SPORT IN ACTION

Sport In The Development Process

Leadership Manual

“A child Empowerment through Sport and Traditional Games integrated with HIV/AIDS, Child Rights & Alcohol/Drug Abuse life skills concept”
Table of Contents

Acknowledgements

Preamble

SECTION 1: Sport for Children

SECTION 2: Zambian Traditional Games

SECTION 3: Leadership

SECTION 4: Event Organization

SECTION 5: Sponsorship

SECTION 6: Communication

SECTION 7: Meetings at Club Level

Appendices:
I. Child Rights
II. Basic Facts on HIV/AIDS
III. Workshop Program Example
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Clement Mubanga Chileshe
Executive Director
Sport In Action
PREAMBLE

Introduction to the document
Realizing the high influencing capacity that play and sport has in developing and promoting behavioral formation and change, Sport In Action (SIA) has designed this resource document for persons working with children in schools and communities.

The document presents ways and means of planning and conducting play and Sport for Children activities and selected Zambian traditional games integrated with HIV/AIDS and Child Rights education. We have found it necessary to include a sport administration component that deals with leadership, sponsorship, communication and event organization. We believe that this document will help ensure that sports structures especially at community and school levels are functional and operate effectively to facilitate the smooth running of sports activities. We have been inspired to compile such a document by the experiences and testimonies that some of our project staff and project committee members have had, furthermore by the fact that most of the school and community sports club leaders have little or no training in either sport coaching/teaching or administration. Schools have no Physical Education literature hence the inclusion of adopted and adapted text from “Developmental Physical Education” by Gallahue, D. L.

Being the first Zambian sport Non-Governmental Organization to operate, we have definitely faced a lot of challenges but these challenges have been outweighed by the enormous encouragement from communities, colleges and schools that have undergone training in the 34 workshops we have conducted from 1999 to 2002. The design of this document is therefore, guided by a lot of experience that we have gained in these very rich encounters with so many community project leaders, community club coaches Physical Education college students and school teachers. Our approach has evolved from experience to experience. This package is therefore, based on a needs assessment done over a period of two years.

In the last 12 years, the majority of the Zambian child has become underprivileged in sport and recreation due to the reduction in organized sport in communities and physical education in schools. During our case study on this issue, a number of education professionals cited several reasons but the most prominent being the lack of facilities and equipment to sustain the conventional sporting activities. This situation has led to anti-social behavior and unhealthy living or lifestyles like theft, rape, drug abuse and unprotected sex. As a solution to the problem caused by lack of funds to purchase equipment and maintain or create conventional sport facilities, we began a process of research on other ways by which children in schools and communities can be given the opportunities to take part in some form of developmental physical activity which would give the same value of learning to move and learning through movement as the conventional sport and physical education. The result of this process was the promotion and development of Zambian traditional games. We are glad that a good number of schools and communities have taken up this program. A number of community and Government schools have introduced and reintroduced Physical Education.
SECTION 1: SPORT FOR CHILDREN

1: WORKING WITH CHILDREN

In this session we present a summary of the philosophy and methods of coaching and teaching children in play and sport. Though the United Nations (UN) definition of a child is a person below 18 years, the focus in this approach is made towards persons under the age of 14 years. It is our hope and trust that our activity leaders for ages above 13 years will instead use our “Youth leadership manual” which also includes sport specific skills.

1.1 Definition

In this approach, which is based on the Zambian child’s growth and development, Sport for children is taken to mean any sporting and play activity for children up to and below the age of 13 years.

1.2 Mission Statement

To provide extensive and various activities for children in order for them to enjoy participation, have fun and create a base for their future development in sport.

1.3 Aims

- To introduce boys and girls between the ages of six and thirteen to different sports and games, fully recognizing the individual needs of each child and offering them a wide range of experience which are within their physical and emotional capabilities.
- To promote all round and harmonious physical development of the child.
- To develop the personal challenge of:
  - Self Control
  - Setting one’s goals and finding the discipline to pursue them
  - Persistence
  - Trying to do better than the last time
  - Co-operation through playing for a team
  - Understanding and respecting other children’s way of life
- To encourage positive attitudes to play, competition and training including having a caring and appreciative regard for other participants, coaches, game officials, administrators and the supportive parents.

1.4 Characteristics of Sport for Children

Fundamentally, a good program for children’s activities shall have the following characteristics:

- Enable the greatest possible numbers of children to participate
- Training must be adopted to suit the child’s age, stage of development and needs, not vice versa
- All training must have an element of play

N.B
It is worth noting that sport for children should be organized as an all round, sports training with the aim of stimulating the physical, mental and social development of the children, providing training and introduction to a wide range of sports. This will give the children opportunity to become proficient in various skills. By doing so the basis (foundation) for a permanent wish to engage in sport and physical activity will be laid. And it must be borne in mind that performance must not be given precedence over learning.

1.5 Development Plan
Sport for children should observe the following development plan:

AGE 5-7
There must be play and various activities to stimulate the children’s development and specific trainable qualities. Play and all-round activities must dominate. These activities can be walking, running, jumping, balancing, climbing, throwing, catching, gripping, swinging, etc. the activities must be varied with different implements/equipment and in different environments.

AGE 8-9
All-round activities aimed at introducing and training a variety of sports. For this time frame sport for children must introduce the participants to the basic techniques of several different sports. They must be given enough time to practice these skills. It must be emphasized that no one sport should be an all-year sport for children under the age of ten [10].

AGE 10-12
All-round activities and beginning of specialization and training in a few disciplines. The all-round aspect is still in focus, but now through incorporation of related sports in training of techniques in a given sport. The beginning of specialization means to build on further to the basic skills of a particular sport. In the course of the period between 8-12, the child should have made acquaintance of the sport with which he or she has a natural activity.

The following qualities should be trained in every practice:

- Co-ordination
- Maintenance of mobility and flexibility
- Different motor skills with some form of equipment/tool: balls, racquets, stones, sticks, etc.
In addition, when considering children’s physical activities coaches/teachers should be aware of the differences between play and sport:

1.6 Growth and Development
It is of vital importance that a coach understands the developmental stages the performers go through. Child to adult differences has to be understood. The difference between growing stages for boys and girls are of vital importance to a coach who deals/ works with children.

I. Proportional Changes
Babies have larger heads (25% of total weight) which affects their balance hence babies fall off their feet easily in mobile activities. Shortly before adolescence, children do not have proportioned legs and arms and this affects their co-ordination.

II. Growth Patterns
During infancy and childhood, growth is rapid, and steady in mid-childhood. At puberty growth is rapid but slows down at the end of puberty up to adulthood.

III. Growth Spurs
This is a period when growth occurs rapidly notably at puberty. The peak is 12years for girls and 14 years for boys. During this period the child’s energy mainly used for growth, hence the child easily gets tied. Light training is therefore closely central the
child’s activities because the child does not know when to stop. During this stage it’s unwise to force the child to work longer periods.

IV. Physical Fitness
The use of weights for children before adolescence (17 years) should be avoided as it has short and long-term adverse effects.

V. Sex Difference
- Coaches working with children should know the biological processes that occur at puberty and fully understand the significance of those changes.
- Girls are affected in their running action. Also, from adolescence coaches need to understand about the menstrual cycle (period).
- Support must exist for girls who are most likely to be affected by their appearance, feeling shy or losing confidence and concentration.

NB: During the first half of childhood children are less co-operative with each other, working together is difficult. Tolerate non co-operative behaviors. During the second half, group members work together more effectively. Encourage co-operative behavior.

1.7 The Role of a Coach
So often children have gone without sporting activities or children have run away or shunned from sporting activities due to lack of coaches or wrong coaching. Elder people or teachers in society have had wrong or no knowledge of what their roles are when dealing with children. Therefore responsibilities and duties of a coach need to be considered. In most cases a coach is referred to as a person who gives orders, directions and demonstrations pertaining to particular sport. Could this be right? What is your definition of a coach and what would be his/her roles when working with children?
The coach however plays several roles:

- **TEACHER**
  To introduce new ideas, knowledge and skills

- **TRAINER**
  To improve physical fitness of performers

- **MOTIVATOR**
  To create an exciting environment and encourage individual performance

- **DISCIPLINARIAN**
  To determine methods or rewards and punishment for performers

- **COMMUNITY LEADER**
  To be a role model and good communicator, especially with parents and interested individuals in order to get community support

- **ADMINISTRATOR**
  To provide knowledge of organizational structure and basic administration (paper work). Plan alongside administrators & correct present grievances

- **FRIEND**
  To provide mutual support to each individual performer

The coach has to be aware of the norms and values of the community. He/ She must be conscious of effects of activities on the community e.g. releasing children late after training. The coach’s main objectives are to develop the performers, offer enjoyment and competition opportunities to performers, however coaches should be aware that in working with children participation becomes first while competition is last.

The coach should be co-operative in his/ her coaching; he/ she should be flexible, protect, guide and motivates athletes. He/ she should be a good communicator i.e. listens, tell and share ideas; athletes centered and emphasis fair play.

### 1.8 Developmental Skills

For small children throwing and catching are the foundations for learning skills. Big movements are easier to learn first. Small accurate movements require more attention and guidance. The coach must make it easy for his/ her performers to understand easily. He/ She should at all times tell performers when they are doing fine and when they need to adjust.

### 1.9 Injuries and Accidents

When working with children, safety is priority. It is important to be aware of the dangers that surround or that go with physical activities that you plan as a coach. These dangers should be addressed to keep them to minimum while encouraging performers to achieve their best at their given levels.
In order to prevent common injuries and accidents, the following points should be considered:

**MATCHING PERFORMERS**
Performance of different age and size should be separated to avoid body disadvantage

**FITNESS**
The overall physical condition of the following components: Endurance, Strength, Flexibility & Speed

**INJURIES & ACCIDENTS**

**SAFE ENVIRONMENT**
Coaches should check the facilities and equipments to be used for safety

**OVER TRAINING**
Competition and winning so often leads to pushing performers too much, unfortunately this brings more harm than good

**PREVENTION THROUGH SKILLS**
Proper skill teaching methods go a long way to prevent injury through proper execution of skills by the performer

**WARMING UP**
Warm up prepares the body for performance; it enhances greater performance and movements about joints to loosen muscles so as to prevent injuries

**NB:** Performers need to be fit enough to perform given skills especially complex ones. Do not push performers beyond their fitness levels.

**INJURIES AND CARE**
For basic injuries, the following should apply: RICE

- **R**est the injured person
- **I**ce/cold water applied to injured part
- **C**ompression of bandage
- **E**levation of injured part
2: PLANNING AND CONDUCTING A TRAINING SESSION

In order to conduct an effective and smooth training session with children, it is important to plan a session beforehand. It is essential to evaluate after each session so as to help you plan the subsequent sessions that are appropriate for the group of children you will be working with.

2.1 Planning a Training Session

Every single training session must be seen as part of a larger plan. The ultimate aim of sport for children is to provide an environment that will enable the stimulation of the physical and social development of the child and to give extensive exposure to a variety of movement and activities. By using a well-designed form for every training session, the instructor forces herself or himself to think through all of the above questions. The form should include the date, number of participants the specific aim for the session and the equipment needed. And importantly, try to estimate how much time each activity should take. The following are some other ideas on how to plan a session.

WHAT is the topic, contents, activity or exercise?

HOW do you organize?

WHICH method do you use?

WHY this activity?

WHAT do you want to achieve with this activity?

Is it fun?

Is it varied?

Am I reading every child?

Are they doing things together?

Are they exercising safely?

As you plan your session it is important to keep in mind the ultimate aim for sport for children. Consider the following at every practice:

► Motivation
► Activity
► Make it specific
► Variation
► Individualize
► Co-operate
► Progression
► Evaluation

In addition, it is important to leave yourself a room on the planning form for your comments to the training session. This will help you evaluate what you did and make it better the next time you use it.

2.2 Conducting a Session

Every instructor is different, every group of children is different and circumstances change along the way. The training is for the child and it is the activity and the wishes of the children that should be the guide to what you do. Below are some practical hints to consider when leading activity for children:
1. **How to start**  
Make everyone sit down. Explain some of the things you are going to do. Start with something that they already know and fun. Try to increase intensity gradually. Very often children are only able to do games slowly even though the game is supposed to be a fast one.

2. **Encouragement and responsibility**  
Delegate responsibility to the children – allow them to help you prepare the ground equipment.

3. **Start the training quickly**  
Ask children to sit down before you start and at the end of every session. Quickly review the last session. Briefly explain what the session is going to focus on and what you expect from them.

4. **Get the attention**  
If you use a whistle, explain what you want to see when they hear it, and do not use it repeatedly. However, it is advisable to use the voice than the whistle when working with children.

5. **It is easier to look than listen**  
Show the activity. Let others show while you explain.

6. **Look for solutions**  
Praise good solutions. If they are unable to come up with a good solution, give alternatives after a while. Explanations should be brief and simple.

7. **Have everyone misunderstood?**  
Everyone must stop playing. Show good solutions, either yourself or use the children.

8. **Level of difficulty**  
Make sure the activity is neither too easy nor too difficult – children may lose motivation ("this is not fun"). Try to make it challenging.

9. **Take short breaks**  
Ask questions during short breaks. Change pairs, groups or teams regularly. Relax, but concentrate. Encourage them throughout the activity.

10. **Tell them what is good**  
Tell them: good movements, choice, co-operation, effort, and relationships between children.

11. **Duration of activity**  
Do not change; too often children need time to learn and enjoy. Do not continue too long, children have short attention spans especially if it is perceived not to be fun. Use something that works and fun, and change it into something similar. Create new activities from the old ones.

12. **How to end**  
After the activity, make sure children stretch and relax. Tell them what you have done during the activity and what they have learnt. Ask if they have enjoyed themselves and why. Tell them what you are planning to do at the next session. Let the children collect equipment and clear the ground.
2.3 Values of Sport for Children

To achieve a whole objective of developing the child into a fruitful, acceptable and responsible member of the society through sport, coaches dealing with children should impart the following values into their performers:

**DISCIPLINE**
Performers should always conduct themselves in good and disciplined manner on and off the field.

**RESPECT**
Performers shall respect and obey the coach and the captain’s instructions. Performer should respect each other’s team mates and opponents, as well as officials and spectators. They should also respect their environment by the way they live; not vandalizing structures such as trees, soil, grass, animals, air etc. Children should also respect each other’s opinions. Children should respect the rules.

**FAIR PLAY**
Performers should never take fouls or injury, use unfair tactics or indulge in any other sporting conduct against the sporting spirit such as the use of abusive language and/or gestures.

**INITIATIVE**
Performers should be aware that activities are frameworks. Performers should also know the potential for each individual to perform well and do their best. Performers should therefore learn to search, discover and use their abilities/potential in every part of their lives. Performers at this level should be taught/trained to identify opportunity, problems and solutions of a given situation in a performance or competition. Creativity and innovation makes the best of a performer.
SECTION 2:
ZAMBIA TRADITIONAL GAMES

AN OVERVIEW
Zambian Traditional games are games that have been passed on from generation to generation with reference to a particular society or ethnic group in Zambia. In this document we have taken them mainly as games that ethnic groups (tribes) migrated with from either Luba – Lunda or Zulu empires. Games that were created by the inhabitants of the now Zambia shall also qualify to be called Zambian traditional games, while those that have been proved through our research to have been brought through colonization or foreign cultures will therefore be considered adopted games.

Zambia’s traditional culture is blessed with a variety of physical activities used for social and economic purposes. These very rich activities have always been educational, recreational and low cost but have over the time been diluted or lost in preference to more standardized and participated games from the West. A number of reasons have been attributed to the situation with the wrong education of “traditional culture is for the uneducated and poor”. The conventional (modern) games are high cost, requiring substantial amounts of funds to sustain required equipment and facility which most of Zambian schools and communities cannot afford to sustain but still preferred over the indigenous games which are low cost.

SIA’s philosophy is that of a side-by-side traditional and conventional games/sport promotion and development towards a holistic and all-inclusive approach. It is therefore our hope and belief that more people; children especially will be given opportunities to develop physically, mentally, socially and economically through this functional approach to development.

1. DEVELOPMENTAL PERSPECTIVE OF TRADITIONAL GAMES
Traditional games were and can still be a very important developmental aspect of human development; traditional games should therefore be viewed from a developmental perspective and be taught in a developmentally appropriate manner. While the core of Zambian traditional games centers on the acquisition of movement skills and fitness, cognitive and affective competences are also enhanced. The developmental values of traditional games are to a very significant extent measurable and justifiable, the broader aims of traditional games should therefore be seen as “learning to move” or “learning through movement”.

The acquisition of movement skills is a primary goal of traditional games. This goal focuses on helping children become skillful, knowledgeable and expressive movers in a wide variety of fundamental and specialized movement skills. The goal of fitness enhancement focuses on helping children become fit, informed and eager movers by promoting an active way of life. The cognitive learning goals of traditional games center on helping children become more effective multi-sensory learners and active learners. As such, movement is a viable medium
for both perceptual – motor and cognitive concept learning. Similarly, helping children achieve the affective behavior goals of becoming self-discovering learners and co-operative learners can foster affective development. By promoting goals, teachers can use movements as an effective tool to enhance self-esteem, encourage positive socialization and clarify values.

2. BENEFITS OF TAKING PART IN ZAMBIAN TRADITIONAL GAMES

The value of taking part in the Zambian traditional games/sport compares favorably with the modern or conventional games/sport. Users and beneficiaries of this document should therefore be proud of these indigenous games as they harbor among other benefits, the following:

- Builds self-confidence and leadership skills.
- Builds an adolescents belief in their ability to influence or resist their peers
- Improves co-operation and teamwork
- Prevents anti-social behavior such as vandalism and theft
- Provides a sense of belonging
- Gives opportunity for a future career
- Provides a sense of enjoyment and fun
- Heightens resistance to stress
- Lowers blood pressure (BP)
- Boosts energy levels because the body becomes more efficient
- Improves the strength of the heart, and in turn reduces the possibilities of heart failure
- Helps the body to loose weight, hence reducing too much strain on the heart, lungs and joints.
- Strengthens the muscles and improves flexibility so making every day tasks easier
- Helps the body’s defense system to fight off common illnesses especially the non-communicable ones and also helps the body to recover more quickly from an illness.

The lack of Physical Education and sport in the majority of our Zambian Schools and communities has denied many children the opportunity to experience the joy of efficient movement, the health benefits of vigorous physical activity, and a lifetime as confident and competent movers.
2.1 Culture and Tourism through Traditional Games

There is great potential for the promotion of culture and cultural tourism through traditional games. SIA and its cooperating partners have come up to enhance the tourism industry by adding another important product to the tourism shop. There is need therefore, for the games to be developed to promote culture, Business and Tourism and to preserve the Zambian culture heritage. It is our great hope that the tourism sector will embrace these games to add value to their product, hence become more competitive tourism destinations.

2.2 Health Education Through Traditional Games

SIA believes that Zambian traditional games have high influencing capacity for behavior formation and change, therefore they have been integrated with HIV/AIDS, Child Rights and Drug/Alcohol Abuse education. For example, when drugs are abused they can do more harm than good. Young people are aware of this danger, however they are experimental and when they have not been taught about positive values or relevant life skills they are most likely to end up engaging themselves in risky behaviors such as unprotected sex. HIV infection rate in Zambia is alarmingly high, and unprotected sex implies a high chance of getting infected with this deadly disease. Moreover, the most affected age group is those between 15 and 49 years. SIA believes that the children who will take part in these play and sport activities are the “Window of Hope”. It is for this reason that Health Education has been integrated with traditional games to help the children understand or gain vital knowledge about HIV/AIDS, Drug Abuse and Child Rights while experiencing fun-play and physical challenges.

2.3 Civic Education Through Traditional Games

Teachers and coaches of Zambian Traditional games shall integrate Children’s Rights and Responsibilities with their planned and conducted activities as a way of contributing to the child’s social and political development. The Zambian child was has for a long time been deprived of a number of Rights due to many reasons among them ignorance by both the children and adults. While the traditional Zambian child was well vest their responsibilities in their society, the new Zambian culture has not to a significant extent provided for this part of child development. There is a new and positive wave of inculcation of children’s responsibilities.

This being a short and long term focused development approach; we believe that the children will play a vital role in advocating and educating their respective families and communities on their rights and responsibilities. These children will eventually grow into adults who will understand and respect children’s Rights and responsibilities, creating a society of law-abiding citizens and an environment where human rights will be respected and upheld.
3. ZAMBIAN TRADITIONAL GAMES INTEGRATED WITH HIV/AIDS, DRUG/ALCOHOL ABUSE & CHILD RIGHTS EDUCATION

3.1 Akalambe
The game akalambe (touch/tag game) is a common game played throughout the country. Akalambe involves two teams, one chasing and the other dodging. This game is played in a field, which is usually triangular and partitioned, using lines, into regions in which the teams will be chasing and dodging each other.

Requirements
- Marked field
- No equipment needed

Rules
The game is played on an even flat ground in order to prevent injuries due to poor playing surface. The field has regions in which dodgers can stay safely away from the chasers. The chasers are awarded points by tagging or touching their opponents. The participants that are tagged will be out of the game, only to watch and cheer for the remaining teammates. The dodgers run from one end of a line to the other, making decoy movements to avoid being touched out. Upon the dodgers being touched out, the chasing team becomes the dodgers and the dodgers become chasers.
This may go on repeatedly as long as the performers are in mutual agreement but for the sake of standardization we suggest a competition schedule of the best of 3, 5 or 7 games. A game in this case shall be referred to as one *dodger-chaser contest*. The number of competitors shall therefore need to be equal on both teams. The dodgers shall be declared winners of each contest when an agreed percentage/number of the team members successfully dodge through from the starting end line to the other and back. Failure to achieve this by the dodgers will automatically lead to the declaration of the chasers as winners of that particular contest. In the next contest the dodgers will be chasers and vice versa.

Children bidding each other farewell play a more spontaneous kind of akalambe openly. Upon saying bye to each other, one of the children tags the other and runs towards home, the tagged child runs back after the one who tagged him /her first until he/she tags back if not he/she would have lost the game for that day.

**Psychomotor and psychosocial value**

This game develops the child’s basic motor skills of running, tracking and touching combined with intellectual development through dodging and chasing under the umbrella of competition. This game may be used as a prerequisite for higher and standard games/Sports such as athletics, rugby, etc. The performers learn to co-operate as they play in a team and follow rules, hence developing into law-abiding citizens.

**HIV/AIDS Integration**

**Objectives**

By the end of the session participants should be able to state:

- What STIs are
- Ways in which STIs and HIV/AIDS can be acquired.
- The benefits of Voluntary Counseling and Testing [VCT]

The game can be used as a conduit for HIV/AIDS life skills peer education by placing a peer education corner on the side of the playing area. The peer education corner will have at least one trained person preferably of the same age group as the participants, who will be equipped with structured questions and answers on a particular topic that would be picked for the particular session. The touched out participants from the game will immediately go to the peer education corner and be educated through question and answer. The participant who answers correctly certain questions may be allowed to return to the game immediately as a dodger while those who fail to answer correctly may be given a waiting period before they can take part in the game again.

An option will be to award game winning points to participants who answer correctly. Group or focus group discussions on certain topics may be held after the game with or without reference to the game.

The game of Akalambe can help the users interpret the way sexually transmitted infections (STIs) are spread and further raise awareness on preventive modes and seeking treatment at first signs of infection.
The chasers in the game symbolize the infected people who have not sought treatment and continue indulging in sex, putting others (dodgers) at risk.

Similarly dodgers in free zones have to play safe and keep away from attack. In this vain playing safe will mean acquiring and utilizing basic life skills, adequate and correct information about HIV/AIDS. Consistency and correct application of these life skills will lead to maintenance of happy and healthy lifestyles.

**CHILD RIGHTS Integrated**

*Objectives*

By the end of the session PSBAT;

- State the rights of the child
- Explain the effects of child abuse

The game can be used to educate participants on the rights of the child and effects of abuses by interpreting the game differently. The chasers may represent child abusers while the dodgers represent children. The children who are touched are children who have been abused. They go out of the game against their wish in the same way that abuses and neglects takes away a number of their rights thereby negatively affecting their growth and development.

The touched children should then go to a peer educator will give them questions on the particular child rights issues. If the participant answers correctly then there given chance to rejoin the game, on the other hand if they give a wrong answer they are given the right answer and explanation. After the game the participants may get into a discussion on life situations that are relative to the game activity as a role-play.
3.2 Agode
This is a traditional game known by different names in different parts of Africa and Zambia. It is known as Nakutambekela in the Western province, Ntole in the Northern province, Agode in some parts of Eastern province etc. This game was played in older days and is still being played at present day. This game was used to help children develop the body and mind coordination, socialisation, as well as discipline and following law, by going with the rules of the game and sportsmanship/respect for others.

Requirements
- A stone or a playing piece for each participant
- Flat and even playing area of relative size to the number of participants

Game Description
Agode can be played indoors or outdoors on a flat surface. It played by a minimum of three players to a reasonable number of participants depending on the agreement by the participants or organizers of a given competition, sitting in a circular arrangement.

Upon all participants taking their positions, each holding the playing piece in one of their preferred hand, the agreed game-song is started with all taking part while tapping their playing object on the playing surface. The action of tapping the playing object has to be uniform guided by the rhythm of the playing song, at this stage the tapping is done on the same spot while singing “agode agode, agode ni cisilu” after repeating this twice or thrice the tapping changes and the participants immediately begin to pass the playing objects after tapping twice (faster than before) to a position in front of the next participant in an anti-clockwise movement while singing “cili gogogo cili paiwe”. The action of tapping and passing the playing pieces increase in speed as the singing of “cili gogogo cili paiwe” increases in speed. This goes on until the song is stopped by an agreed song leader or referee and at once all participants
refrain from picking or passing any playing object and an inventory of playing objects in front of each participant is taken. Those who are found with more than one playing piece is eliminated from the competition. The game is restarted with rearrangement in (remaining participants sit next to each other in a circular arrangement with a playing object each), the process continues until the last one or two as agreed by the participants before the beginning of the game.

In an event of two teams with equal number of players in the game, team points may be awarded according to the number of participants remaining at the agreed end of the game.

Song:
Agode agode agode ni cisilu (sung twice)
Cili gogogo cili pali iwe (sung until one participant is found with two or more playing objects)

Psychomotor and psychosocial value
This game develops the child’s basic motor skills of hand body coordination. With the challenge of quick pick and pass intellectual development is achieved. The performers learn to co-operate as they sing and play as one group. Respect for the rule of low is also developed.

HIV/AIDS Integration
Objectives
By the end of the game P S B A T:
• Explain how HIV is spread and how it can be prevented
• Describe how to live with people who are HIV positive

The playing object may symbolize information and/or education on HIV/AIDS. As the game is played, it may mean the information on HIV i.e. prevention and spread, is being given to the participants. e.g. you can get HIV by:
(i) Having unprotected sex
(ii) Using unsterilized sharp tools
(iii) Having blood transfusion with unscreened blood
(iv) Mother to child

You can avoid getting it by:
(i) Abstaining
(ii) Using a condom
(iii) Sterilizing sharp tools
(iv) Having screened blood transfusion etc

People who are HIV positive can live as long as 10-16 or more years if they live positively by:
(i) Having a balanced diet
(ii) Exercising
(iii) Using anti-retroviral drugs or seeking early medical attention when sick
(iv) Not being stigmatized or discriminated against
(v) Having a free social life
It is important to also note that ARV drugs are helpful but can only be taken when one's HIV status is known.

- An option would be to use small folded pieces of paper as playing objects, each with a different question from the others on specific HIV/AIDS issues the particular session may set to address. When the play is stopped each player with a playing object will be asked to read out the question or the facilitator will read it out the particular participant will be required to answer it. If the participant has two playing objects s/he will be required to answer both. If a participant fails to answer correctly to a question, s/he will leave the playing arena and go to a peer educator who will provide correct answers. The educated participant may rejoin the game.

- Wooden chips with numbers written on them may also be used. The numbers on the wooden chips will correspond to questions on the peer educator’s quiz and answer paper. When the game is stopped the participants will be asked questions that correspond to numbers on the wooden chips they will find themselves with.

**Child Rights Integration**

**Objectives**

By the end of the game PSBAT;

- State what child rights/abuse is.
- State where to go for help when abused.

The playing piece symbolizes knowledge on children's rights. The person with more than one piece symbolizes one who is not passing on the information on children's rights to others thereby putting children at risk of being abused.

The game may also be interpreted as the one with more than one playing piece keeps information on abuse cases without reporting to relevant authorities. The participant will then leave the game and go to a peer educator for a question and answer session.

*Children can be easily abused if they do not know their rights hence, the need to give them the following information;*

**Children's Rights**

1 **Children have a right of choice**
   - They have a right to:
     - Choose their religious beliefs
     - Have ideas and think freely
     - Voice their opinion

2 **Right to Association**
   - Choose who they would like too mix with.

3 **Right to protection against abuse and neglect by parents and caretakers.**
- These people are not to treat children violently, cruelly or with negligence.

4 Children may not be used to make money by being given work, which is dangerous, harmful or disturbs the child's education/health.

5 Children may not be used for sex (child prostitution) raped or be sexually abused.

6 Children have rights to education, recreation/play.

7 Disabled children have the right to be helped to live independently and take part in community activities (special care)

8 Right to life
- no one should kill a child.

9 Right to privacy
10 Right to health and healthcare
11 Right to family life
12 Right to nationality
13 Right to food and nutrition
14 Right to shelter

Child abuse is an act of commission against a child’s rights. Children can easily be abused if they don't know their rights. When a child is being abused, he or she can:
- Inform elderly people in the family if they are not the ones abusing the child
- Inform the Victim Support Unit at any police station
- Go to the hospital (when sexually or physically abused) or organization dealing in human/child rights like Children in Crisis (CIC), Young Women Christian Organisation (YWCA), Zambia Civic Education, churches etc.
3.3 Akalunguti
This is a traditional game, which originates from the Northern province. Akalunguti is a Bemba name of the seed used in the game, which comes from a tree called Umulunguti. This game was used in ancient times as a leisure activity and was also used to educate and prepare young people in particular in decision-making and critical thinking.

Requirements
- Heap of sand (about 2kg)
- Seed (Akalunguti) or any appropriately small round or flat object

Game Description
Akalunguti is played both outdoors and indoors. Two or more people play the game with one person being the game facilitator. Akalunguti is first arranged by the game facilitator who arranges the heap of sand in one straight longitudinal heap and then slides the seed (Akalunguti) under the sand and leaves it at any point in the soil, only known by him or herself (game facilitator). The game facilitator then separates the soil into heaps of sand and asks the participants to choose which heap they think has the seed in it. When all of the participants have indicated their choices, the game facilitator leads the participants and spectators (when present) into checking which heap has the seed under it by spreading each heap low enough to show the seed if present. This process is done from one heap to the other until the seed is found.
Participants who chose the heap, which would have been containing the seed, will then be given winning points as they would have agreed with the facilitator before the beginning of the game. An example would be the best of seven playing chances, (ie each time the facilitator hides the akalunguti, makes the sand heaps and gives chances to the participants to indicate their choice, the process would be considered to be one playing chance). The participants who would get the most of points (accumulated from the seven playing chances) would be declared winner of that particular match.

It is however, important to note that the actual akalunguti seed may not be available but any seed or appropriate object may be used though the game will still be called akalunguti.

**Psychomotor and psychosocial value**
This game develops the child’s basic intellectual abilities through critical thinking and decision making under the umbrella of competition. They learn to be analytical and think beyond what they can see. The performers learn to co-operate and follow rules, hence being developed into law-abiding citizens.

**HIV/AIDS Integration**
Objectives: By the end of the game P S B A T:
- State that one can’t tell a person’s status just by looking but from test results.
- Show knowledge and information on VCT (what it is and its benefits)
- Explain what positive living is

The heaps of sand may represent people and the seed (Akalunguti) represents the HIV virus. In the game, participants can’t tell just by looking, which heap has the seed. In the same way one can’t tell just by looking, who could be HIV positive. The only sure way of knowing one’s HIV status is by going for Voluntary Counseling and Testing (VCT). VCT is a service given to people who voluntarily want to know their HIV status. A professional counselor counsels before the test, and after the test. The counselors also provide generic information on HIV/AIDS.

If one is HIV positive, they can still live a normal and healthy life for as long as 10-16 years (or even more) by:

(i) Having a balanced diet
(ii) Seeking early medical attention when sick
(iii) Exercising physically
(iv) Thinking positively
(v) Having safer sex
(vi) Socialising positively etc

An option would be to use folded papers with written questions and one blank. The participants will then be asked to point at the one they would think has nothing written on. The ones who will point the written will be asked to answer the questions written on them.
CHILD RIGHTS Integrated

Objectives
At the end of the game PSBAT;
- State what child abuse is and the forms child abuse
- State who can be a child abuser
- State the forms of child abuse
- State where a child can get help when abused

The playing piece may stand for abuse while the heaps of sand may stand for different members of the community e.g. teacher, friend, neighbor, relative etc. The focus is to educate children that they cannot know who can abuse them, hence the need for them to be observant and careful with everyone.

More information on child rights (how to identify child abuse/neglect and the action to be taken) can be given to the participants through quiz questions and group discussions.

Participants should be informed that there are many forms of abuse/neglect i.e. physical, emotional and sexual.

(i) Physical Abuse

Child labour
This is giving a child work beyond his/her strength or work that interferes with his or her education/health. An example of child labour is giving an 8-year-old child to carry a 20-litre container of water.

(ii) Sexual abuse
This is exposure of a child to pornographic materials/fondling a child’s private parts, breasts or buttocks.
A child can also be abused physically by being beaten or denied food.

(iii) Emotional Abuse
This kind of abuse is connected with almost all forms of abuse. It mainly involves abusing the child mentally. A child can be abused mentally by being insulted, negatively criticised, unfairly treated, denied a chance to express him/herself and not being complimented when s/he has done something good.

When a child is being/has been abused, he or she can:
- Inform elderly people if they are not the ones abusing the child.
- Go to Victim Support Unit at any police station
- Go to the hospital (when sexually or physically abused) or an organisation dealing in human/children’s rights e.g. Children in Crisis (CIC), Young Women Christian Association (YWCA), churches and Zambia Civic Education Association.
3.4 Chikwampa
Chikwampa was and is still played by both young and elderly people. During our research on this game it was not concluded on it’s origin an also the name as a number of names were given but without a wide understanding on one. We have decided to use Chikwampa as this was the most mentioned. It was also noted that so many versions were practised with similar or different rules. Played mainly by girls, chikwampa has been used as a leisure activity.

Requirements

Game Description
Chikwampa was played using traditionally made ropes from tree bucks fibre but now mostly played using synthetic ropes. Chikwampa is played by a minimum of 3 participants with two of them being swingers and the other skipper/s.

The game begins with two participants holding and swinging the rope from each end, one participant then quickly enters the swinging rope area and immediately begins skipping the rope. The skipper is required to skip 10 times in a row without contact with the rope then immediately begins to skip according to the instructions in the game song.
Game Song
Owe owe zunguluka (turn), Owe owe kata pansi (touch down), Owe owe kumwendo kumozzi (skip with one leg), Owe owe choka panja (go out).

The skipper’s objective is to continue skipping without making contact with the rope according to the game rules. If contact is made or failure to act according to the instructions in the game song, the particular skipper loses the playing chance and either goes to join at the end of the skippers line for another chance or takes up rope swinging.

Note:
In a situation where two teams are competing, the game shall have a referee who will regulate the playing and will give each team a required number of skippers eligible to compete and the mode of awarding points. Each team shall be given chance to play using their own swingers and skippers against a given period depending on the level of performers. An example would be team A with ten (10) skippers shall be given a maximum of 18 minutes to complete their play with each successful player earning 2 points for the team. Team B shall begin their play immediately team A’s play ends (at the end of 18 minutes or when all 10 skippers error).

Users of this document who may not have practically experienced the game song or may not even had the opportunity of watching the video version of this document may use any appropriate tune to suit the game.

Psychomotor and psychosocial value
This game develops the child’s basic motor skills of jumping, tracking and touching combined with intellectual development through dodging the swinging rope. The performers learn to cooperate as they play and sing to the instruction and rhythm of the game song and also the movement of the swinging rope.

HIV/AIDS Integration
Objectives:
By the end of the game PSBAT state:
- HIV/AIDS prevention measures

The words in the song can be changed to suit the information intended for the participants e.g. after owe owe the instruction could be say no to sex or abstinence ili che or don’t use unsterilised sharp tools.

In the game a participant who does not follow rules goes out. The same goes for HIV; a person who just listens to ways of preventing HIV but does not put them into practice gets infected with the virus easily. People should put into practice what they learn about HIV prevention and positive living.

The skipping rope movements can be interpreted as the possibility of getting HIV anywhere in your environment and different situations. Participants should therefore be given below:

How to prevent HIV infection:
* Abstaining from sex
  (Empowering the girl/boy child with assertive and self-awareness life skills)
* Avoiding use of unsterilised shape tools e.g. razors, needles etc.

* Using a condom correctly every time you have sex.

**Child Rights Integrated**

*Objectives:*

By the end of the session PSBAT;
- State the rights of a child according to the UN Convention on the rights of a child.

As participants play the game instead of just counting the skips, child rights can be mentioned e.g.
(The participant shouts while skipping)
- Education, Information, Choice
- Privacy, Protection
- Food and nutrition, Shelter
- Health and health care, life and family life
- Recreation and play etc

- If the participant fails to mention the child right(s) as requested s/he goes for a question and answer session with a peer educator.

**3.5 Bonga**

This is a game mainly played by children of both genders on open marked fields/grounds. The game was commonly played countrywide but its popularity has decreased over the years. There a number of similarities between this game and the sport of rounders hence, it popularly called rounders. Their has been a lot of argument surrounding the origin of this game with some people saying the game is found in Europe and so it came from there while others saying the Europeans learnt the game through the missionaries who came to Africa. In our research the majority we talked to believe that the game was part of some African traditional ferry tales that were passed on from generation to generation dating back as far as the luba-lunda empire. This has been an all time inclusive leisure game for both the rural and the urban children.

**Game Description**

A game played on a rectangular marked playing field, drawings on the ground are marked with circles at every corner as shown in diagram below.
A number of children run around the marked structures through circles. Each child counting the number of circles he/she goes through.

Two players or children are positioned at the two opposite end lines, they throw the ball between their friend with a goal/or aim to hit the child running round the playing field. When a participant is hit by the ball, s/he shall go out of the game and this goes on until one of the participants or player in the team makes it to the winning number of runs (counts). Participants can only be hit if they are not in the circles but along the lines. The runs or number of counts have to be agreed upon before the start of the game.

Rules Of The Game
- No specific number of players or children required.
- The game is played on a marked ground
- Two shooters or throwers are on the opposite end of the marked area.
- The player can not be hit if s/he is in the circles (4 circles)
- The player can only be hit on the lines while running from one circle to another.

Psychomotor and psychosocial value
This game develops the child’s basic motor skills of running, tracking and touching combined with intellectual development through dodging and chasing under the umbrella of competition. This game may be used as a prerequisite for higher and standard games/ Sports such as
athletics, rugby, etc. The performers learn to co-operate as they play as a team and follow rules, hence being developed into law-abiding citizens.

Bonga develops basic motor skills such as throwing, running, jumping dodging and also intellectual skills.

It also help the children to communicate and corporate with each other.
The game can also be termed as baseball related. These qualities developed shall not end with the game but shall be used in the child’s life in totality.

**HIV/AIDS Integration**

*Objectives:*

By the end of the session PSBAT;
- Describe how HIV is transmitted

Throwers will stand for HIV infected people
Ball (ichimpombwa) will represent the Virus
Participants within the circle will represent the HIV free people

When a participant is hit with the ball or fails to give an accurate count in the circle where he/she is, will be said to have acquired HIV. Participants out of the circles will indicate the act of being in risky areas and/or behavior where the chances of acquiring the AIDS are high. When the participant dodges the ball, he or she is preventing him or her self from HIV infection by using acquired life skills.

**How HIV can be transmitted**

A person gets infected with HIV when he/she comes into contact with HIV infected Semen, Virginal fluid, Blood or Breast milk.

*The following practices will increase a person’s chance of getting infected with the HIV virus.*
- Having unprotected sex
- Sharing needles for injectable drugs
- Sharing shape instruments in general
- Having unscreened blood transfusion.

**Child Rights Integration**

*Objectives:*

By the end of the session PSBAT state;
- The difference between child labour and child work
- Basic child rights

An interpretation of may be made as below;
Throwers – abusers
The ball (ichimpombwa) – forms of abuse
Circles – stages in a child’s life

As the game is played participants move from one circle to another in the same direction keeping good timing and count of the number of runs they have made. When the ball hits a
participant s/he is asked to state one or more child rights or forms of abuse. After the contest/game participants will then have a group discussion in which a guided discussion on specific child rights issues will be done. Participants should be aware that almost all life situations and communities are platforms of possible child abuse. The circles may also be marked with various community sectors in a child’s life such as school, home, play/recreation ground etc. participants may be asked on the kind of abuses in the respective sectors, there identification and action against them.

The circles may be designated by different child rights/abuses in which case the participant who is hit will be asked on the rights/abuses from the last box s/he passed.

Focus is also made during group discussion to explaining social responsibilities that children have but might be misinterpreted to be child abuse. Children need to go through certain works that are conducive to their growth and development. These works prepare them for both immediate and future challenges by empowering them with essential practical life skills. Culture and environment should be important reference points when dealing with this subject. For example a child needs to be equipped with knowledge on child labour as well as skills necessary to help him/herself cope with life situations such as being able to get a cup of water, polishing shoes, bathing etc by him/herself. This is meant to help a child get independent in simple duties at a reasonable age.

When children are between 6-12 years they want to
- Master new challenges,
- Demonstrate how intelligent, competent and athletic they are
- Be recognized for there accomplishments.

Between 13-18 years children
- Prepare for adult life
- Seek role models and values
- Seek more freedom to experiment with rules, values and roles
- Experimenting with power and independence

Going by the information above, children have needs and wants. From the above we can define child labour as giving a child work that is beyond the child’s strength, disturbs his or her education or economically exploits the child.

While child work is simple work given to a child within his/her strength without any harm be it physical, educational or economic exploitation aimed at caring and lovingly preparing his/her day-to-day life activities.

3.6 CHONA NA KWINDI

This game is known by different names in different parts of Zambia and it is called Kalulu muumau in the Eastern Province.

Chona na Kwindi this Means – cat and mouse.

The game improves the participant’s basic motor skills. Chona na Kwindi is played by children as well as elderly people in a gym or open playing grounds.
Game Description
Chona na kwindi is played by a minimum of six people with one being the chaser (chona/cat) and the other being the runner (kwindi/mouse). A participant who takes up the role as kwindi is positioned about two meters from another participant who takes up chona role. Upon the signal (in the form of a clap or voice sound) given by the mutually agreed referee/facilitator the kwindi runs along the circle passing in and out of the circle between the other standing participants in a figure eight movement. The Chona charges the Kwindi using the same route. They both run in an anti-clockwise direction until the kwindi is caught and put at the center of the circle.

The chona then joins the circle allowing two other participants to take up their positions as Chona and Kwindi. When the kwindi is not caught and makes it round the circle to the position it started from, the chona is the one who goes to the center of the circle while the kwindi rejoins the circle to give way to another kwindi and chona pair. This process goes on giving every participant a chance to play either as chona or kwindi before any one plays twice. While the Chona-Kwindi chase is on the other participants sing the game song below

The song:
Chona aikata kwindi, kwindi muchila wapya
Chona aikata kwindi, kwindi umuchila wapya
The song is sung continuously until the kwindi is caught or gets back into the circle.

In a situation where two teams are in competition the game referee ensures that the two teams have equal representation in the circle and gives equal but alternate chances of kwindi/chona roles. Winning is based on the number of team members remaining as active participants after an agreed period (based on the ability and number of participants). An example would be; a circle of 15 participants from each team (A and B) = 30, plays the game for 15 minutes. Team A has five participants remaining in the circle while team B has eight (8). Team B will be declared winner of the contest.

Psychomotor and psychosocial value
The game develops the child’s basic motor skills of running, tracking and touching combined with intellectual development through dodging and chasing under the umbrella of competition. This game may be used as a prerequisite for higher and standard games/Sports such as athletics, rugby, etc. The performers learn to co-operate as they play as a team and follow rules, hence being developed into law-abiding citizens.

HIV/AIDS Integration
Objectives
By the end of the game P S B A T;
- State ways in which STIs and HIV/AIDS can be transmitted and prevented.
- Ways in which to fight stigmatization and discrimination.

This game can be used to address a good number of issues including discrimination and stigmatization against people living with HIV/AIDS. Young people can be educated on how they can best live with people living with HIV/AIDS. We will therefore take the role-play approach. In this case the chaser represents an HIV positive person while the dodger represents an HIV negative person.
Just as the kwindi runs away from the chona in fear of being caught, people run away from others living with HIV/AIDS due to fears some of them driven from myths. Children for example will fear playing with a friend who is HIV positive. In this game the chona (HIV+) will run after the kwindi (HIV-) to inform, educate and make friends. In this process, the education is given when the kwindi is caught and is taken to a peer educator for quizzing. If the kwindi gives correct answers, s/he is given another chance to get back and rejoin the game. If the chona does not manage to catch the kwindi, the kwindi goes to the peer educator for quizzing on positive living. The chona will rejoin the game upon giving correct answers. The chona who fails to answer correctly to questions given will either stay away from the game until the next or rejoin after being educated.

The following is some information the peer educators may provide during the game:
One cannot get HIV by:
- Using the same plates
- Sharing a swimming pool
- Clothes
- Shaking hands playing together with an HIV positive person.
But you can get HIV by:
- Having unprotected sex
- Sharing used sharp utensils e.g. Razor blades, needles, knives etc
- Having unscreened blood transfusion
- Mother to child transmission during pregnancy, birth or breastfeeding.

- An option to this approach may be the use of this game for education on how HIV spreads and the life skills for prevention. In this case the chona (HIV+) will represent agents of sexually transmitted HIV such as sugar dadys and seducing girls and boys who are always asking for sex. Managing to avoid being caught means applying the learnt life skills for prevention and more importantly, abstinence.

**Child Rights Integration**

**Objectives:**
By the end of the session P S B A T
- HIV positive people have the same rights as an HIV negative person.
- Where an abused person can get help

The chaser (chona) may represent a child abuser while the dodger (kwindi) will represent a child. The chaser may curry a label written, “sex abuser” or “child labour employer” etc. If the dodger is caught s/he is asked on issues patterning to the respective form of abuse. Group discussions may also be guided in the same line. The session may also address the HIV/AIDS rights approach.

An HIV positive person has rights to:
- Have ideas and think freely
- Voice their opinions
- Right to association
- Right to protection against discrimination and stigmatization
- Children may not be used for sex, raped or sexually abused.
- Education, recreation and play
- Take part in community activities (special care)
- Life
- Privacy
- health and health care
- social security
- family life
- nationality

An abused person can get help from:
Parents and teachers if they are not the culprits.
The Victim Support Unit (police station)
Organizations’ dealing with Children’s rights e.g. Children in Crisis (CIC), Young Women Christian Association (YWCA), churches, Legal Resource Foundation (LRF), Hospital or Health Center.
3.7 LENGU LENGU
Lengu lengu was mainly played in the northern part of Zambia but now played in most parts of Zambia. Lengu lengu is derived from the Bemba word “ukulengela” meaning peeping. Lengu lengu was played as a leisure game in the past and is still played at present. It brings out cooperation and alertness.

Game Description
Lengu Lengu is played by having participants in a circle, all-bending forward patting on their thighs or clapping their hand singing the song “Lengu- Lengu”. The game proceeds with participants 1 and 3 slightly peeping over participant number 2 and looking at each other. 2 and 4 then do the same, 3 and 5, 4 and 6, 5 and 7, etc (only two participants stretch at once while the rest remain bending while singing until their turn).

A participant who doesn't rise at the same time with the partner (at the point of singing lengula) gets a penalty of sitting in the middle of the circle until the end of the game. The last two participants remaining shall be declared winners of the game.

Psychomotor and psychosocial value
This game develops the child’s basic psychomotor and psychosocial skills which combine singing and tracking. Both manipulative and affective competences are developed. The game was also used as one of the aptitude tests given to young people and observed by adults who would then decide who among the children exhibited intelligence and commitment. The game
can be used as a warm up activity for higher and standard games/ Sports. The performers also learn to co-operate as they play and sing together.

**HIV/AIDS Integrated**

**Objectives:**
By the end of the game P S B A T state:
- Ways in which HIV/AIDS is spread.
- Effects of HIV/AIDS.
- Ways of preventing the spread of HIV/AIDS.

When two participants bend over one participant in between them to look at one another [ukulengula] it means he/she is giving basic information on HIV/AIDS to each other. Peeping at the wrong time or forgetting to do so may mean misinforming another person. The education in this case is that we need to share correct information with each other. And that we need to be selective on how and what we share. So much wrong information is being given to children and is hoped that this game will be used as a conduit to educate and correct the wrong information.

**Child Rights Integration**

**Objective:**
By the end of the session PSBAT:
- State the rights of the child
- State the different between child labour and child work

Ukulengula will mean giving information on Child labour and child work. When participants pip up at the wrong time, it means are misinformed and misinforming others hence, they go to a peer educator for a question and answer session.

The information below should be given and further discussed among participants;
Child labour: This is giving a child work that is beyond his/her strength or work that interferes with the child's education or health or using of the child to make money.
Child Work: This is simple work that is given to a child to let child develop skills that will help in the day-to-day duties.

The difference between Child labour and Child work is that child labour is giving a child work beyond his/her strength or disturbs the child's education and economic exploitation. Child work is giving the child work within his or her capacity that is aimed at caring and lovingly preparing him/her for day-to-day life activities.
3.8 ICHIYENGA
The game iciyenga can be traced as far back as the Luba Lunda empire (in a region known as kola in the present Congo) in the 17th century and was brought to Zambia in the 19th century when the Bantu speaking people migrated to the present day Zambia, the game is widely played by a good number of tribes. The game is known by different names in different languages such as kuyata which is a Lozi word which means to fish out an item from a hole using a piece called siyatiso (Lozi) or ichanto (Bemba). The game is very popular amongst the girls and women folk of Zambia. Women who could not play the game were regarded as uncultured. In recent Zambia there has been growing interest and participation by young men who in some cases have developed better skills than the young women. An individual can even play the game on a non-competitive basis.

The game is played as follows:
Players will sit around the hole or circle made on a flat ground surface. There is no fixed limit of number of players per game, we however recommend 2 to 5 players per game. The playing pieces known as Imisepe in Bemba will be placed in the hole or circle. The number of imisepe not fixed but may be as many as the participants would agree (see diagram below).

The Rules Of The Game
The players shall sit around the playing hole or circle in such a way as to enable them to reach the hole or circle.
The players should use ichanto/siyatiso of a reasonable weight and size (usually slightly larger than the playing pieces) such that it can be easily thrown up and caught without much difficulties and injury.
Each player will take his or her turn after a toss either they run around and the player who wins starts the game by mutual agreement. During play the ichanto/siyatiso should not drop to the ground if this happens the player loses his or her playing chance which then goes to the next person in an agreed sequence the playing chance keeps rotating until the first person and continues as before. During the play, the player should remove using the same hand that threw the ichanto/siyatiso by scooping at least two pieces (during phase of play) and again throw the ichanto/siyatiso up this time returning all the pieces to the hole but leaving one piece, which is then taken into the players reserve as a point. The player will continue playing until either the ichanto/siyatiso drops or the player leaves more than one piece on the outside of the circle or hole in the process of returning the pieces to the hole or circle.

**Psychomotor and Psychosocial Value**

The game develops certain basic psychomotor skills including coordination of the upper limbs, throwing and catching, tracking etc, it also improves muscle strength and endurance due to the posture and movements during play, it also improves intellectual abilities due to the counting (subtraction and addition) of the playing pieces (imisepe), positive socio abilities are developed as players learn to cooperate with each other by giving and respecting each others chance of play, the aspect of following game rules and fair play develops good and LAW abiding citizenship in the players. The game can also be used as a warm up or lead up activity for other modern games.

**HIV/AIDS Integration**

*Objectives:*

By the end of the game players should be able to P, S, B, A, T state:

- The benefit of Abstinence
- How one can contract HIV/AIDS and STIs.

The hole or circle may represent a society and the small playing pieces (imisepe) in this case will represent members of the society and the bigger playing piece (ichanto) representing a peer educator or any individual providing HIV/AIDS information. The pieces pushed out of the circle may represent the people sensitised by the peer educator. The pieces taken back into the circle represent sensitised people who still engage in risky behaviours while those that remain outside are successfully sensitised and practising abstinence or other safer sex methods. The success of the peer educator is based on the number of people remaining outside the circle during a game. If the bigger playing piece falls it may mean the educator him/herself is practicing risky behaviours and therefore goes to anther educator or counsellor to be helped.

- An option would be to take the participant scooping the pieces may also represent an infected person of practicing risky behaviours who exerts negative peer pressure on others. The pieces remaining outside the circle on the surface represents people who will also have been influenced by the negative peer pressure and in risky behaviour. Those that go back will have resisted the negative peer pressure and are living positive life styles.
Child Rights Integrated

Objectives
By the end of the session PSBAT:
- Awareness and understanding of basic facts on the Rights of the Child.

The participant playing may be taken as a child living in a community and the playing pieces as the different encounters and situations that a child goes through in the community. If the participant makes a mistake when playing, s/he is taken to be lacking life skills on child abuse and therefore, needs to be educated. The participant goes to a peer educator for a question and answer session on specific to general child rights issues that the particular session may set to address.

After the game participants may have a group discussion making reference to situations that lead to abuses, identification and actions to take against such.

3.9 IKALASHI
Ikalashi is a traditional game that was played in the past and is still played by people of all ages and gender. Ikalashi was played as a leisure activity and as an intellect enhancer.

Requirements
Diagram drawn on a board or on the ground.
* Structured questions and answers
* Playing objects of different shapes or colour to represent each participant.
* A game facilitator who is not part of the competing participants.
* Participants ranging from 2 – 10 depending on the number of questions and the size of the diagram.

Rules
For a participant’s object to be moved, he/she has to give a correct guess.
The first one to reach the winning point is considered winner.
Each participant should be given one guessing chance in sequence before any is given twice.
Ikalashi was originally played by having one participant hide a small object in his/her hands then the other participant was asked to guess which hand had the object. The participant that guessed right which hand was hiding the object was allowed to move his/her playing piece.

**Modified ikalashi**

All participants put their playing objects at the starting point then the game facilitator shuffles the questions behind his/her back then stretches both hands whilst closed and asks the participant to pick on any hand and answer the question found in it. Participants take turns at picking. If a participant gives a correct answer his/her playing object moves to the next point. The movement continues till a participants playing object reaches the winning point.

**Psychomotor and psychosocial value**

This game develops the child’s psychosocial skills of observation, awareness and decision-making. The game was used to keep people occupied and entertained.

**HIV/AIDS Integrating**

*Objective;*

By the end of the game P S B A T
- Describe responsible relationships.
- State ways of contracting HIV/AIDS and STIs

*Procedure*

Instead of using the instructor or facilitator to be hiding the object, this person will be using structured questions on HIV/AIDS issue the session may be set to address. When one person or group answers rightly they move their objects accordingly. The winning person or groups are those that reach the winning point first. This game can be best applied after teaching on any subject as an evaluation or confirmation of participants understanding.

**Child Rights Integrated**

*Objectives*

By the end of the session PSBAT;
- State ways of reducing child abuse cases.
- Explain the forms of child neglect.

The playing piece may represent attractive offers that children are offered by adults with intentions of abusing them. Finances and materials are some times used to influence children into acts such as sex and child labour. The playing surface may be demarcated in such a way that the corners have questions and statements written to indicate consequences and/or suggestions of solutions to the respective situations and offers children may go through in their lives.

An option would be putting folded papers in a vessel, each with a question on child neglect written, then participants are give chances to pick, read and answer. The participant only moves his/her playing piece upon getting a correct answer to a question they pick.
3.10 KASEKO
Kaseko is a traditional game known by different names in different communities and played by 2-8 participants on an open flat drawn surface. This game develops the participant’s basic movement skills. It also teaches positive socialization.

**Game Description**
Kaseko is mainly divided into three main stages;

(i) **PODA**
This is the stage where the participant begins playing the game by first throwing the playing object into the first box whilst standing on the starting point then, hops to the end of the playing surface and back stepping sequentially only once in each and every box except the one with the playing object. The playing object is picked up on the way back to the starting point. The game goes on moving on to the second box, the third until all boxes are finished.

(ii) **SEKESA**
This is the stage where a participant is required to throw the playing object into any free box without looking at the playing surface. The box in which the playing object falls is shaded/decorated and taken as the participant’s house (inganda). This then becomes restricted (out of bounds) to other players and their playing objects.

*A participant shall violate by:*
- Changing the leg on the movement from the starting point and back
- Stepping on a line
- Throwing the playing piece outside the marked playing surface or another person’s box (inganda)
- Touching the ground with hands except when picking the playing piece (Can only pick playing piece with one hand).
- Leaving the playing piece behind when going back to the starting point.

A participant loses a playing chance to the next participant upon violating the rules as stated above. When given the next chance, the participant starts from his/her last stage or position.

When most boxes have been houses, the participant with the highest number of houses is declared the winner.

**Psychomotor and psychosocial value**
This game develops the child’s basic psychomotor and psychosocial skills of throwing, hoping and jumping, counting and art by shading of boxes uniquely also develops the affective competences.

**HIV/AIDS Integration**
*Objectives;*
At the end of the game P S B A T:
- Give information on STIs
- Give information on VCT

The flat object symbolises a person’s life and the boxes symbolize the stages in one’s life i.e. early childhood, puberty, and adolescence.
When the participant throws the object in the wrong box, it means that she/he has indulged in risky behaviors such as premarital sex and has acquired an STI. The infected participant will leave the game and go to a peer educator at a corner labeled “medical center” for treatment. The participant in this case will be quizzed on issues patterning to STIs. If the participant fails to correctly answer the question(s), the correct answer is given and the participant may rejoin the game.

When the participant takes up the second chance, and throws the object in the wrong box again, it means he is still indulging in risky sexual behavior (unprotected sex). The focus in this session should be to educate participants on the nature, types and treatment of STIs. VCT should be a cardinal issue in this session as person who has had an STI is at greater risk of acquiring HIV and needs to go for Voluntary Counseling and Testing (VCT) to find out his/her HIV status.

**Child Rights Integration**
*Objectives;*
By the end of the session PSBAT;
- State what child abuse is as well as its effects
- State some causes of abuse
The playing object symbolizes a child’s life.
The playing surface symbolize life situations and stages.
The playing surface boxes may be marked with numbers corresponding to questions on paper with a peer educator or teacher. When participants get their own box (home), a question corresponding to the number of the box will be asked.

Most people are abused during early childhood reasons being children are innocent, trusting, helpless, and brought up to be obedient to elderly people. Going by the above reasons, most abusers are elderly people known by and trusted by children. During puberty and adolescence, a person develops physical features and feelings that increase ones sexual desires towards the opposite sex and others feel they are ready to take drugs/alcohol or even have sex. This may lead to being abused and/or abusing others.
3.11 CHIBALE

Chibale is a Bemba name meaning a big plate. This was a game that was played by women in most of the rural areas of Zambia. Those women in rural areas played Chibale during their leisure time. The game was used as a forum for sharing knowledge on traditional reproductive health and strengthening relationships among the women folk. Other objectives of this game were to make women be careful and tender to their husbands through teaching the importance of beads not to fall on the ground but on a piece of cloth (usually white) where the Chibale set is put when playing. The teaching of women sticking to their husbands was also taught. Beads were referred to as symbols of husbands, hence the message “care and respect” for the husbands.

Requirements

The following are needed;
- Small metal plate
- A clean piece of cloth or paper or sack preferably white in colour where beads can be seen and be picked easily when they fall.
- Small beads of different colours.
- A reasonable area according to the number of people participating.

Rules

Each of the participants choose a colour of beads to be used only by themselves and shall be reserved in a vessel available only to them. Each player then contributes an agreed amount of beads to the plate “Chibale” to be used. An agreement on who is to begin playing and the sequence after must be made before beginning the play.

Each participant is to be given a chance to play by holding the bunch of mixed colour beads in the palm and throwing them on the game plate (Chibale) if no or a mixed colour of beads bounce out of the plate the throw shall be considered unsuccessful and the playing chance is given to the next participant in the sequence.

A play in which only one bead or more of the same colour bounces out of the plate for a particular throw shall be considered successful and the player of that throw wins all the beads in the plate “Chibale”.

Procedure

All the needed equipment should be laid down and if participants are many they may sit in a circle form as illustrated in diagram below:

The first player should put beads in the palm by bending the plate containing beads then slowly throw them back with an aim to have only one colour of the beads come out. The rules as stated above shall then be followed.

Psychomotor and psychosocial value

Chibale as stated in the introduction was and still can be used in reproductive health education while developing psychomotor skills of throwing, co-ordination, balancing and also
the learning of identifying colours for children especially. The game develops co-operation and patience, two very important ingredients of good social character.

**HIV/AIDS Integration**

**Objectives**
By the end of this game P S B A T state:
- What STIs are.
- What STI stands for.
- How to prevent themselves from acquiring STIs.
- What HIV/AIDS is.
- What HIV/AIDS stands for.
- How HIV/AIDS is acquired.
- How HIV/AIDS is prevented.
- The social and economic effects of HIV/AIDS.
- The benefits of Voluntary Counseling and Testing VCT

Below is a version of modified Chibale, which can be used to educate people on HIV/AIDS while they have fun, playing the game.

**Requirements**
- Just as above accept that the beads required are of four colours only, which are blue, green, red and white.
- Apart from the above, you also need to have an educator (someone with correct information on reproductive health and able to give guidance leading to positive behavioral formation and/or change).
- Questions to be based on reproductive health as well as answers on a separate sheet or paper.

The colours of beads stand for the following:
- **White** – safe parent wood
- **Blue**- sexually transmitted infections.
- **Red**- HIV/AIDS.

**Rules**
The playing is the same as the conventional Chibale described above but rules have been modified.
The following are the rules for HIV/AIDS education as Chibale is played:

If one plays and a **white** bead comes out he/she qualifies to go for quizzing on safe parenthood. If he/she gets the answer right then winning points are awarded and prizes may be given if available. If a wrong answer is given no points are awarded but the correct answer is given by the counselor/quizzer who may also give an educational talk on any aspect of safe parenthood e.g. child spacing, prenatal and antenatal.

When a **green** bead comes out the procedure is as above on white but the education and information is focused on abstinence skills and condomising. It is advised that more emphasis
is given to abstinence when dealing with children. It is important to note that this is the only winning colour for boys and girls and unmarried adult participants while white is the only winning colour for married participants.

When a red bead comes out the participant shall go to the counselor to be quizzed and informed on HIV/AIDS prevention and care and the need for VCT.

When a blue bead comes out the participant shall go to a peer educator who shall wear a tag labeled clinic who will quiz and/ or educate the participant on STIs.

Participants shall be told rules and expected outcomes before the game is played. Emphasis should be made towards participants understanding the colours of beads and their implications as it may cause misunderstanding especially on red and blue. {Blue and red does not actually mean the participant is infected but just a way of getting more information on STIs and HIV/AIDS}.

**Child Rights Integration**

*Objectives*

By the end of the session participants should be able to;
- State the importance of knowing and respecting child rights
- State forms of child abuse and neglect

The colours of beads may represent different forms of abuses. For example;
- Back (sexual abuse)
- Blue (physical abuse)
- Red (emotional abuse)
- Orange (neglect)
- White (free from abuse)

When a participant plays and black beads come out in the majority, the participant will go to the peer educator for a question and answer session on sexual abuse. If blue comes out, the participant goes for a physical abuse session. When it is white that comes out, the participant is taken to have been aware of their rights. White will therefore be a winning colour in a contest situation.

**3.12 SACHA**

Sacha is a traditional game played in most parts of Zambia. Though in our research indications of the game existing before the modern Zambia, the word sacha was adopted from Haulage and Thatcher, Zambia’s first bus company in Lusaka. Sacha was adopted to mean “bus”. The game is both an out and indoor game, which is mainly played by children of both sexes. It is a leisure game that has had been played to create unity and co-operation between participants. The game is a very effective social icebreaker.

*Requirements*
- At least 4 or more participants
This is a traditional game played by a minimum of four participants, boys and girls. Having the participants in a circle facing inside with each participant’s hand holding the next person’s knee, thereby joining the circle by crossing hands, plays it. The game is then played to the song:

Play/song leader: Mung,anda yandi
Participants: Mwalila icikonkoma sacha
Play/song leader: Mung,anda yandi
Participants: Mwalila icikonkoma sacha
Play/song leader: Ichamukati. [Moving forward]
Participants: Sacha eeeeee sacha
Play/song leader: Ichamukati. [Moving forward]

Participants: Sacha eeeeee sacha (The chorus is sung as many times as is necessary)
Play/song leader: Ichakunuma [reversing]
Participants: Sacha eee sacha
Play/song leader: Ichakunuma [reversing]
Participants: Sacha eee sacha

The game continues with inside and outward circle movements based on the song/play leader’s instructions. If a participant breaks the circle by breaking contact between the respective participant’s hand and the next participant’s thigh/knee is made to sit in the center of the circle while the game restarts with the song.
The game ends when an agreed number of participants in the circle is reached.
Psychomotor and psychosocial value
This game develops the child’s basic motor skills of jumping and balancing. This game may be used as a warm up activity for higher and standard games/ Sports. The performers learn to co-operate as they play as a team and follow rules, hence being better socialized.

HIV/AIDS Integration
Objectives:
By the end of the session, PSBAT:
- State ways in which HIV patients are discriminated against
- State ways in which participants can interact with HIV patients without risking infection
- State ways in which stigmatization/discrimination can be reduced
- State the benefits of VCT

The game song may be change by replaced the words with HIV/AIDS information. Words may be selected according to the focus/objectives of the particular session. The game can also be used for group and focus group discussions on various HIV/AIDS issues.

Child Rights Integration
Objectives
By the end of the session PSBAT;
- State the rights of a child

The game song may be modified by fusing statements on child rights according to the session’ focus.

3.13 MIKANGO NA MBELELE
Known by different names in different languages, Mikango na mbelele is played by both sexes. In the past it was played for leisure purposes in educating young people on life’s dangers. This is one of the universally played games and commonly known in many countries as Sheep-sheep. The game also improves basic movement skills such as dodging, running, which may be applied in conventional sport such as rugby.

Requirements
- An open flat ground
- 8 to 50 participants
- Any simple but visible indicators of mikango or mbelele participants

Procedure
Mikango na mbelele is played on in-door or out-door wide flat ground. The game is played by dividing participants into two groups one being mbelele (larger group) standing opposite the mikango (smaller group) facing each other with 10 or more meters parallel in-between them. The activity begins with communication (usually shouting) between the mikango and the mbelele as stated below;

Mikango: mbelele mbelele bwelani kuno,
The mbelele then begin to run towards the mikango home line, their objective is to reach the line without being caught by the mikango. Each mukango (singular) then moves to catch one mbelele. The caught mbelele are then taken back to their original home line, which at this time becomes the mikango home line, the caught mbelele become mikango. The uncaught mbelele will then stand on the original mikango home line that then becomes their home line. The process will be repeated making the number of mbelele fewer and mikango more as the catching occurs.

A variation to this will be a competition of two teams, A and B, A being the mbelele. Team A will be given two running chances. Each team A member caught shall be excluded from the game. The number of team A players caught will then be counted and compared with the number of team B players caught given the same conditions and chances. The team with the least number of caught players shall be declared winner of the contest.

**Psychomotor and psychosocial value**

This game develops the child’s basic motor skills of running, tracking and touching combined with intellectual development through dodging and chasing. This game may be used as a prerequisite for higher and standard games/ Sports such as athletics, rugby, etc. The performers learn make decisions and strive to achieve them fully aware of obstacles and other challenges. Critical thinking is developed.
HIV/AIDS Integration

Objective:
By the end of the session PSBAT state:
- Ways and modes of transmission
- Fight stigma and discrimination against HIV positive people
- Methods of positive living

This game can be used to pass on information on the spread of HIV by taking mikango as careless HIV+ people who want to spread the virus and the mbelele as HIV- people trying to escape HIV infection through the use of HIV/AIDS life skills. The caught mbelele became also infected and begin chasing the uninfected.

It is however, very important in this session to explain to the participants that they do not need to run away from the people living with HIV/AIDS. The running means while interacting with people living with HIV/AIDS, prevention measures should such as not sharing sharp objects, abstinence etc. Stigmatize or discriminate against HIV positive people should be discouraged. HIV positive people should be encouraged to lead a healthy long life through positive living.

Positive Living
HIV positive people can live positively by:
- Having a balanced diet
- Seeking early medical attention
- Thinking positively
- Exercising physically
- Abstaining from sex or having protected sex
- Socializing etc.

Participants need to be informed of the following:
You cannot contract HIV by:
- Shaking hands with an HIV infected person
- Working
- Playing
- Using the same toilet
- Sharing cups
- Plates
- A swimming pool
- Eating from the same plate as HIV infected people

Modes Of Transmission
- One can get the HIV infection through;
- Having unprotected sex with an HIV positive person
- Sharing used sharp utensils
- Having unscreened blood transfusion
- Mother to child transmission during pregnancy, at birth or when breast feeding
Child Rights Integrated

Objectives;
By the end of the session PSBAT;
- State the types of child abuse
- State action to take when an abused child is identified

Mikango (lions) will symbolize the child abusers
Mbelele (sheep) will symbolize children

The game may be used to educate participants on the possibility of spread of child abuse and increase of child abusers if proper action is not taken in time. The mikango will increase in number as more mbelele are caught. This is possible as studies have shown that children are abused are themselves more likely to become abusers of other children. Participants should therefore be taught to identify abuses, avoid if possible and report to relevant members of the community. It is important that participants are informed on the following;

Physical Abuse

Child labour
This is giving a child work beyond his or her strength or work that interferes with the child’s education or health. E.g. giving an 8-year-old a 20litre container of water to carry.
A child can also be physically abused if they are denied food, beaten or used to make money (economic exploitation).

Sexual abuse
This is exposure of a child to pornographic material, fondling a child’s private parts, breasts or buttocks.

Emotional abuse
This is connected to almost all forms of abuse. This is mental abuse of a child. A child can be abused mentally by being insulted, negatively criticised, unfairly treated, denied a chance to express him/herself and not being complimented when s/he has done something good.

An abused child can get help from elders of the family if they are not the abusers, Young Women Christian Association of Zambia (YWCA), Children In Crisis (CIC), the Victim Support Unit (VSU) of the zambia police, Zambia Civic Education Association and any other organization dealing in human or child rights.

Children should be careful with whom they trust. You can’t easily tell who can abuse a child. Children need information child rights and abuse for their protection against abuse.
3.14. NALYAKO
This is a Traditional game mostly played by young boys and girls. The word Nalyako is Bemba meaning I have eaten. This game was and is still played for leisure. Nalyako is played for leisure and brings out co-operation and self-discipline in participants.

Requirements
- A small stick of about 20cm
- Approximately 1kg to 2Kg of sand
- Rescue object
- Participants

Procedure
2-6 participants can play Nalyako either indoors or outdoors on a plain flat ground. The sand is heaped in a mountain shape on an agreed spot on the ground and a stick is inserted in the sand from the top of the heap as shown bellow;

The stick is put upright in the middle of the heap of sand with about 1/3 of it protruding and the rest covered under sand. Participants then sit around the heap in such positions that they are able to reach the heap with their arms. In an agreed sequence, participants take turns in pulling out the sand supporting the stick. The amount of sand pulled out by a participant is not limited. The pulling out of sand continues until the stick drops down from its upright position. Each participant pulling the sand has to say “nalyako” in the process of pulling the sand.
The participant who drops the stick will be required to run to an agreed rescue object to touch it. The rescue object will be fixed at an agreed distance relative to the immediate environment and according to the abilities of participants. Other participants with the aim of touching him/her before s/he touches the agreed rescue object will chase the participant who drops the stick. If the participant who dropped the stick touches the rescue object before s/he is touched by any of the participant running after him/her, s/he comes back and rejoins to participate in the next contest. Consequently, if s/he is touched before touching the rescue object, s/he loses the status of participant and will not take part until that particular contest ends by having an agreed number of participant(s) remaining in the contest. The remaining participant(s) are then given winning points.

**Psychomotor and Psychosocial Value**
This game develops the child’s basic motor skills of running combined with intellectual development through dodging and chasing. This game may be used as a prerequisite for higher and standard games/ Sports such as athletics, rugby, etc. The performers learn to make decisions and strive to achieve them fully aware of obstacles and other challenges. Critical thinking is developed as children learn to study their environment and play while well aware of the chase that will take place.

**HIV Integration**
*Objectives;*
- Define immunity
- Explain what happens when someone loses immunity.

This game may be used as a conduit to educate participants on body immunity and how HIV affects it. After the game participants may have a group discussion or lecture depending on their knowledge levels.

The following points are important;
- The definition of immunity - *the ability of the body to fight back any disease or infection.*
- That when the HIV gets into a person’s body, it starts to destroy the body’s defense mechanism until the body can no longer defend itself. This means that any disease can now get into the body and destroy it. These are diseases like TB etc (opportunistic infections)

The game may also be used to educate participants on various HIV/AIDS issues through question and answer by giving the participants who drop the stick questions before they can rejoin the game. Questions and answers attached in this section may be used.

**Child Rights Integration**
*Objectives*
- State child rights
- State where to get help when abused
- The stick represents a child
- The sand represents the rights of a child
As the stick gets support to stand upright from the sand, it can be related to a child living in a community that respects the rights of the child and cares for the child. A child needs protection and support in order to survive. The falling of the stick in the absence of the supporting sand signifies the consequence it has on the child's growth and development. The consequences can be discussed in a group discussion. The focus should be the action to be taken to prevent the consequences.

3.15 NSALE NSALE
Mostly young people of both sexes usually play the game of Nsale Nsale. The game was used to educate young people the importance of keeping secrets and also the consequence of gossip.

Requirements
- No equipment
- Open space
- At least eight participants

Participants line up facing each other over a distance of 2-3 metres. A song is sung and one participant from the girls' side goes to the boys' side and pick up a boy of her choice. Alternatively the boy will go and get the girl of her choice. This goes on until all the favourites are picked and the chikolola mwinko remain. The two lines/sides are labeled A and B. An agreement on which side takes the picking role is mutually made before the game begins. In this case we take side A to be the picking side.

The game song:
- Participant A: Nsale nsale
- All participants: Chinkamba
- Participant A: Tule sala
- All participants: Abawama
- All participant: Chikolola mwiko ashale uwamulomo ngamuchenge
The game song continues while the participants from the A side take turns to pick a partner from the B side. If there are more participants on side B then some will remain unpicked and those are the ones who will be labeled as *chikolola mwiko* (offenders). The game usually restarts without any punishment or reward to any participant.

**Psychomotor and Psychosocial Value**
This game develops the basic motor skills like running, jumping, hoping etc combined with the psychosocial skills of interaction, communication, critical thinking and decision-making.

**HIV/AIDS Integration**
*Objectives.*
By the end of the session PSBAT;
- Fight against discrimination
- Resist negative peer pressure by using acquired life skills

The game can be used to equip participants with life skills to resist negative peer pressure that causes them to indulging in risky behaviors. Through this game abstinence can be promoted by building a good image around it. The participant(s) who are not picked are promoted as winners and are HIV negative because they have been abstaining from sex.

The game can also be used to educate participants against discrimination and stigmatization. The participant who’s left out is taken as an HIV infected person being discriminated against because of his/her HIV status. HIV positive people have Rights just like any other person and need love, attention and care from everyone. An infected person can lead a long, health and productive life. Participants should be given the following information.
HIV positive people should not be discriminated against (you can not get HIV by associating with infected people e.g. eating from the same plait, shaking hands, sharing clothes, being in the room, hugging or playing with them.) Fight AIDS and not people with AIDS.

HIV positive people live long and health lives by
- Having a balanced diet
- Getting early medical attention
- Thinking positively
- Socializing
- Avoiding re-infection by abstaining from sex or using condoms consistently and correctly
- Exercising
- Managing stress

Child Rights Integration

Objectives:
By the end of the session PSBAT:
- Explain the need to fight discrimination.

The game can be used to advocate against discrimination and to instill values of fair play and inclusion. Many are situations that adults and children themselves segregate other children certain activities and benefits. Some children are treated better than others. Every child is entitled to basic child rights and some of them are right to play and freedom of association.

During the game if a participant is left out and not picked it means he/she is being discriminated against because of race, tribe, gender, HIV status or economic background. The focus should be to educate participants with the value of fair play and equity. It is wrong to discriminate against people because of their race, tribe, gender, HIV status or economic background. Every person deserves respect and equal opportunity. Discrimination can be from a family member, members of the community, teachers or friends.

3.16 KABUSHI KALILALILA
Kabushi kalila-lila is one of the traditional games believed to have originated from the Northern part of the country. Kabushi kalila-lila is a bemba word meaning the goat is crying. This game was played in the olden days and even during these modern days this game is still being played. It is played by both male and female children during their leisure/free time or when about to sleep.

Requirements
A small plastic ball (ichimpombwa) or anything that can be used in place of a ball.
Enough open space according to how many participants are available
A counselor
Quiz questions and answers on reproductive health.

Rules of the Game
The number of players should comprise of a minimum of 3 and at least a maximum of ten players of which one of them should stand while others are seated.

The time of play is unlimited (until players get tired)
The game should be played on a smooth flat and soft ground in order to enable one who will be running not to hurt her/himself.

Players should sit in a circle and be able to sing a song and should face each other.

**Objectives**

This game develops the children skills of running, throwing, picking up, squatting and dodging flying objects.

It also improves awareness and reaction to life situation

It creates a playing relationship.

**Procedure**

When all players are seated in a circle facing each other, one of the children picks up an object incapable of injuring another when hit and run around the circle while singing the song kabushi kalila lila mee.

Child: kabushi kalila-lila (The goat is crying)
Childen : Mee
Child : Ndeshila umunandi ( I am giving it to my friend )
Children: Mee
Children: Uwo twangala nankwe (The one we play with)
Children: Pefye ku sukulu (Everyday at school)
Child : Mee
Children: Kasha umwana (It has left a child)
The child moves slowly around without an object. This is repeating when the child moves faster around and leaves the object behind one of the children. After leaving the object behind another child who will call "B" in relation to the first child who will call "A". Child “A” runs fast around the circle to take the position which B had who is at this time up and running with an object before she/he takes B’s previous position in a circle. If A is hit she/he will go and sit in the center of the circle until the end of the game. If “A” is missed and takes position of “B” in

the circle then “B” shall pick the object and go through the process that “A” went through at the beginning of the activity and then leaves the object behind another child C and the process goes on.

**HIV/AIDS Integrated**

**Objectives:**
By the end of the this game PSBAT:
- State what HIV/AIDS & STIs are.
- State the causes and effects of HIV/AIDS & STI
- State the preventive measures of HIV/AIDS

**Requirements**
- Structured questions and a peer educator in addition to the conventional requirements.

The chasers at each time may represent an HIV Positive person while the dodger represents an HIV Negative person being persuaded for unprotected sex. The hit dodger will represent an infected person and that the person needs to learn more about prevention and positive living. The participant goes for a question and answer session with a peer educator.
Child Rights Integration

Objectives:
By the end of the session PSBAT:
- Show awareness and understanding of basic information on child abuse.

We may take Child A to represent the abuser, B to represent the abuse free child and the Ball will represent forms of abuse.

The game may be taken in a way that A is making efforts to abuse B while B is making efforts not to be abused. If B fails to hit A back with the ball it may mean failure to act against identified abuses. On other hand if a participant is hit with the ball s/he goes to sit in the center of the circle, signifying that the child has been abuse and is going through the evils of abuse e.g. in child labour, the child can not go to school or even play with other children.

- An option would be as the game is played participant A leaves the ball on B and this means A subjects B to the kind of abuse he/she had experienced e.g. violence, insults, aggression etc. When B picks the ball up and hits it back at A it means he/she has stood up for his/her rights and has helped A by telling him/her where to go for help when abused e.g.

- Inform elderly people in the family if they are not the culprits
- Go to the hospital (when sexual or physically abused) or any organisation dealing in child/human rights like Children in Crisis (CIC), Zambia Civic Education Association, Young Women Christian Association (YWCA) and Social department.
3.17 SHOMBA
Shomba was and is played as a leisure activity by both girls and boys

Requirements
- A homemade ball (ichimpombwa),
- A vessel/bottle
- Some sand (3kg-5kg).

Game Description
Shomba is played on flat, wide and clear surfaces. Shomba is played by a minimum of 3 to a relatively reasonable number of participants divided into two equal teams. Team A starts as dodgers with filling the vessel/bottle with sand then later emptying it as their objective. Whilst two participants from team B stand apart with both being at opposite ends of the playing ground (distance determined by mutual agreement) with an aim of stopping members of team A from attaining their objective by hitting them with the ball before they completely fill the vessel and empty it to win a set or game.

If a participant is hit s/he goes out of the game, to get back if the teammates manage to fill and empty the bottle then count numbers 1 up to 10. the game is played in sets and winning is by majority of total number of sets. The team that accumulatively wins the agreed number of sets first wins the game.
Psychomotor and Psychosocial Value
The game develops the participant’s basic psychomotor skills including; running, jumping, tracking, dodging and catching. It also develops psychosocial skills including; counting, cooperation and rule abiding attitudes.

HIV/AIDS Integration
Objectives:
By the end of the session PSBAT:
- State modes of HIV transmission

The game may begin with dodgers given warning before hitting gets started. The throwers shout HIV/AIDS massages such as “AIDS kills” or “Abstinence ili che” before making a throw. When a participant is dodging the ball it is interpreted as a person dodging HIV using life skills but when hit it is interpreted as acquiring an STI and goes to a peer educator for a question and answer session on STIs. If the teammates manage to win the set, the participant is allowed to rejoin the game it means, the individual had acquired a curable STI and has received full treatment but if the teammates fail to win the set and the participant is not allowed chance to rejoin play, it means the STI is HIV and therefore, needs information on ways by which HIV is acquired and how to live positively with HIV. The following and more information should be given to participants during the session, group discussions may sometimes be appropriate.

HIV is the virus that causes AIDS and it is transmitted through the following ways
- Unprotected sex
- Sharing unsterilized shape tools/utensils
- Having unscreened blood transfusions
- Mother to child (during pregnancy, at birth or during breast feeding) if the mother is HIV infected

Child Rights Integration
Objectives:
By the end of the session PSBAT;
- State basic child rights
- State where an abused child can find help

With reference to the HIV/AIDS Integration above the warning shouts are made before throws are taken. An example should would be “say no to child abuse”.

The participant who successfully dodges the ball represents a child who is fully informed of his/her rights and is aware of ways through which a child can be abused. Children should not trust people any how (anyone can be an abuser be it family, friend, neighbor, teacher, Stranger etc.). The participant who gets hit with the ball and is removed from the game represents an abused child who gets isolated due to deprivation of his/her rights. If the teammates win a set the participant is given another chance to play. This may be interpreted as help given to the abused child by the community that makes the child enjoy his/her rights and develop as a normal child.
If teammates do not manage to win the set, this will be taken as failure by the community to help the abused child. These situations may be good group discussion starting points. Leading questions such as when, how, who, why does this happen, may be very good tools in this approach after the game.

The focus in this session is to sensitize the participants of their roles and responsibilities. People should open up to speak against child abuse and take appropriate action.

3.18 NSOLO
This is the most common and popular traditional game not only in Zambia but in the continent of Africa as a whole. Nsolo can be traced back as far as the Luba Lunda Empire. It is known by various names in line with various ethnic languages but the common and widely used name we have found is isolo (Bemba Language). It is believed that the name Isolo came from a name of a tree known as umusolo that produced seeds, which were used as playing pieces for the game. The game was used as entertainment for all but more strategically, used to keep war troops together in the absence of war. Chiefs in passing judgment also used the game over a case involving very close relatives. The two parties would be given a number of sets to play and the winner of the game would be declared winner of the respective dispute.

Procedure
In recent past the game has been played with small stones or seeds on a flat surface with shallow holes dug close to each other in roles as shown in the diagram below. Currently, portable playing sets have been made using wood or plastics. Holes of equal size are made, and the total number can range from 24 to 400. For this explanation the 48 holes board is used.

There are 8 different types (playing rules) of nsolo known to us during our research but in this text we will discuss one. The most common one is known as chipili, which involves the heaping of the playing pieces in one hole. The playing surface has 4 rows of 12 holes each, the set is imaginary divided into two parts, each having two rows with each hole containing two playing pieces in bemba known as "utusolwa" (usually stones, seeds or beads). In a game played by two players only, each player plays on one half of the set. The game is
began by both players at the same time picking stones from any hole on their playing side and distribute them one by one into every other hole in the sequence without skipping a hole in that sequence. The last stone to be placed in a hole containing other stones is picked together with all the stones in that hole to be distributed beginning from the next hole in the sequence, the process keeps repeating itself until the last stone to be dropped is dropped in a hole without any other stone. When this happens the playing is stopped (described in bemba as "isolo lyalala").

The player whose play stopped first will take the first playing chance. At this time both players must make known the holes (one for each player) they have picked for heaping. The picking and dropping of stones as described above then resumes but this time only one player at a time, the other player only begins to play when the opponent ends play (isolo lyalala) as described above. The change in this phase is that when the last stone is dropped in the selected hole for piling, the stone or other stones in the hole are not picked, the player does not lose the playing chance but gains advantage to continue playing and is at liberty to begin the sequence from any hole on his or her playing side. The player will continue playing while reducing the playing pieces by piling them in the selected hole until the last stone is dropped in an empty hole. The first player who heaps all his or her playing pieces in the selected hole is declared winner of the game.

The other ones are that of removing the opponent's pieces until he or she remains with less than four playing pieces or nothing at all.

**Psychomotor and Psychosocial Value**
In most cases the game is played to teach arithmetic, as a form of entertainment and to others a form of making an income. It enhances the participant’s positive socialization skills.

**HIV/AIDS Integrated**

*Objectives:*
By the end of this session PSBAT state:

- What STDs and HIV/AIDS are
- How to prevent themselves from acquiring STDs and HIV/AIDS
- The social and economic effects of AIDS
- The benefits of Voluntary Counseling and Testing (VCT)

*Requirements*
- Playing board or surface
- Utusolwa playing pieces
- A peer educator {someone with the right information on reproductive health and able to give guidance leading to positive behavioral formation and change}
- quiz questions and answers

*Procedure*
The game may be used to show the spread of STDs and HIV/AIDS by putting a colouring liquid in one whole on each playing side. When the game is being played the playing pieces
that will be dropped and picked in the hole with liquid will be painted with the respective colour. Some of the playing pieces that may not have passed in the hole with the liquid will also acquire some paint from those who would have been picked from the paint hole. The more pieces are dropped and picked from the paint hole, the more the number of playing pieces with paint.

Another approach is to stop the game at some time during play and lead participants/spectators into a group discussion. At any such time the holes will have varied numbers of playing pieces. Taken that the holes represent communities and the playing pieces represent people, the facilitator or teacher will ask the participants to brainstorm this possible causes of such situations from an HIV/AIDS perspective. Ask question such as; which community would like to live in?, What would you do for the different communities if you were given chance to live in it?, What challenges if any do you expect and how do you expect to counter them?

At an individual level, the game may be played conventionally and the losing participant goes to a peer educator for a question and answer session on a specific topic the session is set to achieve.

**CHILDREN RIGHTS Integration**

**Objectives:**
- Explain what child abuse is
- State effects of child abuse.

**Procedure**
The game may be used to show the increase in child abuse cases by putting a colouring liquid in one whole on each playing side. When the game is being played the playing pieces that will be dropped and picked in the hole with liquid will be painted with the respective colour. Some of the playing pieces that may not have passed in the hole with the liquid will also acquire some paint from those who would have been picked from the paint hole. The more pieces are dropped and picked from the paint hole, the more the number of playing pieces with paint. The coloured pieces represents children who have been subjected to different forms of abuse and eventually become child abusers as well.

The game may be used to show how child rights information can be spread. This can be done by stopping the game for some time and lead the participants/spectators into a group discussion. At any such time the holes will have varied numbers of playing pieces. Taken that the holes represent communities and the playing pieces represent child rights information, the facilitator or teacher will ask the participants to brainstorm the effects of such situations from a child rights perspective.

At an individual level, the game may be played conventionally and the losing participant goes to a peer educator for a question and answer session on a specific topic the session is set to achieve.
3.19 TINDI
The game Tindi was a commonly played traditional game in the Western and Southern provinces of Zambia. Only males played the game. The name Tindi in Lozi means to throw an object or spear. It was used to make the young people prepare skills of spearing a moving object while providing recreation. The game was also used to keep together and entertain warriors when there was no war.

Requirements
The equipment used is a wheel shaped tuber formed from a plant known as Tindi and wooden sticks known as nsumbu, which are formed into spears by sharpening one end. In the absence of Tindi tuber a wheel shaped banana trunk or a wheel made out of dry elephant grass may be used.

Tindi is made in the form of a wheel, which can easily rolled on a flat surface, it is made from a special tree, which is not so hard. The Tindi wheel should be of a reasonable size usually 15cm to 30cm diameter. The sticks range from 100cm to 150cm long and 1cm to 3cm diameter.

Rules Of The Game
Number of players to compete as spear throwers is relative to the number of spears playing space.

In a competitive game of involving two teams an agreed number of throws to be given for each team to compete as spear throwers while the others team provides the two tindi throwers must be made.

Players should stand at a distance of not less than 2m from each other to avoid injuries.

The game starts often after a toss or by mutual agreement to determine the team, which starts as spear throwers.

Time of play is unlimited but can be decided by the participants and/or officials/teachers.

The speed and distance at which tindi should be thrown, depending on the ability of the participants should be agreed.

Procedure
The competitors form a single line each holding a nsumbu ready to tindi wheel as it roles through, while two participants (tindi-throwers) stand each at the end and at right angles about 2m to the competitors line, each player taking turns in throwing the spear to hit the tindi as it roles past them. One player {tindi-thrower} throws the wheel parallel to the competitors line towards the other tindi-thrower. The competitors make points when their nsumbu spears and stick into the tindi wheel. This game was played by the young boys when there where looking after cattle in the bush and during leisure time.
Psychomotor and Psychosocial Value
- The main reason was to prepare the young warrior/men forward and spear a running object at a distance.
- It was used as a form of entertainment
- It was used as a skill development activity for fishing and/or hunting
- It was used as a way of enhancing cognitive and affective skills such as cooperation

Health Integration
Objectives
At the end of the game P S B AT:
- Explain how HIV is transmitted

Spear - a person's life in transit
Tindi - Destination

A participant throwing the spear aiming it at the Tindi represents a person who is trying to reach the set destination e.g. completing high school, going to university getting a job, remaining HIV negative etc.

When the spear misses the Tindi it means the participant is not following the right path towards his/her destination e.g. a person wanting to remain HIV negative should avoid any risk behaviours e.g.
- Having unprotected sex
- Using unsterilised sharp tools
- Having unscreened blood transfusion
These activities may lead to him being infected with the HIV virus.

If the spear hits the Tindi and bounces off it is taken that this person wants to be free from HIV and stays away from the risk behaviours for some time then suddenly gets infected by either giving in to peer pressure, having a condom burst during intercourse, cutting or piercing oneself with an HIV contaminated sharp tool or utensil.

A participant whose spear remains stuck to the Tindi is taken as a person who stays focused on protecting him or herself by abstaining from sex, having protected or safer sex. The best prevention is abstinence.

Child Rights Integration
Objectives
P S B A T:
- State effects of child abuse

When a child is abused there are long and short-term effects resulting from physical, sexual or emotional forms of abuse. Amongst the effects of child abuse is some victims become child abusers, lose self-confidence, prostitutes, criminals, mentally disturbed, drug or alcohol abusers etc.
A participant whose spear misses the Tindi or bounces off it is taken as a child whose life is disturbed or destroyed due to abuse e.g. a child in early teens made to stop school then married off to a man who is in his 50s. The spear that hits the Tindi and remains stuck to it is taken as a child who does not encounter abuse and enjoys rights in full hence achieving huge steps towards success in life e.g. successfully completing grade twelve going to college or university and enjoying sound health.

3.20 CIDUNU
This game was played and is still being played by boys and girls as well as elderly people for leisure purposes. Cidunu also improves the participants’ alertness, mobility and timing.

Description
Cidunu can be played in an area where there is enough open space for the guard and hiding space for the rest of the participants. Cidunu is played by a minimum of 3 to a reasonable number of participants. A homemade ball is put at the centre of the open space and kicked/thrown away, by one of the participants who hide, then all the participants run to hide. The ball is then picked by the guard who takes it to the centre and counts 1 to 10. After this, the guard announces that she/he has started his/her search for the hidden participants. When the guard sees one of the hidden participants, she/he shouts to notify the other hiding participants and the two (the guard and the seen participants) race to reach the ichimpombwa (Cidunu). If the guard catches it first then the first participants is made to sit and wait for the guard to find another participant. When the second participant is caught, the first participant becomes a guard and the game goes on.

HIV/AIDS Integration
Objectives
By the end of the session P S B A T:
- State what HIV/AIDS is
- Describe the modes of transmission

Hidden participants represent people who have knowledge on HIV/AIDS and are putting it to good use. Guard represents a person indulging in risky behaviour. When the hidden participant gets hold of the Cidunu it represents help from that particular person to one who is indulging in risky behaviour.

Child Rights Integration
Objectives
By the end of the session P S B A T:
- State basic child rights
- State what child abuse is

Hidden participants represent children under protection of the rights. The guard represents a rights abuser
The caught participants are children under abuse.

When a hidden participant gets hold of the Cidunu/Chimpombwa it means the child with knowledge on child rights sensitises those children under abuse and the people surrounding them. If the guard gets hold of the Cidunu before the abuse free participant then he/she is either abused or becomes an abuser.

Child abuse is violating, depriving or denying a child of his/her rights.

Child abuse can only be eradicated if all people stand up to fight it. A Tonga proverb says "Munye omwe nga tau-pwai njina meaning one finger can not kill lice. Everyone should stand up to fight child abuse by speaking against it and taking action against child abusers.
SECTION 3: LEADERSHIP

1. DEFINITION

Being in a position of a leader does not make you a leader. Experience, trial and error, personal growth and development all contribute to the process of becoming a leader. And remember it does not happen overnight.

1.1 What is Leadership?
Leadership is the ability to be a leader – a person who leads a group of hence influencing the behavior of others.

1.2 Who is a Leader?
A leader is someone who:
- Motivates others
- Provides direction
- Delegates responsibility and authority
- Solves problems and makes decisions for the achievements of goals and objectives of the group involved.
- Is respected for his commitment and work, for his wisdom and personality, for fairness and appropriate treatment of others.

Bringing a proven leader from one situation to another does not necessary guarantee success. The situation itself has a direct relationship to the type of leader that will emerge and the success she/he will experience.

2. FACTORS AFFECTING THE EFFECTIVENESS OF A LEADER

Leadership effectiveness appears to be a function of at least three complex factors; the individual, the followers and the conditions of the immediate environment.

2.1 The Individual
The qualities of the individual that have a direct impact on leader effectiveness are:
- Age and experience
- Technical competency
- Style
- Control position in organization
- Personal qualities.

2.2 The Followers
A full understanding of leadership behavior requires that the followers be studied. It is certain, however that the personalities, characteristics, disposition and behaviors of followers have a great impact on how effective the leader will be. Some important characteristics of followers to be considered are:
- Need to achieve
- Preferred reward
- Need for independence
- Acceptance of authority
- Tolerance of ambiguity

The importance of followers in the leadership question is aptly captured in a quotation by one anonymous commentator: “Due to lack of loyal followers, the development of outstanding leaders has been suspended.”

2.3 Conditions of the Immediate Environment
Some of the “Environmental” factors are:
- Nature of task
- Degree of stress
- Clarity of role
- Size of group
- Time constraints

The primary responsibility of the leader is to manage the human resources of the group in light of the situational constraints. This requires sound communication and a climate of honesty and trust.
3. TEN COMMANDMENTS OF A LEADER
The following suggestion may help individuals enhance leadership qualities:

1. Be aware of your own capabilities and motives that would affect your leadership.

2. Be aware of the characteristics and interests of the followers.

3. Be flexible; change your style to suit the situation.

4. Step aside; allow others to emerge when the situation demands.

5. Recognize that it is not only your efforts but the acceptance of the followers and the situation that has contributed to your success.

6. Giving orders and having them carried out is not leadership. It ignores the important dimension called influence.

7. Delegation is important for followers’ involvement and motivation is required to retain followers.

8. Try to identify the key factors in any situation that will affect your attempts to influence people.

9. Develop a master plan approach for leadership for consistency in achieving goals and objectives.

4. TYPES OF LEADERS
In general there are two types of leaders; task oriented and relationship oriented leaders.

- A task-oriented leader will excel when the nature of the task is structured, the degree of stress is high, the role is clearly defined, the group is large and the time constraints are tight.
- A relationship-oriented leader will excel as these characteristics approach the other end of the spectrum.
SECTION 4: EVENT ORGANIZATION

1: PREPARING A LOCAL EVENT

Successful events do not just happen. They take a great deal of planning and forethought. We should not ignore smaller details.

1.1 Before the Event

Consider the following before you start planning an event:

- Is my organization (office or committee) capable of handling the event?
- Do we have the facilities or can the facilities be made available?
- Do we have the finance to hold the event?
- Do we have the necessary manpower?
- Do we have the necessary willpower?
- Do we have the necessary expertise?
- Do we have enough time?
- Do we have a favourable climate/environment?

When preparing an event...

- Appoint a person who will play the key role in the organization.
- Create an organizing committee to begin the planning process and oversee the major operational areas. Only for minor events can one person do more than one function. When distributing assignments, enthusiasm counts for a great deal, but beware of over-enthusiasm.
You may wish to use the following sample to organize the major work for which each person is responsible.

**PLANNING AN EVENT**

Event: Inter-district Athletic Competition, 19 November 2002

Areas of responsibility & designated chairperson
Area: Venue
Chairperson: Marian
Resources: 5 people and equipment
Date of completion: 15 November 2002

The following items need to be analysed with focus:

- human resource
- program of activities
- invited guests/participants
- prizes
- justification of the event
- accountability
- venue
- equipment
- publicity

### 1.2 Planning a Sports Trip

Competing away from home can be an upsetting experience if the tour members are not prepared for all the adjustments that they must face.

Talk to source to find out what you expect. You will want to inquire about:

1. **Food**
   - What kind of food?
   - Is there adequate food?
   - When will the food be available?
   - A special meal available?
   - What are the arrangements for paying for the meals?

2. **Accommodation**
   - Where is it located?
   - For who? –Athletes? Trainers?
   - Is it near the hospital?
   - Costs – who pays for what?
   - Are all the rooms in one place?

3. **Transport**
   - What is made available: - buses, lorries, airplane?
   - What costs will be incurred for transportation?
   - How long will it take?

4. **Competition Facilities**
   - Where is it in relation to the accommodation?
   - Are there any concerns for security?
   - What are the playing surfaces?

5. **Geography**
What will be the climate? Will it be wet or dry? What will be range of temperatures and humidity?
Is there a problem with altitude?

6. **Clothing and Equipment**
- Full medical kit should be packed.
- Team uniforms—playing, warm-up, and formal.
- Personal supplies to last the full trip.

7. **The trip itself**
- Before you go have a briefing with the athletes and coaches.
- Explain the above.
- Before you start off check the equipment and baggage. Double check that nothing is left behind when moving on.
- Maintain Protocol
- Attend all meetings, receptions and ceremonies given in your honor.
- Remember you are representing your province/district.

8. **When you return**
- Evaluate your trip with the coaches and possibly with athletes.
- Write a report of your trip to the School Head/Club Executive P.E.O./D.E.O.

### 1.3 Drawing the Budget
A budget is the plan of your program, expressed in financial terms. It is an estimate of income and expenditure.

There are 5 main steps you may follow when drawing up your budget:

1. The skirting point is to clarify and set the goals and objectives of your organization. This planning process helps you focus your proposed expenditures on the items you have identified as being priorities.

2. The next task is to review the previous and current years’ income and expenditures accounts. For example, in 2002 when predicting the budget for 2003, one must consult the accounts for 2001 and 2002. You may also consult the income and expenditure of the previous event. Consider the costs for the following:
   - The fixed cost e.g. accommodation
   - The cost of recurring activities e.g. the meetings and transportation
   - The cost of the program
   - The cost of inflation.

3. Consider the likely sources of income for the program and develop a realistic plan for obtaining this money.

4. Compare the possibility revenue with the projected costs. Be careful not to overestimate the income and underestimate the expenditure.
5. The last step is to get approval for your budget and revenue-generating projects. A subsequent approval or request for changes may follow this.
SECTION 5: SPONSORSHIP

1: BACKGROUND
In recent past it has not been easy to have companies, non-governmental organisations or individuals come out to sponsor our activities. A series of reasons have been sighted to this effect, ranging from the poor economic situation in our country to a new generation of profit company managers that seem not to be interested in the sports activities of our children and youth.

Sponsoring does not only benefit the sponsored party but also very much benefits the sponsor but it should be emphasised that the objectives of the sponsors and sponsored parties are not always similar. This makes management and exploitation of sponsorship difficult and challenging.

Most sponsors feel they are unique: their expectations and requests are difficult from those of others. To deal with this requires patience as well as experienced management.

1.1 Sponsoring Objectives of Companies
Most companies decide to use sponsoring for one or more of the following reasons:

1. To establish, maintain or increase brand awareness
   Sponsorship creates opportunities for a sponsor to transfer information about the brand to the concerned target groups. It generates free publicity of the great importance to a sponsor. By the reports of being sponsored event, a consumer can be confronted with means of communication of the sponsor. The sponsored event can also serve as a reference-project for products of the sponsor.

2. Image transfer
   By this phenomenon it is possible to project the image of the sponsor on to those being sponsored.

3. Hospitality or relationship marketing
   Sponsoring creates perfect opportunities to organise receptions in a pleasant atmosphere for all sorts of target groups e.g. an interesting match has a high added and attention value because it will have a big audience.

4. To attain specific target groups
   Sponsoring gives possibilities for communication with unique target groups who can otherwise never be reached by other media e.g. Bella hair Extension can sponsor a girls’ soccer tournament, as this will bring them in contact with their consumers.

5. Public relations
   A sponsored project can be used for the development of public relations activities:
   - General creation of goodwill.
   - To show the social welfare responsibility of the company.
   - Motivation of own personnel.
   - To block competition (exclusive rights)
1.2 Sponsor Packages
When a sponsored party knows the objectives of a sponsor and also the approximate amount that can be invested, one can start to compose package.

All possibilities of sponsoring should be grouped per object a sponsor may have. In this way it is easy to compose packages based on the investment of the sponsor and his objectives. For example in putting up the package you may consider giving the company:

- Trademark, name or product category exclusivity
- Boarding
  - Put sponsor's name in one of the page of your program
- Company name and logo on all headed papers
- Use the sponsors' logo in advertising
- Supply of products and services at market price
  - Name of the event (e.g. if the sweet manufacturing company would sponsor a tournament - why not call give the tournament the name of that sweet like "Crystal")

1.3 Approaching a Company
This is the most difficult aspect. A personal introduction is the best, the aim being to meet with key decision-makers and make your presentation directly to them.

If a personal introduction is not possible a letter requesting sponsorship should be sent. It must be worded carefully to be attractive and also interesting enough to want to make the recipient want to hear more. Ensure it is addressed to the correct person and make follow up by phone or physically.

1.4 Keeping a Sponsor
- Having signed a sponsor your aim must be to develop a long-term relationship with them.
- Maintain communication with the sponsor, provide new initiatives and opportunities for them to exploit their sponsorship.
- Update them regularly on all your activities, give them exposure whenever you can.
- Sponsorship is not a generous donation from the chairperson of a company. It is a key element of marketing mix and therefore requires a commercial return. For this reason serving and supporting a sponsor is essential, as is providing them with tangible benefits.
SECTION 6: COMMUNICATION

1: DEFINITION

What is communication or to Communicate?
It can be defined as a process through which an idea, information, feelings or motion is passed on, shared, exchanged or transferred from one point to the other. Without communication there can never be a proper way, expose that which is hidden or covered. Hence communication is a two way process where the sender expects feedback in order to establish if message transmitted has been understood properly by the recipient. Nevertheless feedback can be positive or negative.

1.1 Analysing Factors that Affect Listening
Your daily ability to listen depends on many factors. Recognising these factors or conditions is a first step towards being a good listener. Each factor is a potential obstacle to good listening.

- **Personal Matters**
  Every one of us has personal matters outside our work which at times take a lot of energy and require a great deal of attention. Personal matters therefore hinder active listening.

- **Poor Physical Environment**
  Noise level, room temperature, lighting and layout either help or hinder effective listening. Noisy and distractive places hinder effective listening.

- **Positive and Negative Triggers**
  Triggers are words or phrases, which can elicit an immediate emotional response. A positive trigger creates a good feeling for listening. A negative trigger creates feelings of anger. It is important to note that triggers short-circuit the listening process. A listener upon hearing certain words or phrases has a programmed interpretation and response. Triggers interfere with listening because the listeners immediately turn their attention to the emotions they are experiencing.
**Word Definition Differences**
People have different meanings for given words. These differences lead to minor or major misinterpretations and misunderstandings.

**Filters**
These are assumptions, beliefs, experiences and expectations. For instance one may believe that someone sitting quietly in a lively group is not interested or engaged and may not value that person.

**Fatigue**
Active listening takes an alert mind and a rested body.

NB: However you can learn how to control each one and how to make it work to your advantage.

### 1.2 How to Control Factors that Affect Listening

- **Focus on the message**
  Listen to what is being said. Try to overlook distraction mannerism that the speaker may have or annoying qualities of the speaker’s voice.

- **Keep an open mind**
  Don’t shout out any topic or viewpoint. Be ready to learn something new or deepen your appreciation of your own position.

- **Be focused**
  As you listen put aside all destructive thoughts, plans or worries. Eat and sleep well before hand. This is vital especially when you are preparing for a crucial meeting.

### 1.3 Techniques for Active Listening
Good listeners are active and not passive. They look for meaning, think about what they hear and respond to it. Apply what you hear to yourself: What does this mean?

- Relate the information to your personal experience
- Imagine yourself using information in future

**Think as you listen:** Summarize and review throughout the discussion or meeting.

Start thinking of the questions that you want to ask at the end of the meeting.
If your prediction of the answer is wrong decide what misled you. But do not jump to conclusions.

**NB:** Develop a consistent method you can use every time and use body language to show that you are listening such as eye contact and nodding your head.
SECTION 7: MEETINGS AT CLUB LEVEL

1. DEFINITION

1.1 What is a meeting?
A meeting is a gathering that is called to discuss matters regarding a specific subject.
- At any given institution including sports clubs, meetings play a crucial role for the progress of the club.
- There is need to keep each other informed about the failures and achievements of the club and finding a right direction to follow in order to achieve set goals or objectives of a particular club.
- A meeting normally constitutes of a chairperson, vice chairperson, secretary and vice-secretary, treasurer and vice, trustees and committee members.

All posts mentioned above have specific roles to play at a given time. It is important to identify and follow your specific role in order to effectively carry out your duty.

1.2 Duties of the Executive

Duties of a Chairman
- He calls for the meeting to order
- He welcomes all members present
- He controls the deliberations of the meeting.

Duties of a Secretary
- Undertakes to maintain and preserve the records of the meeting.
- Prepares and distributes the Agenda and Minutes of the meeting
- Keep in close touch with club members and ensure that decisions of top leadership are carried out.
- Is responsible for the continuity of the club business and perform other duties as given to him by the club committee.

Duties of the Club Treasurer
- Keep proper financial records for the club
- Controls expenditure and budgets for the club
- Consults with other executive club members on how to financially run the club.
- He keeps finances for the club.

Duties of the Club Committee Members
- They are part of the executive committee.
- They also contribute to decision making for the club.
1.3 Conclusion
When training people in club management, the discussions in each session must intend to focus on specific topic areas and the maximum input from all participants in the group is the main goal. A generic approach though, may be the best way to start a session.

The group reporters need to diligently perform the task of compiling a report of the proceedings for each group, which report is presented when the workshop recovers to hear the report.

1.4 Group Discussions

Why is communication an important aspect at club level and why should it play a key role at all levels – leadership and players.

Suggest ways in which meetings at club level can be best done to enhance harmony and performance.

What can be done to ensure that effective communication is achieved?
The United Nations Convention on the Rights of the Child (CRC) was adopted on 20 November 1989 and ratified by Zambia on 6 December 1991. The nations that ratified the CRC believe that children need special protection care as they are mentally and physically young. The laws of the State must ensure children’s protection before and after they are born.

Who is a Child?
Every person under the age of eighteen is a child with rights.

1: RIGHTS OF CHILDREN
The State has the obligation to ensure that basic human rights of children are protected by spending as much money as possible to enable children to survive, develop and be protected. The Convention further states that the State, the courts, parents and other adults must think about the good of the child at all times.

1.1 Right to Survive
A. The Right to Life
Children have a right to life and it is State duty to ensure that every child has the chance to live and develop.

B. The Right to Health and healthcare
Children are entitled to excellent health so they have the right to healthcare to prevent and treat sickness.
- Every child must have access to healthcare and clinics.
- The State must play its part by making medical help and primary healthcare, such as immunization, available for all children.
- Fight diseases and malnutrition through primary healthcare.
- Provide enough healthy food and clean drinking water.
- Provide pre-natal and post-natal healthcare to mothers.
Have awareness campaigns on healthcare, proper food, breastfeeding, family planning, cleanliness and prevention of accidents.

Protect children from traditions or customs, which harm them.

C. The Right to Social Security
Social security is money, which the state provides for basic needs such as food, clothing and housing. Every child has a right to social security if they needed it, that is if a child's parents or guardian are unable to support the child the State must help support the child.

D. The Right to family Life
- Parents and guardians are responsible for the upbringing and development of their children and so must provide a safe home, food, clothing schooling and protection.
- The State must set up childcare centres for children with working parents and guardians.
- For parents who do not care for their children the State must force them and the courts must take money for the child's food, housing and clothing from the parents' salary.
- For parents who are too poor to care for their children the State must help out.

E. The Rights of parents and children Living in Different Countries.
- If a child's parents live in different countries the child has a right to see both parents.
- The State must also protect children from being taken to and kept in another country away from their parents.

F. The Rights of Children in adoption
The State must do what is best for the child in all cases of adoption where a child will live with new parents and this can be achieved by:
- Making sure the courts talk to all the people involved, that is, the child, the new parents and the parents giving up the child and make sure that it is for the good of the child.
- A child has a right to be adopted by parents in another country.
- Protecting the child who is adopted in another country and make sure no one gains money improperly from the adoption.

G. The Right to Nationality and Refugee
- Children have a right to belong to a nation, a name and parental care.
- During a war the State must help and protect children by giving them a safe place to stay or find them suitable family conditions in which to live.

1.2 Right to Develop
A. The Right to Education
All children have equal rights to education and so the State must:
- Make primary education compulsory.
- Encourage and develop secondary and high school education with vocational and general education where children learn the skills needed for jobs.
- Higher education at universities and colleges to be available on the basis of ability.
- Provide career guidance to help children choose the education that suits the best.
- Encourage children to attend school everyday and reduce the number of children who leave school early.
Ensure that school discipline respects human dignity.

Education must develop children's personality and talents and develop children's respect for:

- Human rights
- Parents
- Their culture and that which is different from their own
- Language
- Natural Environment

Education must also prepare a child to live in a free society, in a spirit of understanding, peace, tolerance, equality and friendship.

**B. Right to Recreation**
Children have a right to:
- Play
- Take part in cultural activities like reading, painting, music and story telling.
The child's right to rest and play must be protected.

**C. The Rights Of The Disabled Child**
Children with physical and mental disabilities have the right to live a full and decent life. Disabled children have a right to:
- Take part in community activities
- Special care in form of education, training for work, healthcare, rest and play.

**D. Right to Privacy**
The state must protect the child's private life, family, home, personal letters, name, honor and reputation from people who try to interfere in any wrong or unlawful way.

**E. The Right of Choice**
Children have the right to:
- Choose their religious beliefs
- Have ideas and think freely
- Speak freely and voice their opinion
- In adoption cases the child has a right to give his or her own opinion.

**NB:** Parents have a right to guide their children and help them make choices suitable for their age and in their best interest so that they do not choose something that will harm them.

**F. The Right of Association**
Children have the right to choose the people they would like to mix with, form or join associations and to voice their opinions.

**NB:** They however do not have a right to mix with people who may harm them like criminal and drug addicts, or join associations harmful to the community or damage school property.

**1.3 Right to be Protected**

**A. The Right to Protection from the Mass Media**
Children have the right to receive and give information and ideas but the State must protect them from receiving harmful information e.g.:
- Pornographic information
- Violence

**B. The Right to Protection Against Abuse and Neglect by Parents and Other Caretakers**
The State must protect children from neglect and abuse by parents, guardians and other caretakers by:
- Supporting those who care for the children. The State must set up programmes to help parents who cannot afford to feed, clothe and house their children.
- Find, report and stop cases of abuse and neglect

**C. Protection Against Degrading Punishment**
Children have to be treated with respect like any other person. They should not be tortured or punished cruelly or inhumanly.

**D. Protection Against Economic Exploitation and Child Labor**
The State must make rules stating what age a child may work, what kind of places a child may work and for how many hours per day.
Children are not supposed to do work which is dangerous, harmful and interferes with their education.
Parents should not make money through child labor and the business world should not use child labor as cheap labor.

**E. Protection Against Sexual Exploitation and Sexual Abuse**
The State must make laws that prevent children from taking part in sex, child prostitution, or being used in pornographic magazines and films.
The child should not be raped, used for sex or be sexually abused.
The State must prevent children from being stolen or sold for any reason.

**F. Protection Against Harmful Substance and Exploitation in General**
The State must protect the child drugs and prevent the people from using children to make or sell drugs.

**G. Protection Against Situations of Armed Conflict**
The State must obey the international rules that protect children in wartime by protecting and caring for them during wartime.
No one may force a child under the age of 15 to fight in armed forces. If they need children between the age of 15 and 18 they must choose the eldest first.

**1.4 General Protection**
The State must help abused and neglected children by promoting health, encouraging self-respect and dignity in children.

**A. The Rights of Juvenile Offenders**
The State must decide when a child is old enough to break the law. Children who are accused of breaking the law must have the following rights:
- Treated innocently until proven guilty.
- Told immediately that what they have done is wrong
- Be provided with a lawyer or someone to represent them in court.
- Have fair trial by an authority that does not take sides. The child’s parents must be present unless it is not in the best interests of the child.
- No one may force a child to speak in court or plead guilty.
- Call and question witnesses to prove that the child is innocent.
- Have a higher court reconsider the conviction and punishment given by a lower court.
- Have a free interpreter if different languages, which the child does not understand, are used.
- Have their privacy protected and respected during the time of trial.
- The arrest, detention and imprisonment must be as short as possible and should not be used if there are any other alternatives.
- The child may not be put in prison with adults.
- The child has the right to visits and letters from the family.
- The child has a right to a lawyer.
- No child under 18 shall be sentenced to life imprisonment or death.
- The State must establish and promote laws and special places to deal specifically with children.
- Counseling, probation, foster care and education and training programmes must be made available to the child.
- It is better for a special authority for children to judge a child rather than courts used to judge adults.
- No one may arrest, detain or imprison a child if the law does not allow it.

1.4 Conclusion
Children have rights, which must be promoted by the State. For example all children deserve a good education, quality healthcare and protection from abuse and neglect. The State must work as much as possible to guarantee these rights for children. Reports must be sent to the Committee on the Rights of the Child at the United Nations outlining what they have done to improve the lives of children.
APPENDIX II: BASIC FACTS ON HIV/AIDS

1. What is HIV/AIDS?
HIV stands for Human Immuno-deficiency Virus.

HIV is a virus, which attacks a person’s immune system. It slowly weakens a person’s immune system, which fights off diseases resulting into AIDS. AIDS is a state where the white blood cells that protect the body against diseases have completely been attacked and destroyed such that the body can no longer defend itself against diseases.

AIDS stands for Acquired Immuno Deficiency Syndrome.

   *Acquired* means passed on from one person to the other.
   *Immuno* means it attacks the immune system.
   *Deficiency* means lack of protection.
   *Syndrome* refers to a group of different infections.

2. Modes Of Transmission
the basic principle is that there should be contact of fluids between the uninfected person and infected fluid or person. One may get the HIV infection through:

1. Having unprotected sex with an HIV positive person. A person can get HIV by coming into contact with infected people's body fluids e.g.
   - Blood
   - Breast milk
   - Vaginal fluids
   - Semen
2. Sharing used sharp utensils
3. Having unscreened blood transfusion
4. Mother to child transmission can take place: -
   - Before birth
   - During birth
   - When breast feeding
5. Using used needles/shape utensils
6. Having unprotected sex.

3. Ways to Avoid Infection
- Abstaining from sex.
- Being faithful to one uninfected sexual partner.
- Using a condom correctly each time one has sex.
- Avoiding direct contact with blood by wearing gloves, plastic bags, use of other barriers and by covering any wounds or cuts.
- Avoiding sharing sharp piercing instruments.
- Abstaining from sexual intercourse before marriage.

*One cannot contract HIV by:*
- Shaking hands with an HIV infected person
- Working with an infected person
- Playing with an infected person
- Using the same toilet with an infected person
- Sharing cups
- Sharing a swimming pool
- Eating from the same plate as HIV infected people

4. Positive Living
HIV positive people can live positively by:
- Having a balanced diet.
- Exercise regularly
- Seeking early medical attention
- Thinking positively
- Abstaining from sex or having protected sex
- Avoid alcohol and smoking
1. Can Mosquitoes spread HIV?
   - No, Mosquitoes and other insects do not spread HIV. The virus cannot get into the mosquitoes' saliva and this is what it injects into human beings when it bites.

2. What does HIV mean?
   - HIV means Human Immunodeficiency Virus. This is the correct name for the virus, which causes AIDS.

3. What do letters AIDS stand for?
   - A stands for Acquired (Become infected); D and I stand for Immune Deficiency (the body's defense system is weakened.); S stands for Syndrome (a group of medical problems)

4. Is a well-dressed and clean man or woman less likely to have HIV infection?
   - No, it is the way that people behave not their appearance that puts them at risk of HIV infection.

5. How do people most commonly become infected with HIV around the world?
   - Transmission by having sex (men, women or both), transmission by transfusion or a contaminated needle or instrument then all the marriage partners are at risk.

6. Is there a cure for HIV infection or AIDS?
   - No, there is no drug to get rid of HIV from the body or to cure AIDS yet. There are expensive (ARVs).

7. Can a person caring for someone with AIDS get HIV infection?
   - Yes, the pill protects girls against pregnancy if it is taken properly following instructions. It seems that about one in four of babies born to HIV positive mothers will be born already infected.

8. How should boys and girls learn about AIDS?
   - Young people should learn about AIDS by having their questions answered from an early age. They can also learn by reading booklets about AIDS through AIDS education in or out of school and by joining anti-AIDS clubs.

9. Traditional healers can prevent the spread of HIV infection between their patients by always using a new razor, or sterilizing their instrument by boiling them for 20 minutes before use. Name one other way that they can help.
   - Traditional healers can avoid practices which involve mixing of blood. They can advice people to avoid casual sex and to use condoms.

10. How does it take for someone infected with HIV to get AIDS?
    - As far as we know, about half of the people with HIV infection will have developed AIDS in about a year or more and likely to get ill later.

11. Do only thin people have AIDS?
    - No, people with AIDS may be fat or thin or in between.

12. Can a man or woman have a sexually transmitted infection or di not know it?
    - Yes, a person can have an STI without symptoms though this is more likely for women than men. Unnoticed infection can still damage the internal organs, causing infertility and infect a sexual partner or an unborn baby.

13. Can holding hands spread HIV?
    - No, holding hands cannot spread HIV because HIV is not found in sweat and in the air but blood, semen and vaginal fluids.

14. Can kissing spread HIV?
    - No, kissing probably does not spread HIV/AIDS unless both parties have open bleeding sores in their mouths.

15. Is having HIV infection the same as having AIDS?
    - No, but washing before and after sex is hygienic and it may even reduce your risk of getting some STDs but not the HIV/AIDS virus.

16. What percentage of babies born to mothers with HIV infection is likely to be infected?
    - No, it is the way that people behave not their appearance that puts them at risk of HIV infection.

17. What is an STD?
    - An STD is a sexually transmitted Diseases. This means an infection, which people can catch through having sex. STDs used to be called VDs or Venereal Diseases but are now generally referred to as STIs.

18. Does washing before and after sex protect you from AIDS?
    - No, but washing before and after sex is hygienic and it may even reduce your risk of getting some STDs but not the HIV/AIDS virus.

19. Can kissing spread HIV?
    - No, kissing probably does not spread HIV/AIDS unless both parties have open bleeding sores in their mouths.

20. Can someone get a sexually transmitted disease more than once?
    - Yes, you can get an STI many times because the body does not become immune to STIs.

21. What can happen if a man or woman who doesn't get proper treatment for an STI?
    - Either man or women may become infertile, seriously ill or die if they have an STI, which is not properly treated.

22. Can all sexually transmitted diseases apart from HIV be cured?
    - Yes, people who have one sexual partner for a long time then change are at risk because they can never be sure about their partner's ex-partners. One at a time is not safe for safety but people should stick to one sexual partner for life.

23. Can all sexually transmitted diseases apart from HIV be cured?
    - No, not all STIs can be cured. For instance herpes cannot be cured but it slowly gets better by itself. AIDS is the only STI, which cannot be cured and kills people.

24. In a polygamous marriage are the wives at risk of getting HIV infection?
    - A totally faithful polygamous marriage is safe. But if the man or wives have sex outside marriage or if one of them is infected through an untested blood transfusion or a contaminated needle or instrument then all the marriage partners are at risk.

25. Do birth control pills protect girls against sexually transmitted diseases?
    - Yes, anyone with sores on the private parts is more at risk of getting infected with HIV because HIV can get into the body more easily through sores.

26. Name two symptoms of STIs that someone might notice on a partner?
    - Yes, anyone with sores on the private parts is more at risk of getting infected with HIV because HIV can get into the body more easily through sores.

27. Name any three sexually transmitted diseases apart from AIDS?
    - Yes, anyone with sores on the private parts is more at risk of getting infected with HIV because HIV can get into the body more easily through sores.

28. Name three health problems, which are common with people with AIDS?
    - Yes, anyone with sores on the private parts is more at risk of getting infected with HIV because HIV can get into the body more easily through sores.

29. If a girl has sores in her private parts does this make her more at risk from HIV?
    - Yes, anyone with sores on the private parts is more at risk of getting infected with HIV because HIV can get into the body more easily through sores.

30. Why is it dangerous to get an STI?
    - It is dangerous to get an STI because it can cause infertility in men and women. STIs also make people more likely to get HIV infection and the person who infected them with the STI could also spread HIV without knowing it.