



7

Threats and loss

Junior Farmer Field and Life School – Facilitator's guide



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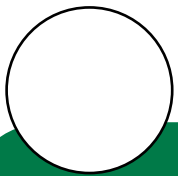
Module 7: Threats and loss

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Module 7: Threats and loss

INTRODUCTION

A farmer has to learn to deal with many different types of threats and he or she has to take many forms of preventive action in order to avoid losses in farming. Plants and animals are often affected by pests and diseases and it is the young plants or animals that are affected harder by such threats. Income levels might also be compromised or reduced due to poor planning. If such losses are prevented farming has the potential to provide much higher returns and benefits to households. Just like losses occur in agriculture loss is also part of life and occurs in the lives of both children and adults. Family members or friends might pass away or land or household assets might be lost due to for example thieves or natural disasters. Grief (or how we cope after a loss) can be more traumatic and severe for an adolescent than an adult. The outcome of grief is less predictable and may be more emotionally crippling because the young person is in the process of building a foundation for emotional growth and developing coping strategies. Therefore, learning strategies to help people cope with losses both in agriculture and in their every day human life is an important aspect of the JFFLS.

This module contains sample exercises for each of the learning activities, plus a number of sample energizers and cultural activities that can be used to keep the participants engaged and reinforce their learning. The activities should serve as samples to be modified and applied as appropriate. The important thing is that all main building blocks of a typical JFFLS session are included in each learning session.

By the end of this module participants should:

- Understand the need for and ways to protect their crops, animals and produce;
- Understand the need to protect themselves from diseases and other threats, HIV in particular;
- Appreciate the benefits of medicinal plants;
- Be able to cope better with stress.

A typical JFFLS session (3-4 hours):

1. Energizer and fun (30 min)
2. In the learning field (45 min)
3. Agricultural topic (45 min)
4. Making the link with life (30 min)
5. Cultural activities (art, drama, song) (30 min)
6. Assessing progress
7. Closing energizer

OBJECTIVES

A TYPICAL JFFLS SESSION (3-4 HOURS):

-  **ENERGIZER AND FUN** (30 MIN)
-  **IN THE LEARNING FIELD** (45 MIN)
-  **AGRICULTURAL TOPIC** (45 MIN)
-  **MAKING THE LINK WITH LIFE** (30 MIN)
-  **CULTURAL ACTIVITIES (ART, DRAMA, SONG)** (30 MIN)
-  **ASSESSING PROGRESS**
-  **CLOSING ENERGIZER**



Exercises

➤ GETTING STARTED WITH “ENERGIZERS”

Some sample energizers that will also help to “break the ice” and make participants feel comfortable while at the same time introduce the module focus are provided below.

Energizer: Killer wink

1. Before the game starts, ask someone to be the “the killer” and ask them to keep their identity a secret. Explain that one person among the group is the killer and they can kill people by winking at them. Everyone then walks around the room in different directions, keeping eye contact with everyone they pass. If the killer winks at you, you have to play dead. Everyone has to try and guess who the killer is.
2. Following the energizer, discuss what could be a “killer wink” in their daily life and what one can learn from it.

Energizer: Picking Fruit

1. Somebody reads out the following story while everybody tries to act out the story as it is read.
 “We are going to pick fruit (oranges, apples, jamun... whatever) from a tree. Together with me, pick up a ladder and put it on your shoulder. Pick up a basket. Walk over to the tree. Put the ladder against the tree. Climb the ladder carefully. Hang the basket on a small branch. Start picking. Reach far to the right, then far to the left. The basket is nearly full. OH NO! THE BRANCH HAS BROKEN AND THE BASKET HAS FALLEN. THE FRUIT IS ALL OVER THE GROUND. Climb down. Get down and pick up the fruit and put it back in the basket. Some have rolled far away. Get them all. Now you have them all. Pick up the basket –it’s heavy. Put the ladder on your shoulder. Carry them home and put them away.”
2. Discuss what one can learn from this story related to threats and loss.



PROTECTING THE CROP

Crops have to be protected from pests, diseases and weeds. This topic will help the participants to understand how pests can pose a problem to plants in the field and how this can be mitigated by IPM practices. If the participants are able to appreciate the importance and the value of maintaining the plant life always in health, they will do so also in relation to the necessity of maintaining the value of human life always healthy.

🔄 exercise 1

PROTECTING CROPS AGAINST FIELD PEST AND IPM PRACTICES

OBJECTIVES:

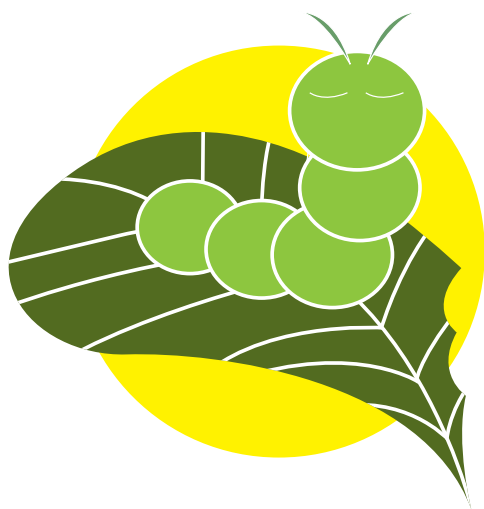
- To reflect on pests in relation to crop production;
- To review the practices and benefits of IPM.

TIME:

About 1 hour

MATERIALS:

Flip charts and marker pens.



STEPS:

1. In plenary facilitate a brainstorming around the issue of pests in the crop field. If needed use the following guiding questions to probe the discussion:
 - Have you seen crops being destroyed by pests? Which pests and what kind of damage did they do?
 - In what kind of field, or on what types of crops are pests a bigger problem than others?
 - What do you or the farmers around you do to avoid losing their crops to pests?
2. Review the earlier lesson on IPM practices by discussing the following questions:
 - What is IPM and is it a good method, if so why?
 - Which are the 4 principles of the IPM? Ask the participants to draw these principles.
 - Which are the 5 different methods to check pests and diseases according IPM? Ask the participants to draw these methods.
 - What are the predators (or natural enemies)? Give 2 examples of how could we attract them (or at least avoid destroying them).
3. Ask the participants to draw and discuss links between IPM and human health care.

🔄 exercise 2

UNDERSTANDING WEEDS AND WEED CONTROL METHODS¹

Farmers should be encouraged to differentiate the management practice according to the type of weeds and labour availability. This exercise aims to assist participants in identifying weeds, assess the threats of different weeds and recognize appropriate weed control practices.

OBJECTIVE:

To understand weeds and weed control methods.

¹ Discovery-based Learning on Land and Water Management: Practical Guide for Farmer Field Schools (FAO and IIRR, 2006).

TIME:

2 hours

MATERIALS:

Flip charts and marker pens.

STEPS:

1. Start the session with a discussion about weeds:
 - How can weeds that provide much leafy material and woody materials be used beneficially?
 - Which weeds need to be controlled more carefully - those that stand erect, those that climb up the crop and/or those that grow tall rapidly - and why?
 - How does rooting of certain weeds affect the crops? Are there any benefits of deep-rooting weedy species?
 - Why are some plants such as Striga so harmful to the crop? Are there some crops that hinder growth of certain weeds?
2. Divide the participants in small groups of about 5 persons each.
3. All groups gather on a cropped field and then walk in small groups in different directions
4. Each group observes weed characteristics in the identified site (presence, abundance, height, etc.); the Facilitator should refer to the discussion questions above and below before farmers go off in groups so that he/she can prompt.
 - The small groups come back to compare the samples and discuss.
 - Each group presents its results in a plenary.
 - Facilitate a discussion using the questions below.
 - What is the weed status in the plot?
 - What are the dominant weeds? (Record local names)
 - Are there weeds you discovered for the first time?
 - How would you classify the weeds, which weeds are difficult to control and why?
 - Is it worthwhile to weed? What are the costs and benefits?
 - How do you control weeds in your fields?
 - What do you use for weeding?
 - Is the method effective?

exercise 3

PREVENTING LOSS AFTER HARVESTING

OBJECTIVES:

- To reflect on the losses that can occur after harvesting;
- To realise the need for measures to protect the harvest.

TIME:

1 hour

MATERIALS:

Flip charts and marker pens.

STEPS:

1. Discuss the existence of different types of loss after harvesting and ask the participants when and why these losses occur.

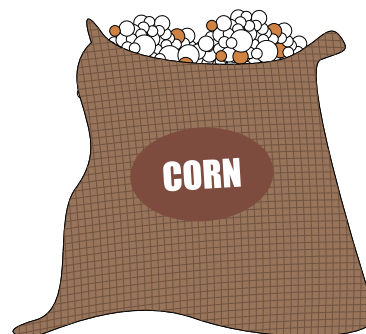
2. Discuss how we could avoid the different types of losses listed.
3. Move with the participants to a local homestead that has a good example of a granary in place. Ask the participants to look at the granary and discuss the following questions:
 - What is the function of this structure?
 - What are you trying to avoid when we build improved structures like these?
 - How can a good granary help you and your household?
 - What are the characteristics of a good granary?
 - What do you need to think about before putting the harvest in the granary, in order to make sure the harvest conserve well?

🔄 facilitators' notes 1

POST HARVEST LOSSES

What are the losses after-harvesting?

- Complete loss of the products.
- Loss in weight of the product.
- Loss in colour, flavour and taste.
- Loss of the nutritional value (degradation in proteins and vitamins).
- Quality loss in cooking, mashing, or cooking in the oven.



When and why do the losses after-harvesting happen?

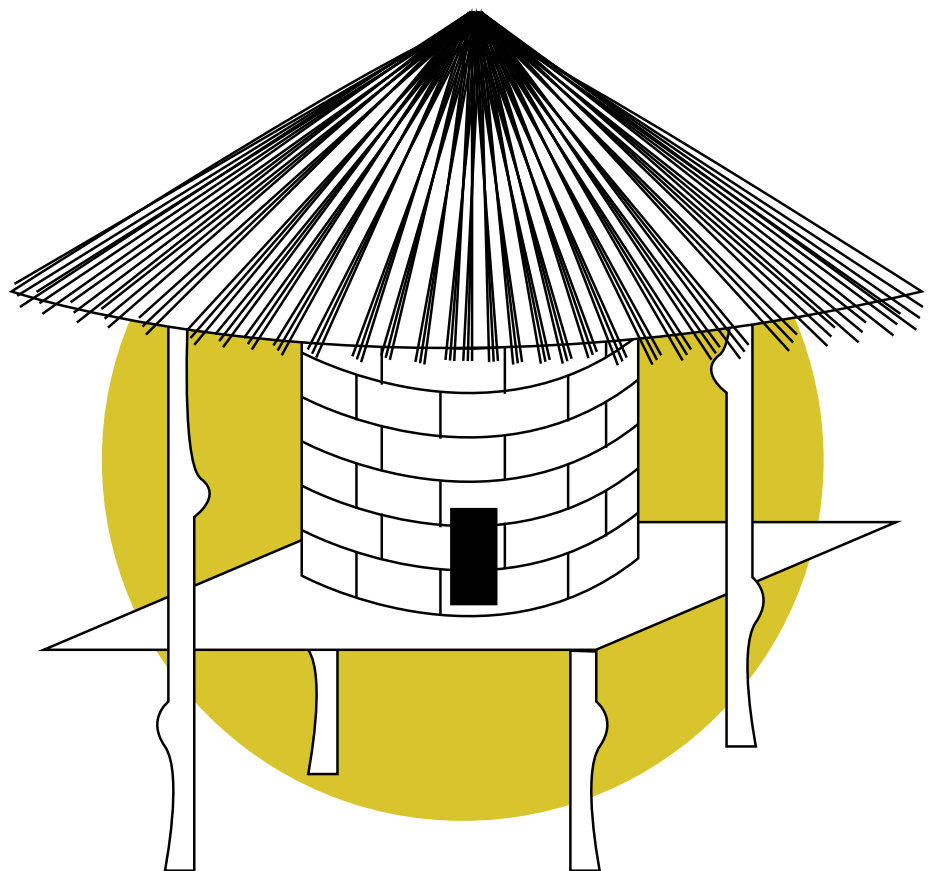
- During the harvesting: inadequate harvesting methods, without care.
- During the transport: inadequate transport and loading, without care.
- During the drying: insufficient drying before storage, inadequate structure.
- During the mashing: inadequate manipulation, mashing, peeling, cleaning and separation.
- During the storage: inadequate structure, temperature/humidity too high, insufficient cleaning, inadequate protection against infestations.
- During the processing: inadequate methods, insufficient hygiene.

Good principles after-harvesting

1. Cleaning well in order to avoid pest or disease infestation:
 - Cleaning carefully and sun-dry the bags, baskets, etc. and the dust granary, dirty and old grains (burn or to pot residues that can be infested).
 - Using smoke to frighten the insects out of the granary or storage.
2. Keep dry the granary/warehouse:
 - Dry enough the product before storage.
 - Waterproof the warehouse and store up to a pallet.
 - Let space between the bag lines.
3. Keep the temperature constant and fresh inside the granary/warehouse:
 - Provide shade for warehouse or silos.
 - Storing on pallets in order to improve the aeration.

4. Take more measures to protect the product from pest infestations:

- Protect with natural measures.
- Build the granary on stilts with measures to restrict rodents from entering.





KEEPING OUR LIVESTOCK HEALTHY

Just like crops, livestock has to be protected against pests and diseases. This can be done by preventive as well as curative measures. In the following exercises the participants will discuss what can be done to protect their small livestock and chickens in particular.

🔄 exercise 1

PROTECTING CHICKENS AGAINST PEST AND DISEASES

OBJECTIVE:

To appreciate different methods of protecting chickens.

TIME:

About 2 hours

MATERIALS:

Large sheets of paper and markers.

STEPS:

1. Introduce the topic of protecting small livestock.
2. Ask the participants what they think can be done to protect small livestock against pests and diseases. List all the protection measurements on a large sheet of paper. If needed add missing measurements to the list.
3. Discuss the different protection measures that can be taken.
4. With the participants visit a flock of chickens and ask the participants to examine the animals to see if they look healthy or not.
5. If some of the animals are sick, discuss what should be done to prevent other animals from getting sick as well. If all animals are healthy, discuss what should be done to keep them healthy.
6. Make sure to include the following topics during your discussions:
 - The importance of housing animals;
 - The importance of the hygiene of animal housing;
 - Tools used in managing animals;
 - The importance of feed in having animals grow up healthy – do not forget to link to human and plant health and hygiene.
7. Ask the owner of small animals what he or she does to protect the animals against pests and diseases.
8. Summarize all measurements discussed to protect small livestock against pests and diseases.

🔄 facilitators' notes 1

PESTS AND DISEASES IN CHICKEN

How to keep chickens disease and pest free?

- Always have a footpath, which must be used by anybody entering the house.
- Clean the unit using a disinfectant.
- Regular removal of litter.
- Sealing of cracks on walls and floor.
- Sufficient ventilation.
- Disinfect the equipment.
- Attendants should observe high level of hygiene.
- Spread rows of ash, to protect it from safari ants.
- Buy hens from good source.
- Restrict chicken movement (avoid unnecessary transfer of birds).
- Ensure that the incoming birds are disease and pest free.
- Remove/treat sick birds immediately.
- Practice the recommended vaccination programme for a given area
- Ensure balance feeding.

Poultry parasites and their control

Parasites	Where Found	Control measures
Flea	Nests and around eyes	Hygiene
Mites	On skin, under wing and rectum	Treat with disinfectant
Lice	Cracks, chinks, perches, walls	
Ticks	Skin, around eyes and comb, wattle	Poultry dusts (Sevin dudu dust)
Intestinal worms	Intestines	Deworming regularly i.e. after every 2 monthes using Ascarex

Common poultry diseases and their control measures

Disease	Symptoms	Control
Newcastle	Green-yellowish diarrhoea, loss of appetite, and droopy wings, gasping, coughing, sneezing, nervous symptoms, misshapen eggs. The disease affects respiratory and nervous system	<ul style="list-style-type: none"> • Vaccination • Strict hygiene • Slaughter all infected birds
Fowl typhoid	White diarrhoea, ruffled feathers, sudden death of chicks	<ul style="list-style-type: none"> • Maintaining high standards of hygiene • Vaccination • Use of broad spectrum antibiotics
Fowl pox	Lesions on combs and wattles, skin disease	<ul style="list-style-type: none"> • Vaccination • Paint warts on combs and feet with iodine
Coccidiosis	Dead chicks	<ul style="list-style-type: none"> • Good sanitation • Antibiotic mixed with feed • Amprol mixed with drinking water



PROTECTING OURSELVES AGAINST DISEASES

Just like our crops and animals need to be protected against diseases humans also do. In this topic protection of crops and animals will be related to human health.

🔄 exercise 1

THE SPREAD AND CONTROL OF LICE

OBJECTIVE:

To be aware of the risks of contamination by lice and ways to prevent it.

TIME:

45 minutes

MATERIALS:

A hat, a chair, a pillow, a lamp, a coat, a scarf, a book, a blanket, a photo of a girl's head, a photo of a boy's head, dried lentils, box or transparent pot labeled "Lice sanctuary".

STEPS:

1. Discuss with the participants the subject of lice.
2. Place the material in front of the group.
3. Hand out 10 lentils to each learner.
4. Explain that each lentil represents a louse. Therefore each pupil has 10 lice.
5. Divide the group into pairs. Each pair then has 20 lice.
6. Explain that the aim of the game is to get rid of the lentils.

Rules: 3 stages, corresponding to 3 basic themes (What are lice? Where are they found? How do we get rid of them?)

 - At each stage, asks the group 10 questions.
 - After a question, pairs consult each other, and raise their hand if they think they know the answer.
 - Questions the first pair to raise a hand.
 - With every correct answer, the pair puts 2 lentils in the lice sanctuary.
 - With every wrong answer, they get 1 lentil to the team.
 - The first team to get rid of all their lentils wins.

Suggested questions and answers

Part 1 - What are lice? Answers: True or False.

1. The louse is an insect. True.
2. A louse measures about 3 mm. True.
3. There are male and female lice. True.
4. A louse egg is called a nit. True.
5. Nits latch on to the ends of your hair. False.
6. A female louse lays a hundred nits a day. False.
7. Lice feed on blood. True.
8. Lice can be seen with the naked eye. True.
9. Lice are dangerous. False.
10. Lice only like dirty hair. False.

Part 2 - Where do lice hide? Answers: Yes or No.

Question the participants on the objects previously put out at the front. For each object, the

teacher asks “Do lice hide in...?”

1. Hats. Yes.
2. Chairs. No.
3. Pillows. Yes.
4. Lamps. Yes.
5. Coats. Yes.
6. Scarves. Yes.
7. Books. No.
8. Blankets. Yes.
9. Girls’ hair. Yes.
10. Boys’ hair. Yes.

Part 3 - How do we get rid of lice? Answers: True or False.

Problem: I’ve caught lice at school. What should Mum do? What should I do?

1. I should tell my parents if my head itches. True.
2. Mum thoroughly washes my clothes and sheets. True.
3. Mum washes my hair with ordinary shampoo. False.
4. Mum warns the teacher and my friends to look out for lice. True.
5. I can lend my scarf. False.
6. I don’t lend my comb or hairbrush. True.
7. I should not lend my hat. True.
8. Mum should wash my hair with lice treatment shampoo. True.
9. There is no longer any need to keep a watch on my hair after the lice treatment shampoo. False.
10. I cannot go to school if I have lice. False.

After the game discuss similarities and differences between protecting crops, animals and humans from pests.

🔄 exercise 2

WHAT A DISEASE IS?

OBJECTIVE:

To understand what disease is.

TIME:

1 hour

MATERIALS:

Large sheets of paper and markers.

Note: If possible invite a doctor or a local nurse to come and attend the session and speak to the participants about diseases.

STEPS:

1. In plenary facilitate a brainstorming around the following questions:
 - What is a disease?
 - What different diseases occur in your community?
 - How do people fall sick? How do you call “microbes” in the local language?
 - How can we help sick people?
 - How can we protect ourselves from diseases?
 - Refer to the earlier lessons on nutrition and ask participants to draw parallels between nutrition, food habits and diseases.

🔄 facilitators’ notes 1

MICROBES

What are microbes?

- A lot of diseases come from microbes that attack our body.
- We cannot see the microbes with our eyes, but they live everywhere: in the land, in the water, in the air, into the plants, into the animal and human bodies.
- The microbes cause diseases when enter into our body and, in most of the times, for not having observed the basic cares (i.e.: with good hygienic, sanitation, and environmental practices).
- There are several species of microbes: for people, some are good and other are bad:
 - **Examples of “good-microbes”:** those who help our intestine to digest the food.
 - **Examples of “bad-microbes”:** those who provoke diarrhoea, constipation, malaria and other infections.

How do people are affected through microbes?

- Several times, microbes are transmitted through sick persons’ excrements and “carriers” (people who have contracted the microbes but not show the disease).
- The excrements will contaminate water and people’s hands (if they are not always well washed) and the crops (those that are irrigated with waste water, or contaminated, or that are prepared by dirty hands).
- The contaminated water transfers the microbes to: persons, cloths, table settings, food (fish, clams, sea food that live in contaminated waters...).

- Flies (and other bugs, such as: cockroach, fleas, rats, etc.) stay on the excrements and on the wastes transporting the microbes to the food and cloths.

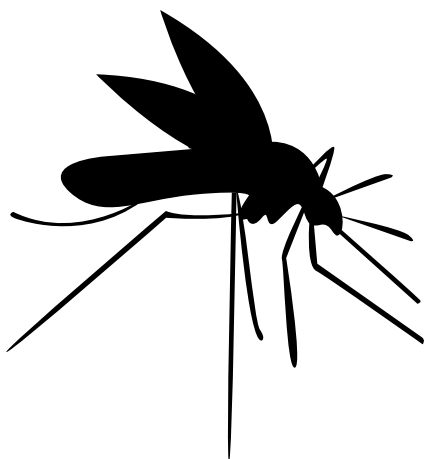
- The **Immune System** defends the human health and fights the microbes causing diseases. Although, in some cases, it’s necessary to take measures that help the immuniser system to fight or prevent the disease.

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“Our best defence against the microbes and the diseases is to know them in order to make possible to prevent and to avoid falling sick!”

Microbes in agriculture: remind that during the AESA

- We are looking for pests and natural enemy (or predators) around the plants; we observe insects, bugs and animals which are farmers’ friends and



enemies.

- In the same way than for human diseases, in plants we have microbes that provoke those diseases.
- Although, there are also farmers' friend microbes... They are those who assist developing a fertile soil, to decompose the leaves and other residues until obtaining a good compost, to attack and kill pests. etc

🔄 facilitators' notes 2

PROTECTION AGAINST MALARIA

Protecting ourselves against Malaria

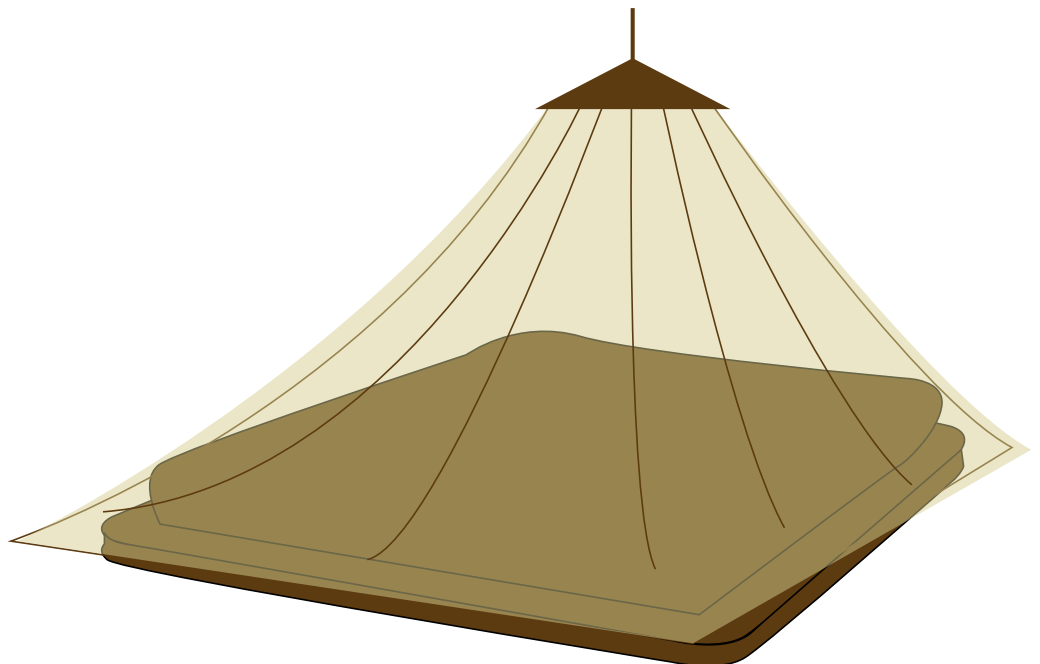
Malaria is a serious disease caused by parasites (a type of microbe) transmitted through mosquito's bites. Malaria could be the first cause of death in many African countries. It represents also a serious health problem for pregnant women, resulting in forms of serious anaemia in women and children underweight.

How can we protect ourselves from Malaria?

- The best way to avoid these bites is to sleep under an insecticide-treated mosquito net.
- When it starts the sunset, use cloth that covers arms and legs (long sleeves, trousers or skirts).
- The mosquitoes give birth in stagnant water (i.e.: planting holes, tile drainage, in wet weeds and shrubs); they can also give birth along the stream edge and in water recipients, in tanks and in fields of rice. It is possible to prevent malaria if the households and the communities will take measures in order to avoid the mosquitoes' reproduction such as:

Good practices for a sanitary environment

- Coverage or drainage of the places where the water is collected.
- Coverage of the water recipients and tanks.
- Pouring burnt oil on the top of small reservoirs in order to avoid breathing to the mosquito's larva.
- Cleaning the vegetal area around the households.



🔄 exercise 3

UTILIZATION OF MEDICINAL PLANTS

OBJECTIVE:

To help participants to learn about how to use and profit from medicinal plants.

TIME:

1 hour with practical follow-up time

MATERIALS:

- Paper and markers, agricultural tools;
- Paper and markers + examples of local medicinal plants;
- Seeds; agricultural tools;
- Cooking utensils; ingredients.

Note: Deal with this topic very carefully, because there is a lot of false knowledge in this area.

STEPS:

1. Take a walk around the community with the participants and ask them to point out and show the medicinal plants they know and those that their family use to treat health problems in the household?
2. Ask the participants what they know about the plants and ship in with any additional information. You can invite some elderly person from the community to talk to the group about their knowledge.
3. Discuss the role of the medicinal plants: can we rely completely in them? Invite a health mother to join the discussion.
4. Plan with the group how to select and plant a few of the medicinal plants on their farm, and use the knowledge gained about nursery establishment.





UNDERSTANDING AND PROTECTING OURSELVES FROM HIV

It is critical for young people to understand how to protect themselves from diseases, and in particular HIV/AIDS. HIV/AIDS is one of the most sensitive topics, but it is essential that participants understand the facts about it, as well as the skills they need in order to protect themselves from becoming infected. Here are several activities that you can use to help the participants understand HIV and AIDS. Although all the activities don't need to be covered in this module, it is best to keep them in the sequence in which they are presented.

N.B. Invite a health worker or an HIV expert from your community to help you during these sessions.

🔄 exercise 1

HIV BALL QUIZ

OBJECTIVE:

To quickly covers all the basic facts about HIV and AIDS.

TIME:

About 1.30 hour

MATERIALS:

Ball, large open space (preferably outdoors), paper and markers.

STEPS:

1. Invite participants to stand in a circle.
2. The first participant throws the ball to another participant. That person must catch the ball and throw it to another person and so on.
3. If a person cannot control the ball (can't catch the ball or throw it nicely to somebody else), he or she must answer a question regarding HIV and AIDS (see example questions below). If he/she answers correctly, then the game continues. If not, then that person comes out of the game.
4. The game lasts until all questions have been asked or only one person is left.
5. After the game is finished, sit together with participants and go over each question again. Explain each HIV/AIDS fact carefully and encourage participants to ask questions.
6. Ask participants to compare the spread and prevention of HIV with the spread and prevention of crop and livestock diseases.
7. Encourage participants to illustrate on paper or record through song and dance each of the HIV/AIDS facts. If they cannot illustrate or record all of the facts because of time limitations, encourage them to do as many as possible.

Game questions:

1. True/False: You can get HIV the first time you have sex. (Answer: True)
2. What does AIDS stand for? (Answer: Acquired Immune Deficiency Syndrome)
3. True/False: Once you have HIV, you will always have HIV. (Answer: True)
4. What part of the body does HIV attack? (Answer: The immune system)
5. True/False: HIV can be spread by shaking hands. (Answer: False)
6. What does it mean to be faithful? (Answer: To only have only one sexual partner at a time).
7. True/False: A person with HIV can live longer if he or she eats well and does exercise. (Answer: True)
8. What is the period called, immediately after infection, when a person might have HIV but can still test negative? (Answer: Window Period)
9. Which part of the world is most affected by HIV? (Answer: Africa)
10. What is the only 100% safe way to protect yourself from HIV? (Answer: Abstinence, and being careful of sharing needles, razor blades and other sharp objects).
11. True/False: You can tell by looking at a person that he/she is HIV positive. (Answer: False)

12. True/False: Mosquitoes can transmit HIV. (Answer: False)
13. What are two of the six fluids that transmit HIV? (Answer: Blood, semen, vaginal fluid, pus, and blister fluid)
14. What are another two of the fluids that can transmit HIV?
15. True/False: Condoms reduce the risk of transmitting HIV. (Answer: True)
16. True/False: HIV positive mothers can pass HIV to their babies. (Answer: True)
17. What does HIV stand for? (Answer: Human Immuno-deficiency Virus)
18. True/False: HIV and AIDS are the same thing. (Answer: False. HIV is the virus that causes AIDS).
19. True/False: A sexually transmitted infection, or STI, increases a person's risk of getting HIV. (Answer: True)

🔄 exercise 2

THE EPIDEMIC GAME

OBJECTIVE:

To understand how HIV can be contracted and its effects.

TIME:

About 1.30

MATERIALS:

Large open space, small pieces of paper, pen or marker.

STEPS:

1. Using a marker or pen, write the letters A, H, C or N on small pieces of paper. (For example, if there are 12 learners in the group, make 3 "A" pieces, 3 "H" pieces, 3 "C" pieces and 6 "N" pieces). Fold the pieces of paper so that the letters cannot be seen.
2. Give one piece of paper to each learner and tell them NOT to open it. Instruct the learners to walk around and shake hands with three different people. They must remember with whom they shake hands.
3. Instruct everyone to go back to their places, sit down, and open their papers.
4. Tell those who have the "H" written on the paper to stand up. Tell them that these learners have HIV.
5. Tell everyone who shook hands with the learners who have HIV to stand up. Tell everyone who shook hands with those people to stand up. Do this until all learners are standing.
6. Tell the learners who have the "A" to sit down. Congratulate them for abstaining from sex and protecting themselves from HIV.
7. Tell the learners who have the "C" papers to sit down. If they are adults, congratulate them for wearing condoms and protecting themselves. For the younger children, make it clear that they cannot be congratulated.
8. Tell the learners with "N" that they did not have HIV at the beginning of the game. However, if they shook hands with a person who had an "H" paper, they became infected.

9. Explain that in this activity, shaking hands symbolizes sex. Emphasize that in real life, shaking hands does not transmit HIV. Also, be careful that the group does not stigmatize the learners with the “H” papers.
10. After the activity, lead a discussion using the following questions as guidelines:
 - How did the HIV infection spread among the group?
 - How is this similar to how HIV can spread throughout a community?
 - How did it feel to discover you had HIV?
 - How do you think people feel when they learn they have HIV?
 - How did it feel to be told you did not have HIV?
 - What could group members have done to protect themselves from getting infected?
11. Ask participants to compare how HIV spreads and can be prevented, with how crop and livestock diseases spread and can be prevented.
12. Review with participants the facts about HIV and AIDS (from the “Kickball HIV/AIDS quiz” activity). Answer all questions.

🔄 exercise 3

REDUCING HIV VULNERABILITY – THE STEPPING STONE GAME

OBJECTIVE:

To help participants understand the obstacles that keep people from protecting themselves from HIV even when they know all the facts, and to learn how to overcome these obstacles.

TIME:

About 2 hours

MATERIALS:

Several sheets of paper cut into “stones” and “crocodiles”, marker or crayon, a long piece of string (if you are doing the activity outdoors, you can mark a line in the ground).

STEPS:

1. Begin the activity by asking learners: “Even if we have all the knowledge about HIV, do we always have the skills to make healthy choices? Listen to their responses. Explain that we often know a lot about HIV and the risk of sexual activity. However, we don’t necessarily put that knowledge into practice. Ask them “Why is this?” Discuss some of the responses.
2. Explain that HIV prevention is more than just sharing information. It includes life skills, learning to make correct decisions and knowing how to act on those decisions in the best (and safest) way possible. If we can stop risky sexual behaviours, we can prevent many new HIV infections.
3. Tell participants to think of a “Healthy Life” as the opposite side of a valley or river. (Lay down the piece of string or make a mark in the sand). Explain that this side of the river represents the “Present Situation” or “Problems in the Community”.
4. In the river, there are stones and there are crocodiles – just like in life, there are things that can help us get to a positive, healthy and happy future, and things that can make it difficult for us. These stepping stones represent all the skills a person needs to lead a positive, healthy

lifestyle. Without those skills or support, people may make poor or unhealthy decisions – which can lead to HIV infection.

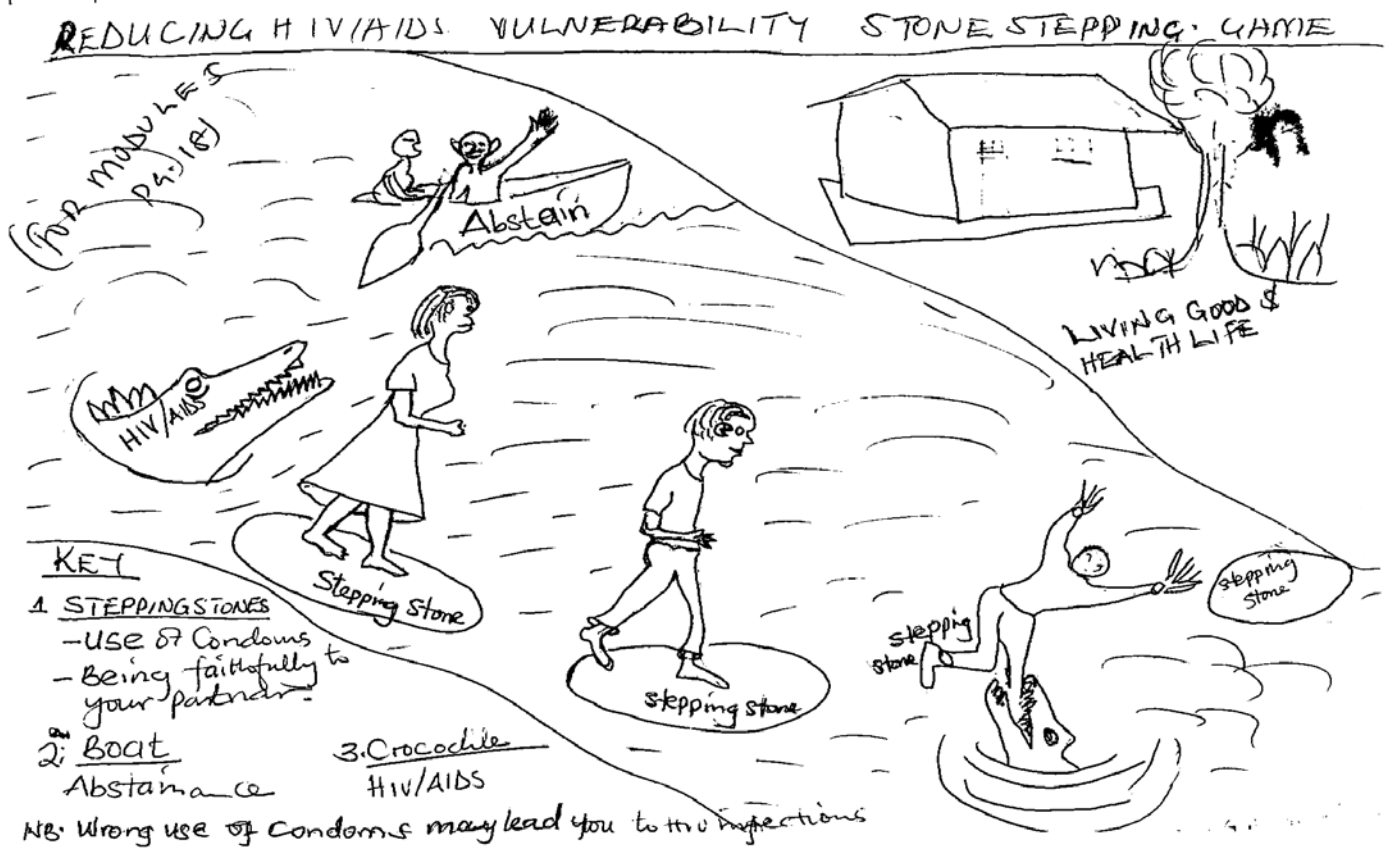
5. Tell the participants to stand on one side of the river. Ask them: “You know that you want a healthy future, but what are some things that can help you to have that?” (Examples: positive friends’ support, after-school activities, goal setting, positive attitude) Have participants write each idea on a piece of paper, or “Stepping Stone”.
6. Then ask the children: “What are some of the things that can prevent us from making good decisions and having a healthy life?” Discuss present issues/problems that concern them. (**Examples:** peer pressure, drugs, unemployment). Have participants write each idea on a separate piece of paper, or “Crocodile.”
7. Ask the children: “What can happen to young people if they do not use their knowledge to attain a healthy, safe lifestyle?” (**Examples:** Pregnancy, STI and HIV infection, drop out of school) Explain that these things are like a river – if young people don’t have all the things that are listed on the “Stepping Stones,” they risk making decisions that will lead to pregnancy or HIV infection.
8. Ask the children: “What do they need to overcome these issues/problems?” In other words, how do we build a bridge from the “Present Situation” to the other side, “Healthy Life”? Write each idea on a piece of paper and add these to the other “Stepping Stones” you already created.
9. Ask the participants to cross the river by walking across the stepping stones, while avoiding the crocodiles. Point out how easy it is to cross the river when all of the “Stepping Stones” are in place.
10. Take away a few of the stepping stones and ask participants to try to cross the river again. Point out that even if a few “Stepping Stones” are missing, a person will have a harder time crossing the river.
11. Ask the participants to compare the “Stepping Stones” and “Crocodiles” they face in life with the way they identify crop “defenders” and “enemies” in the field.
12. End the activity by encouraging the learners to illustrate on paper the present issues and problems, crocodiles and stepping stones in their own lives.
13. Ask for some of the participants to volunteer to explain their illustrations.
14. After their explanations, lead a group discussion on the kinds of issues and problems that participants may face. Ask them for suggestions on how to cope with these problems.

As this is a very personal activity, every child may have different ideas about his or her “Present Situation,” what would be a “Healthy Life,” and the kinds of “Stepping Stones” and “Crocodiles” that can help or hinder them. There are no right or wrong answers; encourage all participants to share their ideas and experiences, without pressuring anyone to do so if he or she does not feel comfortable.

example



Present issues/problems	Crocodiles	Stepping stones
Cultural/Religious beliefs	Negative peer pressure	Good role models
Fear of pregnancy	Lack of knowledge	Knowledge
Knowledge about HIV and AIDS	Ignorance	Decision-making skills
STI facts	Don't care	Communication skills
Family Expectations	Unwanted pregnancy	Negotiation skills
	Resistance to peer pressure	Understand consequences
	Alcohol and drugs	Strength
	STIs	Self-respect
	Death from AIDS	Empowerment
		Gender equality
		Sensitize boys/men
		Goals for future



(c) exercise 4

NEGOTIATING CONDOM USE

OBJECTIVE:

To develop role plays that demonstrates effective ways to negotiate condom use and/or delay sex.

TIME:

About 1.30

MATERIALS:

Index cards or small sheets of paper, pens or pencils, a prize for the winning team.

Important note for facilitators: this exercises should be used only with adult learners and not for the under age, or for the JFFLS participants in primary school irrespective of their age.

STEPS:

1. Select three judges (at least one boy and one girl) and break the rest of the group up into teams of three to four people. Distribute several index cards or sheets of paper and a pen to each team.
2. Tell the participants that you will read a scenario out loud (see the examples below) and afterward they should work as a team to develop a response to the scenario and write it on a card or sheet of paper. The response should be a way to delay sex or negotiate condom use.
3. After each scenario, the judges will read each team's response and decide on the winning response. Award a point to the team with the winning response. Continue with scenarios and award a prize to the team with the highest number of points.

4. After finishing all the scenarios and awarding the prize, discuss with participants: Which scenarios were the easiest? Why? Which were the most difficult? Why? In real life, what would help you to negotiate these situations effectively?

Here are some possible scenarios. Feel free to revise them according to the age level and experience of your group:

- Your boyfriend/girlfriend says that if you want to use a condom, you must not trust him/her.
 - Your boyfriend/girlfriend says that if you truly love him or her you'll have sex.
 - Your boyfriend says that using a condom turns him off because he can't feel anything.
 - Your girlfriend says that using a condom hurts her too much.
 - Your girlfriend says she knows that she is disease-free because she hasn't had sex with anyone for awhile.
 - Your boyfriend says you'll use a condom next time - just this once let's not use a condom.
 - Your boyfriend says he won't have sex with you if you insist on using a condom.
 - Your girlfriend says she is on the pill so you don't need to use a condom.
 - Your boyfriend says that none of his other girlfriends insist on using condoms.
 - Your girlfriend says that if you won't have sex with her, she'll find someone else who will.
 - Your boyfriend says it will physically hurt him if you don't have sex with him now.
5. After finishing the game and discussing the scenarios, ask the participants to form new groups of three or four, mixing those who did well at the game with those who did less well. Have each group pick one scenario and response and either develop it into a role play to perform in front of other participants.



HELPING EACH OTHER TO COPE WITH STRESS

It is important to help each other in time of need and crisis such as after a major loss in life. Sometimes it might be enough to just be there for somebody else and listen to their story. The exercise below will build skills in “empathic listening”. By being able and willing to listen with empathy you provide the support your friend is in need of. Empathic listening is a way of listening and responding to another person that improves mutual understanding and trust.

🔄 exercise 1

EMPATHIC LISTENING²

OBJECTIVES:

- To learn how to support a friend in crisis by empathic listening;
- To build trust and respect, and reduce tensions.

TIME:

30 minutes

STEPS:

1. Divide the participants in pairs of the same sex.
2. Introduce the idea of empathic listening by explaining the following guidelines.
 - Be a sounding board - allows the speaker to bounce ideas and feelings off without you laughing or criticizing.
 - Don't ask a lot of questions.
 - Act like a mirror - reflect back what you think the speaker is saying and feeling.
 - Don't disregard the speaker's feelings by using phrases like "It's not that bad," or "You'll feel better tomorrow."
 - Indicate you are listening by providing short responses such as "Uh-huh," "I see." and by giving nonverbal acknowledgements, e.g., head nodding, facial expressions matching the speaker, open and relaxed body expression, eye contact.
 - Give invitations to say more, e.g., "Tell me about it," "I'd like to hear about that."
 - Don't interrupt the speaker or change the subject.
 - Don't give advice to the speaker.
3. Now ask the pairs to practice empathic listening. Each pair will rotate the role of speaker and listener and each person will choose a story to tell the listener. The story should be of a difficult and hard moment experienced by the speaker.

🔄 exercise 2

HOW TO COPE WITH STRESS

OBJECTIVE:

To assist participants learn different ways of coping with stress.

TIME:

1 hour

STEPS:

1. The facilitator tells the participants a story about a christian family where one of the children was caught red handed stealing a radio from the neighbour's farm.
2. This situation put both parents and the boy who stole in a very stressful situation.

² Adapted from www.beyondintractability.org by Richard Salem, 2003.

3. Ask the participants how they understand the situation and what could assist this stressed boy.
4. You may take the discussion further by asking the following questions:
 - What could have made the boy steal?
 - What would you do to reduce stress on this boy?
 - What advise would you give to the boy?
 - What advise would they give to the parents?
5. Ask them to post their advice onto flip charts.
6. Summarize the discussion.

🔄 exercise 3

THE PASSING CLOUD STORY

OBJECTIVE:

To learn how to deal with stressful situations.

TIME:

15 minutes

STEPS:

1. The facilitator tells a story about a training session that took place at Mashaka conference centre.

“This was in an area and a country that had been recently affected by Post Election Violence. When the training started on the first day, the trainer realized that the mood in the class was so tense. He wondered what could be the problem and then remembered that people were still affected by the past post election violence. The trainees were not sure of their neighbours in class! The trust levels were very low such that nobody was ready to utter a word lest he is recognized by tribe! The trainer, realizing this requested all trainees to stand up, hold hands together and close their eyes for a minute. He requested them to try and put aside the memories of post election violence and let that CLOUD pass over. The trainees were then asked to open up their eyes shake hands and tell their neighbours ‘THATS GONE AND IT’S OVER!’”
2. Allow them to discuss while answering the following questions:
 - Did the trainer do the right thing?
 - How would you have dealt with such a situation?
 - Do you think this assisted in opening up a discussion on PEV and relieved the stress amongst the participants?
 - Do you think the cloud passed and a relaxing mood manifested itself in class?

🔄 exercise 4

PROBLEM THROWING

OBJECTIVE:

To understand how to deal with stress.

TIME:

15 minutes

MATERIALS:

Score cards, marker pens, some fire.

STEPS:

1. Give each participant a score card.
2. Ask each one of them to write any tragedy that befell them and has been emotionally disturbing them.
3. Once they have done that ask them to close their eyes for some seconds.
4. Let them open up their eyes and straight throw the score card or PROBLEM into the fire.
5. They should now forget the past and focus into the future.

🔄 facilitators' notes 1

STRESS MANAGEMENT

Avoid unnecessary stress

- **Learn how to say “no”:** know your limits and try to stick to them. Don't let people ask you do do things that are too difficult or heavy for you.
- **Avoid people who stress you out:** if someone consistently causes stress in your life and you can't turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.
- **Take control of your environment:** try to avoid places that you know trigger stress for you.

Alter the situation

- **Express your feelings instead of bottling them up:** if something or someone is bothering you, communicate your concerns with friends or people around you, don't keep the worries for yourself only.

Adapt to the stressor

- **Look at the big picture:** take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.
- **Adjust your standards:** stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”
- **Focus on the positive:** when stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts.

Accept the things you can't change

- **Don't try to control the uncontrollable:** many things in life are beyond our control— particularly the behaviour of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.
- **Look for the upside:** as the saying goes, "What doesn't kill us makes us stronger." When facing major challenges, try to look at them as opportunities for personal growth.
- **Learn to forgive:** accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments.

Make time for fun and relaxation

- **Set aside relaxation time:** include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.
- **Connect with others:** spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- **Do something you enjoy every day:** make time for leisure activities that bring you joy, at least a few minutes every day.
- **Keep your sense of humour:** this includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

Adopt a healthy lifestyle

- **Eat a healthy diet:** well-nourished bodies are better prepared to cope with stress, so be mindful of what you eat. Start your day right with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.
- **Get enough sleep:** adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.



CULTURAL ACTIVITIES

The following activities will help the participants to reflect on what they have done or learned by a creative outlet for expressing it such as singing, drawing, poetry, drama, Of course, you can also use cultural activities of your own choice or you may want to ask the participants if they have any activities of their own that they enjoy!

ACTIVITY 1. Song about the protecting measures against diseases

TIME:

20 minutes

STEPS:

1. Ask the participants in groups of about 4-5 persons each to come up with a short song about the protection measures against diseases.
2. Get the groups to share their songs with the rest of the group.

ACTIVITY 2. Creating an imaginary safe place

Sometimes when going through tough time in life it is nice to be able to close your eyes, relax and imagine yourself somewhere else. This exercise helps the participants to create an imaginary safe place that they can always return to when things feel tough.

TIME:

20 minutes

STEPS:

1. Ensure that things are quiet around the learning site without any disturbance that might obstruct the concentration of the participants.
2. Ask the participants to sit down comfortable and to close their eyes. Tell them to listen carefully to the instructions given.
3. Slowly read out the following:
 - Image a safe place - it can be a real or imaginary place:
 - What do you see - especially colors?
 - What sounds do you hear?
 - What sensations do you feel?
 - What smells do you smell?
 - What people or animals would you want in your safe place?
 - Imagine a protective bubble, wall or boundary around your safe place.
 - Imagine a door or gate with a guard at your safe place.
 - Image a lock and key to your safe place and only you can unlock it.
 - You can draw or make a collage that represents your safe place.
 - Choose a souvenir of your safe place – a color, an object, a song.
 - Remember and keep your souvenir with you so that you always can come back to it when you need to.

ACTIVITY 3. Collecting medicinal plants - role play

1. Ask the participants to act a role play on the confirmation of a herbalist.
2. Let them assemble the necessary drums and other important items.
3. One of them should act as the herbalist to be.

4. One of them should act as the chief herbalist.
5. When the songs and dance start the herbalist to be will be away collecting medicinal plants. Let him/her pick as much as possible.
6. The chief herbalist and others will be waiting at the dancing area.
7. When the herbalist in waiting comes to the dancing area he will be met by the chief herbalist. He will then come with his collection and remove one herbal plant after the other. As he does that the chief herbalist will be explaining all about each medicinal plant and how useful it is.



ASSESSING PROGRESS

☞ exercise 1

THE EVALUATION WHEEL

OBJECTIVE:

To determine the level of protective measures taken by participants to deal with threats and losses.

TIME:

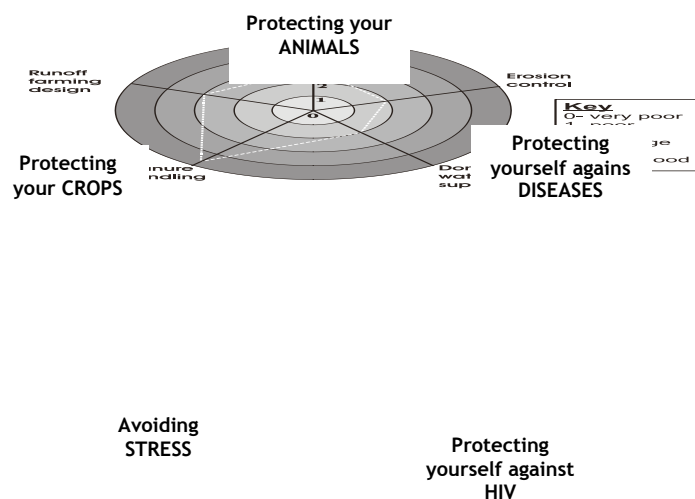
45 minutes

MATERIALS:

Large sheets of paper and coloured pens

STEPS:

1. Brainstorm in the group on the various threats and losses that they have learned about in JFFLS. Try to identify 4-5 major categories of losses, such as livestock diseases, getting sick from HIV etc.
2. On individual basis ask each participant to reflect on to what extent their behaviours and actions help in preventing each of the mentioned losses on a scale of 1-5 where (0=nothing, 1=poor, 2=fair, 3=average, 4=good, 5=very good). I.e. 0 means no effort and 5 very much effort to prevent losses.
3. Prepare the evaluation wheel on a large piece of paper, and ask each person to make a tick on each wheel arm at the appropriate level as identified above.
4. Ask a couple of the participants to try to establish an estimated average of ratings on each wheel arm and then draw a line between all average points.
5. Discuss and review the outcome of the exercise:
 - What behavioural gaps have been identified?
 - What adjustments and revisions should be made to the JFFLS schedule and curriculum based on the identified needs?
 - Should any special topics be held or resource persons invited in order to respond to the identified needs?





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