**WHY WAIT REPORT FOR 2014-15 ACADEMIC YEAR**

**Preamble**

The WHY WAIT? Life Skills Curriculum is tailor-made to specifically address, in age- and culture-appropriate ways, the needs of primary school pupils from Standards 5 to 8. It is a life skills character development curriculum. It addresses the importance of worldview, which shapes both the individual’s beliefs, values and behaviour, as well as those of the society at large. The goal is to encourage the development of character, which results in behaviour that will be beneficial not only to the individual in his/her own life, but also to the lives of his/her fellow human beings.

The objectives are to transfer to students *knowledge*, *skills*, and *desire*:

* *Knowledge*⎯*what* to do and *why*
* *Skills*⎯*how* to do it
* *Desire*⎯*to do* it

In the process of teaching the curriculum, the teachers themselves learn the life skills that they are teaching the pupils. Most teachers never had the opportunity to learn these life skills when they themselves were in school. In addition, the teachers acquire in-depth knowledge about HIV/AIDS, alcohol and drug abuse, and other risky behaviours, which enables them to counsel their pupils competently.

The program is highly sustainable because all teachers who are trained to implement the programme are Ministry Of Education employees and will continue to implement the program in their schools.

### Overall objective

The overall objective of this proposal is to positively impact the lives of pupils in their schools, curtail the further spread of HIV/AIDS and ensure morally upright youths. This is done by training Primary school teachers in the WHY WAIT? Program. The progressively healthier lifestyles of the teachers and pupils will have a combined ripple effect on the communities, in which they live and engender social responsibility in all areas of national endeavour.

This overall objective is achieved by executing the following:

1. Expanding teachers’ knowledge about the nature of HIV/AIDS;
2. Developing in teachers more positive and responsible views about sex and sexuality, so as to enable them to do likewise in their pupils;
3. Promoting among teachers debate on sex-related values and beliefs;
4. Examining cultural influences which condone premarital and extramarital sex and prevent critical discussion of sex and sexuality issues;
5. Developing the capacity of the school communities to assist in eliminating or modifying cultural values, beliefs, and practices that facilitate the spread of HIV;
6. Changing teachers’, and ultimately pupils’, sexual beliefs and attitudes;
7. Destigmatizing HIV-infection by breaking the culture of silence;
8. Adapting the socialization process of boys and girls, to ensure that they stay healthy, knowledgeable, and responsible.

**Narrative report**

The academic year started with refresher courses for head teachers and their deputies for all the participating forty-three schools. (A total of 98 officers including Primary Education Advisors attended the refresher courses). Previously it was only the head teachers that were participating in the trainings. This time around it was decided that the deputies be part and parcel of the training sessions. This decision came about because during visits to the schools when the head teacher was not there it was the deputy who had to answer questions pertaining to the programme. This in some cases was a problem because the deputies were not conversant with the programme.

Visits to the schools after the training have proved that the idea to train the deputies was a good move. The deputy head teachers ably handle issues pertaining to the project. This has greatly improved the delivery of the project in the schools.

FLAEM is also very appreciative of the cooperation that it receives from Primary Education Advisors and the District Education Manager’s office. The two offices facilitate flow of information from FLAEM to the schools. FLAEM does not take this for granted.

There has also been a great improvement on completion of monitoring forms by teachers in the schools. The head teachers have also assisted a lot in this area as they too complete their own forms. The completion of the monitoring forms is also assisting the teachers to follow the progress of their own work. All teachers have this time around made objective comments on how the project is going on in their individual classes.

There were problems in some schools following heavy rains in January and early February. In some areas houses collapsed and owners of such houses sought refuge in the schools. This affected teaching and learning in those schools (as the class rooms were being used as houses).

In summary, the delivery of lessons went well and there was a big improvement from most of the teachers. There is evidence that the teachers too find the lessons helpful in their own lives. Why Wait is therefore not just benefitting the learners but teachers too (killing two birds with one stone).

Below are some of the comments derived from the monitoring forms.

**Achievements (Positives)**

-Learners are able to understand how special they are and understood the importance of working together. This helps them to collectively find solutions to the problems they face even in their respective homes.

-Activities from the topics have assisted the learners to understand certain things from subjects to which the activities are related

-Interactions with the community (where learners have gone out to do some manual work in the community) have helped to improve the relationship of the community and the schools. Sometimes the community has looked at teachers as ill-treating their wards but the interactions have helped the community understand that schools have a standard that each learner has to adhere to.

-The lessons e.g. on “Nobody is a Nobody” and “Working Together” have helped to create a conducive environment for all learners in the schools regardless of the status of their families or disabilities of some of the learners.

-Instead of simply emphasizing on rights as is the case with human rights issues, Why Wait helps to bring a balance by teaching responsibilities as well. This is critical in the up bring of the learners.

-The lesson on Family Hospitality (Standard 6) was a true reflection of some of the learners who are at times ill-treated by their own parents. At Mulanje Mission School, some of the learners decided they were going to talk to some of the parents who ill-treat their children.

-There have been noted changes in the lives of the learners both spiritually and socially

-Nkanda Primary school has noted that there is a reduction in school drop-out especially in standard eight and believes that Why Wait has contributed to this change

-There is an improvement in the way learners take care of their bodies (hygiene)

-Learners are able to explain why they should wait (delay sex)

-Community members around Mapereka School in Mulanje reported that there is a positive change in the lives of pupils. The pupils are now respecting elders more than they used to do. This was reported at a Pupils-Teachers-Meeting which was held at the schools. The pupils also view the need to protect themselves from contracting HIV not just as a personal thing, but rather a command from God (who demands that they abstain from pre-marital sex). They have also learnt that they need to be careful before they receive gifts as some of the gifts may be given with wrong motives especially for girls who may eventually be asked for se favours.

-The talks that FLAEM gives to the schools have proved to be valuable to only to the learners but parents too. A typical example was when a mother of a standard five girl who is HIV positive phoned asking for help on how her daughter could cope with the situation. FLAEM is therefore recognised as a partner even by members of the community.

-The importance of keeping statistics which FLAEM encourages in the schools is bearing fruits. Some head teachers are able to follow the developments in their schools with statistics. For example, the head teacher of Nalipiri School was able to clearly mention the change in the school dropout owing to pregnancy. He said that four girls dropped out in the first term while only one dropped out in the following two terms.

-Learners were assisted to identify their own strengths and weaknesses (in the lesson on Character Traits). This has assisted learners to know what things to maintain in their lives and what to work/improve on. In most schools this resulted in learners forming groups to be assisting each other on subjects they felt weak. In a good number of schools pupils stayed on after normal class hours to assist each other. Other pupils started coming to school earlier than the starting time so that they could have time to help each other before start of classes.

-Nearly all the schools have reported on improved behaviour of the learners. Examples of the noted behaviour include:

(a) Proper care of school property

(b) Assisting each other

© Offering to pray during morning assembly

(d) Being polite to teachers

(f) Issues of retaliation and aggression are reduce among the learners

(g) Reduced cases of theft among the learners in classrooms

(h) Nkanda School has reported less absenteeism on the days that Why Wait is taught.

(i) Decline in school drop-out due to pregnancies

(j) Reduction in boy-girl relationships

(k) Increased self-esteem especially for female learners brought up in an environment where they are treated as inferior to their male counterparts

(l) Better management of emotions and conflicts

(m) Learners are empowered with knowledge and information to avoid sexually transmitted infections including HIV

(n) Learners realize the dangers of pre-marital sex and early pregnancies.

**Challenges**

-Many teachers feel that there is need for learners to have text books as this would help them understand the lessons better. However, this challenge will have to be there for now since the owners of the progrmme (SAFE) do not have the text books

-Lack of text books is affecting the learning process as learners have to listen to the teacher read long passages from which they are expected to answer questions.

-There was a delay in the payment of teachers in the months of October and November 2014. This resulted in teachers in most schools going on strike. This meant that for some weeks there was no teaching. As such the number of lessons covered were fewer than expected.

-Learners that have no Bibles in their homes have difficulties memorizing verses where required.

- Some schools have lost the Teachers’ Manuals for the different classes due to a number of reasons. Some teachers took the books with them when they were posted to different schools (the books are highly valuable and not available on the market). Head teachers have been advised to ensure that all Why Wait teachers hand over the books when they are posted away. However, there is need to photocopy the books (SAFE does not have the books in stock). To be able to do this, additional funds will be required.

- Some teachers who are teaching Why Wait have not been trained. Training the teachers will give them confidence to handle the material and therefore improve on delivery.

-Peer pressure which pushes some of the learners into engaging in risky and socially unacceptable behaviours such as sexual promiscuity, drugs and alcohol abuse

-Lack of moral guidance among some learners due to loss of parents, or uncaring attitude of those in parental roles The death of parents has several implications on a child's life, including: loss of financial support and ultimately inability to access the basic necessities of life such as food and in some cases this leads to learners engaging in risky and socially unacceptable behaviours such as sexual promiscuity, drug and alcohol abuse and theft. In very unfortunate cases orphaned children are subjected to sexual and other abuses by foster parents and others who assume parental roles

-Poverty arising from parents not having gainful employment or loss of an income earning parent. As a result of this some pupils drop out of school or absent themselves on some days to do piece works for food and other necessities.

-Acute understaffing in some schools compels inadequate teaching of WHY WAIT as teachers focus more on traditional subjects. The staffing situation on the ground sometimes demands that some trained Why Wait teachers be deployed to infant classes where the subject is not taught.

**Way forward**

1. FLAEM will continue to discuss with the teachers during visits to the schools to see how the challenges could be handled to find solutions to the problems or minimize the problems. The good thing is that in some cases teachers are already addressing some of the problems. For example, the lack of Bibles, some teachers are encouraging pupils to form study groups where they could be sharing Bibles with those who have them.
2. Strive to ensure that all those who are assigned to teach the subject are well conversant with the content of the subject so that they teach it with confidence, and without avoiding any topics
3. Continue encouraging the trained teachers to be morally upright so that they become role models for the learners
4. FLAEM has trained over 200 teachers since the programme commenced. Some of the teachers have been posted to schools where the programme is not being executed. If more funds were secured, it would be easy to extend the work to such schools where the trained teachers have been posted.
5. FLAEM will encourage creativity among the teachers so that they also use the potential they have. A good example is a new song that was composed by one of the head teachers. The song is now being sung in most of the schools. It is very simple but meaningful. The words of the song are:

***Why Wait?***

 ***Why Wait?***

 ***Because we are special,***

 ***Because we are special,***

***We have to wait,***

***We have to wait.***

**Statistics of the work done:**

|  |  |  |
| --- | --- | --- |
| Zone | Schools | Number of learners accessing Why Wait lessons per class |
| **Class 5** | **Class 6** | **Class 7** | **Class 8** |
| Boys | Girls | **Total** | Boys | Girls | **Total** | Boys | Girls | **Total** | Boys | Girls | **Total** |
| Maveya | Ruo | 40 | 68 | **108** | 40 | 85 | **125** | 61 | 32 | **93** | 28 | 35 | **63** |
| Nalingula | 48 | 45 | **93** | 18 | 32 | **50** | 38 | 20 | **58** | 22 | 25 | **47** |
| Zimbo | 120 | 115 | **235** | 99 | 103 | **202** | 111 | 98 | **209** | 47 | 38 | **87** |
| Namame | 95 | 78 | **163** | 55 | 69 | **124** | 62 | 77 | **139** | 50 | 39 | **89** |
| Chiringwe | 27 | 28 | **55** | 46 | 42 | **88** | Junior School (up to standard 6) |
| Maveya | 49 | 52 | **101** | 45 | 56 | **101** | 35 | 32 | **57** | 29 | 24 | **53** |
| Chisambo | 42 | 38 | **80** | 33 | 31 | **64** | 32 | 27 | **59** | 38 | 22 | **60** |
| Songwe | 93 | 88 | **181** | 44 | 48 | **92** | 28 | 36 |  | 10 | 7 |  |
| Ngangala | 100 | 126 | **226** | 131 | 117 | **248** | 55 | 54 | **109** | 54 | 37 | **91** |
| Mabanja | 65 | 55 | **120** | 42 | 37 | **79** | 34 | 38 | **72** | 30 | 32 | **62** |
|  | Lujeri | 45 | 42 | **87** | 43 | 37 | **80** | 43 | 41 | **84** | 53 | 49 | **102** |
| GRAND TOTAL | 724 | 725 | **1,449** | 596 | 657 | **1,253** | 499 | 455 | **954** | 361 | 308 | **669** |
|  |
| Chambe | Pasani | 88 | 69 | **157** | 60 | 69 | **129** | 42 | 42 | **84** | 62 | 18 | **80** |
| Nolo | 34 | 47 | **81** | Junior School (up to standard 5 only) |
| Kambenje | 63 | 73 | **136** | 49 | 52 | **101** | 31 | 42 | **73** | 34 | 16 | **50** |
| Nansato | 49 | 66 | **115** | 56 | 68 | **124** | 33 | 48 | **81** | 35 | 33 | **68** |
| Samson | 111 | 80 | **191** | 103 | 88 | **191** | 79 | 82 | **161** | 120 | 46 | **166** |
| Sukayakwe | 80 | 92 | **172** | Junior School (up to standard 5 only)  |
| Nogwe | 91 | 88 | **179** | 49 | 75 | **124** | 46 | 68 | **114** | 15 | 13 | **28** |
| Nkanda | 42 | 46 | **88** | 42 | 51 | **93** | 42 | 56 | **98** | 50 | 37 | **87** |
| Mthuruwe | 148 | 155 | **303** | 46 | 48 | **94** | 112 | 137 | **249** | 23 | 18 | **41** |
| Likuwa | 38 | 37 | **75** | 49 | 44 | **93** | 55 | 39 | **94** | 38 | 20 | **58** |
| Namindola | 120 | 139 | **259** | 77 | 85 | **162** | 80 | 114 | **194** | 45 | 27 | **72** |
| Likuwa | 42 | 39 | **81** | 47 | 42 | **89** | 52 | 43 | **95** | 39 | 23 | **62** |
|  | Namadidi | 63 | 80 | **143** | 40 | 55 | **95** | 35 | 81 | **116** | 36 | 69 | **105** |
|  | TOTAL | 969 | 1011 | **1,980** | 618 | 677 | **1,295** | 607 | 752 | **1,359** | 497 | 320 | **817** |
|  |
| Namphungo | Muhiyo | 133 | 136 | **269** | 98 | 127 | **225** | 66 | 78 | **144** | 57 | 26 | **83** |
| Khwalala | 107 | 100 | **207** | 81 | 95 | **176** | 55 | 53 | **108** | 48 | 27 | **75** |
| Mgodi | 28 | 42 | **70** | 29 | 36 | **65** | 18 | 7 | **25** | 13 | 8 | **21** |
| Thawale | 99 | 126 | **225** | 88 | 110 | **198** | 67 | 69 | **136** | 49 | 56 | **105** |
| Muonekela | 77 | 79 | **156** | 64 | 68 | **132** | 63 | 49 | **112** | 29 | 35 | **64** |
| Chisawani | 49 | 48 | **97** | 38 | 41 | **79** | 31 | 19 | **50** | 21 | 28 | **49** |
| Mgumela | 60 | 80 | **140** | 68 | 80 | **148** | 65 | 56 | **121** | 28 | 25 | **53** |
| Namphungo | 68 | 65 | **133** | 69 | 72 | **141** | 43 | 58 | **101** | 36 | 39 | **75** |
|  | TOTAL | 621 | 676 | **1,297** | 535 | 629 | **1,164** | 408 | 389 | **797** | 281 | 244 | **525** |
|  |
| Ulongwe | Chibanthe | 34 | 46 | **80** | 41 | 29 | **70** | 29 | 33 | **62** | 25 | 13 | **38** |
| Kang’oma | 65 | 57 | **122** | 31 | 27 | **58** | 25 | 32 | **57** | 31 | 20 | **51** |
| Kanjedza | 32 | 30 | **62** | 35 | 28 | **63** | 32 | 21 | **53** | Junior School  |
| Likhubula | 32 | 50 | **82** | 61 | 60 | **121** | 41 | 30 | **71** | 34 | 19 | **53** |
| Mapereka | 41 | 74 | **115** | 49 | 41 | **90** | 33 | 31 | **64** | Junior School |
| Mikoko | 50 | 49 | **99** | 51 | 52 | **103** | 40 | 35 | **75** | 19 | 34 | **53** |
| Misanjo | 68 | 65 | **123** | 85 | 91 | **176** | 53 | 40 | **93** | 43 | 37 | **80** |
| Mulanje Mission | 254 | 224 | **478** | 165 | 187 | **352** | 143 | 179 | **322** | 123 | 80 | **203** |
| Nalipiri | 77 | 73 | **150** | 54 | 52 | **106** | 38 | 48 | **86** | 43 | 39 | **82** |
| Ngolowela | 64 | 59 | **123** | Junior Primary School |
| Ulongwe | 32 | 39 | **71** | 32 | 37 | **69** | 43 | 38 | **81** | 31 | 19 | **50** |
|  | TOTAL | 749 | 766 | **1,515** | 604 | 604 | **1,208** | 477 | 487 | **964** | 349 | 261 | **610** |

**Summary of participants per class:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class | 5 | 6 | 7 | 8 |
| Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 3,063 | 3,178 | 6,241 | 2,353 | 2,567 | 4,920 | 1,991 | 2,083 | 4,074 | 1,488 | 1,133 | 2,621 |

**Total number of learners participating in the programme:**

|  |  |
| --- | --- |
| Boys | 8,895 |
| Girls | 8,961 |
| **Grand total**  | **17,856** |

**Lesson/topics covered:**

Different schools have covered different numbers of lessons. The major reason for the difference in the number of lessons taught is the number of trained teachers still available at each school. The expected minimum number of lessons for the academic year is twenty-one for standards 5 to 7. For standard 8, it is fourteen. This is so because in principle standard eight learners are in school for two terms only. The third term is for national examinations. As such they are in class for less than a month. Many schools have done very well by teaching more lessons.

The table below shows the minimum expected number and topics of lessons to be covered in the year.

**Lessons for standard 5:**

|  |  |  |
| --- | --- | --- |
| ***Lesson No.*** | ***Topic*** | ***Theme*** |
|  | Nobody’s a nobody  | Each person is special in God’s eyes, and has worth |
|  | The Drought | God always provides a warning for His people for bad times to come. If the people listen, they will survive through the difficulties. |
|  | Rules and responsibilities | God gives people the gift of free will that allows them to make choices. People show love for God and a sense of responsibility to their communities when they choose to follow good rules.  |
|  | Many hands make light work | God create people to love and help one another in many different ways. |
|  | Working together | God created families to love and help one another and other families in their communities |
|  | Encouragement to persevere | Jesus gave us the great commandment: Love God and love others as we love ourselves |
|  | Justice | God has given us the Bible to set a standard for justice |
|  | Order and schedules | Jesus gave us the Golden rule, which says: Treat other people the way you want them to treat you.  |
|  | Good health | God wants everyone to care for their bodies, and look after them well, so that they are able to stay healthy |
|  | Good health habits | God wants everyone to make good use of the foods He has provided on earth, so that they are able to stay healthy. |
|  | What is HIV/AIDS | HIV attacks the immune system, eventually stopping the body from fighting disease. Although HIV cannot be cured, people who have HIV/AIDS have hope if they know and trust in God |
|  | HIV/AIDS | God wants us all to care for our bodies and to look after them well, so that we are able to stay healthy. Some activities put us at risk of contracting HIV  |
|  | Responsible living | We can protect ourselves from getting HIV by making wise decisions on what we choose to do. |
|  | Tricks | God always gives us gifts that will be beneficial to us, but people may offer us gifts that will harm us in some way. God has also given us the gift of choice so that we can discern the difference between the good and bad gifts. |
|  | Saying “No” with confidence | God teaches us ways of protecting ourselves from accepting bad gifts. Saying “No” assertively is the right thing to do when we are asked to accept or do something wrong. |
|  | On trial for corruption | God has given us rules of living. When people disobey the rules they will eventually be found out and brought to judgement. Wrong doing always has consequences. |
|  | Bribery | God knows it is not easy always for us to do the right thing, so He gives us ways of helping ourselves to do right and avoid wrong, such as thinking before we act, discussing with friends, and praying.  |
|  | Self control | God wants us to keep control of ourselves at all times. He provides us with models of people and strategies to help us learn self-discipline |
|  | Character traits | People have many different aspects to their character. Some character traits are strengths and some are weaknesses. It is important for us to learn to distinguish these different strengths and weaknesses of character in other people.  |
|  | Being the best we can be | Once we have learned to identify character traits and strengths and weaknesses of character in other people, it is important for us to learn to distinguish the strengths and weaknesses in ourselves so that we can become the people the people God wants us to be. |
|  | Temptation | God never allows us to be tempted beyond our ability to resist the temptation. He gives us tactics for choosing to do the right thing and/or avoiding evil. |

**Lessons for standard 6:**

|  |  |  |
| --- | --- | --- |
| ***Lesson No.*** | ***Topic***  | ***Theme*** |
| 1 | Families are special | The family is God’s plan of creation. Each member of a family, of whichever generation, is special, making the family as a whole special in God’s eyes. |
| 2.  | Family hospitality | A family shows hospitality when it opens its home and its heart to others in need or to celebrate with friends |
| 3. | Family rights and responsibilities | The largest family each one of us belongs to is the human family |
| 4. | Working with feelings | How we deal with one another’s feelings reflects our understanding, or lack of understanding, of God’s love for us |
| 5. | Is family a bone? | God specifically commands us to honour our parents and elders, but at the same time He expects the relatives to respect their children, and in particular to take care of orphans. |
| 6. | Superstitions | God told us to love Him with all our heart, mind, soul and strength. If we do this, we have no need to believe in the possibility of good or bad things happening purely by chance or because of a particular event such as an owl hooting. |
| 7. | Preparations for traveling | God advises His people to plan well, unless we know where we are going or what we are doing, why we are going there or doing that, and what we need for the journey or activity, we run the risk of forgetting key aspects, and so being unable to accomplish our goals |
| 8. | Your friend’s child | Orphans are the responsibility of the society, |
| 9. | Where do I come from? | It is important for every person to know where they have come from, because all families shape the people who belong to them. Despite the challenges that face families, they are centres of growth, learning and support. |
| 10. | Communicating effectively in the family | The first teachers in a child’s life are family members, so it is important to encourage young people to communicate effectively with their elders and peers within their families. God want our parents and other relatives to teach us our family history. |
| 11. | A friend in need | Friendships affirm a sense of self-worth and promote a sense of security and acceptance among peers. |
| 12. | Stepping stones | For friendships to develop fully, each person must nurture trust in the other. Trusting in God shows our respect for Him. But most people would rather trust in themselves or a friend they can see. It seems safer.  |
| 13. | Grooming | Although God assures us we have no need to worry about our basic human needs, one of which is adequate clothing, nonetheless we do worry. We need to take good care of the clothes that we have, and be willing to share with other who do not have enough. |
| 14. | The oath | “A man of many companions may come to ruin, but there is a friend who sticks closer than a brother” (Proverbs 18:24).  |
| 15. | You realize someone’s true colours when you have walked with him/her | It is important to spend time with people in order to get to know them thoroughly. “For out of the overflow of his heart his mouth speaks” (Luke 6:45) |
| 16. | From orphans and slaves to heirs | The Bible tells us we have a perfect Father, the One who waits in love to welcome His children home, who will never abandon them, and will always cherish them, regardless of whether they are orphans, slaves, rich or poor, educated or uneducated etc. |
| 17. | Evil follows the perpetrator | It often seems to us that we may gain more by being dishonest and deceiving our friends than by being honest. But in the end, deception comes back to hurt the person who is dishonest far more. |
| 18. | The nuclear family | Our families are our main protection from the world around us. The nuclear family is our main provider of food, clothing and shelter, especially when we are growing up in town, but even in the village. |
| 19. | The extended family | The extended family is particularly important in these days of AIDS, when many children are losing one or both parents. The grandparents, aunts or uncles are often the one to support relatives’ children as well as their own children. |
| 20. | Home coming | God does not want to boss or keep us from having fun. He just wants us to be honest, because that is best for us, and because He is honest. |
| 21. | When you have lied, dawn comes fast | We are often tempted to tell a lie to get ourselves out of trouble or to get something we want. Sometimes we are the victim of someone else’s lies. We feel bad. God is very clear on lying: He hates it and will not allow it to continue. Truth will always win, in the end. |

**Lessons for standard 7:**

|  |  |  |
| --- | --- | --- |
| ***Lesson No.*** | ***Topic*** | ***Theme*** |
| 1 | Developing friendships | Friendship evolves when two people make time for one another to share activities, plans and interests.  |
| 2. | Teasing and revenging | God never laughs at us, uses us, or takes revenge on us. |
| 3. | Be a friend to have a friend | A good rule to guide your behaviour is to ask yourself “Would I want him or her to treat me like this?”  |
| 4. | Each one of us is special | Each one of us comes to know who he or she is through experience, observation and reflection.  |
| 5. | Parents and friends C-A-R-E | Jesus has shown us how to love and care for those who suffer from disabilities, and for those whose lives have been hurt by wrong choices they or others have made.  |
| 6. | Families and health habits | God has placed people in families to provide the family members with opportunities to learn good health habits and to protect them from making choices that could be bad for their health. |
| 7. | Who am I | “You are what you have been becoming” |
| 8. | More teasing | When we are sure God love us, our attitude becomes one in which we want to treat people as He does, not tease or bully them |
| 9. | Obedience | To continue the daily process of character building within their lives, young people need to obey: first God, but also their parents and teachers.  |
| 10. | The consequences of disobedience | Young people need to be aware of the consequences of disobeying God, their parents, or their teachers, for two reasons: so as to avoid engaging in bad habits, and so as to be made aware that God always gives a second chance to people who disobey to come back to Him and seek forgiveness.  |
| 11. | The rules of the game | God made rules because He loves people and wants them to live the best life possible. People need rules to make life enjoyable.  |
| 12. | Rules for boy-girl relationship | Boys and girls who have established rules for getting together socially, sharing activities, and building friendships develop good social skills and build confidence. |
| 13. | Accountability in boy-girl relationship | Boys and girls who get together socially need to be accountable to God, their parents, and another same sex friend, so as to avoid forgetting standards they have established for their relationships with members of the opposite sex. |
| 14. | Bullying | “Man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation” (Martin Luther King, Jr.) |
| 15. | Forgiveness or revenge? | Jesus told us to turn the other cheek instead of seeking revenge (Luke 6:27-29) |
| 16. | Parent-child relationship | Parents have a tremendous responsibility to bring up their children to be disciplined members of the society, able to make wise decisions and to live with their successes and failures. |
| 17. | True love? | Real love come from God who Is love. Love has the power to believe in someone and to draw out the best in them. We must always be people who love. |
| 18. | Parent-child communication | Good communication skills are important for building relationships within families. We can improve family harmony when we share feeling and opinions.  |
| 19. | The role of the family | The family is the first social group to which people belong. The successful family shares commitment, love, communication, trust and responsibility. |
| 20. | Changing family structures | Although the family is under stress in the modern world, Jesus’ human family remains the best model. |
| 21 | Preparations for “Playing house” | Parents teach decision making skills gradually by allowing their children to make simple decisions alone and live with their successes and failures. The decision-making skills include learning to make adequate advance preparations.  |

**Lessons for standard 8:**

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| ***Lesson no.*** | ***Topic*** | ***Theme*** |
| 1. | The child from nowhere | God’s character includes compassion for all the people of the world. |
| 2. | A very special promise | Each person is valuable and special, because God created them and loves them all. |
| 3. | God is nowhere? God is now here? | The character of people who believe that God is with them is much more stable than that of people who believe God is distant and unreachable.  |
| 4. | Responsibility | One of the values and characteristics that a society needs in its individuals is sense of responsibility to themselves and others |
| 5. | Patience | One of the values and characteristics that a society needs in its individuals is patience with themselves and with others, so that peace prevails. |
| 6. | Learning to wait | Young people need rationale to wait, in light of negative peer pressure, but they also need the strength to stick to the decisions to wait. |
| 7. | Why wait? | God demonstrates respect for people by talking and listening to them. But people often fail to show respect to others by talking and listening equally careful to those who look different from them. |
| 8. | Societal pressure: Don’t wait | Identifying standards of right and wrong helps young people to stand up to the pressure not to wait before getting too involved in boy-girl relationships when they are still young and immature. |
| 9. | The wisdom of the past | It pays young people to listen to their elders and learn from their wisdom and experience of life. |
| 10. | Respect for all | One of the values and characteristics that a society needs in its individuals is respect for themselves and each other. |
| 11. | Experience is the best teacher | The Holy Spirit is God’s Spirit living in every child of God. He is a Helper and Guide, giving people the power to choose what is right. |
| 12. | The bad Samaritan | God’s compassion for the people of the world is so great that He sent Jesus into the world to show people the best way to live and make a way to live with Him for ever. |
| 13. | More haste, less speed | Wait as if everything depended on God! Act as if everything depended on you! |
| 14.  | Appearances can be deceitful; listen to people’s words | Becoming mature means learning to control our impulses, delay gratification, and accept the consequences of our actions. |

**Vote of thanks**

FLAEM is very grateful to the donor who made it possible for this great work to be accomplished. Without the funds, all this would have been a mere wish. It is clear from the reports on the ground that both the youths and the teachers have benefitted a lot. A lot of lives have been impacted. FLAEM shall ever remain thankful.

We also wish to thank Mr. Frans Visscher for his untiring efforts in supporting the work of FLAEM in different ways. Mr. Visscher has also used his skills and knowledge to assist FLAEM develop the monitoring system.

The District Education Manager, Mr. Gossam Mafuta, has been very instrumental in the implementation of the programme. His personal interest in Why Wait cannot be taken for granted. The Primary Education Advisors in the participating zones and all trained teachers deserve our gratitude.