

ISAAC MUTUA

Report #K07

ABSTRACT

In our survey of nearly 4,000 Kenyan Christians, the non-clergy Christian leader who was most frequently named as having had a positive impact (number 1) was Isaac Mutua. Isaac became well known for teaching a sex education life-skills training program in schools around the community, to address the problem of HIV/AIDS. African culture does not readily talk about matters relating to sex (traditionally it was taught during rites of passage that have been overtaken by modernity), so Isaac has become popular among students and teachers in schools because he has effectively addressed the current gap on sex education among the youth. While schools are meant to teach it, teachers do not have the specialized kind of training or capacity to handle the many angles of the topic. Most children get distorted and negative information from peers. Isaac is, therefore, a welcome recourse for teachers in the schools where he is known. However, for the last two years, he has not been pursuing his passion of training for life skills. Although he does well in his current job, it is primarily a means to raise income to care for his family. He would like to find a way to go back to training life skills to the youth.

BACKGROUND

Childhood Home

Isaac is the first born in a family of five siblings with three brothers and one sister. He was born 1972 in Nairobi. When he was eight years old, his family moved to their rural countryside in Yatta, Matuu in the eastern province of Kenya. His father worked for the government in the city and would commute home over the weekend. The father was a strict disciplinarian who used to cane him and his siblings to instill discipline and to make them work hard. There was no room for laziness in the family. Both his parents were Christians who influenced his faith. His mother was a Sunday school teacher at the church, so Isaac was raised as a Christian.

Countries of Residence

Isaac has not lived outside of the Kenya. He traveled for ten days in Tanzania and three weeks in Sudan. Both instances he was teaching life skills.

Current Family

Isaac is married to Sophia Mutua. They met in Moffat Bible College, and they married in December 2005. They have a son who was born in 2010. Sophia studied a post-graduate diploma course and a Masters degree in Christian Education in NEGST, where she graduated in 2010. Currently, she is not working, but she does voluntary work though she is looking for a job. Sophia is interested in teaching in Christian education. She is not very involved in Isaac's ministry, but sometimes she travels with him when he is doing ministry over the weekends.

Educational background

His educational qualifications are:

- Kenya certificate of primary school education from 1978-1987 (elementary)
- Kenya certificate of high school education from 1988-1991

- Diploma in Theology (BTh) from Moffat Bible College in Kijabe where he studied Bible and Theology from 1998-2002.
- Masters in Community Pastoral care in HIV/ AIDs from St. Paul's University, Limuru from 2007-2010; this MA was affiliated to the University Of Wales-Lampester. It is now a fully fledged academic program at St. Paul's University. He took it in the interests of learning how to teach on community care for HIV/AIDs.
- In addition to his formal qualifications, Isaac is a constant learner who is always looking for opportunities to improve himself. At any available opportunity, he would take short term courses over a number of years to improve his professional prospects and general knowledge. These certificates, acquired progressively between 2000-2009 from various tertiary colleges include a certificate on politics in the context of the church, church pastor and HIV/AIDs, certificate on the psalms, certificate on professional palliative care, certificate on gender-based violence, certificate on spiritual formation, church leadership and administration, certificate on stewardship and fundraising, certificate on pastor's life and youth ministry, certificate on chaplaincy ministry, certificate on competence-based training for FBO (Faith Based Organizations) program leaders, introduction to computers, Ms Word, Access, Excel, PowerPoint, certificate on conflict resolutions and peace building, certificate on community based home care, certificate on AIDS education, driving license, introduction to windows-associated computer service and certificate in AID for AIDS design.

Personal testimony and calling

Isaac grew up attending church. His parents were Christians, his mother a Sunday school teacher, and his dad an elder in the Africa Inland Church (AIC). Isaac gave his life to Christ in a youth camp when he was 17 years old in as a form 2 student in Masinga high school. His faith was nurtured through high school Christian Union. Later he started attending youth camps when he came to Nairobi. Although many of his friends from AIC church attended church regularly, many of them did not have a relationship with Christ. He thought he should lead them to Christ, so he became a community evangelist. He dedicated his life to serving God when he was in his mid-twenties. In the course of time, he learned that he needed to understand the word of God better. While living in Rongai town, he got to know about Diguna, an evangelistic organization which organizes youth camps and trains young people to evangelize. He began to participate in the camps and programs.

Influences

One was Paul Mulandi, an elderly gentlemen who was teaching in Laiser Hill Academy (primary school), not far from Rongai where he was living. When Mulandi resigned his job to go and study theology at Scott Theological College, Isaac was very impressed that such a man would leave paid employment to pursue the Bible. Noting that Isaac was spiritually gifted as an evangelist but did not place much value on theological training, Mulandi told Isaac that if he wanted to minister effectively, he needed to be prepared professionally, in a theological institution. He also told him that the world recognizes people trained in a system, because the system gives the right preparation and issues papers to show qualifications. He followed Mulandi's advice and went to Moffat Bible School. Mulandi is now a pastor in Uvete in Nunguni, and Isaac still considers him a mentor.

Another influence was Pastor Gabriel Mbuvi of AIC church Rongai. Mbivi taught and preached from the Bible with a lot of conviction and competence. He had memorized a lot of the Bible verses, which impressed Isaac. Isaac desired to be like him in preaching and teaching the word of God. Today he is the chaplain in Kyome AIC Boys School in Mwingi. Also, a pastor called Kasyoka who was teaching in Masinga Bible College was a good role model for him because his life portrayed the Bible.

CURRENT MINISTRY OR VOCATION

Mission/Vision

Isaac puts it this way: My passion is to be an influence to other people especially the younger ones in forming their life skills. Life skills are about shaping a person's life patterns as he/she grows because as children grow up, they're usually blank templates on which anyone can write anything. I want to influence them when they are young. What they consider as good or bad depends on their socializations, environment, family or background. If I would participate in their lives to make them form good character, it will last with them, and when they grow up, they will not disappoint them. I'm very happy to be part of lifelong character development

Work/Ministry

Presently, Isaac is working in AIC Kijabe missions' hospital, in a department known as Bethany Kings Kids. He is an assistant to the administrative director. His job involves logistical coordination of the mobile clinics, management and coordination of the office activities, leadership to the logistics team, coordinating mobile clinics in the follow-up of children with disabilities in their homes around the country. He participates in the planning and evaluation of the progress of *Bethany Kids* and counseling the children and their parents/guardians as they go through treatment. This requires quite a bit of traveling around the country.

Once parents have been identified with children born with disability conditions such as a big head, malformed spinal conditions and other disabilities, the children need care after undergoing surgical correction. Their parents need a lot of encouragement and training on how to care for the children. So after surgery, Isaac coordinates follow-up to be able to guide nurses across the country on how to look after these kids in the mobile clinics. He also does social work, which means that when a child is checked he talks to the parents to make sure that they still maintain their NHIF insurance (affordable government insurance cards with low monthly premiums). He helps those who don't have NHIF to acquire them. Some children need to be re-booked for another operation they help. He walks with them that journey. He also encourages the parents that real hope comes from God and sometimes leads them to Christ.

However, Isaac says that although he is competent in what he does and although he looks for opportunities to impart life skills to the children he works with at the hospital, this is primarily a job for the sake of raising an income. His heart is in teaching life skills to the children and young people in schools or other community settings. He feels he cannot continue in his job for long because he is unable to reach out to most young people, and regrets that many times he turns down some great opportunities to influence the young people.

Organization

Life Skills are Isaac's heartbeat, the reason he is well known in communities and the reason his name came up in the interviews.

How did he start? Ever since he gave his life to Christ, Isaac always had a heart to help young people to get to know Christ and be formed in good character. He used to think evangelism was enough to change young people so that they can grow up responsibly. It was while he was getting a diploma in Bible and Theology in Moffat Bible College in Kijabe from 1998-2002 that it became clear to him how God wanted him to influence young people.

One of his teachers, a certain Mr. Wildsmith from the UK introduced him to a course on education on HIV/AIDS called "*Behavior Change*", which was taught in two phases. The first phase of the course was to teach them how to minister compassionately to people living with or affected by HIV and AIDs. The second phase was teaching them how to help people achieve behavior change, towards preventing HIV infection. The behavior change course was based on Scripture Union's book titled "*Unlimited Adventure*", written by David Cunningham. Isaac enjoyed the course very much and began to see how he could use it to influence young people.

As a practicum for this course, his teacher sent the class out into primary schools in the surrounding community around Kijabe. They were to go and teach behavior change to the children. This exposure became a very big deal to Isaac. He became well known as a good trainer among the schools, such that he says he is well respected in all the schools and has open doors any time he wants to go and teach something.

In 3rd year, while he was still a student he was invited to work for Moffatt Bible College to help establish "*Kijabe HIV/AIDs Educational Program*." The program was not an NGO (Non-government organization), rather was a department within Moffat College. When graduated in 2002, he started working formally for that program, continuing with community outreaches into the schools and coordinating for other students at Moffat to go for similar practicum outreaches. Over the weekends, he planned for similar training in churches in the community. He would train theology students at Moffat on how to reach out and then go out with them into the community. Isaac became popular as he inspired many school children. This is how he developed great relationships with the heads of school and teachers and students in parts of central Kenya and Eastern province. He also worked with some faculty members at Moffat to raise money to meet costs for the program.

Contents of the life-skills programs

As he got more experience and understood the areas of needs among the children, he started developing certain topics as lessons. One of the more significant one was a seven-step life-skill manual whose uniqueness was that it was well organized, down to earth and Bible-based. These are the contents in brief:

1. My adventures in life: what are my fears, anxieties, expectations as I grow from childhood to adulthood.
2. The special me (my self-image): who am I as I go through life, how do I accept myself for who I am.
3. My family: as I go through life I should remember that I belong; I have some place- the base of consultations as a primary source of getting information.

4. My friends and free time: although I belong to a family, I spend most of my time in school, church, with friends, etc. Some are good while some take me to things that aren't right, so how to watch out about their influences.
5. Sex: now that I am growing up to become a man and a woman, how do I start understanding all about this from the real life perspective? This class is divided, boys and girls separately, designed for Standards 7 and 8 (about 12 and 13 years).
6. Outcomes of sex: one of them was HIV/AIDS, which is a national disaster. Most infections are sexually transmitted. He emphasizes sexual purity as the way to remain free of HIV/AIDS infection.
7. Life's choices and their consequences.

These lessons are well planned and communicated in a way to enhance effectiveness. Isaac says he does not just focus on the material. The curriculum looks both at what God says and at what works practically. He specifically studies what is in the Bible, what is happening in the community and relates it to his lessons. This calls for a lot of study and preparation and then presenting it with passion.

Part of life skills is to train the young people on how to handle sexual temptation. He helps students explore biblical stories like that on Joseph to see how he stood firm in his faith in God, how he escaped from temptation and how he remained competent in his work. God blessed him as a result of his faithfulness. Isaac says he is not apologetic for teaching about sex. It is about doing the right thing with the right person at the right time.

His practical advice to students also includes the recommendation that they run away from temptation, practically. Run, flee, do not put yourself into a position that will test how strong you are. Do not act brave. Do not even pray, just run when you are tempted just like Joseph did (Gen.39).

If they have fallen into temptation, Isaac encourages young people to accept responsibility for their part in the temptation.

He also advises them to be accountable-pray for each other, spend time alone with God, keep your thought-life pure, use your power (or whatever you have to your advantage) properly, walk in total obedience to God, be truthful.

Isaac is frequently invited to teach college age youth, where he takes the opportunity also to teach some level of life skills.

Impact/Success/Assessment

Isaac says his work is not directly measurable in terms of numbers because he has never focused on keeping track of numbers of the students he trains. He measures his impact by how well he is received in the schools and how frequently he is invited to speak. He says he has been to every school around Limuru and Kijabe, and other parts of the central and eastern province. He is invited to both the public and private schools. Also whenever he is moving around the country in towns, in public transport, it is common for him to meet familiar faces- people who know him and thank him for what he taught them.

Isaac's transitions

In 2007, Isaac felt that he needed further training. He explored further possibilities, which led him to St. Paul's University in Limuru, to take the MA in Community Pastoral Care for HIV/ AIDs. He thought this would empower him to run the HIV-AIDs program at Moffat College in a better way. The MA was modular, so he was able to continue with his outreaches into the schools while he studied. The program was research based and didn't have exams, which again worked very well for him because he applied his studies directly into his outreaches.

In 2011, there were some unfortunate administrative changes in Moffat Bible College that affected the HIV/ AIDs program. The couple that had been running it moved to Scott Theological College. Isaac left Moffat and went to work with the HIV/AIDS program in the department of health ministries in AIC Church. He was still teaching students in schools. It was while he was doing this that he got an invitation to do an administrative job in Bethany Kings Kid at Kijabe Hospital, which helps children with long-term disabilities. He felt he could take up the position because he still identified with the needs of the disadvantaged kids at the center. He also thought this was a good idea to give support to the parents of these kids with long-term disabilities.

Finances & Other Resources

When he took an MA at St. Paul's University from 2007-2010, he funded his education through personal savings and loans taken from his savings society, into which he had enrolled in while he was working at Moffat. He says, "When I was working I was in a SACCO (savings and credit group) where I used to acquire a loan. I also had a 20% AIM (Africa Inland Mission) scholarship."

Asked about why he is not raising support so that he can pursue his passion for training in life skills, he said: "Having lived in Kijabe (A mission hospital/ school) I have developed conflicting ideas on support-raising. A lot of it is surrounded by unclear motives and mixed expectations. Sometimes people raise support to come and do a mission- like reach out to children; some may be meant to support thousands of them, but that doesn't happen; the funds are used for different purposes. I question the integrity, the processes and also the donors' motives."

Thus, though he would like to be independent so he can continue running life-skill programs in schools, the kind of support he is thinking of raising is self-support through a business. He hopes to take a loan to start a business, although at the moment he has no concrete plans for it and does not yet know in which area he wants to venture. Asked if that will not distract him from pursuing his passion, it is clear he has not thought through this. However, he is open to joining an organization which already has the structures and networks for carrying out the life-skills training (such as the Scripture Union, which I suggested to him).

Reading and Electronic Media

Isaac is not a great reader of books. Rather he reads on the internet. One of the skills he acquired during the life-skills training was to find materials for his topics from newspaper cuttings and downloading info from the internet- a practice he keeps to date. The few authors he reads include Josh McDowell, who writes on the youth, Billy Graham on evangelism. He doesn't have

specific authors he likes and doesn't connect with African authors, although he appreciates a certain Catholic priest (who he couldn't remember) who writes about African culture. He says that nowadays he reads a lot on the internet about choices. He searches on Google and follow the links. He likes to read up on a topic related to choices, learn how groups come up with decisions, how young people influence each other. He doesn't really follow up on popular scandals relating to you (such as the Miley Cyrus one), rather he reads things he can download. Isaac accesses the internet through mobile phone modems. He makes use of access wi-fi whenever he spends the night in a hotel when he is traveling on his job with Bethany Kids. He also reads on the internet about HIV/ AIDS. He has registered at two sites- the AIDS NEWS site and HIV NEWS site who send him weekly updates. Currently, he has been reading on psychology to try to know how these people form characters.

Future

Although he doesn't have a business plan, Isaac hopes to start a business to raise an income so that he can be freelance and have enough time to teach life-skills to school children. Currently, he tries to reach the children on the weekends, but his job is busy, and he doesn't have time. He has also begun to look up schools for further education because he is thinking about going back to school. He is thinking of studying health sciences so that he can better understand how things work.

He has also been thinking about how disabled people with delayed milestones can be helped. Another idea is to work for organization like *Save The Children*, *Child Fund*, etc whereby his opinion shapes the organization's operations.

(It seems to me that although he would like to pursue his passion of teaching life-skills, he as yet does not have a clear plan on how to move forward towards that goal)

SWOT: Strengths, Weaknesses, Opportunities and Threats

- *Strengths*: "people say I teach very well. I'm also a systematic and good communicator".
- *Weaknesses*: "people say I talk too much. I never keep quiet. I talk a lot." He can also be very stubborn because he fears nobody and will not do something if he feels he is being forced.
- *Opportunities*: "I have the privilege of knowing many schools and teachers; these are opportunities for networking, although now I don't have the time. I'd also cherish an opportunity to work with organizations that deal with children's affairs."
- *Challenges or threats*: "Having a young family is a big challenge because I don't earn much even though I work hard. If I could start a business, then I'd get much time and a go-ahead in doing most of what I plan to do."

Political arena

Isaac thinks of himself as a political activist (has strong political opinions) although he has never held any office. He says (in part) "I study political trends in order to understand politics so that I can see what opportunities we have. Christians should be involved in politics because many problems and challenges we have faced are because our government has not created the opportunity to reach to children. We could change a lot if we were involved in politics a bit more. If things are to work, it can only be made by strong Christians. But Christians have also

been compromised because their Christianity is not founded on understanding and commitment. Christians don't have a common stand on important matters of national interest, on political development, on moral issues such as homosexuality, corruption, etc. Our Christian foundation hasn't been founded on passion and zeal for our God and so we relativize these offenses when they come. I believe the clergy should come out with a common stand. I was studying about Britain and the United States where 50 years ago they passed a law against punishing children and empowered them a lot. They are now trying to go back to where they were. We should learn a lot from these Western countries. If there is a way we can save the situation today by getting the right politics in Kenya, then I would be very proud." However, he does not have plans for running for political office.

Writing and publishing

Isaac has not published any of his life-skills training materials. He says that he has been thinking about that, but don't have much time at the moment.

Professional Relationships

Isaac and his wife participate in a couples' fellowship in Kijabe where they live. It is called Home Builders and it has helped them a lot.

Partnerships/Links

He has none at the moment.

INFORMATION ABOUT THE PREPARATION OF THIS REPORT

Person Interviewed: Isaac Mutua

Date of Interview: 8th September 2013

Report Prepared by Maggie Gitau and Steve Rasmussen

APPENDIX: SAMPLE LESSONS

Lesson 1: Decision Making And Hiv/Aids

Definition:

To decide is to determine (a question, controversy or cause) by giving the victory to one side or the other.

Decision is the action of deciding, determining, or settling.

In life we are expected to make decisions over the various choices presented to us by circumstances. Some decisions are easy to make while others are difficult. In this article we would like to learn to think critically and creatively in order to make good decision for our lives.

Types of Decisions:

1. Short-term decisions: are those that are to do with day to day issues/activities, etc.

Examples: If you choose not to put back the lid of toothpaste after you use it, then the paste will dry. If you decide not to do your home work you will be punished by the teacher.

2. Long-term decisions: are those that are to do with future aspects of life such as who to marry, which carrier to pursue, which college to attend, which faith to follow, etc.

Examples: If you study hard now, the short term results will be you get tired but in the future (long term) you will pass your exams; If you have sex today you will enjoy now, but in the future you may get pregnant, get an STD, or get HIV infection. If you choose to accept Jesus you will leave with him eternally.

Factors that influence decision-making:

-Friends	-parents	-fear	-love	-money	-profession	-facilities
-Religion	-school		-media	-literacy	-politics	-time
-Appearance	-security	-health	-personality	-ability	-climate	
-Environment (home, community, culture)	-socio-economic background					-thinking

How to make decisions:

Define the problem - know what you have to decision for or against (**critical thinking**-know the cause of the problem).

Explore the alternatives – think of what alternatives or options you have in the face of the decision (**weighing the options**-what you can do or not, what works or not, what is good or not).

Consider the consequences – consider the positive and negative outcomes of each option (**creatively think** of the possible ways to solve the problem, which are good or not).

Identify your values –A value is a standard or principle considered to be important; an ideal; an ethic; a cradle; a belief; a model for contact or behaviour; a standard of living; a precept (*what precepts do your friends, children, brothers pick from you*). The worthiness of something.

Purchasing power of something.

Characteristics of values:

A. Values have a moral quality attached to them. They determine our morals.

B. Values are chosen by each one of us as individuals. We have the free will to choose from God. You cannot choose a value for someone. Values cannot be superimposed (*even to you friends, sons or spouse*). Peer influence is not an excuse.

C. Values come from our: culture, community, religion, education, and media.

- consider the worthiness of the choices you take.
- consider how God's word applies to the decision you make.
- Consider to seek wise counsel from informed people

Decide and act on it – take an action on the decision you came up with.

Evaluate the results – from the outcome you can see if the choice was good or not then

Choose what to do next time.

EXAMPLES ON DECISION MADE BY OTHER PEOPLE IN THE PAST:

1. Joseph and Potiphar's wife (Genesis 39).
2. Joshua (Joshua 24:15).
3. The prodigal son (Luke. 15:11-24).

EXAMPLE OF JOSEPH AND POTIPHAR'S WIFE:

When faced with tough choices to make, what should we do? A young man in the Bible had a very tough choice to make at one point. His name was Joseph and his story is found in the book of Genesis chapter 39. He worked as a slave in Potiphar's house. The wife of Potiphar wanted to have sex with Joseph and approached him severally. Joseph turned the offer down.

What factors would have influenced Joseph in his making of the decision not to have sex with this lady?

-His religion was a major influence. He told the lady that "how can I do such a wicked thing and sin against God?"(Verse 9)

What influences your decisions? If it was today, it could be if Joseph gave to this opportunity to play sex, he could have been infected with the HIV virus. Just like Joseph, we should stand against any temptation of sex outside or before marriage for we may not be able to bare the consequences or it may cost us our lives.

How did he make his decision?

1. He defined the problem first. When this lady asked that he may come to bed with him (verse 7), he knew right away that she wanted to have sexual relations with him. He knew her intend and he knew her thoughts. He knew that he had to think through and respond.
2. Joseph had two alternatives to act on. He had to accept or refuse (yes or no). This would be determined by the family background i.e. how he was brought up and the family norms; religion was a big factor to determine i.e. according to the word of God was it right or wrong to play sex with that woman; his fear to the master could be a factor too i.e. what if he is found by the master?
3. He had to consider the consequences of his action whether he gives in or not. This was serious because in the end when he did not give in he was falsely accused of attempted rape. If it were you, what would you do either way?
4. He identified his values. As a God fearing man, he decided to obey God rather than fear people. Joseph chose to please God by not playing sex and by sharing his convictions with the lady whether she understands or not.
5. Joseph decided to act on his conclusions. He told the wife of Potiphar that though he was in charge of everything, he was not allowed to do that and that it was sin to God. To act as Joseph, you must have counted the cost of the choice. It was a tough choice but in his conclusion, he pleased God and did what was right to God, people and to that family. What if he played sex and the lady became pregnant, or got an STI infection, or was found by the master that he shares his marital bed? What do you think would have happened?

NB: as we decide to act on anything, let us think of the outcome seriously and if we cannot bear the consequences, surrender even before action. AIDS is no joke, therefore we need to respond wisely to this challenge of HIV/AIDS otherwise we may live to regret the choices we made which could shorten our lives or cause a lot of pain in our lives.

In every decision you make, there are three C's:

C – Choice: there are many options and you have to choose one.

C – Challenge: there are obstacles you face as you make the decision.

C – Consequence: there is an outcome of every choice you make (+ve or -ve).

CASE STUDY

1. You are writing an exam, your friend wants to copy from you. What would you do?
2. A classmate has stolen money from someone you know. He asks you not to tell anyone. What would you do?
3. A friend asks you to marry him. How would you go about it?
4. Your boyfriend/girlfriend asks you to have sex with him. How would you respond?
5. Someone preaches to you to get saved. What would you do?

Sample lesson 2:

ADOLESCENT DEVELOPMENT

Definition of adolescent:

- Is a time of change, or transition, from child into adult.
- A period between childhood and adulthood.
- A period of physical and emotional changes.
- A period of sexual development
- A period of experimentation.

Physical changes that occur during adolescence.

BOYS	GIRLS
Growth in height and weight and muscle	Growth in height and weight
More masculine	More fat in the body.
Penis and testis grow larger.	Breasts develop and nipples are noticeable
Testicles begin to produce mature sperms	Ovaries begin to release ovum each month
Pimples appear on the face, back and chest.	Pimples appear on the face, back and chest.
Voice deepens	Voice softens.
Hair starts to grow in the armpits, chest, upper lip, and chin and around the sex organs.	Hair starts to grow in the armpits and around the sex organs
Wet dreams begin	Monthly period starts (menstruation).
Adolescent smell	Adolescent smell
Body shape takes on adult characteristic pattern	Body shape takes on adult characteristic pattern
Chest broadens	Hips become larger (for better delivery)

Factors that can hinder normal physical Development.

- Malnutrition

-Misuse of resources such as alcohol, money, etc.

Social and emotional changes during adolescence

-Establishing independence from parents or other adults-

-Accepting oneself as worthwhile person worthy of love

-Behaving according to a changing peer code (trying to conform to peer norms).

-Adopting an adult set of social values (behaving as adults)

-Resolving problems in a reasonable manner.

-Changing their actions with possible consequences.

-Learning outlets for spending sexual energy in things like literature, Bible, games, and good role models.

-Mood change more frequently. They become upset more easily.

-Energy level will fluctuate.

-Sexual feelings become stronger

-Attraction to the opposite sex begins.

Love

Many teens at this stage in life confuse love and infatuation. It could be good to discuss the difference so that they will not be deceived by their peers.

Love-is the deepest possible expression of the personality and of the closeness of personal relations. A human affection as between individuals of the same sex or of opposite sexes.

Infatuation-is the state of being completely carried away by an attraction to someone.

Lust-is an intense desire to satisfy one's sexual appetite. The desire after mere material things or lower physical appetites and passions.

LOVE	INFATUATION/LUST
Comes gradually between two people	It happens suddenly after they meet first.
Based on knowledge	Based on few attractive factors
It involves the entire personality	It argues you cannot explain love
It makes the other person happy, and improves his/her disposition	It damages disposition. A person disagrees with others who do not understand
Desires to protect the other person and make him happy	Exploits the other person for personal pleasure, security, or self satisfaction
Is trustful, calm, secure, hopeful, and self confident	Is insecure, distrustful, jealous and fearful
waits	Impatient. Says only now.
Causes one to be proud of the other person and introduces him/her without fear	Is secretive and embarrassed about the relationship
Physical expression has tender meaning and comes slowly, naturally, and sincerely. Each person respects the other's mind and body	Physical contacts are common and ordinary, tend to be the end. It is the thrill of the experience for personal gratification.
Tends to occur in late teens or early twenties or any time after that.	Tends to be more frequent among young adolescents.
Slow to lose patience	Impatient
Looks for ways to be constructive	Destructive
It is not possessive	Possessive

It is not anxious to impress	Struggles to impress
Does not cherish inflated ideas of its own importance	
Has good manners	Bad manners
Does not pursue selfish advantage	Pursues selfish gains
Not touchy	Touchy
Does not keep account of evil	Keeps an account of evil
Does not have self-justification	Full of self-justification
Rejoices in truth	Does not value the truth
No limit in forbearance	Does not forbear
Trusts at all times	Does not trust
No fading of its hope	Hopeless
It has unlimited endurance	Cannot endure

What leads to early sexual activity or premarital sex?

Traditional early initiation rites of passage stimulate sexual activity.

Perception of different gender roles. Where girls are withdrawn from school early, this leads mostly to early marriages and early sexual activity.

Absence of sexual education in schools, church and at home.

Poverty-could lead to prostitution, drop out of school, and idleness which would lead to playing sex.

Exposure to physical and emotional abuse.

The adolescents who are most at risk of having sex hence get pregnant or AIDS are:

Who become sexually active at an early age.

Who don't understand how reproductive system works.

Who believe in myths and rumours about reproductive health, sexuality and contraception.

Who have been sexually abused at an early age (physically or emotionally).

Who have dropped out of school.

Who are out of school and unemployed.

Who are socially and economically impoverished (poverty stricken).

Who have multiple sexual partners.

Who are regular users of drugs or are addicted to drugs.

What causes so much sex hence teenage pregnancies?

1. the sugar daddy issue
2. Girls offered school fees or a job.
3. The whole issue of house girls' abuse.
4. Teens are inexperienced in the world.
5. Being afraid to annoy someone they respect.
6. Afraid to loose job or studying promise made to her.
7. Afraid to loose their boyfriends.
8. those blinded by love
9. Expecting to get married soon
10. Those who fall for the story about a 'safe' period, 'withdrawal', 'safe sex' (condom issue).
11. Myths-it never happens the first time; with an uncircumcised man; etc.

12. Lack of knowledge about their bodies. All they know is from magazines, movies or friends.
13. Many parents feel odd explaining the facts of the body's growth of their children.
14. Many girls hope or believe nothing will happen, if it happens the man marries them.
15. Some are promised they will be married even if they get pregnant.
16. Some girls hope to prove they are capable of bearing children.
17. Some want to trap the man into marriage.

What girls do not know of their male friends is:

1. There are men who get quickly ready for another girlfriend.
2. There are men who are after having sex with somebody new.
3. There are men whose attention begins to wander quickly when problems come.
4. Sometimes the man didn't mean it when he mentioned marriage.
5. Some men may even be married already or seeing another girl.

Dangers of early sexual engagements:

1. It is experience and experimentation that control the sexual lives of the underaged since the frontal lobe of the brain which controls sexual drives and abstract reasoning are not fully developed until 14 or 15 years of age. This explains why 'early sex' girls are prone to becoming a mess in motherhood and parenting.
2. Poses high health risks of unwanted pregnancies (due to unprotected sex).
3. Abortion may follow setting pregnant which could lead to terrifying complications of bleeding, infections, injuries to the genital organs, financial costs, and loss of precious school times, psychological and social trauma and death of some teenagers.
4. The children of young mothers have a higher risk of falling sick and dying than those of mature ones.
5. Sex at puberty or soon after carries with it risks associated with the yet-to-peak structural development of the pelvic region and the female genital organs.
6. Early onset of sex in girls causes malformation of the cervix with later pregnancy and childbirth complications.
7. Raised chances of possessing multiple sexual partners in their lives and sexually transmitted infections/diseases (STDs), are responsible for many problems-infertility (inability to conceive) and various cancers, among others.
8. Sexually active teenagers below 16 were found to be at increased risk of depression and suicide.
9. Risks both her own health and also risks giving birth to a baby who may not develop well physically or mentally.
10. The mother could suffer high blood pressure; prolonged and difficult childbirth; could die during pregnancy and childbirth; could have serious medical problems such as bleeding, low haemoglobin or fatigue.
11. Girls under 16 years have only a 50% chance of giving birth to a healthy baby.
12. Mostly the babies are born premature, underweight, with defects such as mental retardation, deafness and blindness. They are more susceptible to infections, illness and malnutrition.

Serious repercussions (consequences) of teenage pregnancy:

1. The dilemma/difficulty in deciding whether to become a mother or terminate the pregnancy.
2. The health dangers of either decision (especially to physically immature girls).
3. Continuity of pregnancy means discontinuity of schooling or education.
4. Drop-out of school very often means farewell to any further education.
5. Continuity of pregnancy is a social embarrassment to friends, family and church.

Because of stigma-most girls migrate to other places because:

-parents mistreat them.

-community gossips them seriously.

-church disassociates with them.

-school expels them

-Friends avoid them

-boyfriend disappears

6. Relatives she migrate to can be exploitive and unkind. She may lose hope.
7. Chances to get a good, well paying job are slim.
8. Limited chances to be married.
9. Death in pregnancy complications, at birth point, or suicide may occur if she lacks proper counselling and acceptance.
10. Boyfriend deserts the girl
11. Parents chase the girl from home. They even refuse to help.
12. Loneliness
13. Rejection by friends and relatives
14. No money to buy clothes or anything for the baby.
15. Respect in the community is shattered – shame.
16. Hard to find a husband.
17. Abortion which may lead to infertility, or other complications.
18. Little chance to have fun and make good marriage.
19. Sorrow
20. Suicide.

Important advice for teenage girls:

- If you have been sexually harassed (unwanted touch) by a male relative, tell mum, grandmother, or aunt immediately and seek their assistance.
- If you have been sexually abused (unwanted touch) by boys at school or a male member of staff, report immediately to the head teacher or the senior woman teacher.
- If you have been sexually abused (unwanted touch) by someone beyond the family and school, report this to your grandmother mother or aunt and ask them to go with you to the local police station (ask for the police woman on duty).
- If you have experienced unprotected sexual intercourse (tricked, coerced, or forced, then within 72 hours of this event seek medical advice.
- If you have been raped, go immediately to the hospital. Do not clean up or wash up first. Then to the police station to report.
- If you have had unprotected sexual intercourse and your period has not arrived as usual, do not delay-seek immediately advice and counselling from your nearest hospital or from Marie Stopes Clinic.

How to maintain abstinence from sex before marriage.

Good literature

Games

Identify good role models

Desire to set goals and live by them

Avoid locking doors when with opposite sex.

Avoid foods that are stimulants like bhang, alcohol and mandrax.

Develop a constant Bible reading habit

If possible run away (as Joseph did in Genesis 39).