

# LIFE SKILLS TRAINING MANUAL

Submitted to:

The Federal Democratic Republic of Ethiopia  
Ministry of Youth and Sports

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## **Preface**

In Ethiopia, the proportion of young population is very large. They are vulnerable to various types of problems. Addiction, unemployment, HIV/AIDS, harmful traditional practices, poverty, gender based violence, and reproductive health problems, shortages of recreational centers and participatory forums can be mentioned.

In order to address such problems, the Government of the Federal Democratic Republic of Ethiopia has taken different measures including the formulation and implementation of the National Youth Policy, and accordingly recorded remarkable gains. Along with such efforts of the government, different NGOs have also shown their concerns and commitments by designing and implementing programs and projects directed at helping the young persons.

The focus areas and goals of all efforts exerted in an attempt to overcome youth problems should be all –rounded life skills directed in enabling the youth to efficiently and effectively deal with the multifaceted challenges of life and to satisfy age related needs.

This indicates a need for a more effective, positive-oriented, holistic, coordinated, cost-effective and national life skills education program and framework that avails such provisions to the greater majority of the Ethiopian younger population.

Realizing this, the Federal Democratic Republic of Ethiopia Ministry of Youth and Sports and UNICEF prepared a ‘National Framework for Life Skills Training for Young people in Ethiopia’. This framework is intended to serve as a national instrument for directing and coordinating the different ventures underway in the country today to develop the potentials of the young people in Ethiopia

Now then, the Ministry of Youth and Sports and UNICEF have prepared Life Skills Training Manual based on the previous framework.

This Life Skills Training Manual gives special emphasis to how to overcome the challenges of youth through different and appropriate means , how should the current generation identify the good opportunities and properly utilize such opportunities ,and similar others .

The training will be delivered through among others brainstorming, short-note , explanation by facilitator ,scenarios ,role play group discussion ,and dramas.

The following group discussion guidelines should be implemented throughout the manual.

- Every participant will be given the opportunity to speak.
- Every participant will participate wholly and freely.
- Ideas should be presented in a systematic manner.
- Interrupting others speech is not allowed.
- Don't downgrade others ideas.
- Be time conscious.
- Information on group discussions should be kept confidential.

For each skill three hours are allotted. The following teaching aids are recommended: Pens; exercise book; pencil; flip chart; black/white board; marker.

All in all/generally, the training will be divided in to three parts. These are: personal, interpersonal and social skills.

Major points that make this manual unique include, among others:

- It is based on the previous “National Framework for Life Skills Training for Young people in Ethiopia”.
- It is gender sensitive.
- It focuses on the over all development of youth .That is, physical, cognitive and social development.
- It emphasis the overall problems of youth. That is personal, social, health and economic problems.
- It focuses on youth capacity building.
- It encompasses numerous and varieties of teaching –learning activities.

From this training, youth will gain lots of knowledge, skills, and values that will enables them build their capacity and their country.

## **PART ONE**

### **Personal skills**

#### **1. Problem solving skill**

##### **1.1 Overview**

*We human beings have different needs to be satisfied. In order to satisfy these needs, we set goals. Our effort to meet these goals could encounter challenges, which in turn creates a problem. By the way, what does a problem mean to you? What do you advise a person to solve a problem? What are the effective problem solving strategies? How do you evaluate your problem solving skills? Generally, in this section, we will discuss these and other related issues.*

##### **1.2 Objectives**

At the end of this session, participants will gain the following:

- I. Will develop knowledge on the definition of problem, sources of problems, and effective problem solving styles.
- II. Will value effective problem solving styles.
- III. Will evaluate the effectiveness of their own problem solving styles.
- IV. Will develop effective problem solving skills.
- V. Will become models to their friends on effective problem solving.
- VI. Will help those who do not have problem solving strategies.

##### **1.3 Delivery**

###### **Activity 1: Brainstorming**

Dear participants, we will begin this session with discussions on problem solving. The purpose is to enable trainees to share different ideas.

- I. **“Yetehegere Erguz Yagebal”** What problems do you learn from this Amahric saying?
- II. What does a problem mean to you? Do you think a problem has positive sides? If yes, when do you think it becomes bad? Is it possible to be problem-free by solving all problems?

III. Mention some of the major problems that are faced by the youth in your vicinity.

IV. Try to remember how you solved a problem you encountered. Do you think it was effective? Why?

### **Instruction to the trainer:**

-Present the above questions for discussion one by one.

-Invite all trainees to participate actively.

-Writing the opinions of different participants on the flip chart and posting the chart on a visible place.

-Inform participants either to switch their mobile phone into silent mode or to switch it off.

-Inform participants to be punctual.

-Request participants to present their opinions clearly and concisely.

-Finally, help trainees to compare their opinions with the short notes provided below to enable them have a stand.

#### *Short note*

*Problem is something that hinders human beings from fulfilling their needs and wishes.*

*Human beings experience different problems from their birth to death. Problem always exists and is faced by all human beings (and animals) without difference in age, sex, race and educational level. But the kinds and seriousness of the problems as well as their solving strategies vary from individual to individual, from culture to culture, from place to place and from time to time.*

*Different experts in different sectors advice different problem solving strategies. The strategies we adopt for ourselves, however, should be mostly those that are highly regarded by all experts.*

*Steps in effective problem solving:*

*I. Identifying the problem.*

*II. Finding alternative solutions to the problem.*

*III. Weighing the strength and weakness of each alternative solution.*

*IV. Choosing the best alternative. To do this we have to identify the one with many strengths and few weakness.*

*V. Applying the selected solution.*

*VI. Evaluating the results. Either to change or improve or continue with it.*

*Now, we will look into the factors that interfere with the problem solving process. They are mainly divided into two categories.*

*A. Factors inherent to the problem:*

*-The seriousness of the problem,*

*-The nature of the problem,*

*- Its relationship with a problem that have been solved earlier.*

*B. Factors related with problem solvers:*

*-Knowledge, education, and training on problem solving. Problem solvers ability to understand problems. Problem solver's psychological condition. Problem solver's interest and motive .Time taken to solve the problem. Resources available to solve the problem.*

Dear participants, try to compare the points you discussed earlier with the short note provided above to arrive at a stand. Following this, you are expected to actively participate on different tasks such as group works, scenarios, etc.

### **Scenario 1: Family conflict**

*There was a 10<sup>th</sup> grader young man who lived in a small village. From his first grade up to tenth grade he had been known for his good behavior and had been rewarded for that. Moreover, he was one of the few outstanding students in his school. But, one day, his father and mother got into a fierce quarrel and disturbed the family's peace. As the conflict between his parents heightened it became unbearable to the distressed young man and he decided to quit his education. But he changed his mind and continued his education after a discussion with his teachers.*

## Activity 2: Reflection

Dear participants, we hope you have enjoyed reading the above scenario. Hereafter, there are opinion questions and you are invited to discuss with the facilitator.

1. From the scenario we have learned that the young man had decided to drop out because of the family quarrel. Do you think his decision was right? Why?
2. Why did he change his mind and kept on his education?
3. Have you ever faced such family quarrel? If yes, how did it end? Did you take part in solving the problem? What strategies did you apply? What was the outcome? Why?
4. Try to list down the major possible causes for family quarrel in Ethiopian context.
5. Try to explain how family conflict is settled in your locality.
6. From traditional and modern ways of resolving family conflict, which one do you think is better? Why?

Short note

Dear participants, family conflict can be taken as any other quarrel. We are happy, if there are no family quarrels. However, when there are such conflicts traditional and modern ways of settling family conflict can be used. It is not advisable to drop out because of family conflict.

Let's continue with scenario number two. It focuses on HIV/AIDS blood test. Its purpose is to enable participants to make decisions critically and at the right time and place.

## Scenario 2: Deciding on HIV blood test

*Two young people have been in love for so many years. But, the girl has often openly told that she was not happy with her love-life. She always told to her close friends that he sleeps with other women and that he rejects to have his blood tested. Later, however, her lover accepted her idea and told her his decision for HIV blood test.*

*Now, let's come to the reflective question section.*

## Activity 3: Reflection

Dear participants, hope you did enjoy reading the above scenario. Now, we will move to reflect on questions derived from the scenario.

Why did her lover hesitated to go for HIV blood test? How did he, later, changed his decision?

## **Activity 5: Group discussion**

Dear participants, our next session will be a group discussion. The topic for the group discussion will be STDs (Sexually Transmitted Diseases). Its objective is to raise the awareness of the participants of STDs. Participant will seat in pairs. Then, they will discuss on questions that are given below. Finally, they will make a brief presentation on the results of their discussions.

### **Ground rules for group discussions:**

1. Every participant will be given the chance to speak.
2. All trainees will participate fully and freely.
3. Participants might reserve self from giving comments on personal matters.
4. Only one speaks at a time.
5. Never interrupt others.
6. It is impossible to insult, denigrate, downgrade or saying bad things on other's opinions.
7. Be time conscious.
8. Keep all information confidential.

### **Group discussion points:**

1. What does STDs mean?
2. List down the STDs.
3. Where do people, in your locality, who contracted STDs go to get treatment?
4. There is a hearsay that in your locality people who contracted STDs hesitate to see a doctor. Is it true? Why?
5. What are the measures that should be taken to prevent oneself from contracting STDs?
6. Why should STDs need immediate medical attention?
7. Why should a sex partner get diagnosed when one is infected with STDs?

Short note

STDs includes syphilis, gonorrhoea, and HIV/AIDS. They are mainly transmitted through sexual intercourse. The prevention measures are getting blood test, seeing a doctor immediately after a symptom is noticed and taking personal hygiene.

*There was a young man who lived in a small town. He had five brothers and four sisters. His father is a security guard and earns 300 ETB. His mother is a housewife. But his father's meager income could not feed this large-size family. And the young man left his poverty-stricken family and joined others who live on the street. However, he returned to his family after he found street life more harsh.*

### Activity 5: Reflection

Dear participants, after reading the above scenario, please try to provide your opinions on the questions that follow.

1. List down the possible factors that forced the adolescent to choose leading life on the street.
2. Do you think his decision was right? Why?
3. Could there be other alternatives for the young man?
4. Put yourself in his shoes and speculate on what your decision would be.
5. What do you think of his return to his home?
6. What should the family members do to help out themselves?

Short note

Now a days, the number of children and teenagers who join street life is on the rise. Among the pushing causes are poverty, lack of family planning, lack of awareness, and bad traditional practices. Street life leads the street children to worse psychological, social and economical problems. They are highly vulnerable to depression, loneliness, drugs and other problems.

Dear participants, hope you enjoyed responding to the above questions .Next, we will move to activity six. It focuses on role playing. The title of the role play will be on Chat addiction. Its aim is to enable participants to develop knowledge, values and skills on problem solving.

## **Activity 6: Role play**

Three volunteer pairs will be selected from the participants. The selected individuals will rehearse. Finally, they play the drama.

1. The first pairs will explain about those possible factors which force people to be involved in chat chewing.
2. The second groups will focus on the effects of chewing chat on health, psychological makeup, occupation, economy, social life, and family life.
3. The third group will focus on how to prevent and control chat addiction. What is expected from chat chewers, religious leaders, family members, neighbors, GOs and NGOs?

Dear participants, hope you really enjoyed dealing with the above discussion points. That sounds good! Next, we will pass to the last activity, i.e. activity 7.

## **Activity seven: Group discussion**

### **Group discussion questions**

1. Youth in our country do actively participating in political, economic and social arenas.  
=List down the major reasons behind  
=What consequences do youth face because of less active participation?  
=Mention the measures to be taken in order to resolve the above problems(youth, parents, ,community, government)
2. In our youth recreation centers are very much limited in number. The participation of youth in building and administering such recreational centers is also limited.  
=What is the consequence of shortage of youth recreational centers?  
=What do you think is expected from youth, community and government in order to expand such recreation centers?  
=What do you think should be done in order to boost the participation of youth in building and administration of recreational centers?  
=List down the advantages of youth participation in planning projects that concerns them  
=List down the consequences on implementation and outcomes of not participating in project planning and administration

=What do you think should be expected from the government, community and youth in order to enable unemployed rural youth to participate in developing the mountains?

#### **4: Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short report of your discussions.

When you chat with your parents and siblings try to discuss the following points:

- What are the recurrent problems?
- How are these problems tackled?
- Try to identify the strengths and weaknesses of the problem solving strategies?
- Have you ever tried to share effective problem solving strategies?
- What was the outcome of this?

Dear participants, our next task will be to evaluate the training and its results.

#### **5. Evaluation**

1. What were the strengths and weaknesses of this training?
2. How do you evaluate the effectiveness of the training in regard to the objectives set at the beginning?
3. Forward suggestions in how to improve the training.

## **2. Decision making skills**

### **2.1 Overview**

*The famous psychologist B.F. Skinner contends that the activities of human beings are full of making decisions. We make different decisions anytime and anywhere. For instance, after we wake up in the morning, we might be expected to make decisions on some of the following issues: about the clothes we are going to dress; which shoe to put on; shall I go to school or not; about our breakfast and others. What do we mean by decision making? What is the importance of making effective decision? In this section, we will discuss such and other related issues.*

### **2.2 Specific objectives**

At the end of this session, participants will:

- I. develop knowledge on decision making.
- II. appreciate effective decision making process.
- III. develop skills on effective decision making.
- IV. be models for their friends.
- V. help individuals with decision making problems.

### **2.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session with a discussion on decision making. Its purpose is to enable trainees to share experiences and opinions.

- I. What does decision making mean?
- II. What does it mean to say one is “decisive” and other is “hesitant”?
- III. Have you ever given decisions? On what issue? What was its result?
- IV. How is an effective decision making is different from the other.

V. To which one of the following should an Ethiopian youth give priority: making friendships, securing a job, join a religious denomination or a political party?).

V. What do you understand from the following Amharic sayings about decision making:

*“Korat new/nat”, “Yejib chikul qend yineksal” “Yechevole afseso lekeme”*

### **Instruction for the trainer:**

-Help all trainees to participate vigilantly.

-Put the opinions of different participants on the flip chart.

-Finally, compare the opinions with the short note provided below and help the trainees to have some stand.

### **Short note**

#### **Effective decision making:**

*-Enables us to be successful. Develops our self confidence. Helps to minimize or, if possible, to avoid mistakes. Helps to achieve our goals.*

#### **Ineffective and wrong decisions are made:**

*-When they are quick. When we consulte others who are not concerned. When we are over sensitive about the issue under consideration. When we base ourselves on unrelated past experiences. When we overemphasise on books and ignore our ideas.*

#### **In order to develop our decision making skills:**

*-Realise yourself, identify your values, recognize the limits of your abilities*

*-Understanding the values of families, Understanding one’s environment (Opportunities, weaknesses, alternatives for change). Reading and rehearsal. Distinguish between reality and emotions. Avoiding decisionmaking during stressed moments.*

#### **Things to remember during decision making:**

*-Remember that you can change previous decisions.*

*- Remember that there are alternative decisions.*

*- Remember that decision making is a process.*

*-Remember that decision and results are different.*

**Effective decision making process:**

- 1. Identify the nature of the problem and the objective of the decision making.*
- 2. Reconsider the situation again. Can this problem be solved on its own? What measures should I take in order to achieve those sensitive goals?*
- 3. Gather information.*
- 4. Looking for different alternative solutions.*
- 5. Identify the strengths and weaknesses of the alternative solutions.*
- 6. Select the best one with maximum benefit and minimum limitations.*
- 7. Application/implementation*
- 8. Evaluation*

## **Scenario 1: Street life**

*An adolescent who lived in a rural town lost his father and life with his poor mother became unbearable to him. Then he decided to drop out of his school and run to Addis Ababa. However, life in Addis turned out to be harder for him and became a street child .*

Dear participants, hope you attended the above scenario. Next, we will move to opinion questions.

## **Activity 2: Reflection**

1. Do you think that his decision was right and effective?
2. What are the pushing factors for the young man to decide to go to Addis Ababa?
3. The adolescent was forced to lead street life. What should he do to come out of this situation?

4. Could he keep on living with his poor mother by coping with the possible hardships? How?

5. What is expected from young generation to “stop” children from leading street life?

Dear participants, hope you enjoyed giving opinions on questions raised above. Next, we will move to group work. The purpose of the group work is to enable participants to develop knowledge, values and skills on decision making

### **Activity 3: Group work**

Participant will sit in pairs. Next, they will ponder on the points given below.

i. First, they will think about the decisions they made in this week. Which one of them were effective? Which ones were not successful and ineffective decisions? Why?

ii. Next, they will ponder on decisions they made just right now. Check out its appropriateness.

iii. Finally, they will think about decisions that they will make in the near future. Check their relevance.

All participants are expected to deal with the issues vigilantly. All participants are expected to share their opinions to their partners. Next, all participants will make discussions with the trainer.

Dear participants, next we will move to scenario 2. Scenario 2 focuses on Chat addiction. Its aim is to develop participants’ knowledge, skill and values on decision making.

### **Scenario 2: Chat addiction**

*A young man lived in a small town. His friends were chat addicts long ago. One day, when he was enjoying his leisure time with his friends his girl friend insisted him to chew chat. And his friends snapped remarks that he should leave them if he does not chew. Then he looked confused. After that, he dilly-dallied to chew chat. But he finally decided not to chew and he broke off his friendship.*

### **Activity 4: Reflection**

1. Do you think his decision was right? Why? What would you do, if you were in his shoes?

2. What could he do to continue his friendship without joining them in the chat-chewing-party? Will he benefit from separating from his friends not to chew chat? How?

3. Mention some more situations that invite a youth to chew chat in addition to peer pressure.

4. It is known that chat addiction leads to psychological, social, economic, and health problems. However, in some parts of our country, chat is considered as part of “culture”. What do you think should be done to put this situation under control,?

Dear participants, hope you have been forwarding your opinions on those questions that were presented above. Now, we will move to scenario number four. Its purpose is to enable participants to develop knowledge, values and skills on decision making.

#### **Scenario 4: Decision on emergency cases**

*There was an 11-year-old girl who lived in a small town. She had completed sixth grade. She had started preparations for the next school year on her summer vacation. But her parents had arranged to marry her unbeknown to her. The young girl, however, rejected the marriage and vouchsafed this to her school teachers. And she could be able to change the mind of her parents with the help of her teachers.*

Dear participants please read the above scenario very carefully and forward your opinions to the questions that follow.

#### **Activity 6: Reflection**

1. Put yourself on her shoes and speculate on what your decision could be?
2. Marriage of unequals is one of the harmful traditional practices in the country.

In your thinking:

-Why is it practiced? Does it have any significance?

-What repercussions does it have? Try to list your answers based on the following categories (psychological, social, health, economic, etc).

3. What do you think of her efforts to keep her rights?

4. Finally, what from whom is expected to stop marriage of unequals? What is expected from the youth?

Dear participants, hope you enjoyed the discussion. Good! Now, we will move to home based task. It focuses on how some youth in our communities manage their time. Its aim is to enable participants to develop knowledge, values and skills on decision making.

## **4: Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short report of your discussions.

Now try to ponder on how decisions are made by others in your everyday interaction with them. For instance, focus on the decisions made by sibilings, parents, friends etc, and give your opinions on their decision making skills. What strengths and weaknesses did you notice? What support did you extend to those who had problems in making good decisions ? What difference did your dupport make? Generally, you are expected to examine the decisions made by others and provide help when the needs arises.

Dear participants, next we will move to the last activity, i.e evaluation.

## **5. Evaluation**

1. What strenghts and weaknesses do you see in this skill?
2. Do you think that the skill has hit its over all objectives set at the beginning?
3. What do you suggest of things to be improved?

## **3. Critical thinking skills**

### **3.1 Overview**

*Thinking is natural to all human beings. Psychologists think that our thinking is usually left alone. That is to mean that it is biased, wrong, lacks enough information, filled with prejudice etc. However, our life depends on the way we think. Thus, careless and indifferent thinking leads to bad consequences. Careless thinking also costs us money, wastes our precious time, and forces us to lead more riskier life. What does critical thinking mean? What is the significance of critical thinking? What bad effects does uncritical thinking have? Generally, in this section, we will discuss these and other related issues.*

### **3.2 Specific objectives**

At the end of this session, participants will:

1. develop knowledge on critical thinking.
2. appreciate those who think critically.
3. develop critical thinking skills.

### **3.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session with discussions on critical thinking. Its purpose is to enable trainees to share experiences and opinions.

- I. What is critical thinking?
- II. Mention distinctive features of critical thinkers?
- III. What is the importance of critical thinking?

IV. What are the effects of uncritical thinking?

**Short note**

**Distinctive features of critical thinkers:**

*- Making observations. Being Suspicious. Raising relevant questions. Being heedless to irrelevant information. Being curious. Challenging and examining beliefs, assumptions, and opinions against facts. Listening to others attentively and providing immediate feedback when necessary. assessing the validity of statements and arguments before giving any decision. Recognizing and defining problems. Changing their viewpoints in line with new findings. Looking for alternatives. They always manage, control, examine and evaluate themselves. Putting oneself on others' shoe to understand their problems.*

**Critical thinking does not include the following:**

*- Searching weaknesses on others. Making people like-minded. Demoralizing others. Downgrading feelings or superseding feelings. Prejudice.*

**Steps in the process of critical thinking:**

*i . Knowledge ii. Comprehension iii. Application iv. Analysis v. Synthesis vi. Evaluation:*

Dear participants, now, we will move to the next activity. Activity two focuses on verbal activities. Its purpose is to enable participants to develop knowledge, values and skills on critical thinking.

**Activity 3: Group discussion**

**Group discussion points:**

1. "We often need to be quick in our decision making. Thus, we do not make critical thinking."
2. "Most people do not want to accept criticism. To communicate with such people we do not need to employ critical thinking."
3. "Feelings have great role in our life. They are relevant and we need to define them. Therefore, we do not need critical thinking to prevent our feelings from suppression."

Dear participants, next, we will move to role playing. Activity four focuses on sexual harassment. Its aim is to enable participants develop knowledge, values and skills on critical thinking.

### **Activity 4: Role play**

The trainer will select three pairs from both both sexes among participants. Then the selected pairs will perform a drama on sexual harassment. Finally, when they finish their rehearsal, they will present it to the remaining participants.

1. The first pair will focus on the nature of sexual harassment. The male partner should emphasize on demonstrating the causes of sexual harassment.
2. The Second pair will focus on demonstrating the effects of sexual harassment: psychological, physical, social, economic, etc. The female partner should make this pretending that she is narrating it to her close friend.
3. The third pair will focus on demonstrating on how to inculcate positive attitude into victims and perpetrators.
4. The fourth pair will emphasize on what is expected from different stakeholders (communities, youth, schools, colleges, universities, religious organizations, women's associations, peace and security personnel etc.).

Dear participants, next we will move to activity five. Activity will focus on family planning. Its aim is to enable participants to develop knowledge, values and skills on critical thinking.

### **Scenario 2: Family planning**

*There was a young girl who had a mother with an income of 250 ETB pension. Her mother is a house wife and they lead life with 250 birr monthly retirement fund. This could not help a family seven. The young girl decided to quit her education and to be a commercial sex worker. But after she realized the horrible life as a commercial sex worker, she borrowed some money from her relatives and started to run a successful small scale business.*

Dear participants, hope you enjoyed reading the above scenario. Next, we will move to opinion questions which are derived from the above scenario.

### **Activity 5: Reflection**

1. What do you think of the first and second decisions of the young girl?
2. How challenging do you think is commercial sex life?

Dear participants, hope you have been providing opinions on the above reflective questions. Hereafter, we will move to scenario three. It focuses on unwanted pregnancy. Its aim is to enable participants to develop knowledge, values and skills on critical thinking.

### **Scenario 3: Unwanted pregnancy**

*There were two young people who were in love for a long period of time. The young man had insisted her on taking contraceptive pills. But she objected his idea reasoning that it has side effects and told him to use traditional contraceptive methods. But one day, they made sexual intercourse immediately after she finish her period. Then she went to see a doctor to check if she conceived. She was find pregnant and aborted the pregnancy. Unfortunately, she conceived again after six monthes. Finally, the doctor informed her that she cannot longer conceive because of the repeated abortion which damaged her womb.*

#### **Activity 6: Reflection**

1. The young girl's repeated abortion has caused utural cancer. Who is responsible for this? Why?
2. As we have seen in the above scenario, the young girl was pregnant by making sexual intercourse after seven days of the menstrual cycle. How can this happen?
3. What are the other contraceptive methods in addition to the above-mentioned ones?

Dear participants, we do not doubt that you have been contributing a lot through forwarding your personal opinions on the questions derived from the above scenario. Next, we will go to activity 7. Activity 7 is a home based assignment. The home take assignment focuses on old fashioned, prejudiced and unreasonable negative sayings and proverbs on women and their performance. Its aim is to enable participants to develop knowledge, values and skills on critical thinking.

### **4. Personal practice**

Dear participants, after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short report of your discussions.

“Konjona Eshet Ayetalefim”

“Set lij Kaltgerezech, eka tisebralech”

“Eshiruru Eshiruru Eshiruru mindinnew Eгна Behagerachin Teshekimo Dur New”

Please discuss on other similar sayings and proverbs and focus on the following points:

What are the causes for these?

How did they tend to persist?

How can they be stopped?

And finally, try to look for other positive sayings and proverbs which can supersede them.

Dear participants, now, we will proceed to personal evaluation session. Questions are presented to you, evaluate yourself by forwarding your opinions.

## **5. Evaluation**

1. What are the strengths and weaknesses of this skill?
2. Do you think that the skill has hit its over all objectives set at the beginning?
3. What do you suggest of things to be improved?

## **4. Self-awareness skills**

### **4.1 Overview**

*The Greek philosopher, Aristotle, said that knowing oneself is the first wisdom. By the way, what do we mean by self-awareness? How do we express self-awareness? What are the effects of lack of self-awareness? This part of the session leads us to think critically about ourselves. First let's see the objectives.*

### **4.2 Objectives**

At the end of this session participants will:

- develop knowledge on self-awareness, self-esteem and changing oneself.
- develop knowledge on positive and negative self-awareness.
- give value to the advantage of positive self-awareness.
- develop skills which help the development of self-awareness.
- Help those persons who have not developed self-awareness.

### **4.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session with discussions on self-awareness. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What does self-awareness mean?
2. Are there positive and negative self-awarenesses? Give examples.

3. From the one listed below and other similar Amharic proverbs, what do you learn about self-awareness?

“Sew ende betu enji endegorebetu aynorim”

“Silu semta doro motech betis gebta” ,

4. There are many kinds of behaviors. For example: boasfulness; cynicism; arrogance. What do you think the understanding of such people about themselves? Why?

5. Mention some of the major factors that can possibly influence a person’s self-awareness.

### **Short note**

*Self-awareness means the overall understanding a person has about his /her identities (physical, emotional, cognitive images, strengths and weaknesses etc). Self-awareness does not imply knowing self based on conditions/situations. Self-awareness does not mean considering self as good when one is in good terms with others whereas bad when one is in bad terms with others. It does not mean considering self as clever when passing exams and weak during failures. It does not mean considering self as great personality while holding higher positions whereas inferior when one loses the position. It does not mean considering self as good when others describe us as beautiful and bad when not. It does not mean considering self as beautiful while taking good diet whereas bad when not. It does not mean that someone is smart because he/she has many friends and weak when not. Therefore, self-awareness may not mean the way others understand us. Self-awareness is rather a process. Self-awareness might be quite different from one’s identity. There are who consider themselves as weak while they are clever; polite while thief; poor while rich and vice versa.*

### **Characteristics of positive self-awareness:**

- *Having good friendship feelings. Being satisfied with things, situations, life. High educational achievements. Being easy-going. Accept constructive advice. Appreciate others. Being happy with others' achievements. Being inventive.*

### **Characteristics of negative self awareness:**

- *Bad friendship feelings, jealousy, conspiring on others, back biting. Depression. Low academic achievement. Limited friendship. Rejecting advice. Hesitant to try on new things.*

### **Factors affecting the process of self-awareness either positively or negatively: family members, friends, culture and schools are the major ones.**

- *Family: Compared with authoritarian or neglectful or indulgent families, those who believe in two ways communication give high opportunities for their children's self awareness.*
- *Friends: Those who accept any kind of peer pressure without any condition will have low self-awareness.*
- *Schools: Good-mannered, talented and clever teachers will enable students increase their self-awareness.*
- *Culture: Different "good" and "bad" cultures influence our effort of self-awareness.*

### **To improve self-awareness:**

- *Taking responsibility for whatever we say and do. Acting oneself. Accepting others /understanding others' opinions. Developing self confidence. Holding high self-esteem. Understanding that we have wisdom, happiness, love. To do this, first of all we need to love ourselves. Then, we will start to love others. Acknowledging our uniqueness. All of us have different talents and behaviors. Accepting this unconditionally and being happy with ourselves.*

### **Measures to be taken to prevent the process of negative self awareness:**

- *First, identifying the weak areas of one's self-awareness*
- *Next, follow the following directions :*
  - *Appreciating those good past experiences, letting them happen again.*
  - *Not criticizing*
  - *Showing that we accept the person*
  - *Listening to what the person says*

- *Respecting the person*

Next ,we will look at activity two. This activity focuses on role playing. Its purpose is to enable participants to develop knowledge, values and skills on addiction.

## **Activity 2: Role playing**

Assume that your close friend has come back to Ethiopia after a stay in a foreign country. He has changed a lot physically and psychologically. He is trying to persuade you to use drugs. You know that it is harmful. Dramatize the way how to repel this influence.

## **Topics for discussions**

- Do you think that compared to those who live in your surrounding, the diaspora can be great drug abusers? If it is true, why?
- How are being exposed to drug abuse and self-awareness related?
- What kinds of self-awareness do drug addicts have? Does using drugs influence our self-awareness? How?

Next ,we will pass to activity three. It focuses on selecting suitable role models .Its purpose is to enable participants to develop knowledge, values, and skills on self-awareness.

## **Activity three: Selecting suitable role models**

### **Instruction for the trainer**

Regarding the two questions that follow, let all participants attempt the first question and only selected volunteers will do role play. Then, trainers are expected to give opinions on the role play.

1. Whom do you take as your role model among from local people? How did he influence you?
2. Show a drama regarding the behaviors that you appreciate about your model.

Next, we will move to activity four .This activity helps participants to develop knowledge, values and skills on self awareness.

Dear participants! The short note given below will invite to do your discussions.

## Short note

*There are many ways to know about people. The person's actions and sayings are the two major ways. However, it is better if we meet the person face to face rather than gossiping.*

Hereafter, we will pass to scenario two. It focuses on female genital mutilation. Its aim is to enable participants to develop knowledge, skills and values on the harmfulness of female genital mutilation.

## Scenario two: Female genital mutilation

*There was an old lady who practiced female genital mutilation for years. One day, she was requested to circumcise a young girl. However, this young girl heard the rumor about the circumcision planned on her and reported it to the women's association in her locality and thereby saved herself and others.*

## Activity five: Reflection

Dear participants, you are invited for discussions based on the above scenario.

1. Do you think that female genital mutilation has psychological impact on circumcised girls? Mention some.
2. If we stop female genital mutilation, it will be an advantage for all girls, but a disadvantage for those who make their living on it. What do you suggest?
3. What do you think of the method the girl used to save herself?

Please read the short note below which will help you to improve your knowledge. You are kindly invited!

### *Short note*

*Female genital mutilation is one of the major harmful traditional practices in our country. However, now a days, it is minimized because of the awareness creating activities. This indicates that the people is becoming civilized.*

## Activity six: Group discussion

Dear participants, our next task will be group work. The trainer will pair the participants to invite them to discuss points presented for discussion.

### Group discussion points:

1. First of all, what do you think the attitude of other people (families, brothers, sisters, friends, and teachers) towards you?
2. Do you think that the perception others have towards you is correct? Are you satisfied with their perception? If not, what are you going to do in order to change others' perception about you?

Finally, we will move to the personal practice. Its main purpose is to enable participants to apply what they learned in a real world setting.

## 4. Personal practice

Dear participants after reading the questions given below discuss them with your friends, families and your community. For the next class, come with short note of your discussions and report it to the whole class.

**Question:** Select a person from your neighborhood who knows his strong and weak sides and who can act as a role model for others. Then, you are expected to provide detailed elaboration about the person you selected on the following points :

- Self-confidence
- Motivation for work
- Lifestyle
- Social life
- Family condition and
- Experiences that can be shared by the youth

Dear participants, we hope that you developed good knowledge and skills being involved in various activities on self-awareness. Now, evaluation questions are presented.

## 5. Evaluation

1. What do you think are the strengths and weaknesses in this skill?
2. Do you think that the skill has hit its overall objectives set at the beginning?

3. What do you suggest of things to be improved?

## **5. Self-esteem skills**

### **5.1 Overview**

*Each of us has different kind of self-perceptions by comparing ourselves with others. Some of us have high self-perception, while others have low self-perception. Still some others have balanced self-perception. Those with low self-esteem have difficulties in problem solving and they are exposed to depression and anxiety. They also do not have self-confidence. Those with good self-esteem, however, are confident, sociable and successful. What is the importance of holding high self-esteem? Does having low self-esteem have any negative impact? What kind? Can one improve his/her self-esteem? How?*

### **5.2 Specific Objectives**

At the end of this session participants will:

- I. improve their knowledge about self-esteem.
- II. appreciate those who have high self-esteem.
- III. help friends with low self-esteem.
- IV. develop skills of having high self-esteem.

### **5.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on self-esteem. Its purpose is to enable trainees to share experiences and opinions.

- I. What is self-esteem?
  - ii. What are the characteristic features of people with high self-esteem? What about those with low self-esteem?
  - iii. What is the importance of high self-esteem? Does low self-esteem have any negative impact? What kind?
  - iv. Is it possible to improve other people's self-esteem? How?

*Short note*

*Characteristic features of people with low self-esteem:*

- isolating self, recurrent stress, anxiety, inferiority, despising oneself*
- suspicious of their own abilities, depression, like to stay alone, feel that it is difficult to live with friends, feel afraid to take risks of social pressure, not interested to talk about what they think, fear of leadership, inadequate self-confidence*
- ready to accept their failures, feel shy, mostly feel sad, complain about situations, are not sure of themselves*

*Characteristic features of people with high self-esteem:*

- feel confident, love self, love others, are assertive, are self-assured, feel that they can lead, are able to deal with various psychological problems*

*How to develop high self-esteem:*

- enabling the individual to identify his/her strengths and weaknesses. Encouraging positive attitude, developing feelings of “I can”, “I can make a difference”, developing communication skills, accepting others’ opinions, appreciating ones inner values, appreciating one’s uniqueness and accepting that others are unique too. Feeling responsible and accountable to whatever we say and do. Changing negative sayings with positive ones. Taking care of self, loving oneself, accepting self, pondering on good deeds, rewarding oneself for good deeds, understanding that sometimes things may go beyond our capacity.*

*-Effects of very low self-esteem:*

- can create conflict, criticizing one’s performances, criticizing one’s abilities, perceiving one self as inferior, suspecting oneself, blaming oneself, losing hope, feel inadequate to express feelings freely, don’t risk difficult and challenging situations, don’t take good opportunities*

- Might be less achievers in academics, Might not consider one’s strengthes*

- Considering that things might not change, might feel anger, might feel depressed, might feel anxious, might feel guilty, might feel shame, instigate conflicts*

- initiate to feel control of others-might make us aggressive-might make us isolate ourself from others-Might make us feel underassertive/submissive/self-censorship-*

*might make us feel overassertive -might make us lead terrible life -might make us feel hopeless-might make us expect failures-might make us feel stressed-might make us feel anxious -might prevent creativity-might prevent curiosity-Feeling anger when receiving criticism-Doing more to make others feel happy-Feeling more shy -Isolating oneself from others-Not standing for one's right-May feel that they don't deserve happiness-Isolating self from competitive works such as sports, art, dancing etc-Might take more alcohol-Might be involved in drug abuse-Might not buy new clothes-Might not care for their hair-Might try to alienate themselves*

*To develop feelings of high self-esteem, we need to take care of ourselves. Taking care of oneself incorporates the following things:*

*-Admiring nature-Listening to music-Discussing with old friends-Doing meditation*

*-Visiting parks-Doing physical exercise-Sitting at home in a silence place*

*If one has good self-esteem:*

- *Will not be cheated by others easily, Will not be lead by fears, Will be happy,*

*Can take calculated risk, Will be happy in relationships, Will be free to express feelings, Will not be selfish, Will not be so anxious, Will get acceptance from others, Will be free to make decisions.*

*What is expected from families in order to enhance self-esteem in the youth:*

- *Valuing the youth, Accepting what the youth says, Giving attention to the youth*

*Giving love for the youth, Setting clear and reasonable youth behavior, Respecting the personal life of the youth, Respecting the opinions of the youth, Negotiating all rules and regulations about the youth, Being a model of positive self-esteem, Giving some responsibilities for youth at home, Enabling the youth to face difficulties at home situation, Informing the youth that he/she can satisfy his /her needs, Informing the youth that he/she can help others, Telling the youth that he/she can be successful and happier, Loving the youth since he/she is a human being, Telling the youth that his/her ideas/opinions and needs are relevant, Telling the youth that he/she is unique and can't be replaced by someone else.*

Dear trainees, hope you are satisfied with the above short note. Next, we will see activity two.

## **Activity 2: Group discussion**

### **Group discussion questions:**

1. Which of the following does appear agreeable to you?

A. "It's easier to criticize than to be criticized."

B. "Ethiopians have the potential to give criticism"

D. "Ethiopians start giving criticism from weak side than strong "

E. "Ethiopians have the culture of appreciating good deeds in front of others and capitalizing weaknesses when alone"

2. Read the words listed below repeatedly and tell your friends about the feelings elicited.

"I can", "I can make a difference", "I am self-confident", "I am optimist", "I have the ability", "I am worthful", "I love myself", "I accept myself", "One day, I will be successful"

Dear participants, next we will go to activity three. Activity three will focus on group discussion. Its objective is to enhance participants' knowledge, values and skills on self esteem.

## **Activity three: Group discussion**

### **Group discussion questions:**

1. A good self-esteem can be achieved when one identifies his strengths and weaknesses. How can one identify his/her strengths and weaknesses?

2. Kebede is 20 years old. Kebede lives with his families and tells his friends that he is suffering from insomnia. The reasons are, according to him, that he could not pass the matriculation, that he does not have any vocational skill, and that he is suffering from identity crisis. Generally, Kebede is hopeless and does not keep his hygiene. In addition, he has started taking drugs.

In order to change Kebede's life, we need to increase his self-esteem. How can this be made?

Next, we will pass to activity four. The purpose of this scenario is to enable participants develop knowledge, values and skills on self-esteem.

## **Scenario 1: Self-despise**

*A certain young girl lives in a small village. She completed her high school but was not successful. She has wasted her time by looking for a job in the civil service instead of creating a job for herself. This has led her to hate herself. However, now she has changed her life as a beneficiary of the micro and small scale enterprizes.*

#### **Activity four: Reflection**

Dear participants, hope you have been attending the above scenario vigilantly. Now we directly go to questions for your comments.

1. Should the current generation expect jobs from government? What is the side effect of expecting jobs from the government?
2. What is the relationship between self-despise and unemployment?
3. What do you think of the efforts made by the young girl in the above scenario in order to make herself self-reliant? Are there youths in your locality with such experiences?

Dear participants, hope you provided opinions on the questions raised above. Hereafter, we will move to scenario two. It focuses on the relationship between parents and the youth. Its aim is to enable participants develop skills, values, and knowledge on self-esteem.

#### **Scenario 2: Model family**

*A certain high school student helps his father in agriculture during his spare time. Sometimes, he also helps his mother in the kitchen. Whenever his father comes home, he checks on his son's exercise book. Because he wants his son to achieve in his school, he likes to use the following positive and encouraging words: my son is industrious, let your plans be practical, may the Lord be with you, blessings, excellent, good. Finally, the young man was able to score the highest and joined a university. And he always thanks his parents for their overall help.*

Dear participants, hope you dealt with the above good family scenario. Next, we will see questions that follow the aforementioned scenario.

#### **Activity 5: Reflection**

1. Try to list down the positive and encouraging words used by his parents and identify the power you feel within each word.
2. Do positive and encouraging words have the power of increasing one's self-esteem? How?

3. His parents used such positive and encouraging words being illiterate. Can this be possible? How?

4. The adolescent has been telling to his friends about his scores and his achievements. What relevance would this have: -to the adolescent -to his friends -to his family?

5. Let's try to list down some of the positive and encouraging words that are used by your parents. Are there any discouraging words? List them down.

Dear participants, next we will pass to activity six. Activity six will focus on scenario. The title of scenario would be vocational choice/career choice. Its aim is to enable participants develop skills, values, and knowledge on self-esteem.

### **Scenario 3: Career choice**

*A certain 10<sup>th</sup> grade young girl thinks that she has the talent to be a musician and can be successful. However, her families rather want her to pursue her education. Despite her family's discouragement, the young girl developed her talent and became one of the famous musicians.*

Dear participants, next we will see questions on the above scenario.

### **Activity 6: Reflection**

1. Why do you think her family discouraged her?
2. Does her disagreement with her family concerning her career choice show that she has high self-esteem? How?
3. Do you think that attitude of her family is wrong? If yes, how can this be changed?
4. Put yourself in her shoes and discuss on what your decision would be.

Dear participants, next we will move to the last activity, i.e. activity 7. This activity focuses on scenario.

### **Scenario 4: Changing misconceptions**

Youth who lived in a village have been considered as bad boys. Some of the youth stand to fight against this misconception. After that, they made remarkable achievements by participating in the ongoing developmental activities. Finally they have changed the misconception among the society.

### **Activity 7: Reflection**

1. What do you think the possible sources for the society's misconceptions?

2. How do you see the efforts made by the youth in order to stop such societal misconceptions?

Dear participants, hereafter, we will pass to activity 8. It focuses on a certain scenario.

### **Scenario 5: Success**

There was a clever 8<sup>th</sup> grade student. Because of she has high appreciation from her families and teachers. However, she is not satisfied with the low marks she scored in mathematics. According to her, the reasons could be the less time she devoted to study mathematics, unable to look for references, and despise of the subject matter. .However, because of the advice she received from her families and teachers, later on, she brought changes in her attitude towards the subject and able to score the highest mark.

Dear participants, hope you enjoyed dealing with the above scenario. Next, we will pass to the reflective questions.

### **Activity 8: Reflection**

1. Were there any signs of low self-esteem in the young girl? Mention some of the manifestations.
2. In order to enable the young girl to score highest marks, the advice to increase her self-esteem in relation to mathematics was found to be relevant. In this regard, how do you see the support provided by her families and teachers?
3. Put yourself in her shoes and how you could deal with it.

Dear participants, next we will pass to activity 9. It focuses on a certain scenario.

### **4: Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short report of your discussions.

- I. Try to identify individuals with high self-esteem in your localities and try to list down their characteristic features.
- II. Try to identify individuals with low self-esteem in your localities and try to list down their characteristic features.
- III. Try to make a plan and help youths with low self-esteem in your localities.

Dear participants, next we will go to evaluation session.

## **5. Evaluation**

1. What did you learn from this session?

1. What are the strengths and weaknesses in this skill?

2. Do you think that the skill has hit its over all objectives set at the beginning?

3. What do you suggest of things to be improved?

## 6. Positive thinking skills

### 6.1 Overview

*The saying “Sebat gize biwodkim sebategna enesalehu, kzero mejemerin adigebetalehu” has a lot to say about living in hope. Most agree that positive thinking implies our positive attitude towards things. It is a thinking process of changing everything that happens in to positive (those which are under our control and those which are beyond our control). Most experts in psychology agree that positive thinking is one of the tools to hit our future goals . A peron who has a good hope about his future life has good self-esteem and this enables the person to feel that he/she can achieve the set goals and opprtunites. Such thinking will lead to positive outcomes. Even if positive thinking per se does not gurantee, it increases motivation, develops feeling of self-confidence ,and enables us reach positive outcomes .What is your belief regarding positive thinking? What is wrong with negative thinking? Do you accept the saying “cher temegn, cher endigetimih?” why?*

### 6.2 Objectives

At the end of this session participants will:

- Explain what positive thinking means
- List down the negative effects of negative thinking
- Can tell the advantages of having positive thinking
- Show in practice how to develop positive thinking
- Help friends with negative thinking

### 6.3 Delivery

#### Activity 1: Brainstorming

Dear participants, we will begin this session with discussions on positive thinking. Please give your personal opnions on every question. Its purpose is to enable trainees to share experiences and opinions.

#### *Short note*

*Positive thinking is something that we can learn. It is a way to turn out our talents and future opportunities into something good. Seeing things in positively will not allow us to attribute to others the obstacles that we face rather it enables us not only to stop and think about our own weaknesses but also to take a lesson from our mistakes and*

*correct our future steps accordingly.*

*On the contrary, those with negative thinking focus on the negative sides of every obstacle and ponder on problems. This prevents their activity to look for solutions. As a result, they think that they will not have bright future, they become suspicious of their surrounding, think that they cannot be successful no matter how hard they try, and this finally leads to failure. For their failure they blame others rather than feeling responsible. Generally, if we do not have positive attitude, holding negative attitudes in everything we do, not able to see bright sides of life, and makes us to go back than forward .*

*Sayings like “I can do it”, “I can”, “I can be successful”, “I can make a difference” “It is possible” etc... are some of the manifestations of positive thinking. The following four points are very important in our steps: Self-awareness, identifying repeated past life obstacles, removing our bad habits, and having great motivation. Curing such problems is one sign of positive thinking .*

*Next, we will see positive thinking in comparison with negative thinking.*

*positive thinking*

- *Thinking that life is a satisfying experience, Thinking that one can be what one wants to be, Thinking that positive thinking leads to success, Looking problems positively.*

*negative thinking*

- *Thinking that life is full of ups and downs, Thinking that there are many obstacles which prevent one from becoming what one wants to become, It pulls us back from where we are presently, Attributing one’s own mistakes to others /externalizing every problem, Refraining from responsibility and accountability*
- *“shibitaleb yaw begele aynet astesaseb” ,“No matter how hard I try, I will not make a difference”*

*Factors which make a person to be vulnerable to negative thinking*

*Repeated past failures ,The presence of others who prevent us from feeling self confident ,for instance ,the reprimands that our parents give us focusing only on our mistakes ,Receiving repeated discouraging than constructive criticisms from our teachers and friends will lead us to lose self confidence and unable to get motivated for good.*

*What to do in order to develop positive thinking*

*Writing down things which make us feel anxious and those should be done*

*,Identifying those which we can do from the list ,Taking time and contemplating on how to solve such problems through personal efforts. Selecting one or two and indulging oneself in solving the problem,Going back and thinking about things we get done ,contemplating future positive outcomes ,Attempting to plan and do many activities simultaneously will not only lead us to failure but also change our positive thinking in to negative thinking.*

Next we will pass to activity two.It focuses on transferring good experiences. Its aim is to enable participants learn good experience from others.

### **Activity two: Group work**

Participants will sit in pairs and discuss the points listed below. Finally, they will report the result to the whole class.

### **Points for group discussion**

1. Identify and discuss about persons from your locality who become successful because they are positive thinkers.
2. Look for a person from your locality, who faced problems because of his negative thinking and hold discussions without mentioning the person's name.

Dear participants! It is possible to understand that you did develop knowledge from the broad didcussion you did regarding the outcomes of positive and negative thinking based on the above questions.

### *Short note*

*Dear participants! In your locality you will find people who are positive and negative thinkers too. Those with positive thinking need to be good exemplars for us whereas we need to help those who suffer from negative thinking.*

Next, we will move to activity three. It focuses on a certain scenario.Its aim is to reveal the side effects of negative thinking.

*Scenario 1: Negative thinking*

*A certain young man is an employee working in a certain governmental bureau. Before six months, mobile volunteer HIV blood testing institutions came to the bureau. The young man, together with his two friends went for VCT services. The result was unexpected for him. The virus was found in his blood. Even if the young man was in a good health conditions, but after he knew the presence of the virus in his blood he started to feel that he cannot think positively about the future. He feels that he is not able to do things like his friends. As a result, he showed unusual behaviors: visiting bars often; absence from work; isolating himself from friends. As a consequence, he reduced his appetite for food and reduced weight, as time goes on he became HIV/AIDS patient. His close friends advised him to start the antiretroviral medicine. However, since his friend has inadequate knowledge about the medicine he developed the thinking that he will not be cured. Hence, the young man is now found lying on his bed.*

**Activity four: Reflection**

Respond to the questions that follow based on the above scenario.

1. What do you think the source for Yared's illness?
2. Why do you think Yared said no to take the medicine?
3. Why do you think Yared choose to isolate himself from friends?
4. Is it possible to provide help for Yared? How?
5. HIV/AIDS kills but we can live for some time. We saw in the scenario that Yared lost hope; do you think that this is appropriate?

**Short note**

*Dear participants! It is known that HIV/AIDS patients are able to work with the capacity they have. Therefore, each HIV/AIDS victim needs to be strong and live in hope. Persons who are free from the virus are expected to provide care and support for the patients. If the problem is getting severe, the patients can consult health care providers or psychologists in their surrounding.*

Our next activity will be group discussion. The trainer will group participant in pairs and invite them for discussion on the points given below. Before the start of the group

discussion, the trainer will give brief explanation about the discussion. Its purpose to enable participants to develop knowledge, values and skills on respecting others' values.

#### **4. Personal exercise**

Dear participants, after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short note of your discussions and report it to the whole class.

#### **Questions:**

Look for a person in your locality who has been negative thinker for the last so many years but now positive thinker and give brief explanations based on the four points given below.

Discuss in detail about the past attitudinal problems

What are the ways used to be free from such negative thinking?

Explain the current behaviors (full of hope, positive thinking )

What advantages gained as a result of positive thinking?

Dear participants! You have been actively participating on opinion sharing and practical activities and we hope that you developed detail knowledge on positive thinking. Next, we will move to evaluation.

#### **5. Evaluation**

1. What lesson did you learn from this session?
2. Do you think that this training hits its target put at the beginning of the session?
3. Identify and discuss the strengths and weaknesses of this session?
4. Now, discuss on how to improve this session for the future .

## **7.Goal setting skills**

### **7.1 Overview**

*We often hear the advantages of setting goals. However, we often see many people leading their life without setting goals. If we do not have goals that are clearly set, it would be very difficult to achieve our plans and be unsuccessful. Often successful individuals set goals in different aspects (related to job, family, money, health, knowledge, retirement, spiritual life, having properties and many others). In this section ,we will focus our discussion what goal setting mean, repercussions of not setting goals , and finally the goals you set and their outcomes.*

### **7.2 Specific objectives**

At the end of this session, participants will:

- I.Develop knowledge on goal setting.
- Ii.Appreciate effective goal setting steps.
- Iii.Help those friends who face difficulties in goal setting.
- Iv.Set their own goals correctly.

### **7.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on goal setting. Its purpose is to enable trainees to share experiences and opinions.

- I. What does goal setting mean?
- II. What will be the consequences of not setting goals?
- III. Do you have experience of goal setting? What was its outcome?
- IV. How can we develop goal setting skills?

*Short note*

**Ground rules to be considered during the process of setting goals:**

- Goals should be written in positive terms.*
- Goals should be written in a way that give personal value.*
- Goal should be set when they are found to be relevant.*
- Goals should be challenging.*
- Goals should help the continuation of the current life advantages.*
- Goals should be set based on high interest.*
- Goals should be meaningful.*

**Effective Goal Setting Styles:**

*SMART, S=Specific, M=Measurable, A=Achievable, R=Realistic, T=Tangible*

*If we take the word specific, then we should be able to respond to the following questions:*

*-What do we really want to do? -Who will participate? -When do we want to achieve it? -What do we need?-What do we lack?-What problems do we have?*

***Mistakes often observed during goal setting:***

*-Setting goals which are vague.-Not realizing that we set the goal for oneself. - Consulting others with inadequate experience about our goals or consulting those who like criticism.-Not making reflections on the advantages of setting that goal.-Not able to cope up with fears and changes that we might possibly face while trying to be successful with the set goals.-Setting either very difficult or very easy goals.-Having less self-confidence.-Setting conflicting goals.-Not rewarding oneself during moments of success.*

***Advantages of setting goals:***

*-It helps personal development.-Encourages responsibility.-Directs the way outs.  
-Enables to make effective decisions.-Enables to put activities in order of their importance.-Develops skills.-Develops knowledge.-Tells us where to go and what to do.- Enables us to go in line with our purpose.-Helps to identify those things which deter us*

*from achieving our goals.-Helps us identify those opportunities which help us achieve our goals.-Directs us to improve those specific weaknesses.-Reduces being idle.Reduces postponement of tasks.-Increases one's interest.-Increases our desire.-Increases love.-Increases motivation.*

*-Improves life.Helps to identify unsatisfied needs-Increases truth.-Increases certainty.*

*-Helps to identify one's strengths.-Improves one's image.-Increases one's energy.*

*-Helps to identify those things which are important for life and those which are irrelevant.*

*Putting goals in written for helps:*

*-Saves time -Creates motivation.-Helps to measure changes.-Decreases conflicts.*

*-Becomes a base for any measure that we take.-Stimulates vision.*

*How to measure goals?*

*-Numbering -Timing*

Dear participants, hope you enjoyed reading the above short note. Next, we will move to activity two. Activity two focuses on discussing with groups on sayings which are related to goal setting. Its aim is to enable participants to develop knowledge, values, and skills on goal setting.

### **Activity 2: Group discussion**

Be in pairs and try to discuss the points below and finally make short presentation on opinions.

- 1."It's not too late to be what you want to be."
- 2."We see obstacles when we ignore our goals"
3. "Nobody will hinder from achieving your goals, but yourself."
- 4."People become unsuccessful not because of lack of abilities rather because of lack of goals in life."

Dear participants, next we will move to activity 3. It focuses on role playing. Its aim is to enable participants to develop knowledge, values ,and skills on goal setting.

### **Activity 3: Role playing**

The trainer will select two pairs of volunteer participants .Selected participants will choose any one from cases given below and act the drama .When they finish the rehearsal, they will present it to the whole class.

1. Those in the first group will focus on demonstrating how they become successful in their previous goals. They will tell us about the feelings it created when they achieve their goals. Moreover, they will inform us about the lessons they took from such success.
2. Those in the second group will focus on demonstrating why they became unsuccessful in their previous goals even if they set good goals added with great effort. They will focus specifically on what happened, how they tried to cope up, what lessons they took, etc.

Next, we will pass to activity three. Activity three will focus on scenario. It focuses on how those who joined higher education lose their chance of success because of not setting goals. Its aim is to develop participants' knowlege, values and skills on goal setting.

#### **Scenario 1: Goal setting among university students**

*A certan fresh university student spends most of his time visiting night clubs. He does not attend classes most of the time. He does not realise that he might be dismissed . Moreover, he doesn't read. Besides, the young man enjoys visiting " Beg Tera",and sleeping after having his lunch. Observing that he is wasting his time, friends of him tried their best through round table discussion to help to come out of such situation. Nevertheless, he did not listen to them, rather replied "I know about myself." Finally, the young man was dismissed as he scored very low marks in the first semester exams.*

Dear participants, hope you enjoyed reading the above scenario. Next, we will move to opinion questions derived from the above scenario. Hope you will participate vigilantly by forwarding your views.

### **Activity 4: Reflection**

1. What was the young man's goal in his university days?
2. Was he conscious of wasting his time? Why do you think that he did say no to his friends attempt to advice him?
3. Now he left the university once and for all. What do you think he is going to face in his locality?
4. Should his friends stopped their attempt to help him as they were not successful in their first trial? Why? Who else could have helped him?

5. Is it possible to change Bunge's life hereafter? How?

Dear participants, hope you enjoyed dealing with the above opinion questions. Next, we will proceed to group discussion activity. It focuses on goal setting. Its aim is to develop participants' knowledge, values and skills on goal setting.

The facilitator will help participants to discuss in pairs. Finally, each pair will present their conclusions to the whole class. The facilitator is expected to compare the points with the short note provided at the beginning of this session.

### **Activity 5: Group work**

#### **Questions for group work:**

Please try to think about three things that you want to accomplish in the coming seven months. These things should be very much relevant to you. Furthermore; they should not be out your capability. Try to mention what you should do in order to accomplish each goal. Finally, try to set plans and mention that when will each plan be accomplished.

Dear participants, hope you enjoyed responding to the above questions. Now, we will move to activity 7. It focuses on youths who are idle. Its aim is to enable participants develop knowledge, values and skills as they try to set goals to help their friends.

### **Activity 6: Role play**

The trainer will select two different pairs on voluntary basis. Those selected participants will choose one topics given below and start rehearsing. When they finish their rehearsal, they are expected to demonstrate it to the whole class.

1. Setting short term goals to help those youth who are idle and laze around.
2. Setting long term goals to help youths who are idle and laze around.

Dear participants, hope you enjoyed the above task. Next, we will move to the last activity, i.e. is activity 8. It focuses on home taken assignment. Its aim is to enable participants to develop knowledge, values and skills on goal setting.

### **4. Personal practice**

Dear participants. after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short report of your discussions.

Cutting of the vulva, making scars around the eyes and others are among the most known harmful traditional practices that are widely practiced in our country. Even if these things are observed during childhood, they have great influence during the period of youth. Is it

possible to prevent such harmful traditional practices? How? Try to discuss this issue with communities in your localities and attempt to set goals on how to prevent each harmful traditional practice.

Dear participants, up to now, we have been practicing different activities. Next, we will move to the final task, i.e. evaluation. You are kindly requested to forward your opinions on the questions given below.

### **5. Evaluation**

1. What did you learn from this session?

1. What are the strengths and weaknesses in this skill?

2. Do you think that the skill has hit its over all objectives set at the beginning?

3. What do you suggest of things to be improved?

## 8. Self-controls kills

### 8.1 Overview

*Human beings have different basic needs. Need for water, food, air, shelter are among them . These needs should be satisfied in a way that does not violate the rights of others, and in a logical way. Therefore, in order to satisfy our needs we need to be patient, reasonable, and select the right place and time. Those who find it difficult to control their needs and feelings are seen to be vulnerable to different problems. What does self control mean to you? When do we say that an individual is unable to control his-/herself ? How can we develop self -control? What are the effects of being unable to control oneself? In this section,we will focus on these and other related issues.*

### 8.2 Specific objectives

At the end of this session participants will:

1. Develop knowledge on self-control.
- 2.Appreciate the advantage of self-control.
- 3.Help those friends with self-control problems.
- 4.Develop skills in self-control.

### 8.3 Delivery

#### Activity 1: Brainstorming

Dear participants, we will begin this session through discussions on self-control . Its purpose is to enable trainees to share experiences and opinions.

- I.What is self-control?
- ii. When do we say that an individual is unable to control his-/herself?
- iii.How can we control ourselves?
- iv.What are the effects of being unable to control oneself?

*Short note*

*Characteristic features of persons with high self-control*

*-Do not listen to their impulse.-Are not vulnerable to risks.-Are nor selfish.-Control their feelings.-Are more happy.-Lead good social life.-Have strong family.-Face minor psychological problems.-Have high self-esteem.-Can control their emotions .*

*Characteristic features of persons who cannot control themselves*

*-Become emotional. Do not respect others.Being vulnerable to risks.Are aggressive. Might face difficulties in controlling their emotions/feelings. Might be vulnerable to unwanted pregnancy. Might not have long term visions. Might need immediate satisfaction of needs. Might be delinquents, might indulge themselves in drug abuse, and might contemplate to commit suicide, etc.*

*How is self-control important?*

*-To make effective decisions.To follow effective problem solving styles.To do things with others in cooperation.To follow rules.To establish good social life.To cope up with those situations where it is difficult to make effective decisions and difficulties. To be high achiever in academics. To cope effectively with mental stress. To fulfill one's needs without violating other's right. To think twice before doing anything.*

*Effects of being unable to control oneself*

*-Feelings of fear.Being more anxious.Feelings of depression.Considering oneself as inferior. Isolating oneself from others.-Not having enough sleep.Thinking that others might outcast them.Unable to cope up challenges.Feeling afraid during public speech. Blaming others on one's own weaknesses.Choosing revenge than justice.Misperceptions about oneself and others.Feeling anger.*

*In order to develop high self-control*

*-Education about anger management.Providing sex education.Providing trainings on conflict resolution.Giving trainings on the side effects drug abuse.Setting rules and regulations-Giving trainings on patience and tolerance.-Giving trainings on how to set long term visions and goals/plans.Informing that we cannot achieve everything wherever and whenever we want.Letting know that delayed gratification is by far more satisfying than immediate and short term.Giving trainings on how to respect others' rights, how to provide help to others, how to listen to others-Let themselves set*

*achievable goals. Let themselves know to look for different alternatives for a certain problem. Knowing how to express their feelings, when, with whom, why, where*

Dear participants, hope you enjoyed the above short note. Next, we will move to activity two. It focuses on group discussion. The title for the group discussion will be robbery. Its aim is to enable participants to develop knowledge, values and skills on self-control.

### **Activity 2: Group discussion**

#### **Group discussion points**

1. What are the characteristics of self-control?
2. What environmental things can possibly deter us from self-control?

Dear participants, hope you enjoyed dealing with the above questions. Next, we will move to activity three. Activity three focuses on scenario. The title of scenario two is juvenile delinquency. Its aim is to enable participants to develop knowledge, values and skills on self-control.

### **Scenario 2: Juvenile delinquency**

In a small town, there were youths who have been involved in group fights. However, now, they took different trainings, brought changes in their behavior, and actively participating in different development activities in their locality.

Dear participants, hope you enjoyed dealing with the above scenario. Next, we will move to reflective questions. You are kindly requested to forward your opinions on the questions given below.

#### **Activity 3: Reflection**

1. What is juvenile delinquency? What are the possible facilitating factors?
2. Is it possible to prevent juvenile delinquency? How?

Dear participants, hope you enjoyed dealing with the above questions. Next, we will move to activity 5. It focuses on role play. Activity five focuses on unwanted pregnancy because of unsafe sex. Its aim is to enable participants to develop knowledge, values, and skills on self-control.

#### **Activity 4: Role play**

The trainer will select three pairs from participants. Next, the selected pairs will rehearse on unwanted pregnancy. Finally, they will demonstrate to the audience.

1. The first pair will demonstrate about unsafe sex. They will focus on how unable to control oneself will lead to unwanted pregnancy.
2. The second pair will demonstrate about the effects of unwanted pregnancy: social, psychological, economic, health, etc.
3. The third pair will demonstrate on how to develop skills on how to control oneself during sexual intercourse.

Dear participants, hope you enjoyed dealing with the above role play. Next, we will see activity six. Activity six will focus on group discussion. Its aim is to enable participants develop knowledge, values and skills on self-control.

#### **Activity 5: Group discussion**

##### **Group discussion questions**

1. Ponder on the Amharic words or phrases listed below and try to relate them with self-control.

“Kimegnnet ,mekegnnet ,bekelegnnet, kinategnnet, and others”

2. Ponder on the Amharic words or phrases listed below and try to relate them with self-control.

“Guregnnet, wushtegnnet, hametegnnet ,sim matfat ,and others”

3. Ponder on the Amharic words or phrases listed below and try to relate them with self-control.

“Macherber , lebinet, yerasen tifat wode leloch mastakek, and others”

Dear participants, hope you enjoyed dealing with the group work questions. Next, we will pass to activity six. It focuses on a certain scenario.

#### **Scenario 2: Lacking concentration at work**

A certain young woman works in a certain leather factory. Since the work in the factory is quite hard, one needs to be very alert. But, it seems that the young woman is not able to do this. Often she lacks concentration while working. She speaks that she also lacks concentration even while studying at home.

## Activity 6: Reflection

1. Try to list down the possible sources for lack of concentration both during work and study.
2. Can they young woman be free from such situation? How?
3. Is it possible to make a person concentrate on his/her work, study, etc? How?

Dear participants hope you enjoyed responding to the above reflective exercise. Now, we will proceed to activity 7. It focuses on group discussion.

## Activity 7: Group discussion

### Group discussion points

1. In our country, we often see many encouraging, hope giving Amharic poems, proverbs /sayings...For instance:

“Hilm alegn awkalehu nege emayebet, kendil yemihonegn shama maberabet”

“Ketagesu hulum yafal,gin eskezia yalefal”

“Chegir zare aydenkegnm, bematate biretagm,

Agegnalehu bemamshaye,mulu yehonal bet guadaye”

“Destan mekera,magnetu matatu,hulum beyetera aykerim memtatu”

Let you now discuss by adding some more sayings of your own.....

2. Now we will proceed to discussion on various discouraging Amharic sayings :

“Liku zemen enji aydelem tebibi, yemihon min ale ende sew hasabe”

“Akim alegn blo yesew leji biyasebim,tasebe altasebe keliku ayalfim”

“Atahu biye alamarer,bemider lay hulete alnor”

“Yaleletin menor”

“Yearba ken edel”

“Sh amet aynor”

“Kedehinet gar teme chachito menor”

“Edel new”

Now, try to list down those poverbs that you know, which are discourgaging and discuss them in groups.

Dear participants, hope you enjoyed dealing with the group work questions. Next, we will pass to the last activity. Activity 6 focuses on home taken assignment. Its aim is to enable participants to develop knowledge, values and skills on self-control.

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short report of your discussions.

-Do you find a youth with problems of self-control in your surrounding?

-How can you help them to come out of this situation?

Dear participants, hope you enjoyed responding to the above questions .Next, we will move to the last section of this session. That is evaluation.

#### **5. Evaluation**

1.What did you learn from this session?

1. What are the strenghts and weaknesses in this skill?

2. Do you think that the skill has hit its over all objectives set at the beginning?

3. What do you suggest of things to be improved?

## *9.Risk reduction skills*

### **9.1 Overview**

Since adolescence is a transitional period youths are often seen involved in different experiments as they struggle to define who they are. This search for identity might possibly bring vulnerability to risks. What do we mean by risk? What about risk reduction? What do we mean by vulnerability to risk? Dear participants, in this section, we will discuss on these and other related issues .

### **9.2 Specific objectives**

**At the end of this session, participants will:**

1. Develop knowledge on risk reduction
2. Appreciate the advantages of dealing with risks positively.
3. Develop skills on how to deal with risks positively.
4. Help those friends who face difficulties in dealing with risks.

### **9.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on risk reduction. Its purpose is to enable trainees to share experiences and opinions.

- I. What does risk reduction mean?
- II. What do we mean by risk?
- III. Identify positive and negative ways of dealing with risks.
- IV. How can we reduce the negative risks observed in the youth?

#### *Short note*

*Possible factors predisposing youth to different risks:*

#### *1. Macro level environment*

*-Existing political situation, Youth policies and laws. The country's economy.  
Historical events*

**2. Social**

*-Being brought up by a single parent.Large-size family member.Families living without job for a long time.Watching films full of horror.-Proximity to alcohol, cigarette, chat etc.Health expenses.Low family income*

**3. Family**

*-Wrong child rearing styles.Not controlling children, not doing follow up.-Family conflict-Families exposed to addiction-Lack of adequate education-Mental illness in family*

**4. Youth/personal**

*-Being impulsive, being emotional-Less than average IQ-Mental health problem-Physical health problems-Low self-esteem -Genetic influence -Being aggressive*

**5. Schools/Universities/Colleges**

*-Low score in elementary schools-Lack of concentration-Lack of motivation-Not using school hours properly-Disciplinary problems in schools-Leaving school early -Tardiness*

**6. Drug abuse**

*-Smoking cigarettes-Drinking alcohol-Consuming Marijuana/Hashish-Chewing chat*

**7. Injury/Violence**

*-Holding guns-Not wearing seat belts -Not wearing helmets-Driving after taking alcohol-Conflict with friends-Juvenile delinquency*

**8. Eating and physical exercise**

*-Not doing physical exercise-Eating too less/too much-Not taking balanced diet*

**9. Reproductive health**

*-Not using condoms-Starting sex at early age-Having many sexual partners*

*Unwelcome outcomes of risky behaviors:*

*-Catching disease-Being less strong-Reduced school achievement-Isolating oneself from the social net work-Violating laws-Early marriage/early parenting-Wrong perception about oneself and others-Depression-Suicide-Limited job skills-Being job less-Reduced motivation*

*Major situations preventing the youth from being exposed to risks:*

*1. Social*

*-Increased number of health institutions-Adults being on job-The number of help giving agents-Religious institutions Relating to those who can act as exemplary-Mass media supporting help giving process*

*2. Schools*

*-Scoring good grade-Relating to school formally and the right way-Not being absent from schools.-Respecting school policies*

*3. Family*

*-Presence of both parents -Parents values -Reduced family members-Families asking each other-Family with democracy*

*4. Youth/personal*

*-Being spiritual-Social skill-Late maturity-High self-esteem -High self-confidence*

*Indicators of youth involvement in risky behaviors:*

*1.Education*

*-Decreased score-Lack of motivation to finish assignments-Tardiness-Not participating/reduced participation on something related to education/learning*

*2. High behavioral changes*

*-Sleep-either sleeping over or lack of enough sleep/sleeping less-Appetite-either eating too much or very less-Not keeping one's hygiene*

*3. High emotional changes*

*-Being aggressive-Reduced motivation-Being indifferent about legal matters-Depression-Suicide*

*4.Reduced participation on positive social events:*

*-Not participating in group sports-Reduced school participation*

*5. Violating rules, participating on bad deeds, beings with peers with bad behaviors*

*In order to help the youth not to be exposed to risks:*

*-Helping the youth to look for alternatives while making decisions-Develop their*

*knowledge about risks. Showing the youth the positive effects of good behaviors- Showing the youth the negative effects of unhealthy behaviors.- Helping the youth how to identify risks in a certain environment or situation.- Helping them develop self confidence.- Giving them the opportunity to practice on how to develop skills of risk reduction- Limiting them from being vulnerable to drug abuse- Helping them take alcohol with responsibility- Doing follow ups and supervisions- Letting them spent their time doing something important- Giving training on how to deal with risky behaviors.- Giving training on how to prevent risks- Changing their wrong perceptions “ I will not die.” ”I will never be exposed to risks” with positive ones.- Preventing the youth from participating in self-deception.- Letting the youth to be informed that they should not compromise with their lives.- Quality parenting from early childhood*

Dear participants, hope you enjoyed dealing with the above short note. Next, we will move to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on risk reduction.

### **Activity two: Group discussion**

Participants will sit in pairs. Then, they will forward their opinions on the points listed below. Finally, they will explain briefly about the conclusions of their discussions.

#### **Points for discussions:**

-What are those situations which facilitate female youth exposure to risk? What measure should be taken?

-To what kinds of risks would the physically disabled be exposed to? What measures should be taken?

- What risks do youth on the street face ? How can we reduce such risks?

What about youths who are residing in rural areas; children's home; work organizations ; poverty ridden...etc

-What opportunities are there in order to enhance youths' security?

Dear participants, hope you enjoyed forwarding your opinions on the group discussion points listed above. Next, we will see scenario. It focuses on open family discussion. Its aim is to enable you to develop knowledge, values and skills on risk-reduction.

### **Scenario: Open family discussion**

A certain young woman resides in a small town. She does not have any experience of open discussion with her families on reproductive health issues. As a result, unknowingly, and unexpectedly, she was exposed to unwanted pregnancy. She is highly stressed that her families would not accept her pregnancy. However, her families tried to help her to come out of this situation.

### **Activity 3: Reflection**

1. List down and discuss the possible sources for unwanted pregnancy?
2. How do you see the support extended by her families to help her come out of the situation?
3. What advantages would there be making open discussion on reproductive health issues?

Dear participants, hope you enjoyed forwarding your opinions on the above points. Next, we will move to role playing. Its aim is to enable participants to develop knowledge, values and skills on risk reduction.

### **Activity 4: Role play**

Three volunteer pairs will be selected among participants. The selected pairs will make rehearsal on the three points given below. When they finish their rehearsal, they will present it to the whole participants. It is better if each pair includes male and female.

1. Pair one : Students lacking concentration at schools, who are late comers ,who are less achievers (Risks ,consequences ,measures to be taken...)
2. Pair two: A certain young woman who gave birth because of unsafe sex (Possible reasons, possible risks to face , measures to be taken..)
3. A person who done things which he never believes in but just because he is scrupulous (possible reasons ,risks , measures to be taken...)

Dear participants, hope you enjoyed dealing with the above questions. Now, we will proceed to activity five .It focuses on a certain scenario. Its aim is to enable participants to develop knowledge ,values and skills on risk reduction .

## **9.4. Personal practice**

Now try to think of the risks of others around you (relatives, friends, colleagues, siblings, neighbours, etc) found in your locality. Focus on the risks they came across. Make a

plan on how you extend your help, finally provide your help, and report it to the whole class.

Dear participants, next we will pass to evaluation section .

## **9.5 Evaluation**

1. What did you learn from this session?
1. What are the strengths and weaknesses in this skill?
2. Do you think that the skill has hit its over all objectives set at the beginning?
3. What do you suggest of things to be improved?

## *10. Anger Managment skills*

### *10.1 Overview*

*In our attempt to satisfy our daily needs, we are forced to face conflicts, misunderstandings, etc. Following such misunderstandings, naturally, we might feel angry. Therefore, the question now is not why we feel angry? Rather how we manage it and communicate our feelings in a peaceful and positive ways? What do we mean by anger? Is it possible to know whether a person is feeling anger or not? How can we reduce feelings of anger? Can there be a person who doesn't feel angry?*

### *10.2 Objectives*

*At the end of this session, participants will:*

*Develop knowledge on what anger means.*

*Appreciate effective anger management.*

*Help friends with problems in managing anger.*

*Develop skills to manage anger.*

### **10.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session with discussions on anger .Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What do we mean by anger?
2. What behaviors do angry people show?
3. Can there be a person who does not feel angry?
4. What are the possible sources of anger?
5. Can we manage anger? How?
6. What is the consequence if we don't manage anger?

*Short note*

*Manifestations of anger*

*Keeping silent, Eyes become red, Talking aloud, Lack of enough sleep, Stuttering, Disturbed breathing*

*Sources of anger*

*Misunderstandings, Miscommunication, Selfishness, Attempting to cheating, Arrogance, Downgrading others, Needs not satisfied, Rights violation, Ignorance*

*Processes of anger*

*Events initiating anger*

*-External e.g. sound -Internal e.g. being emotional*

*Situations coming before anger -Mental-anger goes with misinformation,-Emotional-From weak to strong anger,-Physical-Increased production adrenaline, muscle contraction*

*-Behavior –Anger might be beneficial or not*

*-Assertiveness*

*-Aggressiveness*

*-Long term psychological behaviors*

*-Cultural effects*

*–How to express anger*

*-Able to evaluate the situation*

*Uncontrolled anger*

*Catching different diseases, Different psychological problems, Difficulties to work in cooperation with others, Unable to accept others' opinions and intolerance, Affects our work, Others might detest us, reject us, Not able to express feelings freely, Lack acceptance from others, Riduculed by others*

*Ways to control anger*

*Counting from one to ten before responding, Ignoring the situation both physically and mentally, Informing others about our feelings, Putting clearly what we want*

*Informing others about how we understand them, Listening vigilantly when others get angry, Praying, Listening to music, Dancing, Telling to others, Reading books, Doing some work, Discussing peacefully, Control feelings, Taking deep breath, Taking a walk, Creating peaceful places through imagination, Letting things to pass things we expected, Remember that the world is unfaire, Meditating, Swimming, Taking a shower, Letting good peole to be around.*

*Advantages of controlling anger*

*Decreased juvenile delinquents, Decreased aggressive students, Decreased drug addicts, Decreased alcohol users, Increased self-esteem, Decreased difficult behaviors, Increased chance for achieving goals, Increased social acceptance*

Dear participants! Hope you did enjoy reading the above short note. Now, we will proceed to activity two. It focuses on group activity. Its aim is to enable participants to develop knowledge, values and skills on anger management .

**Activity two: Group discussion**

**Group discussion questions**

Think about one recent angry situation. What was the event? How did you express your feelings (Aggressively, Assertively, Submissively?). What was the outcome? How can you relate it with what you have learned?

Hereafter, we will proceed to scenario. It focuses on the consequences of being unable to control anger. Its aim is to enable participants to develop knowledge, values and skills on anger management.

*Scenario 1: Anger and its outcome*

*A certain 10<sup>th</sup> grade young student lives in a small town. His father reports that his child gets angry very easily and smokes cigarette in an attempt to control his anger. Lack of enough sleep, stomach ache, irritability, breaking materials, and others are manifestations of his anger. His mother reports that since he gets angry very easily it might fasten his aging.*

**Activity three: Reflection**

1. What do you think the possible sources for his anger?
2. What ways did he follow to reduce his anger? Was that profitable? How?
3. Is it possible to save him from such behaviour? How?
4. Put yourself on his shoes and explain how you would overcome if you face such problem?

*Short note*

*Dear participants! In our day to day life, there are times when we get angry and feel happy. We are expected to vent out our anger properly. Chewing chat, smoking cigarette, drinking alcohol, and other substances will not be a solution rather it aggravates the problem.*

Dear participants! Next, we will proceed to activity four. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

*Scenario two: The secretary*

*A certain old man works as finance head officer in a certain organization . He respects his job and do it well. His secretary, a young woman, always happen to speak that she doesn't like his behavoir. She says, "He nags her every time, he doesn't give her leave." and others are some of the compliants that she shares to her friends during tea hours. Moreover, she reports that sometimes she intentionally leaves parts of the jobs unfinished .*

Dear participants! We hope that you enjoyed reading the above scenario. Next, we will proceed to reflective questions.

**Activity four: Reflection**

1. What do you think of the possible sources for her anger?
2. Do you think that her feeling is appropriate? How?
3. Leaving parts of the job unfinished; could this be considered as the right way of dealing with her problem? Why?
4. In order to minimize her anger, what do you think is expected from both her boss and the young woman?

*Short note*

*Dear participants! If heads of departments want their plan and jobs to be done, they need to know how to handle their subordinates. As far as one's right is kept, employees will do their jobs well.*

Next, we will proceed to activity five. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills.

**Activity five: Group discussion**

**Group discussion questions**

All members of the group will be asked the following:

Whether they had conflict with any one or two members of the group

If there is anyone in their life with whom they are in conflict.

Whether the anger really affected their job, social life, and education.

Finally, all group members will discuss on each of the problems to find answers.

Next, we will move to activity six: It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on managing anger.

**Scenario three: Disturbing others**

*A certain young woman likes football very much . To recreate herself she watches football games. She supports coffee team. One day, coffee was heavily beaten by Hawassa kenema three to nil. The woman was sad. She goes home, and said aloud "I can't believe it! We lost another game! Our team is not good! I don't think that we can make any difference!" She disturbed her family.*

**Activity six: Reflection**

1. What are the possible sources for her anger?
2. What physical and psychological consequences do you think will she face because of the anger?
3. Will her anger disturb her family? How ?
4. What kind of help do you think families need to extend in order to reduce her anger ?

5. Most Ethiopian youths recreate watching foreign soccer. However, some of them fight in groups that goes beyond recreation. Do you think that this is right? In order to overcome this problem what do you think is expected from the youth.

*Short note*

*Dear participants! Each person recreates himself/herself in different ways. Some recreate through watching football games, others listen to music, still others read magazines and etc. We need to have limit for our enjoyment. It should not be in a way that disturbs others.*

Dear participants! Hereafter, we will proceed to activity seven. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on anger management.

*Scenario four: Patience*

*A certain young man who lives in a certain town is said to be a good football player. His colleagues witness and appreciate his nice behavior. One day, while playing games with the opponent team, inadvertently the young man heavily hurt one player. However, no one insulted him let alone to go for physical attacks, which of course was never seen before this.*

Dear participants! We hope that you did really enjoy reading the above scenario. Next, we will proceed to reflective questions .

**Activity seven: Reflection**

1. What do you think are the possible sources of his patience and anger managing behavior ?
2. It is known that the young man heavily hurt the player of the opponent team. However, no one was angry . How did this happen?
3. Is it possible to produce football players just like the young man? How?
4. There is one Ethiopian saying “Tigist firewa tafach new”. What do we mean by patience? What is its advantage? Can there be any disadvantage?

Dear participants! Next, we will move to activity eight. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on managing anger .

Dear participants! Next ,we will proceed to activity nine .It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on managing anger .

***Scenario 6: Jealousy***

*A certain young woman went to an Arab country before five months. She reports to her mother on the phone that she doesn't feel okay from the moment she reached there till today. Her employer, likes to help her in many ways. Realizing this, his wife became jealous. As a result, she became harder on her. She increased her work, reduced her rest and sometimes contemplates even to punish her through food. After she suffered much, the servant tried her best to tolerate. However, she didn't see any positive reply. Finally, the young woman lost her patience and attempted to insult. However, she received immediate response with bad news. "Prepare your bags, be ready to leave for your country." The young woman get confused, she wished she lost her life. Being unsuccessful, she came back to her country .*

**Activity 8: Reflection**

1. List down and discuss the possible sources of conflict between the young woman and her mistress?
2. We can learn from the above scenario that the young woman did insult her mistress. Should this behavior be encouraged or discouraged? Why?
3. Could the young woman look for other ways of releasing her anger rather than insulting? How ?
4. Could those women who migrate to Arab countries work in their hometown? How?
5. What consequences could the young woman possibly face when she gets back to Ethiopia ( Economical, Social, Psychological, etc )

Dear participants! Next ,we will proceed to activity 10. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on managing anger .

***Scenario seven: Anger and work***

*A certain young man works in a ascertain organization. It is heard that the manager does not have enough skills on how to hadle his subbordiantes. Hence, he nags them evertime .The young man is one among the most efficeint workers in the organization. But, since the manger likes nagging almost everytime, they were not in a good condition. Being unable to tolerate his boss, it seems the man decided to be absent from work, sometimes be late, spending more time through talks ,and sometimes being anxious at his wife). Sometimes, when he gets anxoius, he feels depressed. Moreover,*

*he suffered from stomachache. Besides, he lost appetite. He reports, he doesn't get to sleep.*

### **Activity 10: Reflection**

1. What do you think of the possible sources for his anger ?
2. List down the physical and psychological changes observed .
3. Put yourself in his shoes and think how you could overcome such problem.
4. What kinds of trainings does a manager need in order to enable him/her effectively handle employees/subordinates ?
5. What possible help could his wife give to reduce his anger ?

Dear participants! Next, we will proceed to activity 11. It focuses on personal experience. Its aim is to enable participants to develop knowledge, values and skills on managing anger.

### **4. Personal practice**

Dear participants, after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short note of your discussions and report it to the whole class.

-From your locality select youths who relatively do have good ways of managing their anger. Then, list down the ways they use to reduce their anger .

-From your locality select youths who relatively don't have good ways of managing their anger. Then, list down the ways they use to reduce their anger .

-Finally, youths who have good ways of controlling their anger are expected to extend their help to those who have deficiencies .

Finally, we will proceed to evaluation.

### **5. Evaluation**

1. Dear participants ! What did you learn from this session?
2. Do you think that the activities in this session really hit the objectives put at the outset ?
3. List down the strengths and weaknesses of this session.
4. List down and discuss the points to be improved from this session,

## 11. Stress Reduction skills

### 11.1 Overview

*According to mental health specialists, now a days, mental stress is part of our life. There is no one who is free from mental stress. However, the degree of mental stress varies from person to person. What matters is the individual's perception of event. Because of this, an even may cause stress to a person and happiness to another. Generally, to be considered as healthy, to be successful in academics, and to carry out any activity, an average level of stress is necessary. However, this average level might vary from person to person. What does mental stress mean to you? What kinds of changes would an individual show when he/she is under stress? Can there be anyone free from stress?*

*Dear participants, hope you dealt with the discussion questions. Generally, in this session we will focus on the following issues: what stress is all about; sources for different stresses; effects of mental stress on one's mind and physique; and ways to cope up with stress will be dealt. Hereafter, we will focus on the overall objectives of the session.*

### 11.2 Specific objectives

At the end of this session, participants will:

- I. Develop knowledge about stress, its sources and ways to reduce it.
- II. Appreciate effective ways to manage stress.
- III. Evaluate the effectiveness of their own stress management techniques.

### 11.3. Delivery

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session with discussions on mental stress. Its purpose is to enable trainees to share experiences and opinions.

- I. What is mental stress?
- ii. Mention some of the major sources of stress?
- iii. List down some of the effects of stress on one's physique and mind.
- iv. What should be done in order to prevent mental stress?

*Short note*

*Possible sources of mental stress*

*1. Daily Hassles:*

*-Wrongly placing car keys-Living in poverty-Loud sounds-Living in a crowded area-Unable to balance between job and family.-Conflict with wife or husband, etc*

*2. Life Events:*

*-Death of husband or wife, or a beloved one .-Divorce-Being fired from job-Being a parent -Starting a new job-Starting college education-Being promoted-Victim of heavy violence-Leaving for foreign countries*

*3. Cataclysmic Events*

*-Being a victim of terror-Victim of fire accident-Victim of earth quake -Victim of flooding -Tornadoes-Hurricanes*

*Physical signs of stress:*

*-Dry mouth-Lack of saliva in mouth-Stomach ache-High/low appetite-Frequent urination-Bowllache-Headache-Sweating -Tense muscle- Shivering*

*Psychological signs of stress:*

*-Frustration-Anxiety-Depression etc*

*Factors influencing the intensity of stress:*

*-How we perceive the life event.-The amount of resources we have in order to deal with stress.-The physical proximity we have with the event.-The time elapsed after the event.*

*To cope up with stress, we need to do the following:*

*-Time management skill-Managing money-Sharing the problem to others-Taking bath*

*-Listening music-Prayer-Watching films-Taking a walk-Taking enough sleep-Taking balanced diet-Dancing*

Dear participants, hope you enjoyed reading the above notes. Hereafter, we will move to scenario one. It's focus is on work burnout. Its aim is to enable participants develop their knowledge, values and skills on stress management.

### **Scenario 1: Ups and downs in life**

*A certain young woman works in a certain cafeteria as full timer. Moreover, she is a regular student at a college. In fact, she is time conscious. She never waste her time, especially she respects study hours. Her monthly salary does not cover all of her costs. Therefore, in order to get good tip from her customers, she works hard. House rent and school fee are the two burning issues for her. Since she lives in apartments at low rent she is forced to live with those neighbors' whom she does not like and does not communicate much. Especially, she is afraid to go home during night. Even though these things will change when she holds her first degree, by now she is under great stress.*

Dear participants, hope you enjoyed reading the above scenario. Next, we will move to activity two. We kindly request you to forward your opinions on the questions provided below.

### **Activity two: Reflection**

1. List down the stresses of the young woman and their possible sources.
2. If you were in her shoes, how would you cope up with such situations?
3. Did the young woman have any ways to cope up with her stress? If yes, mention it please.
4. Why did she get afraid to go home during night? How can she deal with this problem? What is expected from the community in her locality?

Dear participants, hope you enjoyed dealing with the above questions. Next, we will move to scenario two. It focuses on what one needs to think about the ways of coping up with stress. Its aim is to enable participants to develop knowledge, values and skills on stress.

### **Scenario 2: Selecting stress coping mechanisms**

*A certain young man is left with one semester to finish his college. However, it is really hard to get a job in his field. In addition, it seems that his relationship with his girl friend is also deteriorating. Furthermore, he scored low marks in two courses. The reason for this is that he lacks concentration in his studying. Besides, he does not get enough sleep. To get sleep, he chews chat, smokes cigarettes, watches TV, and drinks*

*alcohol heavily. He became more and more stressful. Later on, however, he dropped all of his previous addictions and able to lead peaceful life .*

Dear participants, hope you really enjoyed the above scenario. Next, we will move to activity questions.

1. List down the stresses and the possible sources?
2. Put yourself on his shoes and think of what you will do in order to deal with such problems?
3. As we have seen in the scenario the young man has been uses drugs to avoid his sleeplessness. Do you think that this is the right way to cope up with stressful events? Why?
4. On his field of study, there are little chances to get a job, what do you advise him to overcome such problems?

Dear participants, hope you enjoyed dealing with the above questions. Next, we will pass to activity four. It focuses on group work. Its aim is to enable participants develop knowledge, values and skills on stress management. The point of discussion is on saving money.

**Discussion points:**

1. In Ethiopia, many get married within a year. Some couples were observed to spend a lot of money for their marriage. However, studies reveal that most of the married couples end up in immediate divorce. Among the major reasons behind this is their inability to pay their debts they borrowed for their marriage. In your opinion, what should be done in order to get rid of such stress?
2. Whenever someone dies, a young lady gets too much stressed because of her dry eyes. Moreover, she does not accept the Amharic saying “ **Keleb Kalequesu Emba Aygedim.**” According to her , people should be helped when they are alive. How can she be safe from social outcast and stressful situations?
3. A certain young man is not getting enough sleep. He reduced his contact with his friends. Sometimes, he talks alone. He spends most of his time alone. Especially, when he sees his two sons and three daughters, feels that he should abandon them as he leads a terrible life. His being fired from job was considered as one of the major reasons behind the stress. What do you think of other possible factors /sources for his stress? Can he cope up with such stressful life? How? In order to help him, what should we expecte from whom?

Dear participants, hope you enjoyed dealing with the above questions. Next, we will pass to activity four. It focuses on role playing. Its aim is to enable participants develop knowledge, values and skills on stress management.

### **Activity 5: Role play**

The topic for discussion is gender based violence.

#### **Instruction for the facilitator:**

Select two volunteer pairs from participants .

-Allowing them to rehearse on GBV (gender based violence).

-Finally, facilitating the environment for demonstration

-The first pair will demonstrate on what GBV mean and its possible sources. For instance, they might focus on cases that a certain stressed adolescent who has been ridiculed by his friends for being ignorant of how to go for sex and finally raped a woman.

-The second pair will demonstrate on the psychological, social, and physical consequences of GBV. For this, they will demonstrate that the earlier lady has been under stress.

-Finally, the facilitator will make an in-depth discussion with participants about GBV: What is expected from whom in order to prevent GBV? From the community, religious institutions, concerned government bodies, women's associations, schools and security bodies ....etc

### **Activity 6: Explanation by the trainer**

The trainer is expected to provide a short explanation on points listed below:

-What does studying mean? How it differs from reading?

-What responsibilities are expected from students during school years?

-What is expected from parents and teachers during school years?

Hereafter, the trainer will permit participants to discuss on the points listed below:

I. It is customary that student be stressful when exam approaches. Why does this happen?

II. Mention some of the physiological and psychological changes that students might show when exam approaches.

III. What is expected from a student in order to reduce stress when exam approaches?

Dear participants, hope you enjoyed dealing with the above discussion points. Next, we will move to the last activity, i.e activity 6. It focuses on home taken assignment. Its aim is to enable participants to develop knowledge, skills and values on stress management.

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community in your locality. For the next class, come with short report of your discussions.

After going to your locality, identify people with heavy stress. Prepare a plan of action to help them, and provide your support. Finally, for the next session, come up with your reports .

Dear participants, hope you enjoyed the above home taken assignment. Next ,we will move to the last part of today's session, that is evaluation.

#### **5. Evaluation**

1. Dear participants, what did you learn from this session?
2. Do you think the activities in this session really hit the objectives put at the outset?
3. List down the strengths and weaknesses of this session.
4. List down and discuss the points to be improved from this session.

## *12. Anxiety Management skills*

### *12.1 Overview*

*Anxiety is one of the great obstacles that hinders millions from achieving what they want in their life.*

*For instance, being afraid during exam time;*

*Being anxious during public speech;*

*Sleeplessness;*

*Being anxious to get HIV blood test;*

*Worrying being fired from work;*

*And being anxious to keep one's rights.*

*What do we mean by anxiety? Have you ever experienced anxiety? How did you deal with your anxiety?*

*Many studies reveal that "average" anxiety increases our motivation for more work and to be careful about the future. When it is more than "average", however, it obstructs us from efficient utilization of our talent.*

### *12.2 Objectives*

When finishing this session, participants will:

- Develop knowledge on how to deal with their anxieties.
- Appreciate those who are successful because of managing their anxieties.
- Develop different skills on how to control anxieties and save oneself from anxieties.
- Start to help those with anxieties.

### **12.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on anxiety. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What is anxiety?

2. In your opinion, what are the sources of anxiety?
3. What do you think can prevent anxiety?

*Short note*

*What do we mean by anxiety? Anxiety is a situation where events have influence on our physical or mental condition.*

*Symptoms of anxiety*

**Physical**

- **Increased breathing, Muscle cramps/Muscle exhaustion, Over seating Reduced appetite, Dry mouth, Frequent urination, Problem in speech and other similar things**

**Psychological**

- **Lack of self-respect, Low self-esteem, Lack of self-confidence, Restlessness**

*Facts on how to deal with anxiety*

- *As far as we said “I can’t”, we will never be free from anxiety. So, try to avoid the phrase “I can’t.”*
- *We can prevent our anxieties if we directly go to our anxieties and work up on them.*
- *To prevent our anxieties, we need to have good feelings for ourselves, develop self-confidence.*
- *Realize that everyone encounters anxieties in his /her life and try to consider it as something simple.*
- *Try to understand yourself*
- *Self-respect, have high self-esteem, think positively about yourself*
- *Stop addictions as they enhance your anxieties*

*Steps in the process of managing anxiety*

*1. Knowing what we want*

*What is the thing that we are worrying about?*

*2. Knowing the sources for anxiety*

- *How we are brought up ( families, culture)*
- *Life events (risks, daily hassles)*

- *Low self-esteem*
- *Afraid of failure*

3. *Being sure of the thing that we are worrying in our life. Saying this is my worry and I want to stop it.*

4. *Putting in detail what we are going to gain or lose if we do what worries us.*

5. *Consulting others about its benefits and risks.*

6. *Being strong, self-confident, making oneself ready on how to deal with any obstacle that we encounter in our life.*

7. *Directly doing what we want*

Dear participants, hope you did enjoy reading the above short note. Hereafter, we will move to activity two. It focuses on the anxiety that is created because of family pressure.

#### *Scenario 1: Family pressure*

*A certain young woman lives in small rural town. She was always entertaining remarks like “Anchi men tawukialesh!” “Zim bey!” “Set aydelesh, wede guada gibi.” In her school life, she wanted to be alone. She did not respond to questions though she knew the answers. It is very difficult for her to be with people. Fortunately, she joined a University. The education system allows students to get together and make discussions. However, this was one of the greatest challenges for her. She does not want to meet people. Moreover, she is not able to make a speech in front of her classmates. As a result, she is feeling inferiority. Nevertheless, later on, she obtained help from a counselor and get rid of her problems, be successful in her education.*

- *Participants will make discussions on the above scenario with their trainer.*

#### *Activity two: Reflection*

1. What was the cause of the young woman’s anxiety?

2. What were the possible sources for her anxiety?

3. In order to help other girls not to face the same challenge, what is expected from whom (women themselves, families and other concerned bodies )?

*Short note*

*Dear participants! In Ethiopia, in the past there was a serious parenting problem. Parents were raising children being authoritarian, there was no two way communication. Now a days, there are some changes. Raising children in a democratic way will have paramount importance in their later life. Properly raised children will be happy in life, successful in their education, liked by others, successful in life, set goals, choose peace than conflict.*

Dear participants! Next, we will move to group activity. Its aim is to enable participants develop knowledge, values and skills on how to manage anxiety.

**Activity three: Group work**

Participants will form a group of four. Then, they will start to think about the situations listed below.

**Group discussion points**

- Each participant is expected to think about his/her own worries .Next, they are expected to list down the ways to deal with their own anxieties.
- What is the greatest worry for you? You can revise the lists above.
- People face different anxieties in their life .Why do you think this happens?

Each member is expected to participate actively.Each participant is expected to share his opinion to group members.

*Short note*

*Dear participants! Each person experiences anxieties .However, the source of anxiety, magnitude, the frequency, the age range, and the means to deal with the anxiety varies from person to person. Since we are living in the era of depression and anxiety, it is highly advantageous to consult psychologists.*

Next to this, we will see a certain scenario.It focuses on why people become afraid of other people.

**Scenario two: Rape**

*There was 13-year-old city-girl. Since she lost her mother, every responsibility was loaded on her shoulder. Moreover, her step-father beats her always. Her relatives are*

*very far to help her. One day, her step-father came home drunk and raped her. She caught HIV/AIDS. Even if this woman lives with her relatives, she feels anxious, and hates men. She even considers those who come to help her as if they came to rape her. She does not want to speak and do anything with anyone. For her men are cruel. She always cries. She doesn't have a clue about her future. She leads a meaningless life.*

**Activity four: Reflection**

1. What would you do, if you were in her shoes?
2. Have you ever feared people? Why?
3. Currently, there are many young woman who are facing the same problem. In order to prevent this, what do you suggest?

Dear participants! Hope you have been actively participating in responding to the above questions. Next, we will focus on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on managing anxiety.

***Scenario 3: Being anxious to express one's feelings freely***

*A certain young woman lives in a small rural town. She is a clever student. She likes to participate in different political forums. However, both her families and the community don't have such interest. Because of this, for the last so many years, she was not able to express her feelings freely. She went anxious. Finally, because of her personal effort, she was able to overcome the problem.*

**Activity 5: Reflection**

1. What do you think of the possible sources for her anxiety?
2. What would you do if you were in her shoes?
3. How do you see the efforts the young woman made to come out of the situation?

*Short note*

*Dear participants! Falling in love is one of the great emotional changes observed during the period of adolescence. A person is expected to express his/her feelings freely when falling in love with the opposite sex. Otherwise, it has great impact on the person. Among the effective ways of dealing with such problems are consulting psychologists, receiving advice from friends, discussing with families ...etc.*

We hope the above discussion was satisfying. Good participants! Hereafter, we will move to personal practice. Its purpose is to develop knowledge, values and skills on managing anxiety.

#### **4. Personal practice**

Studies reveal that usually, women than men, the elderly than youth, those who are more concerned about culture, religion and collective life are found to be more vulnerable to anxiety.

- What do you think of the above finding?
- Focus on those people in your locality (just similar to the above category) and discuss about the sources for their worries.
- What should these people do in order to be free themselves from their worries?  
What is expected from us?

Dear participants! Up to now, all of us have been participating on different tasks and developed knowledge, values and skills on managing anxiety. Hereafter, there are evaluation questions. Participate by providing our own opinions.

#### **5. Evaluation**

1. Dear participants! What did you learn from this session?
2. List down and discuss the strengths and weaknesses of this session.
3. Do you think that the activities that are included in this training go in line with the objectives set at the outset?
4. Now, mention some of the points that should be improved in this session.

### **13. Resources Management skills**

#### **13.1 Overview**

*Human beings utilize different resources. These resources can be manpower, time, money, information and other materials. Studies reveal that mostly human beings are not utilizing the aforementioned resources wisely. As a result, wastages are widely observed. What does resource mean to you? How is it possible to utilize resources wisely? What is the consequence of not utilizing resources wisely? How can we develop the skills needed for wise utilization of resources?*

#### **13.2 Objectives**

At the end of this session, participants will:

- Develop knowledge about what resource means.
- Appreciate the process of effective utilization of resources.
- Develop skills on wise utilization of resources
- Help friends with problems in wise utilization of resources

#### **13.3.Delivery**

##### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on self-awareness. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What do we mean by resources?
2. What is the advantage of wise utilization of resources?
3. What is the consequence of inappropriate utilization of resources?
4. How can we develop the skills for wise utilization of resources?

*Short note*

*When we say resources, it includes the following: man power, information, time, money, and other material things.*

*Why do we need to use resources wisely?*

- *That resources are limited.*
- *That human wants are unlimited.*

Dear participants! Next, we will be moving to activity two. It focuses on group discussion. The group discussion topic will be on money related sayings. Its aim is to enable participants to develop knowledge, values and skills on money management.

**Activity two: Group discussion**

Amharic Sayings (related to money) presented for group discussion

- *“Birrn magnet sayhon meyaz yekebdal”*
- *“Kesew gar enji kebirr gar aynorim”*
- *“Birrn yale birr blo yekeral”*
- *“Genzeb yenageral”*
- *“Kisih new zemedih”*
- *“Quatari/segbgib”*

*Short note*

*Dear participants! Economists say that while resources are limited human wants are unlimited. In order to bring a balance we are forced to wisely utilize the limited resources such as money, time, information, air, land etc. This is also a sign of civilization. Otherwise, it is very difficult to be successful in this competitive world.*

Next, we will pass to activity three. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on time management .

### Activity three: Role play

The trainer will select two pairs of volunteers from participants. The selected participants will act a drama on “Time is gold”. Finally, when they finish the rehearsal, they will present it to the whole class.

- The first pair will explain about how “time is gold”. Emphasis is given especially to how successful people use their time.
- The second pair will focus on how the youth can use their time wisely. They will also elaborate on the consequences of spending time on something useless.

#### *Short note*

*Dear participants! Time runs! So, we are forced to ask ourselves on how we spend each hour. These days, the amount of money and resources we gain are directly proportional to the time we spent on work. Since participants in this training are youths and we are responsible for the next generation. We should not give room for chatting, laziness. We should rather work hard. Slowly but surely, we can kick poverty out.*

Dear participants! Next, we will pass to activity four. It focuses on group discussion on what information means. Its aim is to enable participants to develop knowledge, values and skills on how to wisely utilize information.

### Activity four: Group discussion

**Title for group discussion: Information is power**

Group discussion questions

1. What is information?
2. What do we mean when we say “Information is power”
3. What do we mean by wise utilization of resources?
4. What is the effect of not accessing information?
5. Will there be anything wrong if we don't use information wisely? Please, mention!

*Short note*

*Dear participnats! We heard that this is the era of information. Moreover, we heard the saying that “information is power”. So, we are expected to discern that information is useful to us.*

Dear participants, next we will proceed to activity five. It focuses on a certain scenario. Its aim is to enable participants develop knowledge, values and skills on wise utilization of resources.

**Scenario 1: How to wisely utilize exercise book**

A certain 9<sup>th</sup> grade young man lives in a certain town. He has negative attitude towards education. As a result, he sales his exercise books and spends the money in gambling. Observing his misconducts, teachers advised him. Hence, the young man is now able to manange his exercise books and pens .

- 1.How do you think young students can manage their exercise books, pens ,etc ?
2. Should the student sell his exercise book? Why?
3. What do think of the suppor made by teachers?

**4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community around. For the next class, come with short note of your discussions and report it to the whole class.

-Identifying the resources that are found in your locality this might include money, time, information, human resource and others

-Is it possible to wisely utilize the above resources? How?

Finally, we will proceed to evaluation.

**11.8 Evaluation**

1. What did you learn from from this session?
2. Identify and discuss the strengths and weaknesses of this session.
3. What do you suggest in order to improve this session for the futurre.

## ***14. Money management skills***

### ***14.1 Overview***

*We often associate poverty with limited income. But, poverty does not only mean limited income rather it includes being extravagant. This is related with saving problem. Saving does not imply being rich rather saving enables us to be rich. According to white people, “Techenekilat, yane degmo santimua leraswua techenekalech.” Saving money is when people deduct some amount of money from what they earn and fulfilling basic expenses and putting money in a bank or somewhere else in order to achieve a certain goal. In this session, we will focus on this very important thing which many consider it as a problem.*

### ***14.2 Objectives***

When finishing this session, participants will:

1. Develop knowledge on what saving means.
2. Understand ways of saving money.
3. Develop saving skills.
4. Become exemplary to those people who have problems in saving.

### **14.3. Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on saving. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions on the importance of saving .

1. List down and discuss on sayings or proverbs which are usually uttered in your locality and are against saving.
2. In your locality, how do you call people who are parsimonious? Do you want to be parsimonious?
3. What is the advantage of saving?
4. Mention factors which obstruct us from saving money.

Dear participants, hereafter, we will proceed to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on saving money.

## Activity two: Group discussion

### Questions for group discussion

1. Remember a marriage ceremony in your locality and discuss how it led to wastage of resources.
2. Take a holiday, and discuss how to celebrate it appropriately in your locality.

#### *Short note*

*Before one starts to save, one needs to have good knowledge, that is, one needs to know how to save the money. People need to control money not vice versa. It is really hard to go with plans for those who are controlled by money. Saving money means spending on basic needs (such as transportation, electric power, water, clothes, medications, education, food, telephone, etc) and put away some amount for the future.*

*Over all, those who made saving as their culture can lead their life with plans. Therefore, they will be free from doubts. Moreover, they will be healthy and happy, and satisfied in their social life .*

*Hereafter, we will be looking at conditions that we might possibly encounter while we save money:*

#### *- Positive conditions*

*Improved life*

*We can lead life with plans*

*Enables us to be self-confident*

*Enables us satisfy our goals*

#### *- Negative conditions*

*Critics from others*

*Might lose acceptance from others*

*Might be considered as “stingy”*

*Of the many things which prevent a person from saving money peer pressure, family condition, and culture related reasons are some of them.*

*Peer pressure: It is really hard for a person to save money if his /her friend is found to be addicted and spends money only for drugs.*

*Family condition: Small size families can save money, but large size families cannot.*

*Culture related: “Shi amet aynor”, “Kesew gar enji kegenzeb ga aynor” “Birrn yale birr belo yekeral”. In a country like Ethiopia, where cooperation, interdependence and collective life is high, saving might be considered as something bad. In order to improve our saving skills, we need to consider the following: plan your life, being free*

*from addictions, family planning, live your own life “Sew ende betu enji ende gorebetu linor aychilim”, removing some harmful traditional practices /stopping or reducing ceremonies. Students are expected to use their exercise book, pens, books, pencils etc. wisely.*

Next, we will be looking at scenario one. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on saving money.

### ***Scenario one: Role play***

*There is a five-year-experienced young engineer who works in a certain governmental organisation. He is one among the highly paid employees. Even if he is highly paid, he leads his life without plans. He has many friends; he spends most of his money inviting his friends and every one that happens to be there. As a result, he asks for credit after 10 days of the pay day. A young woman, his colleague tried her best to advise him to fulfill his future goals. However, he rejected her advice saying “Tomorrow is another day” “Lenege nege yechenek” “Genzeben yechw almot ,tekemto min yadergilignal”*

### **Activity three: Reflection**

1. Why do you think the young man was not interested to save money?
2. Do you think that his decision is right? Why?
3. What would you do if you were in his shoes?
4. Why do you think he rejected Mahlet’s advice?

### ***Short note***

*Dear participants! Invitations might be part of social life. But, there should be turns for that. Invitations should have some limits. Moreover, it should be in the range where we can afford it. We need to avoid the old fashioned saying “Nege lerasu yecheneqe.” Otherwise, in this competitive world, we will find ourselves out of the game.*

Dear participants! Hope you enjoyed dealing with the above scenario. Next, we will pass to another scenario. It focuses on the advantages of saving. Its aim is to enable participants to develop knowledge, values and skills on money management.

*Scenario two: The benefit of saving*

*Two married lovers have made a happy family. Both work in government organization and lead a planned life. They have one daughter. They don't have addictions. They made saving their culture. Through discussion, from their monthly salary, they save some amount in a bank for health, education, for some unexpected expenses and others. Once, their daughter suffered from a severe disease, it costed them around 100,000.00 birr to cover her medical expenses. They are glad that they are able to save their child's life since they saved a good deal of money.*

Dear participants! We hope that you did enjoy reading the above senario. Hereafter, we will move to reflection questions.

**Activity four: Reflection**

- 1.How do you see their saving culture?
- 2.Could they save if they were found to be drug addicts? How?
- 3.Could it be possible for them to save money if they didn't agree on that?
- 4.Did they get any benefit because of saving? Mention please!
- 5.What lesson did you take from them?

*Short note*

*Dear participants! The above scenario teaches us onething useful. Saving would enable to confront and win health related and other kinds of risks.*

Next, we will proceed scenario three. It focuses on addiction and saving. Its aim is to enabel participants to develop knowledge, values and skills on saving money.

*Scenario Three: Addiction and saving*

*A certain young woman is a high school student and she learns in one private school as her families are relatively from good socio economic status. Even if she is an active student, time to time , she reduced attending classes and spends most of her time in places where drugs are sold. Since her pocket money could not cover her expenses on drugs, she started to steal money from her parents. Moreover, she steals some materials and sells them; she does sex with suger dadies. Since her parents realized her problem, they don't let her for any conversation.*

Dear participants! We hope that you did enjoy reading the above scenario. Hereafter, we will move to reflective questions.

**Activity five: Reflection**

- 1.What is the consequence of addiction on saving money?
- 2.What do you think is expected from you in order to help people similar to the young woman to enable them lead healthy life.
- 3.How can her family provide help?
- 4.Discuss in detail about the side effects of addiction on health, education, social life, job, and other aspects of life.

*Short note*

*Dear participants! Adolescence is a period where we are highly eager to know things. But, it is impossible experience everything, since it has risks. “We are not expected to go for unsafe sex in order to know what HIV/AIDS is.” Therefore, the youth are expected to have self-control and abstain from different addictions like chat, cigarettee, and other drugs.*

Next, we will proceed to scenario four. It focuses on unnecessary expenses. Its aim is to enable participants to develop knowledge, values, and skills on how to save money.

*Scenario four: Unncessary expense*

*A certain mother often likes to invite neighbours whenever she prepares ceremonies. Her daughter advised her to stop this since it affects their economy. However, mom rejected her advice saying “It will be good for my soul.” When she heard that the young woman is on the way to marriage, she felt very happy and said I will call neighbours, relatives and will arrange a nice ceremony for you. The young woman told her that she does not need any ceremony and the money will be spent for household materials, and for future goals. Despite her attempts, her mom didn’t accept her opinion saying “What will people say?”*

**Activity six: Reflection**

1. What do you think of the effect of investing money in ceremonies?
2. How can you mediate between senait and her mom?
3. Is it good to be extravagant?
4. What should we do in order to develop saving culture?

*Short note*

*Giving parties might strengthen our social life. However, realizing when to arrange ceremonies, who can arrange the ceremonies, why it is being arranged; at the outset is a sign of civilization. However, in our country, as a tradition, we often observe many facing bankruptcies because of investing a lot of money unnecessarily for various ceremonies. Therefore, we need to have an insight for every expense.*

Our next activity will be group discussion. The trainer is expected to divide participants into two groups and allow them to discuss on points presented below. Before the start of the discussion, the trainer is expected to briefly tell about the rules of group discussion. Its aim is to enable participants to develop knowledge, values and skills on managing money.

**Points for group discussion**

1. Should we save from what we earn?
2. Those who say yes will be one group and provide reasons for their stand.
3. Those who say no will be another group and provide reasons for their stand.

Finally, we will proceed to personal practice. Its aim is to help participants to develop knowledge, values and skills on saving money.

Dear participants after reading the questions given below discuss them with your friends, families and the community in your locality. For the next class, come with short note of your discussions and report it to the whole class.

**4. Personal practice**

Identify those (friends, parents, brothers, sisters, neighbours, etc) with problems in saving money. Then make a plan in order to help them. Provide your help according to your plan. Finally, you are requested to make a short report on what you did.

Dear participants! Up to now, you have been actively participating on different tasks, and we hope that you developed knowledge, values and skills on managing money. Hereafter, you are presented with evaluation questions. Evaluate yourself by providing responses to the questions.

## **5. Evaluation**

1. What did you learn from this training?
2. What are the strenghts and weaknesses of this session?
3. Do you think that the body goes in line with the objectives set at the outset?
4. List down those areas that should be improved.

## *15. Time management skills*

### *15.1 Overview*

*Many things have been said about time. In the Bible King Solomon said “There is time for everything.” The famous physicist A. Enstien explained the relativity of time in his “Relativity theory.” Hardworking people say “Time is Gold.”*

*We Ethiopians have many proverbs about time, we say “Tsehay kalech erut, abat kaleh agit”, in order to show that time is something limited. In order to explain that strength, endurance is not something related to people rather to time, we say “Gize yesetew kil dingay yesebral.” We hope that other similar sayings are also found in your locality. You will raise and discuss these proverbs.*

*Likewise the many proverbs we observe in relation to time, we don’t see ourselves valuing time very much. Because of this we say “Yehabesha ketero kenu bayalfim seat tekbro.” Once up on a time, a white man who was dissatisfied with this situation said “African’s buy very expensive watches, but they do not count it.”Time is a great resource but it is limited. Once up on a time, an unknown author, in order to enable us understand the value of time, left us to do the following:*

- *To realize the value of a year*  
*Ask a student who repeated a grade*
- *To realize the value of a month*  
*Ask a pregnant woman*
- *To realize the value of a week*  
*Ask a weekly reporter journalist*
- *To realize the value of a day*  
*Ask a daily labourer*
- *To realize the value of an hour*  
*Ask lovers who have an appointment*
- *To realize the value of a minute*  
*Ask a person who missed a bus*
- *To realize the value of a second*  
*Ask an athelate who is late just a second*

If even a second has meaning and makes a difference in our life, we need to prepare a plan in order to make our goals go in proper manner. However, the plan we put to achieve our goals should be in a way that we can perform it. Therefore, before we set a plan, we must understand what time means and its advantage. Dear participants! What do we mean by time? What do you understand when we say using time properly? These and other similar points are what we are going to focus on hereafter.

## 15.2 Objectives

When finishing this session, participants will:

- Develop knowledge on what time means
- Appreciate the process of effective utilization of time
- Develop skills on appropriate utilization of time
- Become exemplary for others using time properly
- Help others who have problem in time management

## 15.3. Delivery

### Activity 1: Brainstorming

Dear participants, we will begin this session through discussions on time utilization. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

- At the beginning, list down the sayings about time which are usually uttered in your locality. What lesson do you take from these proverbs about what time means and its characteristics?
- Now take a person whom you think is good in time management and also take another person whom you think is not good enough in time management. Try to compare these two people. What lessons did you take?
- What should you do to have effective time management?

#### *Short note*

*Time means something which is given equally to all of us, but once it passes we can never get it back. It helps to measure activities that we perform. It is a resource something limited and which doesn't wait for us. Below, we will be looking at the advantages of effective utilization of time*

*Advantages of effective utilization of time :*

- *It provides us with alternatives on how to accomplish things and how to make decisions.*
- *It helps us identify very important and decisive things*
- *Helps us to be aware of carrying out things in an appropriate and specified period of time*
- *It encourages us to do things in a broad manner and helps us to be successful*

*Things which prevent us from having effective time management*

- *Culture, Social life, Inadequate knowledge about time, Absence of life principles*

*To improve our time management skills*

- *Setting life time goals (Short term, medium and long term goals).*
- *Prepare a time plan for yearly, monthly, weekly, and daily activities.*
- *The time you allot for each activity should not be similar as you are expected to reschedule it during inconveniences.*
- *Be sure of your time schedule. Do things totally according this plan. Never waste your precious time on something irrelevant.*
- *Whatever it costs, try hard to use your time properly. Do not let yourself for problems.*

*Things to remember during time management*

- *We have to feel confident about our time management*
- *We need to forget things which make us feel anxious*

*Things to be done in long term goals (Difficult tasks )*

- *Plan: First and foremost we need to think of the things we are planning to achieve. Moreover, we need to foresight about the outcome.*
- *Activities: Preparing different tasks which enable us achieve our goals. Divide the activities based on daily, weekly, monthly, and yearly basis.*
- *People: Identifying others who can be on our side in accomplishing the goals.*
- *Relax: Recreate yourself through things which might motivate for work*
- *Evaluation: Evaluate yourself. Change your attitudes and behaviors and directly go to activities.*

*Plan which helps for effective utilization of time*

- *Take a small card and jot down six very important things that you want to accomplish*

- *Number things that you already identified through steps*
- *When you get up in the morning, look at the first thing that should be done first.*
- *Don't start anything until you accomplish the first goal.*
- *When you accomplish the first goal, do the second and third goals in a similar fashion.*
- *Don't get worried because you have accomplished only some of your goals. This is because you did accomplish the major goals. Since the ones left don't consume much time, you can relax.*
- *Everynight, write down in a small paper or a note book what you are going to accomplish the next day.*

Dear participants! Hope you did enjoy reading the above short note Next we will move to activity two. It focuses on a scenario. Its aim is to enable participants to develop knowledge, values and skills on time management.

#### *Scenario 1: Talk and time*

*A certain young woman works in a government organization in Addis Ababa. She spends most of her time not doing her job rather moving from one office to the other gossiping .When she gets home, she usually does not feel happy. She gets angry with her own behavior. When she goes to her office, she finds many activities not done. As a result, she gets dissatisfied, she sees some of the pages and covers them, then shuts her door, moves to other offices. She leads such a life without being satisfied.*

We hope that you enjoyed reading the above scenario. Next, you will find questions derived from the above scenario. Make discussions with the trainer and provide your opinions.

#### **Activity two: Reflection**

1. What is the reason behind the young woman's problem of time management?
2. What would you do if you were in her shoes?
3. In order to overcome her burn out feeling and enable her manage her time, what do you think should be done?

*Short note*

*Dear participants! As we can understand from the above scenario, not being able to manage time will lead even to the extent of self-infliction. In order to use our time wisely, first we need to set goals and objectives, and plans.*

Dear participants! We hope that you have been participating actively in responding to the above scenario. Next, we will be moving to group discussion. Its aim is to enable participants to develop knowledge, values, and skills on time management .

**Activity three: Group work**

Participants will form a group of four. Next, they will discuss the points listed below.

**Group discussion points**

1. Each participant will explain how he/she spends her time.
2. Those participants who have been successful in managing their time will share their experiences.
3. Each participant is expected to present a different time management skill.

Dear participants! We hope that you did enjoy the group discussion. Hereafter, we will be moving to scenario two. It focuses on balancing personal and social life.

**Activity two: Balancing personal and social life**

*A certain young woman went to a small town from a big town to do her jobs. She always wants to do what she wants and she planned .Even if she does what she wants, the nature of her job forces her to make interaction with the local communities. So, she spends some time with her neighbours to have coffee. She does this even if she is so hectic but she feels sad as she does it to save her face. She does not say no because she is afraid of social rejection simultaneously she can't do always what they say as there are jobs to be done on time.*

**Activity four: Reflection**

1. In terms of time management, do you think that what the young woman is doing right? What would you do if you were in her shoes?
2. Could she utilized her time properly without hurting her neighbors? How?
3. To what extent do you think can social interactions influence our time utilization?

*Short note*

***Dear participants! We can do any activity if we plan our time, and set appropriate goals .We can do social interactions after working hours, on weekends and in any occasion which does not affect our normal work.***

Dear participants! We hope that you have been participating very actively in providing your opinions on the above reflective questions. Next, we will proceed to scenario three. Its aim is to enable participants to develop knowledge, values, and skills on time management.

***Scenario three: Appropriate utilization of study hours***

***A certain young man studies mostly when exam approaches. In addition to this, since he does not have a study program, he is always confused in identifying a subject to be studied. He starts to study one subject and immediately shifts to another subject. This also makes him to feel bored and finally stops studying. He wished that he could have a program always but all turned out to be an unsuccessful attempt. As a result, he failed from his education.***

**Activity five: Reflection**

1. What are the possible sources for the young man's challenges in time management?
2. In order to be effective in our academics, what type of time schedule should we need?
3. What would you do if you were in his shoes?

*Short note*

***Dear participants! Every student is forced to allot some time for study. Studying does not mean to read the material only once; rather it is repeated reading till we understand what is written in the book. A student is expected to start studying just on the first day of his school year. Attempting to cover many things at exam time is more disadvantageous. Psychologists advise us that among those who followed the above approach many of them faced failure.***

Dear participants! Hereafter, we will proceed to scenario four. It focuses on which activity should be done first while we have many activities to be done simultaneously. Its aim is to enable participants to develop knowledge, values and skills on time management.

*Scenario four:*

*A certain young man is working on his private business. Most of the time, he plans for each and every activity. However, when he encounters a problem, he stops what he has already started in the middle and shifts to the difficult task. He can't do this task also. Generally, he was not able to be successful like his friends. He lost interest in everything .*

*Activity six: Reflection*

1. What do you think is the young man's problem?
2. How is it possible for us to be successful through managing our time whenever we face many activities to be done simultaneously?
3. What would you do if you were in his shoes?

*Short note*

*Dear participants !Sometimes our plans might need more time whereas other times we might finish them within a short period of time and with limited effort. However, at any rate, priority should be given to those activities which are less difficult compared to others. When we finalize doing on the less difficult tasks, then we can move to the difficult activities.*

**4. Personal practice**

Dear participants! Up to now, we hope that you have been actively participating on six different tasks. Now, we are on the last activity. It is a personal practice. Dear participants after reading the questions given below discuss them with your friends, families and the communities around. For the next class, come with short note of your discussions and report it to the whole class.

**Question:** Mostly, it is said that Ethiopians do not have adequate knowledge on how they should utilize time. Cultural impacts hinder people from doing what they want to do. There is no tradition to have schedule for each activity.

Now, all of you go to your locality, family, neighbours and make observations on how people use their time.

What do you think is the reason for not utilising their time properly?

What do you recommend them in order to use their time properly?

Select those people with time management problem and make a plan on how you are going to help them. Then deliver your help and make a report of it in the next class.

Dear participants! Up to now, we have been participating in different activities and developed knowledge, values and skills on time management. Hereafter, evaluation questions are presented. Participate and provide our personal opinions on each question.

### **5. Evaluation**

1. What strengths and weaknesses have you learned from this session?
2. Do you think that the activities really hit the goals set at the beginning?
3. Finally, list down the points to be improved from this training.

## PART TWO

### Interpersonal skills

#### 16. Assertiveness skills

##### 16.1 Overview

*We all have physical, psychological, social and economic needs. While attempting to satisfy these needs, we are forced to talk, interact, have conflict with others. We observe some people struggling for their rights to be kept whereas others violating others rights. By the way, what do we mean by assertiveness? Can a person satisfy his needs while violating the rights of others? How? When do we say that we didn't keep our rights? What consequences we do face as a result of not keeping our rights? What advantages do we gain as a result of keeping our rights? What are we expected to develop skills of assertiveness? Hope you heard about the word "Yilugnta", where people say okay while their rights are violated. Sometimes, we observe some harmful traditional practices encouraging us to violate others' rights. For instance, "Esu /Esua Hailegna new/new!" What do we mean when we say "Esu /Esua Mebtun/tuan asalefa/o aysetim/atsetim?"*

##### 16.2 Objectives

At the end of this session, participants will:

1. Develop knowledge about assertiveness?
2. Appreciate effective ways of keeping one's rights.
3. Develop skills of assertiveness
4. Help youths who have problems in having kept their rights

##### 16.3 Delivery

###### Activity 1: Brainstorming

Dear participants, we will begin this session with discussions on self awareness. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What do we mean by assertiveness?
2. Why does a person keeps his/her rights but violates others' rights?

3. When do we say that a person did not keep his/her rights? What consequences will he/she face as a result of not being assertive?
4. Are there any advantages gained by violating others' rights? What do we mean by violating others' rights?
5. How can we develop effective ways of keeping ones feelings?

***Short note***

***Characteristics of persons who are assertive***

***Properly express their positive and negative feelings, Keeping one's right without violating others' right, Speak and listen properly, Respect oneself and others, Sensitive to the feelings of others, Self-confidence, Believe in faireness, Have the ability to keep their rights, needs, Reach on effective communication.***

***Advantages of assertiveness***

***To satisfy needs, our needs will be heard by others, Others will understand us, Encourages us to say no when the situation demands, Helps to manage our anger Helps to keep others' rights and needs, Helps to accept feedbacks.***

***Characteristics of Overassertiveness***

***Aggressiveness, Being forceful, Violating others' rights, Putting pressures on others, Selfishness, Not accepting others' opinions, Violating others' needs to satisfy ones own, Not able to manage one's anger, Not being patient, Blaming others for one's weaknesses.***

***Characterstics of persons with underassertive/submissive behavior:***

***Not struggling to satisfy one's needs, Self humiliation to satisfy others' advantages, Asking forgiveness again and again, Accepting situations as they are being afraid of revenge***

- ***Responding silently to pressures***
- ***Feeling of inferiority***
- ***Avoiding oneself from situations***
- ***Letting others to ridicule oneself***
- ***Unable to speak properly***
- ***Forced laugh***

***Things obstruct a person from becoming assertive: Inadequae skills***

- ***Vague situation, Cultural influences, Age influence, Gender influence, Lack of experience***

Dear participants! Next, we will proceed to activity two. It focuses on group discussion. Its aim is to enable participant to develop knowledge, values and skills on assertiveness.

**Activity two: Group discussion**

**Group discussion questions**

1. What do we benefit as an assertive person?
2. Are there things which obstruct you from being assertive?
3. How can we develop assertive behavior?
4. On the table given below there are feelings and behaviors that a person reveals when he/she is criticised. After reading all, categorize them into three groups: assertive, aggressive and submissive.

<b>Feelings</b>	<b>Behaviors</b>
Hurt	Trying to hide
Detest	Running
shyness	Asking for more information
Guilty feeling	Shouting
Praise	Silence
Rejected	Denial
Liking rude persons	Increased insight
Downgrading	Depression
I cant	Laugh at the situation
Liking failure	Disorganise

Dear participants! Next, we will move to activity three. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

***Scenario one: Attempt of rape***

*Two lovers lived in love for many years. The young woman's stand is that she is not interested to start sex before marriage. However, the young man on his part, tried to let her understand that they should start sex before marriage and its advantages. Since she is not interested to change her stand, misunderstanding was created between the two lovers. The young man started to contemplate the time he spent with her . One day, he attempted to rape his girl friend. However, she saved herself shouting. Through time their love deteriorated. Nevertheless, he apologized and they refreshed love.*

Dear participants! We hope that you enjoyed dealing with the above scenario. Next ,we will proceed to reflection questions .

**Activity three: Reflection**

1. Do you think that the young woman’s stand is right? How?
2. Why do you think the young man attempted to rape her? Did he have other alternatives? What do we call his behavior (Submissiveness/Aggressiveness)? Why?
3. What would you do if you were in their shoes?
4. What do you think of shouting as a means of saving oneself?

Dear participants! Next, we will move to activity four. It focuses on scenario. Its aim is to enable participants to develop knowledge, values, and skills on assertiveness.

***Scenario three: Not taking one’s turn***

*A certain young man went shopping to buy kerosine. Unfortunately, the price of kerosine have gone up. So, there were long lines of buyers. The young man’s turn was at the 30<sup>th</sup> line. Another young man, who came 30 minutes late, wants to be in front of the first young man.*

Dear participants! Respond to the following questions based on the above scenario.

**Activity four: Reflection**

What must the first young man do?

1. Insulting, pushing and saying it is my turn.Why?
2. Keeping silence .Why?
3. Informing the security guard. Why?
4. What else could the first young man do if there are no security guards?

Dear participants! Hereafter, we will proceed to activity five. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

**Activity five: Role play**

The trainer will select three pairs of volunteers among participants. The selected pairs will perform a drama on the misunderstandings between an employer and an employee in

a certain organization. When they finish their preparation, they will present it to the whole class.

- The first pair becomes the organization's manager. The person who explains will focus on the reduced production of the organization, lack of profit and reduced performance of workers.
- The second pair will focus their explanation on the rights of workers, their security, salary increment, and other reinforcements.
- The third pair will focus their explanation on how the employees can express their feelings assertively to satisfy their needs without violating the rights of the manager.

**Question:** Dear participants! What did you learn from the role play?

Dear participants! Hereafter, we will proceed to activity six. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

***Scenario four: Misunderstandings in marriage***

***A certain young woman leads her life through petty jobs. Her husband is a daily laborer. Usually, these guys don't agree regarding household expenses. While the wife makes some of her profits for household expenses; the husband does not. The young woman doesn't know where her husband puts his money. She always asks him about his salary. But he responds negatively, saying never nag me. Finally, she decided to divorce him.***

**Activity six: Reflection**

-Do you think the young woman's request to know his salary is right? Why?

-Do you think that her husband's "Never nag me!" response was right? How?

-Do you think that their decision for divorce is right? How?

-What do you think is expected from both in order to maintain their marriage?

Dear participants, hereafter, we will proceed to activity seven. It focuses on a scenario. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

***Scenario five: Stand for one's right***

***A certain 22-year-old young man works as an instructor in a certain university. Since he is a good teacher, his colleagues appreciate him. One day, the young man requests his boss to permit him for second degree scholarship. Without any reason, his boss tells***

*him that his request get rejected. A friend of him, advised him to look for the next year in sense of avoiding conflicts with the boss. However, the young man rejected his friend's advice. To present his complaints, he went to the academic dean office. Finally, he was successful in achieving his goal.*

#### **Activity seven: Reflection**

1. Why do you think the boss rejected his request with no ground? Do you think that there is a room for “Mikegnnet” in Ethiopian culture? What do we mean by “Mikegnnet?” Will there be any advantage in obstructing people from achieving their goals? Why? Some say that “Mikegnnet yeedget maneko honual!” To what extent do you agree with the above saying? Why?

2. How do you evaluate the efforts Daba exerted and the steps he went to satisfy his educational needs? Do you think that the young man deserves appreciation? Why?

3. From the above scenario we learnt that the young man's friend was pushing him to look for scholarship for the coming year. What do we call this? Submissiveness or aggressiveness? Why?

4. What feelings will be created on the boss when his goal went unsuccessful? What about the young man?

Dear participants! Hereafter, we will proceed to activity eight. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

#### **Scenario six: Raising a child through overprotection**

*A certain 20-year-old young man lives with his families in a big town. He is the only child to his parents. As a result, he was brought up being overprotected. Whatever he wants will be served immediately. One day, the young man saw a shoe which costs 1,000 birr. Then he requested his parents to give him immediate response. His mom said no! its price is too much whereas his dad said okay. The young man was confused. Hence, as time goes on, he became more angry. Finally, he went breaking any material around him. And his mother tried to spank him.*

Dear participants! We hope that you did enjoy reading the above scenario. Next, we will proceed to questions for discussion.

#### **Activity eight: Reflection**

1. What was the goal of the young man when he broke materials?

2. What do we call his behavior? Aggressive/Assertive? How?

3. Can his parents be partly responsible for his behavior?
4. Do you think that physical punishment is good? What other behavior modification techniques could we possibly use?
5. Studies reveal that physical punishment is not recommendable by any standard. However, if we choose it as a last option, which part of the body should we hit? Why?

***Short note***

***Psychologists advise us that raising children either through neglectful, indigent or authoritarian styles will lead to great impacts. Therefore, we need to be democratic and focus on two way communication. While punishing children for their mistakes, it is recommendable to withdraw something they want for some time or else giving advice rather than physical punishment. Above all, parents are expected to inculcate some codes of conduct ahead of time. These codes of conduct include both when the child receives reward and when punished. Both parents need to be consistent in their demands and responsiveness to their children. If the problem goes beyond them, they are expected to consult psychologists.***

Dear participants! Hereafter, we will proceed to the last activity. It focuses on personal practice. Its aim is to enable participants to develop knowledge, values and skills on assertiveness.

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and your community. For the next class, come with short note of your discussions and report it to the whole class.

-Select a person who is submissive from your family (locality) .Then list down his/her behaviours. Finally, make a plan how you are going to help him/her to be an assertive person (How to avoid, fear, inferiority,shyness).

-Select a person who is overassertive from your family (locality). Then list down his/her behaviours. Finally, make a plan how you are going to help him/her to be an assertive person. (How to avoid aggression and not respecting others)

Hereafter, we will proceed to evaluation.

## **5.Evaluation**

1. Dear participants! What did you learn from this session?
2. Now, indentify and make discussion on those points that should be improved.
3. Discuss on the strong and weak points of this session.
- 4.Do you think that the activities in this session hit the objectives that are set at the beginning .

## **17. Resisting negative peer pressure**

### **17.1 Overview**

*Every person at any age level wants to enjoy, play, be with others, and recreate with others. Mostly wanting to be with other results from fear of alienation and loneliness. When peers happen to live together undoubtedly there is an influence. However, this peer pressure might have either positive or negative consequences. For instance, because of fear of rejection by peers, youths might decide to do something which is quite against their wishes. In our efforts for good and healthy life, we all are expected to have some talent of how to deal with/resist negative peer pressures. Especially, during adolescence, this issues needs to be given much attention. We might face pressures which can bring negative consequences on our thinking, decisions, etc. This peer pressure might interfere with our beliefs, values and life styles. What do we mean by peer pressure? How does it occur? Is it possible to tolerate peer pressure? How? Dear participants! In this session, we will focus on these and other related issues?*

### **17.2 Objectives**

*At the end of this session, participants will:*

- Develop knowledge on resisting peer pressure*
- Appreciate effective ways of resisting peer pressure.*
- Develop skills of resisting peer pressure.*

### **17.3 Delivery**

Dear trainee! This session focuses on peer pressure. There are questions given below for brainstorming. You are kindly invited to provide your opinions on what you know during the discussion.

#### **Short note**

***Preconditions to resist negative peer pressures:***

***-Knowing values -Knowing beliefs -Knowing ones own and others' rights -Self confidence -Wise selection of friends -Listening to family advice***

***Effective ways of resisting negative peer pressure:***

***-Holding discussions (with families, teachers, friends) -Coming to understanding with negotiation -Being assertive -Isolating oneself bad friends and being with good friends . -Realizing that we have the right not to do whatever we don't want to do. -Being careful***

*of different invitations, having the foresight about the consequences of the invitations  
.-Consulting psychology professionals*

*When we look at positive peer pressures :*

*-Encouraging for study, be clever-Invitation to visit different historical places -  
Pressures to bring peace among conflicting friends -Making a party at the end of  
schooling to share experiences -Pressures to extend help to the physically disabled -  
Pressures to participate in minimedias -Perssures to participate on yearly holidays  
,through preparng essays or poems -Pressure to look after the sick, the elderly,and the  
most needy, Pressures to attend Mosque and Church*

*When we look at the consequences of negative peer pressure:*

*-Being vulenerable to different addictions (Chat ,cigarette,and other drugs)-Low  
academic score -Conflicts with families, misunderstandings -Sense of losing hope -  
Wasting time on something irrelevant /bad /harmful things-Low self-confidence  
(Tending to conform to peer pressures)-Reduced self-esteem-Being vulenerable to  
criticism and rejections from the local communities -Being unable to go with one goal-  
Being vulenerable to different psychological problems -Having identity crisis-  
Vulnerability to being jobless.*

Dear participants ! Hope you did enjoy reading the above short note. Hereafter, we will proceed to activity two.It focuses on group discussion.Its aim is to enable particiapnts to develop knowledge ,values and skills on how to resist negative peer pressures.

### **Activity two : Group discussion**

#### **Group discussion points :**

1. Try to remember peer pressures from your past experiences (both positive and negative).What kind of influence did such pressures have on you? How did you resolve them?
- 2.When we look at the bad peer pressures among Ethiopian youths we find the following: Chewing chat ,smoking cigarette, drug abuse, unsafe sex, ridiculing others , robbing, dropping out of schools, early marriage, sucuidal attempts,and others.) While some youth tend attribute the problem to others, some others tend to feel that they are accountable. In your opinion, which party should be responsible for this ? Why?

Dear participants! We hope you enjoyed responding to the above questions. Next, we will move to activity three. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on how to resist bad peer pressures.

### **Activity three: Role play**

-The first pair will focus on a lady who is invited on party and being hesitant to attend. The lady never drank alcohol. Even now, she doesn't have the interest to go for it. Moreover, the party is arranged at night. Probably, it might be an overnight.

-The second pair will focus on the lady who has been drinking a lot of different alcohols on the party. They will especially focus on the effects of drinking on her (Physical, psychological, occupational, social etc).

-The third pair will focus on the polite ways that the lady employs to cancel the invitation.

Dear participants! What did you learn from the above role play?

Next, we will proceed to activity four. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on how to resist bad peer pressures .

### **Group discussion points**

First, divide the youth in Ethiopia based on the following (Rich-poor, urban-rural, male-female, those who live at home-those on the street, those who are attending their education-those who dropped out, and others.)

Then, identify the kinds of bad peer pressures that each of the groups might possibly face. Finally, discuss on how to overcome the bad peer pressures through negotiation. Make a proposal on negotiation.

Dear participants! Hope you did enjoy responding to the above questions. Hereafter, we will pass to activity five. It focuses on role playing .

### **Activity five: Role play**

-The first pair will focus on a lady who has been requested for love but hesitant of accepting it. Moreover, some of her friends are trying to advise her that she has to reject the proposal and concentrate only on her education.

-The second pair will focus on her friends who make a pressure on her to accept the request. Possible to use the following and similar other sayings "Gizeshin beagbabu tetekemibet" "Laf argiw" "Hulum yemiyadergew new" "Tegegnto new" "Yemin memognet new"

-The third pair will focus on advising her that first and foremost she needs to focus on her education, she should reject the request, she can have it later, and how she can be successful. The pairs in this group can employ sayings such as “Le hulum gize alew” “Mejemeria rasen mechal new” “Yechekolech afsesa lekemech” “Tamo kememuakek,askedimo metenkek”

Dear participants! What did you learn from the above role play? Hope you enjoyed dealing with the above role play. Hereafter, we will proceed to personal practice.

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community in your locality. For the next class, come with short note of your discussions and report it to the whole class.

-First, try to identify the good and bad peer pressures among the youth in your locality.

-Next, make a plan on how to overcome each of the above pressures .

-Finally, provide your help based on the plan.

Dear participants! Hereafter ,we will proceed to evaluation.

#### **5. Evaluation**

1. Dear participants! What did you learn from this training ?

2. Do you think that this session achieved the objectives set at the beginning ?

3. Identify and discuss the strengths and weaknesses of this session.

4. List down and discuss those points that should be improved from this session for the future .

## *18. Communication skills*

### *18.1 Overview*

*Human beings need to communicate in their existence in this world. Among the ways that human beings use for communication we find sounds, script, sign language etc. Famous psychologists claim that it is impossible not to communicate. The reason is that “Silence is also communication.” When we look at communication broadly, it could be seen from the following angles: intrapersonal communication, interperational communication, intra-group communication, inter-group communication, mass media communication. What does communication mean to you? How can miscommunication be created? What if we don't communicate? How can we develop communication skills?*

### **18.2 Objectives**

**At the end of this session, participants will:**

- Develop knowledge on the meaning of communication**
- Appreciate effective communication skills**
- Help youth with communication problems**
- Develop skills of communication**

### **18.3 Delivery**

#### **Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on communication. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What do we mean by communication?
2. How can we develop our communication skills?
3. How can miscommunication be created?
4. What if human beings not communicate?

*Short note*

*Communication skill means the transmission of message between two or more people, listening vigilantly and giving the appropriate feedback. Dear participants! Hereafter, we will look at the process of communication. Generally, communication process includes the following: speaker, message, receiver, feedback, noise, etc.*

*Message*

*Speaker*

*Listener*

*Feedback*

*Effective communication skill includes the following: Good listening skill, Being patient, Ability to receive message and give feedback, Word selection, Proper utilization of sign language, Assertiveness, Ability to resolve conflicts, Speak audibly, Avoid the barriers of communication, Respect the listener, Avoid criticism, Right self-esteem, Ask for something not clear, Speak the truth, Maintaining eye contact, using body language etc.*

*Things which might possibly create obstacles in the process of communication:*

*Things related to the speaker: Language problem (Either unknowingly or inappropriate utilization), When the speaker aims to cheat the audience, Speaker's knowledge of the message content, Speaker's ability to speak, The proximity of speaker to the audience, The speaker's voice/tone, Self-confidence, Self-esteem, Maintaining eye contact.*

*Things related to the audience :*

*Age (Child, young, Elderly), Sex (Male, female), Exposure to different messages, Knowledge level, Level of understanding, Ability to listen, Motivation to express feelings, Interrupting communication, Criticism, Things related to the message, The way in which message is presented, Unsure message, Long message, Too short message, Not targeting the audience, Beyond the knowledge of audience, Lack of enough media.*

*Environmental interferences*

- *Loud sound, Absence of light, Uncomfortable chair, Hot temperature, Time of message delivery.*

*Four major divisions of communication*

- *Intrapersonal communication, Interpersonal communication, Mass media communication (Radio, TV, News papers, magazines), Organization to*

*organization communication(Telephone, Letters).*

*Means of communication (Media): Sound, Script, Body language, Sign language*

*To improve effective listening skills: Maintaining eye contact, Concentration, Reduced environmental sound, Ask questions, Feel empathy, Do not rush for criticism, Give much time for listening, Appreciate others' opinion, Be sensitive to others' feelings, Do not violate the boundary of the speaker, Taking turns, Encouraging the speaker in some ways.*

*Good feedback:*

- *Should be clear, precise concluding remark, Reveals that the listener understood the message in the right way, Indicates that the speaker is well understood, Assures that we respect, accept, and appreciate others, Does not focus on criticism, Encourages and gives the chance for others to speak, Time conscious, Simple, short and easy for understanding.*

*Bad feedback*

- *Not understanding the speaker's feelings, Focusing on speech only, forgetting body language, Raising irrelevant, vague, questions, Increased inadequate feedback, Giving feedback which shows superiority, Pretending that one has understood, Talking much, Asking many questions, Responding aloud, Responding in a biased manner.*

*Behavioral characteristics of ineffective listening*

- *Pretending as if one is listening, Increased criticism, Like giving names, Like to interrupt at the middle, Analyze the speaker's feelings, Focus on analyzing the speaker's aim, Usually raise questions in order to satisfy their aim, Want to seek somethings different from the speaker's thinking and feeling, Spending time in blaming the speaker, Might change, close the topic.*

*Things to be done for effective communication*

- *Positive attitude about communication, Effort to increase our knowledge of communication, Helping others to develop their communication skills, Make the communication to have goals, Make our communication to improve our creativity, Accepting the truth of miscommunication. In order to achieve good communication, we need to pass through many other miscommunications, Using more than one media.*

Dear participants! Hereafter, we will proceed to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on communication.

### **Activity two: Group work**

#### **Group discussion questions**

-Explain types of sign language. When you compare sign language with written or oral communication, which one do you think is better? Why?

-What is the importance of communication? What if we don't communicate?

-Try to think of a situation in which you faced problems in communication:

-Who were the communicators?

-What did the situation look like?

-What was said at that time?

-What was the outcome of the discussion

-Explain how you are going to deal with difficulties that you faced in that communication.

Dear participants! Next, we will move to activity three. It focuses on role playing. Its title is conflict between adolescents and their parents. Its aim is to enable participants to develop knowledge, values and skills on communication.

### **Activity three: Role playing**

Three pairs of volunteers will be selected from the participants. The selected participants will make a drama on the misunderstandings between adolescents and their parents. When they finish their preparation, they will present it to the whole group.

-One person from the first pair will make explanations on the issues on which misunderstandings are often seen between adolescents and their parents. The speaker focuses on both rural and urban adolescents.

-The second pair will focus their explanations on the sources for misunderstandings.

-The third pair will focus their explanation on the ways of resolving the misunderstandings.

Dear participants! Next, we will proceed to activity four. It focuses on love scenario. Its aim is to enable participants to develop knowledge, values and skills on communication.

*Scenario one: Misunderstanding in love*

*Two youngsters were in love for the last two years. “The time that we spent being in love is enough, so let’s get married,” says the young woman. However, he says, “No! First we have to build ourselves economically; if we get married now, life will be difficult for us. Finally, she agreed to marry someone else as she decided to have a child.*

Dear participants! We hope that you did enjoy reading the above scenario. Next, we will proceed to reflective questions .

**Activity four: Reflection**

-List down the reasons for the misunderstanding created between the two lovers. Whom do you think is highly responsible for the misunderstanding?

-What was expected from both in order to resolve the misunderstanding?

-What would you do if you were in their position?

Dear participants! Next, we will proceed to activity six. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on communication.

**Activity six: Role playing**

The trainer will select three pairs of volunteers from the participants. The selected pairs will make a drama on the misunderstandings created between adolescents and their parents on choosing career. Its aim is to enable participants to develop knowledge, values and skills on how to reduce misunderstandings in choosing career.

-One from the first pair will make his explanation acting as a parent. The speech will focus on the jobs that families choose for their children.

-One from the second pair will make explanation on jobs the youth choose for themselves.

-One from the third pair will focus on ways of resolving the misunderstandings created between adolescents and their families.

Next, we will proceed to activity seven.

## **Activity seven: Group discussion**

### **Group discussion questions**

1. Is there any difference between listening and hearing? What is the difference?
2. Remember two people who you consider as good listeners. Next, think of two people whom you consider as not good listeners. What is their difference?

Dear participants! Next, we will proceed to scenario three. It focuses on misunderstandings in communication. Its aim is to enable participants to develop knowledge, values and skills on communication.

### ***Scenario three: Misunderstandings in communication***

*Let say that Gebre and Gemechu are sitting in a restaurant. Unlike other days, the restaurant is full of people. There are talks and noises. There was a reverberant music. Gebre is talkative. Gemechu is well aware of this. Gemechu interrupted his talk in the middle and said "let's go". However, Gebre was unable to listen to him. At this point, Gemechu left Gebre in the restaurant. Gebre went mad. Finally, they went home separately.*

Dear participants! We hope that you did enjoy reading the above scenario. Next, we will proceed to reflective questions.

### **Activity eight: Reflection**

- List down the possible reasons for their misunderstanding.
- Since Gemechu knows that Gebre is a nonstop speaker, how can he avoid the misunderstanding?
- Why are people like Gebre are talkative? Is it possible to overcome their problem? How?
- Should Gemechu leave Gebre alone in the restaurant? Why?

Dear participants! Next, we will proceed to activity nine. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values, and skills on communication.

### ***Scenario five: Misunderstanding in marriage***

*Two lovers lived for some years in marriage. They had a happy married life. They sit in a round table in order to solve their problem. It seems that they are skilled in taking turns while discussing. When one gets angry, the other knows how to cool down. So, they are experienced to lead life with tolerance. They have two kids and to satisfy their*

*needs, they prefer discussions. Their behavior got acceptance and appreciation from the local people.*

**Activity 10: Reflection**

1. Identify the ways through which the wife and husband communicate.
2. Could there be any misunderstanding between them? How?
3. What feelings would be created because of their acceptance and appreciation from the community?
4. What positive psychological effects will their behavior (Peace, happiness, understanding ) have on their two daughters?
5. Mention the ways in which you reach in to understanding in your family system. Are there any similarities with the above seen in the scenario.

Dear participants ! Next, we will move to activity 10. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on communication.

***Scenario six: Keeping young girls' rights***

*A young man is preparing to produce a documentary film. It is a must for him to conduct a poll. The title for the film is keeping young girls' rights. The young man says all the actors in that film need to be female only, whereas his colleague in his part says that all actors should be male.*

**Activity 11: Reflection**

1. Why do you think both friends misunderstood each other?
2. What should be done to make them understand each other ? How ?
3. List down the ways by which you can overcome such difficulties?
4. In your opinion, who should play the major role in order get young girls' rights kept. Males or females ? or both ? Why ?
5. What will be the consequence if they don't agree?

Dear participants! Next, we will move to scenario seven. It focuses on communication. Its aim is to enable participants to develop knowledge, values ,and skills on communication.

*Scenario seven: A young woman In an Arab country*

*A certain young woman left for an Arab country to make a living. Things might not happen the way we wish; she faced many challenges. She had language and professional problems. Her dressing style was not appropriate to the culture of the country. This was also another challenge. Moreover, the young woman reports that she has the experience of sleeping both day and night when she was here. However, she was not allowed to sleep more than six hours in the Arab country. And she could not work hard. She immediately returned to her country bare handed, unlike her dream to collect a sack of money.*

Dear participants! We hope that you did really enjoy the above scenario. Next ,we will proceed to reflective questions .

**Activity 12: Reflection**

1. We learnt from the above scenario that there was misunderstanding between the young woman and her Arab employers. What are the possible sources for the misunderstanding? Who do you think should take the responsibility and accountability for this ? The young woman or her employers?
2. Were there possibilities for the young woman to predict that such challenges might happen to her? How ?
3. What kind of training do you think should be provided for those women who move to Arab countries ?
4. Our country women living in Arab countries can get their rights kept through proper communication. To do this, what do you think is expected from them?

Dear participants ! Next ,we will proceed to activity 12. It focuses on personal experience. Its aim is to enable participants to develop knowledge, values and skills on communication.

**4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

**Question :** One person becomes a speaker and the other a listener. Select one topic and make a discussion. The topic needs to be simple and clear. For instance :

-Youth recreation centers

-Youth work culture

-Youth work rules and regulations

-Vulnerability of girls to risks in friendship

Next ,we will proceed to evaluation.

### **5.Evaluation**

- 1.Dear participants ! What did you learn from this session?
2. Identify and discuss the strengths and weaknesses of this session.
3. Do you think that this session really hit the objectives set at the beginning ?
4. List down those issues that should be improved from this session for future .

## 19. Negotiation skills

### 19.1 Overview

*Negotiation means doing what we want to do and abstaining ourselves from conflicts and reaching to understanding through discussions. Whenever misunderstanding happen, it is possible to come to understanding through open discussions. According to studies, negotiations on values, beliefs, and life styles are not advisable. What do we mean by negotiation? What is the significance of negotiation? What if we don't negotiate? How do you relate negotiation with mediation? How can we develop negotiation skills?*

### 19.2 Obejectives

**At the end of this session, participants will:**

- Develop knowledge on negotiation
- Appriciate effective negotiation procedures
- Develop skills on negotiation
- Become exemplary to others by overcoming conflicts through negotiation
- Help other youths who have problems of resolving conflicts through negotiation.

### 19.3 Delivery

Dear trainees! This session focuses on negotiation. There are questions given below for brainstorming. You are kindly invited to provide your opinons on the discussion.

#### **Activity one :Brainstorming**

1. What is negotiation?
2. What are the advantages of negotiation? What if we don't negotiate ?
3. Metion the procedures for effective negotiation .
4. How can we develop skills for effective negotiation?

*Short note*

*Below we will look at processes of negotiation:*

*-Preparation: Make a plan, Before we go for negotiation, we need to do our homework. What does the conflict situation look like? Who are participating in the negotiation? What attitudes do they have towards the conflict? What do we expect from the negotiation? What is our goal? Writing everything concerning the negotiation will have great significance .*

*-Putting ground rules: After we finalize our strategies and plans, we prepare rules for the negotiation together with opposing parties. Who is going to negotiate? Where does the negotiation take place? The time allotted? What topics will the negotiation focus on? At this stage, parties will exchange proposals about their stands .*

*-Putting reasons, make them clear. After exchanging their stands, the two parties will make a brief explanation about the reasons and interests. This should not be done in a confronting manner. Rather it is for education and sharing of information about why this topics are found to be relevant, how each party reached to the first desires. At this stage we provide additional documents to opposing parties in order to enable them to know more about our stands and interests .*

*-Problem solving negotiation-the main aim of negotiation is to reach to common understanding through give and take.*

*-Implementation-The final stage in the negotiation process is making the reached agreement official. Moreover, monitoring and evaluation of the appropriate implementation of the plans.*

*Things to remember during negotiation:*

*-Feelings and personality*

*Social psychology studies reveal that those who are in positive feelings reach to better negotiation outcomes than individuals who are in a negative feelings. Why does this happen? Happy negotiators can trust other parties better so they reach at far better results. It is expected that personality will not make significant influence on negotiation.*

*-Gender difference– Could women and men negotiate differently? Studies reveal that*

*not. However, can gender make a difference on negotiation? The answer is yes. Even if the degree is less, men are expected to reach by far better results compared to women.*

***Culture and negotiation:***

*Negotiation skills vary from culture to culture and from country to country. For instance, studies reveal that French people like conflicts. They derive name and fame by being in conflict with others. As a result, it takes long hours for them to come to agreement through negotiation. Moreover, it doesn't matter for them whether the opposing party likes or detests them. For Chinese people, negotiation is something endless. Americans are not patient and want to be liked. Culture makes a great influence on the type, magnitude, interpersonal attention, strategies, tactics, and importance of negotiation.*

*Third party negotiation: Up to now, we have seen direct negotiation. Sometimes, some parties might not want to negotiate face to face. In such instances, they will look for third parties to interfere and bring the agreement .*

***Precautions for making effective negotiation:***

*-Self confidence, Knowing one's beliefs, Knowing one's life principles, Respecting other parties, not downgrading, Empathy feelings for others.*

***Tips for effective negotiation:***

*-Understanding oneself and opposing parties, Predicting the outcomes of negotiations, Undertanding the talents of oneself and other parties, Examine situations closely, Give chance to the two parties to come to agreements, Listening to others' opinions, Clearly putting one's opinions.*

Dear participants! Hope you did enjoy dealing with the above short notes. Next, we will proceed to activity 2. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on negotiation.

**Activity 2: Group work**

1. Do you think that negotiation has any influence on our thinking, beliefs, self-esteem?
1. How do people in your family and locality negotiate?
2. What do you think people should do in order to develop good negotiation skills?

Dear participants! Hope you enjoyed dealing with the above activity. Hereafter, we will proceed to activity 3. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on tolerance .

**Activity 3: Group discussion questions :**

1. Discuss in detail the difference and similarity between mediation and negotiation. Which one do you think is better than the other? Why?
2. Now discuss on how the youth can resolve any of the misunderstandings with families regarding career choice, friendship selection, dressings styles, and others, through negotiation.

Dear participants! Hope you did contribute a lot in responding to the above group discussion questions. Next, we will proceed to activity 3. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on negotiation.

**Activity 4: Role play**

-The first pair will focus on two sisters .These sisters have experience of sharing cloths and one day a misunderstanding was created between them.

-The second pair will focus on the health related disadvantages of sharing cloths though it has some economic advantages .

-Th third pair will focus on how to overcome the above situation through negotiation.

Dear participants! What did you learn from the above role play?

Next, we will proceed to activity six. It focuses on personal practice. Its aim is to enable participants to develop knowledge, values and skills on negotiation.

**4. Personal practice**

Dear participants, after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

-First try to identify those situations that lead the youth in your locality to conflicts.

-Next, make a plan on how to overcome the above misunderstandings through negotiation.

-Finally, make negotiation based on your plans to bring peace .

Dear participants! Hereafter, we will proceed to evaluation.

## **5. Evaluation**

1. Dear participants ! What did you learn from this training ?
2. Do you think that this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## 20. Conflict resolution skills

### 20.1 Overview

*According to psychologists, conflict is something inevitable. This means, as far as we are social animals, whether we like it or not, we encounter conflicts either within us or with others. Majority of conflicts have negative consequences. But, we can also take a good lesson from them. What do we mean by conflict? Does conflict have any advantage? How? How can we overcome a conflict? What will be the consequences if conflicts are left unsolved? Dear participants! In this session, we will make a discussion on these and other related issues.*

### 20.2 Objectives

*At the end of this session, participants will:*

- *Develop knowledge about conflict*
- *Appreciate effective ways of dealing with conflict*
- *Develop skills of overcoming conflicts*
- *Help others with problems of resolving conflicts*
- *Become exemplary for others on overcoming conflicts*

### 20.3 Delivery

Dear trainees! This session focuses on conflict resolution. There are questions given below for brainstorming. You are kindly invited to provide your opinions on the discussion.

#### **Activity one : Brainstorming**

1. What is conflict?
2. Mention the types of conflict.
3. Do you think that conflict has advantages? Mention please.
4. How can we overcome conflicts? Is it possible to prevent?

*Short note*

*Conflict is misunderstanding created between two or more people. According to psychologists, the main reason behind conflict is the difference in interest among people. In addition to this, limited resources, excessive selfishness, bad parenting, culture shocks, ignorance or inadequate knowledge, and others are some of the possible sources of conflict.*

*When we look at the types of conflict:*

- *Intrapersonal conflict-for instance when a person become confused which thing to do*
- *Interpersonal conflict-the conflict between two or more people*
- *Intra-group conflict –conflict within one group (among members of the group)*
- *Inter-group conflict –conflict between or among groups*

*Consequences of destructive conflicts :*

- *Loss of human life, Extreme hate, Disorganization of groups, Increased misunderstanding, Wastage of thoughts, Psychological problems, Retarded development, Physical effects, Divorce, Reduced cooperation and interdependence, Quitting jobs, Increased street children and others.*

*Some psychologists inform us that some conflicts have not only negative effects but also positive effects. For instance ,*

*-Possible to take a lesson from the conflict.*

*-Possible to examine the sources for conflict and to prevent such instances from happening in the future*

*-Helps to take a lesson and avoid conflicts from happening in other similar places and situations*

*-Helps us to be ready for the future in order to deal with similar instances*

*-Helps each group/individual/country/ethnic group to know its strengths and weaknesses*

*-Helps to give effective decisions*

*-It promotes creativity*

*-It helps to overcome problems*

*-It helps to know about others (groups ,individuals,country,ethnic group,etc)*

Dear participants! There are different conflict resolution methods. In this training, we will focus on one of them.

- Setting realistic goals, making continuous evaluation and setting the goal again.
- Analysis of the conflict situation (ours and the external)
- Developing right values and thoughts (which can serve as life principles)
- Developing the attitude of taking a lesson from oneself and others
- Being ready for holding open discussion with others
- Ignoring the conflicting situation/place/person
- Keeping silent
- Forgiving
- Setting common goals which will not be achieved through the efforts of a single party
- Increasing resources (water, money, job opportunities, etc )

Dear participants! Hope you did enjoy reading the above short note. Hereafter, we will proceed to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on resolving conflicts .

### **Activity two: Group discussion**

#### **Group discussion points**

1. List down and discuss the possible sources for conflicts among Ethiopian youths. You can divide them based on the following (Rural–urban, male–female, rich–poor, educated–illiterate, high-landers-low-landers, and others)
2. Now, focus on each of the conflicting situations and try to resolve them.

Dear participants! Hope you did enjoy dealing with the above group discussion questions. Hereafter, we will proceed to activity three. It focuses on role play. Its aim is to enable participants to develop knowledge, values and skills on how to resolve conflicts.

### **Activity three: Role play**

-The pair will make a drama on the conflicts between adolescents and their parents. Especially, on the decisions given by youths and parents regarding the dressing styles of young girls.

-The second pairs will make a drama on how to resolve the above conflicts .

Dear participants! What did you learn from the above role playing ?

Dear participants! Next, we will proceed to activity four. It focuses on group work. Its aim is to enable participants to develop knowledge, values and skills on resolving conflicts .

### **Group discussion points:**

-Can a person be free from conflicts? How?

-Do you think that conflicts have advantages? How?

-Some social-psychologists say that it impossible to avoid conflicts but possible to minimize it. To what extent do you agree with the above saying ?

-Now discuss the contribution of our countries traditional sayings in resolving conflicts :

***“Sayikatel bekitel”***

***“Lalemegbabat megbabat”***

***“Esun betselu”***

Dear participants! Hope you did enjoy dealing with the above group discussion questions. Hereafter, we will move to activity five. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on ways of settling conflicts.

### **Activity five :Role play**

-The first pair will make a drama on the conflicts often observed among adolescents. Especially, they will focus on the sources of the conflicts .

-The second pair will focus on how to resolve the above conflicts.

Dear participants! What did you learn from the above role play?

Hereafter, we will proceed to personal practice.

#### **4. Personal practice**

Dear participants, after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

- First try to focus on the youth in your locality, identify the conflicting situations .
- Then, list down the possible sources for each of the conflicting situations listed above
- Next, discuss on how to overcome such conflicts .
- Finally, make a plan for resolving such conflicts. And provide your help.

Dear participants! Next, we will proceed to evaluation.

#### **5.Evaluation**

- 1.Dear participants! What did you learn from this training?
2. Do you think that session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## 21. Help giving skills

### 21.1 Overview

*In our culture ,we often listen words and phrases like “Ekle cher new”, “Legash new”, “Tiru sew new”, “Sew wodad new”, and other smiliar sayings. If a person is invloved in help giving activity, he/she can accept the above sayings. Human beings live coopratively. In many of the cases, we give and receive help. What do we mean by help? What do we mean by help seeking? In what conditions do you think people provide help? Can people reserve themselves from extending help? How? How can we develop help giving behavoir?*

### 21.2 Objectives

At the end of this session, participants will:

- Develop knowledge about help giving
- Develop knowledge about help seeking
- Appreciate the behaviors of people who give help
- Cooperate in giving help to those who need help in as much as they afford it

### 21.3. Delivery

#### Activity 1: Brainstorming

Dear participants, we will begin this session through discussions on help giving. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

- 1.What do we mean by help giving ?
2. What are the advantages of help giving ?
- 3.What are the conditions in which people might not extend help?
4. Can we develop help giving behaviors ? How ?

#### *Short note*

*Help giving is a situation in which a person is engaged in supporting others. However, the person should not demand a return for what he/she has done. Moreover, according to psychologists helping is something done intentionally, with great interest and without expecting anything in return.*

*Process of help giving: Observing the situation, noticing an accident. Understanding the situation. Taking responsibility to extend the help. Checking that we have the needed resources for help. Evaluating the consequences of giving help, Deciding to provide the help, Giving the help.*

*Why do people engage in help giving activities ?*

- *Social and personal traditions –within the society and individuals there are traditions on what and how to extend help. These traditions encourage people to be involved in help giving activities*
- *Person's interest and feelings –when people listen and see something severely heart-breaking, they feel sympathetic. This initiates them to extend help.*
- *Watching others helping –When a person observes others providing help he/she gets initiated*
- *Help seeking styles of the help seeker- if the help seeker presents the question in a heart-breaking manner then others will be more initiated to extend the help.*
- *The magnitude of problem the help seeker faced- if it forced the helper to trust and feel empathy, then it increases their interest for support.*
- *The historicity and fame of the help seeker- if the person is well-known, and have good behavior, then others will not hesitate to extend the help.*
- *To be beneficiary from the next world.*

*Who can extend help?*

- *It is expected that people who are feeling happy are more likely to extend more help*
- *Compared to men women might extend more help*
- *Spiritual people might extend more help than non-spiritual*
- *Those who understood the situation than do not*
- *Those who live in collectivistic culture compared to those who live in individualistic cultures*

*In order to prevent the youth from anti-social activities and involve in prosocial activities, we need to reward their good deeds. Advantages of rewarding*

- *Youths develop self-confidence skills, Helps youths understand others and communities, Develops effective communication and cooperation skills, Helps them to be high scorers, Helps for the continuity of positive behavior, Reduces anti-society behaviors, Reduces crime rate, fear, Increased tolerance, Helps them to be engaged in help giving activities and gain extra advantages*

*People reserve themselves from giving help when: They face stigma and discrimination, Are sad with situations, They are not offended by help seekers request. Help seeker is not from their religious or ethnic group, The activities and history of the help seeker, If the help seeker always looks for help*

*Factors obstructing a person from getting help: Wrong cultural attitudes, Unwelcome response for past efforts, To keep one's privacy, Feeling of learned helplessness, Fear of negative consequences, Age of the help seeker, The way in which he is brought up, Stigma and discrimination, Fear and shyness*

Dear participants! Hereafter, we will move to activity two. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on giving help.

*Scenario one: Helping the elderly*

*A certain 20-year-old young man was looking for a taxi to go from Arat killo to Bole. Since it is rash hour it is difficult to get a taxi. The young man got one after a long wait. After he took a seat, he saw an 60-year-old man who fall down while trying to get a seat in the taxi. The young man, immediately, allowed the old man to sit in his place in as a gesture of his respect and sympathy.*

**Activity two: Reflection**

Dear participants! We are sure that you did really enjoy dealing with the above scenario. Next, we will proceed to discussion questions .

- 1.How do you think the young man came to help the elderly?
- 2.Is helping the elderly our culture? How ?
- 3.Some people say that the tradition of helping the elderly is reducing in our country. Do you agree with this statement? Why?
- 4.What do you think should be done in order to make the youth develop their help giving behavior to the elderly.

*Short note*

*Dear participants! Helping the elderly is a culture in which we feel proud of. Therefore, we are expected to maintain it properly and transfer it to the next generation. Helping the elderly and the weak is our responsibility. Old fashioned sayings like “ Gudguadu yetemase letu yeterase”, “Arogena wusha betun yewodal” ,“Kareju aybeju” should be avoided.*

Dear participants ! Hope you did enjoy giving responses to the above questions. Next, we will move to activity three. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on help giving .

*Activity three: Giving alms to beggars*

*A certain young man together with his mom is getting back home from church. The beggars around the church were stretching their arms for alms. When his mother wanted to give alms her the son said no. "Why? Asked" his mother. He replied her that the beggar is strong enough to work. He added "giving alms to such person encourages begging".*

Dear participants! Hope you enjoyed dealing with the above scenario. Hereafter, we will proceed to reflective questions .

**Activity four : Reflection**

1. Do you think that giving alms to beggars encourages begging? How?
2. Is it possible to identify those who are strong and engaging them in some jobs? How ?
3. Mention some of the major reasons for the wide practice of begging in our country.
4. In what ways should we extend our help in order to get rid of begging ?

*Short note*

*Dear participants! For a long period of time, few people have been highly involved in begging considering it as work. Those who are weak and needy should be helped. However, it is better if those who can do some work, physically strong reserve themselves from such bad behavior.*

Dear participants! Hope you have been actively participating in responding to the above questions. Next, we will pass to activity five. It focuses on group work. Its aim is to enable participants to develop knowledge, values and skills on help giving .

**Activity five: Group work**

**Questions for group work**

1. A 15-year-old lady says this

I am feeling sorry to my friend!

Why? Her dad asked .

I cannot celebrate her birthday.

Could this be considered as a help giving behavior?

2. Now discuss on the following cultural sayings :

*“Lelochin ende ras mewed”*

*“Rsaen leleloch asalefo mestet”*

*“Leleloch menor”*

*“Rasachinn beleloch bota askemeten chigracheun meredat”*

3. If a person seeks help from you being physically very close to you. Will the person invite you to extend your help or the opposite .

4. Compare helping with selfishness, identify their similarities and differences .

Dear participants ! We hope that you have been actively participating in responding to the above questions. Next, we will move to activity six. It focuses on group activity. Its aim is to enable participants to develop knowledge, values and skills on help giving.

### **Activity six: Group work**

#### **Group discussion questions**

1. The youth living in the countryside compared to the youth in urban areas, which group do you think are more involved in helping behavior? Why?
2. What is the relationship between helping behavior and feeling? When we are in a good or bad mood?
3. In our country we notice that people extending help when they are going to or from Mosque or Church. Why do you think this happens ? What is its advantage?
4. Is it possible to replace anti-social behavior with helping behavior? How ?
5. In your opinion, what advantages will a person get by helping others ?
6. Now discuss the helping behavior in your family.

Dear participants! We are quite sure that you have been actively participating in responding to the above reflective questions. Next, we will pass to activity seven. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on help giving.

*Scenario two: Blood donation*

*A certain young woman works in certain office. She remembers when her father donated his eyes when he dies. One day, the young woman went to a hospital to visit her friend who was pregnant. While she reached there, she heard that her friend suffers from shortage of blood. She felt sorry. Immediately she consulted the doctors and they informed her that she can donate her blood type matches with her friend's. Without any hesitation, she donated her blood and thereby saved her friend's life .*

Dear participants! Hope you enjoyed reading the above scenario. Next, we will proceed to reflection questions.

**Activity seven: Reflection**

1. We saw in the above scenario that the young woman's father donated his eyes. Could this be considered as an altruistic behavior? How?
2. Do you think that her father's behavior made an influence on her behavior? How?
3. Put yourself on the young woman's shoes and think of what you would do in such cases.
4. We often hear of blood bank, liver bank, heart bank, etc, What is the advantage of preparing such banks? How can we let people help?

Dear participants! We are sure that you have been actively participating responding to the above questions. Next, we will proceed to activity eight. It focuses on personal practice. Its aim is to enable participants to develop knowledge, values and skills on help giving.

**4. Personal practice**

**Question:**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

1. Identify and discuss about those persons and organizations who provide help to the weak, children, elderly, females, persons with physical disabilities etc.
2. Identify youths from your locality and prepare a plan to extend help for them. And finally, help them according to your plan.

Hereafter, we will proceed to evaluation.

## **5.Evaluation**

1. Dear participants! What did you learn from this training ?
2. Do you think that this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## 22. Help seeking skills

### 22.1 Overview

*Human beings work hard to satisfy their needs but they need help in some case. What do we mean by help? How can we develop help seeking skills? Dear participants! In this session, we will focus on these and related issues.*

### 22.2 Objectives

*At the end of this session, participants will:*

- Develop knowledge about help*
- Develop knowledge about help seeking*
- Appreciate effective help seeking procedures*
- Become exemplary to others in providing help*

### 22.3 Delivery

Dear trainees! This session focuses on mediation. There are questions given below for brainstorming. You are kindly invited to provide your opinions on the discussion.

#### **Activity one :Brainstorming**

1. What is help seeking?
2. What do we mean by help seeking?
3. How can we develop help seeking skills?
4. Mention effective help seeking procedures?

#### *Short note*

*Human beings have the right and responsibility to receive and provide help. However, the type of help each person receives and provides varies from person to person, culture to culture, country to country. One might help the other through devoting one's time, money, information and others. Help seeking means when one requests help from other in order to accomplish a certain task. Here, the person has tried his/her best, but the resources (time, money, information etc) at hand are so limited so that he/she can't accomplish the task without getting others' support.*

*Effective help seeking strategies:*

*-Knowing what we need/what is important for us .(Human resource,money,materials ,information,etc )*

*-Identifying funding sources who can extend the help (Relatives, government, non-governmental organizations, friends, schools etc)*

*-Knowing how to present our help questions. For instance, through spoken, written form, using third parties, etc.*

*-Informing the help giving bodies about why we request the help. For instance, shortages of money, lack of information,etc*

*-Presenting the questions in polite manner*

*-Immediate gratitude*

*In order to develop help seeking skills :*

*-Thanking concerned bodies whether we received the help or not*

*-Realizing that we might receive the help either within short or long period of time*

*-Knowing that the type and amount of help can be obtained from the supposed help giving bodies*

Dear participants! Hope you did enjoy dealing with the above short note. Hereafter, we will move to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on help seeking skills.

**Activity two : Group discussion**

1.Discuss the kinds of help that should be made to the youth in Ethiopia. You can divide the help in terms of, money, information, time and others.

2.Identify and discuss the kinds of support that should be extended to youth who are (males–females, urban–rural, minority, on the street, who live with the virus) jobless, victims of harmful traditional practices, etc.

3.Make a plan on how to present the help seeking questions.

4. Identify the sources for extending help for each of the requests.

Dear participants! Hope you did enjoy dealing with the above group discussion questions. Hereafter, we will proceed to activity three. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on help seeking .

***Group discussion points:***

1. The youth in the developing world (Africa, Asia, Ethiopia, etc.) are expected to develop the culture of interdependence. Why?

2. It is said that, these days in Ethiopia, the culture of interdependence is decreasing while that of individualism is increasing. To what degree do you agree with the above saying?

3. Make a brief description about the culture of interdependence in your home. The explanation will focus on who provides the help? The degree of help? The help seeker? Why help? What the receiver is doing with the help? What if the help seeker does not receive such support?

Dear participants! Hope you enjoyed responding to the above questions. Hereafter, we will pass to activity four. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on help seeking.

**Activity four: Role play**

-The first pair will focus on the help seeker to be made for youths who migrate from the countryside to towns. The drama will especially focus on the reasons behind migration and the potential sources for help.

-The second pair will focus on how the migrants should present their questions in order to get the help from relatives, government bodies, different religious institutions, friends and others.

-The third pair will focus on the kinds of help to be provided to the migrants (Food, education, shelter, cloth, etc.)

Dear participants! What did you learn from the above role play? Hope you enjoyed dealing with the above role play. Hereafter, we will move to activity five. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on help seeking .

### **Group discussion points**

1. Very recently, the famous young musician Tedi Afro (Tewodros Kassahun) has made a support to enhance the life of beggars. He contributed around 2 million birr got from music concert tickets. What lessons did you learn from his deed?

Dear participants! Hope you did enjoy dealing with the above scenario. Hereafter, we will proceed to personal practice.

### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

-First try to identify the kinds of support the youth in your locality need. These might include study skills, money, medical, food, shelter, psychological, job, being free from drug abuse, love problems and others.

-Next, try to identify the potential help giving bodies from that locality.

-Finally, help the youth in planning how should they present their requests .

Dear participants! Hope you did enjoy dealing with the above personal practice. Hereafter, we will proceed to evaluation.

### **5. Evaluation**

1. Dear participants! What did you learn from this training?

2. Do you think that session achieved the objectives set at the beginning ?

3. Identify and discuss the strengths and weaknesses of this session.

4. List down and discuss those points that should be improved from this session for the future .

## 23. Team work skills

### 23.1 Overview

*It is important to remember the Amharic saying “Keand birtu hulet medhanitu.” We are capable of accomplishing an assigned task. However, in order to finish a job with limited energy and time team work is more efficient than individual work. However, we hope our readers understand that this doesn’t mean that every team work is successful. There are members who do great effort for the achievement of the whole, at the same time some participants contribute little or nothing to the group but want to share the achievement . What do we mean by team work? What are the advantages of team work? Will there be any disadvantages in being a member in a certain team? What do we need to do an effective team work.*

### 23.2 Objectives

At the end of this session, participants will:

1. Develop knowledge about team work
2. Appreciate the process of effective team work
3. Develop skills of team work

### 23.3. Delivery

#### Activity 1: Brainstorming

Dear participants, we will begin this session with discussions on team work. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

1. What is team work?
2. What are the advantages of team work?
4. Will there be any disadvantage being a member in a certain team?
5. What do we need to do for effective team work?

*Short note*

*Contributing factors for effective team work*

*Every member works hard, Group members' knowledge, Group members high skills, Group members follow effective ways, Presence of effective group leader, Time consciousness, Listening, accepting one another's views, opinions, Giving effective decision, Resolving conflicts through discussion, Rewarding the group member who is successful, Good mixing among group members, Good team spirit, Limited group members, Setting clear goal, Competitive group members, Interest in cooperative work, Support from external bodies, Members with mixed talent, Putting aims, Setting achievable goals, Group leader governed by principles, Putting group and individual responsibilities, Putting clear responsibilities and roles, Focus on interdependence, Effective communication*

*A group becomes ineffective when: Less initiation from group members, Inadequate knowledge, Inadequate skill, Lack of effective group leader, Not being time conscious, Unlimited group members, Lack of team spirit, Giving weak decisions, Misunderstandings, Unable to effectively resolve conflicts, Lack of clear job description, Not being able to use rewards properly*

*Roles of group members*

*Information seeker, Information giver, Elaborator, Evaluator, Follower, Supervisor, Recorder, Initiator, Encourager, Gatekeeper, Negotiator, Norm setter*

*Elements of a team: Group leader, Group members, Group principles, Individual's roles, Group goals, Tasks to be done*

*Advantages of teamwork*

*Gives the opportunity for group aims to be achieved by various members with different knowledge, skills, experiences*

*Most complicated tasks will be solved by different professionals.*

*Encourages members to develop feelings of cooperation and interdependence*

*Gives the opportunity to share experiences among group members*

*Group decisions allow them to feel individuality*

*Gives the opportunity for immediate achievement of group goals*

*This supports the Amharic saying "Keand birtu hulet medhanitu" "Der biyaber anbessa yasir"*

*Gives the opportunity for group members to share experiences*

*Gives the opportunity to share blames "50 lomi leand sew shekimu new, 50 sew gin getu new"*

*Gives the opportunity to see oneself in group*

*All group members will do their job in line with principles, all feel responsible, accountable, this leads to success*

*Gives the opportunity for group members to learn from others*

*Gives the opportunity for creating new work styles*  
*Increased communication and information sharing*  
*The group members' involvement increases their activity*  
*Group discussion helps to remember things better and easily*  
*Enables to finish a work within short period of time*  
*Enables to finish a work with limited expenses, Reduces errors*  
*Helps to become effective*  
*Helps to share experiences*  
*Helps to have similar spirit for work*  
*Helps to do activities through effort*

- *Group members will have a lot of information*
- *If group members participate in the process, they become happy*
- *Group members learn for themselves*

*Why do people join groups: Group members' interest to be with others, When people want to show their uniqueness, When they want others to know who they are, To control oneself and others, To love and be loved, Being similar with group members in many ways, When each member has unique and appreciable knowledge and skills, Our proximity to the group, The amount of interaction we have with the group, Similarity of goals with ours, Group focusing on shared goals, The advantages of being in a group*

*When do people decide not to participate in the group: When the group has limited time, When the experts come up with a single solution, When they have untangible information, When there are conflicts which go beyond control*

*To develop good team spirit group members should: have patience, be polite, have motivation, be helpful*

*Process of solving group problem: Look the problem from different angles*  
*Gathering information, conducting research, Knowing how to use information or evidences, Asking relevant questions*

*Factors affecting solving group problem*

*Absence of good plan*

*When the group relies on luck, prejudices*

*When one member shows negative feelings over another*

*When members have negative attitude towards the project*

*Misunderstandings among member*

*When members don't have the resources needed to solve the problem*

*When there are members who should not be part of the group*

Dear participants! Next, we will proceed to activity two. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on team work.

***Scenario 1: Conflicts in Team work***

***A certain team has 7 members and acting for the last three weeks. Members report that one of them is putting pressure on others. This member is talkative and arrogant.***

Dear participants! We hope that you did really enjoy reading the above scenario. Next, we will proceed to reflective discussion questions.

**Activity two: Reflection**

1. The team has seven members. Do we call this small or large size team?
2. We read that the member is talkative and arrogant. Why do you think this happens?
3. Is it possible to correct his behavior and thereby enable the group to be effective? How?
4. What do you think will happen if he continues with this behavior and the others remain hand-folded to keep their rights ?

Dear participants! Next, we will proceed to activity three. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on team work.

***Scenario 2: Not knowing one's roles***

***A certain young man seems to be uninterested to participate in the group. He seems to be bored as he attends the group discussion. Moreover, he never contributes to the group discussion. Sometimes, he is seen trying to discuss on topics which are not relevant. If others happen to listen to him, he speak aloud and disturbs the surrounding.***

Dear participants! We hope that you did really enjoy reading the above scenario. Hereafter, we will move to reflective discussion questions .

**Activity three: Reflection**

1. What do you think of the reasons behind the young man's indifference in the group activity?
2. Is it possible to make contribution to the group discussions? How?
3. To correcting his behavior, what shall we expect from other members?

Dear participants! Next, we will proceed to activity four. It focuses on group discussions. Its aim is to enable participants to develop knowledge, values and skills on team work.

#### **Activity four: Group activity**

##### **Group discussion questions**

1.It is said that “many group works in schools are formed based on either gender or ethnicity.” Is this true?

2.Discuss on the following Amharic sayings and identify their implications :

*“Ke ande birtu hulet medhanitu”*

*“50 lomi leand sew shkimu :le50 sew getu”*

*“Dir biyber anbesa yasir “*

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

If you joined to a team just recently, attempt all of the questions:

- 1.What does the team member’s dressing style look like?
- 2.What is the attitude of the group members towards time? Are they punctual?
- 3.What languages do the group members speak? Does swearing has any acceptance?
- 4.Do group members use jokes to reduce stress?

Next ,we will proceed to evaluation.

#### **5.Evaluation**

- 1.Dear participants! What did you learn from this session?
- 2.Identify and discuss the strong and weak sides of this session.
- 3.Do you think that this session really achieved the objectives set at the outset?
4. Discuss on the point to be improved from this session.

## 24. Tolerance skills

### 24.1 Overview

*These days, we often hear sayings such as “Our diversity is our beauty, our unity is our strength”. Like Ethiopia and many other countries, citizens adhere to and exercise different religions, political thoughts, and values. We all agree that there is a good start of democratic values in our country. However, we still need to work hard for strong democratic practices. We have no doubts that we will materialize this in the near future. What do we mean by tolerance? How can we develop tolerance? Dear participants ! In this session,we will focus on these and other related issues.*

### 24.2 Objectives

At the end of this session,participants will:

- Develop knowledge on tolerance
- Appreciate effective tolerance process
- Develop skills of tolerance
- Become exemplary to others living in tolerance
- Help youths who have problems of tolerance

### 24.3 Delivery

Dear participants! We will begin this session through making discussion on tolerance .

#### **Activity one: Brainstorming**

- 1.What is tolerance?
- 2.How can we develop tolerance?
- 3.What will happen if we don't tolerate each other?
- 4.What are the advantages of tolerance?

*Short note*

*How can we develop tolerance :*

- *Identifying ones own values, Kowing others' values, Realizing one's and others' rights and responsibilities, keeping one's and others' rights, Attempting to solve problems through discussions, Understanding that all religions, citizens, cultures are equal. Resolving issues through negotiation before going to conflicts*

*What are the advantages of living in tolerance :*

- *Continiuity of one's and others' values, keeping one's and others' rights, Brings peace, Helps to avoid conflicts or to resolve them in an appropriate way, Contributes a to a countries development, Citizens can do their jobs in a peaceful and stable environment*

*What could be the consequences of intolerance :*

- *Expansion of old fashioned thinkings, Retards countires development, Possibly leads to superior–subordinate relationships. Might deter the spirit of equality, A country becomes conflict-ridden, Citizens' rights might not be kept, Good values might not be maintained*

Dear participants! Hope you did enjoy reading the above short note. Hereafter, we will proceed to activity two. It focuses on group discussion. Its aim is to enable particiapnts to develop knowledge, values and skills on tolerance .

**Activity two: Groupd discussion**

**Group discussion points**

1.Schools and Universities are places where we observe people from diffent ethinc groups. Students are expected to live in tolerance and with respect. How can we develop the culture of tolerance in such places?

2.Try to list down and disscuss the culture of tolerance that youth in your locality practice

Dear participants! Hope you enjoyed responding to the above group discussion pionts. Hereafter, we will move to role playing. Its aim is to enable participants to develop knowledge, values and skills regarding tolerance .

### **Activity 3: Role play**

The trainer will select volunteers pairs from participants. Next, he invites them to make a drama on the points given below. After finishing the rehearsal, they will demonstrate to the rest of the class.

-The first pair will make a drama on ethnic, religious and political misunderstandings often observed among youths.

-The second pair will make a drama on how to resolve the above misunderstandings through tolerance and sensitivity.

Dear participants! What lesson did you take from the above role play?

Hereafter, we will proceed to activity four. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on tolerance.

### **Activity four : Group discussion**

1. It is widely spoken that Ethiopians have been living in tolerance. List down and discuss the manifestations of the tolerance in Ethiopia.

2. Discuss what will be the consequence of intolerance in diversified and multiethnic countries like Ethiopia.

Dear participants! Hope you did enjoy responding to the above reflective questions. Hereafter, we will proceed to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on tolerance.

### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

-First identify the culture of tolerance and intolerance among your local people.

-Next, list down ways to overcome the above intolerances.

-Then, help in resolving the above intolerances according to your plans.

Finally, we will proceed to evaluation.

### **5. Evaluation**

1. Dear participants! What did you learn from this training?

2. Do you think that this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## **PART THREE**

### **Social skills**

#### ***25. Recognizing Risks and opportunities***

##### **25.1 Overview**

**Adolescence:**

**Full of hopes**

**Looking and doing things honestly and optimistically**

**Period of strong initiation to correct wrong doings**

**When we don't get things as wanted, we shift to violence,**

**Feeling hopeless**

**Therefore, in order to make the youth to be effective, the youth should come out of the ideal/fantasy world and live in the real world with practice.**

**Since this world is full of risks and problems, the youth should not be fooled to consider it as a totally safe place (free from risks and problems) and move carelessly. A person living in a war zone, lives in instability, then, he/she is vulnerable to risks. Now a days, where HIV/AIDS is widely spread, having unsafe sex is fatal. Moreover, now there is high rate of unemployment and to expect only to work in the civil service is risky.**

**Especially, youths who live in a country like Ethiopia are living in many real risks. First and foremost, one is expected to identify those risks and then looking ways to defend oneself. For the youth to be successful, they need to identify good opportunities.**

**In this session, we will make our discussion recognizing risks and opportunities and developing skills on using them accordingly.**

##### **25.2 Objectives**

**At the end of this session, participants will:**

**Develop knowledge in understanding the status quo**

**Develop skills on how to identify risks and opportunities for youth development**

**Develop skills on self-defense**

**Become exemplary and extend their help to youths who lack these skills**

**25.3. Delivery**

**Activity 1: Brainstorming**

Dear participants, we will begin this session through discussions on recognizing risks and opportunities. Please give your personal opinions on every question. Its purpose is to enable trainees to share experiences and opinions.

First, we will look at the opportunities available for youth development in the current conditions .

**Activity 1: Opportunities**

Dear participants ! First, look at the opportunities at your surrounding. Considering our locality as basket full of risks and problems will not help. If we become conscious, in our locality, we can find many situations which could be considered as opportunities which help and fasten youth development .

Dear participants! Please try to list down these positive situations

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Now, look at the opportunities mentioned in the short note below and study them how far they are true in your locality.

*Short note*

*The present youth is vulnerable to different risks and it seems that simultaneously there are some opportunities. In this regard, it is possible to list the following.*

*Better educational opportunity: It is unquestionable that the present youth is exposed for better educational opportunities which is by far better than the past generations.*

*Better access to information: The increased services of telephone, e-mail, electronic media ,internet, written information enabled the present youth to have better information, knowledge about his/her locality, the country and the whole world.*

*Increased health services: Now a days, the country's health service has shown great improvement, and possible to say that the youth is one beneficiaray of this .*

*Culture of interdependence: Like some African countries Ethiopians are known for this cultural manifestation. Therefore, the present youth can take this as main opportunity to collect help.*

*Lack of educated people: Even if this could be considered as a problem for the youth it could be an opportunity. If the youth becomes clever in academics and hard working, it is possible to foretell that the youth will have better work opportunities far better than anyone else*

**Activity two: Risks (Brainstorming )**

Dear trainee! Now, Go back to your locality and list down those situations that make the youth to be vulnerable to risks

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*Short note (Risks )*

*At present condition, the youth in Ethiopia is vulnerable to various risks of development. Some preiliminary studies conducted in the area reveal that the types and magnitiude of risks vary from person to person. We can divide them as follows: male and female; rural and urban; physically disabled; persons who are not disabled etc. Now, let go to their common risks and we can find the following:*

*1.Unemployment problem: Especially those who have completed their high school but unable to join higher education are more vulnerable to unemployment. This problem heavily affects the urban youth and female youths.*

*2. HIV/AIDS –Many youths in one way or the other are vulnerable to it. Some of them are living with the virus. Some, since they lost their parents because of the virus, they were forced to lead street life and to shoulder the burden of rearing their younger siblings.*

*3.Cultural problems: Early marriage, abduction, rape, especially on countryside women. Men are also affected by harmful traditional practices. Group and individual conflicts, considering resolving problems through discussions as feminine.*

*“yulignta” leads the youth to do things they do not want. It leads the youth to accept unwanted peer pressure. These bad cultural practices not only violate privacy but they are also the main reasons behind the absence of democratic values in the country.*

*4.Environmental pollution, harmful traditional practices about personal hygien problems, defecation related problems, problems related to removal of waste.*

**Activity three: Gathering addiitonal information from local people**

Dear trainees! Go to your locality and hold discussions with others who know about the risks the youth in that locality face and what to be done to ovecome their problems. Finally, report it to the whole class.

**Activity four: Confronting risks (Brainstorming )**

Now, discuss how to confront those risks listed under the short note below

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*Short note*

*Confronting risks*

*1. How can a youth deal with reducing unemployment*

*Developing entrepreneurship, Focusing on private business, Increasing social network, Developing volunteerism, Not downgrading jobs, starting from the bottom, Identifying the resources in the locality and using them, Identifying and using opportunities in their locality*

*2. To prevent oneself from HIV/AIDS*

*Blood test, Abstaining from unsafe sex, Fixing one sex partner, Using condom properly, Avoid using unsterilized utensils*

*3. Not to accept early marriage*

*Telling teachers, Reporting to Kebele leaders, Seeking the support of relatives, Creating awareness among families, Being part of women's associations*

*4. Not accepting abduction*

*Telling teachers, Reporting to Kebele leaders, Seeking the support of relatives, Creating awareness among families, Being part of women's associations*

*5. To defend oneself from being raped a woman should:*

*Examine the area, Shouting to call for help, Not moving at night hours (Moving with friends, relatives), Deciding ahead not to be with the person*

*6. To avoid old fashioned "Hero" behavior*

*Identifying and accepting one's strengths and weaknesses, Realizing that this behavior will not have any advantages, Realizing that all problems will be solved by being patient, Keeping others' rights, keeping one's rights, Realizing that traditional thinking will have risks*

*7. To prevent self censorship*

*Developing assertiveness skill, Understanding one's weaknesses and strengths, Understanding one's and others' rights and responsibilities*

*8. Keeping human rights of others*

*Understanding one's and others' rights and responsibilities, Realizing that all citizens*

*are equal, Realizing that it is possible to live with citizens in tolerance, Developing negotiation skill*

*9. To minimize environmental pollution, especially things to be done in towns*

*Filling holes immediately, Controlling industrial wastes, Disposing wastage properly, Realizing that it is not good to urinate in streets, Cleaning toilets everytime, Isolating dry wastes from liquids, Engaging in environmental sanitation campaigns*

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

**Question : Now, be in pairs and discuss on nine preventive points raised above as follows**

1. First, discuss on to what extent you are vulnerable to the risks mentioned above.
2. Take from the risks and discuss on the possible measures you need to take. If you feel that you are not vulnerable, discuss how you are going to help in case you encounter a person who is under any of the above risks .

Next, we will proceed to evaluation

#### **5. Evaluation**

After the personal practice, each participant should evaluate himself/herself to what extent he/she can defend him-/herself from risks found in the locality. Then, based on the evaluation, prepare plans for performance .

## 26. Preventive Skills

### 26/1. Overview

*If we really understood our Amharic proverb “Prevention is better than cure,” we can realize many serious messages in it. By the way, what does preventive skills mean? How can we develop preventive skills? What is the negative effect of unpreventive life style? In a general sense, preventive skills include the following: being free from drug addiction; drinking clean water and breathing fresh air; living with others through cooperation and understanding; living with hope; taking balanced diet; doing physical exercise; and maintaining balanced psychological conditions.*

### 26.2. Specific objectives

At the end of this session, participants will:

- i. Develop knowledge on preventive skills.
- ii. Appreciate preventive skills.
- iii. Build skills on preventive skills.

### 26.3. Delivery

#### Activity 1: Brainstorming

Dear participants, we will begin this session with discussions on preventive skills. Its purpose is to enable trainees to share experiences and opinions.

- I. What is preventive skill?
- Ii. What is the negative effect of preventive skills?
- iii. Is it possible to develop preventive skills?

#### Short note

#### Challenging and bad situations that might happen during youth life:

*-unexpected natural and manmade risks. Reproductive health problems.-Sexually transmitted diseases.-Psychological problems.-Being exposed to drug abuse. Being exposed to alcohol -Delinquency and anti-social acts. Participating in gang groups. Committing suicide.*

#### In order to develop preventive skills:

*-Keeping self up to date with new information. Identifying those situations which might*

*possibly lead to drug abuse and being careful. Participating in social services. Eating balanced diet. Developing strong and muscular physique. Participating in religious issues. Participating in school issues. Utilizing one's art skills-Participating in national development, peace and prosperity.-Resolving conflicts-Taking care of one's hygiene-Relaxing when necessary. Participating in different youth clubs.*

Dear participants, next, we will pass to activity two. It focuses on scenario and its title is drug addiction and its effects .The aim is to enable participants to develop knowledge, skills and values on preventive skills.

### **Scenario 1: Drug Addiction and its effects**

*A certain young man spends his time with those who dropped out of their education 6 months ago. Most suspect his health condition as he wears clothes which are not neat and reduced body weight. Those all changes observed in his teeth, eyes, hair would lead others to expect that he a drug addict. Indeed, his families tried to bring him back to the family but they were not successful. And worse, very recently he got medical examination and informed that he caught TV.*

Dear participants, hope you enjoyed reading the scenario presented above. Next, we will pass to opinion questions.

#### **Activity two: Reflection**

1. Mention the possible sources which lead the young man to be involved in drug abuse.
2. Was is it possible save the young man from involving in such acts? How?
3. In addition to TV infection, what terrible thing could he face?
4. Is it possible to improve his life?

Dear participants, next we will move to scenario two. It focuses on raping. Its aim is to enable is participants to develop knowledge, values, and skills on preventive skills.

### **Scenario 2: Rape**

*A certain young woman meet her friends early to celebrate a birth day. Her friends are ready to start celebrating the birth day party. Relatives were also in one room preparing coffee ceremony. Some of her friends already started drinking beer. Slow increase in the musical sounds indicates their readiness for dancing .During this time, a certain young man started to seduce young woman to have sex. However, he saw an*

*unwelcome response from her. Since he was sad with her response, the young man waited for an occasion where she went out to accompany her friends up to the taxi station. Then, he raped her. However, she did not tell her problems to any one else. But, she became pregnant and discussing with her friend, she decided to abort it. Because the fetus was 4 months of old, the process of abortion will be very complicated. As a result, the young woman was informed that she cannot conceive again as she get a problem in her uterus.*

Dear participants, hope you enjoyed reading the above scenario. Next, we will move to opinion questions and you are expected to participate vigilantly through forwarding your view points.

### **Activity 3: Reflection**

1. Why do you think the young man raped the young woman?
2. Can the young woman be responsible for what happened to her? How?
3. Were there ways to defend herself?
4. What more problems would the woman possibly face?
5. How do you see the necessity of beer to celebrate a birth day party?
6. Why do you think that she did not tell the incident to someone else?

Dear participants, hope you enjoyed forwarding your opinions on the above questions. Next, we will move to group discussion. Activity four focuses on unhealthy diet. Its purpose is to enable participants to develop knowledge, values and skills on preventive skills.

### **Activity 4: Group discussion**

#### **Group discussion points**

1. Sometimes we observe some adolescents who become exposed to overweight. By the way, what are the possible sources for being overweight?
2. In our country, we often observe some girls being under weight. What possible negative effects could they encounter? To be safe from this, what should we expect from the youth?

Dear participants, hope you enjoyed with the above group discussion sessions. Now, we will move to activity 5. Activity five focuses on group activity. Its aim is to enable participants to develop knowledge, values, and skills on preventive skills.

### **Activity 5: Group discussion**

#### **Group discussion questions**

1. Why do passengers and drivers need to use seat belts?
2. When should passengers and drivers use seat belts?
3. What is expected from whom in order to make using seat belts as culture in our country?

Next, we will move to activity 6. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on preventive skills.

#### **Activity 6: Role play**

Three pairs will be selected among participants voluntarily. Selected individuals will perform a drama on physical exercise: its advantage, reasons for not doing it, consequences of not doing it, and ways of improving skills on physical exercise.

1. The first pair will demonstrate the reasons behind not practicing physical exercise.
2. The groups in the second pair will focus on demonstrating the negative effects of not doing physical exercise.
3. The groups in the third pair will focus on demonstrating how to help youths to appreciate the advantage of physical exercise and make physical exercise part of their life.

Dear participants, hope you enjoyed the group work. Next, we will go to the last activity. Activity seven focuses on home taken assignment. Its purpose is to enable participants to develop knowledge, values, and skills on preventive skills.

#### **4. Personal practice**

Dear participants, after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short report of your discussions.

1. What things does personal hygiene include?
2. What are the effects of not keeping one's personal hygiene?
3. What is expected from whom in order to develop the culture of keeping oneself neat?

Dear participants hope you enjoyed responding to the last home taken assignment. Next, we will move to evaluation

## **5. Evaluation**

1. Dear participants! What did you learn from this training ?
2. Do you think that this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## *27. Building social support*

### **27.1 Overview**

*Human beings are social animals. Therefore, as far as he/she lives in this world, he/she requires the support and care of others. When does a person look for others' support? Can we predict what will happen if he/she doesn't get a response to the questions? What do we mean by social support ?*

### **27.2 Objectives**

**At the end of this session, participants will:**

- **Develop knowledge about what we mean by building social support**
- **Appreciate effective social support**
- **Develop skills on social support**

### **27.3 Delivery**

**Dear participants ! We will start this session through making brainstorming on what social support means.**

**Activity one: Brainstorming**

**1. What is social support ?**

**2. What is the importance of social support ?**

**3. How can we develop the skills on social support ?**

#### *Short note*

*Social support means the help that one receives from those who are around during good and bad moments .*

*Advantages of social support :*

*1. To overcome problems through discussions*

*2. To exchange some opinions*

*3. To inform ahead during risk situations*

*4. To learn from past mistakes, to be free from mistakes in the future*

*5. Not doing or saying something offending.*

*6. To share others' happiness and sorrows*

Dear participants ! Hereafter we will proceed to activity two. It focuses on on a certain scenario. Its aim is to enable participants to develop knowledge ,values and skills on social support .

*Scenario one : Female genital mutilation*

*A certina 10<sup>th</sup> grade young woman lives in a small rural town. She is a clever student One day, her families decideed that she should get circumcised without consulting her. Before the circumcision process starts, she heard about the situation. This time, she shouted. Those who heard her voice (school friends, security, and local people ) rush to her. Finally, she was able to be saved from such harmful trditional practice .*

**Activity three :Reflection**

Dear participants! We hope that you did enjoy dealing with the above scenario. Next ,we kindly request you to be actively participate in providing your opinions on the reflective questions .

1. Why do you think that her parents decided for circumcision?
2. Why do you think her parents hide their decisions about the circumcision from the young woman ?
3. Can we consider her shouting as one social support? How?
4. What would you do if you were in her position? Why?

*Short note*

*Among the harmful traditional practices in our country, female genital mutilation is the major one. Female genital mutilation leads to physical, psychological, sexual, social and economic crisis. In order to avoid female genital mutilation, we are expected to provide trainings for perpetrators; helping the victims; and bring to justice those who participate in it .*

*Dear participants! Hereafter, we will proceed to activity 3. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on social support.*

***Scenario three: Rape***

*A certain young woman lives in the street. The imbalance of family income with the number of family members was the major reason for her street life. She dropped out of her education some time ago. Once, there was heavy rain. Since her plastic blanket leaks, she decided to shift her place. There were two men around. She went to one of her friends and kindly requested him to share his plastic blanket. She requested for blanket to protect herself from the cold, but she was raped.*

**Activity four : Reflection**

After reading the above scenario carefully, provide your opinions to the questions that are given below .

1. Was it possible for the young woman to get social support ? From whom? How?
2. What would you do if you were in her shoes? Why?

***Short note***

*Psychologists tell that rape is a manifestation of animal behavior. Street girls are vulnerable to different kinds of problems and risks. For instance, food, health, psychological, social, cultural and others. In order to help these girls, relentless effort is expected from the youth .*

Dear participants! Hereafter, we will proceed to activity five. It focuses on identifying the social supports that are found in your locality but which are not well recognized. Its aim is to enable participants to develop knowledge, values and skills on social support .

**4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

- Do you really know social supports found in your locality?

- What kinds of services do you think the above social supports provide?
- Can we develop the above social supports? How?

Finally, we will proceed to evaluation.

### **5.Evaluation**

1. Dear participants ! What did you learn from this training ?
2. Do you think that session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## **28. Medaition skill**

### **28.1. Overview**

*In human interaction there are misunderstandings and conflicts. According to psychologists, there are conflicts and misunderstandings even among those who like each other. In order to resolve such conflicts, mediation is by far better than going to justice. Hence, in our country, mediation has been widely practiced in order to resolve conflicts and misunderstandings. Especially, When ever there are conflicts among family members and other groups, people go to community elders to settle the conflicts and misundersatnding. In this session, we will discuss in detail about mediation.*

### **28.2. At the end of this session, participants will:**

- *Have knowledge about mediation*
- *Develop skills that would help them to be mediators*
- *Be known in their locality of their good mediator behavior*
- *Help other mdiators who don't have skill on how to mediate*

### **28.3 Delivery**

#### **Activity one: Brainstorming**

Dear trainees! This session focuses on mediation. There are questions given below for brainstorming. You are kindly invited to provide your opinons on what you know during the discussion.

**1. What is mediation? How is it different from arguments in courts?**

**2. What is the advantage of mediation?**

**3. What are the strategies for mediation?**

**4. What are the ground rules for mediation?**

*Short note*

*Mediation helps in order to settle the conflicts that arise between different parties (countries, families, communities, or friends. Moreover, it helps in deterring misunderstandings and feuds and thereby bring peace and security. The following are some of the ways for effective mediation:*

- *Cooling anger: Helps in deterring misunderstandings and feuds. It enables persons to control their emotions.*
- *Mediator: Helps those who are in conflict to send a person to act on their behalf and bring resolutions through intercession.*
- *Negotiation: Procedure in mediation that helps to settle disagreements and conflicts.*

*Hereafter, we will look at rules we should focus during mediation:*

- *Knowing values, Listening to opinions vigilantly, impartiality, Non-aggressiveness, Good decision making, Patience, Adequate information, unselfishness, Punctuality, Self-confidence, Confidentiality, Predicting the outcomes, Doing individual consultation first and then group consultation of the conflicting parties .*

*Hereafter, we will look at opinions which help us to overcome those obstacles which we might possibly during mediation:*

*Knowing well the conflict and its causes: Helping the two parties to have very close understanding about the matter at hand. It is very important if we make parties know their contribution to the conflicting situation.*

*Letting the two parties come up with their possible alternative solutions and discussing on their opinion. Not downgrading others' opinions. Letting them to negotiate on their opinions. Coming to the solution and consolidating it in groups*

*Objectives of mediation:*

- *Mediation does not imply identifying the guilty and reprimand him/her and finally bring peace .*
- *What mediation takes into consideration is that for a certain conflict situation the two parties contribute in different ways .*

- *Since mediation focuses on tolerance, understanding, cooperation and consolidating other similar peaceful conditions, it enables forgiveness rather than divorce .*
- *Mediation does not center on punishing the guilty party, to take lessons from past mistakes, rather it concentrates on preventing risks on future social interactions.*
- *Mediation gives high values to the feelings of the conflicting parties.*

Next ,we will look at scenario one . It focuses on marriage conflict. It aims to help trainees to develop knowledge ,values and skills on mediation.

#### ***Scenario one :Marriage conflict***

*A certain young woman lived with her husband for one year. After she conceived, she went to hospital for medical check-ups. Her doctor advised her to go make HIV blood test indicating its importance for her and the unborn child. The young woman showed her consent and made VCT. However, the result was not as expected. The result was positive. Since she was confused, she told the situation to her husband as she thought that it will be part of the solution. But, he rejected what she reported. He told her they made the test when they get married and that she should be responsible for what happened. As a result, there were disagreements and conflicts in the marriage. Realizing this, neighbors asked elders to settle their conflict.*

#### **Activity two : Reflection**

- 1.What were the mistakes of the husband and wife?
- 2.What strengths and limitations did you notice in mediation process?
- 3.Do you agree with the outcomes of the mediation process? Why?
- 4.To what extent do you think the elderly followed the rules of mediation? What problems did you notice ?

*Short note*

*In Ethiopia ,as there are peaceful marriages there are also marriages full of problems. Researches show that among the major sources of marriage conflict are: poverty, religious differences, ethnic differences, and others. Resolving marriage conflicts through mediation is one of the thing that makes Ethiopians unique from the rest of the world, so we need to feel proud of it .*

Dear participants ! Next ,we will proceed to activity three. It focuses on the conflicts that arise following early marriage. It aim is to enable particiapnts to develop knowledge, values and skills on the effects of early marriage on eduaction and health .

***Scenario three: Early marriage***

*There is a 14-year-old 10<sup>th</sup> grade young girl. She always thinks about her education, her futurity and how she is going to change her life and her family's life. The monthly income of the family is 200 birr and it is very difficult to feed five members with this money. Her father brought her rich husband. The person is 30 years older than her and since the person is very rich, her father hoped that their life will be changed with her marriage. However, the young woman din't agree. Her dream is not to be a kind of uneduacted wife rather strong and educated. She told her father that she cannot continue her education, that she migh face health problems and that she would not marry the rich man. But, her father didn't say okay. Hence, a disagreement created between the father and his daughter.*

Dear participants ! Assume that you were selected as a mediator to settle the above conflict and report the mediational process that you will go through .

**Activity three: Reflection**

- 1.What do you think of the mistakes of both father and his daughter?
- 2.What strengths and weaknesses did you notice from the mediational process?
- 3.Do you agree on the consensus reached at the end of mediational process?
- 4.To what extent do you think the mediation fulfills the rules of mediational process?

Dear participants! Hope you enjoyed dealing with the above scenario. Next, we will pass to scenario four. It focuses on domestic violence. Its aim is to enable participants to develop knowledge, values and skills on mediation.

*Scenario four : domestic violence*

*There is mother of four children. She works in a certain government bureau. She is exposed to domestic violence. Her husband beats her every day. Then she quit her job and happened to be troubled a lot.*

**Activity five :Reflection**

- 1.What do you think you would do if you were in her position?
- 2.How do you help her husband?
- 3.Do you find women leading similar life in your locality? How is it possible to provide help for them?
- 4.Generally, what do you think of the attitude of communities in your locality towards domestic violence ?
- 5.How can you solve the above conflict ?

*Short note*

*Dear participants! Domestic violence is a tradition in our country especially in the countryside. The violence includes physical attack, insults, not allowing to eat foods, violating the right to express feelings. In order to reduce or avoid this awareness-raising activities need to be carried out .*

Dear participants ! Our next activity will be group work. The trainer will divide participants in two parts and invites points for discussion. Before the start of the discussion, the trainer is expected to provide brief explanation about the ground rules for group discussion. Its aim is to enable participants develop knowledge through holding discussions on the sex before marriage .

*Two lovers were in love for the last two years. They started their love relationship from grade 12 onwards. Presently, they are students in a certain university. At the end of exam day, the young man and his friends drank some alcohol. The young man told his friends that they need to start sex, and informed her that he has been tolerating her. However, his lover said, doing sex at this moment will lead us to unwanted pregnancy and HIV/AIDS.*

**Activity six: Group discussion questions**

1. What do you think of the possible sources for the conflict between the two lovers ?
2. It is possible to bring peace among them through mediation? How?
3. Put your self on their shoes and think of how you are would solve?

After responding to the above questions, please read the short note given below .

*Short note*

- *Whenever we do sexual intercourse, we are expected to think of the following: HIV blood test; the presence of condoms around us; that it is possible to prevent unwanted pregnancy.*
- *That sexual intercourse should be done among two consented bodies .Otherwise,it becomes rape .*
- *That alcohol and sexual intercourse do not go together .*
- *It is better if youths found in developing countries become self-reliant by delaying their sexual desires.*

**4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

Question: Look for a famous person from your locality for his/her mediational skills .(Leader of Idir, Religious leader, teacher, merchant etc.)

1. Whom do you think the majority of local people choose?
2. What criteria do they consider in selecting mediators?
3. What is the acceptance of the selected mediator by the community ?
4. The selected peron

-Level of eduaction

-Living condition

-Self-confidence

-Age

-The kind of life he/she leads in the family

-Communication skills

5. Do you think that the selected person is good enough in mediation?

6. Is there someone from your locality who wants to follow the experience of the selected person?

Dear participants ! Next, we will proceed to evaluation.

### **5.Evaluation**

1. Dear participants! What did you learn from this training ?

2. Do you think that session achieved the objectives set at the beginning ?

3. Identify and discuss the strengths and weaknesses of this session.

4. List down and discuss those points that should be improved from this session for the future .

## 29. Advocacy skill

### 29.1 Overview

*Advocacy helps the beneficiaries to express their wishes and attitudes openly; it helps them to present their attitude in a positive and effective manner; it helps them get the right information; it helps to overcome conflicts through negotiation. What do we mean by advocacy? What are the advantages of advocacy? Some citizens are unaware of their own right. Some others are unable to speak to keep their rights. Advocacy does not mean accepting other problems. Advocacy does not imply to decide for others. Advocacy does not imply making others to be dependent.*

### 29.2 Objectives

*At the end of this session, participants will:*

Develop knowledge on advocacy

Appreciate effective advocacy style

Develop skills on advocacy

### 29.3 Delivery

#### **Activity one :Brainstorming**

Dear trainee! This session focuses on advocacy. There are questions given below for brainstorming. You are kindly invited to provide your opinions on what you know during the discussion.

1. What is advocacy?
2. What are the advantages of advocacy?
3. What are the procedures for effective advocacy?

#### *Short note*

*What do we mean by advocacy?*

*Advocacy means standing on behalf of others or superseding others and requesting for help.*

*Strategies of advocacy:*

*Organizing ceremonies, Organizing campaigns, Requesting for legal support, Conducting research, Creating new rules, Creating peaceful demonstrations for citizens, Preparing proposals, Supporting openly good participations*

*Advantages of advocacy:*

*It helps to change the wrong attitudes of the community. It helps citizens attain resources, money, information support. Makes service providing institution to feel responsibility, accountability for their jobs and decisions. Makes our voices to be heard. Helps to keep citizens' rights. Helps to bring structural and policy changes. Helps to solve problems. Helps us learn more about service providers. Helps to control situations.*

*Advocacy is necessary:*

*For fair distribution of educational services. To create fair job opportunity. To be a fair house holder. To create fair transportation services. To create fair social services. Fair utilization of bulidings etc. Generally, it helps to change unfair, biased and wrong perceptions*

*Ground rules for advocacy work:*

*What the advocates speak and do should be relevant. Avoiding dependence on others. Advocates should not be from help providing instituions. Making informed decision. No conflict of interest. Being free from personal biases and interests. Accepting and listening to others' opinions. Freely expressing feelings, patience, and being trustworthy.*

*Advocacy skills :*

*Knowing how to use mass media. Negotiation skills. Skills of organizing. Teaching and training the selected personnel.*

*Where can advocay works be conducted :*

*Legal office, Political envioronments, Social enviornments*

*Effective advocacy skill processes:*

*Work sheet*

*1<sup>st</sup>. Deep study of the problem*

*Starting date \_\_\_\_\_*

<i>Date of improvemnet</i> _____	
<i>Goals</i> _____	
<i>Aims</i> _____	
<i>Supporting organizations</i> _____ <i>Why are this selected</i>	
<i>Name</i>	_____
_____	_____
_____	_____
_____	
_____	
<i>What can you do to get more support ?</i>	
_____	
_____	
_____	
<i>Obstacles</i>	<i>How can you ovecome such obstacles?</i>
_____	_____
_____	_____
_____	_____
<i>Names of decision making bodies</i>	<i>Authority</i>
_____	_____
_____	_____
_____	_____
<i>Things that we require but</i>	<i>Not at hand</i>
_____	
_____	

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*How can we achieve them?*

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*2<sup>nd</sup>. Forming advocacy groups*

*Leaders*

*Names of group members*

*Roles of leaders*

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*Whos speaks on media about the group*

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*Meetings*

*Who leads ?*

*When and where to be held?*

*3<sup>rd</sup>. Gathering data*

*Information required :*

*Rules*

*Policies*

*Who implements regulations*

*How can others access this information*

*4<sup>th</sup>. Writing the plan*

<b>Goal:</b>		
<b>Activity:</b>	<b>Who will implement</b>	<b>Date of implementation</b>
_____		_____
_____		
_____		_____
_____		_____
_____		_____
<b>5<sup>th</sup> .Monitoring and evaluation</b>		
<b>Did you achieve your advocacy goals?</b>		
<b>What did you accomplish ?</b>		
<b>What has been done?</b>		
<b>What is not done?</b>		
<b>How can these be accomplished next?</b>		

Next, we will proceed to scenario one. It focuses on street life. Its aim is to enable participants to develop knowledge, values and skills on changing the life of youths on the street.

**Scenario one: End street life**

**A certain young man lost his parents due to HIV/AIDS while he was 8<sup>th</sup> grade student. As a result, he could not live on his own. Finally, he left school and led street life.**

**Activity two: Reflection**

Dear participants ! We hope that you dealt with the above scenario. Next, you are kindly invited to actively participate in responding to the reflective questions .

- 1.Is it possible to save the life of the young man?
- 2.Mention those bodies who can be part of the solution to his problem?
- 3.To change the young man's life, what kinds of advocacy strategies are required? Why?

4. Assume that it is important to go for advocacy to change his life. How can this advocacy process be effective? You can use effective advocacy processes worksheet .

*Short note*

***Dear participants ! We are well aware that HIV/AIDS is a severe disease with no cure. Because of this disease, many lost their lives; suffer from psychological impacts; faced stigma and discrimination; left their jobs and many other similar problems. We are sure that the young Ethiopian generation will provide the appropriate care and support for PLWHA and change the country's image, win poverty through the slogans "Save the generation!", "I made blood test ,what about you?"***

Dear participants! Next, we will proceed to group discussion. It focuses on harmful traditional practices. Its aim is to enable participants to develop knowledge, values and skills on advocacy .

Activity three: Group discussion questions

- 1.Are there any harmful practices being conducted in your locality? List them.
- 2.Is it possible to prevent harmful traditional practices ?
- 3.In order to help those youths who are vulnerable to harmful traditional practices, how can we perform advocacy works /campaigns?
- 4.Whose help is required in order to reserve those who are engaged in harmful traditional practices?

*Short note*

***Dear participants ! In our country, we observe many kinds of harmful traditional practices. For instance, female genital mutilation, removing the vulva, letting blood around the eyes, putting scars on different parts of the body either to be beautiful or to prevent diseases, not being punctual, unnecessary ceremonies. Since these situations are useless and their disadvantage is very high, we need to stop them. Studies reveal that psychologists, sociologists and health professionals can work together to bring a change.***

Dear participants! Next, we will proceed to activity four. It focuses on role playing (Preventing sexual violence on women). Its aim is to enable participants to develop knowledge, values and skills on advocacy.

#### **Activity four: Role play**

The trainer will select two pairs of volunteers among participants and invites them for discussion. The selected pairs will prepare a drama on gender violence and preventive mechanisms. When they finish the rehearsal, they will present it to participants.

A. The first pair will focus on sexual violence on women. Especially, things which initiate for sexual violence, the physical and psychological effects of sexual violence .

B. The second pair will focus on advocacy works to prevent sexual violence on women. Especially, on identifying help giving bodies, knowing how these bodies can provide their help, what strategies to employ to mobilize help giving bodies, about leaders and its outcomes .

Question: Dear participants! What lessons did you take from the drama?

Dear participants! Hereafter, we will proceed to activity. It focuses on sayings or proverbs which encourage or promote violence, conflicts, instability, prejudices. Its aim is to enable participants to develop knowledge, values and skills on advocacy works on how to prevent the negative sayings and replace them with other positive sayings, which create tolerance and respect .

#### **Group discussion questions**

#### **Proverbs/sayings which tend to promote violence :**

1. *"Wond lej temeto/eyalekese wode bet aygebam."*

2. *"Kaldeferese ayteram."*

3. *"Bidrun yemaymels lej aywoled."*

4. *"Bemuachu new enj begeday alferdim*

*Man wured belotal ersun yalewondim."*

5. *"Yebesebese zinab ayferam."*

Participants will be in pairs and actively participate in discussions on the above harmful traditional sayings and look for other positive sayings which can replace them.

*Short note*

*Dear participants! Different positive and negative sayings put great pressure and bring a change on people's mind. We are expected to encourage those values which contribute to the development of the country and simultaneously discourage those values which deter development. Before this, we might have employed "Fukera", "Shilela", "Kererto", "Aleshenefim baynet" for war case. Since now, we understood that "Bullet can't be bread!", in order to eradicate poverty we need to update ourselves with education, with new spirit and new vision.*

Dear participants! Next, we will pass to activity six. It focuses on role playing. Its aim is to enable participants to develop knowledge, values and skills on advocacy work on how to prevent chat addiction.

**Activity six: Role play**

The trainer will select four pairs of volunteers from participants and invites them for discussion. The selected pairs will prepare a drama on the causes and prevention of addiction to chat. When they finalize the rehearsal, they will present it to the rest of the participants .

The first pair will focus on the social pressures which invite chat addictions.

The second pair will focus on wrong perceptions on ways of chewing chat and the amount of chat to chew .

The third pair will focus on the effects of chewing chat (psychological, social, physical, economical, occupational and familial changes).

The fourth pair will focus on the advocacy efforts to collect help from concerned bodies in preventing addictions to chat .

Dear participants! Next, we will proceed to activity seven. It focuses on personal practice. Its aim is to enable participants to develop knowledge, values and skills on advocacy works to collect help in preventing the baseless and wrong gender role stereotypes .

#### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

##### ***Old fashioned, baseless sayings:***

1. “*Wond lej wode dej ,*

*Set lej wode majet.*”

2. “*Set lej lefird atbekam.*”

Next ,we will proceed to evaluation.

#### **5. Evaluation**

1. Dear participants! What did you learn from this training ?
2. Do you think this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

### *30. Cultur preservation skill*

#### *30.1.Overview*

*Our country Ethiopia has many useful cultures. For instance, interdependence, cooperation, hospitality. On the other hand, we also observe harmful traditional practices. For instance, females genital mutilation, early marriage, removing the vulva, stigma and discrimination (based on gender, age, HIV/AIDS, physical disability and many similar others), inappropriate eating habits, reproductive health problems and others are widely mentioned. What do we mean by culture? When do we say that a certain culture is “useful?” What are harmful traditional practices? How can we deal with the problems of harmful traditional practices?*

#### *30.2 Objectives*

*At the end of this session participants will:*

- Develop knowledge about useful cultures .*
- Appreciate their country’s useful cultures .*
- Help in educating others who are engaged in harmful traditional practices.*
- Develop skills on useful cultures .*

#### *30.3 Delivery*

Dear trainees! This session focuses on culture. There are questions given below for brainstorming. You are kindly invited to provide your opinions on what you know during the discussion.

#### **Activity one : Brainstorming**

- 1.What is culture?
- 2.When do we consider a culture as “useful?” Is it possible to stop the harmful traditional practices? How?
- 3.Is it possible to maintain the continuity of useful cultures? How?

*Short note*

- *According to psychologists, culture means the total way of life of people. This includes their eating styles, their speech, language, religion, funeral ceremony, work situation, walking styles, and other similar things .*
- *A culture is considered as useful when it helps to the development of the community whereas if it retards the communities' development, then it is considered as harmful traditional practice .*
- *For instance, in Ethiopia the following are among the widely practiced useful cultures (interdependence, cooperation, being trustful, hospitality, and many others.). On the contrary, (cheating, not being punctual/tardiness, female genital mutilation, early marriage, cutting of the vulva, inappropriate dieting, stigma and discrimination (based on gender, age, ethnic group, physical disability, and others), gossiping, attributing one's problems to others, jealousy, and others) are among the harmful traditional practice .*

*Dear participants! While encouraging the continuity of useflu cultures, in a similar fashion, we strongly recommed that harmful, retarding, negative or bad traditional practices need to be avoided .*

*Ways to be followed while encouraging the contuinity of useflu cultures and avoiding harmful traditional practices:*

- *Discouraging/reprimanding whenever we happen to see the practices of harmful traditional practices .*
- *Bring to the court those who are engaged in harmful traditional practices .*
- *Rewarding whenever we see useful and good cultutral practices .*
- *Giving awarness raising training to those who are engaged in harmful traditional practices .*
- *Promoting useful cultural practices .*
- *Helping those who are victims of harmful traditional practices*
- *Welcoming some new useful cultures. For instance, democracy, human rights (of children, women, physically disabled, elderly, prisoners, foreigners, refugees, opposing parties, and others). Developing the*

*culture of saving, being time conscious, being responsible and accountable for one's problems, developing the culture of tolerance, encouraging creativity, not downgrading jobs, entrepreneurship, keeping our and others' rights, culture of avoiding corruption, culture of tasting different food staffs.*

Dear participants! Hereafter, we will proceed to activity two. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on maintaining “good” cultures and eradicating “bad” cultures.

### **Activity two: Group discussion**

The trainor will group participants in pairs and invites them to discuss the points. Before the start of the group discussion, the trainer will make a brief explanantion about ground rules in group discussion.

#### **Group discussion points**

##### **1. “Biker yiker biker yiker enj michote**

**Mekber alfelegm enes bebltete**

**Binor yeshalegnal kene kininete”**

**“Besifer bekuter laltewosene edme**

**Alfelegim menor beakuarach kedime”**

**“Yohoden neger biresa lehilinaye bigeza**

**Yewahineten babeza mogn neh alugn fezaza”**

**“Emnetun blo yenore**

**Fikiren yezo yadere**

**Lebun lewnet yesewa**

**Mogn yebala woy shewa**

**Minew shewa”**

Dear participants ! We hope that you enjoyed reading the above poem. Next, we will proceed to the following proverb.

**“Sishom yalbela**

**Sishar yikocheval”**

Dear participants! After reading the above poems, try to share to your friends whatever comes to your mind .

2.Now, try to study the words/phrases given below :

**“Akale Sinkul”**

**“Akale Godelo”**

**“Aynama”**

**“Ayne Siwur”**

**“Denkoro”**

**“Ewur”**

**“Yeakal Gudategna”**

Which of the above words/phrases is appropriate? Why? What are the sources for inappropriate names? How can we avoid them? Now, discuss on how you call people who are disabled (Eyes, Ears, Hands, Legs and other parts of the body) in your locality.

3. Now, let proceed to our feeding styles. It is said that “we have much edible things, but we do not use them in our diet” Is it true? Mention the major ones? What do you think should be done in order to use these edible staffs?

4. Dear participants! Hereafter, we will make discussions on the following catch phrases given below.

**Democratic values**

**Keeping human rights**

**Culture of tolerance**

**Culture Negotiation**

**Culture of assertiveness**

### **Family planning**

After reading the above phrases, try to share to your friends whatever comes to your mind .

### **4. Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

The title for the discussion is, identifying the good and bad cultures often practiced in your locality and how you can inculcate new useful cultures. You are also expected to increase the awareness of those who are engaged in harmful traditional practices in order to enable them bring changes in their thinking. Next, participate in extending your help to those who are victims of harmful traditional practices .

Dear participants! Next, we will proceed to evaluation.

### **5. Evaluation**

1. Dear participants! What did you learn from this training ?
2. Do you think this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

### ***31. Skills of helping people with special needs***

#### ***31.1 Overview***

***In our country Ethiopia, we find groups of people who need special attention. These include, physically disabled children, women, elderly and others. The physically disabled people include visually impaired, hearing impaired, speech and communication problems, mentally retarded. The above groups of people need special care and support. They need our help, care, support almost everywhere not limited to work places, schools/universities, transportation, on the road, eating, sleeping, sporting, and other life activities.***

#### ***31.2 Objectives***

At the end of this session, participants will:

1. Develop knowledge about people with special needs.
2. Appreciate the support given to people with special needs.
3. Participate in supporting people with special needs in their locality.
4. Develop skills on how to support people with special needs.

#### ***31.3 Delivery***

Dear trainees! This session focuses on attention giving skills to people with special needs. There are questions given below for brainstorming. You are kindly invited to provide your opinions on what you know during the discussion.

1. Who are people with special needs?
2. Do you think that there are people who need special attention in Ethiopia? List them.
3. How is it possible to help such people?

*Short note*

- People with special needs *include those who are disadvantaged because of age related problem, gender problem, accidents, culture related problems, problems related to poverty, hereditary factors and other similar problems especially women, physically disabled, children, elderly and others.*
- *This doesn't mean that such groups of people are unique from others rather they encountered different natural or manmade problems, and might not perform task faster.*
- *Therefore, whenever we meet such people we need to help them.*
- *We should help them anywhere and anytime. It is better if we extend our help in occasions such as sleeping, eating, toileting, learning, recreational, journey, sporting, jobs and other life activities.*

*When we look at the problems that Ethiopian children face:*

- *Child labor, Child trafficking, Vulnerability to sexual abuse, Inappropriate parenting, Vulnerability to different kinds of psychological problems and others*

*When we look at the problems that Ethiopian women face :*

- *Female genital mutilation, Women domestic violence, Many tend to be housewives, Vulnerability to sexual abuses, Victims of different old fashioned perceptions and others.*

*When we look at the problems that Ethiopian elders face :*

- *Economic-low pensions, Being vulnerable to insults from ill-mannered youths, Absence of suitable recreational centers, Old fashioned thinkings like "Kareju aybeju", Less attention from mass media and others*

*When we look at problems faced by the physically disabled :*

- *Old fashioned perceptions of the community, Not considering the physically disabled when roads and buildings are built. Stigma and discrimination at work places, schools and other different conditions. Lack of rehabilitation centers for the physically disabled. Absence of adequate recreational centers for the physically disabled and others*

*Thinkings which enable us to provide our help to the above groups of people :*

- *We need to think that the above groups of people are able to carryout any activity just like others. To extend our help, we need to put ourselves on their side and understand their problems. We need to help them. First and foremost, we need to understand and accept that they are part and parcel of the community. We are expected to be ready at least in our mind to extend our help as they might need our help anytime and anywhere. We need to get initiaed to extend our help when we happen to see any mistreatments from different groups of the community. We need to understand that they have the ability to be parts of the community and national developmen.*

Dear participants! At the outset, we saw the challenges faced by people with special needs. Hereafter, we will look at the good deeds .

- *Child related good deeds*

*Hugging and kissing any child. Reporting to concerned bodies whenever we see any kind of child abuse. Helping childern cross the road by stopping cars. Family planning*

- *Elders related good deeds*

*Giving priority to the elderly in lines. Giving priority to the elderly in taxi catching. Helping the elderly to cross rivers, roads, floods. Immediate report to concerned bodies when we happent to see edlerly being abused .Attentive listening and providing feedback to the elderly questions and similar others .*

- *Physically disabled related good deeds :*

*Helping them cross roads, show directions .That the physically disabled voices are heard in radios and tvs .High value given in educationa centers and work places .Appreceiation and encouragements of creative works .Reporting to concerned bodies when we happen to see any kind of stigma and discrimination and similar others*

- *Women related good deeds :*

*Realising and accepting the equality of men and women.That womens' voices are heard in radios and tvs .Increased number of women associations .Special support for women to join higher education.Realising that we need to report to concerned bodies when we happen to see any violence against women.Letting women hold different leadership positions .Our being experienced with "Ladies first" and other positive*

*sayings. We see the above and similar other positive deeds .*

Dear participants, hope you enjoyed dealing with the above short note. Hereafter ,we will pass to activity 2. It focuses on a certain scenario. Its aim is to enable participants to develop knowledge, values and skills on helping people with special needs..

### **Scenario 1: Helping the physically disabled**

**There is a visually impaired young man. However, he is talented. He is also a very clever student. One day, while crossing a road, he got a car accident. Even though he encountered such problems, it didn't deter him from joining higher education. Despite this, the young man started to curse the first day he joined the university as all of the bathrooms were constructed not considering the physically disabled.**

Dear participants ,we hope that you enjoyed dealing with the above scenario. Next, we will proceed to reflective questions.

### **Activity 2: Reflection**

- 1.What was the problem the young man encountered after joining higher education?
- 2.Is it possible to overcome his problems? How ?
- 3.Put yourself on his shoes and discuss how you would deal with problems?
- 4.What cautions do you think should drivers take in order to help physically disabled people?

Dear participants, hope you did enjoy dealing with the above questions. Hereafter, we will proceed to activity three. It focuses on a group discussion. Its aim to enable participants develop knowledge, values and skills on helping people with special needs.

### **Activity 3: Group discussion**

#### **Group discussion points**

Try to list down and discuss on the support given to people with special needs.

-Children

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Women \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Elderly \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Persons with special needs \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear participants, hope you enjoyed dealing with the above group discussion questions. Next, we will pass to activity 4. It focuses on group discussion. Its to enable participants to develop knowledge, values and skills on providing support to people with special needs.

### **Activity 4: Group discussion**

#### **Group discussion points**

Try to list down and discuss on the support given to persons with disabilities in your locality. (In schools, home, and work place, etc.)

-Visually impaired young adolescents \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-Hearing impaired adolescents \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-Physically disabled adolescents \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Adolescents with speaking difficulties \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear participants , hope you enjoyed dealing with the above questions. Next, we will pass to activity five. It focuses on group discussion. Its aim is to enable participants to develop knowledge, values and skills on providing support to people with special needs.

### **Activity 5: Group discussion**

#### **Group discussion points**

Try to list down and discuss on the support given to young girls in your locality.

-At home \_\_\_\_\_

\_\_\_\_\_

At schools \_\_\_\_\_

\_\_\_\_\_

At work places \_\_\_\_\_

\_\_\_\_\_

Dear participants, hope you enjoyed dealing with the above questions. Here after, we will proceed to the last activity. That is personal practice .

#### **4. Personal practice**

Dear participants, after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

Now, try to identify the physically disabled, children, elderly, and women from your locality. (They could be your sisters, brothers, fathers, mothers, or anyone in the community.) Next ,make a plan to extend your help to people. Then, provide the necessary help based on the plan.

Dear participants! Hereafter, we will proceed to the last activity, that is, evaluation.

#### **5. Evaluation**

1. Dear participants! What did you learn from this training?

2. Do you think this session achieved the objectives set at the beginning?

3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .

## *32. Environmental protection skills*

### *32.1 Overview*

*For a human being to live on this earth, he needs to take care of his environment. Since human beings' life is directly related to the environment, environmental pollution will put human life at risk more than anything else. When we look at things which pollute the environment, we find the following as the major ones: deforestation, water pollution, flood, climate changes, global warming, earthquake, inappropriate disposal of industrial and other wastes, high utilization of land and others. In order to avoid such problems, we need to develop our knowledge, behaviors and skills that help for perpetuation of the environment and thereby existence of human beings. This session focuses on these and related issues. To begin, what do you think of environmental pollution? How can we keep environmental hygiene? What are the consequences of environmental pollution? Where do you think keeping environmental hygiene starts? What do you think of the responsibility of the youth regarding environmental protection and development? How do you think the youth should discharge such responsibilities?*

### *32.2 objectives*

*At the end of this session, participants will:*

- Develop knowledge, positive attitude and values .*
- Develop skills which help for environmental protection and development .*
- Become exemplary of environmental protection*
- Provide education to their communities regarding environmental protection*

### *32.3 Delivery*

Dear trainee! This session focuses on environmental protection. There are questions given below for brainstorming. You are kindly invited to provide your opinions on what you know during the discussion.

#### **Activity 1. Brainstorming**

Take some minutes and imagine the locality in which you live. How healthy is your locality? To what extent is it free from garbage? How does it smell? What are the main garbages you have observed ? What do you think of the possible sources for this?

*Short note*

*Environmental protection means protecting the environment from different pollutions including water ,air ,soil, and others .*

*Factors influencing environmental hygiene:*

- *Air pollution-sources for air pollution include: Acid rain-Constructing buildings -Smoking -Car sounds -Fires*
- *Water pollution: -Industrial wastes -Animal remainings -Mining - Accumulation of garbage -Oils*
- *Soil pollution:-Differential chemicals -Mining -Deforestation-Searching for oils -Human wastes*
- *Sea pollution:-Crude oils-Industrial wastes -Garbage entering in to sea following heavy rain-Reduced minerals*

Dear participants! Hereafter, we will proceed to activity two. It focuses on group discussion. Its title is toileting on the road. Its aim is to enable participants to develop knowledge, values and skills on the health effects of toileting on the road and conditions to prevent it.

**Activity two: Urinating on the road**

**Group discussion points**

Regardless of age, sex, educational level, and locations both in urban and rural areas, toileting on the road is often observed. One day, an observer said that “In Ethiopia eating on the road is considered as something bad toileting on the road not”

1.How do you relate toileting on the road with environmental pollution?

2.What do you think should be done in order to bring a change on the thinking and enable them to stop such behavior of those who consider toileting on the road as a culture. Do you think that penalizing can prevent such behaviors saying “Check your pocket before toileting” Do you think that posting such warnings will help?

3. Which one do you prefer, eating on the road or toileting on the road? Why?
4. Could toileting on the road be considered as violating others' rights?
5. What do you do if you encounter a person who defecates on the road ?
6. What do you do if you are pressed while you were out on the road ?

*Short note*

*Dear participants! One thing that differentiates human beings from animals is that humans do things with plans. Therefore, as we select areas for dining, at the same time, it is preferable to search places for toileting too.*

Dear participants! Hope you enjoyed reading the above short note. Next, we will proceed to activity three. It focuses on scenario. Its aim is to enable participants to develop knowledge, values and skills on environmental protection.

**Scenario 1: Shared restroom and its problems**

*Communities in certain localities share a bathroom. However, the lavatories are not clean. Moreover, they are always occupied. Hence, women prefer to visit the toilet only at night. This makes them to be vulnerable to sexual violence. Moreover, the uncleaned toilet exposes the community to different communicable diseases.*

Dear participants! Hope you did enjoy reading the above scenario. Next, we will proceed to reflective questions .

**Activity three: Reflection**

1. What do you think of the consequences of using shared toilets?
2. Do you think it is possible keep shared toilets cleaned? How ?
3. Using shared toilets is relatively not convenient for women compared to men. What are the problems related to this?
4. What do you think should be done in order to alleviate problems of shared toilets ?

Dear participants ! Hope you enjoyed dealing with the reflective question. Hereafter, we will proceed to role playing. It focuses on disposal of solid and liquid wastes. Its aim is to enable participants to develop knowledge, values and skills on environmental protection.

#### **Activity four :Role play**

The trainer is expected to select three pairs from the participants and let them to make a drama on liquid and solid waste disposal. After finalizing the rehearsal, they are expected to demonstrate it to the rest of participants .

- The first pair will demonstrate a drama on throwing garbages on the road (for instance, Banana cover, tissue papers ,papers and similar others).
- The second pair will demonstrate a drama on inappropriate disposal of liquids. Especially, they will focus on the effects of inappropriate disposals of domestic waste liquids in relation to communicable diseases .
- The third pair will demonstrate a drama on reprimanding those who inappropriately dispose wastes .

Finally,discussions will be made with the trainer on how to appropriately dispose both liquid and solid wastes.

#### ***Short note***

***Dear participants! We hope that we do know the meanig of the saying “Akitam bota alew” We are expected to appropriately dispose both liquid and solid wastes. If we do this, then our health will be protected. Otherwise, we might be vulnerable to different communicable diseases .***

#### **4.Personal practice**

Dear participants after reading the questions given below discuss them with your friends, families and the community. For the next class, come with short note of your discussions and report it to the whole class.

-What are the sources for global warming?

-What do you think of the effects of global warming?

Dear particiapnts! Hereafter, we will proceed to evaluation.

## **5. Evaluation**

1. Dear participants! What did you learn from this training ?
2. Do you think this session achieved the objectives set at the beginning ?
3. Identify and discuss the strengths and weaknesses of this session.
4. List down and discuss those points that should be improved from this session for the future .