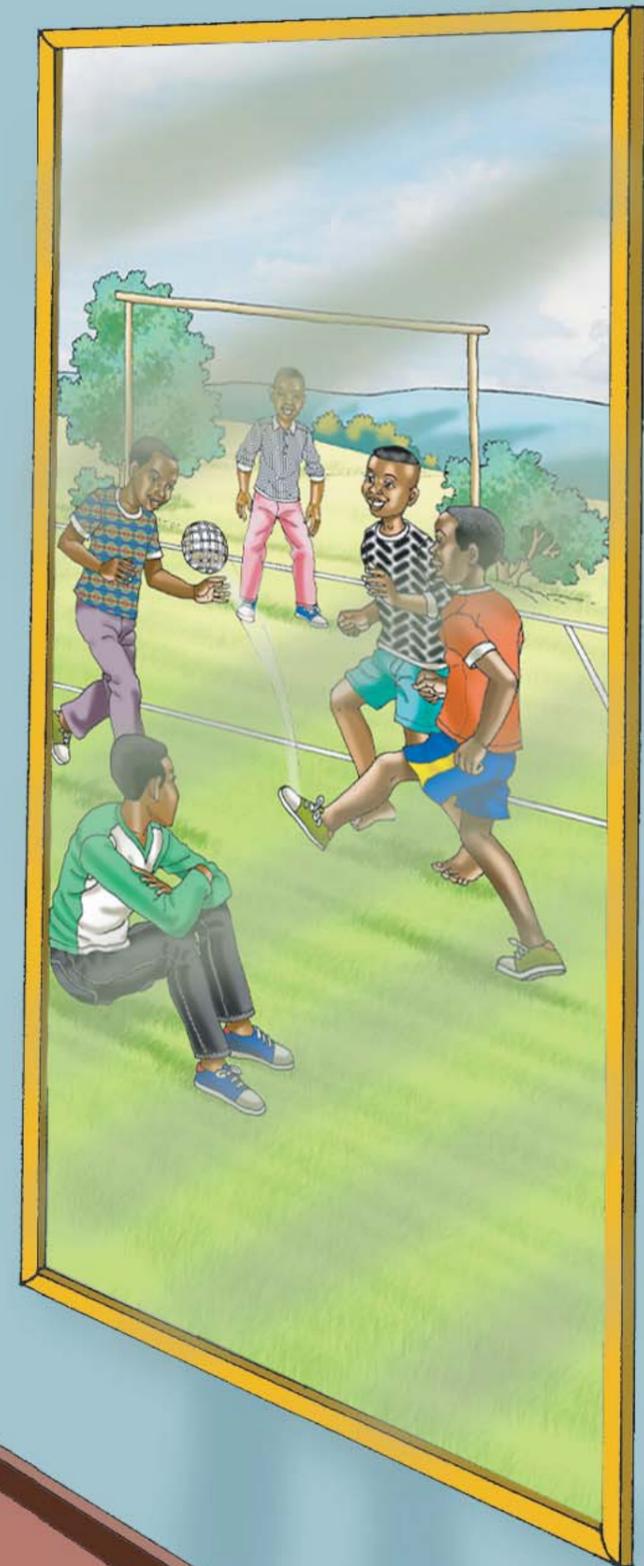
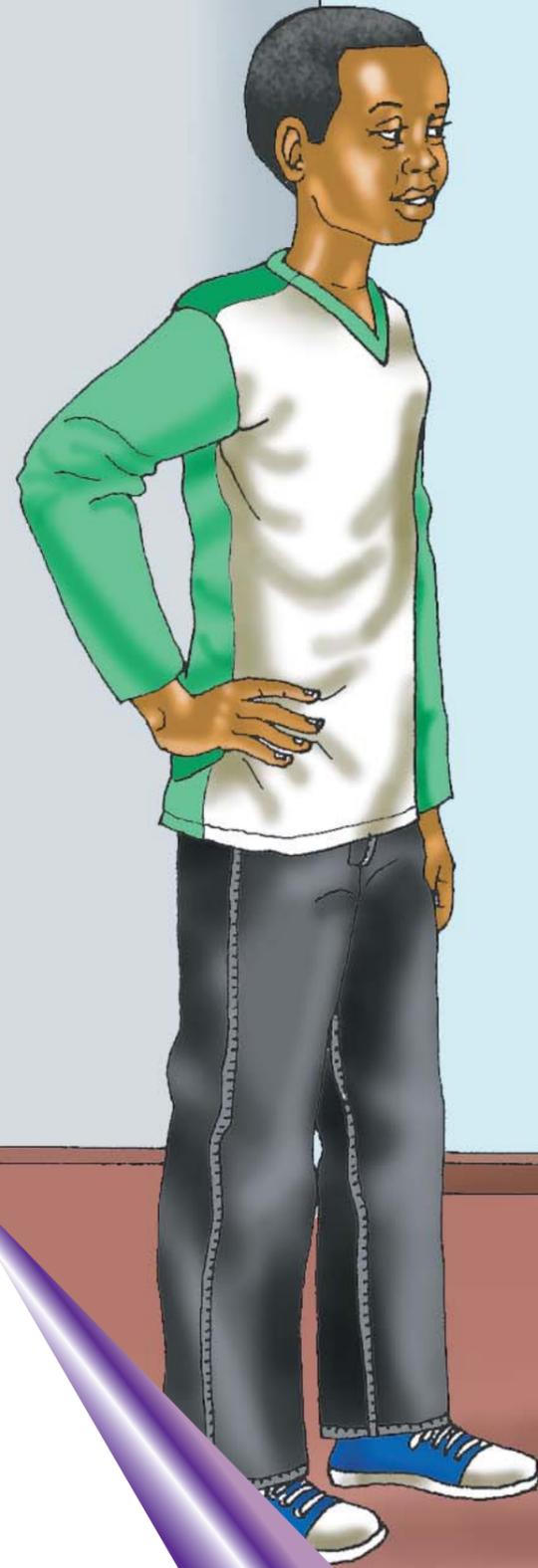
Bring together a group of up to 20 participants and have them sit in a circle or in a way that they can see the pictures.

It is advisable to introduce each session and explain its objectives. Always ask key questions that help participants understand how the objectives of the session relate to their daily lives.

Most of the sessions include games and activities that are highly encouraged to facilitate interaction and discussions amongst the participant making the facilitation more practical and experiential.

Introduction About this flipchart.

This Flip Chart is designed to help a facilitator effectively communicate with the youth on various life skills topics to enable them grow up to be respectable and responsible adult. The side of the page with illustrations is intended to be viewed by audience while the other is for the facilitator.



Who am I?

Help participants understand the factors that influence self esteem and how self esteem affects decision making.

Discussion Points:

- What do you see in the picture?
- Why do you think they are doing what they are doing?
- What are some characteristics of good self esteem? Poor self esteem?
- How does having a low self-esteem put you at risk of doing things you may regret?
- How does good self esteem help you?
- What are some things you can do to improve your self esteem?



Facilitator notes:

Self esteem is important because how people feel about themselves influences what they accomplish in life

Our society places a lot of importance on how people look on the outside. This is especially true for young people your age. But the way we look on the outside is not as important as the way we feel on the inside. How we feel about our bodies, our minds, and our spirits affects our self-esteem. If you do not feel adequate about yourself, you may, unconsciously, look to others who may not be good friends to boost your self-esteem. This may lead to making poor decisions. There are ways to talk honestly to yourself that can raise your self-esteem.

Good self esteem helps protect one's body, mind and spirit

SELF ESTEEM=BELIEF IN ONESELF=SELF RESPECT

Role Play: Friend one and two CFLE pg. 25
Bible Reflection: Romans 12: 4-10; 1 Timothy 4;12; Genesis 1;27,31

PATIENCE

FAITHFULNESS

GOODNESS

**SELF
CONTROL**

EDUCATION

SPIRIT OF LOVE



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Personal values

Help the participants define who they are and their personal values.

Discussion Points:

- What do you see in the picture?
- Why do you think the people in the picture are doing what they are doing?
- What does 'self-respect' or valuing yourself mean to you?
- How does self respect affect your character and behavioral choices?
- What are some things you can do to respect or value yourself?



Facilitator Notes:

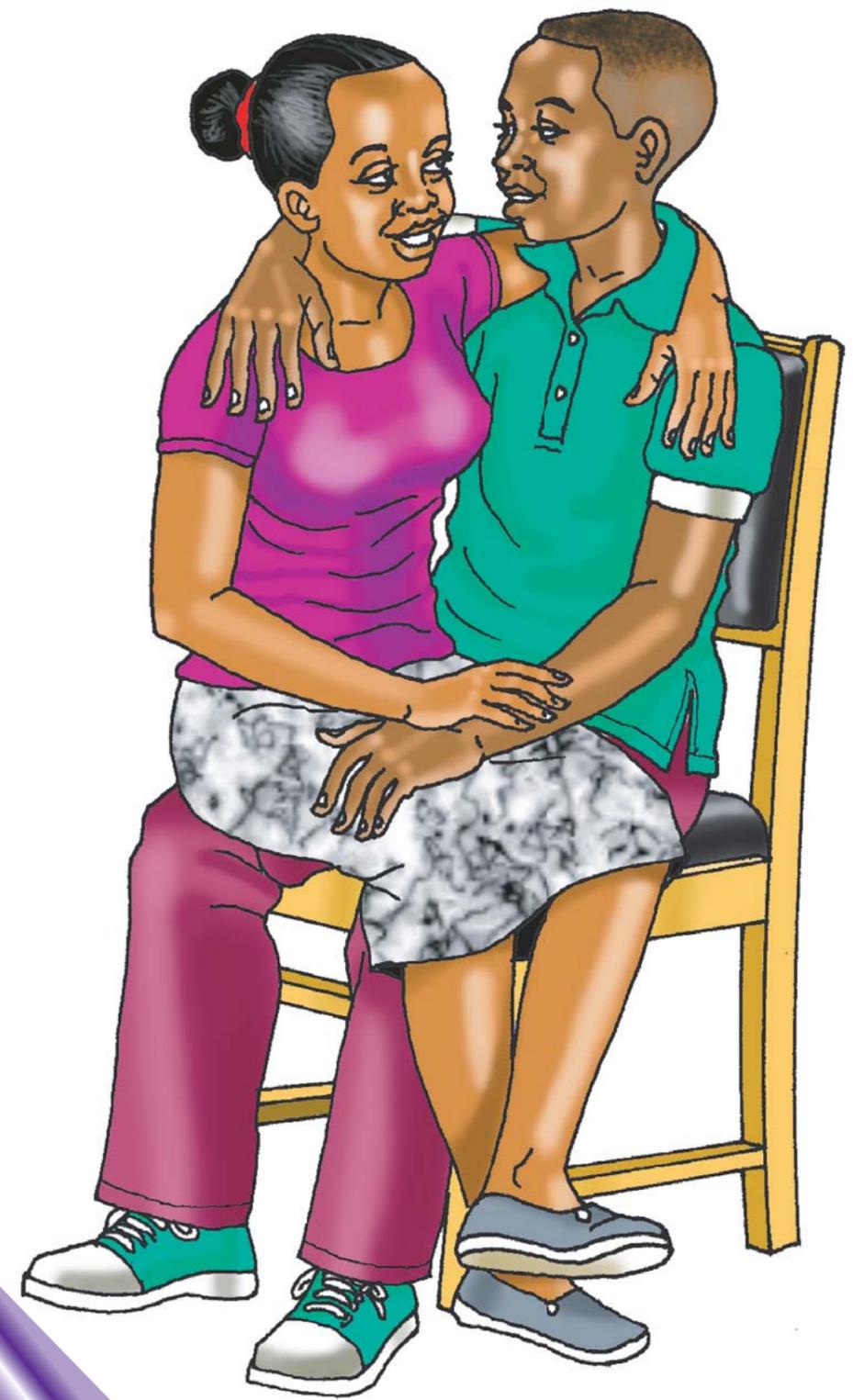
Value means a personal measure of worth, such as how important certain beliefs, principles and ideas are to someone.

The way you behave is a result of your values. Values are those ideas that are part of your character, that you hold as really important. Your values come from your family, religion, culture and many other sources. Some of your values may need to change, and some of your actions may need to change. By being sure what is important to you, you have an opportunity to make sure your actions show what you believe.

Personal values define or shape who we are, and our behavior reflects our values.

Role Play: Vote with my feet; value statements, CFLE pg.33-34

Bible Reflection: Romans 12: 4-10; 1 Timothy 4;12; Genesis 1;27,31



Relationships

Help the participants define and understand healthy relationships.

Discussion Points:

- What do you see in the picture?
- Why do think they are doing what they are doing?
What are the qualities of a healthy relationship? Unhealthy relationship?
- What are five important characteristics to look for in a friend?



Facilitator Notes:

Take time to develop good friendships and healthy relationships will grow.

In a good relationship, neither person tries to control the other person or pressure them into doing things they don't want to do. Good friends do not put each other in trouble or cause each other harm; they are supportive. And neither person takes advantage of the other in any way.

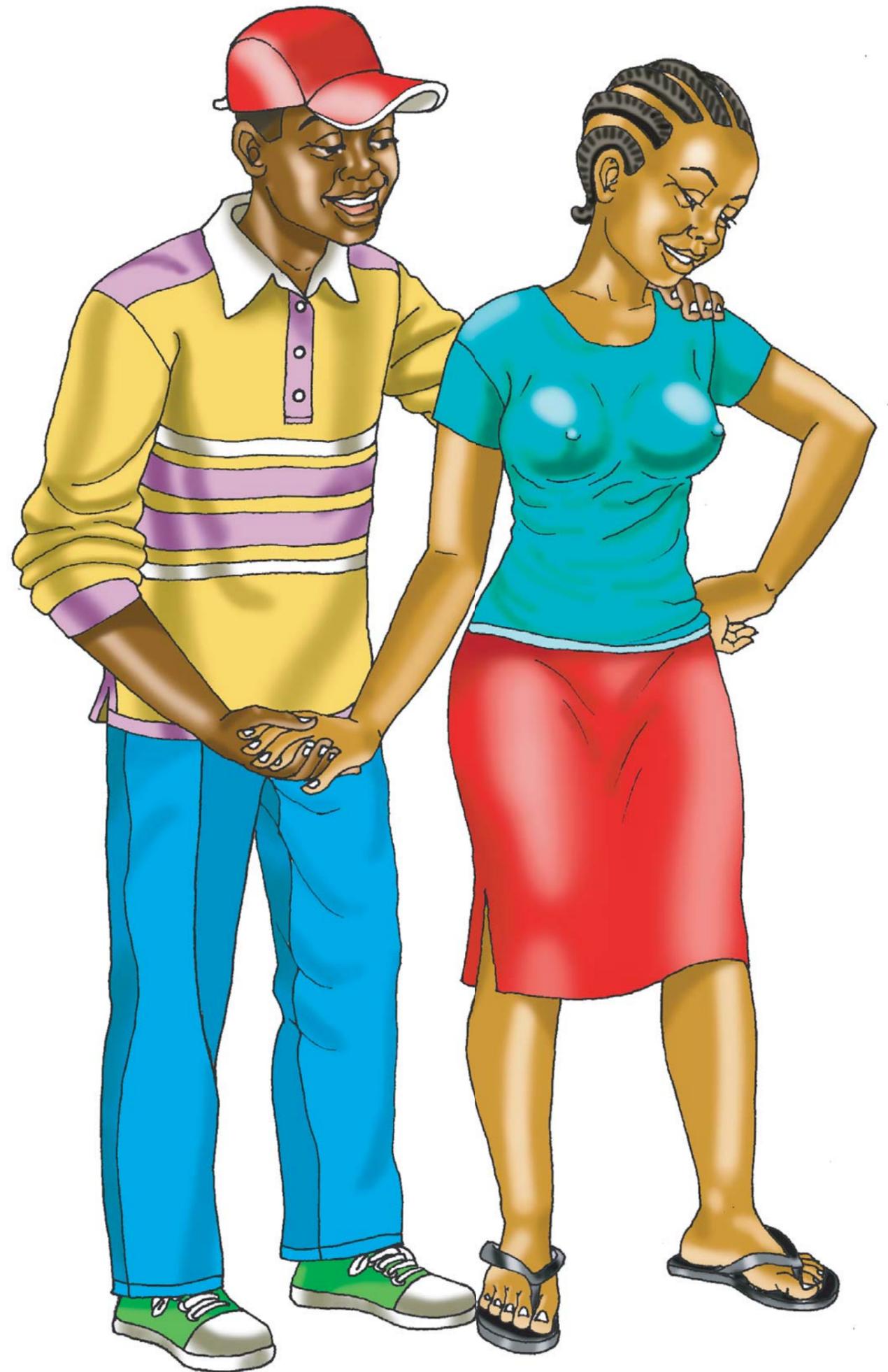
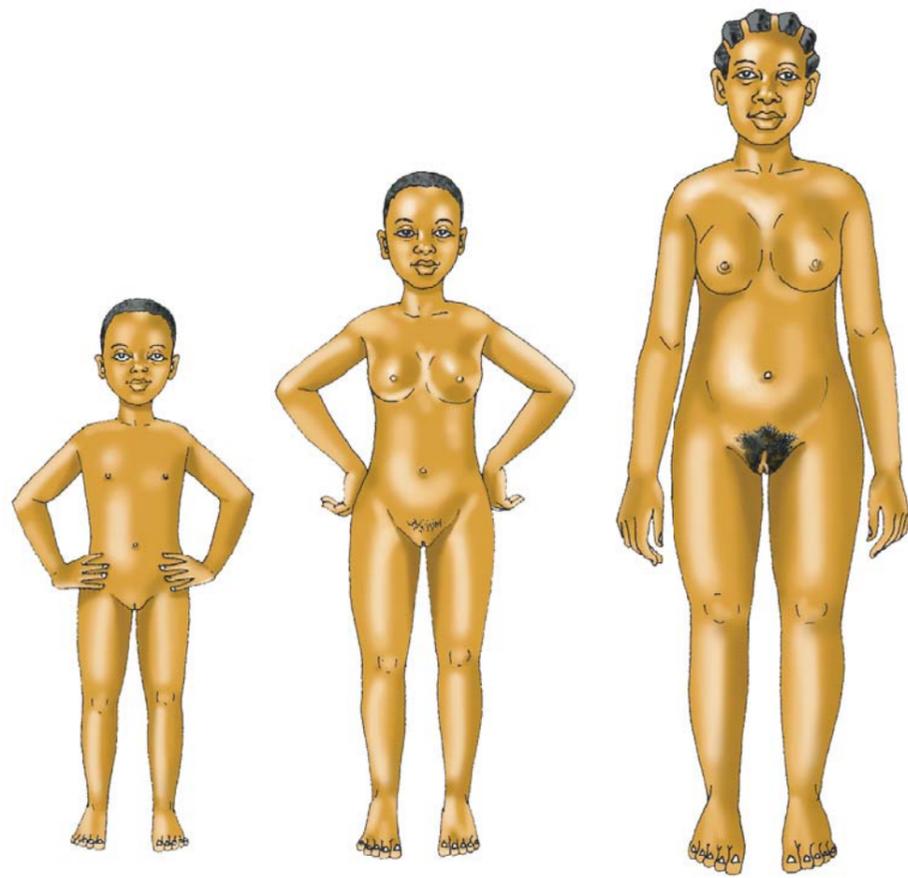
Qualities of healthy relationships are: *Respect, responsibility, Understanding, Hard work and caring.*

Remember to:

- *Make informed choices about relationships.*
- *Avoid exploitative and manipulative relationships.*

Role play: "_____is my good friend because_____." CFLE Pg 42

Bible Reflection: proverbs 17;17



My Body and Me - I'm in Control

Help participants understand sex and sexuality.

Discussion Points:

- What do you see in the picture?
- What do you think is happening?
- What is the difference between sexuality and sexual relationships?
- As a teenage what are the challenges you face when trying to talk about sex?
- What are some of the consequences of unhealthy sexual behaviors?
- What does God say about sex? What are His boundaries for sexual activities?
- Why should we wait to have sex?



Facilitator Notes:

Before acting on their sexual feelings, it can be helpful to think about the consequences of their actions.

Sex and sexuality are beautiful gifts from God. They are meant to be used properly and responsibly in marriage.

It is possible for you to make a commitment to God, Yourself, your family and friends to save sex for marriage.

If you have already started to have sex, you can decide to stop and wait until marriage.

Remember this acronym to help you keep safe from unwanted relationships that may lead you to have sex:

Select your friends carefully!

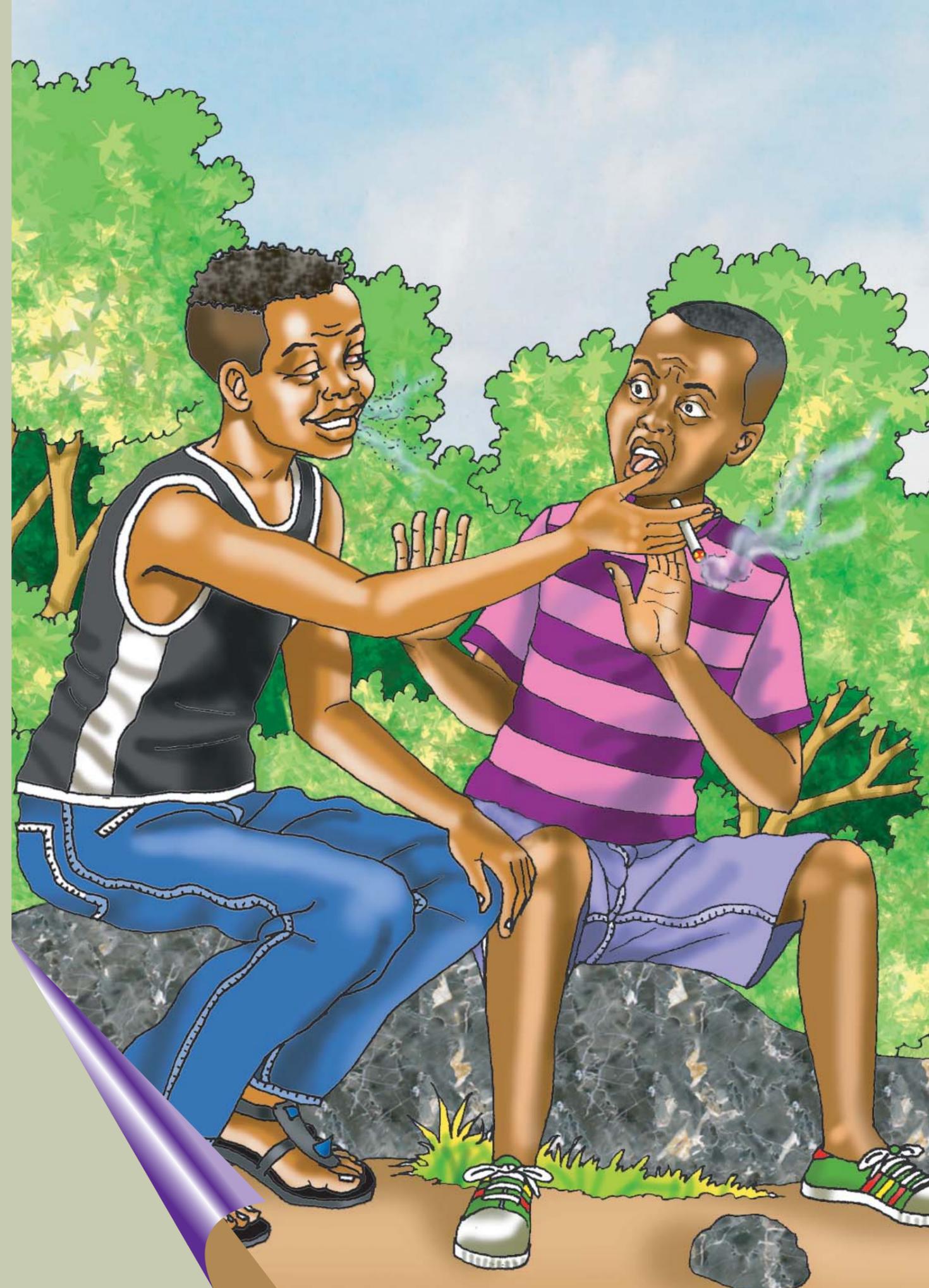
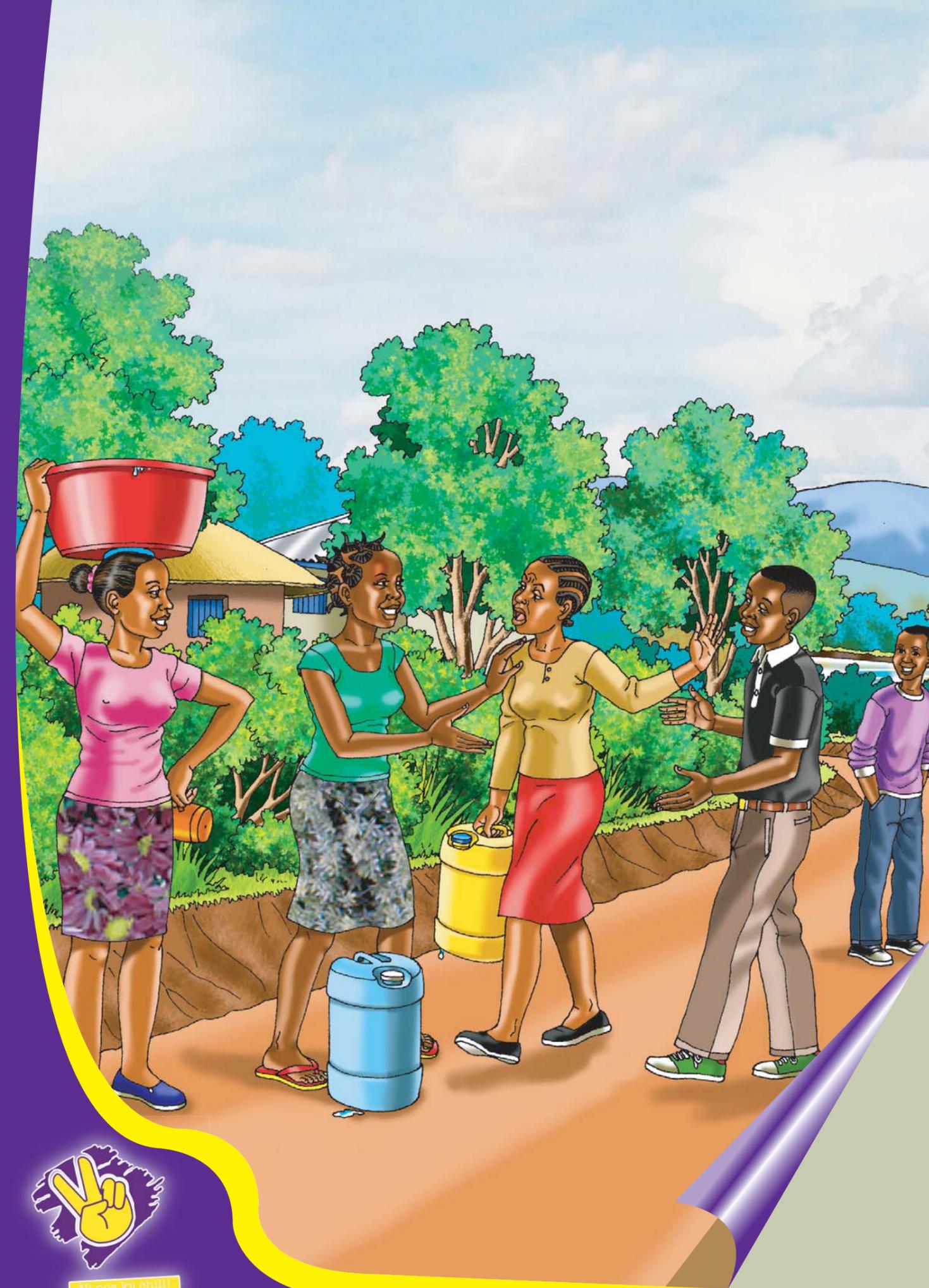
Always stay in a group!

Share your decisions about intimacy with your special friend.

Act wisely. Leave unhealthy relationships without regret.

Role play: Talking more about Sexual Activity, CFLE Pg.62

Bible Reflection: Mark 10 6;9, Ephesians 5;31



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Standing up for what is right

Teach participants how to communicate effectively and to make responsible and informed decisions about their reproductive health behaviors.

Discussion Points:

- What do you see in the picture?
- Why do think the person is doing what they are doing?
- How would a person's self confidence affect his or her ability to stand up for what he or she thinks is the right thing to do?
- How would you say NO to pressure from other people to 'join the crowd' and have sex or abuse drugs and take alcohol?



Facilitator Notes:

Being assertive means standing up for your opinion, being straightforward and honest with yourself and others about what you want.

Golden Rules of Assertiveness:

- Decide what you feel or want, and say it*
- Maintain eye contact with the other person*
- Do not make excuses*
- Do not seek approval from others; if you do not want to do something, say so clearly and do not ask if it okay.*
- Do not get confused by other people's arguments*
- Remember you have the right to change your mind*

Saying no and meaning it involves saying the word NO in a tone of voice and with body language that shows you mean it, repeating the refusal if necessary.

Role play: Trying to slow down, ineffective and effective version ,CFLE pg.74 and 75

Role Play: Pressure phrase and possible response CFLE Pg 90

Bible Reflection: Psalm 34:12-14, Proverbs 3:21-24, Matthew 5:37



Making Decisions – for yourself

To provide the participants with information on abstinence and to build motivation and skills to help them wait until the right time to have sex

Discussion Points:

- What do you see in the picture?
- Why do you think the person is doing what they are doing?
- We make decisions every day. What guides the decision you make?
- How does looking ahead or thinking about the possible results of an action affect your decision?
- We all have dreams and aspirations. How does who you want to become in future affect your decision today?
- How does sticking to good choices affect your potential to succeed?
- What are the steps for decision making?



Facilitator Notes:

Good decision making results from thinking about the outcomes and understanding the consequences of a chosen course of action or behavior

Steps for decision making – 3Cs

- 1. Describe the CHALLENGE (or decision) you are facing.*
- 2. List three CHOICES you have.*
- 3. Consider the positive and negative CONSEQUENCES of each choice. Then decide*
Here are some more important points from today's session:

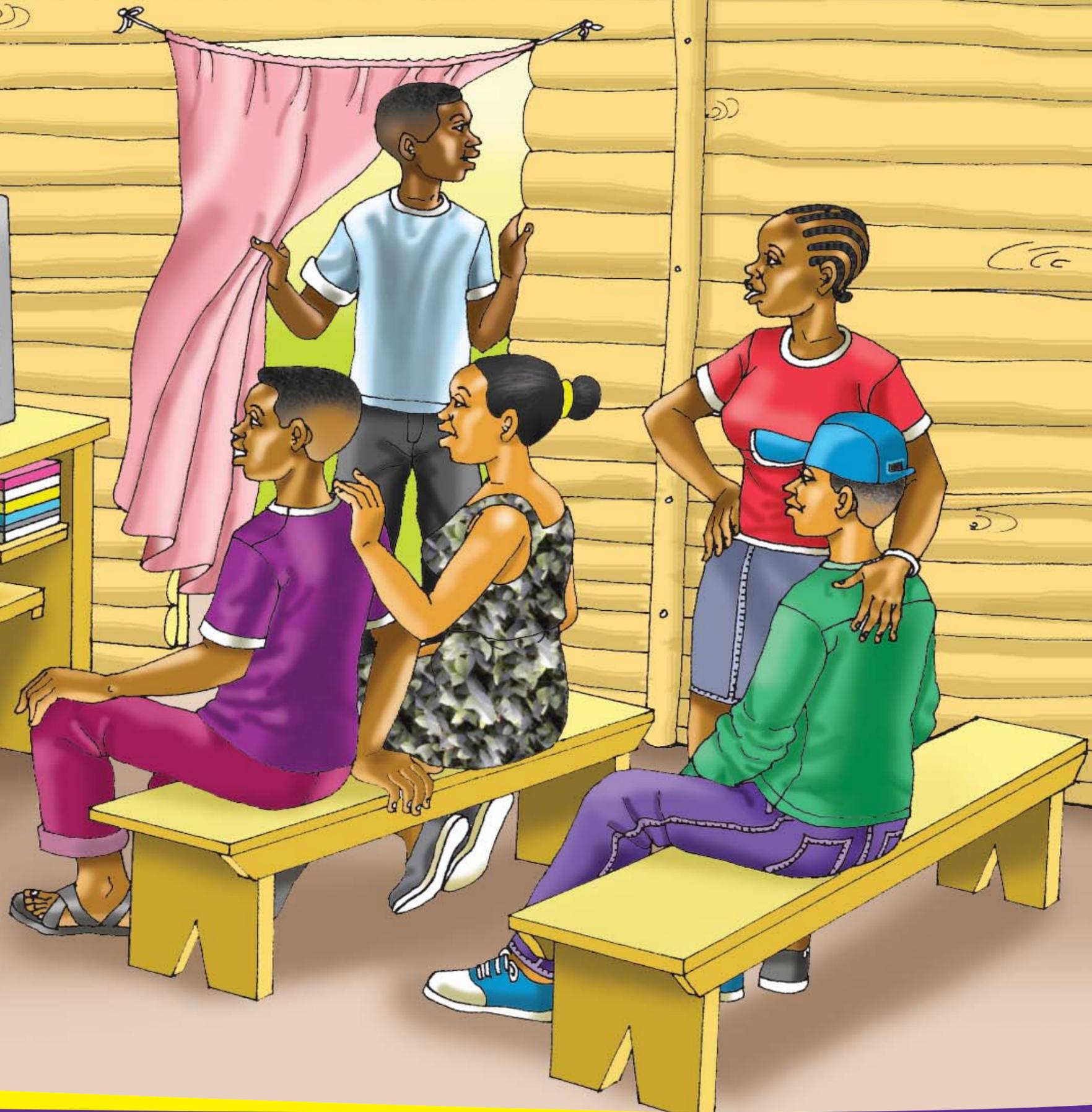
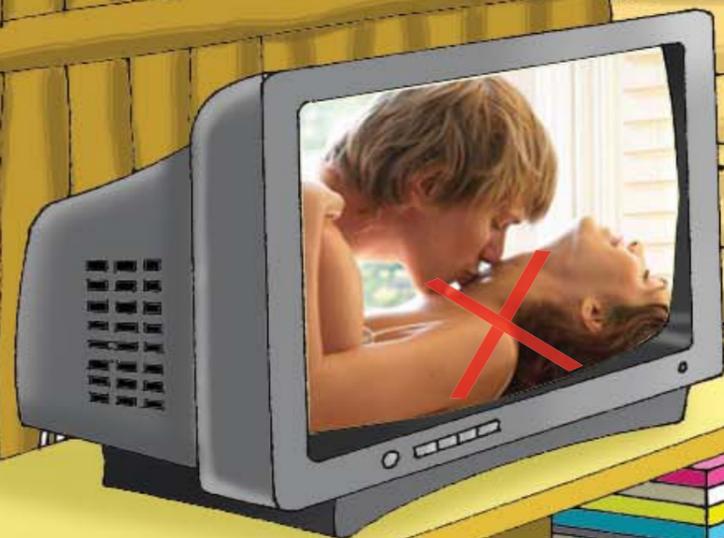
Your life is full, every day, of choices and decisions you have to make.

For every choice, there are consequences, which you are responsible for through the choice you make.

Aim for active decision making all the time. Making a passive decision (just letting something happen) is not in your best interests at all.

Role play: Human Knot, CFLE pg. 78

Bible Reflection: Psalm 34:12-14, Proverbs 3:21-24, Matthew 5:37 Samuel 11:1-17



Pornography harms people Say NO!

Raise awareness about pornography and how to protect oneself from the vice

Discussion Points:

- What do you see in the picture?
- What is pornography or porn as it is widely known?
- What are some effects of exposure to pornography?



Facilitator Notes:

Pornography includes the use of explicit or graphical sexual imagery for the purposes of sexual or erotic satisfaction

It comes in a variety of media, magazines, DVDs and internet Porn can cause negative and lasting effects on a person's behavior. It is addictive Exposure to porn can lead to anti social attitudes and behavior e.g they become more aggressive towards women, less responsive to suffering of rape victims and more willing to accept the myths about rape

It also twists people's idea of what love and sex are about.

Young people can also start believing that Sex without responsibility is acceptable and desirable thus endangering their health and exposing them to unwanted pregnancies, STIs and HIV infection.

Before engaging in viewing pornography:

- *Think about the challenge it poses*
- *List the choices(options) you have*
- *Consider all the consequences we've discussed today*

And then decide if you still want to go ahead and view pornography



Ni poa ka chilla

Being smarter than sugar daddies and sugar mummies

Raise awareness among participants about cross generational relationships and equip them with knowledge and skills to avoid such high-risk behaviors

Discussion Points:

- What do you see in the picture?
- Why do think the person is doing what they are doing?
- What are some of the ways older men and women try to hook up young people?
- What are the risks of having a sexual relationship with a sugar daddy or mummy?
- How can we avoid such relationships?



Facilitator Notes:

If a young person is in a sexual relationship with someone who is older than them, the older partners are called sugar daddies or sugar mummies - because the older person is giving the younger person material things e.g clothes, shoes, meals, sweets and money in exchange for sex.

These relationships are most dangerous since they almost always put the younger person at risk of being infected with HIV and STIs - the young person is naïve and thinking the older person is sure to be wise and smart enough to have avoided HIV.

Believe in yourself! Be assertive and say NO to sugar daddies and Sugar Mamas

Role play: Sugar daddy offering lift and sweets to a school girl. what would you do?(create stage-scenario)

Bible Reflection: Genesis 39:10-23



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Enough! Say NO! to rape and gender based violence.

To teach the participants how to protect themselves from the dangers of substance abuse and sexual violence and abuse

Discussion Points:

- What can you see in the picture?
- What do you think has happened?
- What can young people-especially girls do to avoid being raped?
- How should friends or even strangers' help young people and others avoid rape?
- What is someone supposed to do if she or he is raped?
- How can alcohol and drug put a young person at the risk of being raped?
- What are the dangerous spots in this community that could be sites for sexual violence or abuse/Where are the places we can get help and support if we experience sexual violence or abuse?



Facilitator Notes:

Drinking alcohol and using drugs can impair a person's ability to think clearly, which can lead to high risk behavior and increased risk of unplanned pregnancy, STIs and HIV. Thus it is important to say no to alcohol and drugs

To protect yourself from sexual violence or abuse, avoid risky situations such as dark, lonely places at night. Also avoid known danger spots or being alone in a room with someone who is pressurizing you to have sex. Always walk in groups -not alone

Remember: *Sexual abuse is wrong. Rape is a criminal offence. Victims are not to blame in any way for abuse or rape. You should report rape to the police should it happen to you or a friend in order to stop the rapist. Quick medical attention is needed after a rape.*

Role play: *What would you say? CFLE Pg.128
Bible Reflection: 1 Corinthians 3:16-17, Genesis 19: 30-36, Proverbs 20:1*

Acknowledgements

This Chill Session Guide was adapted from Family Health International/Youth Net's; *Family Life Education: Teaching Youth about Reproductive Health and HIV/AIDS from a Christian Perspective* and PSI/Kenya's Chill Comic Book. The Bible has also been a key point of reference in the entire guide. PSI/Kenya would like to thank FHI for allowing us to use the curriculum. PSI/Kenya has only adapted some of the topics off the core curriculum.

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