

TEACHER'S MANUAL (INSTRUCTION OF LESSONS FOR FACILITATORS)

VERSION MALAWI-
FOR TEACHER TRAINING COLLEGES (TTC'S)

RutgersWPF



Ministry Of Education

TEACHERS' UNION OF MALAWI



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The World Starts With Me

Teacher Manual (introduction)

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PROLOGUE

Welcome teachers,

"The World Start With Me" (WSWM) has been developed as an interactive computer programme. This manual contains the information as presented on the CD-Rom and the website. It can be read or used as a textbook; however it is not as complete as the internet version. In the text you will find some references to the WSWM CD-Rom or the website for specific information or exercises that for practical reasons could not be included in the textbook.

First you will find an " **Introduction**" that provides background information about the curriculum, its use and frequently asked questions. This is followed by the '**Quick start: Using the WSWM curriculum**', containing a description of the training methods used, an explanation on how to use the WSWM curriculum and a guide for school registration on the WSWM website. It is recommended to read the instructions carefully, also when you don't have access to the internet, because they explain how the curriculum is built up.

The World Starts With Me is a complete Sexual and Reproductive Health (SRH) curriculum in 11 lessons for young people aged 12 to 19. It also includes 4 lessons on computer skills, combined in lesson 0 (0/1 to 0/4). These can be done before starting with the SRH curriculum, when working with the WSWM on the computer. The numbers 1 to 11 refer to the lessons on Sexual and Reproductive Health. Each lesson starts with a listing of the content for that lesson.

Lessons are a combination of information via attractive presentations, creating work on the computer and group work such as role plays and discussions. The virtual peer educators Chimwemwe and Kondwani are there to help you out.

We hope that you will enjoy teaching / facilitating this course and using this curriculum. For any further questions please submit your question to the teachers' forum or mail: wswm@rutgers.org
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INTRODUCTION

The World starts with me (WSWM)

The World Starts With Me is a complete digital Sexual and Reproductive Health & Rights curriculum for young people in an in-school and out-of-school setting. *The World Starts With Me* combines IT skills building with creative expression. With this curriculum, Rutgers WPF aims to contribute not only to the improvement of young people's sexual and reproductive health but also to their social and economic development.

The curriculum aims to make sexual and reproductive health more real and appealing to young people by combining sex education with useful and fun IT skills. The overall goal is to give young people self-confidence and control over their own lives by supporting them in well-informed decision-making. WSWM uses active and creative learning. The exercises help students to internalize the essential message, learn crucial life skills and explore new behaviours.

The curriculum is adaptable and flexible so it can be used for different groups in different situations. The curriculum aims at both school going young people and early school-leavers, aged 12-20, to be reached through schools with computers and Telecenters.

WSWM for Teacher training colleges in Malawi

In Malawi we have adapted the curriculum for the setting of teacher training colleges (TTC's). Doing so, we aim for two objectives:

1. Students (future primary school teachers) learn about their own sexual and reproductive health and rights;
2. Students learn how to facilitate the WSWM curriculum to their future primary school students.

Computer based & advantages

The basis of the program is a cd-rom where all required educational materials are available. The cd-rom consists of a student's section and a teacher's section, so both groups have tailor made information.

The advantages of combining the computer and sexual and reproductive health education are:

- the medium is attractive and useful for students;
- students experience more privacy sharing in small groups behind the computer, instead of in plenary
- teachers are facilitated in dealing with sensitive topics that are generally hard; to talk about, especially for teachers that are new to the field.
- the medium makes new methods possible, where old behaviour codes can be re-examined in a new light;

The programme is easy to use and can be adapted quickly, based on user feedback. The safe environment of E-learning and the self-guided, student-driven learning process facilitates interactive education on sensitive issues. The uniform, systematic learning process ensures quality across different sites. Combining text, audio and visual effects effectively helps to shape knowledge, attitudes and skills in a process of social learning by modelling.

Program description

WSWM is a sexual health and HIV/AIDS prevention curriculum. There are **eleven lessons**, whose learning objectives, assignments, warming ups, presentations, games, tools, guidelines and stories are all available in an online student version and a teacher version. The program finishes with an **exhibition**, in which the students show to their peers an family what they have learned.

| Lesson | Topic |
|-----------|---|
| lesson 1 | Emotional changes |
| lesson 2 | Body changes |
| lesson 3 | Gender&rights |
| lesson 4 | Friendship&support |
| lesson 5 | Love&sexuality |
| lesson 6 | Pregnancy |
| lesson 7 | STI's&safe sex |
| lesson 8 | HIV and supporting HIV positives |
| lesson 9 | Sexual harassment and abuse |
| lesson 10 | Future dreams and applying the curriculum |
| Lesson 11 | Preparing Exhibition |
| Activity | Exhibition |

Extra lessons for TTC

For the teacher training setting, we have added so called ‘**facilitation lesson**’, in which the students learn about the fundamentals of facilitating a comprehensive sexuality education. Read more about that in the facilitation lessons in this manual.

Who is it for?

WSWM has been produced for young people in the age range of 12-19 year in Malawi. It has been designed to be used in upper primary schools, secondary schools and out-of-school facilities such as Telecenters and youth organizations, in a student-facilitator situation.

The TTC version of WSWM is based on the same content, so future teachers go through the same material as their future students. Most content is applicable to even students above 19 years of age though.

Youth and teacher-friendly

The programme is youth-friendly. It is, however, also friendly to teachers, in the sense that teachers will find all the materials and instructions they need, plus the assistance of peer educators Rose & David, who introduce detailed information on sexuality and sexual health. The first version was made for Ugandan youth and has already been implemented; by now in 2014 more than 13 countries have adopted the program.

Training method

The training method consist of three components: **1. transferring knowledge, 2. training (communication/social) skills and 3. changing attitudes.**

Transferring knowledge can be done by using the computer (e-learning). Training skills can partly be done by e-learning and partly by practicing skills in role-playing activities. Influencing attitudes, values and standards can partly be developed and changed by e-learning, but definitely requires the support of a ‘real-world’ trainer in addition. It is our experience that contact hours are being enjoyed because they involve a different kind of knowledge transfer: The trainer’s role is that of a facilitator rather than a source of knowledge. The facilitation lessons in this curriculum show you what facilitation actually means, and how that differs from teaching,

One condition for successful e-learning, of course, is the high quality of the online materials, but also the balanced mix of educational methods. The course aims to effect behavior change in the students. The course has been developed on the basis of defined and measurable learning objectives.

The session outlines present both students’ and facilitator’s activities, as well as the materials and tools (content and facilities) and time schedule. Transfer of knowledge takes place mainly through information in flash presentations.

Structure of every lesson

- The lessons usually start with a theme-based warming up, followed by a presentation by Chimwemwe and Kondwani, the virtual peer educators. Chimwemwe and Kondwani are the main sources of knowledge in this curriculum.
- The next step is often a game (such as the body change game, the personality game, the gender game or the safe sex quiz) which serves to help students internalize information and explore opinions.
- The next step and the main part of most lessons is the assignment. The assignment is most of the time a creative activity. For example, the students may have to create a storyboard, art work or do a role play using digital means.

Digital Peer educators: Chimwemwe and Kondwani and their friends

Please meet the main characters of the program: Chimwemwe and Kondwani. They are the central peer educators of the program, and show up in every presentation. They introduce all topics of the curriculum to the students, and model healthy, consensual and supportive behaviour to the students. Being able to identify with peers instead of a teacher, can make it easier for students to adopt



attitudes and skills.

Chimwemwe and Kondwani also have a lot of friends. They also show up in the presentations and show different aspects of different choices you can make in love and intimacy, making sure that all kinds of students can identify with the program.



Conducive atmosphere

To achieve the best results and the greatest probability of behaviour change in students, the session materials and the teachers need to be top quality. The sessions should be fun and informative at the same time. To enhance the chances of success, we also recommend that you create a conducive atmosphere. Creating a conducive atmosphere goes beyond setting rules and guidelines; it is about a certain attitude. Therefore, we would like to recommend some ground rules for you to keep in mind:

1. **Respect** - Give undivided attention to the person who has the floor.
2. **Confidentiality** - Whatever we share in this group will remain in this group.
3. **Openness** - We will be as open and honest as possible, but we will not disclose or discuss other people's (family, neighbours, friends) personal or private issues or lives. It is okay to discuss situations as general examples, but we will not use names or other identification. For example, we will not say, 'My older sister did...'
4. **Non-judgmental Approach** - We can disagree with other people's point of view or behavior without judging them or putting them down.
5. **Sensitivity to Diversity** - We will remember that group members may differ in cultural background and/or sexual orientation. We will be careful about making insensitive or careless remarks.
6. **Right to Pass** - It is always okay to pass, to say 'I'd rather not do this activity' or 'I don't want to answer this question'.
7. **Anonymity** - It is okay to ask a question anonymously (using the suggestion or comment box), and the coordinator will respond to all questions.
8. **Acceptance** - It is okay to feel uncomfortable. Adults often feel uncomfortable too when they talk about sensitive and personal subjects, including HIV and sexuality.

QUICK START: USING THE WSWM CURRICULUM

We offer you two manuals:

1. **The teacher's manual:** here you find instruction for every lesson and pedagogical tips
2. **The students' workbook:** this contains all the tools and materials to be used (the handouts of presentations, worksheets, glossary etc.)

TEACHER'S MANUAL AND PAGE

Whether you use the online digital curriculum or the CD-ROM or the printed course book, this manual will help you to use the full potential of this combined ICT/Sexual and Reproductive Health curriculum. Here you find information that will help you get started.

Quick start

1. First start-up the cd-rom according to the instruction in the **installation guide** (see table of contents)
2. In The World Starts With Me, there is a teachers' section, which is only accessible to teachers and provides background information, clear guidelines and timing per exercise for the trainers to teach the sessions themselves.

To access the teacher's section you need this password: **Password = WSWM2014**

3. You will see this screen on your computer

Teacher page:



4. Below the blue banner with the peer educators Chimwemwe and Kondwani you see the **horizontal lesson menu**. If you click on one of those buttons, it will take you to the instruction of that lesson.
5. **Each lesson is built up in a similar way:**
Please start reading the **introduction** (introduction, key messages, lesson aims and main topics) before moving on to the rest of the lesson. This will give you a good idea about the **key messages** of the lesson you should focus on as a facilitator.

The **objectives** show you what kind of knowledge, attitudes and skills your students should have learned at the end of a particular lesson and topic. You can use this list to check whether they are up to speed.

- Knowledge= What a students should know after the session;
- Attitude= How the student should feel about certain issues after the session (attitude);
- Skills= What a students should be able to do after the session.

For actually carrying out the lesson activities, you need **Today's program**, **Lesson instruction** and the section, **Tools, games, materials and examples**. **Please note that the lesson materials (worksheets and handouts etc) are not in the teacher manual, but in the students' workbook.**

In the session outline (**today's program**), all session activities and exercises are listed in a proposed order and time frame. Depending on the teacher's judgment and the school's possibilities, there are some optional exercises that can replace exercises in the proposed outline. There are also alternative exercises in case there are too few computers. If the computers are connected to the Internet, there are some extra search options.

The facilitation lessons in this TTC-version of WSWM have a somewhat different structure,

Generally there are 4 or 5 activities in every lesson:

1. An introduction to the session or reflection on the previous session. (**Introduction & Reflect**)
2. A game or exercise to warm up (**Warming up**)
3. A presentation by Kondwani and Chimwemwe. (**Presentations**)
4. A group activity - to be performed at the computer or on paper.
5. Conclusion and homework

please read the facilitation- paragraphs to learn more (see table of content).

Introduction & Reflect: An introduction to the session or reflection on the previous session

Warming up: The Warming Up exercises are all designed to take five minutes to introduce the session thematically. A warming up gets young positives relaxed and focused and should make it easier for them to deal with the subject of the session.

Presentations: After the warming up, most sessions start by informing students about the topic of the session: the knowledge component. This is done in flash presentations, which are to be found in [tools]. The presentation will open in a new window.

To be able to watch this presentation, we recommend you use Google Chrome, that has an installed flash player (see the section 'installation guide'). Some presentations include discussion questions, which require students to work at the computer in small groups (two or more students). If there are only few computers, you can either have students read the presentation slides out loud or use a printed version for some groups.

Exercises: After the presentation, students are going to be working work with their newly acquired knowledge. The exercises help students to internalize the essential message, learn crucial life skills and explore new behaviours.

Homework: Homework exercises are given at the end of each session outline. The aim of the homework exercise is for students to reflect and to ensure that they incorporate the information they have learned and the experiences of the sessions into their everyday lives.

Most homework exercises do not take much time but aim to make students aware of their own and other people's attitudes and take note of a few examples. At the beginning of the course, all students should have a notebook (Top Tip Peer Book) to write down their homework exercises for this course. At the beginning of each session, the teacher will ask a few students to tell something about their reflection.

Computers

Each session needs to take place in the computer lab; students spend approximately 50% of their time behind the computer or working on paper and 50% doing group work such as discussion and role play. Two to four students sharing one computer would be ideal. If there are not enough computers to go round, you can still do the World Starts With Me: there is an alternative for each activity. Students can either do a completely different exercise replacing the computer exercise, or, in most cases, they can do the exercise on paper using their students workbook.

NOTE: if computers are available we highly recommend you use the computer instead of the paper manuals. The computer has many advantages over the paper manuals.

All sessions take an hour and a half, no matter which version of the exercise you choose.

If more than half the students have no or not enough computer skills, there is a **pre-course consisting of four sessions in basic digital techniques**. These pre-sessions are 80% computer-based to each students the basic skills they need for the main course, such as mouse clicking, saving files, opening and saving in MS Word, surfing on the Internet. The Basics of the Computer can be found under button 0.

If half the students have some basic computer knowledge, experience has shown that these students can assist the students who have no skills at all, to develop sufficient computer skills in the course of the 11 WSWM sessions.

Tools, games and materials

In the tools section, you can find the students' page that students will see on the computer as well as the tools that are available on their tools, games and materials page; the presentations of Chimwemwe and Kondwani; explanations and guidelines for games; handouts and examples.

STUDENTS' PAGE AND MANUAL

Students have their own page in the WSWM program. It has similar elements, but is mainly focussed on offering the key messages, outline lesson program and the tools, games and materials. The students' manual is a workbook with all the tools and materials in paper. If for any reason the computers don't work, you can still carry out the program. Also you as a facilitator can use the workbook for preparing your lessons.

Student page

The screenshot shows the 'Student' page interface. At the top, there are tabs for 'Student' and 'Teacher'. Below is a banner with the title 'The WORLD Starts With ME' and an illustration of a man and a woman. A navigation bar below the banner contains buttons for Lesson 1 through Lesson 11. The main content area is titled 'Lesson 1: The World Starts With Me' and contains an 'Introduction' section with text about emotional ups and downs in puberty, self-esteem, and diversity. A sidebar on the left lists menu items: Introduction, Key Messages, Today's Program, Tools, Games, Materials, Examples, and Services & Support. The footer includes the copyright notice '© WSWM 2014'.

Important for TTC's

TTC students will practice facilitating the WSWM lessons themselves. For this reason they also need access to the teacher's page on the cd-rom, and the teacher manual, **during the facilitation lessons.**

- For the regular lessons students can use the **students page** (and the workbook).
- For the **facilitation lessons**, and preparing activities from the practice lessons you also need the **teachers page** (and the teacher manual)

FREQUENTLY ASKED QUESTIONS

Do young people in Malawi have access to computers?

While computer access is currently still scarce, the number of computers is growing. There are an increasing number of initiatives to help provide computers to schools and youth centres. On the TTC's the computers tend to be basic and there are four or five students per computer. The programme has been designed for such a setting. The latest version of the programme allows all exercises to be done without the computer where necessary.

Aren't there enough AIDS prevention programmes already?

There are many initiatives, tackling the issue of HIV/AIDS from many angles. Most people agree that prevention is better than cure. This programme is interesting because it embeds HIV/AIDS prevention in a wide range of health issues, such as knowing yourself better, sexuality, teenage pregnancy and sexual abuse, using a rights-based approach in line with WPF policy. It also incorporates useful job skills in computer literacy.

Is this programme suitable for young people who are illiterate?

The programme has been developed for students who can read English. We hope to broaden its reach by developing versions for illiterate people, in other languages and for younger children.

Are teachers equipped to teach/facilitate this programme?

Teachers of this programme are given a one-week training session to learn more about sexual and reproductive health and rights and about using this programme. To facilitate as broad a range of teachers as possible, teachers need neither be sexual health experts or IT experts to teach/facilitate this programme as it is very user-friendly and all necessary contents have been incorporated into the programme.

How do young people participate in this project?

The project was developed in co-creation with teachers, sexual and reproductive health specialists and young people from Malawi, and is based on an evidence based version of the program. The form, content and usefulness of the programme was extensively tested by students and teachers from several countries, and has been piloted in Malawi.

Where did the name 'The World Starts With Me' come from?

The name was chosen for its implicit emphasis on personal choice and responsibility.

Can this programme be easily adapted to other settings and languages?

In principle, this programme can be adapted to any language or setting. We first need to look at the target group and adapt the contents to meet their needs. It is relatively easy to adapt the program in a technical sense, such as updating the pictures and texts on the website.

Can anyone start using this programme?

Using the programme is not restricted but even encouraged. Teachers using the programme will receive an advance training session and will be backed up by sexual and reproductive health experts when they have questions. Further agreements will be made with a local youth-friendly, medical and counselling service to assist young people who come forward with problems the teachers are not equipped to deal with. If you are interested in using this programme, please contact wswm@rutgerswfp.nl

In how many countries is the program being used?

Currently, the program is being used in 13 countries in Africa and Asia.

CREDITS

The World starts with me (WSWM)

The World Starts With Me is a complete digital Sexual and Reproductive Health & Rights curriculum for young people in an in-school and out-of-school setting. *The World Starts With Me* combines IT skills building with creative expression. With this curriculum, Rutgers WPF aims to contribute not only to the improvement of young people's sexual and reproductive health but also to their social and economic development.

The world starts with me version for TTC-Malawi

This version of the world starts with me was adapted for the context of students in Teacher Training Colleges in Malawi. It was developed by Rutgers WPF in close collaboration with the Teachers Union of Malawi (TUM) and students and tutors from several TTC's.

Partner organisations involved were: Family Planning Association Malawi (FPAM), Education Expertise Development Foundation (EEDF) and Foundation Children's rights (FCR). We also had the support of an advisory board with stakeholders from key organisations in Malawi. The program has been developed with support from Edukans/Educaids and IICD.

Rutgers WPF is responsible for its content and approach on sexual and reproductive health. TUM is in charge of its implementation.

The first version of *The World Starts With Me* was originally developed in 2005 by Rutgers WPF and Butterfly Works in close collaboration with Schoolnet Uganda and young people, teachers and artists in Uganda.

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Special thanks

We would especially like to thank Teacher Union Malawi (TUM) and all tutors, trainers and students involved in the programme, who have enormously contributed in the development and improvement of this curriculum.

Rutgers

Rutgers, a Dutch non-profit NGO, aims to advance the sexual and reproductive health and rights of all people worldwide, with a focus on young people and women in developing countries. To this end, Rutgers advocates in the Netherlands and Europe for supportive policies and means and supports existing needs of local governments and NGOs in developing countries with projects, consultancy, capacity building and training programmes. Rutgers addresses young people's needs for information and services with a human rights based approach, so they will be able to safeguard their own sexual and reproductive health. Promoting gender equity and youth participation are guiding principles for the support of young people in taking well-informed decisions and advancing their rights to self-determination and to freedom from coercion and discrimination.

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Teachers union Malawi (TUM)

Teachers Union of Malawi is an independent, democratic and sustainable organization which is committed towards: - unifying all teachers, promotion of quality education, enhancing teacher

professional development, improving Teachers Conditions of Service, ensuring gender equity, combating HIV and AIDS Pandemic, Promoting human, Women's and Children's Rights and securing a better and conducive learning environment for all children in Malawi. TUM sees Comprehensive Sexuality Education (CSE) as an important component in promotion of quality education in Malawi that enables young people to make well informed decision on their sexual health. Thus why TUM strongly support the WSWM programme which enhances teachers' capacity in delivering sexuality education to young people.

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Materials used

If you click around, you will find all kinds of images, pictures, games, texts and even parts of songs in this programme. Most of its content was specifically developed for this programme. Occasionally, we used materials we found on other websites. Wherever possible, we mentioned sources of these materials and asked for their owners' consent. However, we regret to say that we have not always been able to trace or reach them. Therefore, if you do not approve of your material being used for this curriculum, please send us an email and we will solve it.

Just for the record: this whole curriculum has been made for the benefit the young people in Uganda on a non-profit basis.

CONTACT

Malawi: If you are a Malawi-based teacher, headmaster, counsellor, health worker or programme manager and would like to receive information on how to incorporate WSWM into your own work, we would like to hear from you. Please contact TUM:

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Other: if your are interested in the program, and from another country, please contact Rutgers: wswm@rutgerswpf.nl.

Using WSWM? Also please contact us before using, linking or copying *The World Starts With Me*. Rutgers: wswm@rutgerswpf.nl

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