The Life Skills Handbook
An active learning handbook for working with children and young

Section THREE
Download 6 of 8

Activity sessions 33-42

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LIFE SKILLS ACTIVITIES

Introduction
In all the activities, children may be asked to think and talk about their ideas and feelings; work in groups and pairs; speak to the whole group and or draw. The children do not need to read and write well for most of the activities although some activities will be easier if they can. Educators may need to work with individual children (or in pairs) to give them the confidence to communicate well in the group.

It is best to introduce the children to life skills learning by starting with a selection of activities from Part 1. The activities in Part 2 and 3 are designed for children who already have some experience of life skills learning.

Adapt, Adapt, Adapt!
The activities have been written in a general way, so that they can be adapted to your group and your situation. It is important to make sure the activities suit the age and the needs of the children you are working with. The activities present many examples of role-plays and questions and so on. These are shown in italics. Use these ideas but where possible, use your own words and ideas which suit the needs of your group.

Time
Most activities take approximately 45 minutes although because a lot of the activities involve group work and discussions, this depends on the educator and the children. Educators may want to add an introductory activity at the beginning of the session and a closing activity at the end. Ideas for these activities are at the end of Section 3. With these extra activities the sessions will take approximately 60 minutes.

Monitoring questions
You should ask monitoring questions at the end of every session to find out what they have learned. There are some general questions at the end of Activity 1 and these can be used and adapted to be used at the end of every activity. A symbol has been inserted at the end of each activity to remind you to undertake some kind of monitoring activity. Try not to leave out this part of the session. Ask the children to sit in a circle and ask for their questions and comments. Then ask specific questions as appropriate. Spend time getting comments from each child if possible. When the children become more accustomed to this, it can be done less formally.
BEFORE YOU START!

Ground rules for life skills sessions

**Purpose of activity:** To agree ground rules for the lifeskills sessions

In the first session with children, create the basic rules (ground rules). These rules help everyone work together well, they create and maintain a good atmosphere and they make the children feel valued and safe. Try to express all the rules in a positive way, for example:

*Let everyone have a chance to speak*

instead of

*Don’t let one person talk all the time.*

**Materials**

- Large piece of paper
- Marker pen or crayon

**Steps**

1. Explain to the children that you will agree the rules for the group that everyone must try to obey during the life skills sessions. The rules are to help everyone ask on well with each other.

2. Using the example of the rule in the box above, explain that in lifeskills we focus on positive behaviour so we make rules about what we should do not what we should not do. The group can discuss this all together or in pairs or groups and then make the suggestions in the whole group.

**Examples**

- *We arrive on time*
- *Let everyone have a chance to speak*
- *Stick to the subject*
- *Listen to each other*
- *If you disagree with someone, say it in a nice way*
- *Speak one at a time*
- *Keep what has been said in the meetings private (do not gossip!)*
- *If you do not want to join a discussion, you can just listen*

3. After each suggestion, ask the children why they think each rule is important. If some children disagree with suggestions, encourage them to explain why and to suggest a better rule.

4. If the children are having problems thinking of rules, prompt them by using scenarios such as the example below: Read them out than ask the children why the situation is not acceptable and then ask them for a rule which could help to avoid it.
Activity 33
Sexuality: Special friendships

Please note: We have selected just five activities for this section on sexuality. Contact the author at www.lifeskillshandbooks.com for the latest resources and recommendations on materials for sexuality and lifeskills education for young people. Visit the Aids Alliance website for their outstanding three-part ‘Our Future’ series for young people (grades 4-9) and their educators which you can download for free at www.aidsalliance.org

<table>
<thead>
<tr>
<th>Purpose of activity:</th>
<th>To understand what are early sexual feelings and that they are Normal and to begin to talk about sexual feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skills:</td>
<td>self awareness, creative thinking, interpersonal skills</td>
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</tbody>
</table>

Materials
- None

Steps
1. Explain that the first special feelings we get for other children are sometimes described as a 'crush' on the person, 'fancying' the person or of a feeling of being 'in love' with that person. The feelings may last a short time or for many weeks. Girls can have special feelings for another girl, boys for another boy or girls and boys may start to have special feelings for one another. All of these are normal.
2. Read out this letter from Felix to a newspaper column which he writes about his feelings for Fatima
   Dear Auntie,
   My friend Fatima and I really like each other. We are 11 years old and we have been going around together since last term. We have lots of other friends who like us both. We can talk about everything and we relax and laugh together. We like to tell each other our problems and we do our school work together. At weekends we go to the same singing group. A few weeks ago I began to feel very warm inside every time I thought of Fatima. She is in my mind all the time. I bring her mangoes from our garden. I want to hold her hand and kiss her. I think I have fallen in love with my friend! Shall I tell her about my feelings?
   Felix
3. Divide children into pairs or three’s. Ask them to discuss and make a list of the signs that the friendship between Felix and Fatima was turning into something more. A special friendship. Ask the children to think of more signs. Here are some ideas:
4. Ask the children to share their ideas.

5. Explain that these special feelings are a normal part of growing up and happen to most children. For some of them it happens when they are young for others it happens later. Sometimes children who have special feelings for someone else may want to tell this person. Sometimes they may want to keep their feelings secret or talk about their feelings with a good friend.

6. Show the children a box with a slot in it. Explain that this box is place where the children can put any questions they like and they do not have to write their name. The anonymous box will be there for all the activities to do with sexual health (and other activities if needed). Answering the children’s questions can become a regular part of the sessions.

7. In the same pairs or threes, children discuss these questions:
   What do you think are the best kinds of friendships for children of your age?
   - To have one special boyfriend or girlfriend
   - To be friends with many boys and/or girls
   - To have a mixed group and leave special friendships for later

8. In pairs or on your own, write a letter to reply to Felix.

9. (If time). Ask children to act out a scene in which a child is talking with a friend about their feelings for someone. The friend advises them. The example of Felix or Fatima can be used.

**Final discussion:**

*Is it normal for children to start having special feelings for other children at our age? What is good advice to someone who has started to have special feelings for another person?*

**Follow up**

What do parents or older brothers, sisters or friends think about starting special friendships? The same as you or different? Tell them about the letter from Felix. How would they reply?
Activity 34
Sexuality: love and sexual feelings

Purpose of the session
- to explore feelings about forming relationships
- to examine children's ideas about love and sexual feelings

Lifeskills: Problem-solving, Critical thinking, Creative thinking, Communication & Interpersonal relationships

Important points
This session is divided into two parts. Think carefully about the timing and do what suits your group first. In the second part you may need to adapt the agony aunt letters. Use the everyday words and phrases that children find most appropriate to describe aspects of sex and sexual behaviour. If the children cannot read, simplify the session focusing on one or two agony aunt letters only.

Materials
- Large pieces of paper or a flip chart
- Marker pens or crayons
- Agony aunt letters (sometimes called ‘problem-page’ letters.)

Steps
1. Divide the children into girls only and boys-only groups of five or six. Ask all the groups to discuss both these questions:
   - What are the four most important things a girl looks for in a boyfriend?
   - What are the four most important things a boy looks for in a girlfriend?
2. Copy the chart below onto the paper or flip chart. As they give their ideas, fill in the chart.

What do boys look for in a girlfriend?

<table>
<thead>
<tr>
<th>Girls answers’</th>
<th>Boys’ answers</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>
What do girls look for in a boyfriend?

<table>
<thead>
<tr>
<th>Girls' answers</th>
<th>Boys' answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Discuss: What qualities are mentioned most often? Are there differences between the boys' answers and the girls' answers? If so, why?

You can have a break here

4. Divide children into groups of three or four
5. Explain that you are going to read out some letters from children to an 'agony aunt'. (An agony aunt is someone who works for a newspaper, magazine, radio station or even on television, ad who gives you advice on problems sent in by readers or the audience). Imagine that you are the agony aunt, what response would you give to the person writing in?

6. Give a different letter to each group
(If there are no readers in the group, read out one problem letter then ask the groups to discuss each of the questions after the letter. You may want to use just two of the letters in one lifeskills session. Do not give the groups the notes.)

Letter 1

Dear Auntie,
Can you tell me what is wrong with me? I have now fallen in love four times. Each time the girl is very beautiful and I cannot sleep until she agrees to my proposal. But after making love, I lose interest in them. How can you find a girl who you love for ever?

Questions

- Do you think the boy has really fallen in love four times?
- Why do you think he loses interest after making love?
- What can we say about what love is or is not from this letter?
- What would you say in reply to this letter?

Notes (educator only)

The boy does not love the girl but has strong sexual feelings. He should control his feelings and ask to know girls better. If he thinks only about having sex with a girl then this is not love.
### Letter 3

Dear Auntie,

I have been with my girlfriend for about 2 months and I really enjoy being with her. The problem is I am not sure if she feels the same. Last Sunday we went to watch a football match together but she spend the whole afternoon talking with another boy who lives nearby. I got so upset I left her there and went home. Now she has written me a note asking me why I abandoned her at the football match. What should I say to her? Do you think she loves me?

**Questions**

- What do you think of the girl?  *Does she care about the boy’s feelings?*
- What do you think of the boy?  *Does he love her?  Is he jealous*
- Was the boy right to leave the girl at the football match?  *What would you have done?*
- What would you say in reply to this letter?
- Does the same thing happen to girls that has happened to this boy?  *More often or less often?  What should the girl do in such situation?*
- What can we say about love from this letter?

**Notes (educator only)**

Maybe the girl was being selfish and did not realise that she was upsetting the boy or she does not care about the boy’s feelings. It is also possible that the boy is easily jealous, so he is exaggerating. Inman societies, boys and men grow up to believe that they should control their girlfriends. They get angry if they talk to other people, especially boys. The boy could reply to her note asking to meet so that they can discuss the issue together. If they cannot compromise, then they do not love each other enough.
**Letter 4**

Dear Auntie,

My family is poor and my mother really has to struggle to send me to school. At school, I have met this boy who comes from a rich family. He has bought me food once or twice and he tells me that he really loves me. But he laughs at my clothes and when I told him that my mother sells buns in the morning to get the money for me to go and school, he laughed and ever since he has been calling me daughter of a bun. If I ask upset, he laughs even more. Do you think he really loves me?

**Questions**

- What do you think of the boy in this letter? Does he love the girl?
- Write a letter advising the girl.
- What can we say about love from this letter?

**Notes (educator only)**

The boy may have some feelings which are similar to love for this girl but he certainly does not have any respect, which is part of love. He is being unkind and insensitive. Maybe he is confusing sexual attraction for the girl with love.

**Final discussion:**

*What is the most important aspect of love? What makes love last? If you feel attracted to someone, is it love? Why do you feel this?*
Activity 35:  
Sexuality: the myths

Purpose of the session
- to explore and clarify information about sex and sexuality
- to encourage children to talk about sex and sexuality

Lifeskills: Problem-solving, Critical thinking

Important points
It may be useful to conduct the quiz separately with girls and boys but do not organise it so that it is a competition of girls against boys.

Materials
- An even number of quiz questions (see ideas below)
- A large sheet of paper or flip chart
- A marker pen

Steps
1. Explain that this activity is a quiz for two teams on knowledge of information about sex and sexuality.
2. Divide the children into two teams.
3. Reads a statement and give the two teams 2 minutes or so to discuss if it is:
   - True
   - False; or
   - Sometimes true or false
   and give a reason for their answer.
4. The teams take it in turns to answer the questions. If a team does not know the answer or does not give the correct reason for their answer, then the question is given to the other team.
5. A point is given for the right answer and good reasoning. Record the points on the paper.
6. If neither team gives the right answer and correct reason, share the correct information with the group. This can either be done as the quiz progresses or at the end.
Ideas for a quiz

1. Girls cannot ask pregnant before they have had their first period. False. The first period marks the end of the first menstrual cycle. Girls can ask pregnant during that first cycle.

2. Girls agree to sex with older men because they want men to give them money. Sometimes true and sometimes false. This may be true of some and not others. It is a stereotype. Stereotypes may be partly true but they are not helpful in understanding why individual people behave the way they do.

3. Girls wearing mini dresses or who put on a lot of makeup are asking to be raped. False. The rapist is responsible for his own decisions. He cannot justify his actions by blaming the person they rape. In any case, girls are often raped by someone they know so clothes and make up are irrelevant.

4. Girls who carry condoms are prostitutes. If a girl carries a condom because she thinks she may have sex, it means that she is thinking ahead and protecting herself. She is acting responsibly.

5. Girls are more likely to get HIV than boys. True. Girls are 5-6 times more likely to ask HIV than boys between the ages of 10 and 24.

6. Before a girl reaches 18, her sexual organs are not fully developed and can easily tear. The sexual organs of a girl are not fully developed before the age of 18. She therefore is in danger of tearing the lining of the vagina, which means she is more vulnerable to HIV.

7. When a girl says no, she really means yes. False. This is another stereotype. Men like to believe this because it gives them an excuse to ignore the women’s wishes. Most girls say what they mean. Men and boys need to learn to accept a woman’s wishes.

8. It is wrong for a girl to refuse a boy when he wants to make love. False. A girl always has the right to say no, just like a boy has the right to say no if a girl wants to make love. However, this may be the traditional custom in some cultures and it shows the inequality between men and women. It is a problem because girls often are brought up to be less assertive than boys.

9. You can’t catch STD’s from anal sex. False. Sexually transmitted infections can be transmitted from anal sex and this includes HIV.

10. If a girl accepts a boy’s gifts or drinks, it means she has accepted to have sex with the man. False, it means she has accepted his gifts or drinks, nothing more. This stereotype treats sex as a business transaction.

11. Most boys exaggerate their sexual experiences when talking about them. True. Studies have shown that most boys to tend to do this.

12. Girls want sex as much as boys, it is only that they fear to ask for it. True. In most cultures, girls are brought up to be less assertive and open about their sexual feelings than boys.

13. Boys should have sex before marriage so that they know what to do but girls should be virgins at marriage. False, there is no reason for this. It is another stereotype.

14. If a boy or man does not have sex, his penis shrinks and he begins to suffer from backache. False. This is a myth which is used by men to justify their demands for sex.

15. Clean people do not get Sexually Transmitted Infections. False. Anyone can get STI’s if they have unprotected sex (no condom).

16. A boy cannot be raped, only a girl can. False. Boys and men can also be raped. They can be forced to have sex against their will.

17. A boy should not say, 'No' to a girl who has shown she wants to have sex. It is cowardly. False. It is never cowardly to act on one’s own principles. Doing something just because of what others say is being cowardly.
Activity 36
Sexuality: bad touch

Purpose of activity
• To help children understand unwanted sexual actions
• To discuss the types of people and places where 'bad touch' can occur
• To find information on the law relating to sexual abuse

Lifeskills: Problem-solving, Critical thinking, Self-awareness, Empathy
Coping with Stress & Emotion

Important points
In this activity, the phrase 'bad touch' is used to mean sexual abuse or any sexual touch or advance on a child.

As your group may include a child who has been sexually abused, before this session, make sure that support (such as counselling) is available. Think about how you will cope if a child tells you they have been or are being sexually abused (see the section at the beginning of the handbook on confidentiality). This is called disclosure. Does the assistance programme have procedures for dealing with this? If a child tells you something but asks you before or after the discussion that s/he wants you to keep it secret, what would you do? How will you cope with the knowledge that people have or are abusing children under your guidance?

There are no easy answers to these questions but make sure that you have thought about them and discussed them with other staff and managers BEFORE conducting the session. If any children in the groups are known to be victims of sexual abuse, talk to them first about the session; ask them if they want to discuss the subject with others. Respect their right to be silent or absent from the session. It may be useful to do this session in single sex groups and in two parts.

Children's rights
It may be useful to conduct Activity 24 on Rights and Responsibilities before this activity.

Materials
• Puppets (three puppets: an adult, a child and an 'advocate' puppet)
• Body maps on large sheets of paper
• The educators demonstration body map
• Coloured pens or crayons
• Picture cards
Preparation

- Prepare the introductory puppet show. Adapt this to the probable experiences of the children.
- Draw 'body maps' (a child-size outline of a body - front and back) onto sheets of paper. Enough for one per group of four children plus one extra.
- Find out about national and international laws on sexual abuse and the relevant parts of the United Nations Convention on the Rights of the Child.
- Prepare the advocate puppet's explanation.
- Draw or paste picture cards with settings familiar to the children (market, under a bridge, a shop front, etc)

Steps

1. Explain the subject of the session. Refer back to Activity 24 on children's rights and talk about a child's right to protection.
2. Using puppets, present a situation where a child is befriended by an adult who is giving them food and letting them stay in their home. This adult then starts to sexually abuse the child.
3. Discuss with the children if this kind of abuse ever occurs.
4. Ask children to from groups of four and give each group a body map and a coloured pen. Children are asked to mark:
   - Parts of the body where they would not like to be touched by someone without their permission; or
   - Parts where they have been touched which made them feel uncomfortable
   Explain that both of these are forms of bad touch.
5. If they want to, children can then show their body maps with one other group or with the whole group.

You can have a break here

6. Using the picture cards, discuss:
   - where can bad touch happen?
   - who does bad touch?
7. Using one of these settings children act out a role play which show adults approaching children with the aim of bad touching.
8. The groups present their drama. Encourage children to think and discuss how the abuse makes children feel and behave.
9. Using the advocate puppet the educator explains that all forms of sexual abuse against children is unacceptable in society and most are illegal in most countries.
10. If you have already done Activity 22: Saying NO and Activity 23: Fight or Flight, it may be appropriate for the advocate puppet to remind children what they can do if they have been or are being abused. For example:
    - tell an adult whom they trust;
    - shout No or FIRE if someone approaches from the street; or
    - run away.
Follow up activities
If sexual abuse is a significant problem for the group, you can do further work on preventative and protective measures. Other activities which may help with this follow up include:

- Activity 22: Communication: Saying No'
- Activity 23: Communication: Fight and flight
- Activities 49-53 on Coping with emotions

The children can develop a safety chart such as the one below

<table>
<thead>
<tr>
<th>Four rules for safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Check first</strong> with an adult or older child whom I know and trust before going anywhere with someone I don’t know well.</td>
</tr>
<tr>
<td>2. When going to different places I try to be in the <strong>company</strong> of others I know and trust</td>
</tr>
<tr>
<td>3. <strong>I say NO</strong> if someone tries to touch me in a way which makes me feel uncomfortable, frightened or confused. Then I go to tell an adult I trust what happened</td>
</tr>
<tr>
<td>4. <strong>I listen to my feelings</strong> and talk to adults about problems that are confusing</td>
</tr>
</tbody>
</table>
Activity 37
Sexuality: fleet of hope

<table>
<thead>
<tr>
<th>Purpose of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To discuss and explore sexual behaviour linked to HIV/AIDS with a focus on transmission of the virus through sexual intercourse (estimated to account for 80% of cases).</td>
</tr>
<tr>
<td>• To clarify the choices available to each of us.</td>
</tr>
<tr>
<td>• To help children's ability to adopt and maintain safer sexual behaviour</td>
</tr>
</tbody>
</table>

Lifeskills: Decision-making, problem-solving, critical thinking, creative thinking, communication & interpersonal relationships, self-awareness, empathy, coping with stress & emotion

Important points
This is a powerful activity which develops all lifeskills. We have provided *italics* guidelines on what the educator should say to help ensure that the learning points are clear. In order for this activity to be effective, children should be able to imagine a flood, a boat and an island. (It may not be such a good image in places where there is little experience of boats, a river, a lake or the sea or in areas near the sea where recent traumatic events have happened like the tsunami.) You may need to do a preparatory exercise to help with this using pictures from magazines. You may also want to make time to do Activity 36 afterwards or in the next session.

Arrange the training area so that everyone can sit around the cloth or drawing representing the flood on the ground in the middle of the area. If this is not practical, hang the cloth or paper up on a wall or tree.

Think carefully about how long this activity will take with your group. You may want to divide the activity into two or three sessions. (This activity is adapted from a series of activities developed by Bernard Joinet and Peter Labouchere. Further information on this work can be found here: [http://www.bridgesofhope.info](http://www.bridgesofhope.info))

Materials
- A piece of blue material/card/paper with three colourful boats either sewn or drawn on it. Cloth or paper pockets for those who are in the water.
- A cut out picture of a crocodile or monster (see below)
- 25 or more cut-out card characters representative of different types of people in the local community. There should be a mix of age, sex, job, and status. You can cut out pictures from magazines and stick them or drawn them onto card.
- One of the characters should be a young man dressed in fashionable clothes.
- Others should include* a pregnant woman, a businessman and a woman with a baby on her back.
- An island

- At least one blank sheet of paper or card for each child
- Pens
- Sticky tape or blu-tack

Steps

1. Introduction

This is a story about a serious flood and how people in one community dealt with it. I will start the story, and then we will all develop it.

The waters of this flood have been rising for several years, flooding houses, villages, towns and whole countries. And the flood is still rising. (Lay the sheet on the ground). This is the flood, and in this flood, there may be some hidden dangers (Put the crocodile on the sheet). This is a dangerous flood. It is the flood of HIV and AIDS.

At the beginning, people do not notice the flood coming. When they notice it, they do not know what caused it. Some people climb onto the roof of their house, or move to higher ground to escape the flood. But the flood waters keep rising.
- How can you escape from a flood...? (Answer: On a boat.)

There are three different boats available for people to escape the flood called
- Abstinence
- Faithfulness; and
- Condom.

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Text and design © Clare Hanbury 2008. For the complete handbook including tips and tools for educators, how to set up a life skills programme and much more, see www.lifeskillshandbooks.com
From this website you can also access further ideas, materials and support on life skills education resources for educators and families.
2. Discuss what each of these means. Label each of the three boats with these word or with more common words and phrases used by the children.

3. Continue the story...

*Each person in the community can choose which boat they want to get on, depending on their culture, religion, character and way of life. Different people climb onto each of the three boats. The boats stay close together so that it is possible to change safely to another boat.*

*Some people are swimming in the flood water. Some did not notice the flood coming until it was too late. Others saw the flood waters coming, but found it very hard to leave their way of life and change their life, so the flood caught them. Some are trying hard to climb back onto the boats.*

4. Ask the children which boat would they choose?

*Go over the three choices:*  
- Abstinence  
- Faithfulness; and  
- Condom

Children should be encouraged to choose the boat that suits them (remind them that they can change boats later). The important thing is to stay on the boats. For example, some people, even those with strong religious beliefs, find it hard to stay on the Abstinence and Faithfulness boats all the time. If they are not clear that the Condom boat is available, they may feel forced into the water which is dangerous.

**You can have a break here**

5. If children are unclear about the ways HIV and AIDS are transmitted add this game: place two cardboard characters, one male and one female into the abstinence boat. Explain that they met each other recently but they are now on the Abstinence boat. Ask them: *If the following things happen, will these people stay safely on their boat or will they land up in the water?*

- They share cutlery (totally safe)  
- They hold hands / hug each other (totally safe)  
- They kiss (totally safe, unless they both have bleeding sores on their mouths)  
- A traditional healer cuts tattoos in them and several other people, one after another using the same knife (very risky – into the water)  
- A mosquito bites both of them (totally safe)  
- They have sex using a condom (onto the condom boat – very safe. 99% safe if used properly)  
- They have unprotected sex (very risky – into the water, maybe head first, so just their feet are left sticking out – this adds humour and impact)

Take the cardboard character of the pregnant woman and/or the woman with a baby on her back. Ask: *If this women is living with HIV/AIDS, what does this mean for her baby?* (approximately two in three chance of baby being HIV negative, even if the mother has the HIV virus during pregnancy.)
You can have another break here

6. Introduce some of the people in the community. Give each of children one of the cut out characters (except for the fashionably dressed young man). Try to give each child a figure that is very different from them.

7. Ask children to introduce their character, to give them a name and to tell their story, and then to place them either in one of the three boats, or in the water. Ask children to say why they have put them there.
   - What are the issues facing that character to do with staying on or getting onto one of the boats?
   - How can we help this person to deal with issues/problems they are facing?

8. Explain why some people change boats.

Example
(Show a cardboard character who looks like a businessman.) This businessman has a faithful relationship with his wife and goes away on a business trip. He gets on the Abstinence boat. After a week away, he meets a pretty woman. If he decides to have sex with her, he must get on the Condom boat, otherwise he will take a dive into the water.

If you cannot face staying on the boat you are on, change boats. Just stay out of the water.

Using these characters, the discussion can develop in many directions, covering a range of different issues related to HIV and AIDS.
Activity 38
Sexuality: islands of the future

**Purpose of activity**
- To help children imagine a positive future
- To create an island or the future which shows how they want their life to be
- To identify the choices and first steps they need to make to achieve this.

**Lifeskills:** Creative thinking, self awareness, decision-making, problem-solving

**Important points:** People work towards the future they want for themselves. Our behaviour tends to direct us towards what we focus on most. That is why it is important to identify and focus on what we do want and not just on what we want to avoid. In this activity, the children use a technique called visualisation. This using the imagination which works best in a relaxed environment, so help the children to relax. You can do this by softening your voice and slowing the pace.

**Materials**
Some materials as for previous activity plus drawings or cut-out pictures of: A football stadium, A footballer, A nice house.

1. Remind everyone of the Fleet of Hope activity and ask:
   - What will help people who are in the water to climb back onto one of the boats?
   - What will help those who are already on the boats to stay on the boats?
   Have a discussion about this.

2. Give an example of an island of the future using the cardboard characters showing the fashionably dressed young man.
   *This is Kofi. Kofi is handsome and witty. He asks on well with a group of friends with whom he plays football for his local team. He is unemployed, and jobs are very hard to find. He sees no real future for himself. He is on the Condom boat. It is hot and boring and the boats seem to be going nowhere. Kofi sees some friends of his playing together in the water. It looks far more fun and refreshing in the water – better than ‘eating a banana with the skin on’ (a phrase that means sex is better without a condom). Kofi knows that the water is dangerous, but he has heard the condom boat may leak occasionally so it is not 100% safe. Then he thinks he may as well risk it and he prepare to dive in.*

As you tell the next part of Kofi’s story, use your voice to show Kofi’s emotions to show the excitement that Kofi might feel when he scores that winning goal.

*Kofi is about to throw himself into the water when he looks up and notices an island far away. [Put the island in the top right hand corner of the sheet]. He looks closer, and there on the island is a large football stadium. [Put the picture of the football stadium on the island] He recognises it to be the Osu national stadium. His favourite Premier*
Division football team is playing in the stadium. Then he sees that it is actually him on the football pitch, playing as part of the team. [Put the picture of the football player on the stadium]. He can taste the sweat pouring down his forehead. He runs forward and scores the winning goal. He hears the crowd going wild with joy. His friends are waving and cheering. He feels totally exhilarated. He leaves the stadium eating a juicy and refreshing slice of pineapple, and walks to his home. [Put the picture of the house on the island]. As he approaches, his young son runs out to greet him, and gives him a big hug.

Kofi sees that on his island of the future, he is married with healthy children. He goes inside his house and he embraces his wife, he can smell the perfume she is wearing. Life feels wonderful.

Then Kofi looks back down at the water. With this beautiful island of his future in mind, the idea of going swimming now seems crazy, and far too risky. He is determined to stay safely on the three boats and direct them purposefully towards his island.

Then Kofi turned to his friend [pick out a female character] and said to her excitedly, 'Look over there. It's a beautiful island. Osu football stadium is in the middle of it, and I am there playing for my Premier division team. I have just scored the winning goal'. 'But I don't like football', said the woman. 'That is my future island,' said Kofi. 'Your island of the future will be different. It is yours.'

3. Create your own island of the future. (For the rest of this section, speak with a relaxed, softer voice, with pauses between sentences.)

I wonder what your future island is like. Sit back, relax and imagine what your future island might be like. Close your eyes so that you can see it in your mind. Your island of the future is how you would like things to be at some point in the future. Choose a time, maybe one, 2 or 3 years from now. What does the island look like? Imagine arriving safely, getting out of your boat and walking up on to the island. You are there on your island. Who is there with you? What do you find on the island? What sounds can you hear? What can you smell? Maybe there are some things you can taste to drink or eat. How do you feel? What are you doing on your future island? What skills and capabilities do you have? How would you describe yourself? Who are you on this island? For a few minutes, relax and imagine what it is like being on your future island. When you are ready, take a bit of paper and a pen and create a drawing of your future island with you there on it.

4. After 5 minutes of silent visualization, ask the children to open their eyes again. Give them paper, pens, scissors, so children can create a presentation of their own future islands. Give enough time to do this (at least 20 minutes and more is better). You could have a special session to make the future islands.

5. Place the islands around Kofi's island.

6. Tell the children

Look again at your own island and imagine once more how good it is to be on that island. Then come back to the present and ask yourself: How will I get to my future island? Which boats shall I chose to start the journey on? What is the first thing I need to do now to start moving towards my future island? Just think about these questions for yourself, so that you find your own answers. [Do not ask the children to give their answers to the group].

7. If appropriate, children can take their future island with them to remind them what it is like. They can add to and change their island if they want.
Activity 39
Behaviour that hurts: what makes me angry?

Purpose of activity: To help children understand how anger begins.

Life skills: Self-awareness, critical thinking, creative thinking, coping with stress and emotion, communication and inter-personal relationships.

Important points
What makes people angry differs from person to person. People need to understand what makes them angry and can learn to control their anger.

Materials
• Large sheets of paper
• Marker pens or crayons

Steps
1. Divide group into groups of five or six.
2. Ask each group to sit in a circle. Begin the activity by saying the phrase…’Mr Nje gets angry when someone calls him stupid names’. Ask one child in the circle to repeat this phrase and add another reason why Mr Nje asks angry. The next child in the circle repeats these two and adds another and so on until all the children in the circle have added a reason. (This is an adaptation of a memory game!). Other ‘anger’ ideas are:
   - when someone shouts at him
   - when someone steals something from him
   - when people ignore him
   - when someone pushes into him on the
   - when he is hungry and has no money for food
3. Ask children to think back to the last time they got angry. IN pairs, ask them to describe this to a friend without saying names and without saying what happened when they got angry, like this: I got angry yesterday when someone pointed at me and laughed at my clothes.
4. Ask each child to describe their partner’s reason for getting angry. Write these on a flip chart. If an idea is repeated, do not write it twice but put a tick next to the first reason.
5. Ask children to think of the two reasons that that mad them the angriest. Each child comes up to the list and (with the help of the educator if necessary), places a tick beside each of their two top reasons.
**What makes me angry?**

Examples from a group of children in Delhi…

- When I cannot sell my coconuts ✓
- When my mum hits me ✓
- When I don’t have time to play, as I have to spend all my time working ✓ ✓
- When I have too much work ✓ ✓ ✓ ✓
- When someone beats you ✓ ✓ ✓ ✓ ✓ ✓
- When someone harasses us while we are working ✓ ✓
- When someone teases you or uses bad language ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- When I don’t want to work but I have too ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- When someone steals the materials we have collected for selling ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

**Final discussion:**

*Is there anyone that does not ask angry? Can you solve problems well when you are angry? What is good about being angry? What is bad about it?*

- We have less control over what we are doing
- Verbal fights can lead to physical fights - the problems may increase
- You can’t study when you are angry

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Activity 40
Behaviour that Hurts: What happens to us when we get angry?

**Purpose of activity:** To become aware of our physical reactions when we get angry and how anger might be controlled.

**Life skills:** problem-solving, creative thinking

**Important points:** Do Activity 39: What makes me get angry? before this activity.

**Materials**
- None

**Steps**
1. In pairs, children select one idea from the list they made in Activity 43: *What makes me get angry?* In pairs, children act out one of these situations.
2. In the whole group, ask the children to say what happens to their bodies when they get angry (these responses are different for everybody and in different situations).
   - shouting
   - head pulses
   - stomach aches
   - clenching the fists
   - frown
   - face turns red
   - crying
   - feeling scared
3. In the whole group ask children to say what people might do when they angry
   - hit someone
   - throw something
   - shout sounds
   - shout insults *(which they may later regret)*
4. In pairs, the children make two short role-plays from one of the situations identified in the Activity 43. In the first role-play, shows how things quickly go from bad to worse when someone asks angry. The second shows how the person controlled their anger.
   For example by:
   - walking away
   - reasoning
   - ignoring
   - getting someone else to help
5. The pairs perform their plays. After each, the whole group can comment on how the anger was controlled.

**Final discussion**
*In an argument, is one person always more to blame than the other? Can you do something about your anger in the same way each time?*
Activity 41
Behaviour which hurts: helping to resolve a conflict

Purpose of activity: To explore how to help as a go-between in a conflict.

Life skills: problem-solving, creative thinking, empathy

Important points
It would be helpful to do Activities 39: What make me angry? and Activity 40: What happens to us when we get angry? before this activity.

Materials
• None

Steps
1. Remind the children of the discussions they have had in Activities 43 and 44. Explain that sometimes it is hard to sort out conflict or arguments, for example when:
   - All people in the argument think they are right and will not back down
   - If one side is not telling the truth
   - If one or other or both are VERY angry
   When this is the case, someone may be needed to act as a go-between: this is someone who negotiates between people in an argument.
2. Ask children to give examples of when this has happened. Discuss who helped and how - teachers? friends? relatives?
3. Divide children into groups of three or four and ask them to do a role-play either around a situation known to them or an example from Activity 43 or 44. In this role-play, the problem is not resolved so another person is called in to help. The groups have to decide who this person is.
4. Children perform the role-plays and after each, the whole group comments on how this extra person helped solve the argument (for example by calming everyone down, by suggesting a compromise or an alternative that no-one had thought of.)

Final discussion:
How can a go-between help sort out an argument. Is it good to be a go-between?
Why/why not? Have you ever been a go-between?
Activity 42
Behaviour which hurts: spiralling into trouble

Purpose of activity: To show how a small step into criminal activity can lead to bigger problems.

Lifeskills: Problem-solving, Critical thinking

Important points
In the lifeskills activities, it is important to address children’s existing anti-social behaviour where it exists and to try to help them break the cycle of this behaviour.

Materials
- Picture cards showing common crimes

Steps
1. Introduce the activity to the children. Use words appropriate to your group. If you are working with children who are involved in crime, you will need to do several sessions to help children look at all the aspects that support this behaviour and to help them to break the cycle. The important points to make include the following:
   - every crime is a choice to do something wrong
   - even if you think you have no choice, you have
   - small crimes often lead to bigger crimes
   - crimes hurt people
   - the person who will be most hurt by your crime is you.
2. In groups, ask the children to look at the pictures. Ask the children to tell you what each picture represents.
3. Ask children to sort the cards in order of seriousness starting with the least serious and building up to the most serious.
4. The first group presents their order and the other groups show where they have put the cards in a different order and why. Try to achieve an order with which the whole group agree. In the whole group and looking at the picture cards, ask who is hurt as a result of each crime.
5. Ask the children to select several picture cards and make them into a story where a small crime spiralled out of control into a much bigger and more serious crime.

Final discussion:
How many of these have been done by people you know? What other crimes are done by people you know? Why do you think children start to commit crimes?
   - they need money, drugs
   - they are being pressured by other children or adults
   - they have to survive and have nothing to eat
   - they have no guilt and find it exciting and fun

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What can children do to meet these needs and avoid crime? Try to smoke less and spend money on good food, say NO when they are under pressure, find other exciting but safe ways to pass the time.

Follow up: Children can create role plays from the stories created in step 6. These can be presented and discussed.