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WELCOME TO 2017 CAMP MEETING FOR CHILDREN AGED 13-15.

Note to the facilitator and participants

This year our emphasis is on edutainment meaning leaning whilst being entertained. So facilitator get in the mood of edutainment. Participants also get into the mood of edutainment.

Facilitator take note: Age is not a perfect predictor of maturity. Most children go through a predictable order, but ages at which they do this vary enormously. An activity that is well within the capability of one child may be much too difficult for another child of exactly the same age. Providing a choice of activities or providing multiple levels of difficulty within one activity is the ideal.

Growth may proceed at different rates in various developmental areas within an individual child. A child who is advanced physically may be average in terms of mental ability and below average in terms of emotional or social growth. A child may need different experiences in each of these areas to reach his or her full potential.

DAY ONE

SMALL GROUPS

The lesson on small groups will very practical. Children are going to form small groups and have fun as they learn this concept.



OPENING EXERCISE

1. Welcome the participants and introduce yourself.
2. Assign a participant to offer the opening prayer
3. Give the necessary announcements that help your group to function well.
4. Compile a register for your participants.
5. Draw a duty roaster for your participants.

Getting Acquainted

- ✓ Since group dynamics and team building are based fundamentally on the relationships among the people involved, it is both courteous and sensible to assure that the members all are introduced to each other, and that they are offered opportunities to get to know each other and to build relationships.
- ✓ A group or team with members who know each other well is likely to be more effective.
- ✓ People tend to offer more of themselves when they are with people whom they know than when they are with strangers.
- ✓ It is therefore a good idea to spend some time helping people get acquainted with one another. Often we assume people know each other when they do not.
- ✓ A common feeling among newcomers is that the more senior members of the group are somewhat exclusive. This is because the senior members know each other better and have well-established patterns of communication.
- ✓ They have past experiences in common and they may forget to explain certain references to the newcomers.
- ✓ This can lead to a feeling of exclusion, and if it is not corrected, the newcomers might leave the group.

ACTIVITY ONE

- ✓ **ICE-BREAKER**
- ✓ **Instructions**

- ✓ Divide the group into pairs, and have one person interview the other for a few minutes, and then switch.
- ✓ Give an outline for the interview questions.
- ✓ Then the group is called back together, and each person introduces his or her partner to the whole group.
- ✓ Individuals learn a bit about the importance of listening when they begin to introduce their partners.
- ✓ They also learn something about the various members of the group.
- ✓ Many find it easier to talk about someone else than to talk about themselves in a large group. The timing for this exercise is about 5 minutes for the interviews, and 30-60 seconds for each introduction.
- ✓ Simpler still is to begin each meeting by asking the members to introduce themselves, and to specify at least part of what they should talk about, with the leader or the chairperson going first to set an example.

ACTIVITY TWO

- ✓ Below is a list of some suggested topics for introduction:
- ✓ Tell your name, how long you have been involved with the group, and how you became involved with this group.
- ✓ Introduce yourself and tell us where you grew up.
- ✓ Introduce yourself and tell us a valuable life lesson that you have learned, such as: -

- ✓ What you think your greatest strength is; -
- ✓ A funny thing that happened to you; -
- ✓ When you first learned about our organization; -
- ✓ The farthest away you have ever traveled, and why you went there; and - One thing you hope we accomplish in the next six months.

HELPING GROUPS GROW

- ✓ Success a group depends first on good communication among the members.
- ✓ By “communication” we mean the sharing of information by everyone.
- ✓ Silence does not mean approval.
- ✓ In fact, we do not know what silence means until it is broken.
- ✓ We do know that each person has a contribution to make.
- ✓ Members must offer what they know, what they observe, what they think, what they feel for the group to be most effective.
- ✓ The following are some recommendations for effectively solving a problem as a group.

PROBLEM SOLVING IN SMALL GROUPS

- ✓ Each member should understand the total problem or task.
- ✓ Someone, usually the chairperson or task leader, should summarize the task that is to be done. He OR she should seek clarification from the members to assure that everyone understands what the group will be doing.
- ✓ Each person should realize how he or she can contribute to the solution.
- ✓ Everyone has talent and skills that they were born with, as well as talents and skills they have acquired.
- ✓ Most of us tend to downplay or minimize what we have to offer.
- ✓ Problem solving is no time to be modest about one's talents.
- ✓ All available skills and talents should be on the table for use by the group in solving its problem.
- ✓ Each person should recognize the potential contributions of others.
- ✓ Again, everyone has talent and skills they were born with, and those they have acquired through education and experience.
- ✓ Sometimes we recognize a talent or skill in another person that they do not fully realize themselves. It is helpful to give that person encouragement to participate.

- ✓ Members should be willing to recognize when other members may need more information or assistance, and to offer their help so that each member can make his or her full contribution to the effort.
- ✓ Negotiation is important to success.
- ✓ The very differences that bring many talents into a group also bring in different opinions and perceptions.
- ✓ The best solution is one that everyone finds acceptable. The group should make decisions based on what is in the organization's best interest.
- ✓ It is the group's responsibility to help manage the group's dynamics; for example, to help the shy person to contribute, and to help the dominant person make time available for others to speak.

TEAM BUILDING.

- ✓ What is a team? It is a group that has a job to do, whether as paid participants or as volunteers.
- ✓ It is a group that has spent some time together, whether in smaller increments over a long period of time, or by spending a weekend or more working together on something.
- ✓ It is a group that achieves cohesiveness; a team's strength is found in the relationships among the team members.

- ✓ It is a group with a common objective, whose members are very clear about working toward one purpose.
- ✓ It is a group whose members are interdependent.
Whereas other groups may recognize the strengths of each member, team members rely on the strengths of each member to accomplish the objective.
- ✓ An ideal team has a number of distinct characteristics, and they fall into three areas: their feedback and communication behaviours, their behavior and conduct courtesies, and their ways of approaching tasks and problems.
- ✓ “Feedback and communication behaviours” describe how the members talk with one another, clarify their expectations, react to each other’s ideas and offer their perceptions and opinions. In an ideal team, the members:
 - ✓ Ask for help from other members when it is needed and do not waste precious time struggling alone;
 - ✓ Give positive comments to each other regularly and often, because they know it motivates teammates;
 - ✓ Give negative observations when necessary, but do it constructively, for example: “Frank, that proposal you wrote is very good, but it’s a little weak in the evaluation section. Joe has done a lot of evaluations, perhaps he can help”;

- ✓ Receive negative observations from another member without becoming defensive, because they know the comments are not meant to be insulting, but are meant to help the team accomplish its goals;
- ✓ Support other team members in times of crisis, for example: “Lars, I’m sorry to hear about your family illness. Why don’t you go home and I will finish your assignment”;
- ✓ Offer help to others when their own work is completed.

BEHAVOIR AND CONDUCT COURTESIES

Describe the protocols that you have agreed to as group members that enhances group responsibility. In an ideal team, the members:

1. Are ambassadors of that team, and represent the team, not just themselves.
2. Remain open-minded and receptive to all ideas, however different from their own.
3. Give another member time to get his idea out, and paraphrase the idea to assure they understand the intended message.
4. Take turns speaking.
5. Encourage full participation by all members.
6. Do not have side conversations during a discussion, because participants might miss something important (and because it is disrespectful of the others.

7. Stay focused on the task at hand, and do not engage in distracting behaviours.
8. Call a time-out if they feel another member's behavior is disruptive.
9. Make the team meeting a priority so that attendance is consistent.
10. Begin and end meetings on time, so members can use their time most efficiently.
11. Obtain closure on topics and get a decision.
12. Summarize and clarify the meeting at the end.

Ways of approaching tasks and problems.

In an ideal team, the members:

1. Accept every problem as a team problem, not one belonging only to one member.
2. Never say "we cannot do this," but say "how can we do this?"
3. Determine the action items that any decision requires, or think through how to carry out decisions;
4. Share failures as a team, never blaming only one or two members.
5. Look at failures as a way to improve the team functioning, because we can always learn something from failure.
6. Share all information, so that everyone is working from the same body of information.

7. Use consensus for major decisions, which results in finding the most acceptable decision for everyone, as opposed to voting, in which there are clear winners and losers.
8. Stay focused on the purpose of the team, which is to accomplish something together.
9. A successful team will monitor its own effectiveness and progress.
10. Any team who observes that the team is underperforming has the responsibility to bring it to the attention of the entire group so that appropriate action can be taken to correct the problem.

Conclusion

Explain how you feel to be part of a Teen Christian group.

DAY TWO

OPENING ACTIVITIES

- 1. Welcoming the participants.**
- 2. Opening song, opening prayer**
- 3. Roll Call.**
- 4. Enrolling New participants**

LESSON TOPIC

THE CHURCH

Lesson Objective: After going through this lesson participants should be able to identify the importance of the church

LESSON TEXT: ACTS 2:1-47 READ THE VERSES IN GROUPS OF THREES.

MEMORY TEXT: ACTS 2:38



LOOK AT THE PICTURES CLOSELY AND DESCRIBE WHAT YOU ARE SEEING.

ACTIVITY ONE: As a group try to define the word church, compare your definitions. Whom do you think managed to define the word church well and why do you say so?

What is the Bible definition of church?

The word church in the Bible comes from the Greek word **ecclesia**, which means a called out company or assembly. Wherever it is used in the Bible it refers to people. It can be a mob ([Acts 19:30-41](#)), the children of Israel (Acts 7:38), and the body of Christ (Ephesians 1:22; Ephesians 5:25, 32).

We see the word church used three different ways: First, as the body of Christ, the church is often defined as a local assembly or group of believers (1 Corinthians 1:2; 2 Corinthians 1:1; Galatians 1:1-2). Second, it is defined as the body of individual living believers (1 Corinthians 15:9; Galatians 1:13). Finally, it is defined as the universal group of all people who have trusted Christ through the ages (Matthew 16:18; Ephesians 5:23-27)

ACTIVITY TWO

Short quiz

1. Jews worship in a place called -----
2. Moslems worship in a-----
3. Hindus worship in a-----
4. Congregants of the African instituted churches worship under----- or at-----

DISCUSS THESE QUESTIONS IN PAIRS

WHAT IS YOUR VIEW OF CHURCH THESE DAYS.

Is it not a business enterprise?

Is it not a building?

The church is not a physical building or business organization

Too often people describe a church building or organization as the church. This is because they emphasize the facility or organizational hierarchy as what constitutes a church. Most churches are organized in such a way that the public face of a church is seen as a business. However, since many people have a difficult time putting a label on a church, the term local church is often used to denote the local assembly of believers along with their meeting place and operations.

ACTIVITY THREE

LOOK FOR VERSES THAT SUPPORT THE FOLLOWING WORDS THAT DESCRIBE THE PURPOSE OF THE CHURCH.

1. FOR EVANGELISM
2. FOR EDIFICATION
3. WORSHIP
4. SERVICE

ACTIVITY FOUR

WRITE A SHORT ESSAY ON THE EARLY CHURCH FOUND IN ACTS 2:1-47

DAY THREE

1. Welcoming the participants.
2. Opening song, opening prayer
3. Roll Call.
4. Enrolling New participants

LESSON TOPIC

THE FAMILY

MEMORY TEXT

ACTS 10:2

ACTIVITY ONE

1. There are two pictures below, scrutinize them thoroughly and discuss unique features that are being reflected that the naked eye cannot see.
2. Describe the differences you are observing in the pictures.



ACTIVITY TWO

Share with your other participants how your family looks like.

How do you qualify your family?

What events do you do together as a family?

Do you agree to the following?

- ✓ A good family is one that lines up with biblical principles and one in which each member understands and fulfills his or her God-given role.
- ✓ The family is not an institution designed by man.
- ✓ It was created by God for the benefit of man, and man has been given stewardship over it.
- ✓ The basic biblical family unit is comprised of one man, one woman—his spouse—and their offspring or adopted children.
- ✓ The extended family can include relatives by blood or marriage such as grandparents, nieces, nephews, cousins, aunts, and uncles.
- ✓ One of the primary principles of the family unit is that it involves a commitment ordained by God for the lifetime of the members.

ACTIVITY THREE

Look for verses that support the above statements.

ROLE OF HUSBAND AND WIFE

- ✓ The husband and wife are responsible for holding it together, the current attitude of our culture notwithstanding.
- ✓ Although divorce is sought and granted much too easily in our society, the Bible tells us that God hates divorce(Malachi 2:16)

HUSBAND'S ROLE

- ✓ The husband is required to love his wife as Christ loved the church, and a wife should respect her husband and willingly submit to his leadership in the family.
- ✓ The husband's leadership role should start with his own spiritual relationship with God and then flow to instructing his wife and children in scriptural values, leading the family into biblical truth.
- ✓ Fathers are instructed to bring up their children in "the training and instruction of the Lord" (Ephesians 6:4).
- ✓ A father is also to provide for his family. If he does not, he "denies the faith and is worse than an unbeliever" (1 Timothy 5:8).

- ✓ So, a man who makes no effort to provide for his family cannot rightly call himself a Christian.
- ✓ This does not mean that the wife cannot assist in supporting the family—Proverbs 31 demonstrates that a godly wife may surely do so—but providing for the family is not primarily her responsibility; it is her husband's.

THE ROLE OF THE WIFE

- ✓ Woman was given to man for the purpose of being her husband's helper (Genesis 2:18–20) and to bear children.

THE ROLE OF THE CHILDREN

- ✓ Children are given two primary responsibilities in the Christian family: to obey their parents and to honor them (Ephesians 6:1–3).
- ✓ Obeying parents is the duty of children until they reach adulthood, but honoring parents is their responsibility for a lifetime.
- ✓ God promises His blessings on those who honor their parents.

THE CHRISTIAN FAMILY

- ✓ Ideally, a Christian family will have all members committed to Christ and His service.

- ✓ When a husband, wife, and children all fulfill their God-appointed roles, then peace and harmony reign in the home.
- ✓ But, if we try to have a Christian family without Christ as Head or without adhering to the biblical principles the Lord has lovingly provided for us, the home will suffer.

CONCLUSION

- ✓ Although most people prefer to view the family as a private "haven in a heartless" world the family is shaped by its social milieu.
- ✓ The political and economic environment exalts or diminishes the family. The family's private troubles are connected to the public issues.
- ✓ When the state enacts family-friendly policies, it exhibits a reverence for the institution of the family, reinforcing not only family values, but that the family is valued.
- ✓ Where it fails to do so, it contributes to family disintegration. Even at that, the family-values debate will continue.

DAY FOUR

EVANGELISM

OPENING ACTIVITIES

- 1. Welcoming the participants.**
- 2. Opening song, opening prayer**
- 3. Roll Call.**

MEMORY TEXT: Ephesians 4:11

Evangelism

Definition The ability to present the Gospel in ways that produce new converts or To see people accept Christ as Savior
Public

GOSPEL GLIMPSES OF JESUS & CHILDREN

Jesus' statements about children.

- ✓ Let the children come. Mark 10:14.
- ✓ Jesus blessed them. Mark 10:16.

Welcome children

- ✓ welcome Jesus. Mark 10:16.
- ✓ Death to the one who causes a child to stumble. Matthew 18: 5, 6.
- ✓ You need to have the faith of a child.

Matthew 18:3, 4.

- ✓ Jesus involved children in His teaching.
- ✓ Become humble like this child.
- ✓ You must have their simple faith to experience salvation.
Matthew 18:3, 4.
- ✓ Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?
- ✓ John 6:9. Jesus cared for children's physical needs.
- ✓ My little daughter is dying. Please come and put your hands on her that she may be healed and live.
- ✓ So Jesus went with him. Mark 5:21.
- ✓ The Syro-Phoenician woman's daughter. Mark 7:21.
- ✓ The demoniac boy. Mark 9:14.
- ✓ The official's son. John 4:46.

ACTIVITY ONE.

You are child aged 13, 14 or 15 years what do you learn from the glimpses of Jesus and children?

ACTIVITY TWO

Debate on the following topic:

(Group A) Children should be involved in evangelism.

(Group B) Children should not be involved in evangelism.

REASONS WHY GOD CALLS YOU AS A CHILD TO BE A MISSIONARY

- ♣ We belong to the church world-wide. When children become Christians they should learn about their family.
- ♣ In heaven there will be people of all nationalities. We need to prepare children for heaven.
- ♣ Jesus died for all, not for some. Anything on His heart should be on our hearts and on children's hearts too.
- ♣ Mission is a theme throughout the Bible and we have a responsibility to teach the whole truth.
- ♣ Mission is an activity for the whole church, including children.
- ♣ God has important roles for children in His world-wide purposes, and always has done
- ♣ Children can be involved in mission now; particularly through praying and as givers; but some will go as God's ambassadors too. Children are some of the most effective intercessors and missionaries because they have uncluttered faith. They are world-changers.
- ♣ Children are missionaries now and of the future. We should prepare and involve every child in what God wants him or her to do and be their role model.

- ♣ It can help children deal more effectively with the non-Christian culture around them and warn them of the dangers of getting involved in non-Christian practices.
- ♣ It can help non-Christian children become Christians, through learning from their Christian friends how to become a Christian.
- ♣ Participation in God's world-wide purposes is exciting.
- ♣ Children are naturally interested in everything around them. Mission is a colourful topic bursting with activity and compassionate action. It's fun, moving and rewarding.

Examples Of Children Serving God

- Samuel. 1 Samuel 2:18-21
- the captive maid. 2 Kings 5
- King Josiah. 2 kings 22:1, 2
- the boy Jesus. Luke 2:41-52
- Timothy. 2 Timothy 3:15

ACTIVITY THREE

From the list of young people above whom do you think was a star in serving God? Discuss

ACTIVITY FOUR

Take different scriptures that will be used in your services, and to rewrite them in your own words. Work with an adult who will help you explore the ideas and guide your work.

- ✓ Write your own psalms of praise which can be used in a church service.
- ✓ Write your own letters to God, or poems, to be read out during a special service, or to create a small booklet which can be sold to raise money for a mission project.

DAY FIVE

LESSON TOPIC: UNITY IN THE BODY OF CHRIST

LESSON OBJECTIVES: For children to explore and understand that even though those who follow Jesus are all different in some way God loves each of us and we are all important and valued.

OPENING ACTIVITIES

- 1. Welcoming the participants.**
- 2. Opening song, opening prayer**
- 3. Roll Call**

MEMORY TEXT

The body of Christ has many different parts, just as any other body does. Some of us are Jews, and others are Gentiles. Some of us are slaves, and others are free. But God's Spirit baptized each of us and made us part of the body of Christ. Now we each drink from that same Spirit. Our bodies don't have just one part. They have many parts. **(1 Corinthians 12:12–14)**

ACTIVITY ONE

Heads Bodies and Legs

Players: Two or more - **Also known as:** Picture consequences

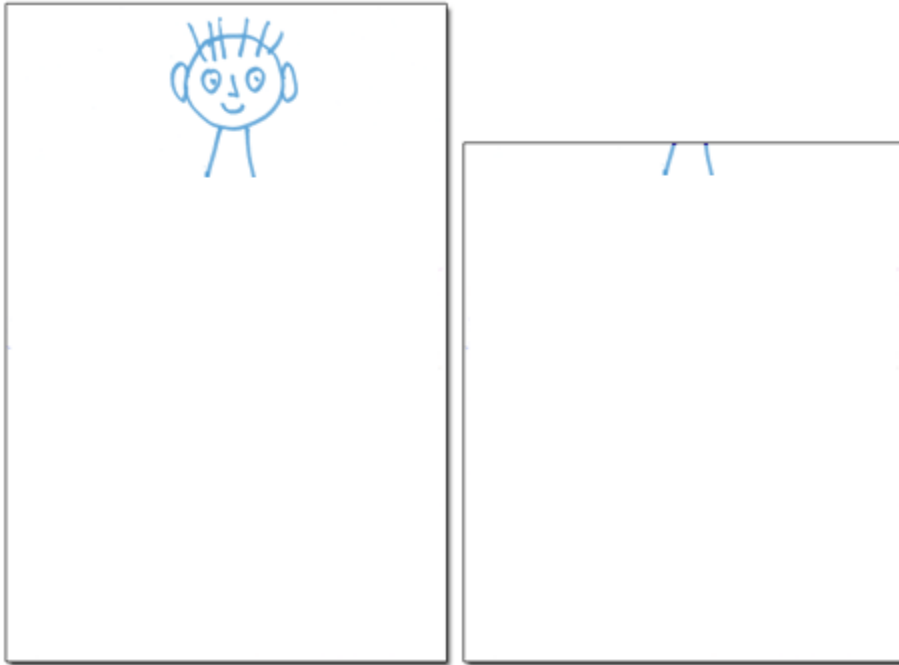
Players take turns in drawing a head, a body, and a pair of legs, without letting the other player see them. The point of the game

is the fun of seeing the resulting pictures after joining the drawn parts.

Description

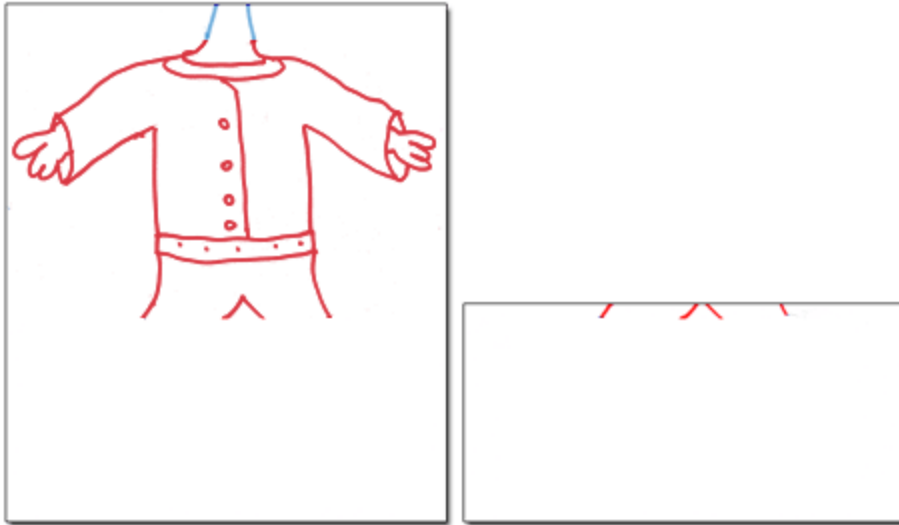
Each player starts with a small piece of paper - half of A4 or US Letter is about right.

Each player begins by drawing a head in the top third of the sheet, and then folds over the paper so just the neck is showing:



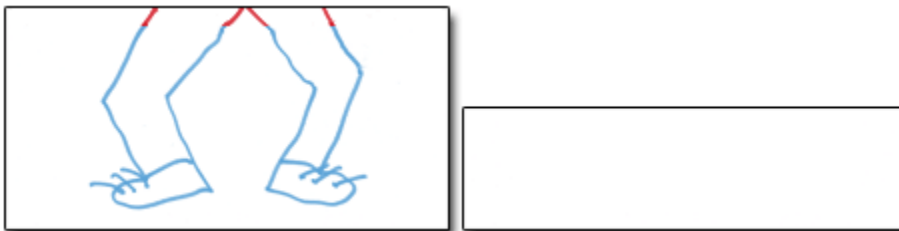
The players then exchange pieces of paper, taking care not to let the other player see their drawing.

Each player then draws a body in the centre third of the paper, joining the neck lines, and folds over the paper so just the legs are showing:

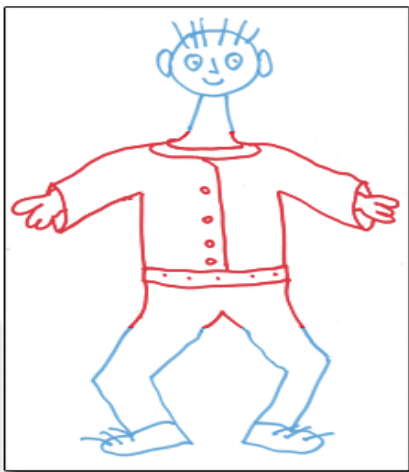


Again, the players exchange pieces of paper.

Finally, each player draws legs and feet, joining the leg lines, and folds the paper so nothing is visible.



Finally, after exchanging again, each player opens their piece of paper to reveal the whole drawing:



Variations

An amusing addition is to add an extra stage in which each player folds the page to leave a blank strip at the bottom of the paper.

POINTS TO NOTE

- ✓ The Church is the body of Christ and each Christ plays an important part in keeping the body healthy and functioning, revealing Jesus to the world.
- ✓ When we (including Junior Soldiers) help and serve within the Church, we are proving ourselves to be a necessary part of this body.
- ✓ God values each of us—including children—and the part we play in making the ‘body of Christ’ (i.e. the Church) functional, active, useful and healthy.
- ✓ God needs our diversity to create something that has a unity of purpose and aim.
- ✓ Note, too, that ‘being part of the body of Christ’ does not equal ‘having a job in your church’. Someone doesn’t become part of the body of Christ when they are elected as counselor, scribe, and captain.

ACTIVITY TWO

You need all the piece game

- ✓ Print out a picture of a full (clothed!) body on an A4 sheet of card, you might be able to use a photo or picture from a

magazine that you already have, or print one from the internet. •

- ✓ Cut the picture up into jigsaw-type pieces.
- ✓ Each child and leader is to have at least one piece of the puzzle.
- ✓ Work together to make the jigsaw.
- ✓ One of the leaders is to secretly keep their piece out of the puzzle for the moment.
- ✓ Ask the children: → 'Is the picture complete? What does it need to be fully complete?'

Eventually the leader can add their piece to complete the puzzle.

- ✓ Mix all the pieces up again, get everyone to choose another piece and have a go at doing it again, adding all parts this time.
- ✓ You might even like to time it, to see how quickly they can put it together.
- ✓ Link: It is always fun playing with jigsaws but can be very annoying when you get to the end and find a piece or two missing, especially when there are 1,000 pieces! In order to complete the puzzle fully, you need all the pieces.
- ✓ The first time we did the puzzle it took a long time because the leader didn't add their part, the second time around it was much quicker and the puzzle was able to be completed because everyone was adding their bit. Imagine that each of those pieces of puzzle represent the members.

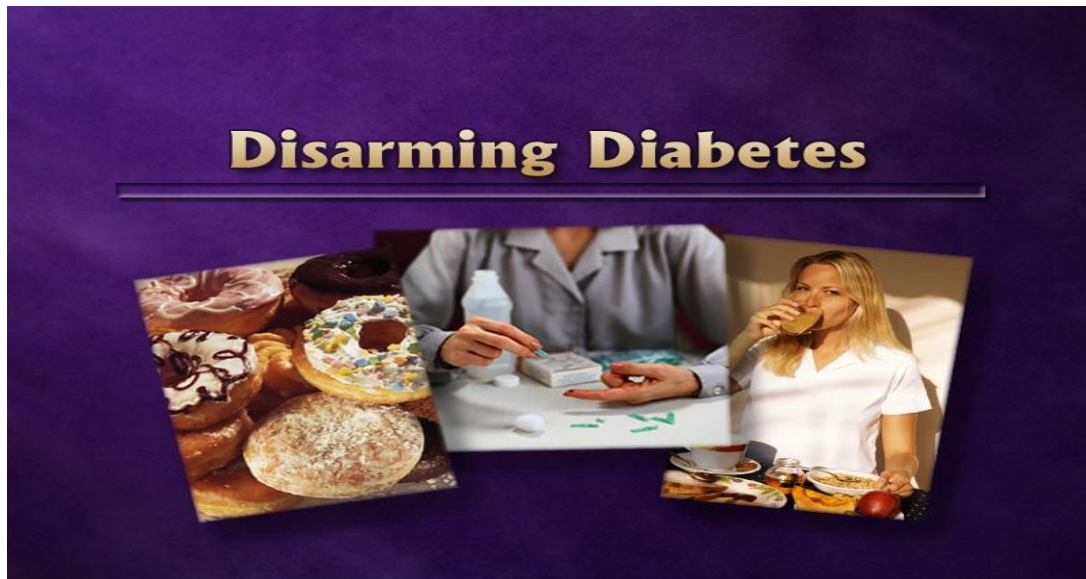
It's all about being healthy

- ✓ What if we want to be a Christian but don't want to go to church?
- ✓ Ask the children this (slightly gory) question on: → how long can a certain part of the body live on its own once it has been separated from the rest of the body?
- ✓ Because so many body-part transplants are done these days, doctors need to know how much time they have to use a body part before it starts to deteriorate.
- ✓ For example (if not kept on ice): The Main Thing Here is a kidney (you may want to keep this on ice in a small cooler, etc. until you're ready to use it), it used to be part of a body.
- ✓ What is its job in the body? (The kidney monitors your blood and body fluids, keeping your blood clean and healthy.) Why doesn't it work when it is not part of the body? Just as the kidney needs to be attached to the body to work and help keep the body healthy, we need to be attached to the church (what the Bible calls the 'body of Christ') to keep healthy. Sure, a kidney apart from a body is still a kidney, but it's not a healthy, live one.
- ✓ To maintain our spiritual health, we should attend church and keep our faith growing and alive.

Conclusion

- ✓ From the games of this lesson what is it that you have learnt that has helped you.
- ✓ Which part of the lesson interested you so much and why?

HEALTH TALK



DAY 1

Introduction

- Sugar diabetes has been classified by World Health Organization (WHO) as one of the top ten major killers in the world. The 2016 Global Report on Diabetes noted that diabetes prevalence has been rising more rapidly in middle to low income countries. This is driven by an increase in behaviors such as reduced physical activity, a shift to higher calorie diets, and the associated increases in obesity.
- According to John Mangwiro, Zimbabwe Diabetes Association (ZDA) president, Zimbabwe is having a dramatic increase in the number of people diagnosed with diabetes. He cited that diabetes was multiplying among Zimbabwe's poor communities, and there was need to heavily subsidize

diagnosis and treatment. The disease is estimated to be affecting one in every 10 people in Zimbabwe, including infants. These among other reasons justify our study of **sugar diabetes** this week.

- Proverbs 27:12 “The prudent sees danger and hides himself, but the simple go on and suffer for it.” As we see danger, we do well by hiding ourselves. Don’t be simple!

- **What is sugar diabetes**

Diabetes can best be understood by the role of insulin in the body. When food is consumed/ eaten, the body turns that food into sugars, or glucose. At that point, your pancreas is supposed to release insulin. Insulin serves as a “key” to open cells, to allow the glucose to enter -- and allow the use of glucose for energy, or there can be too much glucose in the body because insulin production is inadequate. When sugars or glucose level is high in the blood, that is referred to as **diabetes**

Sugar diabetes types

- **Type 1 Diabetes-** It happens when your immune system mistakenly attacks and destroys the cells in your pancreas that produce insulin. The damage is permanent. Type 1 diabetes belongs to a group of conditions known as autoimmune diseases. Autoimmune diseases are when the body incorrectly identifies its own useful cells as an attacking organism. In type 1 diabetes, it is the beta cells in

the pancreas which produce insulin that are wrongfully targeted and killed off by specific antibodies created by the body's immune system.

- **Type 2 Diabetes** –happens when the body can't use insulin efficiently. People with type 2 diabetes produce insulin; however, the insulin their pancreas secretes is either not enough or the body is unable to recognize the insulin and use it properly (insulin resistance). When there isn't enough insulin or the insulin is not used as it should be, glucose (sugar) can't get into the body's cells and builds up in the bloodstream instead. When glucose builds up in the blood instead of going into cells, it causes damage in multiple areas of the body. Also, since cells aren't getting the glucose they need, they can't function properly
- **Gestational Diabetes**- occurs in pregnant women. Risk factors for gestational diabetes include obesity, a history of gestational diabetes in a previous pregnancy, a family history of type 2 diabetes, and having pre-diabetes, that is high sugar level though not high to be diagnosed as type 2 diabetes.

This type of diabetes can cause the fetus to be large than normal. Delivery of the baby may be more complicated as a result. The baby is also at risk for developing low blood glucose (hypoglycemia) immediately after birth.

Day 2

Diabetes Symptoms

Early symptoms of diabetes, especially type 2 diabetes, can be subtle or seemingly harmless — that is, if you even have symptoms at all. Over time, however, you may develop diabetes complications, even if you haven't had diabetes symptoms

- Going to the toilet a lot, especially at night – as the body tries to reduce blood glucose levels by flushing the excess glucose out of the body in the urine.
- Being really thirsty - When you have diabetes, excess sugar (glucose) builds up in your blood. Your kidneys are forced to work overtime to filter and absorb the excess sugar. If your kidneys can't keep up, the excess sugar is excreted into your urine, dragging along fluids from your tissues. This triggers more frequent urination, which may leave you dehydrated. As you drink more fluids to quench your thirst, you'll urinate even more.
- Feeling more tired than usual -You may feel fatigued. Many factors can contribute to this. They include dehydration from increased urination and your body's inability to function properly, since it's less able to use sugar for energy needs.
- Losing weight without trying to - When you lose sugar through frequent urination, you also lose calories. At the same time, diabetes may keep the sugar from your food from reaching your cells — leading to constant hunger. The combined effect is

potentially rapid weight loss, especially if you have type 1 diabetes.

- Genital itching or thrush - High levels of glucose being passed in the urine are a perfect breeding ground for the fungal infection which cause thrush.
- Cuts and wounds take longer to heal - people with diabetes have observed that infections seem more common if you have diabetes. It may be that high levels of blood sugar impair your body's natural healing process and your ability to fight infections.
- Blurred vision - High levels of blood sugar pull fluid from your tissues, including the lenses of your eyes. This affects your ability to focus. Left untreated, diabetes can cause new blood vessels to form in your retina — the back part of your eye — and damage established vessels. For most people, these early changes do not cause vision problems. However, if these changes progress undetected, they can lead to vision loss and blindness
- Tingling hands and feet - Excess sugar in your blood can lead to nerve damage. You may notice tingling [prickling or stinging sensation] and loss of sensation in your hands and feet, as well as burning pain in your arms, hands, legs and feet.
- Red, swollen, tender gums - Diabetes weaken your ability to fight germs, which increases the risk of infection in your gums and in the bones that hold your teeth in place. Your gums may pull away from your teeth, your teeth may become loose, or you

may develop sores or pockets of pus in your gums — especially if you have a gum infection before diabetes develops.

Day 3

Risk Factors and Complications

Diabetes Risk Factors include:

- Failure to breastfeed and exposing babies to solid foods at an early age increase their diabetic risk
- Genetics – having a close relative with diabetes increases diabetes risk for both type 1 and type 2
- Weight gain – leads to too much fat tissue, leading your body cells to become resistant to insulin.
- Lack of physical activity – a sedentary lifestyle leads to weight gain which is a risk factor for diabetes. By exercising, fat is burnt, making way for the efficient function of insulin.
- High blood Pressure – high blood pressure of over 140/90 is linked to an increased risk of type 2 diabetes.
- High blood fat – saturated and trans fat raise cholesterol level, risking heart diseases, heart attack, stroke as well as diabetes.
- High fat and carbohydrate diet- junk foods are high in calories and fats but low in nutritional value. These foods include processed and prepacked snack foods with long,

often unpronounceable ingredient lists. Consuming excess sugars and fats found in these foods can contribute to weight gain, which is associated with diabetes.

- Age 40+ - the older one gets, the higher the risk, however, more and more children and adolescents are being diagnosed with type 2 diabetes

Complications

- Heart and blood vessels – diabetes dramatically increase the risk of various cardiovascular (relating to the heart and blood vessels) problems such as heart attack, stroke, or narrowing of arteries.
- Eyes damage (**retinopathy**) – diabetes can cause vision loss or vision problems. When blood vessels of the retina are damaged, blindness can occur. Diabetes also increase risk of cataracts or glaucoma
- Kidneys damage (**nephropathy**) – diabetes damages the tiny blood vessels that filter waste from your blood. Severe damage can lead to kidney failure.
- Nerve damage (**neuropathy**) – excess sugar can injure the walls of blood vessels that nourish your nerves, especially in your legs. This causes tingling, numbness, burning or pain

that usually begins at the tips of the toes or fingers and gradually spreads upward.

- Gastrointestinal tract – diabetes can lead to bloating, diarrhea, abdominal pain, nausea, vomiting, ulcers and mouth thrush to name a few.
- Gums and teeth – increase risk of infection in your gums
- Foot damage – nerve damage in the feet risk complications such as blisters which often heal poorly. These leads to toe, foot or leg amputation.
- Skin conditions – diabetes can increase risk of bacterial and fungal infections



Diabetic Feet Care

Feet care is very important to diabetic patients. Feet should be washed everyday and dried especially between the toes because infections tend to develop in moist areas. Moisturize dry skin with lotion or oil. Due to neuropathy, it is wise to avoid the use of hot water bottle, electric blanket, or warming on fire because these injure your feet without you knowing it. Do not walk barefoot or walk on hot pavements as this can cause sores or injuries that can get infected. Choose comfortable shoes, well-fitting with plenty of room. Avoid tight plastic shoes or other materials that do not breathe. Always inspect your feet for blisters, skin color change, or skin breaking so you avoid serious complications that come as a result of diabetic neuropathy.

Day 4

Treatment and Management of diabetes

- The major goal in treating type 1 and type 2 diabetes is to control blood sugar (glucose) levels within the normal range
- Basic principles of good health like eating right, exercising regularly, and maintaining a healthy weight can be as effective as medicine in diabetes management.
- Some people with type 2 diabetes can manage blood sugar level target with diet and exercise alone but many need medication or insulin therapy. Medication is prescribed by healthy professionals depending on many factors such as blood sugar level and other health challenges
- It is advised to check for blood sugar regularly and watch for signs and symptoms of low blood sugar (hypoglycemia) such as sweating, shaking, weakness, hunger, dizziness, headache, blurred vision, heart palpitations, slurred speech, drowsiness, confusion and seizure
- When you experience low blood sugar, drink or eat something that will quickly raise your blood sugar level such as a sweet, fruit juices (pineapple, apple), honey, syrups, dissolve a tablespoon of sugar in water, or eat fruits ½ a banana, ½ small apple, grapes etc

Diabetes Diet

Adherence to a healthy diet is a critical aspect of controlling blood sugar in people with diabetes. When considering an ideal diabetic diet, a number of factors must be taken into consideration, including the amount and type of carbohydrates consumed as well as the amount of fiber, fat, and protein contained in foods. Glycemic index and glycemic load [food's effect on a person's blood glucose level] are further considerations. Foods with low glycemic index and load raise blood sugar more slowly than high glycemic index/load foods. Glycemic index refers to a standardized measurement, while glycemic load takes a typical portion size into account.

Meal timing and amount of insulin administration are considerations when planning a diet for people with type 1 diabetes. The meals should be small and eaten more frequently as well as:

- balanced,
- nutritious, and
- low in fat, cholesterol, and simple sugars.

It's important to center your diet on these high-fiber, low-fat foods:

- Fruits
- Vegetables
- Whole grains – zviyo, mhunga, brown rice

Meals are best when they are prepared by baking, boiling, grill, sauté, roast than frying.

Weight reduction and exercise

Weight reduction and exercise are important treatments for type 2 diabetes. Weight reduction and exercise increase the body's sensitivity to insulin, thus helping to control blood sugar elevations. People with diabetes must remember the importance of diet and exercise. Control of diabetes begins with a healthy lifestyle, regardless of prescribed medications

Day 5

Facts and Myths of Diabetes

- **People with diabetes should not exercise - NOT TRUE!!**
Exercise is important for people with diabetes, as it is for everybody else. Exercise helps manage body weight, improves cardiovascular health, improves mood, helps blood sugar control, and relieves stress. Patients should discuss exercise with their doctor first.
- **Fat people always develop type 2 diabetes eventually - this is not true.** Being overweight or obese raises the risk of

becoming diabetic, they are risk factors, but do not mean that an obese person will definitely become diabetic. Many people with type 2 diabetes were never overweight. The majority of overweight people do not develop type 2 diabetes.

- **Diabetes is a nuisance, but not serious** - two thirds of diabetes patients die prematurely from stroke or heart disease. The life expectancy of a person with diabetes is from five to ten years shorter than other people's. Diabetes is a serious disease.
- **I know when my blood sugar levels are high or low** - very high or low blood sugar levels may cause some symptoms, such as weakness, fatigue and extreme thirst. However, levels need to be fluctuating a lot for symptoms to be felt. The only way to be sure about your blood sugar levels is to test them regularly. Researchers from the University of Copenhagen, Denmark showed that even very slight rises in blood-glucose levels significantly raise the risk of ischemic heart disease.
- **Diabetes diets are different from other people's** - the diet doctors and specialized nutritionists recommend for diabetes patients are healthy ones; healthy for everybody, including people without the disease. Meals should contain plenty of vegetables, fruit, whole grains, and they should be low in salt and sugar, and saturated or trans-fat. Experts say that there is no need to buy special diabetic foods because they offer no special benefit, compared to the healthy things we can buy in most shops.

- **High blood sugar levels are fine for some, while for others they are a sign of diabetes** - high blood-sugar levels are never normal for anybody. Some illnesses, mental stress and steroids can cause temporary hikes in blood sugar levels in people without diabetes. Anybody with higher-than-normal blood sugar levels or sugar in their urine should be checked for diabetes by a health care professional
- **Diabetics cannot eat bread, potatoes or pasta** - people with diabetes can eat starchy foods. However, they must keep an eye on the size of the portions. Whole grain starchy foods are better, as is the case for people without diabetes.
- **One person can transmit diabetes to another person** - NOT TRUE. Just like a broken leg is not infectious or contagious. A parent may pass on, through their genes to their offspring, a higher susceptibility to developing the disease
- **Only older people develop type 2 diabetes** - things are changing. A growing number of children and teenagers are developing type 2 diabetes. Experts say that this is linked to the explosion in childhood obesity rates, poor diet, and physical inactivity.
- **I have to go on insulin, this must mean my diabetes is severe** - people take insulin when diet alone or diet with oral or non-insulin injectable diabetes drugs do not provide good-enough diabetes control, that's all. Insulin helps diabetes control. It does not usually have anything to do with the severity of the disease.
- **Diabetes patients are more susceptible to colds and illnesses in general** - a person with diabetes with good diabetes control is

no more likely to become ill with a cold or something else than other people. However, when a diabetic catches a cold, their diabetes becomes harder to control, so they have a higher risk of complications.



Proverbs 27:12 “The prudent sees danger and hides himself, but the simple go on and suffer for it.”

May we enjoy good health now and forever.

N.B It is best to invite health professionals in our camps to help us deliver the health talk. Where possible, set a day when kids can be tested for blood sugar by professionals. Thank you.

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