

COURSE DESIGN

THE

**BEHAVIOUR CHANGE AND CHANGE MANAGEMENT
IN CHILDREN AND YOUTH (BCCY)**

A PROJECT¹ OF

INTEGRATED MENTAL HEALTH INITIATIVE - IMI

LUBAGA DIVISION, KAMPALA CITY

Telephone:

+256774336277

Email:

**admin@integratedment
alhealthinitiative.org**

Website:

**https://www.integrated
mentalhealthinitiative.o
rg**

¹ For further information WhatsApp +256752542504 or call +256774336277. You can also email us: admin@integratedmentalhealthinitiative.org.

1.0 Introduction

This project undertakes key roles in helping young people make health-related and age-specific development decisions to achieve their full potential.

Within it, are components of sex reproductive health issues, behaviour change and management, life skills, and sustainable livelihoods and wellbeing. In addition, it is intended for both in-school and out-of-school young people, though once in a year seminars for teachers and parents are organized to effectively cause the change they want to see in the lives of young people.

Young people aged between 8-24 face overwhelming growth and developmental challenges, which if not effectively managed through training and guidance, a lot of problems ensue, like substance abuse, contracting Human Immune Virus/Acquired Immune Immunodeficiency Syndrome (HIV/AIDS), unwanted teenage pregnancies, risky abortions, risk of acting unnecessarily anti-social to cope with age-specific challenges, decisions to drop-out of school, etcetera, which interfere with healthy development and realization of their dreams. The existing children and youth empowerment programs have not comprehensively covered such issues to help young people develop and wholesomely gain from updated educational materials. This undermines ability to think strategically, solve simple tasks, self-discovery and realization of their much cherished goals.

Currently, the programme operates once a month per school and covers five households in every subcounty, spending approximately two hours per session. The carefully selected participants are able to provide leadership in their respective areas of residence and impact 300 families per district in a single year.

1.1 Course Objectives:

- Develop healthy values for healthy living based on prevention, and home-based approach for those already infected and affected by diseases (where there is no doctor).
- Gain knowledge of reproductive systems' facts and health issues related to it (as HIV/AIDS, other STIs and STDs), common diseases and healthy conditions, their prevention and treatment.

- Adopt life skills for day to day challenges (health, pressure, inter-personal relationship, prevention and problem-solving, and be in position to apply them.
- Demonstrate ability to form projects, effectively plan and manage them.
- Identify and develop pupil and student talents to diversify source of livelihoods.
- Develop and manifest confidence in the face of uncertainty,
- Ability to find new direction for growth and development, mechanism to reach goals, and how to manage development processes.
- Ability to transfer skills and extend peer support/care to those in need.
- Enhance innovativeness, entrepreneurship, and leadership.

1.3 Target Group:

- Pupils between 8-13years
- Students between 14-24years
- Community members with strong influence on the lives of children and youth.

2.0 Course Content:

- Understanding adolescence and puberty.
- Acting responsibly towards alcohol and addictive substances or drugs.
- Managing peer-pressure.
- Parenting decisions and pregnancy.
- Unsafe Abortion.
- Human growth and development.
- Human reproductive system and and healthy living.
- Managing STIs/STDs.
- Support and caring for people living with HIV/AIDS and other chronic illnesses.
- Home-based approaches to care of the sick.
- Forming values for guided growth and development.
- Developing communication skills for change processes and change management.
- Career assessment, decision-making, development.

- Developing and applying assertive skills.
- Developing and applying negotiations skills.
- Managing identity crisis, goal-setting, and personal development.
- Time management and accomplishing tasks for change.
- Psychology of conflict transformation and peace building.
- Stress and anger management.
- Critical-thinking and decision making.
- Positive living and cultivating resilience.
- Behaviour change and change management.
- Coping with pressure and trauma management.
- Group dynamics, social support, and developing relationships.
- Team-work and team-building in task management.
- Administration, managements, and leadership
- Organizational growth and development.
- Spirituality and meditation
- Healthy living.
- Dealing with Adversary.
- Managing success.

3.0 Learning Methods:

- Lecture method.
- Group discussion.
- Debate.
- Talk shows.
- Brain-storming.
- Role-play.
- Tour/Visiting (Case-studies).
- Mentoring.
- Zoom and Microsoft Teams Apps

3.1 Learning Materials:

- Flip Charts
- Masking tape
- Markers
- Handouts
- Black-board

- Chalk
- Duster
- Text-books
- Internet/Computer.
- Sports event pathway.
- Music and dance event pathway.
- Smart phones.
- Photos and videos clips.
- Documentary evidences.

3.2 Procedure:

- Asking Learners to brainstorm definitions.
- Asking learners to brain-storm cause and effect relationships, their prevention and treatment of health and life problems.
- Asking learners to brain-storm challenges and strategies to overcome them.
- Asking learners to form discussion groups to demonstrate knowledge and skills in handling specific cases.
- Asking learners to role-play or dramatize relevant scenarios and show ability to solve key life issues.
- Asking learning to take home assignments and find more information regarding learned topics.
- Asking learners to debate over key contentious issues/community problems as agents of change.

4.0 Monitoring and Evaluation (M&E):

Recapping or rehearsing previous lessons conducted to demonstrate replicability of skills and knowledge transferable -through role-plays, model activities, and positive community comments about participants regarding change of behavior and know-how, and completely showing a new character. M&E would be done immediately after the lesson, following day before a new topic is introduced, and throughout the entire programme, when participants finally graduate. The purpose of these activities is to identify areas of improvement and ensure greater impact on learners.

END