



FACILITATOR'S MANUAL FOR FRIENDS OF THE FAMILY

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ASHE



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BACKGROUND

Caribbean children continue to be at risk for various dietary, health and social ills. This is because of the history of the Caribbean islands but also because of lack of contextual information that is available to help them make healthy choices and chose healthy practices. It is not enough simply to talk to parents and the social circles of the young people to impact on them and their lives. It is critical that we find ways and means of speaking directly to the youth and get their buy-in for the actions and activities that will help them lead healthier, more fulfilling, and productive lives. The “Improving Household Nutrition Security and Public Health in CARICOM” (Food and Nutrition (FaN) project) collaborated with several partners – including the CARICOM Secretariat - in revising the Health and Family Life Education (HFLE) curriculum to reach a wide and young target audience to promote the importance of diet and non-communicable diseases (NCDs). The goal was to enhance content on the NCDs and their drivers – unhealthy diet and physical inactivity. The [CARICOM Health and Family Life Education Regional Curriculum Framework](#) was approved by Ministers of Education at the 38th Meeting of the Council for Human and Social Development (COHSOD) – Education in 2019.

The FaN project and CARICOM Secretariat has since collaborated with The Ashe Company in creating the **FRIENDS OF THE FAMILY** edutainment digital content toolkit to support the implementation of the revised curriculum. These resources are designed for children aged 6-12 and focus on several learning objectives across the four HFLE themes: Self and Interpersonal Relationships, Appropriate Eating and Fitness; Managing the Environment; and Sexuality. This has taken the form of a six-episode radio drama, whose content seeks to meet the HFLE objectives of providing information.

Primary to this project is the intention to use creative means of meeting the young people where they are at with content that: (1) is easily understood by the specific age groups; (2) provides age appropriate information; (3) gives practical information about ways and means of taking action for better health and family life; and (4) is culturally relevant to the Caribbean, in ways that deepen understanding and are more likely to inspire real behaviour change and action.

THE SCRIPTS

The scripts were initially designed through collaborations with the CARICOM Secretariat, the FaN project, and The Ashe Company. Especially important is that children were also an integral part of creating and developing of the storylines. This was facilitated through the *Food4Change Caribbean Story Writing Competition*. This competition invited children aged 7-17 years from Barbados, St. Kitts/ Nevis and Jamaica¹ to submit stories along the lines of select HFLE Objectives.

¹ FaN Project Pilot countries

During competition, a virtual workshop was carried out to help the finalists to develop well-written and appropriate scripts. As facilitators of this workshop, the FaN project with Ashe gave instructions on how to make the stories short, spicy, clear and to the point; how to align interesting stories with social development and personal health objectives; how to identify and highlight issues related to the environment as well as mental and physical health concerns. Ashe then took the winning scripts and used them as feeder documents for the six episodes that were eventually created for the FRIENDS OF THE FAMILY radio show. Finally, input was given on the scripts from HFLE teachers and representatives from the Ministry of Education in St. Kitts/ Nevis and St. Vincent and the Grenadines through virtual validation workshops. This provided critical information for the actual usability of the scripts in the classroom setting from the users themselves.

THE RADIO SERIES

The Basic Storyline/Plot

FRIENDS OF THE FAMILY is a radio drama series that speaks to family values and how social issues play out in a typical family and how the issues, problems and challenges affect family life. Other people from outside of the family, including friends of the children, also affect the situations being dealt with by the family.

One of the characters is an urn with the ashes of the beloved grandmother who once lived with the family and represents the wisdom in the house. Since her passing five years before, they sometimes they secretly talk to her when they have problems. It is an unspoken ritual but they all know that everyone does it. As such the grandmother's presence is a real character in the story. In fact, each episode begins with a warm, disembodied ethereal sounding voice which we assume to be the voice of the grandmother but that is never stated. The voice assumes an ownership with and closeness to the family as a warm, loving grandmother would. She never dispenses advice in a narrative way, but she listens and explains what is really happening with each character and sometimes gives background that is not available in the conversation. This is one of the ways we get to hear a narrator's assessment of what is happening in the house.

Cast of Characters

GRANNY B.

- A disembodied and ethereal sounding voice that everyone speaks to in times of need. She operates as the narrator and is a bit spooky as she seems to induce dreams to the members of the family to get them to deal with issues. Sometimes she appears in the dream as anything she needs to be. She is a wise ancestor.

SEBASTIAN

- A stereotypical sixteen-year-old young man who plays football and other sports but does well at school and is trying to balance academics and co-curricular activity. He has issues with his bright and precocious thirteen-year-old sister Jamie.

JAMIE

- A fourteen-year-old girl who has many strong liberal ideas and MANY questions about why things happen the way they do.

SIDNEY

- A six-year-old girl who is the daughter and youngest child of Marie and Martin.

The Mr. & Ms. Myrie

- Two childhood sweethearts who fell in love early in high school and got pregnant. They were married early and realized that they didn't have enough information, so they lived with Martin's mother Marie, until she passed away from cancer. Martin's grandmother (Granny B.) also came to live with them until she too passed away.

MARTIN Myrie

- A primary school teacher who is doing his best to raise his children to love and respect themselves, even while he strives to follow his real passion of becoming a Chartered Accountant. He and Marie took turns with limited funds to decide who should complete schooling first. Marie has completed her education and now it is his turn to complete his schooling.

MARIE Myrie

- A head nurse at a hospital. She loves her husband and children but sometimes has pangs of doubt about the way she grew up as a female and how she is raising her own boy and girl. She wants to ensure they have the best upbringing that makes them empowered young people.

KIARA

- A well-meaning young lady of fourteen who has all the wisdom of the streets but is so seriously misinformed and unwise because she believes in street gossip and social media talk. She is overweight and wants to lose weight but is not fully committed to her programme. She dreams of becoming a social media influencer because it is the way to fame and easy money... or so she thinks. She is a friend of the family as she lives next door and goes to the same school as Jamie and Sebastian.

ROGER

- A nerdy know it all eight-year-old boy who likes to spout facts from various subject areas, but mostly just gets information from the internet that he spouts as if he is all-knowing and all wise. He is the best friend of Sidney, the youngest daughter in the Myrie family.

Secondary Characters

- Secondary Characters include:



- Teachers
- Friends

THIS MANUAL

This Facilitator’s Manual/Discussion Guide is geared towards Teachers/Facilitators who work with children and Youth. It recommends a process where children of a variety of ages get to work within a semi-comfortable zone amongst their peers. Younger children may feel unwilling to share their issues and explore conversations around issues that concern them in a room where children of an older (or younger age range) are present. As such, the separate sessions will serve to prepare both groups of older and younger children for whatever interaction takes place.

Additionally, the facilitator has a responsibility to create an environment that is ‘energized’, respectful and non-judgmental. The tone of the sessions will be guided heavily by the energy of the Teacher/Facilitator. To facilitate a truly successful listening session, the facilitator must always be prepared.

Working with Children

Young people arguably have a shorter attention span and less urgency to gather and get things started. You may want to make announcements counting down to the time when you will begin, to ensure that they can make last minute bathroom stops and wrap up activities and/or conversations that are important to them.

The Ashe method of working with children and youth is the use of the EIC model. 'Excite then Involve them and they will Commit.'

Using the Manual

This manual is meant to be a useful resource and Discussion Guide for Teachers/Facilitators, who will be using the FRIENDS OF THE FAMILY radio drama to support the objectives in the HFLE curriculum. The grid below shows those objectives and can be an easy reference when bringing out issues to be dealt with from the radio drama.

Self and Interpersonal Relationships	Appropriate Eating and Fitness	Managing the Environment	Sexuality
1. Identify ways to promote healthy relationships with	4. Make appropriate food choices to avoid risk factors associated	7. Recognize the effect/impact of	9. Explore personal experiences,

family, peers, and others.	with lifestyle diseases (e.g., excess salts, sugars, and fats).	individual actions on the environment.	attitudes, and feelings about the roles that boys and girls are expected to play.
2. Develop coping mechanisms for risky/unfavourable situations at home school and community.	5. Recognize and value physical activity as another critical component of healthy lifestyle.	8. Identify ways in which the quality of the environment can affect personal health and the well – being of the school and community.	
3. Demonstrate (Display) respect and tolerance in social interactions with family, peers and others who may be different.	6. Identify strategies to address the various factors that influence eating and fitness behaviours.		

The Manual will give focus to each episode in turn from 1 to 6, highlighting the HFLE Objectives that are addressed. It will then pose questions related to those objectives, within the story, while also providing useful quotes, discussion points and/or comments to support the Teacher/Facilitator in his/her response.

EPISODE 1

HFLE Objectives addressed:

1, 2, 3, 4, 5 and 6

GENERAL QUESTIONS ABOUT EPISODE 1

1. Is it ok for Kiara to go to the Myrie home so early in the morning? (The Myrie parents don't seem to think so.)
2. Is it okay for Shaneaka to tease Jamie in the way she did, just for fun?
3. Does Kiara's friendship help Jamie or hurt her?
4. Was it a good thing that Kiara pushed Jamie to tell her what was wrong?
5. Was it a bad thing that it was Kiara who told Jamie's parents about the beach trip. Did she have the right to do that?
6. Was it a good time for Jamie's mom to talk to her about her eating and exercise habits?
7. What can Jamie do to make her body look and feel healthier?

USEFUL QUOTES AND DISCUSSION POINTS

Objectives 1, 2 and 3 - Quotes to Ponder:

1. After she was told about the hurtful comments that Shaneeka made about Jamie's body, Marie said to Jamie:

MARIE (Jamie's Mom)

It's your body and so you have to see it as beautiful to YOU Jamie Myrie. You are truly beautiful, no matter what anybody says. But you have to know that for yourself.

2. Can we see our bodies as beautiful, even when it looks different from others?

Jamie's Mom also said:

MARIE (Jamie's Mom)

No it's not ok, but I don't want you to think that just because someone says something mean about your body, that it's true. What it really comes down to is what you really think about your body.

Objective 4, 5, and 6 - Quotes to Ponder:

3. Does Jamie's Mom have the right idea about eating healthy?

MARIE

The truth is that if you want your body to be healthy and strong and firm and you want to stay out of hospital from sickness like diabetes and such things, you have to eat right. And don't throw away the good food in the garbage and then ask for burgers and fries and hot dogs and such unhealthy fatty food and things.

4. Does advertising pressure us to eat food that's unhealthy? Jamie's Mom said:

MARIE

Jamie. They spend so much money to advertise and market all of this junk food to us because they want to make money, not because it is good for us. And sometimes it don't even taste that good, but we become used to it. And then it's so easy to get fat and sick on all that sugary, salty, oily food.

FINAL THOUGHTS AND WRAP UP

- Ask for any other interesting things that the children may have heard in the radio drama.
- Ask children to summarize what they have learned from the episode.
- Ask children where they can get more information about good eating.

EPISODE 2

HFLE Objectives addressed:

1, 3, 4, 6 and 9 are addressed.

GENERAL QUESTIONS ABOUT EPISODE 2

1. Fruits are just as delicious as artificial sweets and chewing gum. Why do some people eat so many artificial sweets when they are bad for our health?
2. Is it weird to talk to an ancestor or loved one who has passed away, as if they are still alive?
3. Is cooking an activity for boys or girls or for everyone?
4. Are energy drinks good or bad for the health of your body?
5. If you could go inside your own belly, would it be happy with you or upset because of the food you eat?
6. How important is sleep?
7. Can we learn things in our dreams?

USEFUL QUOTES AND DISCUSSION POINTS

Objectives 1 and 3 - Quotes to Ponder:

1. How important is support and help from loved ones and family? Jamie's Mom and Dad shared responsibilities and supported each other until they were at a better place.

MARIE

Yes, yes, I don't forget... you were the one cooking and holding down one

job while I was doing school and work.
But you can still help out now and
again still...

Objective 4 and 6- Quotes to Ponder:

2. What are the five stars and stripes of healthy nutrition that Sebastian speak of?

SEBASTIAN

I know though. One, I know the difference between good food that give good nutrition and fake food that just make you sick and fat. Two, I know how to cook good food and I even know how to follow a recipe and cook new food. Three, I know how to prepare vegetables and cut them up and bag them to make cooking easier. Four, I know how to use healthier options for cooking, like garlic, lime and pepper to season the food instead of salt. Five. I know how to stew, steam, jerk and bake delicious food instead of frying it.

Five. I know how to stew, steam, jerk and bake delicious food instead of frying it.

3. Why is breakfast such an important meal? According to Jamie's Mom:

MARIE

Jamie. It's important to make more time for breakfast. When you eat breakfast, you won't be tempted to grab snacks or eat junk food. And you won't be so hungry that when it's time for eating, you go overboard and gulp down two times what everybody else eat.

Objective 9- Quotes to Ponder:

4. What do you think Jamie's dad (Martin) means when he talks about the same quality upbringing for Jamie and Sebastian?

MARTIN

I mean, how comes yuh not calling him to come and help you cook? Remember we made an agreement at New Year that we will ensure all our children get the same quality upbringing.

FINAL THOUGHTS AND WRAP UP

- There is a lot of support, trust, honesty and good communication between Marie and Martin. It helps to keep the entire family together in a sound way.

EPISODE 3

HFLE Objectives addressed:
4, 6 and 9.

GENERAL QUESTIONS ABOUT EPISODE 3

1. How are sausages made and what are they made of?
2. If your body could talk, what would it say to you about the food you are eating every day?
3. Can people really change their diets and become healthier?
4. How can the family support us in eating more healthily?
5. Why is it not ok for boys to have more privileges and freedoms than girls?
6. Are household chores good practice for young people or is it just punishment?

USEFUL QUOTES AND DISCUSSION POINTS

Objectives 4 and 6 - Quotes to Ponder:

1. What are some of the benefits of eating healthy? Callaloo-Spinach pointed some out:

CALLALOO-SPINACH

I'm Callaloo-Spinach, but you can call me Calla. I'm all natural, soft and gentle on the stomach. I'm fully loaded with nutrients to keep you

healthy; I have vitamins and minerals that help boost your immune system. This system keeps you safe from viruses and bacteria that cause disease. It also defends your body from other things that can hurt you, like toxins.

2. What would you do different if you see food in the way your body sees it?

CALLALOO-SPINACH

Yup. That's how your body sees it. You Have to start seeing food like how your body sees it. Not just like how your eyes and tastebuds see it. Your body doesn't like the look of too much red meat and deep-fried food at all.

3. How does Junk food, like sausages and sodas harm your body?

CALLALOO-SPINACH

Eating a lot of sausages and drinking those sugary drinks you love every day is not healthy. These processed foods cause constipation, clog up your arteries and increase the chances of diabetes and high blood pressure.

Objective 9 - Quotes to Ponder:

4. The conversation between Jamie and Sebastian shows how differently boys and girls are treated in some homes. How can we ensure boys and girls get the same treatment?

JAMIE

Mom, why do I have to do all that housework?

SEBASTIAN

That's because you are a girl, I am the man of the house...

MARTIN

What was that?

SEBASTIAN

Second to daddy, I am the man of the house.

JAMIE

Man of the house my foot! Sixteen is not a man! This is so unfair! You even get to go everywhere, without mom asking any questions even if you come back in the wee of the night.

FINAL THOUGHTS AND WRAP UP

- It is easy to just say boys are different from girls and so that is why they are treated differently, but the truth is that we all want to be respected, valued and loved. Some of the ways that we believe girls should be treated, is based on old cultural ideas that are not true. We have to take time to know what is true and do our best to treat people in the way that uplifts them.

EPISODE 4

HFLE Objectives addressed:

1, 2, 3 and 9

GENERAL QUESTIONS ABOUT EPISODE 4

1. What is the difference between playful teasing and bullying?
2. Why is school important?
3. Should parents be told when their children have problems at school?
4. Is it ok to tease people about skin colour?
5. How important is it to tell your parents when people say things about you that you don't like?

USEFUL QUOTES AND DISCUSSION POINTS

Objectives 1, 2 and 3 - Quotes to Ponder:

1. We all need to know that it is ok to make mistakes and even fail sometimes at school or in life. We can always start over again.

MARIE

Sidney love, nothing is wrong with getting something wrong in class once in a while. That's just how things work. You just study harder and it gets better.

MARIE

And sometimes when we are learning new things, it is even good when we get things wrong and fail sometimes because when we correct ourselves, the right thing sticks in our mind in an unforgettable way.

Objective 2 - Quotes to Ponder:

2. We need to learn how to deal with bad situations like teasing that come up.

MARIE

Exactly. And that is the point. Nobody likes teasing and it is a horrible thing. And it's also sad that children think it's ok to tease people about being black, in this day and age.

3. We have to learn how to love ourselves. We have to be able to like what we see in the mirror.

MARIE

No Sidney.

(laughing.)

No. I don't hate myself. At least I don't think so. But I say we because it's us as Caribbean people who need to look at ourselves in the mirror and find the good stuff to talk about and find ways of loving all skins and colours and hair texture. We in the caribbean can teach the whole world about that. But we have to learn the lesson well for ourselves first. And teasing people about being black and calling them a black rat is not helping.

FINAL THOUGHTS AND WRAP UP

- It is a good thing to find friends and family members who like you as you are and can help you to appreciate yourself when people say bad things to you.

EPISODE 5

HFLE Objectives addressed:

1, 2, 3, 4, 5, 6, 7, and 8

GENERAL QUESTIONS ABOUT EPISODE 5

USEFUL QUOTES AND DISCUSSION POINTS

Objectives 7 and 8 - Quotes to Ponder:

1. It is useful to understand that when it comes to the environment, every little action counts.

MARTIN

But seriously Marie, it was a really great thing you did. Everybody benefits when the space is beautified.

MARIE

And even more than that, everybody breathes better for every new plant or tree that we help to stay alive. People seem to forget that we all live in just one environment. So, anything we do to one part of it affects all of us.

Objectives 1, 2 and 3 - Quotes to Ponder:

2. It is important to let people know when to draw the line between being playful and hurting another person continually.

MARTIN

Sidney! Enough is enough. Teasing is

not a nice thing. No matter how funny or fun you think it is. Place yourself in the other person's shoes and you will remember how UN-NICE it is.

Objectives 4, 5 and 6 - Quotes to Ponder:

3. Eat right and exercise and that will set us on a good path to health.

MARTIN

Now Jamie, we need to really talk about increasing the workout time. The family is doing two days a week, and if you are serious about losing weight and getting fit, you can't just do it when you feel like. You have to commit to it.

MARIE

So here is what we are going to do. We will make sure we stock the kitchen pantry and cupboards with the kinds of healthy treats that we want the whole family to eat. Things like dried fruits and nuts.

FINAL THOUGHTS AND WRAP UP

- It is very easy to go too far when making a joke at someone else's expense. We need to know when to correct ourselves if we go too far
- Eating right and exercising is the basis and foundation of a healthy lifestyle. It is always best to do both.
- Discipline helps us to do what keeps us healthy

EPISODE 6

HFLE Objectives addressed:

1, 2, 3, 7 and 8

GENERAL QUESTIONS ABOUT EPISODE 6

1. Is it possible to prevent a bully from hurting us?
2. Why should we respect all types of work?
3. Why is the health of the environment everybody's business?

USEFUL QUOTES AND DISCUSSION POINTS

Objectives 1, 2 and 3- Quotes to Ponder:

1. We have to learn to respect each other. Everybody's contribution is valuable.

TEACHER

Stop. Stop. Stop the talking class.
First of all, there is nothing wrong
with being a garbageman. And secondly
the only person who can tell us what
they want to be is Roger. What do you
want to be Roger?

Objectives 7 and 8 - Quotes to Ponder:

2. It's good when we have memory gems that remind us how to take care of the environment.

ROGER

Miss, we want clean air, and clean
clean breeze. So we have to plant and
take care of di trees. Keep water
clean for the birds and di bees. Help
Mother Nature, help us please. Don't
throw di rubbish on the ground or in
the seas. Clean is better put your
mind at ease. Talking about it will
not solve it. Don't have to do it in
big, big amounts. Talking about it will
not solve it. Every little action
counts.

Objectives 1, 2 and 3 - Quotes to Ponder:

3. We have to learn the important ways of protecting ourselves in dangerous situations at school.
Sidney and Roger had a very good conversation about that.

SIDNEY

Yes, maybe he can fight but I also talked to my mom and dad about him and they say that there are ways of dealing with a bully.

ROGER

The best way I know is to run.

SIDNEY

Yes. That is one of the ways for real. But is not the only way. We can also let him know how we feel when he calls us names.

4. We must also learn strategies to deal with bullies and how to still love yourself no matter what bullies do or say.

ROGER

Hear this... Don't make the bully make you feel bad. Tell him how yuh feel if it make you feel sad. Don't make the bully see your face with tears. Don't make a bully, fill you with fear. If the bully start put you under attack, run if you can don't try fight back. Dem might talk but hear what I say, is better to live and win another day.

FINAL THOUGHTS AND WRAP UP

- The life lessons we learn, help us to protect ourselves, but we also need to understand that protecting our environment is another way of safeguarding our future.



ABOUT THE ASHE COMPANY

The Ashe Company is a theatre arts, social development and multi-media production company in the English-speaking Caribbean that was founded in 1993. It consists of a full-time cast of professional artistes who provide entertainment, edutainment, and multi-media services locally and around the world. The Ashe Ensemble has decades of experience in performance, production, and edutainment, while the Ashe Academy provides training in the arts and edutainment for students. Ashe's work also entails training in self-development, transformation, and the development of edutainment musicals and products, multi-media production, choreography, script writing as well as teaching and project management. The organization has written and produced several edutainment products and teaching tools including training manuals, edutainment videos and radio dramas that are being used across the region for social development and sensitization. Ashe has scientifically tested and proven its training model, the ASHE Edutainment EIC (Excitement, Involvement and Commitment) methodology.