Healthy Action:
An Activity Book for Teachers and Learners

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Introduction

This toolkit is based on the premise that healthy students and teachers live better.

The activities herein are designed to help learners and teachers develop healthy behaviours and lifestyles so they can reach their highest ability to learn and teach. It introduces the topics of tobacco, alcohol, and other drugs; nutrition and physical activity; hygiene and sanitation; and injury and violence prevention. All of these topics are connected through the theme of maintaining overall good health and a healthy lifestyle, that is, health promotion rather than just disease prevention.

These health topics are being introduced through the EFAIDS programme because they fit with the Education For All (EFA) theme that good health improves the quality of education in terms of both attendance and ability to learn and teach when in school. In addition, these topics are being presented using the same approach (life-skills based) and methodology (participatory) that were used in developing the EFAIDS teacher toolkit and learner book on HIV and AIDS. Union affiliates are already training teachers how to teach about HIV and AIDS using this approach and methodology, so it makes sense to use the same approach and methodology to teach other health topics that are relevant to HIV and AIDS and affect the quality of education.

Emphasizing overall health and teaching multiple health topics simultaneously are also useful because many health issues are connected by overlapping risk and protective factors and require similar skills to make healthy decisions and change behaviours. For example, the skills of critical thinking, decision-making, and risk assessment are necessary for addressing nutrition and physical activity; hygiene and sanitation; the use of tobacco, alcohol, and other drugs; injury and violence prevention; and HIV and AIDS. Communication and negotiation skills are particularly valuable for dealing with peers in relation to substance abuse, violence in relationships, and negotiating safer sex.

Research has shown that when learners are (1) dealing with physical or emotional health problems, (2) do not have adequate nutrition and physical activity, or (3) are experiencing violence, they are not able to achieve as well in school. Nutritional deficiencies, lack of physical activity, and poor physical and emotional health, especially in primary school-age children, are some of the causes of low enrolment, high absenteeism, poor performance, and early dropout.[1,2,3,4] Health problems and violence

clearly interfere with students' ability to attend school, concentrate on their work, and participate and perform well.

Furthermore, if obtaining a basic education is compromised by health problems, children will lack basic academic skills that can help them learn about health issues and maintain their physical, psychological, social, and spiritual well-being. These deficits can affect them through their adolescence and adult years.

Research has also demonstrated that schools that protect learners' physical, emotional, mental, and social health have been able to increase achievement.[5,6] Therefore, programmes in schools that help learners achieve good health are crucial in enabling all children to receive a basic education, maintain their health, and have the best educational and life outcomes. The bottom line is that education and health are inseparable for healthy, successful development and reaching one's full potential.

Teachers and other school staff are also more likely to have higher absenteeism and poor work performance when they have physical and emotional health problems. They, too, need to learn how to develop healthy behaviours and lifestyles to enhance their own health and work performance, teach these issues more effectively to their learners, and serve as role models for their learners.

Use of This Activity Book

This activity book covers a range of common health topics that teachers and learners live with each day. These are as follows:

- Tobacco
- Alcohol and other drugs
- Nutrition
- Hygiene, sanitation, and infectious disease, including malaria
- Physical activity
- Injury prevention
- Violence prevention

For each topic, there are activities for adults followed by classroom activities for learners. The logic of the intervention is that first and foremost teachers need to protect themselves. Next, they can create healthy environments where they work and learners learn. With these conditions met, they can address health issues in the classroom.

The teacher section of this activity book provides information particularly relevant for teachers in addressing all of these health topics with their colleagues (i.e., other teachers and school staff), as well as with learners, and suggests ways to make changes in the school environment related to these health issues. For each topic, there is a discussion guide and additional information organised into the following three subsections:

- The teachers' personal relationship to the health topic and identifying factors that affect healthy behaviours
- Taking action in the school setting related to policy, advocacy, and awareness on the health topic
- Why it is important to teach the health topic in the classroom

The approach used for teachers is inspired by the study circle method. Study circles have been used in diverse settings and purposes all with the aim of promoting human development and social change. Organised labour has used the techniques of study circles for more than a century and some teacher-union affiliates of Education International (EI) have conducted study circles to address issues such as HIV and working conditions.

Study circles involve voluntary groups of persons to discuss issues of importance. Over several sessions the group unpacks complex issues, gains understanding, solves problems, and takes action when warranted. The methods build on adult learning principles: The topics are relevant to the participants and use their experience as the starting point for developing new knowledge. Effective study circles are informal, collaborative, participatory, and inexpensive to run.

The facilitator can use the materials in this toolkit to convene a study circle. No special training is needed, and there are no medical qualifications for working with these health topics. It is important, though, that the facilitator establish a collaborative and participatory environment so that all participants have the space to discuss and learn. Ground rules, developed at the start, can help support a good learning environment. The aim is for participants to tell their stories and create new learning through dialogue. The competition found in some forms of traditional education is discouraged. The numbers of participants generally are 5 to 12, but more can be added provided that the circle can accommodate them.

The health topics in this toolkit are ideal for this type of analysis because it encourages an examination of life and the understanding of individual behaviour in the context of environmental factors. For example, a healthy diet is the product of a person's choices (individual) and the availability of healthy foods (environmental).

Each of the health topics is accompanied by activities that are geared towards learners but easily adapted for use with colleagues and community members. Each of the activities has been written to be used separately, but they can also be used as a group, focusing on just one or on several of the topics. They have also been written to be used in conjunction with the HIV and AIDS activities contained in the learner book, *Learning for Life* and the teacher toolkit *Leadership in the HIV and AIDS Response: A Toolkit for Teachers' Unions to Promote Health and Improve Education*.

As teachers, you are in a key position and have an important part to play in helping your learners and colleagues develop healthy behaviours and lifestyles. You can serve as role models and create change in your schools, as well as influence your community. So, we strongly encourage you to use the material in this activity book in whatever ways work in your schools to help learners and colleagues stay healthy, do well in school, and live full lives.

Tobacco Use and Prevention

Tobacco: Activities for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- Do you, or someone you know, use tobacco?
- Have you ever thought about starting tobacco use at any time in your life? If you use now, have you ever thought about stopping?
- How does tobacco affect you today?

Provide the following information:

Using tobacco can cause serious health problems for the user and others who breathe the second-hand smoke. If you are not using tobacco, it is best not to start because it is very hard to stop once you start using tobacco. If you are using tobacco, for the sake of your health and others around you, it is advisable to quit. Quitting can be done on your own, but it is easier with the support of family, friends, or colleagues; a support group; a class; a counsellor; and/or nicotine replacement products if they are available. To find out what services are available to you, contact your doctor, local health centre, or hospital.

Ask the following question:

- What else can we do to encourage and support tobacco users to stop?

If the school has an up-to-date list of quitting resources available, let teachers know how they can access it.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

- People are influenced by their environment. What can we do in the school setting to encourage healthy behaviours regarding tobacco use?

Write the responses on a flipchart or chalkboard.

Possible responses may include:

- Advocate for a policy prohibiting tobacco use on school grounds that applies to learners and if possible also to teachers and other school staff.
- If a no-use policy cannot be passed for teachers and other school staff, advocate for an area to be provided where only they can go and that keeps second-hand smoke from getting into the rest of the school.
- Enforce tobacco use policies strictly.
- Advocate for quit programs to be made available for learners, teachers, and other school staff.
- Advocate preventing the sale of tobacco products near the school, especially to youth.
- Hold a poster contest to create messages about the harms of tobacco use and benefits of not using it.
- Create a drama piece about resisting tobacco use.
- Hold a forum to discuss tobacco use issues.

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners, discuss the following question:

- Is it important to teach tobacco prevention and cessation to learners?

Here is some information to help discuss this issue:

Tobacco is the most preventable cause of death worldwide. Currently, there are 1.3 billion smokers worldwide, and 5.4 million people die from tobacco-related illness each year (1 in 10 of all deaths).[7] The rates of tobacco use among youth vary from one country to another, ranging from less than 10% to more than 50%.[8]

Smoking and exposure to second-hand smoke can increase risk for coughing and respiratory diseases in the short term, and chewing tobacco can cause sores and gum problems. The serious consequences of using any form of tobacco occur over the long term: (1) addiction and the development of chronic health conditions such as lung cancer and other lung diseases from smoking and (2) oral cancer and bone loss around teeth from chewing tobacco. According to the World Health Organization (WHO), the majority of tobacco users start well before age 18. This makes education to prevent tobacco use and encourage quitting especially important during the school-age years.

Continue the conversation by asking:

- How can we teach about tobacco within the classroom (e.g., when, what material, which methods, etc.)?

Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use them.

Finally, discuss the possibility of adapting these activities so that they are appropriate for use with colleagues in the school and with members of the community.

Tobacco: Activities for Learners

Brief Introduction

Share the following information before using any of the activities:

"Using tobacco can cause serious health problems. If you are not using tobacco, do not start. It is very hard to stop once you start using it. If you are using tobacco, you should quit. Quitting can be done completely on your own or with the help of family, friends, or colleagues; a support group; a class; a counsellor; and/or nicotine replacement products if they are available. Contact your doctor, school health official, local health centre, to find out what is available to you".

Note: *If the school has an up-to-date list of quitting resources available, let learners know how they can access it.*

Tobacco True or False Quiz

Learning Objective: Describe the harms of using tobacco and the role of tobacco industry advertising in influencing use

Length: 20 minutes

Materials: Copy of "Tobacco True or False Quiz" for each learner, pens or pencils

Instructions:

1. Divide learners into groups of 3 or 4 each, and hand out the "Tobacco True or False Quiz".

2. Give each group about 8 minutes to discuss the 10 statements and decide if they are true or false.

3. Reconvene the large group for about 10 minutes. For each statement, ask a member of each small group to state whether the group thinks it is true or false. Then state the correct answer and ask learners to give an explanation. Provide any corrective feedback and further explanation as necessary.

Tobacco True or False Quiz

Please read the questions carefully, and circle true or false.

1. Smokers have death rates that are two to three times higher than non-smokers. **True or False**
2. Smoking is the number one cause of lung cancer. **True or False**
3. Smoking is the only harmful way of using tobacco. **True or False**
4. Most tobacco users start before age 18. **True or False**
5. People do not become addicted to nicotine. Once someone starts using tobacco, he or she can stop easily. **True or False**
6. You absorb nicotine through your skin, through the lining of your mouth and nose, and by inhaling it. **True or False**
7. Quitting tobacco is something you must do on your own. **True or False**
8. If you breathe second-hand smoke, it will not hurt you. **True or False**
9. Tobacco companies target children, adolescents, and women to replace smokers who quit or die from smoking. **True or False**
10. Tobacco companies use their names and logos on billboards and flyers to connect smoking with exciting activities and events. **True or False**
11. In some countries, tobacco companies hand out free cigarettes at concerts and other events. This advertising can lead people to addiction. **True or False**

Answer Key for Tobacco True or False Quiz

1. Smokers have death rates that are two to three times higher than non-smokers.

   True. *The reason is that smoking causes or worsens many different health problems that can lead to death.*

2. Smoking is the number one cause of lung cancer.

   True. *And lung cancer is only one of the direct health problems associated with tobacco. Smoking is a known or probable cause of about 25 diseases.*

3. Smoking is the only harmful way of using tobacco.

   False. *Spit tobacco, which comes in the forms of chewing tobacco, moist snuff, and dry snuff, also has harmful health effects. It can also lead to nicotine addiction and cause various cancers and non-cancerous oral conditions, such as:*

   - *Cancer of the mouth and pharynx*
   - *Leukoplakia (white sores in the mouth that can lead to cancer)*
   - *Gum recession (peeling back of gums)*
   - *Bone loss around the teeth*
   - *Wearing down and staining of teeth*

4. Most tobacco users start before age 18.

   True. *The majority of tobacco users in the world start using tobacco while in their teenage years or earlier. Eighty percent of current smokers start before they turn 18.*

5. People do not become addicted to nicotine. Once someone starts using tobacco, he or she can stop easily.

   False. *Nicotine, which is contained in all forms of tobacco, is an addictive drug. It is important to discourage starting, especially among young people.*

   Specifically, once you become addicted, it is difficult to stop as there are clear withdrawal symptoms, including depressed mood, sleeping problems, irritability, and difficulty concentrating.

6. You absorb nicotine through your skin, through the lining of your mouth and nose, and by inhaling it.

   True. *Nicotine is a small molecule that is fat- and water-soluble, so it can be absorbed rapidly through the skin or lining of the mouth. It takes 10–19 seconds for nicotine to pass from the cigarette to the brain.*

7. Quitting tobacco is something you must do on your own.

   False. *Although you can try quitting on your own, it is often much easier to do so with support. There are people, programmes, and products that can help you, including family, friends, or colleagues; support groups; classes; counsellors; and/or nicotine replacement products. Contact your doctor, local health centre, or hospital to find out what is available to you.*

8. If you breathe second-hand smoke, it will not hurt you.

   False. *Second-hand smoke is a complex mix of more than 4,000 chemical compounds, including 60 that are known to cause cancer.*

9. Tobacco companies target children, adolescents, and women to replace smokers who quit or die from smoking.

   True. *The tobacco industry must replace quitters and smokers who have died with new smokers so that it can continue to make profits.*

10. Tobacco companies use their names and logos on billboards and flyers to connect smoking with exciting activities and events.

    True. *These forms of advertising link smoking to exciting and glamorous activities and events. When these events are televised, the brand name is seen by millions of people.*

11. In some countries, tobacco companies hand out free cigarettes at concerts and other events. This advertising can lead people to addiction.

    True. *Tobacco manufacturers use various strategies to direct advertisements towards young people and women. They use 'giveaways' and 'image' advertising because they know that cigarettes are addictive and once people start they will have customers for life.*

Managing Stress to Prevent Tobacco Use

Learning Objective: Describe ways to manage stress without using tobacco

Length: 15 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. In the large group, ask learners to brainstorm ways to manage stress that could help them avoid using tobacco. Write the responses on a chalkboard or flipchart. Examples might include:
    - Take a walk
    - Play a game
    - Play sports
    - Listen to relaxing music
    - Take some deep breaths
    - Talk with a friend
2. Tell learners that they can do these same things to manage stress to avoid doing other unhealthy behaviours too, such as using alcohol or other drugs, overeating, or getting into a fight.
3. Ask learners to share what ways of managing stress might work best for them and why.

Ways to Say "No" to Tobacco

Learning Objective: Show communication skills in resisting peer pressure to use tobacco

Length: 40–45 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. In the large group, ask learners to brainstorm ways to say "no" to using tobacco when being pressured by others to use it. Write the responses on a chalkboard or flipchart. After learners have given all of their ideas, if any of the methods below have not been mentioned, add them to the list with examples.*

Method	Example
Simply say "no"	"No thanks."
Give a reason	"No thanks, I need to stay healthy so that I can stay on the football team."
Give an alternative	"No thanks, but I'll get something to eat with you."
Reverse the pressure	"Why do you want me to do this so much?"
Change the subject	"Where did you get those shoes? They're cool."
Leave the situation	Walk away.
Avoid the situation	Do a fun activity with other people instead of hanging out where people smoke.
Get help	Ask for support. If a situation is dangerous, get an adult.

** Methods and examples adapted from Education Development Center, Inc. and Rocky Mountain Center for Health Promotion and Education.* Choosing not to use alcohol, tobacco, and other drugs. 1996.

2. Divide the learners into groups of 3 people each to practise different ways of saying "no". One person will try to persuade another person to join him or her in using tobacco. The second person will practise saying "no," using one of the methods just discussed. If the first person continues to try to convince the second person, the second person will use another method. The third person is an observer to help in giving feedback. Pay attention to body language, facial expressions, and tone of voice, as well as the words used.

3. Ask the groups to discuss what went well, what did not work, and what could be improved.

4. Ask the groups to switch roles and try different methods of saying "no". Then, each group discusses this second example briefly.

5. Ask the groups to switch roles one more time so that each person will have a chance to play each role and so that they can try other methods of saying "no". Then, each group discusses this third example briefly.

6. Reconvene the large group for 10 minutes to discuss issues that came up, what went well, what did not work, and what could be improved.

Analysing Tobacco Advertisements

Learning Objective: Recognise and correct misinformation in tobacco advertisements

Length: 45 minutes

Materials: Copy of "Tobacco Advertising Analysis Tool" for each learner, pens or pencils, tobacco advertisements. Optional: poster paper, markers, scissors, tape, glue.

Preparation: Teachers collect tobacco advertisements from newspapers and magazines

Instructions:

1. Briefly refer back to the questions in the "Tobacco True or False Quiz". Remind learners that using tobacco is unhealthy, but even so, tobacco companies try to draw young people to use it. Say that there are many ways that tobacco advertising can influence people. In the following exercise, we will focus on newspaper and magazine ads, but tobacco messages are also widespread on billboards, websites, radio and TV ads, hats, tee shirts, and other advertising media.
2. Hand out a copy of the "Tobacco Advertising Analysis Tool" to each learner.
3. Show a tobacco advertisement to the class and model the process for analysing the advertisement using the following questions (which are also on the "Tobacco Advertising Analysis Tool"):
    a. When you look at this advertisement, what do you think?
    b. What is the intended message of the advertisement?
    c. What ideas and images does this advertisement make you associate with the product?
    d. Are there people in the advertisement? Do they look healthy? If so, do they look rich? Do they look happy? Do they look like they are having fun? What does the advertisement say about these people?
    e. Who is the target of this advertisement?
    f. What does the ad say about tobacco?
    g. Based on what you know about the effects of tobacco, do you find anything in the ad that is misleading? Does it represent tobacco in an honest way?
    h. How does the ad try to convince you that using tobacco is a good thing?
    i. How can we change the advertisement to present how you see the truth?

4. Divide the learners into small groups of 3 or 4, giving each group a different ad to analyse using the same process you just modelled and the "Tobacco Advertising Analysis Tool".

5. Reconvene the large group and ask someone from each group to briefly present what the group discussed about each ad.

6. Ask learners to share how they feel about tobacco companies making billions of dollars by selling an addictive product that causes diseases in children and teenagers.

7. Conclude by saying: "Tobacco companies try to influence people by selling an image that is too good to be true. They want you to think tobacco can make you more attractive, healthier, and richer. However, the opposite is true. Tobacco companies want you to start smoking and become addicted and therefore a customer for life. They have also created a campaign to undermine public health information about the harmful effects of tobacco use and the addictive nature of tobacco in order to deceive the public".

If time permits, here is an optional activity to do.

1. Ask learners to rework the advertisements to present the truth. For example, they can cut and paste new pictures onto the ads that show a more accurate picture of addiction and illness. Or, they can create their own advertisements to deliver a more accurate message.

2. Ask learners to show their new messages to the rest of the class.

(Adapted from Model School Health Tobacco Control Intervention*, Education Development Center, Inc., 2004)*

Tobacco Advertising Analysis Tool

1. When you look at this advertisement, what do you think?

2. What is the intended message of the advertisement?

3. What ideas and images does this advertisement make you associate with the product?

4. Are there people in the advertisement? If so, do they look healthy? Do they look rich? Do they look happy? Do they look like they are having fun? What does the advertisement say about these people?

5. Who is the target of this advertisement?

6. What does the ad say about tobacco?

7. Based on what you know about the effects of tobacco, do you find anything in the ad that is misleading? Does it represent tobacco in an honest way?

8. How does the ad try to convince you that using tobacco is a good thing?

9. How can we change the advertisement to present how you see the truth?

Alcohol and Other Drugs

Alcohol and Other Drugs: Activities for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- What is your opinion of alcohol? How does drinking affect you? Or, how does not drinking affect you?
- How do your friends and family act when they drink? How does their behaviour affect you?
- Have you heard of, or even know someone, who has taken drugs (e.g. marijuana, amphetamines, barbiturates, cocaine, heroin)?

Provide the following information:

Using alcohol in moderation can be safe and enjoyable. However, drinking too much can lead to serious health problems or addiction. We may know someone who has a problem drinking or who uses illegal drugs. There are some services in our community that can help us with substance addiction.

If the school has an up-to-date list of recovery resources available, let teachers know how they can access it. These can include counselling services and support groups affiliated with medical facilities, community groups, or faith-based organisations.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

- What can we do in the school setting to address use of alcohol and other drugs by teachers, staff, and learners?

Write the responses on a flipchart or chalkboard.

Possible responses may include:

- Develop and strictly enforce policies and procedures banning the use of alcohol and other drugs on school grounds by learners, teachers, and other school staff

- Advocate for substance abuse counselling to be made available for learners, teachers, and other school staff
- Advocate for activities to engage learners after school so that they are less likely to have the opportunity to drink or do drugs
- Prohibit any promotion items from alcohol brands such as hats, shirts, etc.
- Hold a poster contest to create messages about the harms of alcohol and other drug use and the benefits of not using them
- Create a drama piece about resisting alcohol and other drug use
- Hold a forum to discuss alcohol and other drug use issues

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners, discuss the following:

- What are some things that learners need to know regarding alcohol and drug use?

Here is some information to help discuss this issue:

Approximately 2 billion people worldwide use alcohol,[9] and 185 million use illicit drugs.[10] Of these users, 76.3 million people have alcohol use disorders, and 1.3 million have drug use disorders.[11] The younger people are when they start drinking alcohol, the more likely they are to become dependent on alcohol later in life.[12] In some countries, as much as 20% to 30% of adolescents are already heavy drinkers.[13] Therefore, preventing use and encouraging quitting is very important during the school-age years.

The use of alcohol and other drugs can impair thinking, judgement, and physical coordination, which can in turn impede learning and lead to injuries. Over the long term, heavy alcohol use can lead to chronic health problems, including alcohol dependence and liver damage. Use of drugs such as marijuana and amphetamines among youth can lead to the use of more serious drugs, such as heroin, that can cause a variety of chronic health conditions. The sooner alcohol and drug use is stopped, the less likely young people will be to develop more severe consequences.

- Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use them.
- Finally, discuss the possibility of adapting these activities so that they are appropriate for use with colleagues in the school and with members of the community.

Alcohol and Other Drugs: Activities for Learners

Alcohol and Other Drugs True or False Quiz

Learning Objective: Identify the harmful effects of using alcohol and other drugs

Length: 20 minutes

Materials: Copy of "Alcohol and Other Drugs True or False Quiz" for each learner, pens or pencils

Instructions:

1. Divide learners into groups of 3 or 4, and hand out the "Alcohol and Other Drugs True or False Quiz".
2. Give each group about 8 minutes to discuss the statements and decide if they are true or false.
3. Reconvene the large group for about 10 minutes. For each statement, ask a member of each small group to state whether the group thinks it is true or false. Then state the correct answer and ask learners to give an explanation. Provide any corrective feedback and further explanation as necessary.

Alcohol and Other Drugs True or False Quiz

Please read the questions carefully, and circle true or false.

1. Children, young people, and women are usually more physically affected than men by the same amount of alcohol. **True or False**
2. The effects of different drugs only differ by the type of drug and how much is used. **True or False**
3. Alcohol and other drugs can help people handle their problems. **True or False**
4. When people are under the influence of alcohol or other drugs, they may be more likely to have risky sex. **True or False**
5. Alcohol used during pregnancy cannot negatively affect the developing foetus. **True or False**
6. Using alcohol can improve the health of a person who is HIV-positive. **True or False**
7. Occasional use of marijuana can affect mental development and short-term memory. **True or False**
8. You cannot become addicted to amphetamines or methamphetamines if you use them just once. **True or False**
9. In most countries, people start using alcohol and other drugs during late childhood or adolescence. **True or False**
10. The marketing of alcohol to young people is a problem in developing countries. **True or False**

Answer Key for Alcohol and Other Drugs True or False Quiz

1. Children, young people, and women are usually more physically affected than men by the same amount of alcohol.

   True. *Children, young people, and women have lower body weights, smaller livers, and a higher proportion of fat to muscle compared to men. This leads to alcohol being absorbed faster in their bodies.*

2. The effects of different drugs only differ by the type of drug and how much is used.

   False. *The effects of drugs also depend on how often they are used and the method of use, such as by mouth, inhaling, or injection.*

3. Alcohol and other drugs can help people handle their problems.

   False. *Alcohol and other drugs help people forget their problems or decrease the pain caused by them—temporarily. Rather than going away, this often makes the problems get worse.*

4. When people are under the influence of alcohol or other drugs, they may be more likely to have risky sex.

   True. *Alcohol and other drugs impair one's thinking, judgement, ability to make decisions, and behaviour.*

5. Alcohol used during pregnancy cannot negatively affect the developing foetus.

   False. *If a woman drinks alcohol while she is pregnant, harm may occur to her foetus, such as mental and motor retardation, including Foetal Alcohol Syndrome.*

6. Using alcohol can improve the health of a person who is HIV-positive.

   False. *Using alcohol cannot improve the health of a person who is HIV-positive, and it may worsen the person's health. Alcohol may worsen the infection, reduce the effectiveness of medication to fight the infection, and/or cause serious side effects in combination with the medication. In addition, using alcohol or other drugs may make a person delay seeking treatment and have difficulty taking his or her medication.*

7. Occasional use of marijuana can affect mental development and short-term memory.

   True. *In addition, the effects of marijuana on thinking, reaction time, and coordination of movements can result in accidents.*

8. You cannot become addicted to amphetamines or methamphetamines if you use them just once.

   False. *A person can become addicted to these drugs after using them just one time.*

9. In most countries, people start using alcohol and other drugs during late childhood or adolescence.

   True. *There are many reasons people start drinking and using other drugs at a young age, including peer pressure, parents' use of alcohol and other drugs, and the draw to taking risks that is common among young people.*

10. Marketing of alcohol to young people is a problem worldwide.

    True. *Marketing techniques include ads specifically designed for young people, ads displayed at events young people attend, and special pricing deals.*

Brainstorming and Discussion: The Effects of Alcohol and Drugs on Behaviour

Learning Objective: Determine how alcohol and other drugs affect what you do and how you act

Length: 20 minutes

Instructions:

1. Divide learners into groups of 3 or 4 people each. Brainstorm on the following question for about 10 minutes:

   How do alcohol and/or other drugs affect what you do and how you act?

2. Reconvene the large group for about 10 minutes to share from the small group discussion. Make sure the following effects are mentioned:
   - Alcohol and other drugs impair judgement, physical coordination, and vision.
   - As a result, they may affect your ability to do a large number of things, including:
     - ◊ Drive safely
     - ◊ Learn well
     - ◊ Work productively and safely
     - ◊ Treat other people appropriately
     - ◊ Make safe decisions when having sex
     - ◊ Keep a conflict from escalating to violence

3. Discuss how to avoid putting oneself at risk for these negative effects.

Role Play: Resisting Peer Pressure to Use Alcohol and Other Drugs

Learning Objective: Demonstrate problem-solving, decision-making, and communication skills in resisting peer pressure to use alcohol and other drugs

Length: 40 minutes

Instructions:

1. Say, "It takes good communication skills and self-confidence to resist peer pressure. This role play can help you practise these communication skills and feel more confident in using them".

2. Divide learners into groups of 4 people each. Two people will try to persuade another person to join them in using alcohol or drugs. This third person will resist joining them. The fourth should give in to peer pressure. Allow about 3 minutes for the role play.

3. Ask the groups to do the role play again, switching roles to allow different people to play different roles and to experiment with responding in different ways. Then, each group briefly discusses the second role play.

4. Ask for some groups to present their role plays.

5. Ask the class to compare and contrast the two characters (the one who resisted pressure and the one who did not). What did they do or say differently?

6. Discuss issues that came up, what went well, what did not work, and what could be improved.

Nutrition

Nutrition: Activity for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- What do you normally eat each day?
- Do you plan your meals?
- How would you rate your diet: good, fair, or poor?
- How, if at all, can you improve your diet?
- Have you tried to change your diet before? How did it go?

Give each participant a chance to share.

Provide the following information:

Healthy nutrition is important for adults to maintain overall health, work productively, and prevent chronic diseases. In addition, as teachers and other school staff, you serve as role models for learners, so your eating habits may influence learners' eating behaviours. Eating a healthy diet can be challenging when you are busy balancing your work and home lives. Nevertheless, it is important to find ways to eat healthy.

For teachers and other school staff, here are a few tips to help you eat healthy:

- Try to eat three meals each day. Breakfast before work, lunch at work when the learners eat, and dinner after work.
- Keep healthy snacks with you, such as fruit, vegetables, nuts, yogurt, and whole grain crackers. Having these available all the time can help you keep from buying less healthy food when you are hungry between meals, and they can be used to fill in if you do not have time to eat a full lunch.
- Keep meal and snack portions to sizes that give you the nutrition you need but not extra calories or fat.
- Drink plenty of water instead of less healthy sugary beverages.

It can also be helpful to get support from others in eating a healthy diet. Consider asking family, friends, or colleagues. You might also want to see if a class on healthy eating or controlling weight is available near you.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

What can we do in the school setting to make it easier for staff and learners to eat healthy?

Write the responses on a flipchart or chalkboard. Possible responses may include:

- Advocate for healthy school lunches to be provided by the school
- Advocate for healthy food to be provided by any vending machines and vendors that may be in or near the school
- Develop policies and procedures supporting healthy food being provided at the school
- Create and send home a flyer to parents asking that they provide their children with healthy food, including the lunches they bring to school
- Hold a poster contest to create healthy nutrition messages
- Hold a forum to discuss nutrition issues, especially as they apply to food provided and eaten at school

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners regarding nutrition, discuss the following questions:

- Why do learners need to know about nutrition?
- What are the best ways of teaching them this information?

Here is some information to help guide the discussion:

Severe, acute malnutrition contributes to the deaths of about 1 million children every year,[14] and 54% of child deaths are associated with malnutrition.[15] Approximately 1.6 billion adults (age 15+) are overweight.[16] Childhood obesity is growing rapidly around the world, including in low- and middle-income countries. About 22 million children under age 5 are overweight.[17] Although standardised figures are difficult to obtain for ages 5 to 14, it is known that the problem of overweight does not improve with age.

Eating a healthy diet is a key factor in maintaining overall health for people of all ages and especially for children. Inadequate nutrition can result from insufficient food intake, poor food quality, inability of the body to absorb and use nutrients, parasite infection, and/or illness. It can lead to under-nutrition and malnutrition, which can result in excessive hunger, weakness, and fatigue; nutritional deficiencies; delays in children's physical, cognitive, and social growth and development; anaemia; other illnesses; and difficulty concentrating. All of these factors make it harder for children to learn and do well in school. Poor eating habits during childhood and adolescence can also lead to overweight and obesity and to chronic health problems later in life. Teachers and other school staff need good nutrition so that they can work productively and avoid chronic illnesses.

Schools are particularly valuable settings for teaching about healthy nutrition because dietary habits are often formed during the school-age years. In some situations, nutrition education also can play a significant role in expanding educational opportunities for girls.

- Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use them.
- Finally, discuss the possibility of adapting these activities so that they are appropriate for use with colleagues in the school and with members of the community.

Nutrition: Activities for Learners

Nutrition Presentation

Learning Objective: Describe basic information about healthy nutrition, processed foods, and locally grown foods

Length: 10 minutes

Information to Present:

- *Define 'healthy nutrition':* Healthy nutrition is eating an *adequate amount* and *variety of safe, good quality* foods to maintain body needs.
- *An adequate amount of foods to maintain body needs* depends on:
  - ◊ Age (more food is needed during childhood growth periods)
  - ◊ Level of physical activity/energy used (more food is needed for higher activity levels)
  - ◊ Health status (e.g. parasitic worm infections can result in increased loss of nutrients and poor digestion and absorption of nutrients)

  A balanced diet provides the correct amounts of food energy and nutrients needed during the day to cover the dietary requirements of the individual.
- *Define 'variety of foods':* Different foods contain different combinations of nutrients. The main categories are:
  a. Staple foods: most basic to survival; often cereals (e.g. rice, wheat, maize) but also starchy roots and tubers (e.g. cassava, sweet potatoes) and plantains and bananas
  b. Protective foods: rich in vitamins and minerals (e.g. dark green leafy vegetables, tomatoes, fruits like oranges)
  c. Body-building foods: rich in proteins (e.g. legumes, dairy, fish, poultry, meat)
  d. Energy foods: most staple foods, but particularly fats and oils
  e. Water

Many foods belong to more than one category. Provide a few examples of foods from each category, and ask learners to identify which category each food belongs to.

- *WHO's dietary recommendations for populations and individuals include:*
  - ◊ Achieve energy balance and a healthy weight.
  - ◊ Limit energy intake of total fats. Shift fat intake away from saturated fats to unsaturated fats (to reduce blood cholesterol levels) and towards elimination of trans-fatty acids, which increases the risk of coronary heart disease.
  - ◊ Increase intake of fruits, vegetables, legumes, whole grains, and nuts.
  - ◊ Limit intake of sugars.
  - ◊ Limit salt (sodium) intake from all sources and ensure that salt is iodized. Iodized salt is an effective method for addressing iodine deficiency, a condition that can lead to mental retardation and thyroid problems, such as goitre.
- *Define 'malnutrition':* Malnutrition is a deficiency or excess in one or several essential or energy yielding nutrients. This means it includes over-nutrition, under-nutrition, and nutritional deficiencies.
- *Explain what processed foods are, why they exist, and why they are harmful:* Processed foods are foods that have been changed so that the foods can be shipped further and stored longer than fresh foods while retaining their flavour. These include biscuits, crackers, baked goods, and instant foods. Processing increases convenience and cost savings for both consumers and manufacturers. Processed foods are marketed aggressively like tobacco and alcohol to convince consumers to buy them, even though they are not as healthy as fresh foods.

  Processed foods can be harmful because they can have lower nutritional value; large quantities of unhealthy substances such as saturated fat, trans fats, sugar, and salt; preservatives such as nitrites and sulphites; flavour enhancing additives such as monosodium glutamate (MSG); artificial colourings; and/or genetically modified organisms (GMOs). Some preservatives, additives, and GMOs cause allergic reactions or other health problems. Others may be unsafe or promote poor nutrition when eaten in large quantities. For some, the possible long-term effects are unknown. There have not been sufficient studies to determine whether GM foods are safe to eat and safe for the environment. Most of this information should be on the package but ingredient labelling regulations differ from country to country.

Eating more processed foods and less fresh, local foods, along with reduced physical activity, is leading to an increase in diet-related chronic health conditions, such as high blood pressure, high cholesterol, obesity, heart disease, stroke, diabetes, and cancer.

- *Explain the benefits of buying local foods*

  Food grown in the local area is usually eaten within a few days of being picked, which is when it is the freshest and most nutritious and has the best flavour and texture. It is also healthier because it is the food that is in season, and it is not treated with as many chemical fertilizers, pesticides, preservatives, antibiotics, and growth hormones.

  Buying food grown locally is good for the local economy because it supports family farmers, stimulates the local economy, and generates jobs. In addition, local produce is fresher and tastes better because it does not have to travel as far to market. And, by reducing transportation, it will be better for the environment.

  In many cases, family farms are in the same community where the farmers and their families live, thus these they are concerned with environmental stewardship. Many of these farmers grow a wide variety of crops that are rotated regularly. This system replenishes the soil, preserves the agricultural landscape, and ensures having crops over the long term instead of the heavy chemical fertilizers used by large-scale factory farms.

Leave a few minutes for questions.

Brainstorming and Discussion: Why Is Healthy Nutrition Important?

Learning Objective: Explain the importance of healthy nutrition

Length: 20 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. In the large group, ask learners to brainstorm and discuss the question:
   - Why is healthy nutrition important?
2. Write their responses on a chalkboard or flipchart. Make sure the following responses are included:
   - Good nutrition helps you grow strong.
   - Good nutrition early in life increases the likelihood of being healthy in adulthood and while aging.
   - Good nutrition helps decrease the risks for health problems, such as high blood pressure, high cholesterol, obesity, heart disease, stroke, diabetes, and cancer.
   - Good health and nutrition can increase enrolment in school and decrease absenteeism.
   - Malnutrition weakens the learning potential and well-being of children.
   - Malnutrition impairs the growth and development of children and can cause death.
   - Girls especially benefit from healthy nutrition because problems of childbirth later in life can be reduced by adequate nutrition earlier in life.
   - Good nutrition is essential to maintain a good CD4 count when HIV-positive.

Nutrition Quiz

Learning Objective: Describe key information about healthy nutrition

Length: 20 minutes

Materials: Copy of "Nutrition Quiz" for each group or learner, pens or pencils

Instructions:

1. Divide learners into groups of 3 or 4, and hand out the "Nutrition Quiz".
2. Give each group about 8 minutes to answer the questions.
3. Reconvene the large group for about 10 minutes. For each question, ask a member of each small group to give an answer. Then state the correct answer and provide any further explanation necessary.

Nutrition Quiz

1. Healthy nutrition is eating an adequate amount and variety of _____, _____ foods to maintain body needs.

2. The amount of different types of foods that each individual needs to eat depends on which of the following?

    a. Level of physical activity

    b. Age

    c. Health problems

    d. All of the above

3. Staple foods include starchy roots and tubers and _____. Protective foods are rich in _____ and _____.

4. Malnutrition includes over-nutrition, under-nutrition, and_____.

5. Which one of the following is *not* a benefit of buying locally grown fruits and vegetables from small farms?

    a. The food has better flavour and texture.

    b. The food is selected to withstand transport and storage.

    c. Small farms usually grow a wide variety of crops that are rotated regularly, which helps preserve the soil.

    d. The food is picked ripe in season and therefore is the most nutritious.

6. Which of the following make processed foods unhealthy?

    a. Large quantities of unhealthy substances, such as fats, sugar, and salt

    b. Flavour-enhancing additives

    c. Genetically modified organisms

    d. All of the above

7. Eating more processed foods and less fresh, local foods increases your risk for developing health problems related to diet, such as high_____, high_____, obesity, _____ disease, stroke, diabetes, and cancer.

8. Which one of the following is *not* a healthy way to change your diet?

   a. Eat more vegetables, fruits, and whole grains.

   b. Steam or bake food rather than fry it.

   c. Eat fewer larger meals.

   d. Eat less fat, sugar, and salt.

Answer Key for Nutrition Quiz

1. Healthy nutrition is eating an adequate amount and variety of _____, _____ foods to maintain body needs.

   Answer: Healthy nutrition is eating an adequate amount and variety of fresh, good quality foods to maintain body needs.

2. The amount of different types of foods that each individual needs to eat depends on which of the following?

   a. Level of physical activity

   b. Age

   c. Health problems

   d. All of the above

   Answer: d. All of the above affect the amount of different types of foods that an individual needs to eat.

3. Staple foods include starchy roots and tubers and _____. Protective foods are rich in _____ and _____.

   Answer: Staple foods include starchy roots and tubers and cereals. Protective foods are rich in vitamins and minerals.

4. Malnutrition includes over-nutrition, under-nutrition, and_____.

   Answer: Malnutrition includes over-nutrition, under-nutrition, and nutritional deficiencies (when the diet is not balanced and certain nutrients are lacking).

5. Which one of the following is not a benefit of buying locally grown fruits and vegetables?

   a. The food has better flavour and texture.

   b. The food is selected to withstand transport and storage.

   c. Local farmers usually grow a wide variety of crops that are rotated regularly, which helps preserve the soil.

   d. The food is picked ripe in season and therefore is the most nutritious.

   Answer: b. Fruits and vegetables that are transported over great distance are restricted to the varieties that travel and store well—not necessarily the most diverse and nutritious varieties.

6. Which of the following make processed foods unhealthy?

    a. Large quantities of unhealthy substances, such as fats, sugar, and salt

    b. Flavour-enhancing additives

    c. Genetically modified organisms

    d. All of the above

    Answer: d. All of the above. Artificial colourings and preservatives also make processed foods unhealthy.

7. Eating more processed foods and less fresh, local foods increases your risk for developing health problems related to diet, such as high_____, high_____, obesity, _____ disease, stroke, diabetes, and cancer.

    Answer: Eating more processed foods and less fresh, local foods increases your risk for developing health problems related to diet, such as high blood pressure, high cholesterol, obesity, heart disease, stroke, diabetes, and cancer.

8. Which one of the following is not a healthy way to change your diet?

    a. Eat more vegetables, fruits, and whole grains.

    b. Steam or bake food rather than fry it.

    c. Eat fewer larger meals.

    d. Eat less fat, sugar, and salt.

    Answer: c. Eating fewer larger meals is not as healthy as eating more smaller meals. For example, it is better to eat four small meals each day than two large meals.

Nutrition Analysis Exercise

Learning Objectives:

- Analyse your diet for local and processed foods
- Determine healthy changes you can make in your diet

Length: 40 minutes

Materials: Copy of "What Foods Do You Eat Worksheet" for each learner, pens or pencils

Instructions:

1. Divide learners into small groups of 4 or 5 people each. Give out the "What Foods Do You Eat Worksheet".
2. Ask each group to complete the two lists on the worksheet:
   - Main foods in your traditional local diet
   - Processed foods you eat
3. Ask the groups to discuss the following questions on the worksheet:
   - How much of your diet is processed foods, that is to say food that is packaged and not fresh?
   - Where do you eat processed foods (e.g. home, work, eating out in town)?
   - Why are you eating processed foods?
   - What changes would you consider making so that you eat a healthier diet of more fresh food?
   - What are the trends that might influence your decisions? For example, prices of foods, availability of foods, or marketing (attractive packaging and advertising) by food companies.
4. Reconvene the large group for 10 minutes to share from the small group work. For the following two questions, some possible responses are listed:
   - Why are you eating processed foods?
     1. These foods are cheaper and easier to get.
     2. They keep longer, so they are easier to transport and store longer.
     3. They taste better and sweeter.

4. They look more attractive.
5. Glitzy marketing encourages people to buy processed foods (similar to tobacco advertising).

- What changes would you consider making so that you eat a healthier diet?
  - ◊ Eat less unhealthy foods, such as fat, sugar, and salt.
  - ◊ Eat more healthy foods, such as vegetables, fruits, and whole grains.
  - ◊ Steam or bake food rather than fry it.
  - ◊ Eat less food overall.
  - ◊ Eat more small meals rather than a few large meals. (For example, it is better to eat four small meals each day than two large meals.)

What Foods Do You Eat Worksheet

List the main foods in your traditional local diet:

List the fresh and processed foods you eat:

Answer the following questions:

- How much of your diet is processed foods?
- Where do you eat processed foods (e.g. home, work, eating out in town)?
- Why are you eating processed foods?
- What changes would you consider making so that you eat a healthier diet?
- What are the trends that might influence your decisions (e.g. prices of foods, availability of foods, marketing by food companies)?

Physical Activity

Physical Activity: for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- How do you feel physically?
- Do you think you are active? Do you exercise? How much? What do you do?
- Are you more or less active than you were five years ago?
- Do you want to be more active than you are now?

Provide the following information:

Getting regular physical activity is important for adults to maintain overall health, work productively, and prevent chronic diseases. In addition, as teachers and other school staff, you serve as role models for learners, so your exercise habits may influence learners' behaviours regarding physical activity. Getting enough regular physical activity can be challenging when you are very busy balancing your work and home lives. Nevertheless, it is important to find ways to get regular physical activity.

Here are some ways to fit physical activity into a busy schedule:

- Walk or cycle to work instead of driving
- Use stairs instead of elevators/lifts
- Exercise at home or jog in your neighbourhood
- Choose social activities that involve exercise, such as dancing

Keep in mind that household chores, such as house cleaning and yard work, can also give you physical activity.

It can also be helpful to get support from others in getting enough physical activity. Consider asking family, friends, or colleagues. You might want to organise a group of people to exercise together or see if a physical activity class is available near you.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

What can we do in the school setting to increase the amount of physical activity that learners, teachers, and other school staff get?

Write the responses on a flipchart or chalkboard. Possible responses may include:

- Advocate for space to be provided to allow for physical activity during recess periods
- Advocate for classes during the school day that focus on physical activity (physical education classes)
- Advocate for sports and other physical activities to be held at or near the school during after-school hours
- Develop policies and procedures supporting provision of organised physical activity at school
- Hold a poster contest to create messages supporting regular physical activity
- Hold a forum to discuss the importance of regular physical activity

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners regarding physical activity, discuss the following questions:

- What can we do to make sure learners are fit?
- Why is it important to teach physical activity to learners?

Here is some information to help discuss this issue:

Getting regular physical activity is another important factor in maintaining overall physical and emotional health for both the short and long term. Physical activity is a risk factor for a number of chronic diseases. As a result, lack of physical activity is estimated to cause at least 1.9 million deaths each year around the world.[18] At least 60% of people globally do not get the recommended amount of physical activity needed to experience health benefits.[19]

Physical activity plays a key role in building strength, flexibility, and coordination, and helps the mind think clearly. Developing the habit of getting regular physical activity at a young age helps prevent chronic health conditions, such as high blood pressure, high cholesterol, obesity, heart disease, stroke, diabetes, certain cancers, stress, and depression, in both youth and adulthood.

- Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use them.
- Finally, discuss the possibility of adapting these activities so that they are appropriate for use with colleagues in the school and with members of the community.

Physical Activity: for Learners

Brainstorming and Discussion: Why Is Physical Activity Important?

Learning Objective: Explain the importance of physical activity in staying healthy

Length: 15 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. In the large group, ask learners to brainstorm and discuss the question, "Why is physical activity important?"
2. Write their responses on a chalkboard or flipchart.
3. Make sure the following responses are included. Regular physical activity:
    - Helps you have more energy
    - Helps you feel strong and healthy
    - Contributes to keeping a healthy body weight by balancing intake of calories with energy use
    - Helps develop and maintain physical fitness, including strength, balance, and coordination
    - Reduces the risk of developing chronic health conditions, such as high blood pressure, high cholesterol, obesity, heart disease, stroke, diabetes, certain cancers, stress, and depression
    - Can serve as a healthy means of self-expression, social development, and building self-confidence

Physical Activity Quiz

Learning Objective: Describe key information about getting regular physical activity

Length: 20 minutes

Materials: Copy of "Physical Activity Quiz" for each group or learner, pens or pencils

Instructions:

1. Divide learners into groups of 3 or 4 people and hand out the "Physical Activity Quiz".
2. Give each group about 5–10 minutes to answer the questions.
3. Reconvene the large group for about 10 minutes. For each question, ask a member of each small group to give an answer. Then state the correct answer and provide any further explanation necessary.

Physical Activity Quiz

1. How much physical activity should school-aged youth get on most days?
    a. 10 minutes
    b. 20 minutes
    c. 30 minutes
    d. 60 minutes

2. How much physical activity should adults get on most days?
    a. 10 minutes
    b. 20 minutes
    c. 30 minutes
    d. 60 minutes

3. Getting enough regular physical activity can decrease your chances of developing chronic health problems, such as high _____, high_____, obesity, _____ disease, stroke, diabetes, certain cancers, stress, and _____.

4. The three types of fitness that physical activity helps develop and maintain are _____, balance, and _____.

5. Everyone can eat as much as they want if they exercise regularly. **True or False**

6. The safest and healthiest way to increase the amount of physical activity you get is to do it gradually. **True or False**

Answer Key for Physical Activity Quiz

1. How much physical activity should school-aged youth get on most days?

    a. 10 minutes

    b. 20 minutes

    c. 30 minutes

    d. 60 minutes

    Answer: d. 60 minutes of moderate- to vigorous-intensity physical activity on most days is the recommended amount for school-age youth. This amount helps ensure healthy growth and development of school-age youth and helps prevent chronic disease.

2. How much physical activity should adults get on most days?

    a. 10 minutes

    b. 20 minutes

    c. 30 minutes

    d. 60 minutes

    Answer: c. 30 minutes of regular, moderate-intensity physical activity on most days is the recommended amount for adults. This amount helps adults keep fit and reduces the risk of chronic disease.

3. Getting enough regular physical activity can decrease your chances of developing chronic health problems, such as high _____, high_____, obesity, _____ disease, stroke, diabetes, certain cancers, stress, and _____.

    Answer: Getting enough regular physical activity can decrease your chances of developing chronic health problems, such as high blood pressure, high cholesterol, obesity, heart disease, stroke, diabetes, certain cancers, stress, and depression.

4. The three types of fitness that physical activity helps develop and maintain are _____, balance, and _____.

    Answer: The three types of fitness that physical activity helps develop and maintain are strength, balance, and coordination.

5. Everyone can eat as much as they want if they exercise regularly.

   Answer: False. Most people also need to be careful not to eat too much. Physical activity helps balance intake of calories from food with energy use.

6. The safest and healthiest way to increase the amount of physical activity you get is to do it gradually.

   Answer: True. If you increase your amount of physical activity too quickly, you also increase your chance of getting injured.

Developing a Personal Physical Activity Plan

Learning Objectives:

- Identify options for getting physical activity
- List your current regular physical activity
- Develop a personal physical activity plan

Length: 45 minutes

Materials: Chalkboard and chalk or flipchart and marker; copy of "Physical Activity Worksheet" for each learner, pencils or pens

Instructions:

1. In the large group, ask learners to brainstorm the types of physical activity that are available for them in their local area. Write their responses on a chalkboard or flipchart. Examples might include:
   - Walking, especially to and from school
   - Playing ball games, such as soccer, football, or basketball
   - Running
   - Dancing
   - Bicycling
   - Doing household chores, such as cleaning or yard work
   - Lifting weights
2. Give out the "Physical Activity Worksheet". Ask learners to individually write on the worksheet the types of physical activity they do and to estimate how long they spend each time, and how often they do it. Then have them write any changes they would like to make to get more and better physical activity.
3. Ask learners to divide into pairs for about 20 minutes. Ask them to share their ideas for their physical activity with their partner and to help each other write a simple personal exercise plan. The plan should include what activity(s) they will each do, how long they will spend each time, and how often they will do the activity(s). Ask learners to share any challenges they may face in making changes and how they will deal with them.
4. Reconvene the large group for about 10 minutes. Ask learners to share their exercise plans and any challenges they may face in carrying them out and how they will deal with those challenges.

Physical Activity Worksheet

1. Fill in below the physical activities you do regularly, how long you spend doing them each time, and how often you do them.

Type of Activity	Time Spent	How Often

2. Write down any changes you would like to make to get more and better physical activity regularly.

3. Write a simple physical activity future plan for yourself based on the changes you listed above.

Type of Activity	Time Spent	How Often

4. Write down any challenges you may have in following your physical activity plan and how you will deal with them.

Hygiene and Sanitation

Hygiene and Sanitation: Activity for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- How would you describe the hygiene and sanitation facilities in our school?
- How do these facilities affect your health?
- Can we improve hygiene and sanitation facilities?

Provide the following information:

Both personal hygiene and school sanitation are important in maintaining a healthy school environment. Teachers, other school staff, and learners all need to take care of their personal hygiene so that they do not become sick, spread germs or parasites, and compromise their ability to learn and work. In addition, as teachers and school staff, you are role models for learners, so the care you put into your personal hygiene is likely to influence the care learners put into their personal hygiene.

Teachers are also responsible for the cleanliness of their classrooms to at least some degree, depending on the arrangement in the specific school. You can work with learners on things like making sure that learners keep any food they bring to school in a cool, dry place, that they properly dispose of any garbage from their lunch, and that the trash is emptied when it gets full. Here again, you are a role model in carrying out these practices.

You may find it particularly helpful to practise the exercise "Developing a Classroom and School Sanitation Plan" (see below) with your colleagues before doing it with learners because you may gain additional ideas from colleagues regarding what should be included in the classroom and school plan. You may also want to discuss with colleagues how to deal with learners who may be resistant to doing tasks to help keep the classroom clean.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

- What can we do in the school setting to address hygiene and sanitation?

Write the responses on a flipchart or chalkboard. Possible responses may include:

- Advocate for resources to clean classrooms, toilets/latrines, and school grounds
- Advocate for proper food storage and waste disposal and a clean water supply for the school
- Develop policies and procedures addressing sanitation in the school and the personal hygiene of learners, teachers, and other school staff
- Hold a poster contest to create messages about proper personal hygiene and school sanitation
- Hold a forum to discuss issues of hygiene and sanitation as they relate to the school environment

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners regarding hygiene and sanitation, discuss the following question:

- What do learners need to know about hygiene and sanitation? And, how should we teach them?

Here is some information to help discuss this issue:

Hygiene (personal cleanliness) and sanitation (public cleanliness) are very important in preventing the spread of germs, worms, and parasites. Germs that spread through human or animal faeces, insects and rats, spoiled food, and unclean water cause diseases such as diarrhoea, dysentery, cholera, malaria, hepatitis A, and typhoid. Germs that spread through the air, such as when someone coughs or sneezes, pass on respiratory infections, including colds, the flu, pneumonia, and tuberculosis. Worms can enter people's bodies through the feet when people do not wear shoes, and they can lead to health problems such as malnutrition, a weakened immune system, diarrhoea, anaemia, ulcers, and retarded physical and mental growth. When learners and teachers have these diseases, they may not be able to attend school or learn and teach as well when they are at school.

Despite the importance of hygiene and sanitation in maintaining good health, approximately 2.6 billion people globally live without access to adequate sanitary facilities. In low-income countries, 65% of the population is vulnerable to health risks because of inadequate sanitation. In addition, 1.1 billion people lack access to a clean water supply. Of the water-borne diseases that affect children, the most deadly are diarrhoeal infections, and they take the lives of close to 1.8 million children each year, mostly in developing countries.[21]

- Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use.
- Finally, discuss the possibility of adapting these activities so that they are appropriate for use with colleagues in the school and with members of the community.

Hygiene and Sanitation: Activities for Learners

Brainstorming and Discussion: Why Are Hygiene and Sanitation Important?

Learning Objective: Explain the importance of good hygiene and sanitation

Length: 15 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. Explain the difference between hygiene and sanitation:
   - *Hygiene:* personal cleanliness, which means cleaning all parts of the body, including washing hands, bathing, and brushing teeth and hair
   - *Sanitation:* public cleanliness, which includes using clean and safe toilets or latrines, keeping sources of water clean, storing and preparing food safely, and disposing of food and other garbage safely
2. Explain that diseases are caused by germs, which are tiny living things. Some germs live in human or animal faeces, insects and rats, spoiled food, and unclean water. They spread diseases such as diarrhoea, dysentery, cholera, and other gastrointestinal diseases. Other germs are spread through the air, such as when someone coughs or sneezes. They pass on respiratory infections, including colds, the flu, pneumonia, and tuberculosis. Some diseases are spread through parasites, such as Helminth worms, which get into bare feet.
3. In the large group, ask learners to brainstorm and discuss the question, "Why is personal hygiene important?" Write their responses on a chalkboard or flipchart. Make sure the following are mentioned:
   - To avoid germs and parasites that lead to many diseases
   - To get rid of sweat, dirt, and bad body odours
   - To prevent cavities in teeth

- To stay healthy
- To feel good about yourself

4. Ask learners to brainstorm and discuss the question, "Why is public sanitation important?" Write their responses on a chalkboard or flipchart. Make sure the following are mentioned:
   - To dispose of waste properly, including human and animal waste and food garbage
   - To maintain a clean, safe water supply
   - To store food safely
   - To keep diseases from spreading among people in families, schools, and communities

Story: Understanding How Germs and Diseases Spread

Learning Objectives:

- Explain how germs spread and cause disease, including through food
- Describe ways to prevent the spread of germs

Length: 15 minutes

Materials: Optional: A handout or poster with pictures relevant to the local community to go with each step in the story

Instructions:

1. Read the example below to the class.
    a. A man has diarrhoea and relieves himself behind the bushes outside.
    b. A pig eats the man's faeces.
    c. Then a child touches the pig and gets faeces on his hands.
    d. The child starts to cry, and his mother comforts him. He wipes his hands on her skirt.
    e. The mother cooks food for the family. She uses her soiled skirt to keep from burning her hands. The faeces from her skirt gets on her hands. She serves the food.
    f. The family eats the food.
    g. Later, the whole family has diarrhoea.
2. Ask the class to discuss the following question:

    What could have prevented the family from getting sick?

Answers should include:

a. If the man had used a toilet or latrine
b. If the pig was kept in a fenced area
c. If the child had washed his hands rather than using his mother's skirt
d. If the mother had not touched her soiled skirt and then touched the food for the family
e. If the mother had washed her hands with soap and water

Adapted from: Sanitation and Cleanliness for a Healthy Environment, Hesperian Foundation, 2005. Available at: http://www.schoolsanitation.org/Resources/Readings/Hesperian_English.pdf

Demonstration and Practice: Hand Washing

Learning Objectives:

- Explain the importance of hand washing and when to do it
- Demonstrate how to do hand washing correctly

Length: 30 minutes

Materials: Water and soap or ash for hand washing

Instructions:

1. Explain that hand washing is one of the best ways to prevent the spread of germs and disease.
2. Ask learners to brainstorm important times to wash hands. Be sure the following are mentioned:
   - Before preparing food
   - Before eating a meal
   - Before feeding a baby
   - After using the toilet
   - After cleaning a baby and changing a diaper
   - After handling animals or raw foods
   - When you are sick, before having contact with other people
   - When having contact with other people who are sick
3. Explain the steps of hand washing:
   a. Use water and soap, or use ash if soap is not available.
   b. Rub your hands together for at least 20 seconds.
   c. Dry your hands with a clean towel, or let the air dry them.

It is best to use water that is from a safe source or is purified. Water containers need to be kept covered to keep the water clean.

Fingernails should be neatly trimmed with nail cutters and kept clean. To prevent infection, a nailbrush or pick should be used to remove any dirt from underneath fingernails.

4. Demonstrate correct hand washing.

5. Ask learners to practise hand washing. Several can do it at the same time.

Role Play: Using Toilets/Latrines

Learning Objective: Show how to communicate the importance of using toilets and latrines so that learners can educate others in their community

Length: 30–35 minutes

Instructions:

1. Explain that safe disposal of stool is the best way to prevent infection. Ideally disposal should be in toilets or latrines, but where this is not possible, stool should be buried. It is important to prevent stool from getting into the water and food supplies. Ask learners if they have any questions.

2. Ask participants to break into groups of 3 people each to do a 3-minute role play on the importance of latrine and toilet use. Read the scenario out loud to the class.

   Scenario: Your community has just built a latrine (or toilet). A parent is explaining to his or her child why it is important to use the latrine and to be sure to cover it when it is not being used. The parent should explain the health benefits of properly using a latrine and answer any questions the child may ask. The third person in the group is an observer to help give feedback on the role play.

3. After doing the role play, ask each small group to discuss what went well and what could be improved. Then, ask them to do the role play again, switching roles, and incorporating what they have just learned.

4. Reconvene participants and ask them to share from the role plays, including what went well and what could be improved.

Developing a Classroom and School Sanitation Plan

Learning Objectives:

- Identify things to do to keep the classroom and school sanitary and healthy
- Develop a plan to keep the classroom and school sanitary and healthy

Length: 20–25 minutes

Materials: Chalkboard and chalk and large piece of paper or flipchart and marker

Instructions:

1. In the large group, ask learners to brainstorm things they can do to help keep their classroom and school sanitary and healthy. Write their responses on a chalkboard or flipchart. Examples include:
   - Garbage should be disposed of regularly and properly away from the school to prevent insects and rats.
   - Toilets or latrines should be kept clean and fly-proof.
   - If the water supply is not safe, water should be filtered and kept in a clean pot with a lid.
   - Water pots and cups should be cleaned and the water changed every day.
   - Food should be kept away from sun and flies in a cool, dry place.
   - Excess water on the school grounds should be drained to prevent breeding of mosquitoes and flies.
   - Learners and teachers should wash their hands after using the toilet or latrine and before handling food and water.
2. Ask learners who is, or should be, responsible for ensuring that the things they listed are done. The answers will depend on the arrangements of the individual school. In some schools, maintenance staff will be responsible for school-wide sanitation, such as garbage disposal, cleaning toilets/latrines, and draining excess water.
3. For the tasks that need to be done by the learners and teachers, use a flipchart or large piece of paper to fill in a plan like the one below to be sure that all tasks are taken care of. Ask for volunteers to do the different tasks. A few examples follow:

Task	Who Does It	How Often
Empty classroom trash	Different learner each day	At end of each day
Clean and change containers	Different learner each day	At end of each day
Keep food in cool, dry place	Each learner is responsible for his or her own food	All day long

4. Hang the plan in a place where learners can see it every day.

Injury Prevention

Injury Prevention: Activity for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- Many times a day, we are exposed to unintended harm. What types of injuries have you, your family, and your learners suffered in the past year?
- What were the causes of these injuries?
- What could have been done to prevent them?

Give each participant a chance to share.

Provide the following information:

Injury affects not only the injured but also the family and friends of the injured who will look after and care for the person. Preventing injuries is important among teachers and other school staff so that you can stay healthy and maximise your productivity at work. Since you are with learners most of the school day, how you maintain safety in school serves as an important model. For example, if you are teaching learners not to run in the school building or push others around, it is crucial that you, too, do not run in the building or push others around. Similarly with road safety, as teachers you set an example for learners when travelling to and from school. You should set good examples by wearing bright coloured clothes if walking to or from school in the dark, wearing a seat belt when riding in a car, and wearing a helmet when riding a bicycle.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

- What can we do in the school setting to address and prevent injuries to teachers and learners?

Write the responses on a flipchart or chalkboard. Possible responses may include:

- Advocate for the school grounds and common routes to and from school to be made safe to prevent injuries, such as regular maintenance of the school and

grounds, including fixing anything broken and cleaning up broken glass and other debris

- Develop policies and procedures to prevent injuries, such as ones about running in the school, playing rough, use of playground equipment, and fire safety
- Hold a poster contest to create injury prevention messages
- Hold a forum to discuss injury prevention issues in the school

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners regarding injury prevention, discuss the following questions:

- What do learners need to know to prevent injuries?
- How should they learn this?

Here is some information to help discuss this issue:

Injury prevention is important in maintaining health because everyone is at risk for injuries all the time. These include injuries that can be sustained at school, on roads as pedestrians, and in cars. Road traffic injuries are one of the two leading causes of injury-related deaths globally among people of all ages.[22] Every year, road traffic crashes take the lives of almost 1.2 million people, and injure or disable millions more people. Although numerous injuries occur among young people in schools, among those ages 15–19, injuries on the roads are *the* leading cause of death. Among those ages 10–14 and 20–24, they are the second leading cause of death.[23]

Injuries not only cause immediate physical limitations, but they can also lead to other physical problems, as well as emotional problems, an overall decrease in physical activity, and long-term disability, all of which contribute to a decrease in overall health.

Getting injured can result in physical incapacitation that can limit learning. For example, a child with a broken arm may not be able to write, and the pain may hinder concentration. Injuries can also result in absence from school. More serious injuries, especially those resulting in long-term disability, can also lead to emotional problems, which can impede learning. Seeing people get injured can create fear and keep learners from coming to school or being able to learn well when in school.

- Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use them.
- Finally, discuss the possibility of adapting these activities so that they are appropriate for use with colleagues in the school and with members of the community.

Injury Prevention: Activities for Learners

Risky Behaviours Exercise

Learning Objective: Identify risky behaviours on roads and at school and what the negative results can be

Length: 30 minutes

Materials: Copy of the "Risky Behaviours Exercise" for every learner, flipchart or chalkboard, pencils or pens

Instructions:

1. Divide learners into small groups of 3 or 4 people each. Hand out a copy of the worksheet "Risky Behaviours Exercise" to each learner.

2. Ask learners to connect the appropriate risky behaviour in the left-hand column with the negative result it can cause in the right-hand column by drawing a line between them.

3. Reconvene the large group and discuss the exercise. Have a large copy of the "Risky Behaviours Exercise" written on a flipchart or chalk board so that you can draw lines between the behaviours and the results as the learners say them.

4. Ask learners to discuss why people do these risky behaviours. Examples include:
    - Peer pressure
    - To have fun or feel good
    - Curiosity
    - Do not know the negative results
    - To defy authority

5. Ask learners to discuss what might make it easier to change their behaviour so that they do not do risky things. Examples include:
    - Learn how to resist peer pressure
    - Understand the negative results of risky behaviours and that such results are more important than following your peers, having fun, or defying authority

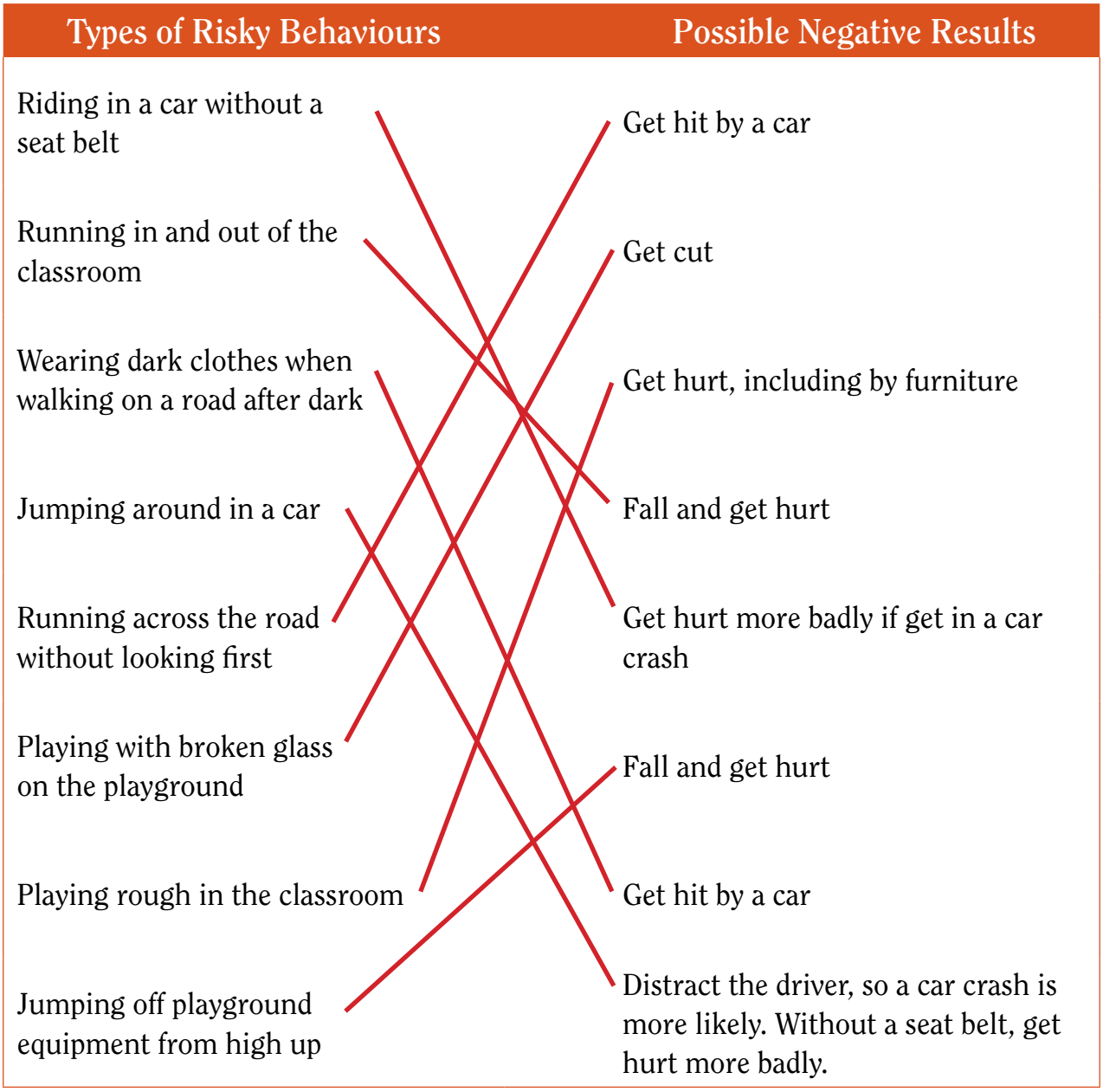
Risky Behaviours Exercise

Instructions: Draw a line from the risky behaviour in the right-hand column to the possible negative result that can occur from doing the behaviour listed in the left-hand column.

Types of Risky Behaviours	Possible Negative Results
Riding in a car without a seat belt	Get hit by a car
Running in and out of the classroom	Get cut
Wearing dark clothes when walking on a road after dark	Get hurt, including by furniture
Jumping around in a car	Fall and get hurt
Running across the road without looking first	Get hurt more badly if get in a car crash
Playing with broken glass on the playground	Fall and get hurt
Playing rough in the classroom	Get hit by a car
Jumping off playground equipment from high up	Distract the driver, so a car crash is more likely. Without a seat belt, get hurt more badly.

Answer Key for Risky Behaviours Exercise

Instructions: Draw a line between each risky behaviour in the right-hand column and the possible negative result in the left-hand column that can occur from doing the behaviour.



Brainstorm: Identifying Behaviours That Can Prevent Injuries

Learning Objective: Identify behaviours that can help prevent injuries on roads and at school

Length: 40 minutes

Materials: Chalkboard and chalk or flipchart and marker; pictures of unsafe and safe behaviours related to injury prevention (to be made in class)

Instructions:

1. In the large group, ask learners to brainstorm behaviours that can help prevent or lessen the harm from injuries on roads. Write the responses on a chalkboard or flipchart. Examples may include:
    - Wear a seat belt in a car.
    - Do not distract the driver in a car.
    - Before crossing a road, stop, carefully look both ways.
    - Walk across roads. Do not run across.
    - When walking on roads after dark, wear bright coloured clothes so that drivers can see you.
    - Wear a helmet when riding a bicycle.
2. Show pictures of some of the unsafe and safe behaviours.
3. Ask learners to brainstorm behaviours that can help prevent or lessen harm from injuries at school. Write the responses on a chalkboard or flipchart. Examples might include:
    - Inside school buildings:
        - ◊ Walk. Do not run.
        - ◊ Do not play rough, especially near furniture.
    - On the playground:
        - ◊ Watch out for broken objects such as glass.
        - ◊ Play carefully on playground equipment. Do not jump off from high up.
        - ◊ Do not push others around.
4. Show pictures of the unsafe and safe behaviours.

Personal Assessment: The Risky Things I Do

Learning Objectives:

- Determine risky behaviours that you do that can lead to injuries
- Determine risky behaviours that you will change

Length: 20–25 minutes

Materials: Copy of "The Risky Things I Do Worksheet" for each learner, pencils or pens

Instructions:

1. Hand out a copy of "The Risky Things I Do Worksheet" to each learner. Ask learners to write on their copy of the worksheet each risky thing they do that is related to safety on roads and safety at school. Also ask them to write how often they do each of these things, for example, several times a day, once a day, once a week, once a month, or never.

2. Next, ask learners to write each risky thing they do that is related to safety on roads and safety at school that they want to stop doing.

3. Reconvene the large group and ask learners to share what they wrote. Then ask learners to discuss any challenges they might face in making these changes and how they will deal with them. Examples of challenges might include:
   - Peer pressure to not wear a seat belt or to run around in the school building
   - Forgetting to wear bright coloured clothes when walking on a road in the dark

The Risky Things I Do Worksheet

1. Instructions: Write each risky thing you do that is related to safety on roads and safety at school. Also write how often you do each of these things.

Risky Behaviours	How Often I Do Them

2. Instructions: Write each risky thing you do that is related to safety on roads and safety at school that you want to stop doing.

Risky Behaviours I Want To Stop Doing

Violence Prevention

Violence Prevention: Activity for Teachers

Procedure 1: Discussion

Start the discussion with the following questions:

- Have you, or someone you know, ever been the victim of violence?
- Do you think the community is getting more or less violent in the past few years?
- Are there changes we can make to reduce violence in our community?

Give each participant a chance to share.

Provide the following information:

Violence is unacceptable on school grounds and at school events between anyone, including between learners, between learners and adults, and between adults. The adults may include teachers, other school staff, or parents. Teachers and other school staff have a responsibility to foster a safe environment that discourages violence and to refrain from engaging in violent behaviour. You also have the responsibility and authority to step in to prevent or stop violence when anyone is in conflict on school grounds or at school events as long as you do not jeopardise your own safety. If it is not safe for you to intervene, you should get help from other teachers, school administrators, or the police.

When you communicate and interact in non-violent ways with learners and colleagues, you increase your ability to work with them more effectively. Your learners will be able to learn better, and you and your colleagues will be able to solve problems together more productively. The whole school environment will be calmer and more conducive to learning if everyone communicates and interacts in non-violent ways.

Note: If you want to do prevention activities with teachers and other school staff on injury prevention, you can use the exercises written for learners with some adaptations. See “Adaptation for Teachers of Learner Activities” at the end of this section.

Procedure 2: Taking Action in the School Setting

Continue the discussion by posing the following question:

- What can we do in the school setting to address and prevent violence?

Write the responses on a flipchart or chalkboard.

Possible responses may include:

- Advocate for separate and safe toilets or latrines for males and females
- Advocate for the school grounds and common routes to and from school to be made safe to prevent violence (e.g. trim bushes and add and maintain sufficient outdoor lighting)
- Develop policies and procedures to ban violence on school grounds, support a non-violent school environment, and deal with violent incidences when they occur
- Hold a poster or writing contest to create messages supporting non-violence and positive communication
- Create and perform a drama piece about solving conflicts in non-violent ways
- Hold a forum to discuss issues of violence in the school or community and how to respond in non-violent ways

Ask participants to choose one or two of the ideas to pursue. Then have them discuss the first action steps to take.

Procedure 3: Before the Classroom

In preparation for facilitating activities with learners regarding violence prevention, discuss the following question:

- Why is it important to teach this topic to learners?

Here is some information to help discuss this issue:

In 2000, an estimated 1.6 million people globally died due to suicide, homicide, or war-related violence. More than 90% of those deaths occurred in low- to middle-income countries. Nearly half of the deaths were due to suicide, one-third to homicide, and one-fifth to wars. Of the murders, 199,000 were among young people ages 10–29, although the rates varied significantly by country and region. For every young person killed, there were 20–40 young people with injuries that required hospital treatment, and many more

that did not. Physical fighting and bullying are also common among young people and can lead to more serious forms of violence.

Experiencing violence can cause physical and emotional harm, leading to low self-esteem as well as learning that violence is an acceptable way of resolving problems. Seeing violence occur can also cause fear and emotional problems. Whether violence occurs at school, en route to school, or outside the school environment, experiencing or witnessing violence can hinder learning. Violence and the fear of violence may keep learners from coming to school or reduce their ability to concentrate, learn, and achieve when they are in school.

Violence is a way of responding that is learned and can be unlearned. Schools are a place where violence can be both learned and unlearned. Although schools are only one of the influences in learners' lives, teachers can help learners develop their own resources for solving problems and strategies for thinking and acting in effective, non-violent ways, and thereby decrease their risk for experiencing violence. In addition, teaching non-violent principles and methods for resolving conflict is valuable because the knowledge, attitudes, and skills used in non-violent conflict resolution are the same as those used to develop healthy relationships and fight discrimination.

- Next, review the following activities. Consider if they can be adapted for use in your classrooms. If so, discuss concrete steps to use them.
- Finally, discuss the possibility of adapting the activities so that they are appropriate for use with colleagues in the school and with members of the community.

Violence Prevention: Activities for Learners

Brainstorming and Discussion 1: Violent vs. Non-Violent Ways of Resolving Conflicts

Learning Objective: Explain the harm that violence can cause and the value of resolving conflicts in non-violent ways

Length: 15 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. Provide the following definitions to learners.

'Violence' is the intentional use of physical force or power, threatened or actual, against oneself, another person, or a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation".

'Non-violence' is responding without use of physical force or power. It is done through constructive communication. The knowledge and skills used to practise non-violent ways of resolving conflicts are the same as those used to develop healthy relationships and create peace.

2. In the large group, ask learners to brainstorm the harm that violence can cause. Write their responses on a chalkboard or flipchart. Examples may include:
    - People involved in violence can get physically hurt and possibly disabled or killed.
    - People involved in violence can get emotionally hurt and may develop ongoing emotional problems.
    - People who see violence, especially children, can experience ongoing emotional problems.
    - Violence can prevent learning. Fear of violence at school or on the way to and

from school can keep learners from going to school or decrease their ability to learn when they are at school.

- Communities can suffer socially and economically. Dealing with violence takes away resources from more useful purposes, such as education and health services.

3. Ask learners to brainstorm the value of resolving conflicts in non-violent (peaceful) ways. Write their responses on a chalkboard or flipchart. Examples may include:
   - People do not get hurt physically or emotionally.
   - People can learn to communicate and interact in healthier ways and then can develop healthier relationships.
   - Learners can do better in school and have a better chance of reaching their potential.
   - Communities can use more resources for positive purposes, such as improving education and health care.

Exercise: What's Your Belief?

Learning Objectives:

- List common beliefs about conflict and violence
- Challenge beliefs that support conflict and violence and replace them with non-hostile beliefs

Length: 35–40 minutes

Materials: A belief card and a copy of the "What's Your Belief?" handout for each group, pens or pencils

Instructions:

1. Divide learners into groups of 3 or 4 people each. If the numbers of learners allows, have seven groups so that there is one group for each of the seven different belief cards.

2. Give each group a copy of the "What's Your Belief?" handout.

3. Give learners about 8–10 minutes to complete the questions on the handout.

4. Ask each group to present and explain their responses to the questions about their beliefs, asking first whether they agree or disagree with the question.

5. After the presentations, review and discuss the learners' responses to the belief statements. Refer to the Teacher Background Information section (following this exercise) for some ideas to interject during the discussion of the belief statements.

6. Encourage all learners to offer their opinions and share personal experiences that support or refute any of the belief statements. Point out that these belief statements do not always hold true.

7. Point out that our beliefs affect what we choose to do in many situations. For example, people who believe that athletic skills are important might join a sports team and, thereby, improve their skills. People who hold beliefs that support violence may be more likely to resolve conflicts by fighting than by talking and negotiating.

8. Ask learners to think about how their own beliefs and feelings have changed as a result of the class discussion. Encourage learners to consider replacing beliefs that support violence.

9. Conclude this exercise by telling learners:

"Many things affect our attitudes and beliefs—our families, our friends, television, books, advertising, news coverage, and music. What we believe affects what we do. If we hold hostile beliefs, such as 'people are basically mean', then we are more likely to act in hostile ways. Therefore, it is important for us to think about our beliefs and try to understand where they come from and why they do not always hold true".

(Adapted from Slaby, R. G., Wilson-Brewer, R., & Dash, K. Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*, Education Development Center, Inc., 1994.)*

Teacher Background Information

Ideas to Interject During Discussion of Belief Statements

1. **"People are basically mean".**

   Point out to learners that this is a hostile belief that can lead to conflict and fights. Many factors contribute to this belief. Life experience influences whether people view others as basically mean or nice. The news media may also play a part in contributing to this belief. Repeated episodes of the nightly news tell us that the world is full of violence. But in fact, many people are kind most of the time. Learners can probably name several acts of kindness or times when people have been nice to them or when they have been kind to others.

2. **"Fighting doesn't solve problems—it just makes things worse".**

   Many learners will agree with this statement. (It is one of the two non-hostile belief statements included.) However, some may name situations where they felt it was appropriate to fight. Help learners see that fighting is rarely a good solution to their problems because it usually makes the problem worse.

   Point out that those learners who choose to fight may find themselves the losers. And when they win, they only create bitterness, risk, and retaliation, and they make themselves meaner. Thus, they create a vicious cycle of violence. Learners should also examine where the belief that "violence works" comes from. Ask learners to revisit examples from television and film that depict violence as a workable solution, and find the many misleading ways that violence is presented.

3. **"Fighting makes me feel powerful".**

   Some learners will agree with this statement. However, it is important for learners to recall times when fighting did not make them feel so powerful, for example, when they were beat up or rejected by other learners for fighting. Help learners understand that there are other ways to feel powerful besides fighting. One of these is to stay in control. Another is facing up to conflict and handling it in a positive way.

   Ask learners to think about a time when they were furious with somebody and gave in to their hot-headed thoughts; that is, they were essentially powerless to their feelings, they were giving in, and they were not directing their emotions into constructive solutions and actions. In addition, ask them to consider fighting as the coward's way out. Point out that true power comes from being able to handle a

situation non-violently. Another way of thinking might be: "Fighting makes me feel like I'm out of control".

4. **"Watching a fight and doing nothing is supporting the fight and makes it worse".**

   Help learners dispel the myth that bystanders have no effect on a fight. Point out that there really is no such thing as an uninvolved bystander, because bystanders, just by their presence, can contribute to a fight. Deciding to do nothing is a decision that has consequences. Even passively accepting a fight is lending support to it. For example, people in conflict sometimes feel they have to prove themselves when there are bystanders or else they will lose face.

   In these cases, bystanders might encourage others to move along or leave the scene themselves. This approach may be useful for bystanders who fear that they will get hurt if they try to stop a fight. But even in this case, good bystanders always try to seek help from someone who can intervene and stop the fight. For example, if the fight is taking place in your school or nearby area, you should encourage learners to tell the appropriate school staff member or any adult who can intervene so that they can help stop the fight.

   Bystanders who encourage a fight or cheer for the fighters contribute to the fight. Learners can probably recall times when they have seen people urge others to fight. People sometimes say provocative things just so that they can see a fight. Or sometimes people may just spread rumours or get others worked up over something trivial.

5. **"If I refuse to fight, then others will think I'm a coward".**

   This statement is based on an assumption about what others think or believe (such as, thinking that everybody supports violence). Learners are particularly susceptible to this kind of thinking, especially about violence. One way to challenge this belief is to ask learners as individuals, "If someone refuses to fight, are they a coward?" And ask, "Does this belief hold true for every situation?" Most learners will answer "no" to both questions, understanding that most situations are not helped or resolved through fighting.

   Another way to challenge this belief is to point out to learners that many brave people throughout history have actively opposed fighting and violence. Examples include Martin Luther King Jr., Susan B. Anthony, Caesar Chavez, and Mahatma Gandhi. Explain that these people, along with many other important leaders, supported non-violence. They met conflict head on and helped change the course

of history by directing their frustration and anger into creative and peaceful protest rather than violence.

A third way to refute the belief is to point out to learners that it is the coward who fights because he or she does not have the courage or the skill to take the harder path, which is thinking through the situation and finding a way to avoid violence. A more positive belief statement might be, "Most people who refuse to fight feel it is unnecessary because they can handle conflict without fighting". Ask learners if they can think of examples when they or their friends have refused to fight or support a fight.

6. **"Some people get hurt because they are looking for trouble".**

On one level, this belief blames victims, making them responsible for what happens to them. When people see or hear about others being victimized, they try to think of reasons it might have happened. Usually they attribute the act to something the victim did wrong.

Learners may say that they know of people who look for fights or who say things to provoke fights. When they say that the victim did something to encourage the victimization, they are also saying that they would never do what that person did. Therefore, learners are protecting themselves, that is, making themselves feel less vulnerable. Yet, if learners do not check this belief, then they are downplaying the roles of aggressors and bystanders.

It is important for learners to understand that violent acts involve victims, aggressors, and sometimes bystanders, and victims would not be victimized if it were not for aggressors and bystanders who approve of violence. It may also be worth noting that the victim may have been the original aggressor. Ask learners to name ways movies or television shows contribute to victim blaming (such as, victims of violence being shown as having no positive qualities).

7. **"If someone disrespects me, I have to fight them".**

The person who believes this thinks that people are out to get him and that violence is the only way to deal with them. Rather than focus on and address the problem—disrespect—he is ready to attack the person. Most of the time, it makes more sense to solve the problem rather than attack the other person. Many learners might say it depends on who the person is that showed them disrespect. In any case, if learners beat up the people who did not respect them, it does not guarantee that those people will stop. Chances are learners need more information before they can figure out why people showed disrespect for them and what to do about it.

Also note that for some learners, the issue of respect is paramount. Without respect, they believe that they do not have power and are, therefore, not safe. Ironically learners who believe that respect is everything may go to great lengths, even risking their own safety, to get it. Help learners understand that this heightened concern for respect and the belief that physical dominance ensures it puts them at risk for violence and injury.

Another way of thinking about respect that might help learners prevent violence is, "It's important to have respect, and I can do that best by keeping cool and staying in charge. I respect myself and people I care about too much to put myself in danger!"

HANDOUT

WHAT'S YOUR BELIEF?

Instructions: Each of the statements below reflects different beliefs that people have. Read each of the statements, answer the questions that follow, and discuss your own beliefs.

Belief Statements:

"People are basically mean".	"Fighting doesn't solve problems – it just makes them worse".
"Fighting makes me feel powerful".	"If someone disrespects me, I have to fight them".
"If I refuse to fight, then others will think I'm a coward".	"Watching a fight and doing nothing is supporting the fight and makes it worse".
"Some people get hurt because they are looking for trouble".	

Discussion Questions:

1. What does each statement mean?
2. Which of these statements can lead to violence? Why or why not?
3. Do you agree or disagree with each statement? Why? What is your belief?

Brainstorming and Discussion 2: Keeping Cool in Stressful Situations

Learning Objective: List ways to keep calm in stressful situations to prevent and resolve conflicts

Length: 10–15 minutes

Materials: Chalkboard and chalk or flipchart and marker

Instructions:

1. You could start by saying, "It is normal to feel frustrated and angry in stressful situations or when provoked or pushed by another person. However, it is important to deal with your feelings constructively so that you can keep cool and not hurt yourself or anyone else or make the problem worse. Keeping calm helps you to see the situation more clearly and to think through how to de-escalate the conflict. Now we'll brainstorm some ideas of how to keep calm".

2. In the large group, ask learners to brainstorm ways to help them stay calm in a stressful situation. Write the responses on a chalkboard or flipchart. Examples may include:
   - Take deep breaths and let them out slowly
   - Count to 10
   - Tell yourself to stay cool
   - Think positive thoughts
   - Imagine a calm scene
   - Back off from the trouble
   - Go for a walk
   - Talk with a friend or adult you trust

3. Now ask learners to brainstorm things they can say to themselves to help them stay calm. Write the responses on a chalkboard or flipchart. Examples may include:
   - "Stay cool".
   - "Don't let them get you upset".
   - "It's not worth it to get upset about this".
   - "I don't want trouble".

- "I can work this out".
- "I don't need to fight".
- "I can stand up to this guy/girl without fighting".
- "That person probably didn't mean to bump into me."

(Adapted from Slaby, R. G., Wilson-Brewer, R., & Dash, K. Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*, Education Development Center, Inc., 1994.)*

Role Play: Resolving a Conflict without Violence

Learning Objective: Demonstrate communication, negotiation, and conflict resolution skills to prevent violence when there is a conflict between two people

Length: 40–45 minutes

Instructions:

1. Explain that in this activity two people will role play a situation where they are having a conflict and need to try to resolve it. Read the following steps to keep in mind when approaching another person about a problem:
    - Choose a good time and place to talk (where you can listen to and talk with each other well).
    - Explain why you want to talk.
    - Keep cool.
    - State your position clearly and calmly.
    - Listen to each other's point of view.
    - Communicate positive messages.
    - Use humour to reduce tension.
    - Identify problems and possible solutions together.
    - Propose alternatives and work out compromises.
2. Divide learners into groups of 3 people each.
3. Ask each group to spend 3 minutes doing a role play in which there is a conflict between two people. The third person in the group serves as an observer to help in giving feedback when discussing the role play. Examples of issues might be:
    - You just saw another learner take one of your books and write notes in it, supposedly behind your back. When the book is back on your desk, you read the notes and feel hurt. You confront the other learner.
    - You have been dating your partner for several months. Then one day you see your partner flirting and getting close to someone else. Later that day you talk to your partner about what you saw because you think your partner might leave you for the other person.
    - You baked cookies for a friend's party. Your brother didn't know they were for a special event and ate half of them before you got to take them to the party. You approach your brother to talk about what happened.

Ask the observer to pay attention to the body language, facial expressions, tones of voice, and words used by both actors.

4. After the role play, ask the groups to discuss the following questions:
    - What do you think about how the characters handled the conflict?
    - What did they do to reduce or increase the possibility of a fight?
    - Do you think the problem was resolved?
    - What could they do differently next time?

5. Ask the groups to do the role play again, switching roles to allow different people to play different roles and experiment with responding in different ways. Then each group discusses the second role play.

6. Reconvene the large group for 10 minutes to discuss the questions above.

7. Conclude by reviewing the key steps that help resolve a conflict without violence.

(Adapted from Slaby, R. G., Wilson-Brewer, R., & Dash, K. Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*, Education Development Center, Inc., 1994.)*

Role Play: The Role of Bystanders in Preventing Violence

Learning Objectives:

- Describe the role of bystanders in preventing violence
- Demonstrate communication, negotiation, and conflict resolution skills to prevent violence with a bystander intervening.

Length: 50–60 minutes

Instructions:

1. Explain the three roles below:
   - An **aggressor** is a person doing harm to someone else.
   - A **victim** is a person being hurt.
   - **Bystanders** are the people who are at the scene of an unsafe interpersonal interaction but are neither the aggressor nor the victim. Nevertheless, they play a role in the situation.
2. Tell learners that when bystanders intervene, they need to consider two important things: (a) their own safety and (b) how to help decrease and end the violence rather than contribute to increasing it. If there are more bystanders than aggressors, the bystanders can use the power of the presence of the others to intervene without violence.
3. Read the following steps for intervening:*
   - Stay calm.
   - State your position clearly and calmly.
   - Listen to and understand the points of view of the victim and the aggressor.
   - Define the problem in a way that will prevent or stop a fight and decrease the tension.
   - Communicate positive messages.
   - Consider using humour to reduce the tension.
   - Identify the problems and possible solutions with the victim and the aggressor.
   - Propose alternatives and work out a compromise.

Also say that when intervening, it is important to pay attention to everyone's body language, facial expressions, tone of voice, and the words they use, including your own, in order to reduce the tension.

4. Ask if there are any questions.

5. Divide learners into groups of 4 people each.

6. Ask each group to do a 5-minute role play that depicts one of the following two scenarios. In each role play, there should be one aggressor, one victim, and two bystanders. One bystander will intervene. The second bystander will be an observer to help in giving feedback when discussing the role play.

    a. Two people on school grounds are saying loud and hostile things to each other and look like they are about to get into a fist fight. One of the bystanders thinks about intervening to prevent a fight. What happens next?

    b. A boy and girl on a date at a party are having an argument. It looks like they might start hitting each other. One of their friends, who is nearby, thinks about intervening to prevent a fight. What happens next?

7. After they do the role play, ask the groups to discuss the following questions:

    - What do you think about the way the characters handled the problem?
    - Do you think they resolved the problem?
    - Are there any additional ways the bystander could have responded?

8. Ask the groups to do the role play again, switching roles to allow different people to play different roles and experiment with responding in different ways. Then each group discusses the second role play.

9. Reconvene the large group for 15 minutes to discuss the questions above. If both of the scenarios were done, be sure to discuss both of them.

10. Conclude by reiterating the important role that bystanders can play in preventing violence.

*(*Adapted from Slaby, R. G., Wilson-Brewer, R., & Dash, K.* Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*, Education Development Center, Inc., 1994.)*

Endnotes

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