
Teen Club Program Manual



ZAMFAM South Central



USAID
FROM THE AMERICAN PEOPLE



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Introduction

The Zambia Family South-Central Activity (ZAMFAM South Central) is a five-year project being implemented by Development Aid from People to People in Zambia (DAPP) with funding and technical support from the American People through USAID/Zambia.

The overall goal of the project is to improve the care and resilience of vulnerable children in Southern and Central Provinces by supporting, protecting and strengthening the capacity of children, families and communities. The goal will be reached by directly involving the children, youth, families, volunteers, community groups and government structures. Activities for children and adolescents living with, affected by and/or vulnerable to HIV, are aligned to the following 5 results:

- Resilience of households to care for children and adolescents increased.
- Child wellbeing status improved due to provision and accessing of quality care and support services.
- Capacity of government and community structures to care for and support children and adolescents increased.
- Strengthen shared learning.
- Reduction in new HIV infections among adolescents and youth.

Activities is implemented in close cooperation with Government Line Ministries and Institutions, Civil Society Organizations, Faith Based Organization and community structures such as Community Welfare Assistant Committees, Community Action Groups, schools, health facilities and Youth Clubs.

ZAMFAM South Central is demonstrating the power of Zambians to create change for themselves.

This guide has been designed for the Teen Clubs providing program, content material and inspiration for meetings and practical activities.

The manual contains monthly headlines and content for weekly meetings or actions. It has been designed to be easy to use for the Teen Club Peer Educators, Community Health Workers, the project staff and others, who are assisting the clubs.

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Teen Club Program Manual

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Introduction for the Teen Club Manual users

Teen Clubs for youth living with HIV

Dear Community Health Workers, Teen Club Coordinators, and Peer Educators

The Teen Club Program Manual is made for teenage boys and girls, and especially addresses adolescent and youth living with HIV.

The Teen Clubs are meant to give adolescent and youth a space to share experiences of living with HIV, and help them to take a stand to living a positive life.

For this to happen, they need to understand how the disease can be controlled by adhering to ART treatment, and to become bold enough to stand up to all kinds of stigma and discrimination.

For both understandings, they need to build up trust in and support each other.

They also need to experience that they have an important role to play in building up the society of the future by using what they know and the forces they have to the benefit of the community. Therefore, the many actions to spearhead local improvements.

The Teen Club Program Manual covers a program for 11 months.

The program elements for each month are:

Course

This is given by the Community Health Worker or the Club Coordinator. By the end of the course, the group reads the headlines for the other activities of the month, and decides how to carry them out. The rest of the monthly program is carried out by the Teen Club, with help from the two Peer Educators.

Activity 1 and Activity 2

Each with a specific topic to deal with, and proposed discussions and decisions to take.

Cultural activity

This activity also has a title and involves doing many different things from which to gain experiences.

Action

The actions involve to share knowledge and skills with other people around the Teen Club, to the benefit of all.

As a part of the Program Manual, a set of posters have been developed to support the lessons and initiate discussions of important issues in the club.

Apart from discussing, understanding, and working together about living a normal life in spite of being HIV positive, the Teen Clubs members will also get knowledge about general health

issues, and on matters of teenage boys' and girls' reproductive health. This seeks to enable teens to understand what happens in the body of a teenager, and zoom in on both the physical and emotional changes a young person undergoes during his or her teenage life.

While working through the Program Manual over a period of one year, the Teen Club members will come to understand and deal with issues such as:

How to live a normal life in spite of being HIV positive.

Physical and emotional changes that a young person undergoes in his or her teens, including the sexual life.

The female and male reproductive organs and their respective functions.

Reproduction and pregnancy, and how to prevent unwanted pregnancies.

The effect of addictive substances to health, and how to take an informed decision to stay away from them.

Harmful traditional practices, their effects on young people's physical and emotional health, and how to say "No" to early marriage and pregnancy.

Gender in-equality in our society, and that it can be changed in the future.

The importance of avoiding coinfection with malaria, TB and other diseases.

What it means to eat healthy food, and how to grow vegetables.

How to take actions as a group to make development happen in one's own life, and in the lives of peers and community members.

The teens in the clubs will participate in:

Creating the best conditions for themselves in their teenage years, by knowing how to eat well, and avoid to become sick.

Supporting each other in developing socially, intellectually and emotionally, and saying no to risky behaviors.

Making gardens to grow healthy foods.

Practicing healthy eating.

Practicing sports and exercises.

Supporting each other in the clubs.

Sharing knowledge with other youth at their school and in the community.

Dear members of the Teen Club

Welcome to your Teen Club and the Program Manual

Your Teen Club is expected to have 20 to 25 members. In some clubs, the age of the members will be between 10 and 14 years; in others, the age will be from 15 to 18 years.

Each club will select a girl and a boy as Club Leaders, or Peer Educators, who will lead the meetings.

The Club Leaders will be trained by the project staff to be able to lead the monthly activities in the clubs.

Each club will divide into smaller groups of 3, Trios, who will stick together throughout the program, and carry out actions together with their own families, actions at the schools, or actions with other youth, neighbors and community.

The Teen Club Program Manual is made for youth who are HIV positive, and will serve you with knowledge, understanding and actions to help you to take charge of living your life with HIV, as well as dealing with the changes you undergo during your teenage years.

The Teen Club Program Manual describes the weekly activities in the clubs for 1 year. The Clubs will meet once a week to carry out the activities as described in the Program Manual.

You will decide on a suitable meeting place, for example at a primary or secondary school, where there is a blackboard that can be used. The Teen Club leaders will prepare and lead these meetings.

The next chapter of the program manual has a standard agenda you can follow each month.

A newly established club can start right away with Month 1, any time of the year.

Presentation of the program

1. Course

Once a month, the Community Health Worker, or the Club Coordinator, will join the clubs to give a course. Together you will go through the headlines for the month, for all of you to be able to think about what you want to happen, and come up with ideas of how to do it.

From time to time, two clubs could be gathered for the course.

The Teen Club can also seek support by any other persons the club wishes to invite to assist with a specific topic or activity.

2. Activity 1 and Activity 2

The two monthly activities are led by the Club Leaders.

They will prepare and give a presentation, and it will be followed by group work, discussions in forum, and planning for how and when to take actions.

3. Cultural activity

The Cultural Activity will provide you with practical life skills in numerous activities. Introductions and instructions are available in the last section of each month in the Program Manual. The cultural activities can be sports, drama, songs, traditional dances, and life skills like gardening, art and craft.

You organize among each other to bring materials and tools to use for specific activities.

4. Action

The idea with the action is to share knowledge and understanding with others, and besides, you learn more by using your new knowledge together with the community.

An Action is always addressing an important matter. Here are some examples:

Building of firewood-saving stoves, teaching other youth about the dangers of drug

use, giving a pregnant woman a helping hand, making vegetable gardens or herbal gardens, taking actions to eliminate mosquitoes, carrying out community cleaning actions etc.

Each month of the program has a proposed action, but it can be swapped between the months, if the clubs for good reasons decide to do so. An action can also be substituted with another action that is more needed to do right now, than the one in the plan for the month. In the back of the book, you can find a list of actions you can take up, whenever they fit better to what you want to do.

Each of the club meetings will take app. 2 hours, and afterwards there is time for sport. The actions are very different, and they will take time to prepare and carry out, each in its own right.

The Program Manual

The Program Manual will systematically guide your club for the first 11 months. After that, your club can make your own plans, following the same system of activities, or deciding on another.

The Courses and the Activities are described with:

A Title, telling you what the course or the activity is about.

An Introduction, presenting the content, and why it is important.

An Instruction, giving you some guidance for how the club can work with the issue.

More knowledge, explaining more about the issue at hand, where more information is needed.

In connection with the Program Manual, a set of posters will be given to each club to support the learning and understanding throughout the year. The posters illustrate central knowledge from some of the lessons, and are meant to support understanding and discussions in the clubs.

How to get started in the TEEN Club

When you have read this introduction to the Teen Club, discuss the idea of the Teen Club and decide if you want to join the club.

Then the members of the club meet and start the club:

1. Discuss what you want to get out of being a member of the club.
2. Write a list of knowledge and skills you expect to learn. Write the list in the back of the Program Manual, and look at it in between to make sure your club life includes all your expectations.
3. Agree to stick together in the club, and to participate in all its activities.
4. Choose 2 Peer Educators who agree to be the leaders of the club.
5. Form Trios – groups of three members.
6. Choose a name for the club.
7. Agree on where to meet.

8. Agree on the day of the week to meet.
9. Discuss if you need more members, and if yes, make a plan for how to find them.
10. Decide on a program of sport to do after each meeting.
11. Register your club by giving its name and the names of all its members to the Community Health Worker of the ZAMFAM project.

Month 1**I am a Teen Club Member**

Course	Welcome to the club - and why you, the youth, is the key to solving big issues of our time.
Lesson 1	What does it mean to be open, and why is it important?
Lesson 2	How can you support other children and adolescents who are living with HIV?
Cultural Activity	Training the sport you have chosen, and planning a tournament.
Action	Organizing a sports event to mobilize many more youth to join the Teen Club, or to start a new club.



Course:**Welcome to the Club.****Why you, the youth, is the key to solving the big issue of our time.****What it means to live a positive life with HIV.****Introduction**

Welcome to the Teen Club.

As a member of the Teen Club, you will stick together with the other Teen Club members to learn, understand, discuss, take action and try to find solutions on matters of importance regarding the health, and social welfare of yourselves and the youths in your local area. There will also be lots of fun and camaraderie in the Teen Club, as you continue to carry out the program.

Youth in our country today are faced with many problems during their teenage stage. Many of these problems – most of them - you can do something about, by becoming more knowledgeable, by taking a stand, and through uniting with other youths to take action to solving the problems. Often, the solution is found in another and better understanding than before, and through a change of what you do. Many youth are having their adulthood heavily affected by what you can call avoidable mistakes, and most of the problems they are facing today are not restricted to one ethnic or religious group, but is affecting young people generally. Also, the big issues the world is facing today has an influence on your general state of health now, and in your future: such as being poor, lack of options for getting a job, drought and other consequences of climate change, the AIDS epidemic, and lack of access to sanitation, medication, doctors and education.

Therefore, it is important to know what you can do about it. The fight to make a better future for you and for all people starts now. Some of the issues we will focus on in the Teen Club are: Living a positive life with HIV, sexual reproductive health, drug abuse, nutrition, and cultural practices that especially affect the youth.

Many youth are falling victims to problems due to ignorance, and although more knowledge than ever before is available, few youth have access to it. In some circles of African society, it is still taboo for adults to discuss issues related to sexual life with the youth.

In Zambia, as in many other countries, there are many unwanted pregnancies, especially among young girls, caused by lack of knowledge on sexual health. There are many girls who are forced into early marriage, and who become pregnant at a very young age, without the knowledge of sexual reproductive health, and some die as a result, due to complications when giving birth at an age when the body of the girl is still immature.

Sexual reproduction is one, among many issues, the Teen Club will focus on, in the next 10 months; it will be addressed from many angles. Addressing the sexual and reproductive health needs, and rights of young people is of significant importance.

You need to make serious informed decisions about your sexual and reproductive health, so that you can plan your future well. The future is in your own hands and only you can choose

what you want to do with it. You can influence and change what happens in your life, your friend's future, your siblings' future, and in the future of the youth in your village, when you acknowledge what youth need to do for themselves to create a better future.

Most of you have already experienced what it takes and means to your brothers, sisters, friends and neighbors, when you take an action to do a conscious deed to change things for the better, or when you are helping out with the chores at home. It is a matter of fact, that each of us plays a part in how things are going. This counts for our own life, for our family, and among the people around us. The problems you face are there to be wrestled with and solved. The challenges are yours - if you agree to take them on. That is what we aim for in the Teen Club, and that is why we need each other.

We welcome you again.

Instruction

1. Listen to the course introduction and discuss what you think about the statement:
"The problems you face are there to be wrestled with and solved. The future is in your own hands, and only you can choose what you want to do with it. You can influence and change what happens in your life and in the lives of others".
2. Go through the poster "We want to live a long and healthy life".
Discuss one number at a time, until you have talked about all the 12 ways to live a positive life, meaning a healthy life in spite of living with HIV. Discuss what it means, what you can do to follow the advice, and how you can help each other.
The presenter of the course takes help from the More Knowledge in the manual.

More Knowledge

We want to live a long and positive life.

This is an urgent wish for anyone who have tested HIV positive.

When HIV and AIDS was first detected in the mid 1980'es, nobody knew where it came from, how it spread, or how to cure it. It is still not possible to cure HIV, but today we know how the virus is spread, and how to suppress the virus so that it is possible to live a long and normal life with HIV.

The following points of how to do are essential for suppressing HIV.

1. Take ART medicines daily and on time. If you fail, the medicine may stop working

Treatment with ARV suppresses the virus in the body. This means, that a person can live a normal life. But HIV is still there, and the medicines have to be taken throughout your life. If you stop the medication, and the line of ARV you used to take stops working, you will need to have stronger, and more expensive medicine.

2. *Avoid getting ill*

People living with HIV need to fight to maintain a strong immune system, because any additional disease will affect him or her more than it will affect other people, who will get over it faster.

Here are some of the ways to avoid getting ill:

- ***Drink clean water.***
Dirty water carries diseases. Diarrhea is the most common disease that is spread through dirty water. This can be avoided by cleaning the water using different methods such as boiling, chlorinating, or solar radiation.
- ***Take a de-worming cure twice a year.***
Having worms in the stomach is very normal, but the effect can be serious, because the worms eat the nutrients you were expected to live from. A deworming cure means taking 1 or 2 tablets that will kill the worms. It only cost a few kwacha, and some clinics distribute the pills for free.
- ***Avoid getting malaria.***
If you live in an area where malaria is common, it is important to sleep under a treated mosquito net. This is because you usually do not react to the mosquitoes when you are sleeping. When the net is treated, a mosquito will die when it flies into the net. To prevent getting bitten during the day, use repellants and wear shirts with long sleeves and long trousers. Mosquitoes can also be kept away from living areas by planting *Artemisia afra* or lemon grass around the houses.
To prevent mosquitoes from breeding, it is necessary to get rid of all stagnant water where they can place their eggs, and cut long grass to eliminate their hiding places.
- ***Avoid getting TB.***
TB is a serious disease, and when combined with HIV it becomes much worse. If you are coughing or living near people diagnosed with TB, it is important to get a test taken. TB can be cured when it is treated correctly.
- ***Maintain good hygiene.***
Many diseases spread with flies, microbes and virus. They live in dirty water, decomposing food and in feces. Therefore it is important to keep oneself clean, wear clean clothes, and clean kitchens and toilets well.
Avoid HIV re-infection. If you attract a new infection with HIV, this might be different from the one you already have, and you might need another strain of ARV.

Apart from these general rules for avoiding getting ill, there are more you can do to boost the immune system and stay healthy.

- ***Eat nutritious food.***
You need food that contains vitamins and minerals to boost your immune system. You need proteins to build up a strong body.

- **Stay healthy through regular exercises.**

When you exercise, blood is pumped out to all parts of the body. Blood carries nutrients to all the cells, and removes waste products from the cells. It is important that this process is happening. Besides, exercising builds strong muscles.

3. Protect your children

- Avoid mother to child transmission

If a woman living with HIV is pregnant, she needs to contact the clinic for help.

It is possible to avoid to transfer the disease to the child.

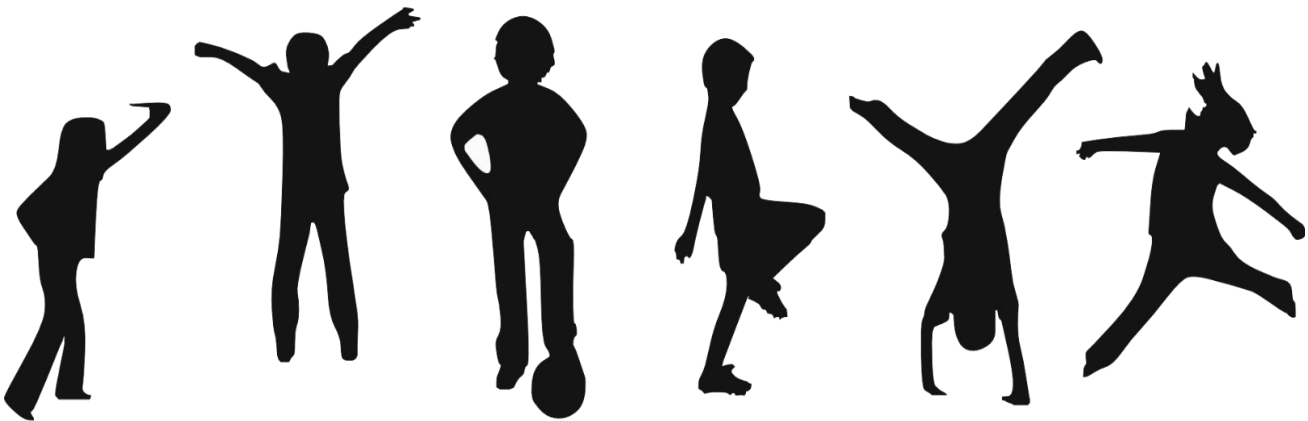
If a woman falls pregnant and does not know her HIV status, she needs to get tested.

4. Support each other

- Form Trios

In the teen Club, you have already formed Trios. One way the members of a Trio can support each other is to ensure that each member adheres to ARV treatment, and follows rules for living healthy. You can help each other to fetch the medicines from the clinic and do other tasks in turns.

Later in the program you will learn more about all these points!



Activity 1:

What does it mean to be open, and why is it important?

Introduction

We have joined this club, because we are HIV positive, and we want to be able to live a long and positive life in spite of that.

This, of course, means that we know each other's status.

For most of us, our families, or at least our parents, also know. But how do we deal with openness towards other people? Our siblings, our friends?

Do we live with the fear of being exposed?

And how do we deal with our own situation? How did we get HIV in the first place?

Many of us might have been born with HIV. Others might have attracted HIV by getting into contact with the virus because we by accident were exposed to blood from an HIV positive person. Few of us might have attracted HIV by having unsafe sex.

You can say, that how we got HIV is not important. What is important is to accept the situation and do what it takes to suppress the viral load and live a normal life.

Living a positive life, however, does not only mean to live with HIV. It also means to have a positive and optimistic approach to life and our future.

You cannot live positively, if you are angry on your parents or other people, if you think that it is unfair that you have got HIV.

All the above has to do with openness. The only way to get on top of the situation is to be bold enough to discuss the issues that bothers us, and decide to confront them up front.

Instruction

3. Listen to the course introduction.
4. Then go through the points under More Knowledge one by one, and discuss the questions under each point.

More Knowledge

5. Paul's story

Paul was 12 years old when his mother told him he was HIV positive and what it meant to live with HIV. His mother had given him vitamin tablets of different types for the last 7 years, but he had not realized that some of the tablets were ARV medicines. When he asked why was HIV positive, she told him that he had been like that from he was born, but she had not found out before she became pregnant with his sister 5 years ago. Then she had gone for an HIV test, because the health officer told her it was a good idea to get to know if she had HIV or not. If she was, it would be possible to do something to avoid that her child also became infected. When she learned that she actually was positive, Paul had also been tested, and he also tested positive.

When Paul got to know he was HIV positive, he became very angry on his mother. He felt that it was her fault, and he did not speak to her for many days.

His teacher noticed that Paul had changed. He used to be a lively and good humored boy with many friends. Now he was quiet and bad humored, and kept for himself. Paul liked his teacher, Mr. Phiri, very much, so when Mr. Phiri pulled him aside and asked him what was wrong, he began to cry. Then he told that he was HIV positive, and that it was his mother's fault.

Mr. Phiri explained that it had taken many years before doctors had found a way to avoid transmission of the disease from mothers to children, and that Paul's mother had not even known that she was HIV positive when Paul was born, so it was wrong to blame her. It was also not of any use to be angry. After all, what was the difference between Paul being HIV

positive, and Fastino having polio having to come to terms with limping on one leg for his whole life? Mr. Phiri proposed that Paul should go home and tell his mother why he had been so angry, and make peace with her.

Question: Was Mr. Phiri right? Or how should Paul have reacted? What do you expect happened, when Paul told his mother why he was angry?

6. *How it affects a person to live with fear, or secrets*

Living with constant fear or trying to keep something secret is also called living with stress.

This is how stress can make you feel:

- Restless and anxious
- Depressed
- Angry and irritated
- Insecure
- Feel like laughing or crying without knowing why
- Stress can also cause health issues like headache or digestive problems.

Question: Can you recognize any of these feelings, or any other reactions you think might be caused by fear of being disclosed as being HIV positive? Tell each other, and discuss how to get rid of them.

7. *What is stigma, and how to deal with it?*

Today it is very well known that HIV is not spread by playing together, hugging, sharing plates and utensils, or using the same toilets. But some people still seems to think that people being HIV positive should be left alone, and that being positive is their own fault. This can make life very difficult for people living with HIV.

Question: Have you met any of these reactions?

Share your experiences.

Discuss this statement: If HIV is not a problem for you, nobody can hurt you because of that. You know better.

Discuss how to help each other to overcome stigma and misconceptions.

Who among your friends and relatives are showing such behavior?

How can you teach them to understand and accept people living with HIV?

Activity 2:**How can you support other children and adolescents who are living with HIV?****Introduction**

You have been a member of this club for about 2 weeks now, and hopefully you have already experienced that it is good to have friends who can be open to each other and help each other.

What about other children or adolescents living with HIV?

Do you know any? What about your siblings?

Come up with different ideas of how you could make life easier for your friends, in school or at home.

Make a plan for how you could get more members in your Teen Club by organizing a sports event. Or, if you already have 20-25 members in your own club, use the event to invite them to start another club.

Instruction

5. Answer the questions in the introduction.
6. Make a plan each for what you want to do to support peers living with HIV.
7. Make a list of children or adolescents you would like to invite to join your club or encourage to start a new club.
8. Discuss how you could get them interested by organizing a sports event, and then using some time during a break to tell about your club and the benefits of being a member of a Teen Club.
9. Look through the points under More Knowledge and consider if you should use any of the ideas to get more members.

More Knowledge**1. Make a program for the sports event**

Discuss and decide what the best program would be:

- A ball game that you know most of your friends like to play?
- Different disciplines like running, jumping, hitting something with a ball, doing push-ups, wrestling, etc.
- Climbing a hill or a mountain and bringing lunch to eat at the top.

2. Decide where to have the event

What are the options, and whom do you need to involve or agree with?

3. Decide what to tell about the Teen Club

Discuss how to present the Teen Club and what to tell the participants to get them interested in joining your club or forming their own club.

What should you tell?

How should you do it?

Who should do it? Maybe a Trio? Maybe all of you should tell about something you find important to share?

4. Invite your friends to participate

Make written invitations with the date and program. You could make two or three invitations each, and give them to two of your friends. You also need to follow up with them to ensure that they will come.

5. Invite children and youth by help from the clinic

Maybe you do not know all the children and youth who are living with HIV. But you could ask the clinic to invite them. Agree with the nurse and leave some invitations with her.

6. Prepare the event

Make a list of all the material you will need: balls, bats, ropes etc.

Decide who will get hold of it and bring it.

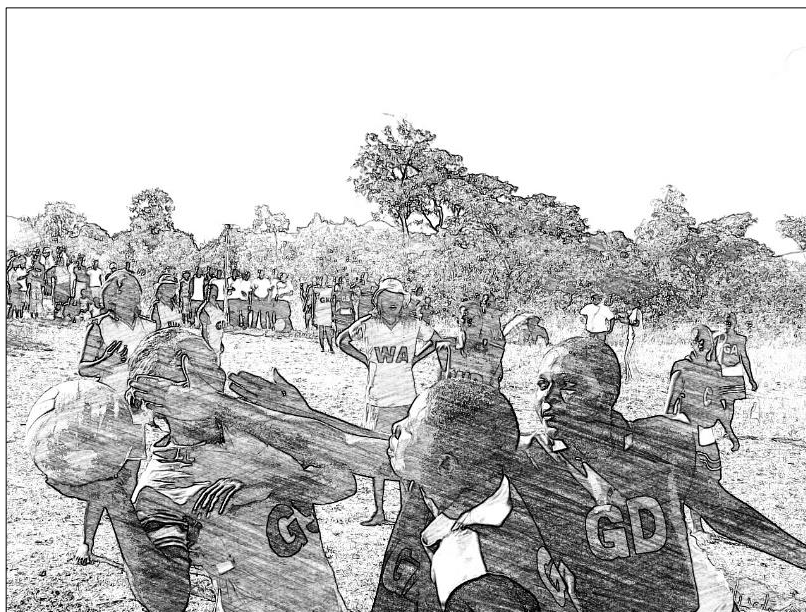
7. Decide on refreshments, if any

Clean water with a bit of lemon and sugar is a cheap and refreshing drink when you are exercising.

Maybe you can find some locally grown fruits to get free of cost?

Consider if it is a good idea to distribute the different tasks between the Trios you have already formed, or to do it in another way.

Prepare to test the activities you have chosen for the event during your next meeting, the "Cultural Event" of this month.



Action:

Organizing a sports event to mobilize many more youth to join the Teen club, or to start a new club

Introduction

Today it is the big day.

You have already tested everything that has to take place.

Remember that your goal is to encourage more children and youth to join Teen Clubs.

This means that you need to make everyone who come to participate feel welcome and comfortable. This is much more important than winning or losing.

Instruction

1. Carry out the event as planned.
2. Support each other all the way.
3. Get the names of the participants who want to learn more about the Teen Club and invite them for a meeting.
4. Meet after the event and celebrate your first action.

Cultural Activity:

Training the sport you have chosen, and planning a tournament

Introduction

Today you are going to test that the activity you have chosen for the sports event can be carried out in a good way. This means testing the field, trying out all the equipment, training what you want to tell about the Teen Club, and enjoying a day together playing a ball game, doing athletics or whatever it is you have planned to do.

Instruction

1. Meet at the place of the event.
2. Prepare for the game or games.
3. Listen to your introduction on why to join a Teen Club, and comment on each other's presentations. Decide how new members can enroll. You will probably have to invite the youth who are interested for a meeting where you can present the whole Teen Club program, so it is smart to agree on a date and a time for such a meeting.
4. Present the rules for the games.
5. Play the games.

Enjoy playing together and experience how you become better and better at it.

6. Discuss what improvements you need to make to ensure a successful sports event.

**Action:**

Organizing a sports event to mobilize many more youth to join the Teen club, or to start a new club

Introduction

Today it is the big day.

You have already tested everything that has to take place.

Remember that your goal is to encourage more children and youth to join Teen Clubs.

This means that you need to make everyone who come to participate feel welcome and comfortable. This is much more important than winning or losing.

Instruction

5. Carry out the event as planned.
6. Support each other all the way.
7. Get the names of the participants who want to learn more about the Teen Club and invite them for a meeting.
8. Meet after the event and celebrate your first action.

Month 2

How to stop the spread of HIV

Course	HIV and AIDS – Where did it come from? What does it do to our bodies? How to prevent it from spreading?
Lesson 1	What is risky behaviour?
Lesson 2	Cultural practices – The good and the bad.
Cultural Activity	Create a drama about HIV that explains the facts, and fights stigma.
Action	Show your drama to another youth group, or in a school.



Course:**HIV and AIDS – Where did it come from? What does it do to our bodies?
How to prevent it from spreading?****Introduction**

You have probably already been told about HIV, but today we will repeat it, and give you the chance to ask more questions.

HIV is the virus that causes AIDS. AIDS is the most advanced stage of HIV infection. HIV is spread through contact with blood, semen, pre-seminal fluid, rectal fluids, vaginal fluids, or breast milk of a person infected with HIV.

(Pre-seminal fluid: A clear, colourless, fluid which seeps from the penis when a male is sexually aroused; it is similar in composition to semen, but lacks sperm.

Rectal fluid: mucus that lines the rectum.)

HIV is spread mainly by having anal or vaginal sex, or by sharing drug injection equipment with a person infected with HIV.

The spread of HIV from person to person is called HIV transmission. The spread of HIV from an HIV-infected woman to her child during pregnancy, childbirth, or breastfeeding is called mother-to-child transmission of HIV. Mother-to-child transmission is the most common way that children become infected with HIV. HIV medicines, given to HIV-infected women during pregnancy and childbirth, and to their babies after birth, reduce the risk of mother-to-child transmission of HIV.

You cannot get HIV by shaking hands or hugging a person infected with HIV. You also cannot get HIV from contact with objects such as dishes, toilet seats, or doorknobs used by a person with HIV. HIV does not spread through the air or through mosquito, tick, or other insect bites.

You cannot rely on symptoms to tell you whether you have HIV. The only way to know for sure if you have HIV, is to get tested. Knowing your status is important, because it can help you to take healthy decisions to prevent re-infection or transmitting HIV to others.

Soon after infection with HIV, some people have flu-like symptoms, such as fever, headache, or rash. The symptoms may come and go in a month or two after infection.

After this early stage of HIV infection, the HIV virus continue to multiply, but at very low levels. More severe symptoms of HIV infection, such as chronic diarrhoea, rapid weight loss, and signs of opportunistic infections, generally do not appear for many years.

(Opportunistic infections are infections and infection-related cancers that occur more frequently or are more severe in people with weakened immune systems than in people with healthy immune systems).

Without treatment, HIV can advance to AIDS. The time it takes for HIV to advance to AIDS varies, but it can take 10 years or more.

HIV transmission is possible at any stage of HIV infection—even if an HIV-infected person has no symptoms of HIV.

To reduce your risk of HIV infection, use condoms correctly and consistently during sex, limit your number of sexual partners, and never share drug injection equipment.

Instruction

1. Explain the introduction to the Teen Club members.
Repeat the 2 important information:
How HIV is transmitted.
That only a blood test can tell if a person has HIV.
2. Answer questions from the Teen Club members.
3. Go through the text on the poster “How to stop the spread of HIV?”
Use the More Knowledge to give more information.
4. In Trios, make role plays that explain what can causes HIV and what does not cause HIV.
5. Discuss what un-informed people say about people living with HIV, and how to respond to that.

More Knowledge

Human Immunodeficiency Virus (HIV)

HIV stands for human immunodeficiency virus. If left untreated, HIV can lead to the disease called AIDS (acquired immunodeficiency syndrome).

Unlike some other viruses, the human body cannot get rid of HIV completely. So once you have HIV, you have it for life.

HIV attacks the body’s immune system, specifically the CD4 cells (T cells), which help the immune system fight off infections. If left untreated, HIV reduces the number of CD4 cells (T cells) in the body, making the person more likely to get infected by other diseases. Over time, HIV can destroy so many of these cells that the body cannot fight off infections and diseases. These opportunistic infections take advantage of the person’s very weak immune system, and this is a signal that the person has AIDS, the last state of HIV infection.

No effective cure for HIV currently exists, but with proper treatment and medical care, HIV can be controlled. The treatment of HIV is called antiretroviral therapy or ART. If taken in the right way, every day, this treatment can dramatically prolong the lives of many people with HIV, keep them healthy, and greatly lower their chance of transmitting the virus to others. Today, a person who is diagnosed with HIV, can live nearly as long as someone who does not have HIV, if she or he is treated before the disease is far advanced, and stays on treatment.

The only way to know for sure if you have HIV is to get tested. Testing is relatively simple. You can ask your health care provider for an HIV test. Many medical clinics, substance abuse programs, community health centres, and hospitals offer them too.

Acquired Immunodeficiency Syndrome (AIDS)

AIDS stands for acquired immunodeficiency syndrome. AIDS is the final stage of HIV infection, and not everyone who has HIV advances to this stage.

AIDS is the stage of infection that occurs when a person's immune system is badly damaged and she or he becomes vulnerable to *opportunistic infections*. When the number of CD4 cells falls below 200 cells per cubic millimetre of blood (200 cells/mm³), the HIV infection has progressed to AIDS.

(The CD4 count of an uninfected adult/adolescent who is in good health ranges from 500 cells/mm³ to 1,600 cells/mm³.)

A person can also be diagnosed with AIDS if one or more opportunistic infections occur, regardless of what the CD4 count shows.

Where did HIV come from?

Scientists have identified a type of chimpanzee in Central Africa as the source of HIV infection in humans. They believe that the chimpanzee version of the immunodeficiency virus (called simian immunodeficiency virus, or SIV) most likely was transmitted to humans and mutated into HIV when humans hunted these chimpanzees for meat and came into contact with their infected blood.

Studies show that HIV may have jumped from apes to humans as far back as the late 1800s. Over decades, the virus slowly spread across Africa and later into other parts of the world. Only in 1983 did scientists identify the virus that causes AIDS.



Only a blood test can tell if a person has HIV!

Activity 1: What is risky behaviour?

Introduction

As a teenager, you are saying good bye to your childhood life.

At this stage, you have either just joined the life of a teenager, or you are well into your youth, and looking forward to becoming an adult.

These years are filled with emotional, physical and developmental changes taking place in your mind and your body.

A part of these changes is the eagerness you feel to experiment with new things that are available to you. You are no longer spending most of your time with your family, but you find yourself spending more of your time with your peers. You start experiencing pressure from your peers, and society in general, to behave in this way or the other. You feel like trying out all that you see adults doing.

It is a stage of your life where YOU NEED TO BE CAREFUL. You need to be very careful, because the consequences of your actions can determine how you start your life as an adult. Peer pressure, poor judgment, lack of life experiences, all play a role in making you not being able to fully understand the consequences of adapting behaviours that you find exiting and “grown up”.

Some of these are substance abuse such as taking drugs, getting drunk, smoking tobacco; using violence; having sex; or taking chances when driving.

Some of these you might try out because you are curious, some because your peers are calling you a coward if you do not dare, and some because you like them.

It is important that you decide to be your own master, meaning not participating in anything you do not wish to do. Daring to take a stand is not being a coward, on the contrary, and doing just that might make other peers change their mind and join your side.

Instruction

1. Listen to the course introduction.
2. Discuss how “the consequences of your actions can determine how you start your life as an adult” in regard to:
 - Having unsafe sex
 - Using drugs
 - Getting drunk
3. Look at the list hereunder, and the poster, with important Big Issues to discuss and take a stand to. Chose as many as you have time for now, and discuss the rest later.

More Knowledge

Big issues affecting our lives and how to take a stand to them

1. We are against abuse of drugs.
2. We are against alcohol.
3. We say “No” to sexual abuse of girls and boys.
4. We say “No” to prostitution and “Sugar dads”.
5. How can we do something ourselves to improve our livelihoods?
6. Out with crime! – In with a good future!
7. What is a real friend?
8. What does global warming mean for us?
9. We say no to use of bullying tactics.
10. How domestic violence affects everyone.
11. Stop AIDS! – Get tested now!
12. Drop in....to school – and not out of school.
13. We say “No” to teenage pregnancy.
14. Let’s build up a clean neighborhood.
15. Be aware of human trafficking.
16. What is fashion really about? Who benefits?
17. Let us say “No” to nuclear power – “Yes” to natural energy.
18. “Inch by inch, row by row – Going to let the garden grow”.
19. We are against wars.
20. Let us work together with people in the community to make the changes we want to see!
21. I don’t like junk food any more.
22. Pollution – Let us take action to stop it.
23. We follow the latest news from the world and discuss how it is affecting us.
24. Are we victims of consumerism?
25. Don’t fall sick – Do your part.
26. All of us are one – “No” to tribalism.
27. Looking at us here today – What does “freedom” mean to us?



Activity 2: Cultural practices – The good and the bad

Introduction

In Africa, as in other parts of the world, there are many traditions which our forefathers instituted. Some of these traditions are good, in that they tend to guide people to maintain law and order, and positive social behaviour.

Some of these cultural traditions are still good, because they keep the society happy and healthy; but some are actually bad. They may have been instituted by the forefathers due a good reason, but they cause unhappiness and grief to people today. The worst thing regarding these traditions is, that wicked and evil men or women use them as an excuse to gain power over other people, or to earn money. Here are two examples:

A widows can still be expected to marry a kinsman of her late husband, often his brother. This was not an entirely bad tradition, because it was meant to protect and provide for the widow and her children after the husband died. The bad thing is, that in most cases a widow is forced to marry a kinsman against her will, and any refusal is met with grievous punishment.

Motherhood is defined as a woman's foremost obligation and role in her life. Having children give status to a woman. A woman without a child in an African society is blamed for her barrenness and treated as a young person.

If the problem lies with the man, if he is infertile, he will be advised to drink some herbs to increase the power of his manhood. If this does not help, the family will arrange someone to sleep with his wife, until she conceives. This is kept a closely guarded secret between the husband, the hired man, the wife, and the family member who made the arrangement. Such practices can spread the HIV virus.

Instruction

1. The Teen Club Leader presents today's lesson, using the introduction, and having read the "More Knowledge" material.
2. In trios, discuss the most common practiced traditions in your area. Ask questions to each other to try to understand them.
3. Still in Trios, discuss which traditions still serve a good purpose, and which one should be changed.
4. Meet in the whole club and share your conclusions. Discuss how to discourage people from practicing cultural traditions that are no longer good for people.

More Knowledge

Some positive cultural practices that promote health

- In some ethnic groups in African countries, it is a common practice for mothers to breastfeed their children for a long time. This is a good practice, as breast milk is the best food for a child within the first 6 months to 1 year of its life. This also acts as family planning for the method.
- It is common practice for women who have just delivered, to be placed on special diets. It is a traditional belief that it helps the women to regain nutrients after pregnancy and delivery. This is good for a woman's health, and it also helps her to produce milk for her baby.
- Sexual abstinence during lactation is also widely practiced, because of the belief that a woman is not fully pure at this time. The reason might be wrong, but this practice actually helps a family to have space between children.
- Among several ethnic groups in Africa, early morning sweeping of the house and area by men and women is encouraged to promote health.

Some harmful cultural practices that can cause diseases

- In some ethnic groups it is custom to use cow dung to clear the umbilical cord after a woman has given birth. This can result in tetanus infection caused by a bacterium called "clostridium tetani".
- In some rural societies it is a belief that children should not be given foods like egg and meat, for fear that they will become thieves or witches/wizards. This has in some places led to a condition of kwashiorkor which is caused by a lack of protein.
- Female and male circumcision is common in many countries in Africa. This is very dangerous for women, and can lead to infertility. It is also dangerous for men if the tools are not clean. But male circumcision carried out in a hospital under hygienic conditions is now recommended as a protection against getting AIDS.
- Scarification and tribal marks are practiced in some communities, with a risk of causing infections.
- Unhealthy and early marriage practices can cause vesicovaginal fistula, VVF, an unnatural connection that allows the continuous involuntary discharge of urine into the vagina.
- In many parts of Africa, mental illness is explained as stemming from illness forced on man by spirits. Sometimes this is explained as a punishment for one evil or the other the person has committed in the past. So instead of consulting a medical doctor to find the course of a mental disease, an herbalist or traditional healer is contacted to expel the evil spirit.



- The lack of knowledge in the beginning of the HIV epidemic led to use of traditions that had been used in other connections. Some of these led to even higher death rates as they promoted the spread of the virus instead of stopping it:
- Sex is traditionally seen as a private subject. The discussion of sex with teenagers, especially girls, is still seen as in-decent, unhealthy and unacceptable. Therefore, young people might be ignorant as far as sexual health information is concerned.
- Harmful marriage practices contribute immensely to increasing HIV rates, especially among women. Early marriage is still the norm in many parts of Africa. Some parents see it as a way of protecting their girls from the outside world, and maintaining their chastity.
- People living with HIV and AIDS are considered to have immoral behaviour, and this definitely affects the behaviour and attitude of other people towards them. In the early days when HIV was detected as a disease, stigma and discrimination could cause people to die from neglect or shame.
- In some rural communities, widows are made to swear to deities, shrines and ancestral spirits and explain the reasons for the death of their husbands. Some are forced to drink the water of the corpse, sleep in the same room with the corpse, eat with unwashed hands, etc. all pointing to the fact that if they survive, they are innocent of the accusations placed upon them of having killed their husbands.



Cultural Activity:

Creating a drama about HIV that explains the facts, and fights stigma

Introduction

Despite the declines, the HIV prevalence rate in Zambia is the seventh highest rate globally. There are approximately 1.2 million people in Zambia living with HIV and the country has a generalized HIV epidemic among adults aged 15-49 years, with more women, 13.6 percent, than men, 8.5 percent, living with the virus.

Young people are particularly at risk; more than half the population of Zambia is under the age of 24, and most of the new HIV infections reported each year occur in people aged 15 to 24 years of age.

One of the reasons for this is that Zambia also is among the countries with the highest prevalence of child marriages in the world. It is estimated, that almost half of Zambian women are married at the age of 13 years. This in spite of the legal age of marriage in Zambia being 21 years.

Anyone under 18 is considered a minor, and sexual abuse, or having sexual intercourse with a boy or girl less than 21 years is a serious offence, punishable by imprisonment of up to 25 years. Young girls are often being infected by “Sugar Daddies” or by getting married to older men who have HIV.

Therefore, if teenagers are properly informed about their rights in regard to not being married early, and about the facts of how HIV spreads, the number of new infected people could fall dramatically. It is also important for the youth to know that treatment is important as early as possible, where to ask for help, and to understand that not seeking treatment because of being afraid of the consequences is very dangerous.

The Teen Club has a role to play in educating the youth about their rights, and inform about the dangers of early and forced child marriages.

Instruction

1. Create two dramas on HIV and AIDS that explains the facts, and fights stigma.
2. Compose songs to be a part of the drama.
3. Perform the dramas and songs for each other, and make changes until you are happy for your performance.
4. Agree with the headmaster about the date to show your plays.
5. Make a list of materials you will need for the drama.
6. Make a suggestion of how the stage should look when you perform your drama in the school.
7. Make a plan for what to discuss after the drama. You can decide on some important points you want everybody to understand. You also need to be prepared to answer many question from the spectators.

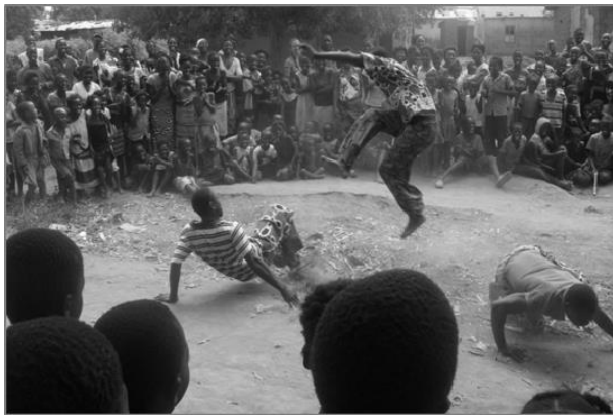
Action:**Showing your drama to another youth group, or in a school****Introduction**

Are you nervous? Of course you are. But remember that you are making this performance because you want to share some important information with other children and youth. This is serious business, even if you have included fun and jokes in your plays. And everybody can surely feel that.

The children in the school will be very happy for your effort. And maybe they will ask many questions, so you also need time to answer well.

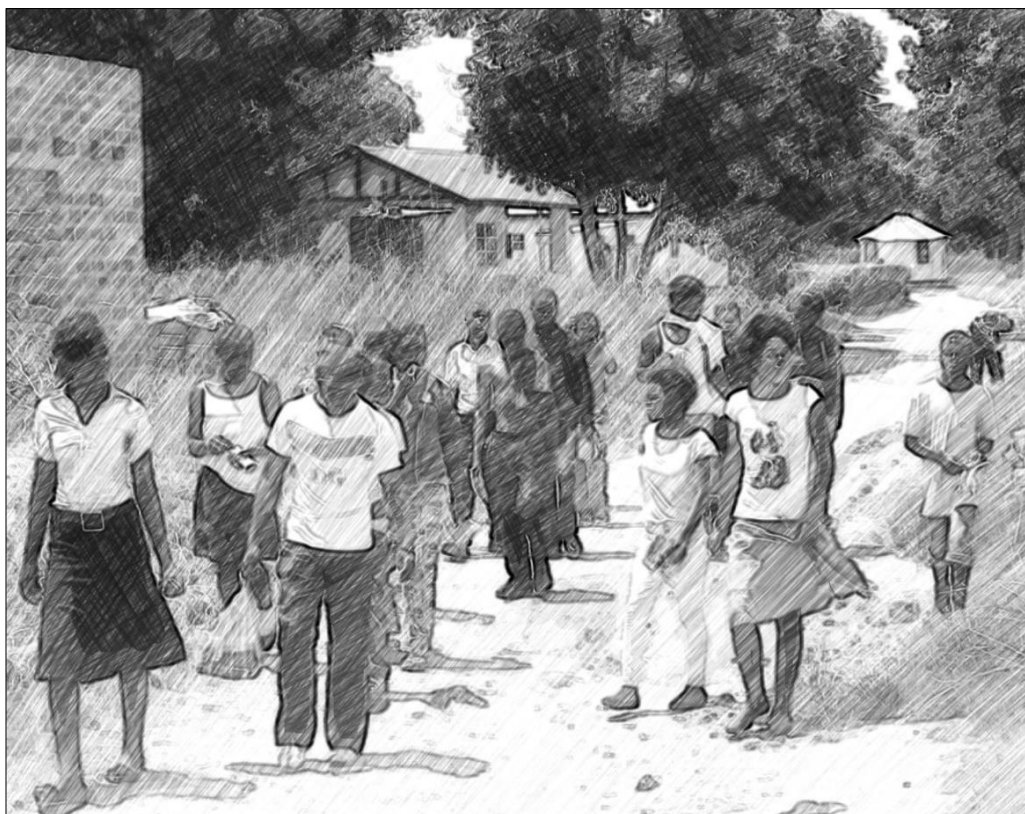
Instruction

9. Carry out the plays, while supporting each other all the way.
10. Come on stage all of you when you have finished, and help each other to tell more and answer questions.
11. Meet after the event and celebrate your performance.



Month 3**How can we support each other?**

Course	Why treatment with ARV is important.
Lesson 1	What to do to minimize side effects of the treatment.
Lesson 2	Visit the clinic together, and learn how you can get help.
Cultural Activity	Making a demonstration about the importance of drinking clean water, and how to make water clean.
Action	Showing your demonstration for another club or in a school.



Course:

Why treatment with ARV is important

Introduction

In most parts of the world, large gaps exist between the number of people who have HIV, those who are aware of their infection, those attending medical services, and those receiving effective treatment.

UNAIDS, The Joint United Nations Programme on HIV/AIDS, aims at a situation where at least 90% of HIV positive people are reached on all 3 stages. This is because it has been proven that people adhering to ART (Antiretroviral Therapy) can live an almost normal life, and while a person is under treatment, the chances of transmitting the virus can be reduced.

To follow up on the progress of strategy, stable patients who have adhered to treatment for 6 months have to go for viral load check-ups. The ultimate goal is to see people living with HIV virally suppressed, which means reaching HIV at undetectable levels.

For this to happen, people living with HIV need to be diagnosed promptly, receive Antiretroviral Therapy (ART) as fast as possible, continuously engage with medical services, adhere to medication, and have any difficulties with treatment appropriately managed. If any of these steps are missed, the benefits of treatment for the individual, and the prevention benefits for their sexual partners and for the wider population can be lost.

The HIV viral load tests measure the amount of HIV in the blood. Lower levels are better than higher levels. The main goal of the HIV drugs is to reduce the HIV viral load to an "undetectable" level, meaning that the HIV virus is below the level that the test is able to count.

Reducing the viral load to "undetectable" levels slows, or stops, the progression of the disease. Treatment for HIV can suppress the virus, but it does not eliminate it. Even if HIV levels are not detectable, the HIV virus is still in the body and will rebound to detectable levels if the HIV medicines are stopped.

Instruction

1. The Community Health Worker or the Teen Club Coordinator present the course. Go through the introduction, and the more knowledge.
2. Use the poster. Tell a Trio to ask a question to another Trio. If the answer is correct, this Trio puts up the next question.
3. Ask the Trios to discuss how to support each other to adhere to ART.
4. Meet in the whole club, and listen to what the Trios have decided.

More Knowledge

With good healthcare and treatment with ART, Antiretroviral Therapy, many people with HIV are living just as long as people who do not have HIV.

1. What does ART do? ART works by keeping the level of HIV virus in your body low (your viral load). This lets your immune system recover and stay strong. Keeping your viral load low also helps to prevent HIV being passed on.

2. What is a HIV viral load test? The tests measures the amount of HIV in the blood. Lower levels are better than higher levels. The main goal of taking ART is to reduce the HIV viral load to an "undetectable" level. "Undetectable" means that the HIV virus is below the level that the test is able to count. Reducing the viral load to "undetectable" levels slows or stops the growth of HIV.

Having an undetectable viral load is important for a number of reasons.

First of all, because the immune system is able to recover and become stronger. This means that a person has a very low risk of becoming ill because of HIV. It also reduces the risk of developing some other serious illnesses.

Secondly, having an undetectable viral load means that the risk of HIV becoming resistant to the anti-HIV drugs in use is very small.

Finally, having an undetectable viral load means that the risk of HIV being passed on to others is extremely low. However, using a condom when having sex is still a must.

People who have taken ARV without pausing for 6 months can ask for a viral load test. When starting on this system for knowing the viral load, it is needed to repeat the viral load test every 6 months, or as often as the doctor recommends.

3. Why is ART not a cure? ART can only suppress the HIV virus. Even if the HIV levels are not detectable, the HIV virus is still in the body and will grow to detectable levels if you stop taking the ART.

4. What about my future? If you take ART, you can continue to have relationships, to work or study, to make plans, to have a family – whatever you had planned to do before you were diagnosed with HIV.

5. When should I start to take ART? It is now recommended that a person start on Antiretroviral Therapy as soon as testing positive. This is also called Test and Treat. In some places, the decision about when to start treatment is still dependent upon a CD4 count test, which looks at how many CD4 cells you have in a small amount of blood. If not immediately, you and your doctor will discuss the best time to start treatment.

6. What are CD4 cells? The CD4 cells (also called T-helper cells) are an important part of the immune system because they fight germs and infections. HIV attacks CD4 cells and reduces the

number of them in your body. Without treatment, HIV slowly weakens the immune system, making it harder for your body to fight off illness or infection.

7. Are you ready to take Antiretroviral Therapy (ART) for the rest of your life? In principle, you might say yes, because it is something you can do to stay healthy and strong. But it is normal to give up due to unpleasant side effects. Therefore, it is important to react to side effects and find out how to treat them.

The combination of ARV medicine in Antiretroviral Therapy can be different. Most ARTs are taken once a day, with or without food. Some drugs are taken twice a day, or should be taken with food. For most ARV drugs, side effects can be reduced when you eat a sufficient amount of vitamins and minerals, either from fresh food, or by taking vitamin pills, or both. Whenever you face difficulties, talk to your doctor about your options.

8. What is the best ART to start with? The drugs used to treat HIV are called Antiretroviral drugs (ARVs). There are several types, and they work in different ways. ART is made up of three or more antiretroviral drugs taken together. Sometimes, these drugs are combined into one pill. Your doctor will tell you which drugs are best for you.

9. What happens if I stop taking the medicines? The danger of stopping, even for a short time, is that the medicines stop to work. In that case, you need to have a stronger dose. This is often more difficult to adhere to, as it means a new combination of ARV with more and stronger tablets. At the moment, there are 3 levels of AV medicines, but if you reach to needing the 3rd level, there might not be anything to do if you also make a break with that.

10. What are contradicting drugs? If you are taking medication for another health condition, or contraception (family planning), it's important that your doctor knows about this, as one drug may affect another. Also, taking certain recreational drugs can cause your treatment to stop working properly. Since it is important that you always take your ART medication, your doctor needs to know about any other drugs you take.

11. What does the ART costs? Before you start ART, you need to know if the ART is provided free of costs or if you need to cover any expenses.

12. Does ART has side effects? As with all medication, starting to take ARVs can cause some side effects, particularly in the first few days of treatment. This is another topic you could discuss with your doctor, as it might also affect your choice of drugs. You may be recommended to switch drugs if they are not working for you.

13. What is co-infection? Co-infections are other diseases you may catch like flu, malaria, TB, STIs, worms etc. Any new infection needs a strong immune system to fight it. However, your immune system is already busy recovering from the HIV virus. It is a must to stay away from new infections until your viral load is undetectable. This is why you must always quickly seek help from the clinic, if you suspect you have a co-infection.

14. How can we support each other in adhering to the ART? The best way to support each other is to be open, and demand openness of each other. It is also important to react whenever

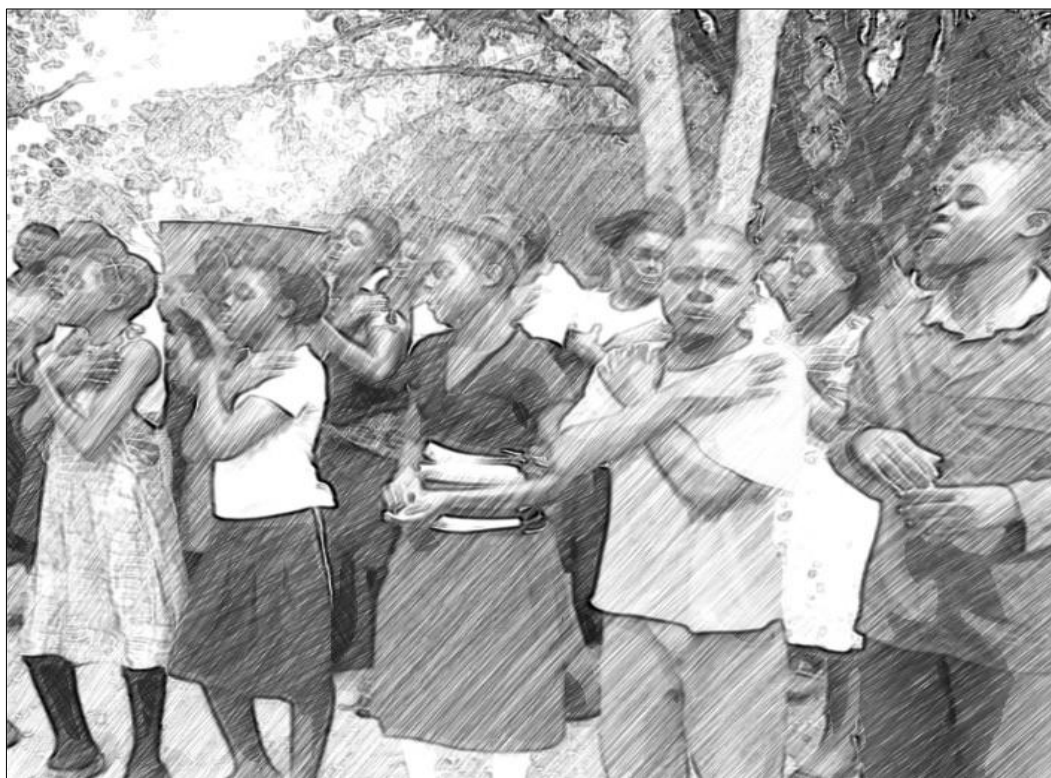
you feel a friend is sad, or is giving up. Do not let that happen. Discuss what to do. Always take help from the clinic when you need help.

You can e.g. decide that the Trios meet more often than at the weekly Teen Club meeting, to be able to look after each other. Decide what to meet about. It can be school homework, doing chores in each other's families together, training a sport, take long walks in nature, or whatever the three of you like to do.

You can also take turns fetching the ART medication from the clinic for each other.

Decide in each Trio how best to support each other.

Do you dare to declare: Our Trio will guarantee that we all adherence to the ART medication.



Activity 1:**What to do to minimize side effects of ARV treatment****Introduction**

Antiretroviral drugs can cause side effects that can be severe enough to make you stop taking them. But if you skips doses of these drugs, the virus can start copying itself again. This can cause the HIV to become resistant to the rugs. If that happens, the drug will no longer work, and you will be left with fewer options to treat the HIV.

Some side effects are mild, while others are more severe. A side effect can also get worse the longer a drug is taken.

Side effects can be:

- Loss of appetite
- Gaining or loosing fat in certain body parts
- Diarrhoea
- Getting tired
- Mood changes, depression and anxiety
- Nausea and vomiting
- Rashes
- Trouble sleeping
- Fever
- Numbness, burning or pain in hands or feet due to nerve problems

Some side effects can be caused by taking other drugs at the same time, therefore you always need to tell your health care provider about other medications you are using.

Side effects can be minimized by eating healthy food, avoiding alcohol, drugs and smoking, and doing sports and exercises. Eating multivitamin tablets can also help to make the side effects of the ART more bearable.

If you cannot manage the side effects, or if any side effect become worse, or a new side effect occur, always consult your health care provider.

It is the tasks of the Trios to help each other to find ways to handle side effects, or go together to the clinic and find out what to do.

Remember: Stopping taking ARV is not an option.

Instruction

4. Listen to the introduction.
5. Discuss in Trios which side effects of ARV you have experienced.
6. Listen to the More Knowledge and look at the poster.
7. Decide in each Trio how to support each other on these points: Eating healthy, doing exercises, go together to the clinic if you need advice.

More Knowledge

What does it mean to eat healthy food?

- ✓ The food should be rich in proteins, which you can get from e.g. soybeans, cowpeas, kapenta, eggs, milk and meat.
- ✓ It should be low in fat - so just use a little cooking oil.
- ✓ It should contain many vitamins and minerals, which you will get through fruits, green leaves and all other vegetables. Soybeans also contain many minerals.
- ✓ Eat a variety of immune boosting remedies and health promoting food such as herbal tea, garlic, ginger, mint, lemon grass, moringa etc.

Do not overcook the vegetables – because then you will destroy the vitamins.

If you lose appetite, it is important to find the type of food you can eat, such as fruits, soups, porridge or the like.

A Trio can benefit from establishing a garden and growing food together.

Examples of a balanced diet

The best nutrition comes from food that you produce yourself, for example vegetables from your own garden. You can cook fresh vegetables from your own backyard garden whilst they are still fresh.

You can decide yourself which vegetables you want to grow so that you get the nutrients you need.

You can also keep your own chickens. Traditional road runners are very good, nutritious and easy to keep. It is also easy to pass on from one member to the other, so that you end up all having chicken.

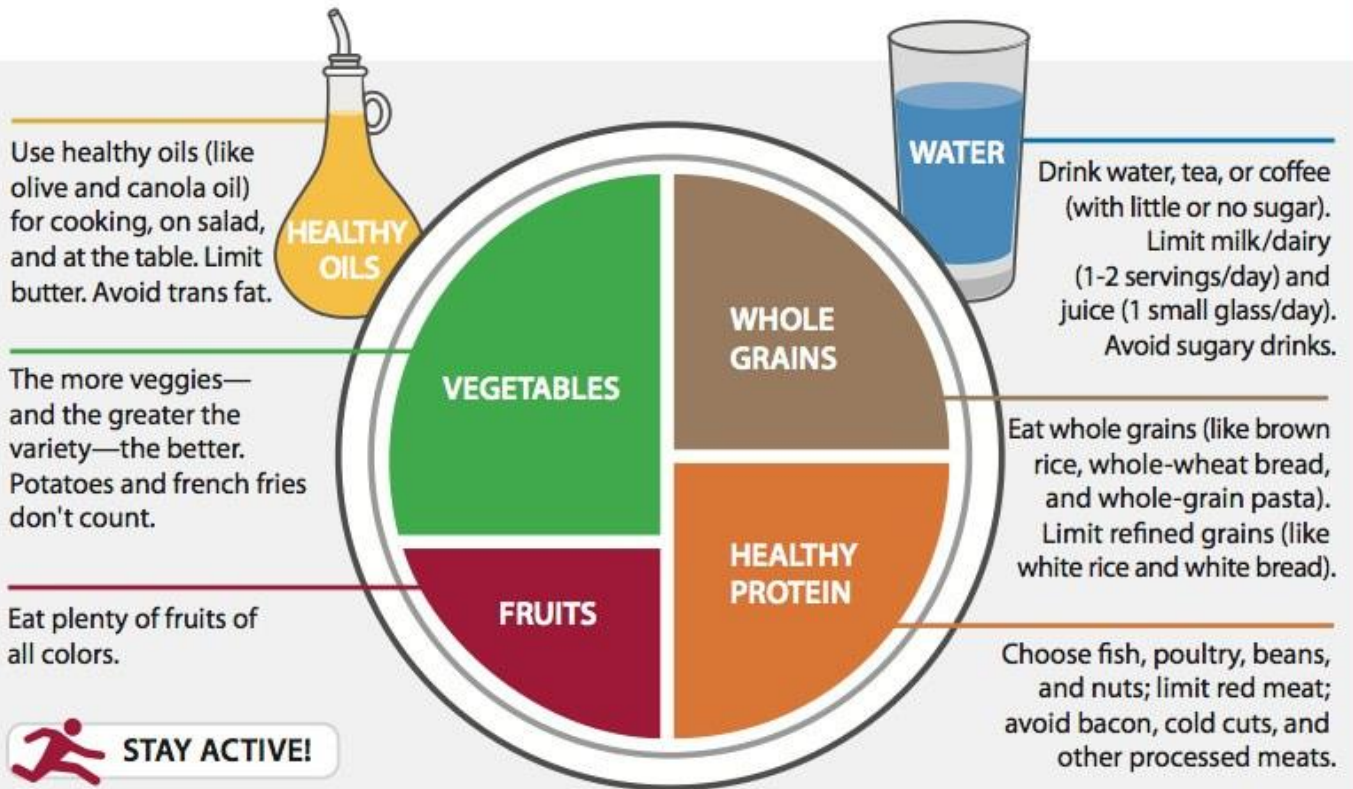
Indigenous foods

Locally available, or indigenous food can provide a healthy diet. They are nutritious and easy to prepare, wholesome, natural, and easy to get hold of.

These are for example:

- Vegetables – pumpkin leaves, cassava leaves and other wild vegetables
- Fruits – found in the local bushes
- Mealie meal – not refined, but made from your own maize
- Small grains such as sorghum, millet and rapoko

HEALTHY EATING PLATE



© Harvard University



Harvard School of Public Health
The Nutrition Source
www.hsph.harvard.edu/nutritionsource

Harvard Medical School
Harvard Health Publications
www.health.harvard.edu



This picture shows how much of each type of food you should put on your plate each time you eat

Food to avoid

- Very salty food, like chips, or home cooked food with too much salt in it
- Fried and fatty foods such as sausages and chips
- Soft drinks that are rich in sugar like Coke or Fanta
- Sugary food items like chocolate, cakes and biscuits

Proposal for what to eat at different meals:

Breakfast		
Mealie meal porridge and peanut butter Orange or any fruit	Or	Brown/white bread with peanut butter Egg – boiled or scrambled Banana or any other fruit
Lunch		
Sadza/Isitshwala Bean stew Boiled rape	Or	Mutakura/Inkobe (nyemba, peanuts, samp) Wild fruits
Supper		
Roast chicken Brown rice Carrots (cooked)	Or	Green vegetables with peanut butter Sadza

Managing food intake problems***(i) Nausea and vomiting***

- Drink lots of cold water
- Avoid fatty foods
- Eat sugar free foodstuffs such as lemons
- Drink fresh lemon juice in lukewarm water
- Sit up when eating or drinking, and lie down at least 30 minutes after eating

(ii) Mouth sores

These may be due to yeast infection. To prevent or treat yeast infection of the mouth, you should avoid food containing either yeast or sugar such as bread, beer, biscuits and cakes.

Mouth sores may be treated in the following ways:

- Eat soft, mashed or moist food
- Eat small meals more frequently
- Rinse your mouth with warm salty water, or a mixture of baking soda and water
- Avoid spicy or acidic foodstuffs until your mouth feels better
- Take plain yoghurt before meals

(iii) Lack of appetite

Lack of appetite is also a symptom of malnutrition and depression. To prevent it:

- Do not prepare the food yourself, if possible, and ensure that you keep away from the kitchen. The smell of food may make you feel full. (Find a way of staying away from the kitchen if you are the one who are supposed to prepare food for your family. Your TRIO can assist).
- Eating is a social event, so do not eat alone, but join other members of your family.

- Eat only healthy food. Junk food such as coca cola, lemonade and potato chips satisfy your appetite, but do not provide the nutrients you need.
- Drink plenty of liquid but not during, or just before meals, as this will fill your stomach.
- Sit up straight when eating.
- Perform exercises such as walking briskly in the fresh air to stimulate your appetite

Food handling and storage

Improper handling of food can cause infection in anyone. When you are HIV positive, food borne illnesses can lead to prolonged diarrhoea, vomiting and weight loss. It is important to maintain the following rules:

- Wash your hands before preparing and eating food, after using the toilet or changing baby nappies or diapers.
- Wash all food preparation surfaces, utensils and dishes
- Wash all fruits and vegetables before eating, cooking or serving them
- Avoid mixing raw and cooked food during cooking
- Cook food thoroughly to kill bacterial infections
- Serve food immediately after preparation
- Keep food covered and away from insects, rodents and animals
- Do not store cooked food for a long time
- Use only boiled water for drinking, cooking and cleaning dishes and utensils

Doing exercises

There is a lot to choose from, and anything you do to use your muscles and make your blood flow faster will help. Your blood provides oxygen and nutrients to all the cells in your body, and carries waste away.

Ball games:	Football, volleyball, cricket
Athletics:	Running, long and high jumps, throwing balls
Body building:	Push-ups, weight lifting (you can make the weights out of bottles filled with sand or other material), hand stands, walking on your hands
Games:	Wrestling, boxing
Exercising:	Walking, swimming

Chose something you like to do and make a plan for when to do if.
The more often, the better.

Activity 2:**Visit the clinic together, and learn how you can get help****Introduction**

There are many good reasons for visiting the clinic together:

You need to know which services are available for you.

You need to build up a good relationship with the people at the clinic.

You need to welcome to ask all your questions.

You need to know the answers to each other's questions, so that you are better able to help each other.

This is one questions you need to know the answer to:

Is it possible to get the viral load tested with regular intervals, so that I can know if my HIV infection have become “undetectable”, and that it stays that way?

Instruction

1. Read the introduction and the update from UNAIDS aloud and discuss if you agree to the proposal.
2. If yes, help each other to write a list of general questions you would like to know answers to.
3. In Trios, write specific questions you would like to as during a Trio consultation.
4. The Teen Club leaders visit the clinic and agree on a date for all of you to go there.

More Knowledge**UPDATE FROM UNAIDS****Zambia offering antiretroviral therapy regardless of CD4 count**

18 AUGUST 2017

Zambia has adopted the World Health Organization's (WHO) guidelines on offering all people living with HIV antiretroviral therapy regardless of their CD4 count. Edgar Chagwa Lungu, the President of Zambia, made the announcement at the launch of Zambia's inaugural HIV Testing, Counselling and Treatment Day in Lusaka, Zambia. The day replaces the annual Voluntary Counselling and Testing Day, which was commemorated between 2006 and 2016.

Of the estimated 1.2 million people living with HIV in Zambia, only 67% know their status. There are therefore approximately 400 000 people in Zambia who do not know that they are living with HIV. This situation calls for intensive, innovative and effective HIV testing strategies that are in line with WHO and UNAIDS global guidance.

Zambia has adapted the WHO consolidated guidelines on HIV testing services in line with the key principles of consent, confidentiality, counselling, correct test results and connection to HIV prevention, treatment and care (the 5Cs principles).

Cultural Activity: Making a demonstration about the importance of drinking clean water, and how to make drinking water clean.

Introduction

Read the poster about why it is important to drink clean water, and how to clean water.

Instruction

8. Divide the information from the poster between you in the Trios:
 - a) Why do people need water
 - b) How much do you need to drink every day
 - c) How water gets dirty
 - d) Why drinking water has to be clean
 - e) How to make a water filter
 - f) How to boil water
 - g) How to use chlorine to clean water (follow the instruction on the bottle)
 - h) How to use the sun to clean water
9. Each Trio makes a demonstration of their topic. Use drama, song, drawings, and the real stuff. You can decide on some important points you want everybody to understand. You also need to be prepared to answer many question from the spectators.
10. Train to make the demonstrations, so that it is easy to understand what you want to tell, and so that they follow each other as pearls on a string.
11. Agree with a school to be allowed to show your demonstrations for the pupils. Or show it on an Open Sunday in the project.

Additional instruction in how to clean water in the sun:

- 1) Fill some clear plastic bottles (PET) with screw caps $\frac{3}{4}$ full with clear (transparent) water.
- 2) Close and shake at least 20 times to get air into the water. The oxygen helps to kill the bacteria.
- 3) Fill up the bottles completely with more water and close well (no air inside as the bubbles will reflect the sun).
- 4) Place the bottles lying down in a sunny place - for example on a roof or on some sheet metal. The warmer the better, so it is good to place them on a black surface.
- 5) After 6 hours of sunlight (do not place in shade!) the water is disinfected. If it is very cloudy, leave the bottles for 2 days. The system does not work if it rains during the 2 days.
- 6) Place the bottles in a cool place or in water to cool down. Keep the water in the same bottles and use it. Do not fill it into other containers unless they have been disinfected.

To get a good result, it is important that the bottles are PET bottles as they let more

of the ultraviolet light through. Clear Coca Cola plastic bottles are an example of PET bottles. Do not use coloured bottles (green, brown, etc.). The ultraviolet light does not go through. PVC bottles are not so good.

(Make this test: PVC does not burn easily. Pet burns easily and smells sweet when burned). Avoid using scratched bottles as less light will get in.

Action: Showing your demonstration in a school or at an Open Sunday in the project

Introduction

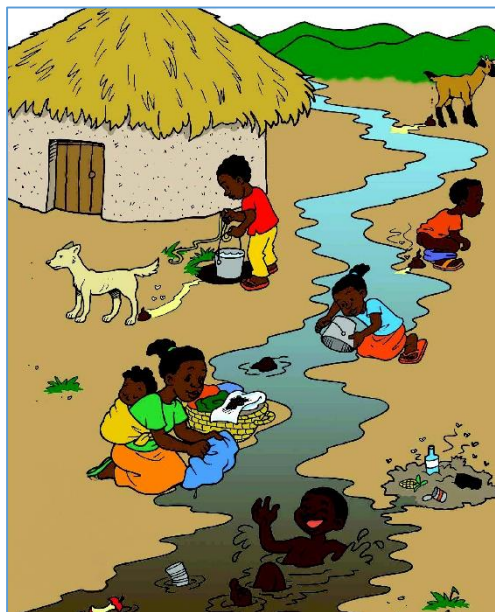
Now you have trained to make your presentations, and you are ready to share what you know about the need for drinking clean water, and different ways to clean water.

Instruction

12. Each Trio brings the material needed for their demonstration.
13. Each Trio makes their presentation, and answers questions from the audience.
14. Meet after the event and celebrate your performance.



Your body needs water



But not dirty water



You need to clean the water

Month 4**Nutrition and health are closely connected**

Course	Nutritious food is fundamental for your health.
Lesson 1	Identifying local food that is nutritious and easy to get hold of.
Lesson 2	Deciding to start a garden together.
Cultural Activity	Designing your garden.
Action	Establishing your garden with help from parents and friends.



Course:**Nutritious food is fundamental for your health.****Introduction**

Every living thing here on earth, irrespective of whether it belongs to the plant or animal kingdom, needs nutrients to survive, grow, and reproduce. When living with HIV, this is even more important, as your body needs to fight off the HIV virus all the time.

For you to survive, grow and reproduce, you need to eat nutritious and healthy food throughout your life-time.

It is said that the human body is composed entirely of molecules from food.

Soon after you were conceived, you started getting nutrition through your mother. Your mother had to eat nutritious and healthy food, for you to be born healthy and strong. Nutrition, and staying healthy, is the key to a healthy and productive life. Your food choices each day affect your health — how you feel today, tomorrow, and in the future.

Instruction

5. The Community Health Worker or the Teen Club Coordinator leads the course.
Explain that this course is meant to find out how the Teen Club members can come to eat healthier.
6. Start by writing on the blackboard what 3 different Teen Club members have been eating the day before the meeting. Write the time of the day, and what each meal has contained.
7. Go through the introduction, and the more knowledge. Ask everyone to take notes.
8. Ask the Trios to use the poster to make drawings of “Healthy Plates” for breakfast and dinner.
9. Meet in the whole club and look at the plates. Make a long list of healthy food that is not expensive, or can be found in the wild, or purchased directly from farmers.
10. In each Trio, discuss how to make it possible to eat better.
Ideas: If you do not use to eat lunch, bring some boiled eggs or sweet potatoes along with you as snacks. Find out where there is a moringa tree, and agree with the owner that you can eat a bunch of fresh leaves every day. Dry food in times when it is cheap, and keep to add to meals when vegetables become expensive. Come up with more ideas.
11. Share your ideas with the whole club.

More Knowledge

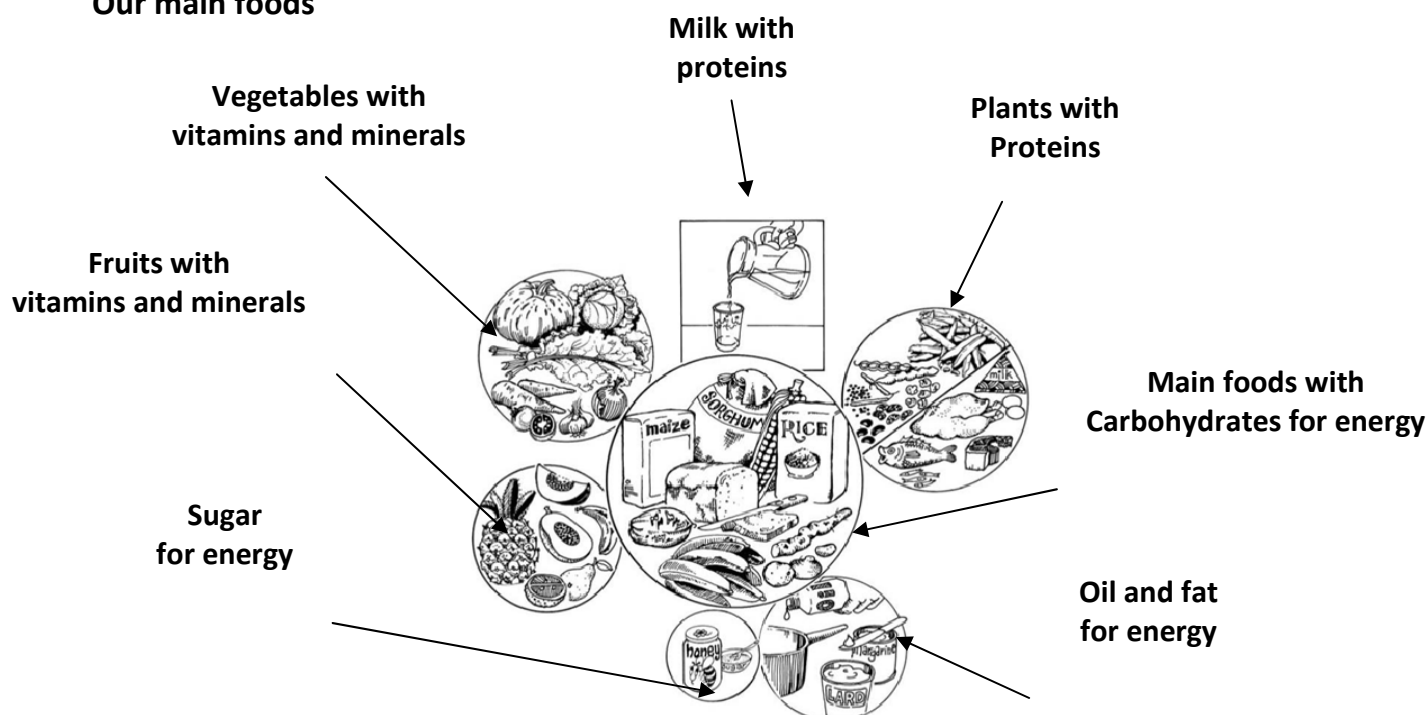
Our Food

The foods we need can be divided into categories, here illustrated as cycles. The diagram below shows how foods are organized into different groups.

Each group has a name, and provides a special type of nutrients to build up our bodies.

These circles of food can guide us to eat healthier

Our main foods



Food for energy

- The largest circle represents our staple food group. Our staple foods are cereals like maize, rice, wheat, sorghum and millet; tubers and roots like potatoes, sweet potatoes, yams, cassava and some wild roots; and fruits like green bananas.
- These are what we need to eat most of. They are good sources of carbohydrates, and are important because they provide our bodies with energy. These foods must be present in our 3 main meals: breakfast, lunch and dinner.
- However, they must be complemented with items from the other food groups.

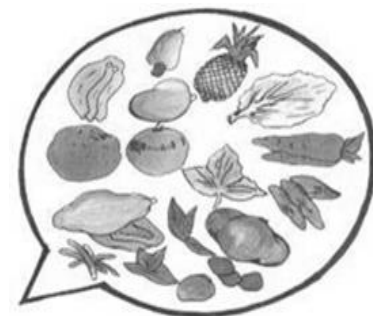
Foods that support growth

- Helper foods that support growth are animal products like fresh or dried fish, chicken, duck, lamb, pigeon, rabbit, pork, shrimp, squid, game meat, beef and eggs. And vegetable products like all types of beans, peanuts, nuts, and dried peas.
- These foods have the main role to support growth and construction of our bodies; these foods are good sources of proteins.
- Pregnant women, nursing mothers and children, need to increase the consumption of these foods daily. One of these foods must be included in at least two of the daily meals.



Foods that protect us against diseases

- Foods in this group are for example: green leaves from cassava, sweet potatoes, pumpkins and mustard; vegetables like kale, cabbages, lettuce, tomatoes, carrots and pumpkins; and fruits like papayas, mangoes, oranges, tangerines, pineapples, bananas, guavas, passion fruit, plums, peaches, avocados, lemons, masala, malambe and other wild fruits.
- These foods are rich in vitamins and minerals, and have the main function to strengthen and protect our bodies against diseases.
- Pregnant women and children require a larger amount of protective foods, and the daily meal or snack, should include a protective food.



Let's look at some practical advice

For our bodies to make better use of protective foods, we should:

Cook vegetables and leaves in a little water for a very short time, so they do not get too soft and lose their nutrients in the water.

- When you have finished cooking the vegetables, remove the vegetables, and use the water to make soups or relish, for cooking other foods or for drinking. Never throw it away.
- Dry green leaves in the sun, and pound them into a powder. This can be stored and added to other foods in times when there is a low production of fresh vegetables.
- Eat raw fruits and some vegetables, such as lettuce, tomatoes, cabbages and cucumbers. In this way you get better benefits from the vitamins. It is important to thoroughly wash fruits and vegetables before consumption, and always wash them with clean water.
- Clean the water you use to wash fruits, or peel them before eating.

Helper foods rich in energy

- This group contains: fats such as those found in cooking oil made from sunflower, mafura, cotton, corn, or peanuts; and fats found in butter, margarine, peanut butter etc. We also have oil and milk from coconut, peanuts, cashews and dried seeds. Sugar from sugarcane juice and honey are also very high in concentrated energy.
- These foods increase the amount of energy we eat, without increasing the volume, so it is important to add them to our foods.
- Pregnant women and children need to increase the consumption of these foods. They can, for example, add 1 tablespoon of ready-made vegetable oil (from coconut, peanuts, soybeans etc.) to their meals.



There is also food recommended for specific health issues. Here are some examples:

- **Cabbage** is rich in nutrients, including vitamin C, fibre, and phytochemicals, which help to detoxify the body, and ridding it of cancer producing substances. Women that regularly eat cabbage have been shown to reduce their risk of breast cancer by 45 %.
Cabbage also has powerful antibacterial properties.
- **Sweet Potatoes** are a very good source of vitamin A. It has dietary fibres which helps digestion and helps to lower blood pressure; it has Vitamin B6 that helps the body digest the food, use fats and form red blood cells; it also has lots of Potassium that are important for reducing high blood pressure; and it has manganese that builds strong bones and enhance brain function.
- **Carrots** are a good source of dietary fibre that lowers cholesterol levels; it has vitamin B6 that helps the body to digest food and essential fats, important for producing and maintaining new cells; potassium that helps to maintain a healthy blood pressure, strong muscles and regular heart rhythm; manganese that builds strong bones and improve brain function; and is a very good source of vitamin C.
- **Moringa** is genuinely a miracle tree. The leaves of this tree helps to prevent 300 diseases*. Modern scientific research confirms that these leaves are a powerhouse of nutrition. Moringa is used as a food for human beings, used to feed animals, and used in the field to improve soil fertility.



It is an important task to ensure that we in our local area have access to the foods we need, and make the effort to fight for food security throughout the year.

It is also important to know the nutritional value of the different foods available to us, and what our bodies need in terms of nutrition.

Activity 1:

Identify local food that is nutritious and easy to get hold of

Introduction

In the course last week, you made lists of local food that was nutritious.

Today you are going to find it.

Depending on where you live, there will be different ways to find food.

Look in the shops that sell food. In a shop you always have to pay a fixed price.

Go to an open market. Maybe you can agree with the stall owners to come and collect the food they did not sell. It is often totally ok, just nobody wanted it.

Visit farmers and find out what they produce.

Maybe ask if you can get food for free, if you work for them once every week.

Look for wild plants like black jack or African spinach, or wild fruits.

Visit an elderly woman who can show you which wild plants are eatable.

Find some land for each Trio or for the Teen Club to be able to produce your own vegetables.

Instruction

8. Prepare to go together in Trios.
9. Bring notebooks and pens.
10. Write down for all the places you come where food is available:
 - Name of the food.
 - Cost of it.
 - Any rebate if buying together.
 - Any special agreements you manage to make.
11. Meet again in the Teen Club. Share your notes and ideas. Now you know what food there is to find, and the cost of it, if you buy it.



More Knowledge

Here are some of the foods you could look for:



Moringa leaves and pods



Avocado has healthy fat



Eatable insects for proteins



Mulberries for vitamins



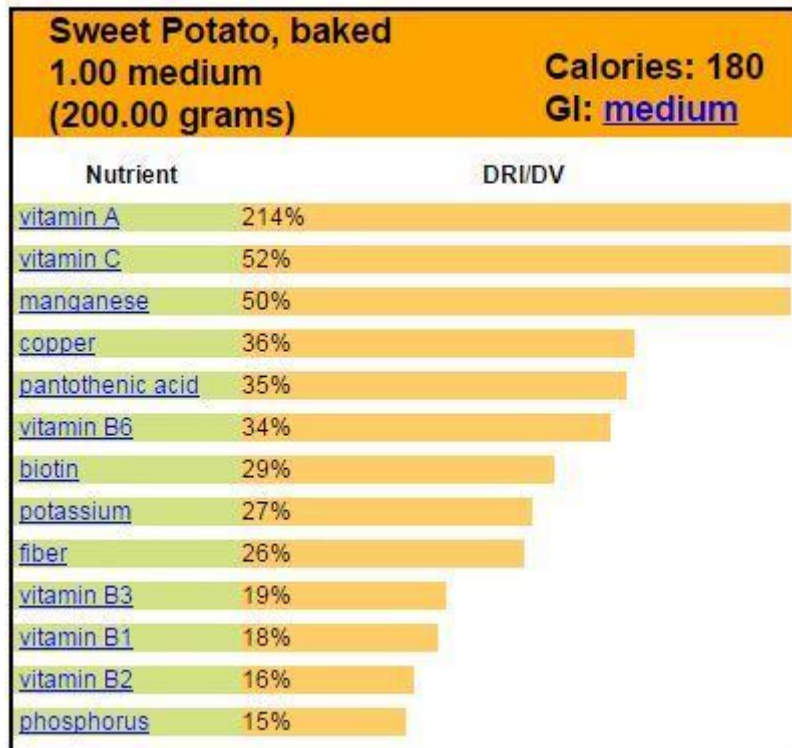
Sweet potatoes for many reasons



Cassava for carbohydrates



Leaves from Pigweed or African spinach for vitamins



There are many uses of sweet potatoes:

Boil for meals and snack

Baked for meals and snacks

Grilled for meal and snacks

Mash for meals

Make sweet potato chips for snacks

OBS: The yellow fleshed sweet potatoes have more vitamins and minerals than the white sweet potatoes

Activity 2: Deciding to start a garden together

Introduction

Last week you were out to find prices on healthy food. So now you know how much money you can save if you start to produce your own food. Growing own food is also a chance to grow the food you like the most, and to get fresh food directly from the garden.

Besides these advantages, it makes sense to become good at producing food. With Global Warming and Climate Change bringing droughts and excessive rain, and with transport becoming more expensive, we might not be able to continue to get food from far away. So better get started taking charge of own food production.

Instruction

5. Read the introduction and discuss the idea of growing own vegetables and maybe also fruits. Even if you live in a town and do not have much space, it is often possible to be allowed to make a garden at some empty land, or you can decide to grow vegetables in boxes.

Take time for this discussion. Having a garden takes time and patience, as plants need to be cared for all the time. But it is also fun to see plants grow and become vegetables.

6. If any of you have grown vegetables before, tell each other about your experience.
7. If you agree to make a garden, or maybe more than one, then follow the steps listed under More Knowledge. This means doing some work to find a place for the garden, find out what you want to grow, and from where to get the plants.

Discuss each point and decide what to do.

8. Agree to meet next week with enough information to be able to make a plan for your garden.

More Knowledge

1) Chose the right place for the garden

Make sure the land you choose is right before you commit yourself. Choose a site close to where you live.

Closeness to a water supply and drop-off point for things such as manure deliveries, reduce time and effort when carting the stuff about. If possible, avoid places with a lot of trees, because the shade can affect the growth of your crops.

2) Decide what and how much to grow

Who is the garden for? Everyone in the Teen Club? A Trio? A double Trio?

If the garden is for the whole Teen Club, you can start by deciding the plants you want to grow, and then divide the calculations between you. If you are more groups, each group makes its own calculations.

One way to find out how much to grow is to ask a local gardener.

Another could be to plant 4 plants per person of everything, as a start, and when you know how much comes out of it, you can make a better plan next time you plant.

3) Decide how to get seeds and plants

Think about whom you know who might help you by giving you seeds and plants to start up the garden. Or maybe buy the seeds.

4) Find out how to grow the plants

Some vegetables, like cabbage, salad and tomatoes, need to be grown in a nursery and then planted out in the garden. Others, like beans and carrots, can be sown where they are expected to grow. Some, like sweet potatoes and mulberries, can be grown from vines or stick cut of another plant. Plants also have to be sown or planted with a distance that fits for the grown

up plants to have enough space.

5) Tie up with and experienced vegetable grower

Find someone with experience in growing vegetables and agree with him or her to help you to get started.



Fresh vegetables contain vitamins and nutrients

Cultural Activity: Designing your garden

Introduction

Look at the poster to get an idea of how to make a plan for a garden. Then go to the place together, and bring a piece of paper or card board to make a plan on.

Instruction

Make a drawing of the space you have:

1. Place the beds across any slope in the ground.
That will make it easier to make the best use of rainwater. Write the names of the vegetables you want to have in them.
2. Plan to use intercropping.
When different plants grow together, they help each other. Some like light, some like shade. Some have long roots, others have short roots. Mixing plants also makes it more difficult for pests and diseases to spread.
3. Invite people to participate in making the garden.
Decide whom to invite and make people promise to come, so that you know how many you can count on. Ask them to bring tools for digging and cutting.
4. Make a plan for establishing the garden:

List all the tasks and form groups to do them. Use the information hereunder to decide on the tasks. Maybe you will do some of them together, like clearing the space, and some in smaller groups. Decide who will lead each group.

More Knowledge

Plan for a fence. You can start by making an outer fence from sticky branches, and plant a living fence inside. For this you can for example use agave, prickly pears, or mulberry, or some other good local plants used for fencing that you can get hold of.

Plan to make raised beds. They make a garden more controllable, involves less bending, improves drainage on heavy soils and divides your garden into manageable portions. Make the beds wide enough, so that you can reach into the middle without treading on the soil.

Use intercropping. You could plant one row with onions and rape, one with only tomatoes, and then again onions and rape, and so on. Next time you plant, use a different order so that different plants with different needs are using the soil.

Never plant beans and onions besides each other.

Make a compost heap. Chose a flat place, place a stick in the middle, place layer after layer of kitchen and vegetable scraps, ash, manure from cows, soil, leaves or straw.

Then start again. Stop when the heap is a meter high. Pull out the stick to give air inside the heap. Cover the pile with soil or straw. Sprinkle with water. The compost have to be moist at any time. Stick your hand into the compost to feel if it is moist. After 3 weeks, turn the compost pile around. Then turn it every 10 days. After 3 months the compost is good: All the material is changed; it smells of soil, it has a dark colour.

When you add compost to the soil, mix 2 parts of soil with 3 parts of compost manure. Using only compost is not ideal.

When your compost is not yet ready, mix with black soil from a forest or from under trees.

Make a nursery. Small seeds are easier to manage if they are sown in trays in a nursery. When they grow in a tray, you know how many plants you get out of your seeds, and you can distribute them evenly when you transplant them to the garden.

Seeds in trays need protection from strong sunshine and rain, and they need air. The trays should be placed in such a way that they will not be drowned in heavy rain.

The soil for the seedbeds are mixed of equal parts of soil, sand, organic compost.

Find a clean place in the garden and mix it well. Smoothen out any lumps and remove stones. Any type of box or container can be used as a tray in the nursery. Fill a layer of sand in the bottom, and fill up the rest with the mixed soil.

Use mulching. Mulching means to cover the beds with plant material such as leaves or straw. This protects the soil from sun and erosion, and it makes the soil keep more water. Mulch should not touch the stems of the plants.

Action: Establishing your garden with help from parents and friends

Introduction

People are coming, carrying their tools. You are all ready, each with your different tasks prepared.

Instruction

15. Welcome your friends and families. Tell them why you want to make a garden, and how you want to make it. Show them your drawing. Tell how you have organized the action, how much you expect to get done, and when there will be breaks.
16. Get started as per your plan. Put your heads together in between to discuss how it is going, and maybe make some changes to be able to work better.
17. Serve refreshments. Maybe lemon water and mulberries you have gathered in the forest, or apples donated from Ms. Phiri's garden.
18. End the action by telling what you have reached. Take a walk around to look at it. And thank everybody for participating.



TEEN CLUB MANUAL



Month 5**Health of people in Zambia**

Course	The health status of the population in Zambia.
Lesson 1	What to do to be a healthy family?
Lesson 2	Making your own health protocols.
Cultural Activity	The health and wellbeing of our families.
Action	Inviting family members for a day on healthy living.



Course:**The health status of the population in Zambia****Introduction**

We should all know what the general state of the health of the world is, and more so in our own country. It should be general knowledge for all of us. You might be of the opinion that what is taking place in the country is outside of our influence and control. You may also believe that what will happen tomorrow, or next year or in ten years' time, is more or less decided by development, and believe that it is the government, or the politicians who set and steer the course of progress.

You can even go to the extent of believing that it is the rich and the big companies that decide how the country is progressing. This is true in a way, but it is not the whole truth, and it is definitely not how it is supposed to be. It is important that we, as people, understand that the future is not certain, and that you can do a lot to break away and influence your own life, especially by understanding that it is when people join forces, that you can really influence what goes on around us. It is you and I that can make a difference, when we know and understand our situation, and know what needs to be changed, and start doing something about it.

There are many government and non- government publications, that publish the state of the health of our country, through statistics and reports. You should always take an interest and read these publications, to get the full knowledge of what is happening.

Despite the efforts the government is taking to improve the health of the people, Zambia is still facing challenges in the health sector. Diseases like malaria, HIV and AIDS, and tuberculosis are rated as the highest killers of people. Malaria accounts for over 40% of all hospitalizations.

There are about 50,000 new cases of Tuberculosis identified each year and an estimated 5,000 people dying from TB.

HIV and AIDS remains the biggest threat. Although prevalence rates are decreasing, the actual number of people living with HIV/AIDS is still increasing. This is due to population growth, and to the increased availability of Antiretroviral (ARV) drugs that makes it possible to live a long life even when being HIV positive.

Non-communicable diseases, or diseases that do not move from one person to another, such as cardiovascular diseases, cancers, chronic respiratory diseases, obesity, and diabetes are increasing.

Some of these are also called Lifestyle Diseases, because they are connected to the way we chose to live. These are caused by smoking, eating an unhealthy diet, and physical inactivity. They can result in the development of chronic diseases such as heart disease, stroke, diabetes, obesity, and lung diseases such as asthma and chronic bronchitis.

Other non-communicable diseases are caused by the way chemicals and plastics are used today. For example, many processed foods have added chemicals to make them last longer

on the shelves, and fish get poisoned by mercury and plastic products disposed of in the sea, which later end up in our bodies when we eat the fish.

Poor physical infrastructure of many health facilities, lack of public health insurance, and shortages of drugs and other medical supplies make the situation worse.

This calls for all of us to do our part in supporting government efforts and put demands to create better health for everybody.

As the situation will not change overnight, we also need to take actions and do everything we can to ensure the health of ourselves, our families, and the people in our community. Some of the things we can do is to eat home grown food, avoid being bitten by mosquitoes, and protect ourselves against HIV/ AIDS transmission.

Instruction

1. The Community Health Worker or the Teen Club Coordinator present the course.
Go through the introduction. Talk about each of the common health problems and discuss how to avoid them.
2. Present the information from the More Knowledge.
3. In Trios, answer these questions:
What causes obesity and diabetes 2?
How many teaspoons of sugar did each of you eat yesterday?
How many soft drinks have you had this week?
4. Share your answers with the whole club. Discuss if you among the people at risk for getting these diseases.
If you are, what do you need to do?
If you are lucky, and you are not at risk, what do you need to do?
5. Look at the poster and answer the questions.

More Knowledge

Common Health Problems, as described by Government of Zambia

“Zambia has a high disease burden, which is largely influenced by the high prevalence and impact of communicable diseases, particularly malaria, TB, HIV and AIDS, and Sexually Transmitted Infections (STI). The country is also faced with a high burden of Maternal, Neonatal and Child Health (MNCH) problems, and a growing problem of Non-Communicable Diseases (NCD). These health problems are common to the general population, including the adolescents”.

You have already discussed how to live a positive life with HIV, and that it is important to avoid re-infections and infections with TB, malaria and other common diseases.

In later chapters you will learn about sexual and reproductive health and pregnancies. Therefore, this lesson will be about some of the growing non-communicable diseases:

Diseases caused by eating excess sugar, and malnutrition caused by eating processed foods that lack nutrients.

Diseases caused by eating excess sugar

When sugar is extracted and refined, it loses some of its properties, and become highly concentrated. It is easy for your body to process the white and brown sugar in its refined form, but you will only get sugar, and no nutrients, vitamins, or fibres, which are there when you eat sugar in its natural form from plants and fruits.

Natural sugar in the foods contains fibres that help your body to know when it has had enough food. Refined sugar has no fibres, and this makes it difficult for the body to feel full. As a result, the body becomes over fed with sugar, but you are missing the healthy nutrients, and you feel hungry again after a short while.

Excessive consumption of sugar can be harmful to your health.

The content of refined sugar is extremely high in processed foods, like soft drinks and sweets, and it can be dangerous to your health if you consume it often, and in big quantities. For example, one litre of Coca Cola contains sweets equivalent to 40 tea spoons of sugar.

Excessive consumption of sugar can cause many health problems like overweight, diabetes, obesity, and heart diseases, and it can also hinder your immune system from functioning well. Eating a balanced diet and controlling the intake of refined sugar are two important issues you will have to pay attention to for as long as you live.

How much sugar is needed in our blood? Give a bid!

Between 1 and 1 and 1/4 teaspoon.

Just one Coca Cola will increase the blood sugar by ten times the normal level.

When Coca Cola comes into your blood, it is converted into blood glucose.

What do we do with it? Our blood does not want it!

So we get it out of our blood by storing it in different organs and as fat around the belly.

In fact, any person with a bigger measure around the belly than around the hips is in danger of becoming diabetic or obese.

The dangers of eating refined sugar

Surplus sugar that your body does not immediately require for energy, can easily be converted to a type of fat that can be stored around your waist and in your hips and thighs. Sugary foods such as soft drinks, and sweets, are the worst offenders, because their liquid calories do not tell you when you have had enough, and often it makes you crave more, like an addiction. Studies have shown a clear connection between sugar, and obesity and diabetes. Both are diseases that can cause death.

Sugar, sweets, and soft drinks are especially bad for small children. It will make the children troublesome; they will cry more easily; fight or argue with each other; become aggressive, impatient, and demanding; and even have hysterical fits.

You might think that the children are the problem, but in fact they have had too much sugary food, and this is the reason why they become irritated, moody, or hysterical. This is because their bodies are asking for more sugar.

Sugar also spoils the teeth, especially of young children.

What is diabetes?

The exact cause of type 1 diabetes is unknown. It seems that its usual cause is that the body's own immune system mistakenly destroys the insulin-producing cells in the pancreas. Insulin is a hormone that has the task of storing excess sugar. Diabetes 1 is often genetically inherited, meaning passed on to a person via the genes he or she inherited from the parents.

On the other hand, a person who become addicted to sugar develops obesity, which causes insulin resistance, which again increases the risk of type 2 diabetes. Anyone can develop type 2 diabetes, including children. Insulin resistance results in high blood sugar levels, a lower tolerance for glucose, more inflammation, and an overproduction of glucose in the liver.

People with diabetes need to eat insulin to control the sugar balance in the blood.

A person with obesity who wants to avoid reaching the state of diabetes 2 can actually prevent this development by avoiding to eat (or drink) sugar, and many foodstuffs that contain a high amount of carbohydrates such as processed foods, cooking oil, sadza, root vegetables, bread and grains. Instead they need to eat green vegetables like leafy greens, boiled and scrambles eggs, healthy fats like butter, clarified butter, peanut butter, coconut oil or animal fat, and lard, avocado and nuts.

Diabetes is a disease which makes the body unable to control blood sugar levels. The high blood sugars of diabetes can be deadly in many different ways. First, people that allow their blood sugars to get too high can suffer from a diabetic coma. This usually occurs when someone that has diabetes doesn't take their medications. Diabetes is associated with many other diseases that can be deadly. People with diabetes are much more likely to have heart attacks than those without diabetes. The same is true for strokes. Finally, people with diabetes are more likely to have kidney disease. In fact, the most common cause of kidney failure requiring permanent dialysis is diabetes.

Obesity and Diabetes 2 is spreading around the world. Not because it is infectious, but because fast food and processed foods are spreading.

Diabetes is the leading cause of death in Mexico, according to the World Health Organization. The disease claims nearly 80,000 lives each year, and forecasters say the health problem is expected to get worse in the decades to come. Obesity and diabetes 2 are also on the rise in Africa.

These diseases are becoming so costly for societies around the world that some countries have put a tax on sugar.

Activity 1: What to do to be a healthy family?

Introduction

The words "health" or "healthy" are used in medical and non-medical contexts. The health of the family is affected by a wide range of medical, but also nonmedical contributory factors. To create a healthy family, a number of conditions are necessary. First, the basic conditions for a healthy family are needed – the fundamental basic conditions are financial stability, clean water, air, food and nutrition, health, safety, housing, and that the family members love and care for each other etc.... Then the larger amount of the secondary basic conditions is needed, which are transport, communication, furniture etc..... The following are some of the primary basic conditions that a family must have to live a healthy life.

1. Clean and safe drinking water is a basic need for a healthy family. Water can be a big threat to family health if not treated, or if the source is not protected from foreign matter.
2. Families need proper accommodation that gives them enough protection from the rain, mosquitoes, snakes etc.
3. Families need the services of a clinic, or hospital to take care of sickness.
4. Families need schools for the education of their children. Education is very important, it empowers people to make informed decisions.
5. Families need food and nutrition. Food plays an important role in the well being of people. Families should have enough healthy and nutritious food to eat, especially their own home-grown food, which is so much better than the food bought from the shops.
6. Families need financial stability. A family needs some source of income to take care of some of the basic needs, hospital, medications, and school fees for children etc..... Adults in the family can be employed, or run a family project at home.
7. In a healthy family, the family members take care of each other where love and support is the foundation in the day to day life.

You can do something to improve the conditions around your family; it does not always cost money, but it needs you and your family to become better organized, and do a little bit of constructive work every day. Protecting the water sources and boiling the water before drinking, are some of the solutions the family can achieve to have clean and safe drinking water. Growing their own food can act as a solution to starvation, malnutrition and many more known health issues that affect families. Implementing other smart solutions can ease the daily workload for children and adults.

Instruction

1. The Teen Club Leader presents today's lesson using the introduction, and having read the More Knowledge.
2. In trios, make a list of everyday problems your families face – discuss each problem, ask questions, try to understand, find explanations, ask more questions, discuss it and then try to come up with solutions to the problems.
3. In the whole Teen Club, discuss and decide on actions to implement during the year to solve some of the problem identified in the families.

More Knowledge

Everyday problems facing many families:

- Lack of food. Many people suffer from chronic malnutrition as a result of insufficient nutrition over many days, year after year.
- Left alone to try and escape poverty. Many people lose daily battles as they are often left alone, and feel powerless in their fight to find solutions to their problems.
- No access to money for daily needs. Many people do not have money to buy the basic necessities for their household, such as cooking oil, flour, soap, oil, salt, clothes and shoes.
- Lack of infrastructure and transportation. Many people have no means of transporting their harvested crop to the market, so they have to sell it to the middlemen at inferior prices, or lose their harvest.
- Lack of education for the children and the young. Many people cannot afford to send their children to school due to lack of money for school fees, uniforms and books. The children may even have to work in order for the family to get by.
- Too few legal human rights. Most people have very little knowledge of their legal human rights, so they rely on intuition and soothsayers in the face of impossible situations.
- Lack of the possibilities that will enable them to transform their lives. Many people have no money to save for improving their houses, or shelters, water supply, clothing for their children, or for a crisis in their life. Their money is spent on all the bare necessities.
- Lack of clean water. Many people do not have access to clean water and are vulnerable to waterborne diseases like diarrhoea, forcing them and their families to spend time and energy on being sick.
- No sanitation or sewage system. Many people lack adequate sanitation and sewage system and therefore are exposed to unhealthy conditions.

- Lack of medicine and doctors. Many people are not able to see a doctor or attend a clinic when they need it, as they cannot afford to buy the needed medication to fight disease, and risk dying from preventable diseases like TB, Malaria, infections, or HIV and AIDS.
- Death as a burden. Many people face the death of their children and adults around them, as they die too young from preventable illnesses.
- Lack of hope. Many people suffer psychologically from the effects of insecurity. They might have little hope left, they might be depressed with little strength or vision of how their lives could ever change and become better.



Activity 2: Making your own health protocol

Introduction

This time it is NOT about your family, it is about YOU!

You have to be strong and stay strong – and then of cause, both your family and your community are going to benefit from it.

So for a start, “take a good close look at yourself”. Are you healthy? Do you have a healthy body and mind? Or are you lacking in some areas? Can you imagine where it is possible to improve?

You can use each other, in your Trios, to define the starting point for each of you – and then make a good plan on what to do, and when to do it.

This is what it takes to make “My own health protocol!”

You know how important it is to stay strong and healthy. This lesson is to introduce you to

some of the things you can do to ensure this – and then for you to make the plan for the improvements.

For you to take responsibility for your own good health, you need to:

- Know the cornerstones in achieving good health
- Make some goals for what you want to improve
- Find out what it takes, and put it into a weekly plan – your Health Protocol
- Share your protocol with the Teen Club – so you all can work together to support each other in improving your health.

Your “corner stones” – or your handful of health points will be:

To eat enough vegetables, fruits, seeds and nuts

To drink enough water – ensuring it is clean water

To do exercise with your body and your brain

To be aware of what you need to do to avoid diseases – and do it!

To treat any specific problems, or just get stronger

It starts with you! You have to ask yourself: “How healthy am I, and what can I do to improve my health?

Then you discuss your conclusion with your Trio.

In the Teen Club, you talk about general issues that you can use to support each other for improving.

You put up your plans and goals.

Once a month you look at it together in the Trio and adjust it, if needed.

Are you in for this?

Instruction

9. Read the introduction and discuss the idea of making a protocol – or a plan – for how to become strong and stay healthy.
10. Read the poster and consider what you need to plan for.
11. Use the More Knowledge to write your own Health Protocol, following the handful of health points to plan for. Finish one point at a time.
12. Share your protocols, and discuss where you have some common issues that can be dealt with in the Trios or in the whole club.
13. Adjust you plan for doing sports at each meeting, so that it comes to include some of the common issues.

More Knowledge

Questions you need to ask yourself:

Do you eat enough vegetables, fruits, seeds and nuts?

What are you eating?

Is it good enough? Or are you often hungry?

What can you do to get more?

Do you drink enough water – Is the water clean?

Do you drink 8 glasses of clean water every day?

If not, what can you do to get more water?

Is the water clean? Or how will you clean it?

Do you exercise with your body and your brain?

Is your body strong and flexible?

Make these tests together and write down your results.

If you want to improve your results, do the same every week or more often for some months. Measure again each time, and you will be surprised about your improvements.

-How many push-ups can you make in 2 minutes?

-How long time does it take you to run a kilometre?

-How long time can you stand on one leg?

-How far can you throw a tennis ball?

-Can you bend down and touch your feet?

-Can you sit on the ground and reach your toes?

Are you using your brain?

You use your brain when you think hard to find a solution to a problem

You use your brain when you play ball games and plan how to throw the ball to the player in the best position or into the goal.

You use your brain when you are learning the steps of a difficult dance.

You use your brain when you play games that involve to remember things.

You use your brain when you are curious.

You use your brain when you read and learn new words.

You rest your brain when you sleep enough. This is an important point.

Are you aware of what you need to do to avoid diseases? – Are you doing it?

Do you keep yourself and your clothes clean?

Do you keep your surroundings clean?

Do you smoke?

Do you use any type of drugs?

Do you love sugar?

Do you get bitten by mosquitoes?

Do you drink alcohol?

Come up with anything else you know you should stop doing, or begin to do.

Do you need to treat any specific problems, or just get stronger?

Do you suffer from any diseases right now, which you ought to get treatment for?

Do you have any problems you keep for yourself?



Cultural Activity: The health and wellbeing of our families

Introduction

Look at the poster to get ideas for activities you want to share with your families.

This has to be a day of fun, and learning new things. No thumbs down!

- You could make a play about what it means to be healthy, using the “Signs on being healthy”.
- You could make an exhibition of local fruits and vegetables that are available and possible to add to the family diet with little or no cost, and explain why it is important to eat vegetables.
- You could show your demonstration about using clean water, and how to make water clean.
- You could make a demonstration of how to wash hands with soap and water, and explain why it is important.
- You could make a song and teach everyone to sing along.
- You could make a quiz with questions about health, and a premium for the winner.
- You could serve healthy snacks like carrots or boiled sweet potatoes.
- And you could end the day with sports activities for all genders and ages.

Instruction

1. Read the poster and remind each other of the meaning of being healthy and the importance of each of the 5 points.

2. Decide on a program for the event.
3. Make a plan for the practical arrangements:
Where to have the event, what to prepare for each activity you want to carry out, how to invite people, and who will prepare the different parts.

Action: Inviting family members for a day on healthy living

Introduction

People are coming and you are all ready, each with your different tasks prepared. Maybe you have made a plan to catch each other's family members and show them to the place where the program will start, to show everyone that this is the Teen Club who is the host, and to get to know each other's family members.

Instruction

19. Welcome your families and present the program.
20. Go through the program you have prepared. Give time for questions and discussions. Serve refreshments.
21. End the action by asking your family members to tell what they have learnt, and how they will make use of it.



TEEN CLUB MANUAL



Month 6**Taking care of my teenage body**

Course	Growing from child to teenager.
Lesson 1	Becoming a woman or a man.
Lesson 2	Knowing about sexual and reproductive health.
Cultural Activity	Producing traditional cleaning materials.
Action	Doing good in our community.



Course:

Growing from child to teenager

Introduction

From birth to old age, the human body undergoes a huge amount of physical and emotional changes associated with the different stages of life: infancy, childhood, the teens, adulthood, middle-age and old-age. In the teenage years i.e.: between the age of 10 to 14 years, fast physical and emotional changes take place in human the biological development, culminating in puberty that usually happens from the age of 14 to 18 years. To become a fully grown adult, the growth and development of the body and reproductive organs will continue throughout the teenage years until about the age of 18.

At the age you are at now, you are experiencing some of these changes in yourself. As a child you spend a lot of time around your parents and family members, and in school with the teacher and the other children. You started to explore the world around you, in the natural world and how the different things around you worked. You were not really too concerned about life in general, but when you become a teenager, all this seems to change. You start to be more concerned about what happens to yourself, your body, your emotions, and how other people see you. The teenage years is a period of transition from childhood to adulthood.

You also begin to notice other differences between boys and girls than you did as a child. You know, that most people around you are expecting you to get married and get children of your own very soon. And you begin to speculate about how your adult life will be. Most of all, to whom you will get married.

In our country the legally age for marriage is 18 years of age. At this age a person is also legally able to vote, and become an elected citizen in political organizations such as parties and parliament. However, it is possible for 16 and 17 year old boys and girls to enter into marriage legally, but it requires parental consent. Anyone under 16 is a minor, and defilement of a boy or girl less than 16 years is a serious offence, punishable by imprisonment of up to 25 years.

The female body is only fully ready for pregnancy and delivery after the age of 18, although it is possible for a girl to become pregnant after she has started her first menstruation, and it can happen as early as when she is 11 years.

However, young people under 18 years should not have to bear the burden of being responsible for a family, neither physically nor mentally. Even at 18 this is a serious task, and most youth are not ready economically to start a family that early

You should know that a healthy sexual life, free from forceful acts, stigma and violence, is the legal right of every person. However, in reality that does not just happen, and you will need to fight for this right in order to have that liberty.

As a teenager, you will experience rapid physical growth, and your reproductive organs will begin to mature. This will take place both on the outside and the inside of your body. Along with this growth, psychological and emotional developments also happen. Those are the development of the feeling of being in love, or a sexual attraction towards the opposite sex, or even the aspiration to become a mother. Such natural desires are most often suppressed by cultural restrictions or taboos, and the absence of free and open discussion with peers, or with family members. Due to this, you may experience ambiguous feelings of enjoyment and anxiety regarding your sexuality. Sometimes, this may result in young couples having sex without knowing the consequences, or young girls being lured by older men with money.

A happy and healthy sexual life is a human right. Therefore, sexual relationships should be free and informed. Sexual relationships which are not based on goodwill and mutual care of the partners involved, is not only unpleasant, but also implies several risks to the youth. This can range from mental problems such as depression, feelings of guilt, embarrassment or fear, to un-wanted pregnancies, abortions, the spread of diseases, including STI, HIV and AIDS, and social problems such as high crime rates or school drop-outs. Therefore, the teenage years are an important stage of your life in which you need to utilize critical thinking, make sure that you are properly informed, able to communicate, and to make responsible decisions.

Instruction

12. The Community Health Worker or the Teen Club Coordinator presents the course on the differences between childhood and teenage years, including the More Knowledge information. Make use of the poster to show the physical changes.
13. In Trios, share your experiences of becoming teenagers. What did your parents tell you? What have you found out on your own? Write down questions to be answered by the person who presents the course, or by other members of the Teen Club.
14. The Teen Club meets in forum for a session with questions and answers.
15. In Trios, discuss what consequences you might have to live with, if something goes wrong for you during your teenage years, and how you can avoid that from happening.

More Knowledge

How your mind and body changes during adolescence

Being a teenager means you are entering adolescence; it means you are on the road to adulthood. Adolescence is turbulent.

The physical and mental changes can be overwhelming for you, and it is not an easy time for your family, either. Understanding adolescence and knowing what happens inside your changing body can sometimes make this time a little easier to get through. The changes taking place within you are the most significant ones. Many of these changes come because your hormones, which have been dormant until now, are starting to kick

in, bringing with them physical and psychological growth.

Adolescence and hormones

At some point during the second decade of your life, your brain begins to stimulate the production of hormones that cause the physical changes to take place. Basically, the brain is using a series of chemical reactions to signal to your body that it is time to evolve into adulthood. In medical terminology, this is what happens:

- The pituitary gland releases higher levels of two substances that activate the sex organs so that an egg (ova) develops in the female ovaries, and sperm develops in the male testes. The pituitary gland is a tiny organ, the size of a pea, found at the base of the brain. As the “master gland” of the body, it produces many hormones that travel throughout the body, directing certain processes or stimulating other glands to produce other hormones.

Adolescence and physical changes

During adolescence, boys and girls experience physical changes that marks the passage into adulthood:

- For both sexes, height and weight increase, underarm and pubic hair begins to grow, leg and arm hair becomes thicker and more apparent, perspiration increases, and levels of oil in the skin become high (that’s why teenagers suffer from acne).
- In girls, breasts become larger and more pronounced, nipples stand out more clearly, and the genitals grow and get a little darker and fleshier. On the inside, the uterus and ovaries also grow. At some point during the process, menarche (a girls first phase of a menstrual period) begins. It may take up to one and a half years from the first period, however, before her menstrual cycle becomes regular.
- In boys, the testicles and penis become larger. At some point, the boy gains the capacity to ejaculate sperm. He also begins to have spontaneous erections. Most boys also experience nocturnal emissions (also called “wet dreams”), which are spontaneous ejaculations of semen that occur during sleep.
- While most young people experience adolescence between the ages of 11 and 16, you will find some experiencing changes as early as age 9 or 10, and others maybe at age 16 or 17.

Adolescence and psychology

Adolescence also comes with psychological changes. You will separate yourself from your parents a little bit more every day, learning new things, developing new friends, staying up later. Each day brings new challenges, and challenges seem to make you feel more vibrant and alive.

At the same time, you might get more irritable, and many people may think that adolescence goes hand in hand with the image of a sullen teenager.

Activity 1: Becoming a man or a woman

Introduction

Where do we come from?

Where do our parents come from?

Where did the first people on earth come from?

You grow up hearing many different explanations and stories surrounding the origin of human beings. Some stemming from different religious viewpoints and belief, and others stemming from a scientific viewpoint and understanding. But that is not what this lesson is about.

You know that you are children of your father and mother. As you grow up, you will most probably also have your own children. The male and female reproductive systems have it as its main purpose in the human body to create new life.

The reproductive system is formed by the male and female sex organs. There are internal and external organs for both male and female. New life is created, when female egg cells and male sperms fuse together. The female sex organs will then take care of the new life until it is born.

Female eggs cell are made in the female's ovaries, and sperm cells are made in the male's testicles. The ovaries and testicles also produce sex hormones. These hormones make you feel attraction towards the other sex.

Common problems of the reproductive system include infertility, sexually transmitted infections (STIs), painful periods for women, and impotence and prostate problems for men.

In this lesson, you will learn how the male and female reproductive system functions. You will come to understand more about how your father and mother, managed to bring you into this world. Your time will soon come to bring your own children into this world.

Instruction

1. The Teen Club Leader presents today's lesson using the introduction, and having read the More Knowledge. Use the first half of the poster for this lesson to explain the parts of the reproductive system.
2. In Trios, discusses why it is important for youth to understand how the reproductive system of men and women works.
3. In the whole club, listen to each Trio's contribution, and make sure everyone understands the facts about reproduction.
4. Together in the Teen Club, come up with a list of ideas on what you, as the local Teen Club, can do, what families can do, and what can be done at the school to ensure that knowledge about how reproduction works reach every single youth.

More Knowledge

Almost every person growing up has wondered where they came from. If you are learning with us today, then you are probably on your way to be a grown up person and hopefully you will understand this interesting and exciting subject, and you will learn to be more responsible in your boy/ girl activities.

Reproduction generally means the action or process of making a copy of something. *Human reproduction*, specifically, is a wonderful, natural instinct of humans leading to making new humans (offspring), or giving birth to new humans (babies). Reproduction is necessary for continuity of humans. This means that without it, humans will no longer exist, as there will be no replacement when we grow very old and die.

There are two types of reproduction in living things – Sexual and Asexual. Sexual reproduction involves two individuals of the same species, usually a male and a female. Asexual reproduction can occur without the involvement of another sex, and this is usually found in single cell organisms and in some plants. Human reproduction is the sexual reproduction type, involving a male and a female, and the interaction between male and female organs start the process. This interaction involves the use of the male and female organs. Let us start by looking at the female reproductive organ.

The female reproductive system

The human female reproductive system is made up of **ovaries, egg tubes, uterus, cervix and vagina**. All these are vital parts of the reproduction process. Below is a diagram of how the parts are set up in the female body.

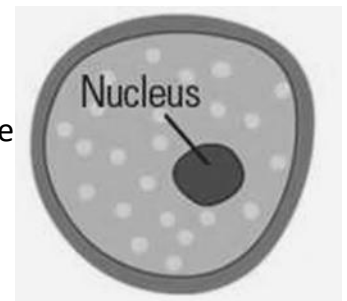
Ovaries

Women (females) are born with hundreds of undeveloped female egg cells or ova (one is called ovum). These eggs are stored in the ovaries, and after puberty an egg is released every month.

A female is born with all the eggs she will ever have.

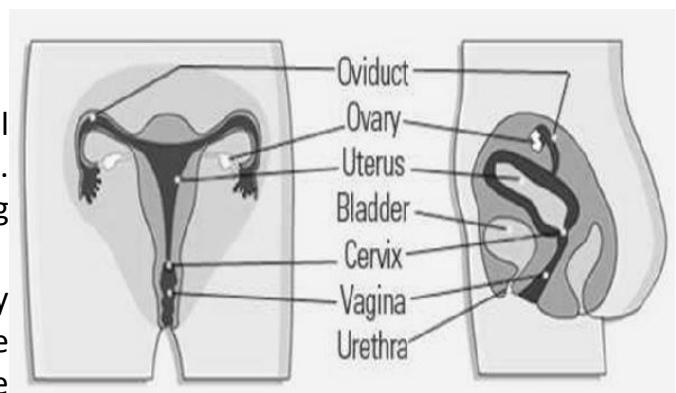
Unused eggs are dissolved and discarded during menstruation.

This is a simple diagram of an ovum under a microscope.



Egg tubes (Oviducts)

A woman has two egg tubes. The egg tube, also called fallopian tube or oviduct, is the vessel through which egg cells travel to the uterus. Each ovary is connected to the uterus by an egg tube. Remember what we said about a mature egg being released every month! Yes, there are very tiny hairs in the fallopian tube called cilia, which aids in the smooth passage of a mature egg to the uterus.



Uterus (Latin word for womb)

This is a pear formed bag, held in place by ligaments and muscles. It has a very soft lining, which holds the fertilized egg and nurtures it until it becomes a fully developed baby.

The Cervix

The cervix is a ring of muscles located at the lower third portion of the uterus. Until birth, the baby is held in place by the cervix. During birth, the cervix expands and the baby passes through it.

The Vagina

This is an elastic, muscular canal that connects the cervix to the outside of the woman's body. It is the tube that receives the male organ during mating. During menstruation, it is the same tube through which the blood flows out.

The male reproductive system

The male reproductive system includes the **sperm duct, testes, prostate gland, ducts, urethra and penis (P)**.

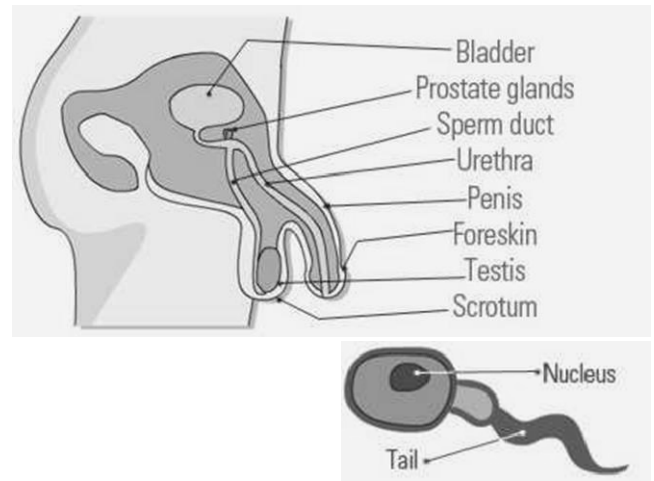
Sperm duct

During mating, sperm cells released pass through the sperm ducts.

Testes

There are two testes (one of them is called a testis). These are held in place by the scrotum (scrotal sacks). The scrotum is a bag of tough skin. The job of the testes is to produce millions of male cells called sperms and also to make male reproductive hormones.

Above is a simple diagram of how a sperm cell looks under a microscope. Sperm cells look a lot like tadpoles. During puberty, a boy's hormones affect the way his body develops.



Prostate gland

The job of the prostate gland is to secrete prostate fluid. The mixture of sperm and fluids is called semen. The muscles of the prostate gland also help to propel this seminal fluid through the urethra and into the female reproductive organ by ejaculation while having sex.

The urethra

This is the tube inside the male organ that carries urine or semen. It is the continuing part of the sperm duct.

The Penis

This is that 'thing' hanging in front of every male, and which he urinates through. The

size of the organ differs a lot for growing boys, because they develop differently. An erect one for an adult man may be about 5.7 inches in length (average). Its function is to pass urine out of the man's body, and to pass semen into the female organ during mating.

Mating explained

Now that we know all about the female and male reproductive system, we shall learn about how they work together to make reproduction possible.

Reproduction starts when the male organ enters the female organ. The scientific term for this act is '**mating**'. It is also called **Coitus or Copulation**. In daily life it is called having sex. During mating, the muscles of the male organ are filled with blood and become erect. Erection can happen anytime, even when there is no mating activity going on.

The glands at the head of the male reproductive organ swells, and the testes enlarge. The stimulation of the male organ causes an orgasm (muscles of the male organ suddenly relax). At orgasm, the male sperm cells are released into the female. The proper term for this is 'ejaculation'. During mating, the brain prepares both male and female organs for this act. In women, the brain causes the walls of the female organ to enlarge, and lubricate it. Lubrication in the female organ is important for the male organ to function correctly. It is important to note, that mating is all controlled by the brain, telling both male and female organ parts what to do, and how to do it.

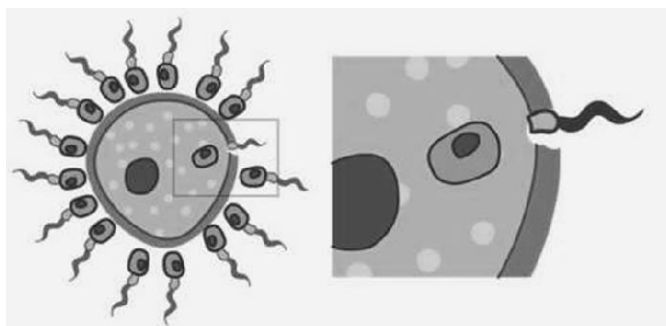
What is Fertilization?

We already mentioned that the sperm cells are released into the female organ. The cells then make their way through to the top of the vagina, through the cervix and into the uterus. But they do not stay there — they continue their journey into the fallopian tubes and travel upwards toward the uterus. If there is an ovum (egg cell) released, the egg cell and the sperm cells meet.

Now hold your breath, because this is not fertilization yet!

When they meet, there are millions of sperm cells, and they will all meet the one only egg.

When the sperm cells meet the egg, only one sperm cell that is able to break through the egg membrane wins! Then, the egg nucleus meets the sperm nucleus and fertilization occurs. A new life begins, and the female is now pregnant.



Sometimes, none of the sperm cells are strong enough to break through the egg membrane. If this happens, both male and female cells just dissolve and get washed away.

Once one sperm has fertilized the egg, it is too late for the other sperm cells. No other sperm cells can enter in. Once a sperm fertilizes an egg cell, it becomes a **zygote**. The zygote (fertilized egg) at this stage possesses half the DNA (characteristics) of each of its two parents. The zygote then divides itself to form a very tiny ball called an **embryo**. The embryo continues

downwards and finds itself a comfortable place in the uterus. There, the embryo attaches itself to the lining (walls) of the uterus from where it will get nourishment from the mother's body, and grow until a finished baby is formed.

What about twins? How are twins made?

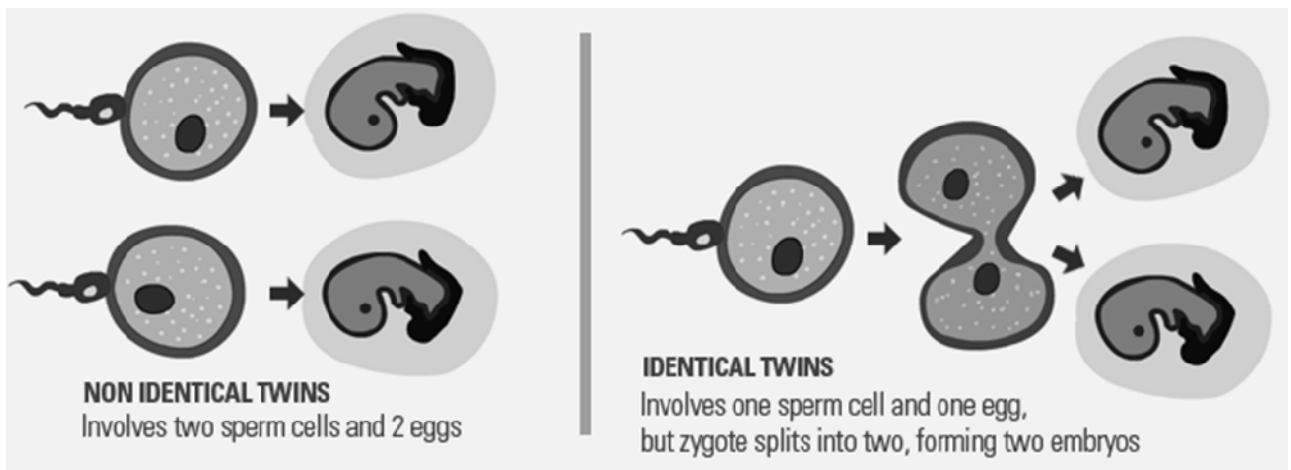
Twins!! Well that's even more exciting.

In fraternal (non-identical) twins, the mother released two different egg cells, one in each fallopian tube. In this case, two sperm cells would fertilize them and produce two zygotes. Because they are from two different eggs, they tend to have clear differences among them when they are born.

The scientific name for this kind of twin is **dizygotic**.

In identical twins, there is only one egg cell from the mother and one sperm cell from the father. Hours after fertilization, the zygote splits into two new zygotes. This means they will grow into two very similar foetus and identical babies. The scientific name for this kind of twins is **monozygotic**.

This does not happen often. In fact, identical twins make out only about 1/3 of all twins.



Activity 2:

Knowing about sexual and reproductive health

Introduction

Formerly, sex was not something people talked about publicly, and it was not a topic in schools. It was difficult for young people to find out how to deal with it, as nobody wanted to answer their questions in a scientific manner.

Today, most people are more open about it and consider it a part of the natural life. Youth learn about it from radio and television, it is taught in schools, and it is easier to discuss. The HIV and AIDS epidemic has made it necessary for people to know how to avoid this disease from spreading.

Even though people did not want to talk openly about sex, and it was pretended that sex was something that only took place between married couples, it has always been a big issue in people's lives. For some women, ignorance about sexual issues has led them to having a new baby every year, becoming infected with a sexually transmitted disease, accepting any demands from their husbands, and thinking of sex as a curse instead of an event of pleasure between equal partners.

There have also always been sex workers, and sexually transmitted diseases which were difficult to get treatment for because most people did not want to admit being ill.

To know about sexual matters is important for achieving of a good life. To know the facts, your rights, and the issues relating to sex, gives you power to make sound decisions.

It is important to be able to speak openly about these matters, especially between sexual partners.

Instruction

1. Invite the Community Health Worker or if possible, a nurse to tell about Sexually Transmitted Infection (STI).
2. In Trios, prepare 10 questions and ask the nurse or members of the Teen Club to answer.
3. Next, let the nurse explain why a condom is used, and go through the explanation on the poster about how to use it.
4. In Trios, discuss this statement, and how to deal with it. "The most common reason for not getting a sexually transmitted infection treated is shame or fear of being stigmatized.
5. Ask the nurse to explain what the clinic is doing to protect people's privacy.

More Knowledge

Diseases of the reproductive organs - including STIs

What is STI?

STIs, or Sexually Transmitted Infections, are acronyms, or names, given to all infections transmitted primarily through sexual contact during oral, vaginal or anal intercourse. They are venereal diseases, meaning they are caused by microbes (viruses, bacteria, protozoa, and fungi) that survive on the skin or mucus membranes. STIs are regarded as an “open door” for an HIV infection. So to prevent HIV and AIDS, it is very important to prevent and treat STIs. A person can have more than one STI.

Some STIs are curable, others are not. The best known STIs are curable gonorrhoea and syphilis. Among the non-curable, we have HIV and AIDS, but also herpes and warts.

Gonorrhoea

This is a disease caused by the bacterium gonorrhoea, affecting mainly the urethra, both in men and women. It is transmitted during sexual intercourse - including anal and oral. Thus, the anus and the throat may also become infected. The probability of attracting gonorrhoea after having sex with an infected person is as high as 90%. Babies are at risk of being infected by their mothers at birth, which can cause eye damage.

Symptoms and treatment of Gonorrhoea

Symptoms appear approximately ten days after contact. An infected person feels pain in the lower abdomen, bleeding and painful urination, because urine is accompanied by pus. In men it causes inflammation. Gonorrhoea is treated with antibiotics, usually in a single dose.

Syphilis

Syphilis is an infectious and contagious disease caused by the bacterium *Treponema pallidum*. It is acquired mainly through sexual contact with an infected partner. It can also be transmitted from mother to foetus: congenital syphilis.

Knowing about it is of utmost importance, since not being cured can develop to systemic complications, and even cause problems such as blindness, paralysis and brain damage.

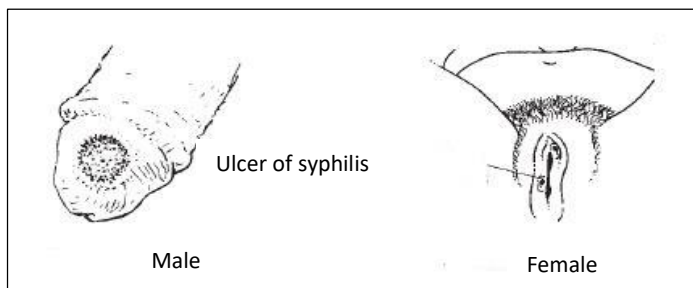
Symptoms and the treatment of Syphilis

Syphilis starts with sores where the bacteria have entered the body.

In men, a sore often appears in the genital area, usually (but not always) on the penis.

In women, sores can develop on the outer genitals, or on the inner part of the vagina.

A sore may go unnoticed if it occurs inside the vagina or at the opening to the uterus (cervix). The sores are usually painless and are not easily seen. Swelling of the lymph nodes may occur near the area of the sores. The sores usually last for 3 to 6 weeks, heal without treatment, and



may leave a thin scar. But even though the sores have healed, syphilis is still present, and a person can still pass the infection to others.

The secondary stage of syphilis is characterized by a rash that appears 2 to 12 weeks after the sore, and sometimes before it heals. Other symptoms may also occur, which means that the infection has spread throughout the body. A person is highly contagious during the secondary stage.

A rash often develops at other places of the body, and commonly includes the palms of the hands and the soles of the feet. The rash usually consists of reddish brown, small, solid, flat or raised skin sores that are less than 2 cm across. But the rash may look like other more common skin problems.

When Syphilis has spread all over the body, the main symptoms can easily be confused with other sexually transmitted diseases. These include headaches, sore throat, feeling unwell, fever, loss of appetite and weight loss.

The third stage is the most destructive stage of syphilis. If untreated, the third stage may begin as early as 1 year after infection, or at any time during a person's lifetime. During this stage, syphilis may cause serious blood vessel and heart problems, mental disorders, blindness, nerve system problems, and even death.

To detect syphilis and avoid further complications a blood test should be made.

Syphilis may be avoided with the use of condoms. It can be treated with penicillin.

It is strongly recommended that an infected person does not have sex before the disease is cured.

HIV and AIDS

You have already learned about HIV and AIDS. Due to a weak immune system of a person living with HIV and AIDS, STIs have easy access.

Condylomata Acuminata

Also known as genital warts, are now the most common virally transmitted disease, and affect about 5.5 million Americans each year.

Symptoms and treatment

The symptoms are genital wrinkles that can develop into warts and cauliflower like growths.

A person who discovers any of these symptoms should seek advice from a doctor as soon as possible, because the greater the delay, the more serious the infection can become.

If severe, wrinkles or warts can be removed with surgical tools like a scalpel or scissors.

Genital Herpes

A disease caused by viruses.

Symptoms and treatment

Small bubbles or skin ruptures appear, forming a painful wound. Antiviral medication is used to reduce the severity. There is no cure.

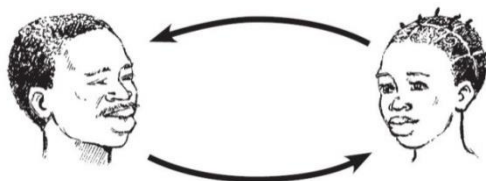
Chancroid

A disease caused by bacteria. It is manifested by various wounds with pus, and is very painful.

Symptoms and treatment

After two weeks, lumps appear that may prevent a person from walking.

When the lumps break, greenish pus mixed with blood is discharged. If treated with antibiotics, this should improve within 7 days.



How to prevent STIs

To prevent STIs the whole community should be informed and mobilized to:

- Delay start of sexual activity, especially among adolescents and young people.
- Reduce the number of partners.
- Know how to use a condom, and use it.
- Seek help from the clinic if they experience symptoms or signs of STIs, and encourage their partner to do the same.
- Always take into account the age, gender, religion, cultural and traditional beliefs of people when you talk about sexual issues, so as not to create problems or misunderstandings.

Pregnancy and STIs

Pregnancy does not give a woman or her baby any special protection from sexually transmitted diseases. During pregnancy, however, the risks of contracting STI can be higher because the immune system might be weaker and have difficulties in fighting off infections that may occur. The consequences of STIs can be more severe for a pregnant woman, as it puts both her own life and the life of the baby at risk.

Some STIs, such as genital herpes or bacterial infections in the vagina, are very common for pregnant women, and treatment must never be postponed.

How STIs can affect a pregnant woman and her baby?

Sexually transmitted diseases can have the same consequences for pregnant women as for non-pregnant women. They can cause:

- Cancer in the uterus
- Chronic hepatitis
- Pelvic inflammation
- Infertility

STIs can be transmitted from mother to child before, during and after birth. Some STIs such as syphilis can cross the placenta and infect the baby in the womb. Others, such as gonorrhoea, chlamydia, hepatitis B and genital herpes, can be transmitted during birth. In the case of HIV, the baby can become infected during pregnancy, birth and through breastfeeding.

Many of these problems can be prevented, if women receive prenatal care after being tested for sexually transmitted diseases. Most of the consequences of STIs are not apparent at birth, and will only be discovered months or even years later.

Cultural Activity: Producing traditional cleaning material

Introduction

Making brooms is an old-time trade. For centuries, brooms have been created by hand as a means for cleaning cherished homes. Using straw for the base of the broom creates a strong, consistent sweep that ensures no dirt get left behind.

You can also produce door mats from waste material. These are very useful in your own homes, and can also be produced for sale. For this you need to learn from someone who know how to do.

To produce brooms, you will need the following materials:

Straw, wire on a spindle, flexible twine, scissors and a handle. You can make the brooms in your own way, using the most common method and materials in your area. You can also invite an elderly person to teach you how to make local brooms, or find an old broom to see how it is made

Instruction

1. Clean the straw. To do this, gather bundles of straw tightly together in one hand and hit the straw against the palm of your free hand. This loosens up all of the dirt. Do not use water as this will damage or create mould on your straw.
2. Divide the straw into 10 bundles. You want your straw to be about 18 inches (45 cm) long. If your straw is much longer than that, cut it all to length. Gather a bundle of straw together in one hand. Arrange the straw so that it is all the same length, from the top just above your grip. Don't worry about the bottom length just yet. Squeeze your fist around the bundle of straw as tightly as you can. The diameter of the bundle should be similar to that of a nickel. Add or take away straw until you have the right amount. Set this section of straw aside and create 9 more bundles like it, so that you will have 10 bundles of straw.
3. Tie off all of the bundles you have sectioned. First, cut the flexible twine that you will be using to tie the bundles with. Cut 20 pieces of twine about 8 inches (20 cm) long. Take one bundle into the palm of your hand just as before. Again, even out the straw so that the length sticking out above your hand is all the same. Wrap a piece of twine 7 inches (18 cm) down from the top of the straw. Tie a knot holding the straw together as tightly as you can. Secure the knot, and wrap the twine around the same spot again, tying another knot. Continue wrapping and tying the twine around, about 2 1/2 inches (6 cm) below where you started. Repeat this step with the other 9 bundles.
4. Twine all 10 of the tied bundles together. Place the bundles of straw side by side on a flat surface, matching up the tops to ensure they are all placed at the same level. You will be tying all 10 bundles together side by side to create the base of the broom, using a 4-foot (1 m) long piece of twine. Start with the first bundle on the left. Tie a knot, using the end of the twine, in the middle of the two ties that have already been

attached to the bundle. This will create the appearance of three ties all about an inch (2 cm) apart. In the same position, pull the twine underneath the second bundle and then over the third. Continue in a weaving pattern going under and over until you reach the 10th bundle. Switch directions, weaving your way back to the first bundle. Keep doing this back and forth, making sure to pull the straw as tightly together with twine as you can. Once you reach the last few inches of your twine, tie the end within your weave.

5. Attach the broom handle. You can find a piece of wood that resembles a broom handle in many hardware stores. You can also recycle the handle from an old broom, or use a piece of bamboo. Take one end of the handle and start pushing it through the middle of the top of the straw. Push it through past the ties. Use wire to scrunch together the top of the straw tight around the broom. Continuously wrap it around until it holds securely.
6. Cut the straw on the bottom of the broom. Using scissors, cut along the bottom of the broom to even out the length of the straw. This will ensure that your broom will sweep up any debris.



Action: Doing good in our community

Going in Trios and helping elderly people with their practical work in their homes

Introduction

Martin Luther King *"Our lives begin to end the day we become silent about things that matter"*

Mahatma Gandhi *"You must be the change you wish to see in the world"*

These are some of the wise words by two of the great teachers the world has known.

Zambia is a country where more than 50% of the population is below the age of 30 years. It is obvious, that the youth have to play a major role in shaping the future of Zambia. You, as belonging to the youth, need to find your voice and make it heard. You must create the changes you wish to see in this world. Waiting for someone else to do it is a no go!

Think about the people and the world around you. Is your society taking good care of all its citizens? The young ones? The orphans? The sick? The elderly?

There are several actions that the youth can carry out in the community to improve the life of people. You can do an action of cleaning up all the water sources, and make sure they are protected from animals that make the water dirty. You can organize to help the younger ones, or help the elderly people to work in their fields and do other household chores. You can organize an action to maintain a local road that has been destroyed by the rains ... Just look around and see where you can make a difference.

Instruction

1. In this action, the proposal is that the Teen Club decides to work together to help the elderly people in your community.
2. Mobilize all the people you would like to invite to participate together with the Teen Club.
3. Secure the tools and materials you will need for the action.
4. Take time to learn from the elderly, surely they have a lot of experiences to share.



Month 7**Growing vegetables is a smart idea!**

Course	Doing what it takes to prevent getting sick.
Lesson 1	Visiting a farmer who is growing vegetables, and learning from her.
Lesson 2	Trying good recipes for healthy food.
Cultural Activity	Making toys for the small ones.
Action	Taking action to improve the vegetable garden.



Course:**Doing what it takes to prevent getting sick****Introduction**

“It is the task of a society to provide health care for all its citizens”. Most people will probably agree on that.

When we say health care, we usually think about giving treatment to people who are ill.

But what about turning this upside down?

What about preventing people from getting ill?

Could that actually save half of the time and money we are using on treating diseases?

Many diseases can be prevented by people knowing what to do in order not to get ill.

Others could be cured faster by being discovered before they become serious.

Others again, could be managed by people helping each other.

To think about how we would like our communities to develop, it is sometimes a good idea to dream. To look at everything from above and ask “Why not?”

Instruction

1. The Community Health Worker or the Teen Club Coordinator presents the course.
Go through the introduction. Discuss the idea of preventing diseases instead of waiting for them to catch us.
2. Make a list of all the most common diseases in your community.
3. In Trios, go through your list of diseases, and discuss how each of them could be prevented.
4. Share your answers with the whole club. Add the diseases listed in the More Knowledge, if they are common in your area, and are not on your list already. Also add the work that is already being done by the Community Health Workers and the clinic to prevent diseases.
5. Discuss with the clinic personnel and the Community Health Workers how you, the Teen Club members, can assist them in preventing of diseases they are already working with, and tell them if you have got any good ideas that could be added.

More Knowledge

Diseases that can be prevented, and how:

Common diseases spread by drinking water

Contaminated water can cause many types of diarrheal diseases, including Cholera, and other serious illnesses such as Guinea worm disease, Typhoid, and dysentery. Water related diseases cause 3.4 million deaths each year.

Prevention:

Making clean drinking water available for all families by establishing a common system for cleaning water, or families helping each other to make cleaning systems in all the homes.

Malaria

Malaria is spread by mosquitoes. Mosquitoes breed in stagnant water. They can breed in as little as 1 inch (2 cm) of standing water.

It only takes 10 -14 days for a mosquito egg to become an adult.

A female mosquitoes can lay a set of up to 100 eggs about every third night after mating only once. They typically lay as many as three sets before dying.

Prevention:

Mosquito breeding can be prevented by getting rid of all standing water near your homes at least once every week.

For mosquitoes breeding in ponds, the local authorities need to be involved to make use of a spraying system.

Mosquito bites can be prevented by sleeping under treated mosquito nets, using repellents, and by wearing long sleeved shirts and long trousers in the evening time when mosquitoes are most active.

Tuberculosis

TB is caused by a bacteria that spreads from person to person through microscopic droplets released into the air. This can happen when someone with the untreated, active form of tuberculosis coughs, speaks, sneezes, spits, laughs or sings.

Prevention

Ensure that all people with TB symptoms are tested and get treatment.

TB treatment last at least six months, to make sure all the TB bacteria are killed. TB of the lungs or throat should no longer be infectious after 2 weeks of treatment.

If the medicines are not taken as prescribed, it will stop working. This is dangerous for two reasons. 1) The person on treatment might not feel the symptoms anymore and think he is cured. But TB is still there. 2) Discontinuation of taking medicines results in the TB bacteria becoming resistant to the drugs.

Maternal, Neonatal and Child Health problems

Prevention

All clinics carry out regular checks of pregnant woman, woman who have just given birth, and

their babies.

It is extremely important that these check are followed.

It is also important that women give birth at hospitals or clinics with trained personal.

Malnutrition

Malnutrition in children and women is often caused by poor knowledge on what to eat.

Prevention

Knowledge about the need to breast feed a child for the first 2 years of its life.

Knowledge on how to find local food with vitamins and nutrients, especially iron.

Diabetes 2 and obesity

These diseases are caused by eating excess sugar, often by eating fast food and drinking soft drinks, or eating processed foods that have been mixed with corn syrup and various chemicals to extend shell life.

Excessive consumption of sugar can cause many health problems like overweight, diabetes, obesity, and heart diseases, and it can also hinder the immune system from functioning well.

Prevention

Eating a balanced diet, eating homemade real food, and controlling the intake of refined sugar the most important preventive measures.

Childhood diseases and handicaps in children

Not all illnesses can be prevented, but many can be detected and treated early by making annual check-up of all school children.



Activity 1:

Visiting a farmer who is growing vegetables and learning from her

Introduction

You have probably started growing vegetables by now, either in a garden, or in boxes or containers. This means, that you are getting experience in growing vegetables.

With everything new you learn to do, more new questions arise.

This is why it is a good idea to visit an experienced vegetable gardener.

Instruction

4. In the Teen Club, discuss where to find some experienced vegetable gardeners you can visit. Maybe you already know one from the local area. If your club is in a town, maybe some of you have family members who stay in the rural area, and you could arrange to visit them. Maybe there is a professional vegetable nursery near the town.
It is best to go for this visit in Trios, or in as many smaller groups as you can find gardeners to visit. In that way you will all learn more.
5. Make appointment with the people you plan to visit.
6. In trios, make a list of the questions you want to find answers to. It can be anything from how to grow a specific plant, to how to make compost or what to use as mulch material.
7. Meet in the whole club and share your questions. Look at the questions in the More Knowledge and try to answer them, or maybe add them to your list.
8. Bring your note books and take notes. Meet again and share what you learned.

More Knowledge

- How do you know if your vegetables have got enough water?
- How can you see when an onion is ready to be harvested?
- What type of vegetables are the best to grow in this area?
- How can I see if the soil is good, or if it needs more compost?
- How do you make compost?
- Which insects are good, and which are bad?
- How do you control bad insects?
- Which vegetables grow good together?
- How can we find enough mulch for all the beds to be covered?



Activity 2:

Trying good recipes for healthy food

Introduction

It is not only what is in your food that matters.
It is also about what you do to your food during preparation.
It is also about how the food is served.

How you prepare your food also determines the nutritional value of your food. For example, if you boil your vegetables too much until they lose their colour, they will also lose their nutrients.

Where you serve your food is equally important. Always serve your food on good and clean utensils.

It can be a bit difficult to follow a recipe the first time you try. But then again, to prepare food and cook it following a recipe, is not difficult at all, because everything is written down.

Here are a few rules to follow:

Recipes are very precise in their instruction - they only give you information you need, but on the other hand, you cannot omit anything without compromising the final product.

All the information in a recipe is important, so the first thing to do is to read the text slowly and understand the meaning of each sentence.

All recipes are written in a sequence that meant to be followed.

Like, first you gather all the ingredients. Then you do as it says in number 1. After that you do as it say in number 2. Then number 3. Never jump a number or skip some tasks.

You will realize that if you do not follow the instruction, the end product will suffer.

Make sure you read the recipe well in time before you plan to cook and eat the food. In some recipes, an ingredient will need to be soaked overnight. It is wise to make your preparations well ahead of time.

Instruction

1. The Teen Club Leader presents the lesson, using the introduction, and having read the “More Knowledge” material.
2. In trios, make a list of locally available foods. Discuss each type of food and its nutritional value; ask each other questions; and try to remember.
3. In Trios, make a one week’s menu which your family can follow.
4. In Trios, decide on one meal to cook together for one of your families.
5. In the whole club, collect good recipes which different families are using, write them down and distribute them to all families.

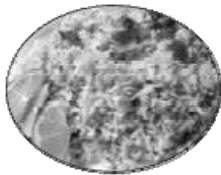
More Knowledge

MEAT STEW

(Beef, Goat meat, Mutton, Game meat)

Ingredients

1-8 pieces of meat (goat, beef or game).
1 medium tomato cut/grated.
1 onion/shallots chopped.
½ to 1 tablespoon cooking oil,
gravy powder or soup powder.



Method

Wash and boil meat in water until done.
Prepare sauce: Heat cooking oil and fry onion and add tomatoes and salt.
Cook sauce until done.
Dissolve gravy powder in a little water and add to sauce.
Brown meat with its natural fat and then remove the excess fat.
Add sauce, shallots and salt to meat and simmer for 10 minutes on low heat.
Serve with a starch (sadza, rice, or pasta).
Serves for 4 people.

BILTONG IN PEANUT BUTTER

(Beef, Goat meat, Mutton, Game meat, dried Mice)

Ingredients

4 -6 pieces biltong.
2-3 tablespoon peanut butter. Salt to taste.
1 tomato cut and 1 onion chopped (optional).
Water



Method

Boil the biltong until tender.
Drain the water (stock) into a cup.
Mix stock with peanut butter.
Add to the tender meat.
Add salt to taste
Add tomato & onion (optional).
Simmer for 5-10 minutes.
Serve with a starch of your choice.
Serves for 3 people.

EDIBLE WORMS

(Preparation: remove intestines and wash thoroughly)

Ingredients

1 to 2 cups (prepared) enable worms.
Salt to taste.
Water.
Pepper (optional).

Method

Boil worms in water and pepper until done.
Dry in a pan on low heat until dry.
Serve with starch of your choice.
Serves 6 people.

MORINGA LEAF SAUCE**Ingredients**

5 tablespoons moringa powder.
 ¼ cup peanut butter.
 1 medium onion.
 1 cup water.
 Salt to taste.

Method

Mix peanut butter and water and bring to boil.
 Cook for 20 minutes on medium heat.
 Add moringa leaf powder and chopped onion.
 Cover and simmer for 20 minutes.
 Serve over rice or chima, or any starch of your choice.
 Serves 4 people.

RICE WITH MORINGA**Ingredients**

1 cup of rice.
 Fresh moringa leaves (about 2 handfuls).
 500 ml of water.
 1 medium onion.
 Vegetable oil.
 Salt and spices to taste.

Method

Sauté the onions in oil until soft.
 Add water, when boiling, add rice and boil on low heat.
 When the rice is almost cooked, put in the leaves and stir well (moringa should be thoroughly mixed into the rice).
 Cover the pot and reduce heat.
 Remove from heat as soon as the rice is ready.
 Serves 4 people.

MASHED ORANGE-FLESHED SWEET POTATOES**Ingredients**

1 cup of cooked sweet potatoes.
 2 tablespoons peanuts, roasted and peeled.

**Method**

Wash the potatoes.
 Let cook with skin on in a little water for a short time.
 After cooking peel and mash the potatoes.
 Mix the peanuts with the sweet potatoes.
 Stir well.
 Serves 4 people.

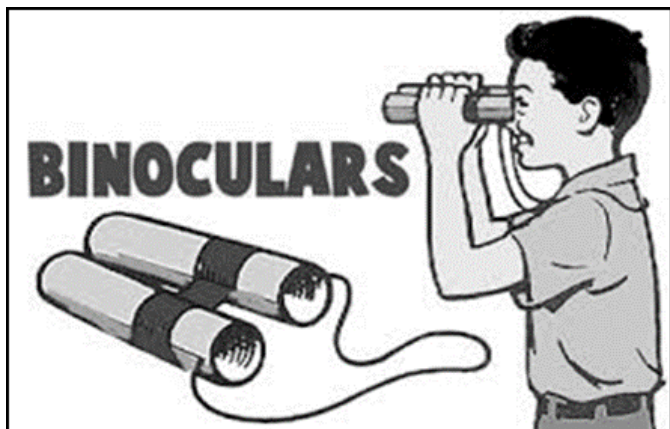
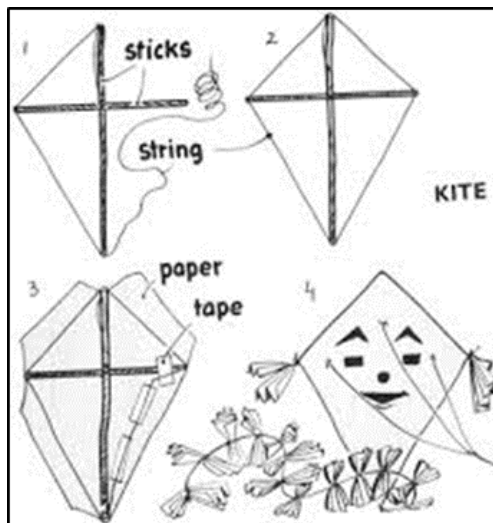
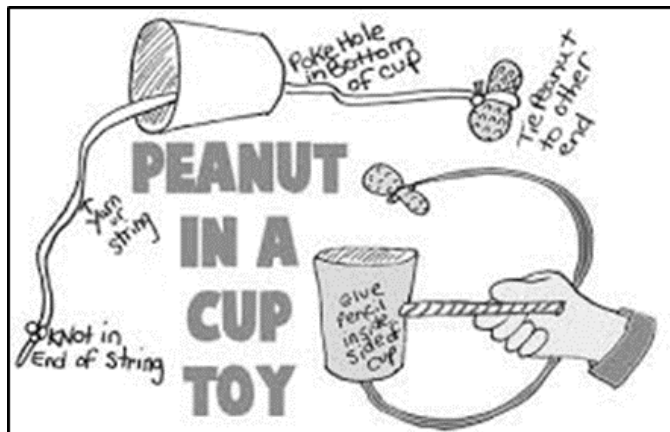
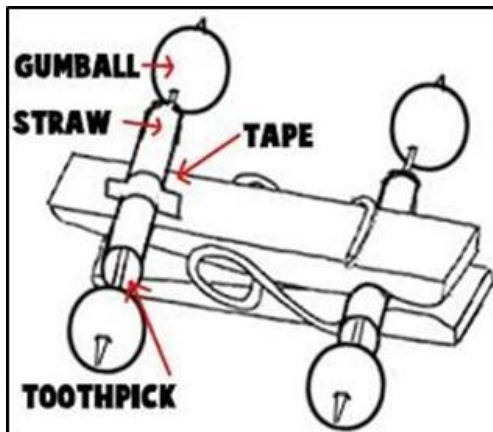
Cultural Activity: Making toys for the small ones

Introduction

Young children are naturally curious, and providing them with toys is important for their learning process. Toys encourage a child's imagination and help them know that the world is a diverse and wonderful place. Children learn by using all their senses and experimenting with objects—holding, climbing on, touching, tossing, throwing, tasting, dropping, pulling apart, and putting back together. When children have explored an object and discovered what it is like, -round, hard, sticky, smelly, soft, etc. - they begin to understand more about the world.

Instruction

Here are some examples of toys you can make yourself. You are welcome to add other ideas.



Action: Taking action to improve the vegetable garden

Introduction

A garden requires proper maintenance at all times.

Look around your vegetable garden and identify things that need uplifting. It can be the fence, the vegetable beds, the seed beds in the nursery, the pathways, or the ridges.

Look at your notes from the visit to the vegetable farmer. Did you learn anything you should put to use in your own garden?

Everything in a garden need to be kept in good shape, and trying out new things makes it exiting to be a gardener.

Instruction

1. In the Teen Club, read the poster together. Repeat the benefits of having your own garden. Discuss how far you have come. Take notes of anything you still need to do.
2. In the Teen Club, or in the different garden groups, identify the major issues in your garden that needs attention.
3. Decide on new things to try. Use your notes from the garden visit to get ideas.
4. Make the plan for your garden action and organize how to do.
5. Secure the material to use for the action.
6. Carry out the action.



Month 8**Saying NO to early marriage and early pregnancy**

Course	The problems of early marriages and early pregnancies.
Lesson 1	What happens during pregnancy and birth?
Lesson 2	How and when to say no to unprotected sex.
Cultural Activity	Making musical instruments for the Teen Club.
Action	Teaching children to beat rhythms with simple instruments.



Course:**The problems of early marriages and early pregnancies****Introduction**

This headline talks about how to stop early marriages, because married life before a girl or a boy is mature have many negative consequences for them and their future life. Early marriages and early pregnancies are also a problem for the Zambian society, as the percentage of young people is rising, making it difficult to provide services and jobs for the youth.

In Zambia, the legal age for marriage is 21 years. At this age, a person is also allowed to vote, to be elected in political organizations, and to assume public positions.

However, it is possible for 17 and 18 years old boys and girls to enter into marriage legally, but it requires parental consent. Anyone under 18 is considered a minor, and sexual abuse, or having sexual intercourse with a boy or girl less than 21 years, is a serious offence, punishable by imprisonment of up to 25 years.

UNICEF supports a campaign to end child marriages in Zambia: “Let girls be girls, NOT brides!”

In Zambia, over 14,000 girls left primary school in 2013. In 2015, 16,000 girls dropped out of school, the majority of them – 13,250 – were at primary school level. Zambia is ranked among the top in all countries for child marriages.

As youth we have the obligation to stop this bad practice.

It is robbing the future of young girls and boys – maybe our own future.

Let’s join forces and fight it.

Let’s fight for our right to a proper education.

Let’s fight for our right to determine our own futures.

Let us be our own liberators and bring sanity to the fore coming generations.

Let’s make early marriage and early pregnancy stop in our generation.

Instruction

16. The Community Health Worker or the Teen Club Coordinator introduces the course.
17. In the whole group, discuss why it is important for young people to know the laws about marriage age, and their rights not to agree in early marriage.
18. Present the consequences of early marriage and early pregnancy, and tell the stories in the More Knowledge about children who were married young.
19. Discuss the local situation. Are many girls and boys married at a young age? Do many girls get pregnant at a young age? Can a girl who leave school because she is pregnant come back to school again?

What about yourself? When are you expected to get married, and to whom? Do you have any friends who were married young, and how are they thinking about early marriage?

20. Discuss what you can do to resist early marriage if you do not agree to get married?
Where can you get help?
21. Discuss what you can do to resist early pregnancy.
22. Discuss if you agree that it is a task for your generation to stop early marriages.
23. If you agree that something has to be done about this, discuss with the people from CWACS about what to do and what actions you could take together.

More Knowledge

Consequences of child marriage and early pregnancy

- Child marriage effectively ends a girl's childhood, curtails her education, minimizes her economic opportunities, increases her risk of domestic violence, and puts her at risk for early, frequent, and very high-risk pregnancies.
- Girls under 15 are five times more likely to die in childbirth than women above 20, and face higher risk of pregnancy-related injuries.
- Child brides are often unable to negotiate safer sexual practices and are therefore at a higher risk of HIV and other sexually transmitted infections.
- The negative consequences of child marriage reach beyond the girls themselves: children of child brides are 60 percent more likely to die in the first year of life than those born to mothers older than 19, and families of child brides are more likely to be poor and unhealthy.

Listen and understand what some young girls are going through.

Patricia was 12 when she married John who is four years her senior.

"My parents said they needed to benefit from my dowry before they die, and that is why they ordered me to stop going to school and get married to him. They charged him 1000 kwacha (110 USD) as the bride price; he paid half, and they gave him a field of maize to cultivate for them," she said.

Agnes Lungu, 56, is full of remorse, and still regrets the day she and her husband married off their 15 year-old daughter to a man they had chosen for her, in order for them to get a bride price, so they could help to solve the family's problems.

"I did not know about the harmful consequences of a child marriage, and I feel very guilty I did this. It is a wrong practice and nobody should do it," she says.

Seventeen-year-old Agnes tells: "My parents sat me down and told me I was no longer their responsibility. They wanted me to move out and start a life of my own".

"Things moved faster than I expected - when a stranger paid a bride price to my parents. I had no say in the matter," she says, tears welling in her eyes. "I did not choose this life, and I'm not happy here."

Catherine's Story: "I started having sex when I was 14 years old. I was having sex out of ignorance, just enjoying myself without knowing about the consequences. I fell pregnant at the age of 18 years. I was rejected by my father, and health care providers were not any

kinder. I had to have a caesarean section to give birth. My mother, who had supported me was also pregnant, and she unfortunately died three months after she gave birth. So I was forced to care for and breast feed my baby, and my baby brother. I endured economic hardship while struggling to provide for the babies and my grandmother, with little support from society. Looking back, I wished I had known about sexual reproductive health that would have guided my actions as a teenager, and supported the care for my baby, so I could return to school.”

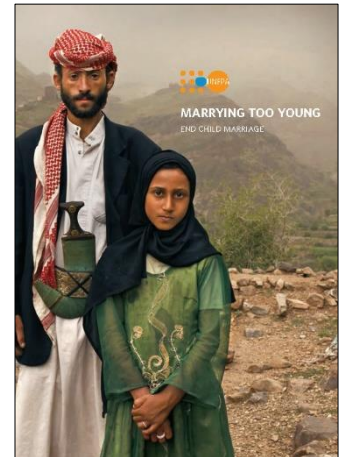
Child marriage is a problem everywhere, not only in Zambia

Each year, 12 million girls are married before the age of 18.

That is 23 girls every minute – married off too soon, their personal development and wellbeing put at risk. Child marriage is a human rights violation that we must end to achieve a better future for all.

Almost a third of girl brides get married to a man older than 21. There is an increasing scrutiny of the issue, and more and more of some of the most shocking examples of child exploitation are coming to light. Last year, a 6-year-old girl was traded to a 55-year-old man in Afghanistan in exchange for a goat. In August, a 16-year-old girl from India was sold to a 65-year-old Omani sheikh. Cases like these draw global attention to the practice, but there are still many girls that slip through the net.

Nujood, 12 years, from Yemen, was 10 when she fled her abusive husband and took a taxi to the court house in the capital Saana. The girl’s courageous act – and the landmark legal battle that followed – turned her into an international heroine for women’s rights. Now divorced, she is back home with her family and attending school again.



Activity 1:

What happens during pregnancy and birth?

Introduction

When pregnant, a woman shares her body with a developing new human being, and when giving birth, she brings her baby into this world and gets the responsibility of taking care of it for many years. This process is one of nature’s wonders.

Going through the 9 months of pregnancy and childbirth is quite an ordeal for a woman’s body and mind. That is why the woman’s body has to stay strong and healthy during pregnancy, to be ready to give birth, to recover after the baby is born, and to produce enough

milk to breastfeed the baby. She also needs to be strong and healthy, to be able to breastfeed the child during the first two years of its life.

Therefore, every pregnant woman needs good health, good food, and the love and support of her family and community. Most of the women who are healthy during pregnancy do not have difficult births. Most of their babies are born healthy.

At the same time, pregnancy can be one of the main dangers a woman faces in her life, and some women may die from problems during pregnancy and birth.

Even today, the majority of women do not get prenatal care or trained help during birth. They usually have their babies at home with the help of a local midwife, or a family member.

Important information that can help you to support a pregnant woman and help her to get a healthy baby:

If at all possible, a woman should get registered at a local clinic as soon as she is pregnant, and follow the appointments for pre-natal check-ups. She should also give birth at a hospital, where skilled personnel are available, where it is clean, and where it is possible to get immediate help if there are complications. She should also follow the system for check-up of the baby at the clinic, and the baby should get the prescribed vaccinations.

In the time close to giving birth, a woman's body is changing and focusing all its energy on making the changes necessary for labour to start. She should continue to eat well, take many small meals, and drink whenever she is thirsty. And take rest when she feels that she needs it.

During labour, which can last up to 24 hours or sometimes more, the woman needs all her strength to deliver the baby. There must be enough food and water in the house, a midwife or a woman with experiences, must be brought to the house to help with the birth, some other women must take care of the other children, so that the woman can concentrate and feel safe during labour.

The first 6 weeks after birth is the most important time for a woman to become strong and healthy again. During this time, she needs a lot of healthy foods and plenty of rest. Others in the family must help and do some of her usual work, like fetching water and firewood, preparing meals, cleaning and taking care of the other children.

Instruction

9. The Teen Club Leader presents the introduction. Discuss the information. Share experiences of being close to women who are pregnant or have given birth.
10. Continue by going through the text on the poster and look at the drawings. Here comes the explanation of what actually happens in a woman's body during pregnancy and birth. Supplement with the explanations given in More Knowledge.
11. In Trios, prepare questions for a mother with smaller children. Ask her to tell you how she experienced pregnancy, labour and the time after it. How she was prepared? What

problems did she face? Ask about everything else you want to know from someone who has experienced childbirth.

12. Meet a mother who has recently given birth, and ask your questions.

More Knowledge

Pregnancy

How do you know if you are pregnant?

- You do not have menstruation.
- Your breasts become bigger and sore.
- You might feel sick and vomit.
- You need to urinate more often.
- You feel tired.

How do you know when the baby is due?

Add 9 months plus 7 days to the date, when your last normal monthly bleeding began. Your baby will probably be born any time in the 2 weeks before, or after this date.

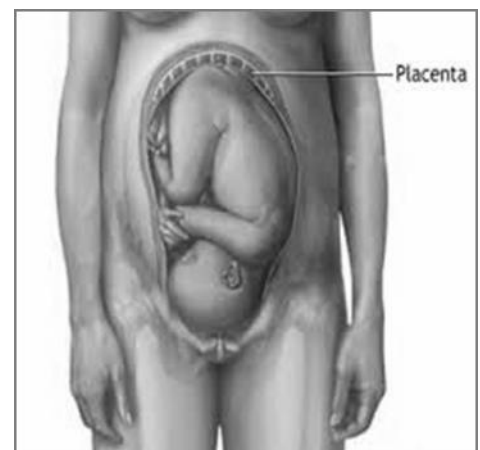
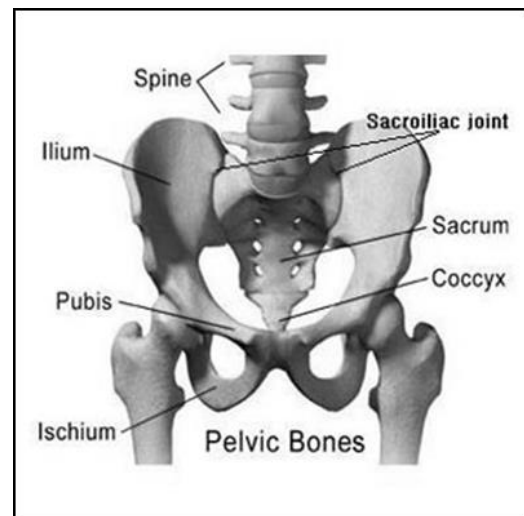
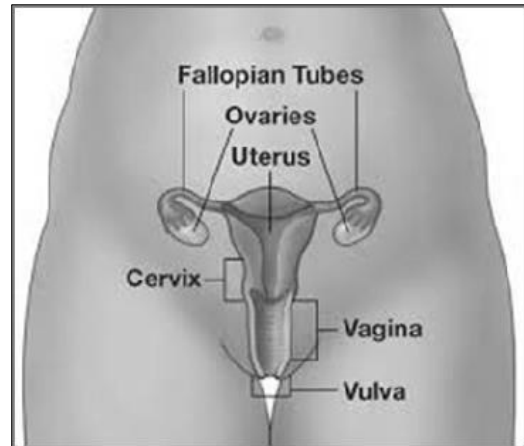
What happens in a woman's body just before labour begins?

A woman's body prepares for childbirth throughout her pregnancy, but in the last few weeks, it does some final preparations: Hormones start working to soften the ligaments between the bones in her pelvis, which gives additional room for the birth. During this time, she might feel a shift in her sense of balance, her joints might feel looser, and she might feel sore and achy.

Other hormones begin to soften the cervix, which is the neck of the uterus. Throughout most of the pregnancy, the cervix is closed, holding the baby inside the uterus. Much of the work of labour is caused by opening the cervix for the passage of the baby.

The baby may begin moving lower down in the pelvis. The woman will notice this by feeling increasing pressure in her lower abdomen, and that breathing has become easier. She will also look different, because her baby has "dropped." For first time mothers, this may take place up to a few weeks before the birth.

For women who have already given birth, it may not occur until after labour begins.



She may experience the passage of stringy, perhaps blood tinged mucous. This "mucous plug" has been in place inside the cervix during her pregnancy, and as the cervix begins to soften and open, the mucous loosens and begins to pass from the vagina.

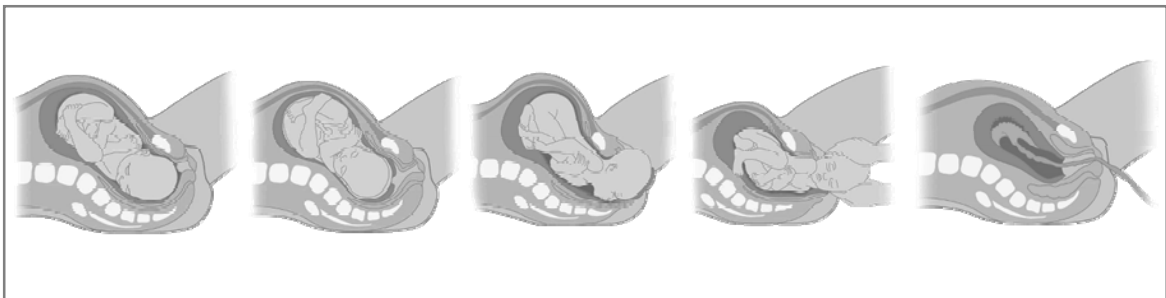
During pregnancy, the baby is surrounded and cushioned by a fluid-filled membranous sac. Typically, at the beginning of or during labour the membranes of this sac will rupture. The breaking of this sac of water may also occur before labour begins. For most women, contractions will follow within a day. A pregnant woman should notify her midwife or doctor, as soon as she thinks the water has broken.

Giving birth

There are three stages of giving birth (labour):

1. First stage: Dilation. Contractions happen to open the cervix. This stage can last between 7 and 20 hours, or more if it is the first birth. In later births it usually lasts 7 to 10 hours.
2. Second stage: Pushing. This is the active labour. The contractions bring the baby down into the vagina and out into the world. The woman assists this process by pushing. It often last 2 hours.
3. Third stage: The placenta. The placenta is an organ that develops in the uterus during pregnancy. This structure provides oxygen and nutrients to the growing baby and removes waste products from the baby's blood. The placenta attaches itself to the wall of the uterus, and the baby's umbilical cord arises from it.

After the child is pushed out, a woman continues to have contractions to free the attachment of the placenta, and to push the placenta out. The placenta is delivered within a few minutes after the child, but delays of up to thirty minutes are considered normal. If



the separation is delayed, breastfeeding the baby, or stimulating the nipples may help. When the placenta has been delivered, it is important to examine it thoroughly. If it is not "whole" some part of it might be left inside the womb, which can cause severe bleeding.

Straight after birth - meeting the new baby

As soon as the baby is born it needs to be close to its mother. The cord is clamped and cut, the baby is dried to prevent it from getting cold.

A new-born baby may be quite messy, with some of the mothers blood and perhaps some of the vernix (white substance that covers and protects the skin of a foetus) on their skin. Mucus sometimes has to be cleared out of a baby's nose and mouth. Some babies need additional help to establish breathing.

The baby will like to be close to its mother, or another person, just after the birth. It is used to feel enclosed, and to feel the heartbeat of its mother. Getting out in the world can be a dramatic change, and even worse if the baby is just left alone. A new-born baby should be examined by the midwife, and then be weighed and measured.

Caring for the new mother

A mother needs care after birth, just as the baby does. People are often so busy looking after the baby, that the mother's needs may be forgotten.

- To prevent infection, the mother should not have sex, or put anything in her vagina until her bleeding stops.
- She should get a lot of rest for at least 6 weeks.
- She should try to stay clean.
- A new mother needs to eat more food than usual. She can eat any kind of food: fish, meat, beans, grains, vegetables, and fruit; all will help her recover from the birth, and enable her to have the energy to be a healthy mother.
- She should drink plenty of fluids.
- She should breastfeed her baby and give it no other food for the first 6 months. Breastmilk is the very best food for a baby. It contains all the nutrients a baby needs, and it protects the baby from infections.
- Breastfeeding can protect a woman from falling pregnant again too early.
- Any plant medicines used to help her genitals heal should be clean (boiled is best). Do not put plant medicines inside the vagina.
- She should start a family planning method soon, especially after 6 months, when she starts to feed her baby something other than breast milk. It will be better for her health, if she starts using a family planning method before having sex again, instead of becoming pregnant too soon.

Why breastfeeding is best

Breastfeeding is the natural way to feed a new-born child and the healthiest practice in the world. But as the world changes, women sometimes need information and support to keep breastfeeding their babies. Breastfeeding is important because:

- Breast milk is the only perfect food to help a baby grow healthy and strong.
- Breastfeeding helps the womb stop bleeding after birth.
- Breast milk protects the baby against illnesses and infections like diabetes, cancer, diarrhoea, and pneumonia. The mother's defences against illness are passed on to the baby through her milk.
- Breastfeeding helps protect the mother against diseases like cancer and weak or brittle bones (osteoporosis).
- When a woman breastfeeds her baby, the milk is always clean, always ready, and always has the right temperature.
- Breastfeeding helps the mother and baby to feel close and secure.
- For some women, giving their babies nothing but breast milk can help protect them from



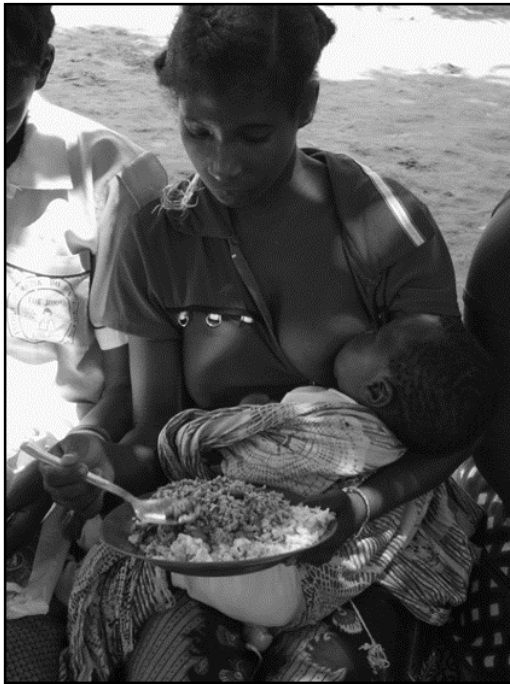
becoming pregnant again too early.

- Breastfeeding is free.

When should the baby begin to eat other foods?

A baby is ready for other foods when:

- It is about six months old, or older. (But breastfeeding should continue as well, preferably until the child is 2 years old.
- It starts to grab food from the family or from the table.
- It does not push food out with the tongue.
- Between 6 months and 1 year, give breast milk whenever the baby wants it. Even if a baby is eating other foods, it still needs as much breast milk as before. After breastfeeding, give other foods 2 or 3 times a day. Begin with a soft, mild food, like cereal or porridge. Some women mix these with breast milk. Do not buy expensive baby cereals, they are not better than homemade foods.



Activity 2:

How and when to say NO to unprotected sex

Introduction

As a girl or a boy, it is very important for you to know when to say NO to sex, and when to say NO to unprotected sex, as these are rights you have.

It is about your life!

No one needs to agree to have sex. You have the right to say no. Maybe you are not ready to have sex, feeling too young, or just wanting to wait for some years. Maybe you do not feel like having sex, or maybe you dislike the person who wants to have sex with you. You always have a right to say no. Forced sex is a crime.

Unprotected sex can transmit diseases like HIV and AIDS and other STIs – and this can cost you your life, or ruin the quality of your life.

Unprotected sex can also make a girl pregnant. An early pregnancy can ruin your life, too. If you are a girl and fell pregnant without being married, the boy might not want to stay with you, and maybe neither his, nor your own family will accept you. Maybe you would have to stop your education.

If you are a boy who make a girl pregnant, you might need to marry her and start on a job instead of going to school.

For both parties, it means they will have to take responsibility of being parents far too early.

This can be is a very difficult situation, especially if you have not yet learned a skill that makes it possible for you to earn your own income.

Or, even if you are already married, maybe your body is not yet ready, and your own and the new child's life is in danger.

Remember, that you have a right to say no to sex and no to unprotected sex, and learn what protection means.

This is where a girl need support from other girls! It can be tough to stand firm and say no. It is likely that your boyfriend will not easily understand this. But do not forget that it is your life and your future that is on stage. Maybe a boy can run away from the consequences, but you cannot.

When you decide it is time for sex, then it is important to get knowledge about it first. Understand what happens, and what it means to protect yourself. Do not just listen to gossip or stories, but get support from someone you trust. Maybe a teacher, or from the clinic.

If you, at any time, are forced to have sex – it is important not to keep silent – but find somebody you can talk with, and who can help you with what to do, and to make it stop.

Instruction

1. The Club Leader presents the important points from the introduction. You can also invite a person from the clinic to participate and maybe demonstrate different options for having protected sex.
2. Share your opinions, and maybe your experiences with each other. You can sit in smaller groups and talk. You can also form groups of only boys or only girls.
 - What is your opinion about having sex as a teenager?
 - Which arguments can you use when you want to say NO?
3. In forum, you share some of the most important things you have discussed.
4. Go through the More Knowledge. Ask the questions, and try to answer. Find the answers in the text.
5. You can perhaps, decide, that each of you find three other teenagers who are not members in the club, and tell them about protected sex.

More Knowledge

What is safe sex?

Safe sex can have two meanings:

To have sex without getting or spreading HIV or other Sexual Transmitted Infections.

To have sex without falling pregnant.

Mention all the methods you know for having sex without getting HIV.

Check your answers with the answers hereunder.

- ***To abstain from sex.***

Not having vaginal, anal, or oral sex is the surest way to avoid HIV.

- ***To use condoms.*** Use them correctly every time you have sex.

Using a male condom for all types of sex can greatly lower your risk of contracting HIV during sex.

If you or your partner is allergic to latex, use polyurethane condoms. If your partner do not want to use a male condom, you can use a female condom. It may protect against HIV, but there is not much evidence that it does. Do not use a male and female condom at the same time. They do not work together and can break.

- Condoms are easy to find, and some places give them out for free. Contact your local health department, or a health clinic for information about places in your area, or other, that may give away free condoms.

- ***"Natural" or "lambskin" condoms do not protect against HIV***

- ***To get tested.*** Be sure you know your own and your partner's HIV status before ever having sex.

- **Agree with your partner.** Talk with your sexual partner about HIV and using condoms. It's up to you to make sure you are protected.
- **Practice monogamy (be faithful to one partner).** Being in a sexual relationship with only one partner who is also faithful, can help to protect you, if you can trust your partner also having only one partner.
- **Limit your number of sexual partners.** Your risk of getting HIV goes up with the number of partners you have. Condoms should be used for any sexual activity with a partner who has HIV. They should also be used with any partner outside of a long-term, faithful sexual relationship.
- **Use protection for all kinds of sexual contact.** Remember that you don't only get HIV from penile-vaginal sex. Use a condom during oral sex and during anal sex. Dental dams can also be used to help lower your risk as well as your partner's risk of contracting HIV during oral- vaginal or oral-anal sex.
- **Get screened for STIs.** Having an STI, particularly genital herpes, increases your chances of becoming infected with HIV during sex. If your partner has an STI in addition to HIV, that also increases your risk of HIV infection. If you have an STI, you should also get tested for HIV.
- **Don't douche.** Douching removes some of the normal bacteria in the vagina that protects you from infection. This can increase your risk of contracting HI

Mention all the methods you know for protecting against unwanted pregnancy

Check your answers with the answers hereunder.

- **Not having vaginal sex** is the surest way to avoid pregnancies.
- **Male and female condoms** protect against pregnancy.

OBS: Using other means of birth control will only protect you from getting pregnant but not from getting HIV

Birth control pills
Shots
Implants

} For these options you need to take help from the clinic.

- **Sterilization** can be used, if a man or a woman has decided not to have any more children. This should always be done in a clinic or a hospital. Sterilization prevents pregnancy, but it does not protect you against sexually transmitted infections. Female sterilization is called a Tubal Ligation. The woman's fallopian tubes are cut or blocked, so that sperm cannot reach the egg. Male sterilization is called a Vasectomy. the sperm canal is cut so that sperm is prevented from being ejected

Do not abuse alcohol or drugs

Drinking too much alcohol, or using drugs, are linked to sexual risk taking. These also put you at risk of sexual assault, and possible exposure to HIV.

Cultural Activity: Making musical instruments for the Teen Club

Introduction

Music is important in our life. We sing and play instruments at the same time. We make music in the home, at the market place, and at social gatherings. Also, music plays an important part in political, religious, and ceremonial life. Music has traditional roles in healing, at trials, in announcing the presence of very important people like chiefs and kings, at weddings and at funerals.

Materials for the instruments are usually found in nature, like wood, gourds, turtle shells, animal horns or skin. Other materials might be recycled from man-made objects like scrap metal from old cars or oil drums. Blacksmiths or artists trained in instrument making, create them for important people and groups. They decorate their instruments so that they not just sound good, but are also so beautiful that they are considered works of art.

Instruction

1. In the Teen Club, discuss which type of musical instruments you would like to have.
2. Identify people in the community who are experts in making the musical instruments the club wish to make. Agree with them to help you to produce the instruments.
3. Gathers the material according to the instructions from the experts.
4. In Trios, produce the musical instruments.



Action: Teaching children to beat rhythms with simple instruments

Introduction

Making rhythms is fun, and you can do it just by clapping your hands, or stamping your feet, drumming on a table, snapping your fingers or humming um, um, uuh.

It is also easy to make simple instruments that can help you to beat rhythms.

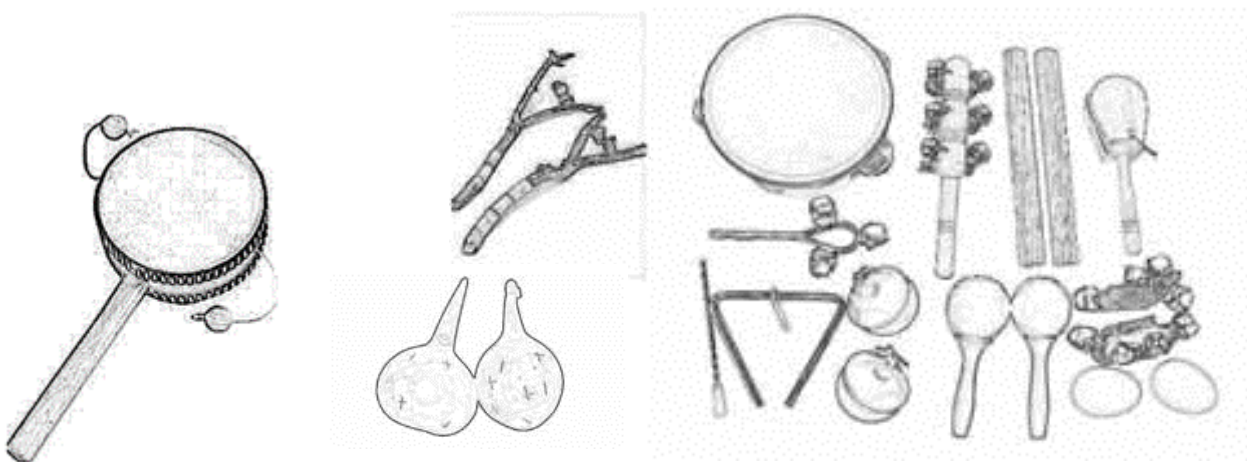
In this action, you are going to enjoy such skills together with your younger siblings. Collect material for making more percussion instruments that can give sounds when you beat them or shake them. Here are some ideas:

Instruction

22. Chose some songs with a clear rhythm.
23. Look at the pictures hereunder and decide which instruments you want to make together with the children. You can add others, as you like.
24. Collect what you need, and make the instruments.
25. Invite the children and teach them to sing the songs you have chosen.
26. Sing the songs again, and use the instruments to beat the rhythms.
27. When you have become good at it, visit some of your families, or some of the elderly people you have helped, and sing and play for them.

More Knowledge

Use material from nature and scrap material to make instruments that can be used for beating rhythms. Se the ideas hereunder. You can also use beans or gravel in a jam glass, two sticks to beat together, or blow at glasses with water at different heights.





Month 9**Men and women as equal partners**

Course	How gender roles influences our society.
Lesson 1	In-equality for girls and women today in our country.
Lesson 2	How I look at men and women as an equals.
Cultural Activity	Practicing a traditional dance that tells a story.
Action	Organizing a cleaning action around the clinic.



Course: How gender roles influence our society

Introduction

The word “sex” refers to physical differences between males, females, and intersex persons.

The word “gender role” describes the roles a specific society is giving to its male or female members.

These roles have changed, and are still changing as societies are developing.



Both men and women are human beings.

Although some societies have tried to claim, that men are more intelligent than women, today's scientists have proven that there are no such differences between the male and female human brains. In that sense, we are alike, we are of the same species. No matter gender, colour or beliefs.

Biologically, there is a small difference, and biology has been a part of shaping the way men and women have co-operated since prehistoric times.

For the human species, there has been a tremendous gain in that co-operation, as you can see how we as a species, have multiplied to live all over the globe today, having reached more than 7 billion people.

Since woman biologically is the childbearing and nurturing entity, the woman has developed a set of emotions and skills which circles around the responsibility for and taking care of the offspring. The man has had the task of protecting the women and the children, keeping them safe, feeding them, and keeping them warm. So the man developed his set of emotions and skills to fulfil this task.

This is how humans have lived since time began, and since the first humans saw the light of the day. The division of labour has shaped the co-operation between male and female, and has been useful in securing the next generation.

It is without doubt that it is the woman who has paid the highest price for that co-operation. The way it was executed, created un-equality between men and women. It especially took off when the hunter and gatherer society changed into becoming an agricultural society, which used plough cultivation as the means of production. These more heavy tasks now required upper-body strength to control the plough. Consequently, it gave men an advantage over women, and led to a more prominent division of labour. It marginalized the women. They gave birth to more children than before, as the agricultural society produced more food for consumption than ever before in history, and it gave rise to a culture which placed the in the home. As a result, women became subservient to men. The man started to look at the woman as his property, meaning that he could decide everything for her and about her. The laws, and also the religions, in most areas were changed to support that way of looking at it.

This system has followed us into today's world, and it can especially be seen as practiced in rural communities in countries all over the world.

Today, biology still defines that it is the women who gives birth to the next generation. But in general, our society, science, education and the way we are living have at many levels equalized men and the women. This has escalated during the last 50 to 70 years, especially in the so called "developed world". Both the modern technology and the social economic organization of modern societies have brought a re-structuring of the social role and the cultural values concerning the relationship between men and women. Today, many women have the possibility of earning enough to be economically independent of a man, and men and women today have the opportunity to achieve equal rights and respect.

Instruction

1. The Community Health Worker or the Teen Club Coordinator introduces the course, using the introduction, and the More Knowledge.
2. In Trios, try to describe and understand the history of how the relationship between men and women have developed. Why did it develop and become like that?
3. In Trios, describe the traditional gender roles in the society where you live.
What are the expectations to a girl or a woman?
What are the expectations to a boy or a man?
4. Discuss if you agree to these expectations to yourself as a man or a woman, or how you would like them to change.
Make use of the poster to find your answers.

More Knowledge

Two hundred thousand years ago – The first humans appeared in Africa. They lived as small bands of hunter-gatherer tribes consisting of 10-50 people. While men tended to do more of the hunting, and women more of the gathering of eatable plants, both sexes were equally necessary for the survival of each community. It is suspected by many anthropologists, that these were egalitarian communities, meaning that men and women were treated quite fairly, and various forms of family systems were not only accepted, but sometimes encouraged.



Over thousands of years, these small bands of people fanned out across the planet, and the societies' norms would change and adapt to new environmental surroundings where people had to fight each other for space and food. In more dangerous environments and with scarce resources, the men's strength and size would become more important, and societies would become patriarchal, granting more rights, also polygamous rights, to men, but not to women.

One hundred and fifty thousand years ago – Spoken language developed. Men and women can finally communicate their thoughts and desires to one another.

Forty thousand years ago – Humans began to paint, sculpt and make art to tell the stories of important events in their lives.



Nine thousand years ago – Agriculture is discovered.

For the first time in human history, humans are able to accumulate a surplus of food and resources, far beyond the amount that one family need. This meant that the people who were best at farming, or who had the best land, gained a huge economic advantage over the rest of the population. Class systems began to develop, where a person was valued for his wealth rather than for his capacity to lead the tribe. Humanity would never be the same again.

Seven thousand years ago – Agriculture slowly marginalizes women in society. The best farmers were required to work with heavy tools and large animals, for long periods of time. Men had a major advantage in doing farming due to their greater size and strength. Women had more pregnancies, and it was more difficult for them to do hard work. In the wealthier classes, women's contribution to family was to produce children, and as a result they became dependent of the men they were with. Women had no legal rights and were basically treated as the property of first their fathers, and then their husbands.

Four thousand years ago – The earliest city-states emerged in Mesopotamia and northern Africa, and later on in India and China. City-states were the beginning of thousands of years of imperial conquests, beginning with the Sumerians and stretching all the way through the Romans and Mongols, to the British Empire almost four thousand years later.

Marriage became the primary unit of economic organization. As men struggle to accumulate land, resources and power, they needed to guarantee paternity of their children, so that they may pass their wealth on to their own kin. (Subsistence hunter-gatherer societies seemed to lack this preoccupation). As a result, female chastity and submissiveness became necessary for women to appeal to powerful men. Female sexuality became a value, and fertility was a woman's highest option for social improvement.

As a result, women's lives were, quite literally, traded on the open market between a woman's family and an eligible bachelor of similar, or higher social standing. More powerful men even took multiple women as wives, or created harems for themselves. Divorces and re-marriages became rampant, as men shuffle between families looking for the best option to move ahead. Meanwhile, families married off their girls to create political alliances, and gain access to more resources and wealth. There was very little romance involved. Sex became a duty more than a pleasure. Women possessed few personal rights and were entirely dependent on the men in their families for their needs. Many girls were married to husbands who were old and often cruel.

This practice would continue for the majority of human societies, and we are still struggling to make the changes that are possible in today's economic and social development.

Activity 1: In-equality for girls and women today in our country

Introduction

Gender in-equality in our world today is larger in poor countries. This also counts for Zambia. Here cultural norms favour males, in education, health, personal autonomy and more.

Firstly, more boys than girls attend school; this difference becomes even bigger after primary school level. Where resources are limited or due to customs, parents prefer to invest in the boy's education, and not the girl's. A common saying states "raising a daughter is like watering your neighbour's field".

Women are still mostly working in the homes or the fields, and have no income of their own, even if they are the ones tending to fields, gardens or animals. Often they have no influence on decisions taken by the men about family issues or decisions about children's school or marriage. Gender based violence in the homes is often the order of the day, and tolerance of these practices tend to be high.

These facts are limiting the possibilities in the life of the girls and women.

Try to consider the answer to the following question: As a girl or woman, how much freedom of choice and control over the way your life turns out, do you have?

In many rural areas, economic developments are lacking. Electricity, piped water, viable roads and communication are not commonly available. Women and girls are spending most of their time doing the daily chores that sustain the family's needs, instead of going to school or producing products that can generate income, and bring on development. Without technological improvements in the production, women's time will remain tied up at home: fetching water, collecting firewood, cooking, washing, cleaning, doing farm work, tending animals, and caring for children. When technological development reaches the rural areas it will reduce the time needed for household chores.

Women's health is often compromised, as childbearing is more dangerous in poor countries, and a weak health system increases complications in connection with being pregnant. A Patrilineal system is the norm, and here names, property and wealth pass on to the next generation through male descendants. Nothing goes to the female. This system puts sons at a higher value than daughters, and it is a part of creating the gender gap. Some legal reforms are needed in many countries to allow sons and daughters to inherit equally.

Instruction

1. In the Teen Club, listen to the club leader presenting the introduction.
Discuss if the description is fitting for the area where you live. What is correct?
What has changed?
2. The Teen Club leader reads the first clause of the More Knowledge aloud.
Discuss the question and come up with your answer.

Go through the next clauses in the same manner.

You can discuss in the whole club together, or in smaller groups.

3. When you have answered the last question, discuss what you as members of the Teen Club can do to create equality between boys and girls, men and women. At home, in school, at the workplace.

More Knowledge

- *Describe the differences between "sex" and "gender".*
- Gender does not exist naturally, but is instead a concept of how a boy or man, or a girl or woman should behave. These ideas are created by cultural and societal norms. From birth, children are thought to think of themselves in a specific way based on their biological sex, **and** the gender roles accepted in the local society. Mention 5 roles given to girls, and 5 roles given to boys.

Discuss if these could be changed, or how they are changing. Can girls wear trousers? Can boys wear dresses?

- Gender roles are based on norms, or standards, created by society. In many cultures, masculine roles have traditionally been associated with strength, aggression, and dominance, while feminine roles have traditionally been associated with passivity, nurturing, and subordination.

Are there no aggressive girls? Are there no caring boys?

- The socialization process in which children learn these gender roles, begins at birth. Today, our urban society is quick to outfit male infants in blue and girls in pink, even applying these color-coded gender labels while a baby is in the womb. It is interesting to note that these colour associations with gender have not always been what they are today. Up until the beginning of the 20th century, pink was actually more associated with boys, while blue was more associated with girls— take this as an illustration of how socially constructed these associations really are.

Come up with more examples of how gender roles are changing.

- Gender socialization is happening through four major agents:
 - *In the family*
 - *In the education system*
 - *In peer groups*
 - *In radio, TV, and advertisements*

Give examples of which gender roles you are experiencing from these four institutions.

- Children learn at a young age that there are distinct expectations for them, based on their assigned gender. Cross-cultural studies reveal that children are aware of gender roles by

age two or three; at four or five, most children are firmly entrenched in culturally appropriate gender roles. Parents often inspire the boy to “boy” types of chores, which promote motor skills, aggression, and solitary play, looking after the herd of animal and the like. The girl child is always given household chores, fetching water, firewood, cooking, cleaning looking after their younger siblings, - all tasks that are time consuming and foster nurturing, and social proximity. Studies have shown that children will most likely choose to play with "gender appropriate" toys, even when cross-gender toys are available, because parents give children positive feedback for gender-normative behaviour.

Discuss if this picture is correct.

Look at small children playing and see if you can recognize the gender roles.

- The tradition to stick to masculine and feminine gender roles continues most often continue later in life, even in cases where both male and female work outside the home. Men tend to outnumber women in professions such as law enforcement, the military, and politics; women tend to outnumber men in care related occupations such as childcare, health care, and social work. These occupational roles are examples of typical male and female behaviour, derived not from biology or genetics, but from our culture's traditions. Which work would you like to do yourself?

Is this following traditions, or is it what you really want to do?

- Gender stereotypes form the basis of sexism, or the prejudiced beliefs that values males over females. Sexism can exist on a societal level such as in hiring, employment opportunities, and education. In some of the richer countries, women are less likely to be hired, or promoted in male-dominated professions such as engineering, aviation, and construction. Women are often expected to provide sexual favours to get into a specific position, for example to get a role in a film or to even to get work at places where there are many women competing for the same job. Women are often harassed by men just because they are women, like being touched by a man passing by. Very rarely would a woman touch a man she passed by, just because she like the look of him. Pornographic pictures of woman are often passed around between men. Have you ever seen a pornographic picture of a man?

Discuss how you have experienced inequality or harassment yourself.

As a young girl?

As a young man?

- To promote equality for girls and women, there is a dire need to change some of the existing laws and cultural practices. Here are some examples:
Early marriages must be stopped. Gender based violence must be stopped.
Women need to have an equal say in decision making in the family.

Family planning and child spacing is needed to prevent too many and too frequent pregnancies.

The family should invest in the girl and send her to school to get an education.

Discuss the proposed changes. Are they needed? Can you think of other changes that are needed?



Activity 2: How I look at men and women as equals

Introduction

This month you have looked into the issue about in-equality between men and women. You have learned how biological differences from early times of human history have created a division of labour among men and women, and also how in-equality was created and how different cultures and norms in society have influenced how men and women have lived together over the years.



What we see and are experiencing today is something society has created. The coming generations have no obligations to uphold whatever norms society or tradition has created if they do not fit with what we think is right and good.

What a society has created might have been right at that time. The world has changed, and so has the conditions of life. So, what needs to be changed in order for men and women to live a happy and productive life together, should be changed.

We can take an informed decision on how we look at men and women as equal partners. One thing that is obvious is, that the two need each other to survive.

The extinction of the one will lead to the extinction of the other, so neither man nor woman is better than the other.

The youth around the world can start to write a new chapter on how men and women should live as equal partners, describing the way of life and the task of men and women, and not letting old gender roles decide what the two can do, or not do.

Instruction

6. The Teen Club Leader presents important points from the introduction.
7. Each Teen Club member takes a stand to what they think about men and women as equal partners.
8. Share your thoughts in common.
9. The Teen Club leader reads the 11 questions from the More Knowledge, and writes them on a blackboard or a poster. Each member of the Teen Club “paints” a picture of his or her coming family. You can “paint” the picture by using paper and colours and write explanations to your drawings, or you can “paint” with words by making a list of points you find important under each question.

More Knowledge

In this activity, your task is to paint a picture of your future family, and what you think you should strive for to be a healthy family and a family where all the family members respect each other as equals.

You can “paint” the picture by using paper and colours and write explanations to your drawings, or you can “paint” with words by making a list of points you find important, and write a few lines about why, and how.

- Who will be your family members? Describe the members of the family you want to have.
- Describe the role of a good parent – in your opinion.
- Describe the characteristics of your future wife / describe yourself as a wife.
- Describe the characteristics of your future husband / describe yourself as a husband.
- Describe the role of a good mother in law / father in law.
- What kind of work will you do?
- How will you keep your family in good health? Food / water / exercises / medical treatment.
- What are the 5 most important things you will teach your children?

- What will you do to keep learning new things?
- What will be your role in the community?
- Who will you work together with?



Cultural Activity: Practicing a dance that tells a story

Introduction

Traditional dancing plays an essential role in the culture of all communities.

Dance is one of the languages of art, and using art is a powerful way to tell a story, share some important information, and make people watch and listen. You often catch the attention of many more people when you use artful expressions, than if you speak or write something.

It is the expression of life and of its permanent emotions of joy, love, sadness and hope.

Instruction

5. The Teen Club leader tells about the role of art, and especially dancing, using the introduction and the example from the More Knowledge.
6. Discuss which dances you know and what they express.
7. Decide to learn a dance from another area or design a new dance yourself. Find someone who can teach you, if you need help. Discuss what the dance is expressing. If you make your own new dance, agree what you want to tell with the dance. Make use of the instruments you have made.
8. Enjoy dancing.

More Knowledge

Here is an example of how dancing has been used to spread a message.

The gumboot dance is a South African dance that is performed by dancers wearing gum boots, or wellington boots. The boots may be embellished with bells, so that they ring as the dancers stamp on the ground. This sound would be a code or a different calling to say something to another person a short distance away. This was used by miners to communicate, as it was strictly forbidden to talk. There would be severe, drastic punishments for talking, at the discretion of their superior.



Maybe you can find someone who can teach you to dance the gumboot dance, or you could make your own dance about why it is important to keep the surroundings clean, and use it for the cleaning action.

Action: Organize a cleaning action around the clinic

Introduction

The community has the responsibility of maintaining the public infrastructures and the common areas around them, like schools, clinic, roads etc.

We in the Teen Club can contribute by organizing actions to take care of our common environment.

Instruction

28. Take a look at the area around the clinic together. Discuss what could be improved by organizing a clean-up action. If an action is not needed at the clinic, then decide for another public space.
29. Decide on different tasks that needs to be done, and the material and people needed. Maybe you also need to invite some professionals like a plumber.
30. Agree with the people in charge of the clinic.
31. Decide if you want to invite more people to participate, and whom to invite.
32. Plan the action. Look at the More Knowledge to get some ideas.

More Knowledge

Things to look for when preparing a cleaning action

Issues to address	Tools needed	Where to put the trash
Paper	Buckets for collecting it	Paper can be used in a compost heap
Plastics		Dig a hole and burry it
Glass and plastic bottles		Can be sold for reuse
Grass, weeds, branches	Machetes	Use for compost
Dripping taps	Washers, pliers	
Dirty drainage	Hoes	Dig a hole and burry it
Stagnant water	Hoes, maybe cement	Dig a drainage system, lead the water to be either led into the ground in soakaway pit, to water trees
Other?		
Other?		

If you add beautification to your action:

It is very useful to have moringa trees and medicinal herbs near a clinic.

Trees and flower beds add a lot of beauty to a place.

Maybe it is needed to put up benches in the shade for people who have to wait.



Month 10**You need to know!**

Course	How to give First Aid.
Lesson 1	10 rules of health and hygiene.
Lesson 2	How to fight malaria.
Cultural Activity	Investigating environmental pollution caused by waste.
Action	Reusing and recycling.



Course: How to give First Aid

Introduction

First Aid is the immediate care to a victim with an injury or illness, usually affected by a lay person, and implemented within a limited range of skills. It is the care that is given to an injured, or sick person prior to treatment by medically trained personnel.

If an accident happens, you cannot just stand by and watch. It is important for parents and youth in the household to have the basic knowledge and skills of giving first aid.

Learning first aid will give you the skills, knowledge and confidence to potentially save the life of someone who needs it. Before emergency help arrives, First Aid can be of great assistance to someone who has become ill or had an accident.

Instruction

24. Invite the Community Health Worker or a nurse to come and give a lesson in First Aid. use the poster, and add to this from the More Knowledge.
25. During the training, perform some accident situations as dramas, and learn what to do.
26. After the training, in Trios, make a drama about an accident and ask another Trio to perform the correct First Aid. Discuss each story – is the treatment right or not?
27. In the whole group, give examples of common accidents, and what could have been done to avoid them.

More Knowledge

What you need to learn:

- What to look for.
- What to do.
- How to do it.

Some principles for providing First Aid:

- Act calmly and confidently - avoid panic.
- Be quick, but do not rush.
- Use common sense, but know how to recognize your limitations.
- Demonstrate calmness to give the injured security.
- Keep your attention on the victim while asking questions on what happened or where it hurts.
- Speak clearly and objectively, and wait for the victim's response.
- Do not tire the victim with unnecessary questions.
- Explain what will take place before you do anything.
- Answer questions from the victim honestly.
- Remove the victim to a safe place if there is risk of an explosion, collapse, or fire.



Below comes instructions for some examples where First Aid is needed.
Take your own notes during the training.

When a foreign body is stuck in the throat

When a foreign body (food or anything else) is stuck in the throat, and the person cannot breathe, you should quickly do the following procedure:

- Stand behind the person and hug her waist.
- Put your fist against her belly, above the navel and below the ribs.
- Press into her belly with a sudden strong upward jerk.
- This forces the air out of the lungs and should free what is stuck in the throat.
- Repeat several times, if necessary.



When a foreign body, or food, gets stuck in the throat of a child under one year, you must do the following procedure quickly:

- Hold the child by the legs so that her head is facing down (upside down).
- Give five strong pats on the child's back.
- Repeat this, if necessary, until the child starts breathing normally.
- If it does not work, check for an object in the mouth and remove it if there is one.

For a child over one year, see the illustration:

- Give five strong pats on the child's back.
- If this does not work, do the same as explained in the illustration for adults, with the child standing on a chair.
- If this does not work either, check for an object in the mouth and remove it if there is one.



Burns

Most burns can be prevented. Be careful, especially with children:

- Do not let small babies go near a fire.
- Keep oil lamps, candles, and matches away from children.
- Place oil lamps on a stable surface – and, if possible, use a lamp bottle with a square circumference, so that it will not roll off, if it tips over.
- Turn the handles of pans on the stove so that children cannot reach them.



First-degree burns are only on the top layer of the skin. The skin can:

- Turn red
- Swell
- Be painful

Second-degree burns go one layer deeper than first-degree burns. The skin will:

- Blister
- Turn red

- Usually swell
- Usually be painful

Go to the clinic if it is:

- From a fire, an electrical wire or socket, or chemicals
- Larger than 2 inches (5 cm)
- On the hand, foot, face, groin, buttocks, hip, knee, ankle, shoulder, elbow, or wrist.

First aid for minor burns

First, calm and reassure the person who is burned.

If clothing is not stuck to the burn, remove it. If the burn is caused by chemicals, take off all clothes that have the chemical on them.

Cool the burn:

- Use cool water, not ice! The extreme cold from ice can injure the tissue even more.
- If possible, especially if the burn is caused by chemicals, hold the burned skin under cool running water for 10 to 15 minutes until it does not hurt as much. Use a sink, shower, or garden hose.
- If this is not possible, put a cool, clean wet cloth on the burn (repeat wetting it to keep it cool), or soak the burn in a cool water bath for 15 minutes.



Caring for burns

After the burn is cooled, make sure it is a minor burn. If it is deeper, larger, or on the hand, foot, face, groin, buttocks, hip, knee, ankle, shoulder, elbow, or wrist, seek medical care right away.

If it is a minor burn:

Clean the burn gently with soap and water.

DO NOT break blisters. An opened blister can get infected.

You may put a thin layer of ointment, such as honey (which is anti-inflammatory and naturally anti-bacterial and anti-fungal), petroleum jelly or Aloe Vera, on the burn. The ointment does not need to have antibiotics in it. Some antibiotic ointments can cause an allergic reaction. DO NOT use cream, lotion, oil, cortisone, butter, or egg white which can cause infection.

If needed, protect the burn from rubbing and pressure with a sterile non-stick gauze lightly taped or wrapped over it. DO NOT use a dressing that can shed fibres, because they can get caught in the burn. Change the dressing once a day.

For pain, take an over-the-counter pain medicine. These include Panadol and Aspirin. Follow the directions on the bottle. DO NOT give Aspirin to children under 2, or anyone 18 or younger who has or is recovering from chickenpox or flu symptoms.

Poisoning

Many children die from swallowing poisonous things. To protect your children, take the following precautions. Keep all poisons out of the reach of children. Never keep kerosene,

gasoline, or other poisons in cola or soft drink bottles, because children may try to drink them. Lock the closet where drugs are stored or hide them.

How to treat poisoning

- If the child is unconscious, lay her on the side. If she stops breathing, give mouth-to-mouth resuscitation (breathing).
- If the child is awake and alert: give her plenty of water or milk to drink to dilute the poison (about one glass of water every 15 minutes).
- If the child is alert, and you are sure vomiting is safe (meaning she will not choke), you can make her vomit. Put a finger down her throat or make her drink very salty water (6 teaspoons salt to 1 cup of water).
- Do not make a person vomit if they have swallowed kerosene, gasoline, some pesticides, or strong acids, bleach or caustic soda – or if they are unconscious.
- If the poisoning is severe, look for medical help.

Wounds

How to control a bleeding wound

- Lift the body part that is bleeding above the level of the heart.
- With a clean, thick cloth, (or your hand, if there is no cloth), press directly on the wound.
- Keep pressing until the bleeding stops – this may take 20 minutes to 1 hour.
- The injured person herself can also apply direct pressure on the wound.
- Avoid contamination of the wound, never use dirt, kerosene, lime or coffee to stop a bleed.
- Keep blood from getting into any cuts or sores on your skin.
- Raise the feet and lower the head of the injured, to prevent shock.

Treatment of wounds

- Cleanliness is important to prevent infection and help the wound to heal.
- Wash your hands with soap and water.
- Wash the skin around the wound with plenty of soap and cooled, boiled water.
- Wash the wound with plenty of cooled, boiled water, use soap if it is very dirty, take care to remove all dirt.
- If possible, use a syringe or a rubber suction bulb to squirt out the wound with cooled, boiled water - any remaining dirt in the wound may cause infection.
- After the wound has been cleaned, let it dry and cover it with a piece of clean gauze, or cloth over the top – light enough so that air can get to the wound and help it to heal.

Nose bleeding

- Make the person sit down and lean slightly forward.
- Pinch the nose just below the bridge for about 10 minutes and ask the person to breathe through mouth.
- If blood is still flowing, resume pinching your nose for another 10 minutes.
- If bleeding stop ask the person to avoid blowing nose. Seek medical care if bleeding do not stop.

Eye injuries

- Don't rub the eye. For a foreign particle such as dirt, sand, or sliver of wood or metal, ask the person pull the upper lid down and blink repeatedly.
- Flush eye with water. Make sure the eye to be flushed is down so the other eye is not affected.
- For any chemicals in the eyes, immediately wash the eyes with lots of water.

Fractures

- Help the person support the injured area. Stop any bleeding by applying pressure with a clean cloth.
- Immobilize the injured area. Bind a soft or hard splint above and below the fracture.
- Apply ice or cold packs and elevate.

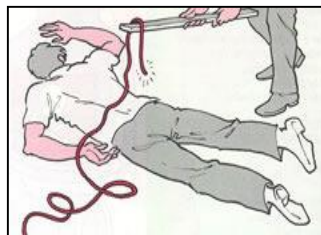
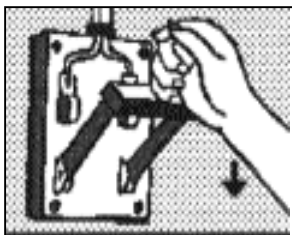
Sprains

- Rest the ankle or injured areas.
- Apply ice or cold packs (wrap in cloth or put cloth under to protect the skin)
- Compress by lightly wrapping an elastic bandage around the injured area. Start farthest away from the body and wrap up. This reduces risk of cutting off circulation.
- Elevate the injured area above heart level.

Injuries caused by accidents with electricity

Before touching the victim, turn off the electrical power!

If this is not possible, separate the victim from contact with an electric wire or plug, by the use of any material that is a poor electrical conductor such as a piece of wood, a leather belt, or thick rubber gloves. Never use a metal rod, and never pour water on a person in an electrical accident! Electricity can travel through a metallic rod or through water, and cause injuries to the rescuer.

**CPR - cardiopulmonary resuscitation**

This is an emergency life-saving procedure that is done when someone's breathing or heartbeat has stopped. This may happen after an electric shock, heart attack, or drowning. **CPR** combines rescue breathing and chest compressions.



Check for breathing and responsiveness.

An unresponsive person who is breathing normally do not need CPR.

- If not breathing, call 112.
- Check for pulse, if none begin CPR.

Compressions – Begin compressions

- If face down, put the person on his back while supporting the head, neck and back.
- Place the heel of one hand over the person's breastbone.
- Place the other hand on top of the first hand. Keep your elbows straight.
- Using your upper body, push straight down compressing the chest to about 2 inches. Push hard at a rate of 120 compressions per minute.

Airway – Clear the airway

- If trained for CPR, after 30 compressions, open the person's airway by placing your palm on the person's forehead and gently tilt the head back. With the other hand, gently lift the chin forward to open the airway.
- Check for normal breathing, check motion, and listen for normal breath sounds.

Breathing – Breathe for the person

- Pinch the nostrils and cover the person's mouth with yours.

- Give the first rescue breath, and watch to see if the chest rises. If it does rise, give the second breath. If the chest does not rise, resume chest compressions and breathe until medical help arrives

Recovery position

The recovery position is used in first aid to prevent choking when a person is unconscious.

1. Kneel beside the person.
2. Place nearer arm across chest.
3. Place farther arm at right angle to body
4. Lift nearer leg at knee so it is fully bent upwards
5. Roll person away from you onto side.
6. Keep leg at right angle, with knee touching ground to prevent person rolling onto face.



Activity 1: 10 rules of health and hygiene

Introduction

Take a look at the poster with “10 rules of health and hygiene”. Maybe you have heard of them before? If you already are making use of them at home, feel free to choose another subject.

Otherwise, discuss, and decide, that now you really want to ensure that all 10 are used in your family.

Instruction

13. Work in Trios to explain and argue for each of the rules. Divide the rules between the Trios, and write your own “More Knowledge”. If you need help to describe what can be done, look in the ZAMFAM Youth Club Program Manual, page 39.
14. In the Teen Club together, divide the rules in 3 categories:
 - 1) These we can just do
 - 2) These need some tools and preparations
 - 3) These are bigger tasks, involving more work and maybe some money.
15. Back in the Trios, think of your own families and your homes.
 - Write a list of diseases your family members have had during the last one year which could be caused by problems with hygiene. How many days have each family member been away from school or work because of that? How much money have been spend on doctors or medicines?
 - Decide what you need to do to convince your family to make use of the 10 rules. Start with the rules you have put in category 1, and make a plan for each of them. What will you do, and when?
 - What about the rules you have put in category 2? What will it take to implement them?
 - What about the rules in category 3? They are the most difficult, so they demand a well thought out plan. Is the family having a good latrine? Can you produce bricks and build one yourself, if you ask a local bricklayer to teach you how to do? Or is there already a latrine, and it is a system for keeping it in order with soap and water that is missing?
16. Share your plans with the whole Teen Club, and take inspiration from each other’s plans and ideas.
17. Work together in the Trios to carry out the plans.
18. Make some “hygiene slogans” that you can use to present to your younger siblings. Rhymes and songs can make it easier to remember.

Here is an example: A fly in my pie puts a gem in my stomach.

More Knowledge

Write the More Knowledge in your note books.

First you write 3 arguments for each of the 10 rules of health and hygiene:

Argue for why this rule is important:

- 1)
- 2)
- 3)

Next you write how you will implement the rule in the 3 families:

Finally, you make a list of things you need to find or make:



Activity 2: How to fight malaria

Introduction

You know that malaria is a common disease in Zambia.

Maybe you have had malaria yourself? In that case you also know that it is a very unpleasant disease.

Malaria has been common all over the world, and still is a serious disease, especially in countries with a warm climate. Local societies have found different ways to avoid getting malaria, e.g. by thatching the roofs with a specific plant, or eating specific plants. But it has taken a long time before it actually became known where Malaria came from.

People in Hong Kong thought it came blowing with the wind when it was hot.

When the Panama Canal, which connects the Atlantic Ocean with the Pacific Ocean was being constructed, many workers fell ill with fever and many died. The company had to engage a doctor and establish a hospital to take care of the sick people. But even people who did not come to the hospital because of fever, ended up getting fever, and people became afraid of getting to hospital. It was here that a doctor realized, that people became ill because they were bitten by mosquitoes, and that it was mosquitoes that carried the disease from one person to another.

First many years later it was found out, that malaria fever was caused by a parasite that lives in human blood, and that the parasites were carried from person to person by mosquitoes when they were sucking blood.

Extracts from bark of the cinchona tree and from Artemisia Afra Plants have been used to produce drugs that can prevent malaria, and in stronger doses cure malaria.

Unfortunately, the malaria parasite, like the HIV virus, at many locations have become immune to the medicines, and new medicines have to be developed.

Therefore, it is very important to fight being bitten by mosquitoes in any way possible, and not accept to become ill with malaria with every year.

Instruction

6. The Teen Club leader tells the history of malaria, how it is spread, and what we can do to fight mosquitoes.
7. In the Teen Club together, repeat what you can do to:
 - Avoid being bitten
 - Prevent mosquitoes from breeding.
 - Take help from the More Knowledge, and from the ZAMFAM Youth Club Manual, page 152 – 157.
8. Look at the poster, and ask questions to each other. What are the drawings telling?
9. Discuss and decide, that no-one in the Teen Club will fall ill from malaria.
10. Ask the clinic for mosquito nets for yourself and all children and pregnant women in your families. Learn how they work, and why they need to be treated.
11. If you cannot get hold of mosquito nets, consider to produce them yourself.

More Knowledge

We need to make use of all we know about malaria and how it is spread, to ensure we and our families do not fall ill:

By not being bitten

- ★ Sleep under a treated mosquito net.
- ★ Have mosquito screens on doors and windows.

- ★ Stay inside during dawn and dusk when mosquitoes are most active.
- ★ If outside, wear long-sleeved shirts and long pants, hats, and socks.
- ★ Plant marigolds, lemongrass or *Artemisia afra* around your yard and house. They work as repellents.
- ★ Use screens on doors and windows.

Natural ways to repel mosquitoes are:

1. Eating garlic regularly.
2. Putting cinnamon leaf oil or catnip (mint) oil on unprotected skin.
3. Washing skin with lemongrass soap, and putting lemongrass oil mixed with olive oil or coconut oil on unprotected skin.

By preventing mosquitoes from breeding

2.5 cm of stagnant water is enough for a mosquito egg to mature.

- ★ Clear drainage ditches so that water can flow.
- ★ Make sure there is proper drainage around wells and water taps.
- ★ Clear away old cans, tires, or broken pots that collect water.
- ★ Fill up any pits.
- ★ Keep water containers covered.
- ★ Cut tall grass. Mosquito eggs can hatch in water collected in the leaves of tall grass.
- ★ Avoid planting maize near to your house.

If mosquitoes are breeding in small ponds, get hold of what is called BTi, a bacteria that can be used to kill young mosquitoes without harming the environment - or ask the municipality to spray against mosquitoes.

How can you know if you have malaria?

Only a blood test can tell if you have malaria.

The signs of malaria are very similar to other diseases with fever:

Headache, high fever, pain in muscles and back, being tired, chills and sweating, dry cough, nausea, vomiting.

If you have one or more symptoms, do not wait.

Go straight to the health center and get tested for malaria.

If you have malaria, start treatment immediately.

Malaria can be deadly if not treated quickly. You need medication to be cured.



Mosquito larvae hanging in the water surface, heads down
Look out for them in stagnant water

Cultural Activity: Investigating environmental pollution caused by waste

Introduction

Plastic pollution is the accumulation of plastic objects (e.g.: plastic bottles, plastic bags and much more) in the Earth's environment. Plastics are inexpensive and durable, and as a result, plastics are now used for many items that were earlier made of material that would dissolve and become a part of the natural environment when it was used up and thrown away. For example, buckets and bowls used to be made of a mix of metals, and plates and utensils used to be made of porcelain and iron.

The chemical structure of most plastics are making them resistant to many natural processes of degradation, and as a result they are slow to degrade.

Together, these two factors have led to a growing problem of plastic pollution in the environment.

Plastic pollution can afflict land, waterways and oceans. Living organisms, particularly organisms living in water, can be harmed by mechanical effects such as entanglement in plastic objects, by eating plastic waste, or through exposure to chemicals within plastics that interfere with the way their bodies work. Humans are also affected by plastic pollution, such as through disturbance of hormonal mechanisms.

Some of the consequences of plastic pollution:

- Respiratory issues are increasing because of air pollution from burning plastic.
- Animal lifespans are shortened because of consuming plastic.
- Littered plastic is clogging drains and causing floods.
- Unmanaged plastic is contaminating our precious oceans and waterways.

As of 2018, about 380 million tons of plastic is produced worldwide each year. From the 1950s up to 2018, an estimated 6.3 billion tons of plastic has been produced worldwide, of which an estimated 9% has been recycled and another 12% has been burned. (That means that about 79 % are still existing in one form or another around us). This large amount of plastic waste inevitably enters the environment. A lot of plastic waste reaches the oceans by wind and from rivers. Studies are suggesting that the bodies of 90% of seabirds contain plastic waste. Some researchers suggest that by 2050 there could be more plastic than fish in the oceans by weight.

In some countries, there have been significant efforts to reduce the use of plastics. Production of “one time used” plastic items, such as carrier bags, straws for cold drinks, and plastic plates and cutlery, have been forbidden.

Instruction

1. The Teen Club leader presents the introduction.
2. Come up with examples of how plastics are being used today instead of other material that can degrade when it is not needed any longer.
3. Take a trash walk. Divide in two or three groups. Each group takes a walk across the local community, starting from different locations. Bring notebooks for taking notes of waste issues, and plastic sacs or cardboard boxes for collecting samples of waste products laying around.
4. Meet again in the Teen Club. Make an exhibition of the waste you have collected. Discuss what can be done to make the local environment free of trash. Come up with different ideas of how to reuse or dispose of trash.

Here are some proposals:

Some kind of plastic items can be reused for something else.

Other plastic items can be recycled – meaning it can be sold to companies that buy plastic waste and produce plastic pellets that can be used to produce new plastic items. Very old and dirty plastics has to be taken to a sanitary landfill. If such a place does not exist, it can be buried in a hole, pressed together and covered with a layer of soil. In this way it will stay at one place and not disturb plants or animals. (Do not burn it!)

Look at waste from other materials in the same way: Reuse, recycle, or dispose safely.

All organic waste, meaning leaves, plants and animal waste, can be composted.

5. Decide to make some investigations on how to get rid of waste, and maybe even earn some money. Look for:
 - People who are reusing waste products and who might like to get these for free, or maybe even pay a bit for them.
 - Buyers of plastic and metal waste for recycling.
 - How the local landfill system works.

6. Meet again with your results. Discuss how a waste system for your area could be designed.

This might include: Setting up waste baskets, or making fenced areas for the different types of waste, a common collection system – maybe income from waste can give salary to a person collecting it, or the Teen club could collect the waste once a week and sell it.

7. Present your plans for the local municipality, shop owners association, or other people you can convince to help you to make a good system for waste disposal.

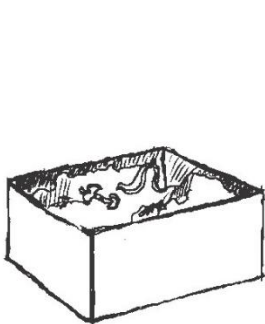
Action: Reusing and recycling

Introduction

In this action you will make use of what you found out during your investigation of waste pollution.

The idea is to organize waste collection, and try out the different ways waste can be reused – recycled – or safely disposed of.

Separation into 3 or more types of waste



Wet waste becomes compost



Dry, reusable, and recyclable materials are sorted and reused, recycled, or sent to a landfill



Toxic waste needs special handling

Remember: Disposal of plastics has to be done by placing it in a hole and cover with a layer of soil. Leaving plastics on the ground will affect the growth of plants by preventing absorption of nutrients and water from the earth, and causing animals to choke when eating it, or disturbing their stomach functions. Burning plastic will liberate dioxin, which is hazardous to the health of humans as well as animals.

Toxic waste has to be given to the municipality to people who know how to deal with it.

Instruction

5. Discuss what will be the best way to get started on a system for keeping the local

environment free of waste.

Maybe you already have a plan you can carry out in cooperation with the local authorities? Or maybe you need to show an example of what can be done, by doing it?

6. Decide to carry out the action with all the Teen Club members, as this is still an experiment. When you know more, you can involve more people.
7. Prepare to bring along what you need of tools or materials.



Month 11**My choice about staying healthy**

Course	How far have we come with staying healthy in the Teen Club?
Lesson 1	We ask questions to the Community Health Worker.
Lesson 2	Making plans for next year in the Teen Club.
Cultural Activity	Testing our strength and agility.
Action	Ending the year with a hand washing action.



Course:**How far have we come with staying healthy in the Teen Club?****Introduction**

In this lesson we will look at our results from this year, and what we need to continue to stay healthy.

You have had many lesson about different health issues, and each of you have made your own “Health protocol” where you have decided what you had to do to become stronger.

The Trios have worked together to ensure that all the 3 of you were staying healthy and sticking to whatever treatment you had been prescribed.

In this month it is time for making a plan for the next year in the Teen Club, so it is smart to look at our results from this year first.

Remember that staying healthy means:

- Being well, meaning being without illness.
- Wellbeing, meaning possessing the capacity of meeting each new day with energy, lust for life and readiness to feel good.
- Living well, meaning having a goal in your life that you believe in and find it worth fighting for.

Instruction

28. The Community Health Worker or the Teen Club Coordinator introduces the course, and makes a copy of the questionnaire for each Trio. You are welcome to add more questions.

29. In Trios, answer the questions listed in the “More Knowledge”. Write the answers in your note book.

30. Share your results in the Teen Club. Do not be afraid to speak frankly to each other. If you think any of the Trios have been too soft on themselves, just speak out and get a good discussion.

Remember, the goal of this session is to support each other to stay healthy.

31. Prepare to meet the Community Health Worker or a nurse from the clinic next week. Put up question you want to know about.

Consider to add these questions, if you do not know the answer already:

- How can we get our viral load measured, so that we know when we have reached an un-detectable level of HIV?
- When can we start to get the test, and how often should it be done?
- Are there any health issues in the local community where the Teen Club can help the clinic to reach out to people with information?

More Knowledge

Questionnaire for the trios

Give yourself points from 1 to 3, where 3 is the best. Argue for your points.

Questions to answer	Member 1	Member 2	Member 3
I have taken ARV every single day			
I am eating food with vitamins, minerals and proteins every day			
I am part of running a garden			
I have gone to the clinic if I had fever			
I have been doing sport at least once every week			
I have participated actively in the Teen Club program with good ideas and solutions			
I am a good comrade for my fellow Trio members			

Here you do not give yourself points, but write your answers:

Questions to answer	Member 1	Member 2	Member 3
I have been ill from the following diseases:			
This is what I have done to get well again:			
These health issues I have improved in my family:			
This is how we have helped each other:			
I have a plan for my future and I am working on making it happen. This is my plan:			
I want to continue in the Teen Club next year			

Activity 1:**We ask questions to the Community Health Worker****Introduction**

You have invited the Community Health Worker to visit the Teen Club, or you have agreed to meet at the clinic.

You have also prepared the questions you want to ask.

The youth club leader is leading the meeting.

Before you start to put your questions, the Teen Club leader tells a little about your club and what you have been doing this year. Maybe also tell about some of the results you have collected when you answered the questionnaire last week, some you are proud of, or some you need help to manage better.

Instruction

1. Conduct the meeting with questions and answers. When you ask questions, finish the questions about a particular topic, before you start on a new one. Always ask if anyone have more to say before changing the subject.
2. Everyone takes notes from the answers.
3. If new questions come out of the answers, ask them also.
4. End by saying thank you.

More Knowledge

Maybe your questions can be grouped under headlines like these:

- HIV: Treatment, viral load testing, side effects of ARV, co-infections
- STI: Symptoms and treatment
- Reproductive health: Different ways to prevent pregnancy
- Services provided by the clinic?

Make more headlines if needed.

Activity 2: Making plans for the next year in the teen club

Introduction

During the first meeting this month, you made a status of how far you had come in your own life, in your Trios, and in the Teen Club.

You have also asked a lot of questions to the Community Health Worker to get more knowledge on many health issues.

Now you have almost reached the end of the program that was made for the Teen Club for the first year.

So what now?

Many of you have said yes to continue being members of the club. Some have grown too old, and some new members will probably like to join instead.

This means that you, who want to continue, have to agree on what you want to do next year.

You can take help from the questions under More Knowledge, and make your very own program for year 2.

Instruction

10. The Club Leader presents the idea of discussing and deciding the activities in the Teen Club for next year.
11. Agree among you who will continue in the club, and who will stop now because they are no longer teenagers.
12. Divide in the two groups.
13. Use the questions to narrow in on what you want to do next year, and make your program.

More Knowledge

Questions for the Teen Club to decide about:

- 1) During this year you have had a program month by month, with a Lesson, two Activities, a Cultural Activity and an Action, and on top of that, you have had sport each time you have met.
Do you want to follow the same system for next year?
If not, what structure do you want?
- 2) Which health issues do you want to continue to deal with, and how?
- 3) Should you continue with the Trios you already have, or form new Trios?
- 4) Which kind of sport do you want to do?

- 5) Do you want to continue growing vegetables in the gardens? Maybe you want to expand this with other types of food production like fish farming, bee keeping, or drying and processing food.
- 6) What actions should you take together with the community?
- 7) Did you start something this year that has to continue, or what new types of actions are needed? How can you help the clinic?
- 8) Are there any special celebrations you should participate in? Maybe World Aids day on the 1st of December? Make a list.
- 9) What new things would you like to learn about?
- 10) Who could teach you? What investigations could you make yourself to learn more about something? Make a list.
- 11) Add more things you would like to include.
- 12) Make the headlines for your program, at least for the next 3 months.

Questions for youth who have turned 20 years or more

- 1) What are your plans for your grown up life? Share what you are planning to do, or maybe already are doing.
- 2) Is it a good idea to form a new club for adults? If yes, you could look at the questions for the youth club and discuss what you would like to do in a new club.
- 3) Is it a good idea to keep sticking together in Trios?
- 4) How could you continue to help each other?
- 5) Do you want to continue to meet to do sport? Which type?
- 6) Do you want to continue to produce vegetables together?
- 7) Discuss any other ideas, and decide how to go ahead.

Proposals for actions you could take next year:

- Construct Firewood-Saving Stoves at home
- Plant vetiver grass
- Establish gardens at home
- Grow herbs and spices the common garden
- Making our garden shine and invite the village to learn from it
- Action with the clinic on common diseases and how to prevent them
- Make a playground for the primary school
- Make a sports field for teens and adults

Cultural Activity: Testing your strength and agility

Introduction

Some time ago, you made your own health protocol.

One of the points was to measure your bodily strength. Do you still have the results?

Today you will repeat the same exercises and see how much you have improved.

But first, the Teen Club leader will introduce different ways to stretch.

Instruction

9. The Teen Club leader explains why stretching is important and uses the drawings from More Knowledge to demonstrate how to stretch.
Try each of the positions.
10. Test how good you have become to do the exercises you made when you designed your health protocol.
11. Continue with the sports activity you have planned for day.

More Knowledge

The importance of stretching:

Reduces tension in your muscles

Increases your range of motion

Increases muscle coordination

Improves blood circulation

Increase energy level

Increase flexibility



Test your strength:

- How many push-ups can you make in 2 minutes?
- How long time does it take you to run one kilometre?
- How long time can you stand on one leg?
- How far can you throw a tennis ball?
- Can you bend down and touch your feet?
- Can you sit on the ground and reach your toes?

Action: Ending the year with a handwashing action

Introduction

Why is it important to wash hands?

Washing hands prevents the spread of illnesses and infections to others. Handwashing with soap removes germs from the hands. Germs can get into the body through the eyes, nose and mouth and make us sick. You often touch your eyes, nose and mouth with your hands, so keeping your hands clean helps to avoid germs to move inside your body.

Soap lowers the surface tension of the water. This makes the water “wetter” and more able to remove the dirt and residues from your body. It does not kill bacteria, but it remove them from your body together with the water.

Washing your hands properly is one of the most important things you can do to help prevent the spread of many illnesses. Good hand washing will reduce the risk of things like flu, diarrhoea, and infections being passed from person to person.

Instruction

1. Repeat for yourselves why handwashing is important.
2. Divide in groups of two and prepare to go from house to house to explain why washing hands with soap is important.
3. Get hold of a lot of soap.
4. Make models of good handwashing systems.
5. Make posters of good handwashing systems.
6. Look at the systems people have for washing hands, and show your posters to give ideas of how they can be improved.

More Knowledge

You could decide to donate a piece of soap to the families who are not using soap.

How to get soap?

It is possible to make your own soap. Find someone in the community who knows how to make soap, and learn it. This may even be something you can continue to produce and sell.

Ask the local grocery store to give you fifty bars of soap. Explain that you are going to promote use of soap. Get the shopping price of the soap, and tell people that the cost of buying soap is less than the cost of getting ill and buying medicines.

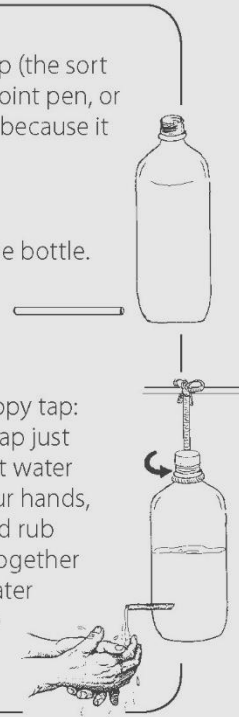
Try to make Tippy-Taps, and chose the model that fits best. See the pictures below.

Look at when and how to wash hands on the poster for Month 10. Use it when you explain to the families how to wash hands, and use the drawings for your poster.

How to make a plastic tippy tap

To make this tippy tap you need 1) a plastic bottle with a screw-on cap (the sort soda drinks come in), and 2) a drinking straw, or the tube from a ballpoint pen, or some other small, stiff, hollow tube. The bigger the bottle, the better, because it does not need to be filled as often.

- 1 Clean the bottle.
- 2 Using a heated piece of wire, make a small hole in the lower part of the bottle.
- 3 If you do not have a drinking straw, clean the inside tube from a ballpoint pen. Cut it off at an angle, and push it through the hole in the bottle. The tube should fit tightly.
- 4 Fill the bottle with water and replace the cap. When the cap is tight, no water should flow through the tube. When the cap is loose, water should flow out in a steady stream. When you are sure that it works, hang it or place it on a shelf where people can use it for hand washing. Keep soap nearby, or thread a bar of soap with string and tie it to the bottle.
- 5 To use the tippy tap: Loosen the cap just enough to let water flow. Wet your hands, add soap, and rub your hands together under the water until they are clean.





The production of this Program Manual has been assisted by use of material from the following sources:

Humana People to People

The 10 Rules of Survival, 2004.

Hesperian Foundation

Where there is no doctor, 2013.

A community guide to environmental health, 2008.

FAO

A vegetable garden for all, 2014.

The GAIA Movement

40 Green World Actions, 2006.

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