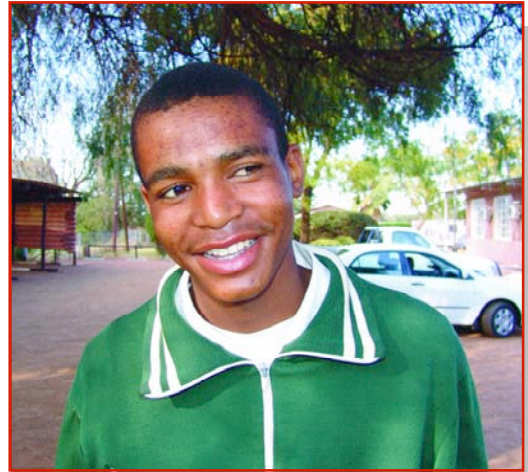




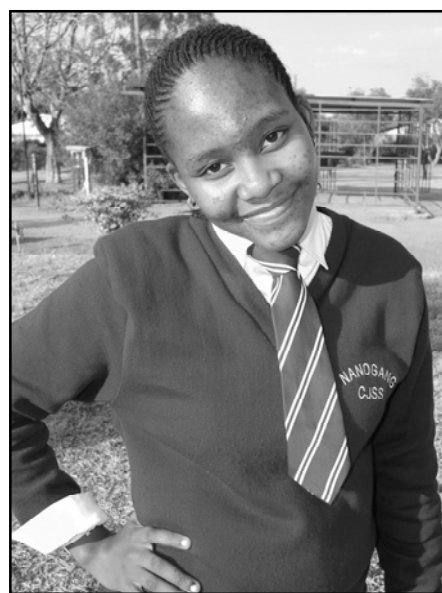
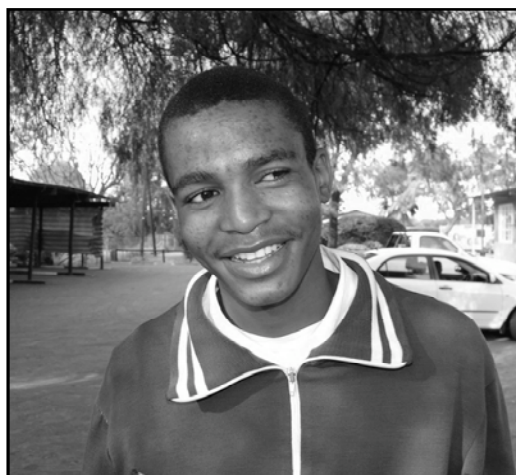
Living



*Skills for Life:
Botswana's Window of Hope
Junior Secondary School
Teacher's Guide*



Living



*Skills for Life:
Botswana's Window of Hope
Junior Secondary School
Teacher's Guide*



Junior Secondary School Teacher's Guide

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This document has been prepared by the Botswana Ministry of Education, Department of Curriculum Development and Evaluation; the BOTUSA Project; and Education Development Center, Inc. (EDC).



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The BOTUSA Project is a collaborative effort between the Botswana Government and the U.S. Centers for Disease Control and Prevention. EDC's participation was possible because of support from the World Health Organisation's Department of Non-communicable Disease Prevention and Health Promotion. EDC is an international non-profit research and development organisation that works with schools, communities, businesses, and governments to address health and education across the lifespan.

A Project Team was drawn from the Ministry of Education, BOTUSA and EDC. The Project Team was responsible for conducting a literature review, conducting the needs assessment, recruiting the Task Team and Reference Committee, facilitating the writing workshops, training pilot teachers, designing pilot test protocols, conducting school site visits, soliciting feedback, and making revisions, and finalising these materials.

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ACKNOWLEDGEMENTS

The materials contained in this HIV, AIDS, and STI education package were designed, developed, and finalised by the following Project Team:

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The Project Team was later joined by two officers, Kabo Ditlhakeng and Selwana Fanyana, from BOTUSA.

Team members are grateful to their supervisors, Dr Peter Kilmarx, Dr Marion Carter, and Dr Thierry Roels of the BOTUSA Project, Mrs Susan Makgothi and Mr David Ratsatsi of Curriculum Development and Evaluation Department, Mr Charles Gollman of the World Health Organization, and Mrs Cheryl Vince Whitman of Education Development Center, Inc., for the unwavering support they provided during the entire period of the project.

The Project Team worked with a Task Team comprising teachers, college lecturers, and education officers from several departments in the Ministry of Education in developing the materials. Special thanks go to this team for their dedication and innovative ideas in developing activities used in the worksheets. This team also played a vital role in writing the teacher guides.

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The Project Team would also like to acknowledge the input of the Reference Committee listed below in the development of the materials. This committee provided guidance, direction, and support to the Task Team by constantly reviewing materials to ensure that they were suitable and appropriate for the learners.

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Special thanks go to the junior secondary schools that participated in the needs assessment. The Project Team is grateful that Heads of schools, Senior management teams and Guidance teams in these schools made time to respond to the questionnaires used during the needs assessment.

SCHOOLS INVOLVED IN THE NEEDS ASSESSMENT AND PILOT PROCESS

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Chobe Community Junior Secondary School

Dithejwane Community Junior Secondary School

Motlhamo Community Junior Secondary School

Ramotswa Community Junior Secondary School

Tashata Community Junior Secondary School

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Technical assistance was provided by Carmen Aldinger, Christine Blaber, Connie Constantine, Deb Haber, Faisal Islam, Tracie Robinson, Wendy Santis, Carol Bershad, and Susan Woodward of Education Development Center, Inc.

Editing and design of curriculum was done by EDC's Editing and Design Services Department. All illustrations by Cliff Lander.

FOREWORD

The *Botswana's Window of Hope: Skills for Life* material was developed to support HIV and AIDS Education in schools. Prior to the development of the material, a needs assessment conducted in selected primary and secondary schools revealed that most schools were using materials that were not appropriate for young learners.

The material was developed with the assistance of the United States Centers for Disease Control in Botswana through the BOTUSA Project that had approached the Ministry of Education to find out how it could assist in providing an enabling environment for teachers to talk about HIV and AIDS issues. It was then decided that the development of materials for both learners and teachers would address the situation.

The main objective of the materials is to impart knowledge, develop healthy attitudes, and instil skills for healthy decision making, since the survival of learners depends on the acquisition of such skills. Participatory methods are used in the material to achieve a skills-based health education. This enables learners to be actively involved in their learning process with minimal supervision and guidance from teachers. It is hoped that skills provided will help to develop attitudes and practices necessary in curbing the spread and improving the management of HIV and AIDS in order for Botswana to achieve the goal of no new infections by 2016. Furthermore, the skills acquired should not only develop the individual but should also develop cultural and national identity as well as inculcate attitudes and values, which nurture respect for one's self and for others.

On behalf of the Ministry of Education, I would like to thank the teachers, officers, lecturers and consultants for the enthusiasm they demonstrated in developing and pilot-testing the material. This is in line with the Ministry's approach of involving teachers and other stakeholders to ensure that the materials we develop are relevant to the teaching/learning process.

The Curriculum Development Division and the Guidance and Counselling Division are also commended for the professional manner in which they guided the project. Last but not least, I would also like to thank the BOTUSA Project that supported the process and contracted Education Development Center, Inc. in Boston to provide technical assistance in the development of these materials.

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Director

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INTRODUCTION

The materials in this package are designed to support the Ministry of Education's ten year basic education curriculum blue print. It is the stated goal of the Blueprint to build an education system that "nurtures, promotes and sustains skills that will enable young Batswana to meaningfully participate in nation building". These materials are designed to contribute to this goal.

Any discussion about the future of Botswana must confront the issues of HIV and AIDS. While the 2004 statistics show that the overall HIV prevalence in the general population stands at 17.1%, infection rates are close to 40% among certain populations of young adults. (*Botswana AIDS Impact Survey II, NACA, 2004*). The burgeoning number of people who are becoming sexually active means that an increasing number are at risk. A rise in orphan-hood and emotional trauma are some of the issues facing the nation.

Many people in Botswana are either infected with or affected by HIV. They know first-hand the devastating effects of the epidemic, which has infiltrated all aspects of their lives and challenged the moral and traditional fabrics that have held the culture together for centuries. Botswana has a strong tradition of community support and pride. The populace is well-educated, and the leadership is committed to fostering a public will to persevere.

The Botswana Ministry of Education sees a "window of opportunity" because a quarter of the Botswana population are between the ages of 5 and 19, and infection rates are relatively low in this group. In 2004, the infection rates in the 5–9 age group were 6.0%; in the 10–14 age group, 3.9% and 6.6% in the 15–19 age group. (*Botswana AIDS Impact Survey II, NACA, 2004*). With proper interventions and support, the Ministry believes that it can achieve an AIDS-free generation. Therefore, schools have the ability to reach the majority of youth at an age when knowledge, attitudes, and behaviours regarding the prevention of HIV infection are developing.

The materials in this package are tools in the battle against new HIV infection. Many, if not all, schools have HIV education materials. However, few of the materials were specifically designed for young learners in Botswana. Most materials address HIV without providing a context for the message that is concordant with the lives of young learners in Botswana. Furthermore, most materials were made for the general public, and teachers find it difficult to adapt them for classroom use.

The global wealth of experience in dealing with HIV prevention education over the years has led to consensus among educators, researchers, and international agencies about the components of effective HIV education. Experts agree that it should be broad-based, covering both facts and the skills needed to clarify one's values and negotiate or avoid sexual situations (Aggleton, Peter. *Success in HIV Prevention: Some Strategies and Approaches*, 1997). In other words, students need to understand the nature of the infection and its spread; know what behaviours reduce risk; adopt attitudes of self-worth, respect for themselves and others, and human rights; and, crucially, develop the skills to put their knowledge and attitudes into practice (UNAIDS International Task Team on Education, HIV/AIDS and Education: A Strategic Approach, 2003).

Skills-based (or life skills) education refers to a set of skills that include problem solving, critical thinking, communication, decision making, creative thinking, relationship building, negotiation, self-awareness, empathy, and stress management. UNICEF defines skills-based education as “an interactive process of teaching and learning that enables learners to acquire knowledge and to develop attitudes and skills, which support the adoption of healthy behaviours”, while WHO defines it as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. At its core, skills-based education is an approach that stresses behaviours, rather than simply knowledge acquisition, as a desired outcome.

The materials in this package are the foundation of a larger strategy that begins with Standard One and continues through to Form 5 and uses participatory methods to achieve skills-based health education. Specifically, the objective is to impart knowledge, develop healthy attitudes, and instil skills for healthy decision making. The messages and skills will be reinforced over the 12-year span of the school career.

The Ministry of Education convened a task team of teachers, college lecturers, and education officers representing all levels of school and all regions of the country to decide what learners needed to learn in order to stay healthy and how they needed to learn it. The general objectives they agreed upon are as follows:

1. *Self-awareness*

- Learners should be aware of who they are and what they can do.

2. *Values*

- Learners should be able to develop and uphold a personal value system.

3. *Goal setting*

- Learners should be able to set measurable and achievable short- and long-term goals.

4. *Communication*

- Learners should be able to communicate effectively.

5. *Decision making*

- Learners should be able to make informed decisions.

6. *Managing stress*

- Learners should be able to recognize, understand, and effectively deal with stressful situations.

7. *Sexuality*

- Learners should be able to understand their own sexuality.

8. *Facts and myths*

- Learners should be aware of the facts and myths associated with HIV and AIDS and make healthy decisions that are based on facts.

9. *Risk reduction*

- Learners should be able to identify situations as low- or high-risk and demonstrate how to deal with or manage such situations.

10. *Benefits of relationships*

- Learners should be able to understand the benefits of relationships.

11. *Dilemmas*

- Learners should know about and understand dilemmas associated with HIV and AIDS.

12. *Social responsibility*

- Learners should understand their responsibility towards society, especially in light of the HIV pandemic.

13. *Healthy living*

- Learners should develop healthy practices.

As the Ministry of Education has stated, there is a “window of opportunity”. These materials are designed to access this opportunity. If the youth of Botswana can be in a school environment that is supportive and protective and builds skills to prevent HIV infection, Botswana will achieve its goal of no new infections by 2016.

NOTE TO TEACHER

1.0 HOW TO USE THE TEACHER'S GUIDE

The Teacher's Guide is meant to help with teaching HIV and AIDS issues and Life Skills across all subjects in the curriculum. (Specific ways of doing this are mentioned in the section titled **Infusion and Integration of HIV and AIDS**.)

These lessons are designed to build the skills of learners; therefore, they should be used as a whole in order to fulfil the objectives of the activities. Teachers are encouraged to take every opportunity to use them.

These materials use several participatory methods, such as role playing, brainstorming, and class discussions. For the purpose of these materials, we use the term "role playing" to refer to both situational re-enactments and scripted stories, which are sometimes called "drama".

Since these materials are learner-centred, learners should be encouraged to discover things on their own. The teacher is a facilitator rather than a keeper of knowledge. Teachers should not impose their values or beliefs on others, but rather give learners information to base their own decisions on.

The activities frequently advise teachers to divide their class into groups. The teacher is free to decide how many groups and how many students per group are necessary.

The lessons in the materials are for Forms 1, 2, and 3 and may be used in any class, depending on the learners' level of understanding. The lessons at the beginning of each chapter form the basis for that chapter, and activities towards the end of each chapter build on the previous lessons and conclude the chapter. Teachers may find that it's better to use the early activities with Form 1 and the later ones with Forms 2 and 3. Lessons may also be repeated, as it will take time for learners to acquire the different skills the lessons address, and learners tend to bring up different issues as they get older.

The materials are based on the development of certain characters, who appear at all levels, that is, from lower primary to senior secondary. As such, the learner at junior secondary will have met these characters and will grow with them till the end of Form 5. The names used in the role plays and stories are based on fictitious characters. Any resemblance to people of the same names or situations is purely coincidental.

These are the names of the main characters in this book:

GIRLS	BOYS
Mmaonyana	Thuso
Thabo	Biki
Tshepo	Kabo
Mosetsana	Nxau
Ngeve	Tanyala
Kedisaletse	

These materials should not be limited to classroom use only. The lessons contained in the materials may be used during co-curricular activities, such as Drama, Debate, and AIDS club discussions.

2.0 THE STRUCTURE OF THE TEACHER'S GUIDE

The Teacher's Guide provides information for the teacher's needs. The activities provided are meant to assist with the planning of both theoretical and practical work for all the subjects at Junior Secondary level.

The activities may be used as they are or modified to suit the level of the learner and the subject and topic being taught.

Each of the 13 chapters has an Introduction, which includes the following sections:

- **Background:** This is information on what the topic is about, why the topic is important to teach at this level, and how it is going to be addressed. Teachers are encouraged to do some research and additional reading on the topic to support the information given here.
- **Purpose:** This statement explains the overall goal of the activities.
- **Learning Objectives:** These are the objectives being addressed by the individual activities in the chapter. Each activity in the chapter addresses one or more of the objectives listed.
- **Points to Keep in Mind:** This section makes the teacher aware of sensitive issues that may arise during the lesson. It also points out things the teacher will need to do ahead of the lesson. Therefore, the teacher should read this section before addressing any of the activities.
- **Definition of Terms:** This lists new words used or referred to in the activities. Make sure that learners fully understand all new terms, words, and concepts. Always ask learners to explain concepts in their own words to reduce the risk of learners parroting the definitions given under Key Terms in their workbooks. For some learners, it may appear as if the new words come easily, but this should not be taken for granted by the teacher.
- **Methods:** This is a list of teaching methods that are recommended for the activity. Teachers are free to modify the methods and use ones suitable for their learners, as long as participatory methods are maintained.
- **Materials:** This lists the teaching aids or resources needed to perform the activities. Teachers are encouraged to make sure that these materials are collected well in advance. The materials are not exhaustive, and teachers are free to substitute them with their own materials. Audio-visual materials promote participatory methods; therefore, they should be used whenever possible.
- **Time:** The time given is estimated for each activity. The teacher may find that the activities take longer than the time listed and therefore should feel free to divide the activities into the number of lessons suitable.

Each individual activity contains the following information:

- **Learning Objectives, Materials, Methods, and Time** (as explained above).
- **Procedure:** This lists the steps the teacher can follow in conducting the activity. As mentioned under **Time**, the teacher may divide the procedure into two or more lessons. However, it is important that the teacher follows the procedure as closely as possible so that the skill being targeted is addressed effectively.
- **Concluding Statement:** This is meant to tie up what has been addressed in the activity; the teacher should find a way to say the statement that learners can understand at their level. It is very important for learners to understand why they have gone through the activity.

3.0 INFUSION AND INTEGRATION OF HIV AND AIDS

The Ministry of Education sees a window of opportunity among children who are of school-going age. It is for this reason that the Ministry has adopted a policy to infuse and integrate HIV and AIDS into all subjects across the school curriculum.

Below are some aspects of infusion and integration that may be of assistance to teachers using these materials:

- **Infusion:** This entails the incorporation of HIV and AIDS issues into the content of other subjects such that they blend well with the lesson. This method allows for HIV and AIDS issues to be spread across as many subjects as possible to provide learners with frequent encounters with the issues being addressed. Infusion therefore allows for HIV and AIDS issues to be part of every aspect of the curriculum, such as programmes and instructional materials. As infusion does not require strong affinity between the subjects, as in the case of integration, it results in easy mention of the concepts being infused.
- **Integration:** This entails the combination of two or more subjects to form a single discipline, for example, Integrated Science and Social Studies. It may also take the form of incorporating a minor or carrier subject into common or strongly related topics. Naturally, there are subjects that can cater for a lot of HIV and AIDS objectives; for example, Integrated Science, Moral Education, and Home Economics are known as the main carrier subjects. Subjects that allow for fewer issues to be incorporated are known as the minor carrier subjects. Though integration is not as pervasive as infused curriculum, it is very useful in AIDS education in that it enables the teacher to ensure that HIV and AIDS issues are addressed when they appear in the teaching objectives, especially since these issues become examinable.

3.1 REASONS FOR THESE METHODS

- The curriculum is already jam-packed with other subjects; therefore, it was not possible to fit in another subject.
- There are no teachers who have trained only in HIV and AIDS, and therefore all teachers should play a role, especially since HIV and AIDS affect all of us equally.

Please note that infusion and integration are not meant to diminish the importance of HIV and AIDS by relegating it to secondary status within the existing curriculum or co-curriculum activities. Rather, this approach is meant to supplement and reinforce health education.

3.2 EXAMPLES OF HOW THE MATERIALS CAN BE USED TO ASSIST IN TEACHING JUNIOR SECONDARY SYLLABUS SUBJECTS

SELF-AWARENESS

Activities in this chapter may be used to teach Moral Education Module on Personal Development for the topics; Self concept and Relationships. Physical Education Module on Adventure education may also use some of these activities for the objective that looks at developing strategies for building self esteem, self reliance and self confidence. Setswana and English also look at Awareness of one's self, therefore, some activities, especially the Bio-poems may be used to teach such topics. These activities may also be used to teach Guidance and Counselling Module on Personal Guidance.

VALUES

Activities in this chapter may be used to teach Moral Education Module on Morality for the topics; The nature of morality and Values and also for the Module on Personal moral issues topic; Family life. These activities may be used to teach Religious Education Module on Loyalty for the topic Loyalty. Guidance and counselling lessons may also use some of the activities in this chapter to address Personal and social guidance.

GOAL SETTING

Activities in this chapter may be used to teach Guidance and counselling Module on Personal, Educational and Vocational guidance.

COMMUNICATION

Activities in this chapter may be used to teach Setswana and English topics on Letter writing and Composition and for the Module on Speaking for the topic conversations. Guidance and counselling lessons may also use some of the activities in this chapter to address Personal and social guidance.

DECISION MAKING

Activities in this chapter may be used to teach Moral Education Module on Morality; topic; Moral dilemmas. Activities may also be used during Guidance and counselling lessons for the Module on Personal and Vocational guidance.

STRESS MANAGEMENT

Activities in this chapter may be used to teach Religious and Moral Education Module on Relationships for the topic Peer pressure. Activities may also be used to teach Guidance and counselling lessons on Personal guidance module.

SEXUALITY

Activities in this chapter may be used to teach Science Module on Family Life Education for the topic Physical development and puberty. These activities may also be used to teach Moral Education Module on Personal moral issues for topics on Sexual relationships and abstinence. Guidance and counselling lessons on Personal and Social guidance may also use these activities.

HIV AND AIDS: FACTS, MYTHS AND PREVENTION

Activities in this chapter may be used to teach Moral Education Module on Personal moral issues for topics on HIV/AIDS and STDs. These activities may also be used to teach Science Module on Family Life Education for the topic Sexually transmitted diseases and HIV/AIDS. The Religious Education Module on The Human sexuality topic HIV/AIDS in the community may also use these activities. Social studies lessons may also use these activities when teaching the Module Society and Culture for the topic Family. Guidance and Counselling lessons on Personal and Social guidance may also use these activities.

RISK REDUCTION

Activities in this chapter may be used to teach Science Module on Healthy living for the topic Drug use, misuse and abuse. These activities may also be used to teach Religious Education Module on Respect for life for the topic Substance abuse. Physical Education Module on Adventure education may also use some of these activities.

BENEFITS OF RELATIONSHIPS

Activities in this chapter may be used to teach Moral Education Module on Personal Development for topic Relationships. Religious Education Module on Family life for the topic The family and Module Loyalty for the topic Friendship may also use these activities. Guidance and counselling may also use these activities to address Personal and social guidance.

DILEMMAS

Activities in this chapter may be used to teach Moral Education Module on Introduction to morality for the topic Moral dilemmas. Religious Education Module on Values for the topic Factors that can destroy human life can also use these activities. These activities may also be used to teach Personal and Social guidance during Guidance and counselling lessons.

SOCIAL RESPONSIBILITY

Activities in this chapter may be used to teach Moral Education Module on Personal moral issues for the topic HIV/AIDS and STDs. These activities may also be used to teach Home Economics Module on Family and consumer education for the topic Care of the sick at home. The Religious Education Module on The Human sexuality topic The family may also use these activities. Social studies Module on Our country's environment topic Influence of humanity on the environment may also use some of these activities. Guidance and Counselling lessons may also use these activities to address Social guidance.

HEALTHY LIVING

Activities in this chapter may be used to teach Science Module on Healthy living for the topics Keeping clean and Food, nutrients and their sources. These activities may also be used to teach Home Economics Modules on Family life Education for the topic Grooming and Module Food and nutrition for the topic Nutrients. These activities may also be used to teach some objectives in Agriculture that deal with the importance of fruits and vegetables. Physical Education Module on Physical fitness may also use some of these activities.

Activities on matching and identifying true and false may be used to address the topic Project identification in Mathematics.

Bio-poems, stories and role plays may be used to teach Setswana and English for topics Novell/story, personal letters, Composition and Reports.

TESTIMONIAL

KGALALELO NTSEPE'S STORY

Kgalalelo had a terrible headache in 1998 that would not go away. A friend advised her to go for an HIV test. She was afraid because she associated being HIV positive with dying and on two occasions turned to go back from a voluntary counselling and testing centre. A pamphlet on HIV and AIDS that she came across encouraged her to test. She finally tested on 3rd of July 2001 and her results came out HIV positive.

The counselling she received, support from friends and church helped her accept her status. Her family was in denial for a long time and they actually believed she was bewitched. Kgalalelo is coping well and currently works as a trainer for the Centre for Youth of Hope (CEYOH). Ever since she tested, she leads a very healthy life.

She started the anti-retroviral therapy on the 10 of August 2001. When she started the therapy her CD4 cell count was 222 and it has increased to 813; her body weight was 45 kg, now it's 75kg; her viral load was 13800 and now it's undetectable.

Kgalalelo's advice to the young people is to delay sexual debut. She says young people should delay sex until they marry. She also wants intervention programmes that are specific to both in-school and out-of-school youth.



I. Self-Awareness



Background

Self-awareness is knowing who we are, that is, our likes and dislikes; our abilities, strengths, and limitations. It enables us to build on our strengths and improve our limitations. Self-awareness helps us accept the things we cannot change about ourselves and not be defensive about them. It helps us understand that, as people, we have rights and responsibilities that are common to all of us. However, it also helps us realise that people are unique.

Self-awareness helps learners develop a positive self-image, and contributes to their self-respect. Knowing their strengths and working to improve their limitations will help them be successful in life. At the junior secondary level, most learners have entered their adolescent developmental stage. The experiences of adolescence are likely to affect the self-awareness that learners established at the primary school level.

In this chapter, learners will identify and appreciate their likes and dislikes, their strengths and limitations, and they will become aware of their own uniqueness. Learners will also identify their rights and responsibilities and learn to differentiate and prioritise their needs and wants, which will build and modify the image they already have of themselves.

Purpose

To help learners know who they are and make informed decisions about their well-being.

Learning Objectives

Learners should be aware of who they are and what they can do.

Learners will:

- Identify their own likes and dislikes
- Recognise other people's likes and dislikes
- Compare their own likes and dislikes to those of others
- Be aware of their own abilities and strengths so that they can make good use of them
- Be aware of their own limitations so that they can work to improve them
- Appreciate their own uniqueness
- Understand that they have personal needs and wants
- Differentiate between needs and wants
- Be able to prioritise their needs and wants
- Identify their rights as children
- Identify their responsibilities as children
- Understand how to apply their rights responsibly

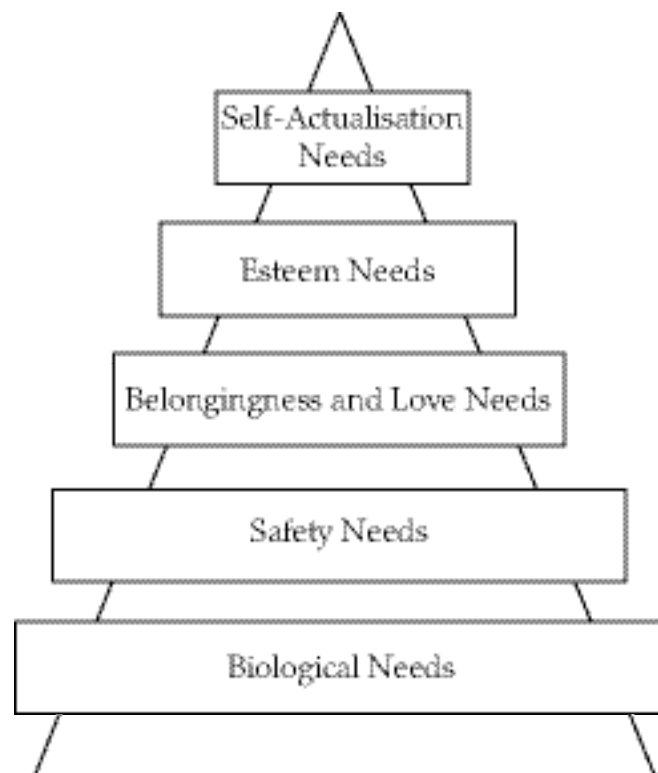
Points to Keep in Mind

The teacher should be aware of learners' reactions when addressing the issue of their uniqueness, as this discussion may evoke emotions among learners with regard to their individual attributes, abilities, or physical appearance. The teacher should prohibit ridicule and promote an environment where learners are comfortable talking about themselves, for example, by reminding them that we are all different and that we all have things we like and dislike about ourselves.

Before beginning Activity 1.5, the teacher will need to obtain a copy of the African Charter on the Rights and Welfare of the Child and the Botswana Children's Act. Copies of the charter and the Botswana Children's Act can be obtained from the following:

- The Department of Social Services
- Ministry of Local Government
- Department of Culture and Youth, Ministry of Labour and Home Affairs
- UNICEF
- http://www.ilo.org/public/english/employment/skills/recomm/instr/afri_3.htm

Abraham Maslow's Hierarchy of Needs is a model that describes different orders of human needs. Maslow suggests that lower-level needs must be met before the higher-level needs can be satisfied. The model is often represented by a pyramid, with the most basic needs at the base:



- Biological Needs include food, air, water, shelter, warmth, sex, and sleep.
- Safety Needs include protection, security, order, law, and stability.
- Belongingness and Love Needs include family, affection, relationships, and groups.
- Esteem Needs include achievement, status, responsibility, and reputation.
- Self-Actualisation Needs include growth and personal fulfilment.

According to Maslow, only when the preceding level of needs is met do humans feel the need for the next level. His hierarchy suggests that humans' strongest needs are biological. Once their biological needs are met, humans then feel the need for safety. Once their safety needs are met, they feel the need for belongingness and love, and so on.

Since Maslow's five-stage model was introduced, others have expanded the model to add new levels of needs, such as Cognitive Needs (knowledge, meaning, self-awareness) and Aesthetic Needs (beauty, balance, form), both of which occur before Self-Actualisation Needs, and Transcendence Needs (helping others to self-actualise), which is a new level at the top.

The teacher should also identify resources available to children and families in case any learners indicate that their rights as children are being violated.

Definition of Terms

Bio-poem: A biographical statement about oneself in the form of poetry, using I-statements and descriptive words.

African Charter on the Rights and Welfare of the Child: This document was drawn up by African member states of the Organisation of African Unity in 1990 and came into effect in 1999. Based on the Universal Declaration of Human Rights of 1949, the charter has been ratified by most African countries, including Botswana. This charter was the basis for the Botswana Children's Act.

Rights: An entitlement granted to a person by law, tradition, or nature.

Responsibilities: Being answerable to someone, including yourself, for something; a duty; an obligation.

Methods	Materials	Time
<ul style="list-style-type: none"> • Individual work • Class discussion • Presentation • Pair work • Brainstorming • Group work • Guided learning • Story telling 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper ✓ A copy of the African Charter on the Rights and Welfare of the Child ✓ A copy of the Botswana Children's Act ✓ Flip chart ✓ Markers 	<p>Five activities at 40 minutes each; one activity at 80 minutes (over two lessons)</p>

Activity 1.1

Likes and Dislikes

Learning Objectives

Learners will:

- Identify their own likes and dislikes
- Recognise other people's likes and dislikes

Methods

- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to think about the following (refer to Worksheet 1.1):

When preparing soup, you need different ingredients. For example, you might need green peppers, tomatoes, potatoes, onions, salt, water, and different spices. Of these ingredients, which ones do you like and which ones do you dislike?

Ingredients I Like:

Ingredients I Dislike:

Materials

- Worksheet 1.1
- Pens or pencils
- Paper

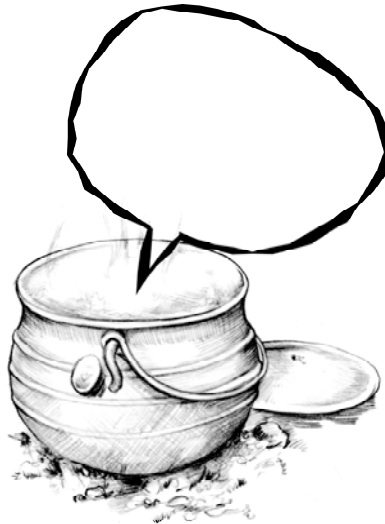
Time

40 minutes

3. Ask learners to identify some of their other likes and dislikes by doing the following (refer to Worksheet 1.1):

In the two pots, write some of your likes and some of your dislikes (e.g., subjects, house activities, hobbies, sports, clothes, food). The pot on the left is for likes, and the pot on the right is for dislikes.

Likes



Dislikes



4. Ask volunteers to share some of their likes and dislikes with the rest of the class.
5. End the activity by asking learners to discuss the different likes and dislikes that were mentioned.

Conclude by saying:

- Everyone has things they like and things they dislike.
- Some of the things we dislike may be necessary for our well-being, such as household chores.
- We can appreciate one another's differences and learn from them.

Activity 1.2

Comparing Likes and Dislikes

Learning Objectives

Learners will:

- Identify their own likes and dislikes
- Recognise other people's likes and dislikes
- Compare their own likes and dislikes to those of others

Methods

- ❖ Individual work
- ❖ Presentation
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Explain to learners what a Bio-poem is. (*Note: See Definition of Terms at the beginning of the Chapter.*)
3. Read aloud or ask learners to read Tshepo's Bio-poem (refer to Worksheet 1.2):

Tshepo's Bio-Poem

I like Computer Studies.

I like nice clothes.

I like flashy cars.

I also like playing tennis.

I dislike being told what to do.

I dislike football.

I dislike sitting in class the whole day.

I especially dislike doing class work.

4. Ask learners to each complete a Bio-poem, using I-statements (refer to Worksheet 1.2):

I like _____

I like _____

I like _____

I also like _____

Materials

- Worksheet 1.2
- Pens or pencils
- Paper

Time

40 minutes

Conclude by saying:

I dislike _____

I dislike _____

I dislike _____

I *especially dislike* _____

5. Ask learners to read their Bio-poems to the rest of the class.
 6. Ask learners to compare their Bio-poems by listing the similarities and differences between their classmates' Bio-poems and their own.
 7. End the activity by leading a class discussion on the differences and similarities that learners listed.
- It is helpful to recognise our own likes and dislikes and it is important to appreciate that others may be different.
 - Recognising our similarities and differences helps us get to know and learn from one another.

Activity 1.3

Abilities, Strengths, and Limitations

Learning Objectives

Learners will:

- Be aware of their own abilities and strengths so that they can make good use of them
- Be aware of their own limitations so that they can work to improve them
- Appreciate their own uniqueness

Methods

- ❖ Individual work
- ❖ Pair work
- ❖ Class discussion

Points to Keep in Mind

A tree can be used to symbolise learners' abilities, strengths, and limitations. In this activity, the Tree of Life shows how abilities, strengths, and limitations are all connected and how learners can use all three aspects to develop themselves.

Roots represent strengths, because they hold the tree upright and in its place. Learners should write their strengths (the things that hold their life in place) near the roots.

Stems represent abilities, because they enable the tree to survive by keeping nutrients running smoothly through it; they are the connection between the roots and the branches. Learners should write their abilities (the things they are able to do without great difficulty) near the stems.

Leaves represent limitations and weaknesses, because they can be cut off, they are easily affected by different climatic conditions, and they wither in winter. However, leaves are also an important element of a tree, as they give it its beauty. Learners should write their limitations near the leaves. Point out that learners can work to turn their limitations into strengths, which can help them be successful and can add beauty to their lives.

Materials

- Worksheet 1.3
- Pens or pencils
- Paper

Time

40 minutes

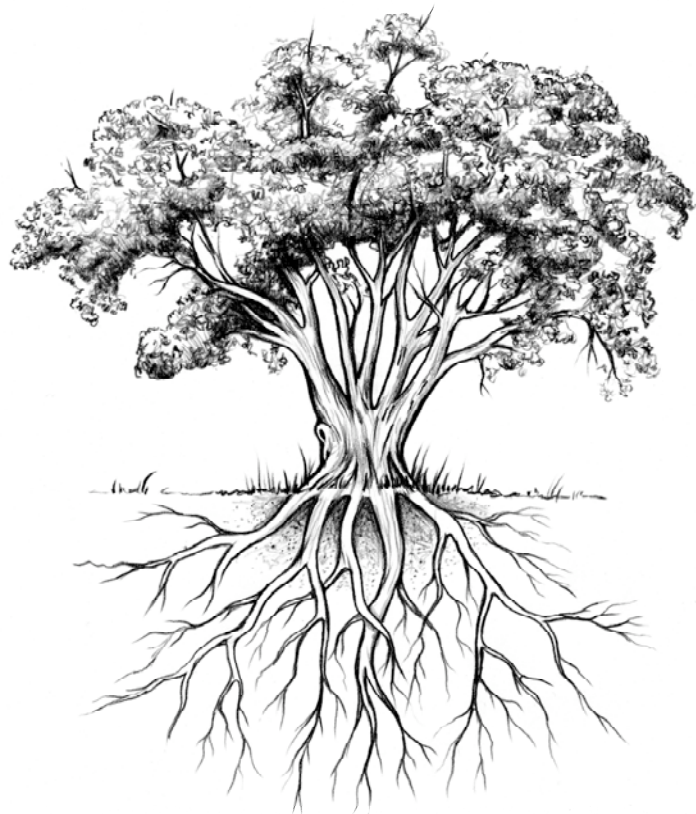
Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to each identify their abilities, strengths, and limitations (refer to Worksheet 1.3):
 - My *abilities* (things I can do or perform, such as cooking, singing, maths):
 - My *strengths* (my strongest abilities, such as maths):
 - My *limitations* (areas in which I need to improve, such as running):
3. Ask learners to each do the following (refer to Worksheet 1.3):
 - a. In the tree below:

Write your *abilities* near the stems and branches.

Write your *strengths* near the roots.

Write your *limitations* near the leaves.



Conclude by saying:

- b. Write a paragraph explaining how your abilities and strengths can help you be successful in life.
 4. Ask learners to work in pairs to look at the differences and similarities between their abilities, strengths, and limitations.
 5. Lead a class discussion on why the different parts of the tree might represent learners' abilities, strengths, and limitations.
 6. End the activity by asking learners to write an essay in which they appraise themselves, based on their Bio-poems and Tree of Life diagrams, and describe their own uniqueness.
- We are all unique, with different abilities, strengths, and limitations.
 - Once we have identified these three aspects, we can use our strengths purposefully and work to improve our limitations.

Activity 1.4

Differentiate Between Needs and Wants

Learning Objectives

Learners will:

- Understand that they have personal needs and wants
- Differentiate between needs and wants
- Be able to prioritise their needs and wants

Methods

- ❖ Brainstorming
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm a class list of needs and wants.
3. Ask learners to complete the worksheet (refer to Worksheet 1.4):
 - a. List your personal needs and wants in the appropriate column.
 - b. Prioritise from most important to least important by placing a number in the column next to each need or want (1 = highest priority).

NEEDS	Priority	WANTS	Priority

Materials

- Worksheet 1.4
- Pens or pencils
- Paper

Time

40 minutes

4. Divide learners into pairs and have them discuss their responses.
5. End the activity by leading a class discussion on the difference between needs and wants, how learners prioritised them, and the value of differentiating and prioritising one's needs and wants.

Conclude by saying:

- We can take responsibility for meeting our own needs.
- While our wants have less priority, we can work to fulfil them as well after we have taken care of our needs.

Activity 1.5

Rights and Responsibilities

Learning Objectives

Learners will:

- Identify their rights as children
- Identify their responsibilities as children

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion
- ❖ Guided learning
- ❖ Presentation
- ❖ Individual work

Points to Keep in Mind

You will need to use your copies of the African Charter on the Rights and Welfare of the Child and the Botswana Children's Act for this activity. It is important to review the charter before this session so that you can be familiar with examples of children's rights (see Articles 3–30). You might want to highlight or underline examples of rights that you can share with your class.

Materials

- Worksheets 1.5a and 1.5b
- Pens or pencils
- A copy of the African Charter on the Rights and Welfare of the Child
- A copy of the Botswana Children's Act
- Flip chart
- Markers
- Paper

Learners should be shown that a right is only a right if it is applied responsibly. Be aware of petty issues that learners might bring up as violations of their rights, for example, a detention in school for misbehaviour that makes a learner miss an outing with friends.

Rights are accompanied by responsibilities. Be sure to review Article 31 of the African Charter, which describes children's responsibilities.

Be prepared to recommend the resources you've identified that are available to children and families regarding violations of children's rights, such as the Department of Social Welfare.

Time

80 minutes (over two lessons)

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class the meanings of 'rights' and 'responsibilities' and provide examples.
3. Divide the class into groups and ask the groups to write down the rights of children in the column on the left, and the responsibilities that come with each of these rights in the column on the right (refer to Worksheet 1.5a):
4. Give each group a piece of flip chart paper and a marker and ask each group to make a list for presentation.

Rights	Responsibilities

5. Reconvene the class and lead a discussion on the rights and responsibilities that learners came up with.
6. Introduce the African Charter on the Rights of the Child and the Botswana Children's Act to the class. Mention how the charter and act came to be; what it says; and how it protects young people; for example.
7. Without using names, lead a discussion on violations of children's rights that the class knows of.
8. Divide the class back into groups and ask each to do the following (refer to Worksheet 1.5b):

(Note to the teacher: This may happen in the second class session.)

Conclude by saying:

- a. Using a flipchart and markers, make an illustration showing a violation of children's rights. When making the illustration, consider the following questions:
 - What right is being violated?
 - How is the right being violated?
 - b. Present your illustration to the rest of the class.
 9. After each presentation, discuss with the class some possible solutions to this violation of children's rights.
 10. End the activity by asking learners to come up with I-statements on how they are going to meet the responsibilities that accompany their rights and how they are going to ensure that their own rights as well as those of others are not violated.
- Each one of us has rights, and these rights come with responsibilities.
 - Rights are given to us; responsibilities are what we must do to fully enjoy our rights.
 - If our rights, or those of others, are violated, we have the responsibility to take action to protect them.

Activity 1.6

Defending Our Rights and Responsibilities

Learning Objectives

Learners will:

- Identify their rights as children
- Understand how to apply their rights responsibly

Methods

- ❖ Story telling
- ❖ Individual work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Read the following story to the class (refer to Worksheet 1.6):

Story: Ngeve's Rights

Ngeve is a 15-year-old girl who comes from a very traditional family. She often hangs out with Malebogo. They live in a region of Botswana where forced marriages are practised. Ngeve used to attend junior secondary school; however, she had to leave school at 15 because her parents forced her into marriage to a man twice her age. Her husband does not allow her to visit her other friends. She spends most of her time ploughing her husband's fields.

3. Ask learners to do the following (refer to Worksheet 1.6):

- a. In this story, which children's rights have been violated?

(Note to teacher: Three rights have been violated: Right to Education, Right to Engage in Child Labour, and Right of Association.)

- b. If you were Malebogo, how could you help keep Ngeve's rights from being violated?
- c. If you were Ngeve, how could you defend your rights while maintaining your relationship with your parents?

Materials

- Worksheet 1.6
- Pens or pencils
- Flip chart
- Markers
- Paper

Time

40 minutes

Conclude by saying:

4. Reconvene the class to discuss learners' responses to the worksheet.
 5. Ask each learner to develop a poster for the notice-board with messages and illustrations that reflect children's rights and responsibilities.
 6. End the activity by asking learners to present their posters to the rest of the class.
- You should know what your rights are, as children and as Batswana. However, defending your rights may sometimes mean going against the traditions of your family and society.
 - At such times, it is important to defend your own rights (or the rights of others) without compromising certain family and community values, such as respect.

II. Values



CHAPTER II **VALUES**

Background

A value is a belief we hold that is important to us and that guides our lives. Our values are initially shaped by our parents, but as we get older, more and more of our values are influenced by factors outside our families, such as our friends and the media. Loyalty, respect, and honesty are human values that can help us relate positively to our friends, family, and society.

Since our values affect our actions, knowing our values can help us behave or live in a way that honours us. It can also help us resist negative peer pressure and other environmental factors, such as the media, that may promote unhealthy values.

In this chapter, learners will identify and consolidate their personal values; look closely at the importance of loyalty, honesty, and respect; and demonstrate how to express these values to their family and friends. Learners will consider how their values influence their choices and can help them avoid negative outcomes, such as HIV infection. Learners will also examine the principle of *Botho* and discuss different aspects of respect with their parents or guardians.

Purpose

To help learners understand the meaning of such values as loyalty, respect, and honesty, and how these values can be applied to guide their actions, judgements, and decisions.

Learning Objectives

Learners should be able to develop and uphold a personal value system that includes loyalty, respect, and honesty.

Learners will:

- Describe what “values” are
- List their own values
- Discuss how positive values can help an individual avoid unhealthy situations, such as becoming infected with HIV
- Understand the importance of the values of loyalty, respect, and honesty
- Demonstrate how to express these positive values to one’s family, friends, and community
- Understand the principle of *Botho*
- Describe how to show respect to oneself and one’s family and friends
- Discuss ways in which different cultures show respect
- Learn what their parents or guardians think about respect

Definition of Terms

Botho: The concept of being humane. A person with *Botho* is known by the following:

- Having a well-rounded character, being well-mannered, courteous, and disciplined, and realising his or her full potential, both as an individual and as part of the community to which he or she belongs
- Earning respect by first giving it, and gaining empowerment by empowering others
- Applauding rather than resenting those who succeed
- Disapproving of anti-social, disgraceful, inhumane, and criminal behaviour, and encouraging social justice for all

Botho makes all Batswana capable of stretching the largeness of our spirit to its utmost limit.

(Adapted from *Vision 2016: Long-Term Vision for Botswana*, 1997)

Points to Keep in Mind

Values are principles, standards, or qualities regarded as worthwhile or desirable. They can also be seen as the worth of something in terms of its usefulness or importance, such as the value of education. Learners need to know that people may have different values.

For Activity 2.3, you might consider using some phrases in Setswana that are used in greetings to discuss with the class.

Methods	Materials	Time
<ul style="list-style-type: none">• Individual work• Class discussion• Brainstorming• Group work• Role playing• Case study• Presentation	<ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper	Two activities at 40 minutes each; one activity at 80 minutes (over two lessons)

Activity 2.1

Your Values

Learning Objectives

Learners will:

- Describe what “values” are
- List their own values
- Discuss how positive values can help an individual avoid unhealthy situations, such as becoming infected with HIV

Methods

- ❖ Individual work
- ❖ Class discussion
- ❖ Brainstorming
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to define each of the words in the pot (refer to Worksheet 2.1):

Materials

- Worksheet 2.1
- Pens or pencils
- Paper

Time

40 minutes



3. Ask each learner to complete part a of the worksheet (refer to Worksheet 2.1):

a. In the pot below, identify the words that represent values and those that do not:



Words that represent values:

Words that do not represent values:

(*Note to the teacher:* The words that represent values are prestige, faith, power, honesty, respect, and loyalty. The words that do not represent values are envy, anger, jealousy, and denial; these words represent feelings [envy, anger, jealousy] and actions [envy, denial]. Note that envy can be both a noun and a verb.)

4. Ask learners to discuss what the six words representing values have in common. Have them brainstorm some other values that they know.

5. Ask each learner to complete part b of the worksheet (refer to Worksheet 2.1):

b. List your own values by completing the following I-statements:

I value _____

I value _____

I value _____

I value _____

I value _____

I value _____

6. Divide learners into small groups and ask them to complete part c of the worksheet (refer to Worksheet 2.1):

c. In your group, discuss the following questions:

- How do our values affect our actions? Give some examples.
- How can positive values, such as loyalty and respect, help individuals avoid negative outcomes, such as HIV infection?

7. End the activity by discussing with learners the different values they have and some actions they associate with each of their values.

Conclude by saying:

- Setting and upholding our values helps us be focused and keep from being easily deceived or led astray.

Activity 2.2

Loyalty, Honesty, and Respect

Learning Objectives

Learners will:

- Understand the importance of the values of loyalty, respect, and honesty
- Demonstrate how to express these positive values to one's family, friends, and community

Methods

- ❖ Role playing
- ❖ Class discussion
- ❖ Group work

Points to Keep in Mind

Before conducting the role play, review the notes on role-playing in the introduction.

The teacher should be aware that some learners might name values that contradict the message you are trying to deliver. For example, some learners may say that Neo and Lebogang were being loyal to their friends who took the cheese and polony. You will need to discuss the fact that there are limits to loyalty and that it is more important to respect other people's property and be honest. For example, ask learners what would happen to their school and country if people were not honest and took other people's property and whether they would want to live in that kind of environment.

Procedure

Materials

- Worksheet 2.2
- Pens or pencils
- Paper

Time

40 minutes

1. Introduce the objectives of the activity to the class.
2. Ask four volunteers to conduct the role play on the worksheet, and assign the four parts: Neo, Lebogang, Mmaonyana, and Tebo. Ask another learner to be the narrator and read Situation 1 and 2 aloud. Ask the rest of the class to act as observers and to notice what is happening.
3. Ask the five learners to do the role play by reading the situations and the responses below (refer to Worksheet 2.2):

Role Play: The Missing Cheese and Polony

Situation (Part 1): The Home Economics teacher was delayed in the staff room. When she returned to the lab, she found the class in chaos. She also discovered that some of the cheese and polony were missing. She asked the class who took them, but they would not tell her. She then decided to call the learners up one by one and ask them to explain what happened.

NEO: I was busy doing the assignment, so I could not see what happened.

LEBOGANG: I was in the toilet.

MMAONYANA: I saw Tebo and James leave the storeroom, and they were chewing. Later on, I saw them eating pieces of cheese.

TEBO: Everybody was all over the place, and it was hard to see what was happening.

Situation (Part 2): When the teacher heard the truth, she called over Tebo and James and told them that they would have to pay for the cheese and polony because now there was not enough to be used for the lesson that day. In addition, Tebo and James would have to remain behind and clean up the lab.

4. Ask the class to discuss the following questions (refer to Worksheet 2.2):
 - a. What values were displayed by the following individuals?
 - Mmaonyana

(*Note to the teacher:* honesty, loyalty [to the teacher and the rest of the class], courage)

- Tebo

(Note to the teacher: dishonesty, disloyalty [to the teacher and the rest of the class])

- b. Why is it important to always tell the truth?

(Note to the teacher: To build trust between yourself and other people)

- c. Among the four learners, who is being loyal to the teacher and the school?

(Note to the teacher: Mmaonyana)

- d. Are there any situations you can think of where loyalty should not be applied?

(Note to the teacher: In this case, loyalty should not be applied to a person who is displaying negative behaviour, for example, a person who steals and expects you to lie to cover them.)

5. Divide the learners into groups to create a scenario in which they show loyalty, honesty, or respect to their family and friends.
6. Ask learners to role-play their scenarios for the rest of the class. Ask observers to pay close attention to how the role players display their values.
7. After each role play, ask the class to describe how the values of loyalty, honesty, and respect were portrayed.
8. End the activity by discussing why the class thinks that these three values are important for families and society.

Conclude by saying:

- Being dishonest has negative and harmful results. This is why our society values honesty.

Activity 2.3

Botho

Learning Objectives

Learners will:

- Understand the principle of *Botho*
- Describe how to show respect to oneself and one's family and friends
- Discuss ways in which different cultures show respect
- Learn what their parents or guardians think about respect

Methods

- ❖ Case study
- ❖ Individual work
- ❖ Class discussion
- ❖ Presentation

Points to Keep in Mind

Be sensitive to learners' feelings, as some might be related to the Botswana Defence Force soldiers mentioned in this activity who died or were badly hurt in the line of duty.

Different cultures in Botswana may show respect differently. For example, in the Kalanga culture, children greet elders by putting both hands together and letting the elder touch their hands. Within the Setswana culture, there are slight variations of greeting among the different tribes. You should ask learners to talk about the ways that they show respect in their cultures.

Procedure five requires learners to discuss respect in their various cultures. Allow learners enough time before this procedure to talk with their parents or guardians about respect. Be sensitive to learners who are orphans, and help them arrange to talk with an elder if need be.

Materials

- Worksheets 2.3a, 2.3b, and 2.3c
- Pens or pencils
- Paper

Time

80 minutes (over two lessons)

Procedure

1. Introduce the objectives of the activity to the class.
2. Read the case study aloud and have each learner answer the questions that follow (refer to Worksheet 2.3a):

Case Study: Lesoma Ambush

In February 1978, a group of Botswana Defence Force soldiers were on patrol along the Lesoma area when they were ambushed by the Rhodesian Army. Fifteen soldiers were killed in the line of duty. Others survived with major injuries. Those who lived to tell the story are serving their country diligently to this day.

- a. What elements of this story show that the soldiers were loyal to their country?

(Answer: The survivors continued to serve their country, even if they had major injuries)

- b. What are some other stories of people who showed loyalty to their country?

(Possible answers: Good examples of patriotism include Independence Day celebrations, Sir Seretse Khama Day, and remembrance of the three chiefs who went to the UK to ask for protection)

- c. What could you do now to show loyalty to your country?

3. Discuss the responses to the questions on the worksheet.

4. Ask learners to define “*Botho*”.

5. Discuss ways in which different cultures in Botswana show respect, which is an important element of *Botho*.

(Possible answers: Receiving whatever is given with both hands, helping elders, using appropriate ways of greeting people)

(Note to the teacher: This is the time to share the phrases of greeting in Setswana that you brought in, and discuss them with the class. You may also add examples of ways to show respect to the list above.)

6. Ask each learner to complete the table on the worksheet (refer to Worksheet 2.3b):

Fill in the table below by describing how you could show respect to yourself, your family, and your friends:

SELF	FAMILY	FRIENDS

7. Ask learners to share what they wrote with the rest of the class.
8. Review the homework assignment with the class. Ask learners to talk with their parents or guardians before the next class to answer the following questions (refer to Worksheet 2.3c):
- Why is respect an important aspect of our culture?
 - How can we show respect to:
Ourselves:
Our peers:
Our elders:
 - What do you think should be the consequences of being disrespectful to others?
9. Recall the the main points from Worksheets 2.3a and 2.3b.

Conclude by saying:

10. Ask five volunteers to present what they have learned to the rest of the class.
 11. End the activity by discussing the class presentations on respect.
- There is a Setswana saying, “*Molaakgosi o a bo a ee itaela*”, which, when translated directly, means, “When you do something to another person, know that they will do it to you”.
 - When applied to “respect,” this means that to be respected, one has to respect others. This saying reinforces the principle of *Botho*.

III. Goal Setting



CHAPTER III GOAL SETTING

Background

Goal setting is planning for what you want to achieve and by when you want to achieve it. It involves thinking about the person you want to be by looking at where you are now, where you want to go, and how you will get there. In any situation, barriers can discourage us from achieving our goals. Goal setting enables us to anticipate these barriers and to work out a strategy to overcome them.

As children get older, they begin to develop a sense of themselves and will see goals as a way to concretely define themselves. However, learners need to understand that even if they have goals, life's obligations may conflict with their plans. These are the barriers they must work around. Coming across these barriers can be demoralising for learners, but thought and planning will help learners develop strategies that can keep them on track.

In this chapter, learners build on their understanding that careful planning will bring them more success and less frustration. They learn strategies to overcome barriers to their goals and make a plan for achieving their short- and long-term goals.

Purpose

To help learners visualise a fulfilling future for themselves and make plans to realise that vision.

Learning Objective

Learners should be able to set measurable and achievable short- and long-term goals.

Learners will:

- Demonstrate their goal-setting abilities
- Set personal goals
- Identify barriers to reaching their personal goals
- Create strategies to achieve their personal goals

Definition of Terms

- *Barrier:* A condition or obstacle that blocks you from making progress toward achieving your goal.
- *Strategy:* A step-by-step plan of action.
- *Obligation:* A responsibility.

Points to Keep in Mind

- A goal is something a person wants to accomplish. Having personal goals helps us make the best choices and decisions in our lives.
- Short- and long-term goals give us direction and move us toward our vision. Achievable short-term personal goals should be 'SMART', i.e.:
 - ❖ specific
 - ❖ measurable
 - ❖ achievable
 - ❖ realistic
 - ❖ time-limited
- People experience many challenges (barriers) when trying to achieve their goals. Some challenges are beyond our control. However, in most cases, the way we set our goals leads to the challenges we face. Below are some aspects of goal setting that may result in barriers to achieving our personal goals:
 - ❖ Setting unclear goals
 - ❖ Setting unmanageable goals
 - ❖ Setting goals that are dependent on other people
 - ❖ Setting too many goals
- To set achievable goals:
 - ❖ Make sure that your goal is realistic
 - ❖ Develop an action plan
 - ❖ Establish a support network
 - ❖ Set up a reward system

Methods	Materials	Time
<ul style="list-style-type: none">• Case study• Pair work• Class discussion• Individual work	<ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper	Three activities at 40 minutes each

Activity 3.1

Setting Personal Goals (Part 1)

Learning Objectives

Learners will:

- Demonstrate their goal-setting abilities
- Set personal goals

Methods

- ❖ Case study
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to list some examples of goals.
3. Read, or ask for a volunteer to read, the case study below (refer to Worksheet 3.1):

Case Study: Biki

Until Biki's fifteenth birthday, he had never seen basketball on TV. He had seen some older children playing on the court near his friend's house, but he never really paid attention. The game on TV, however, made a big impression on him. He loved the game's fast-paced action and style. He wanted to learn how to play, and he made a commitment to himself that by his sixteenth birthday he would be able to play. He decided that first he needed to get a basketball, then he was going to practice ball handling and shooting, and finally he would go to the court and play with the others.

To get the money to buy a ball, Biki got a part-time job during the holidays washing cars in the neighbourhood. After some weeks, he had saved about half the money he needed. At the same time, though, there were some problems around the house, and Biki needed to spend more time helping his older sister Mmaonyana with chores. That meant there was less time to earn money. He was upset that his plans were delayed, but he realised he had obligations. He knew it would take longer, but he would eventually achieve his goal.

Materials

- Worksheet 3.1
- Pens or pencils
- Paper

Time

40 minutes

When Biki finally saved up enough money, he bought the basketball. He was so happy when he finally held that ball in his own hands. He loved the way the ball felt and the sound it made when it hit the ground and bounced back to him. He practised dribbling every day. In fact, he practised so much that he paid less attention to other things. When school opened, he started performing poorly. Biki had just turned 16, and his teachers advised him to take school seriously. He realised that he had to make a choice: continue paying all of his attention to basketball or find a way to balance his time between basketball and school work. Within the next couple of months, Biki was able to make improvements in his school work. And finally, after a few months more, he was ready to shock the other kids on the court with his skills.

4. Divide the class into pairs to review the case study about Biki and discuss the questions that follow (refer to Worksheet 3.1):

- a. What was Biki's goal?

(Answer: To be able to play basketball by his sixteenth birthday)

- b. How did he plan to achieve it?

(Answer: By getting a basketball and then practising ball handling and shooting)

- c. What barriers did he encounter, in terms of time, money, and skill?

Time:

Money:

Skill:

(Answers: Time: He did not have enough time to save money for the ball.

Money: He did not have the money to buy the basketball.

Skill: He did not know how to play and therefore needed to practise a lot.)

d. What were his duties?

(*Answer:* He had to help his sister with the household chores.)

e. How did he cope with these barriers? What did he sacrifice?

(*Answer:* He got a part-time job so that he could save some money. He made time to help with the household chores. Once he got the ball, he sacrificed his studies in order to sharpen his skills.)

f. How would you handle this situation if you were Biki?

g. What do you want to achieve by next year? What barriers do you foresee? How do you plan to overcome those barriers and achieve your goals?

5. Reconvene the class and discuss learners' answers to questions a–f.

6. End the activity by asking learners to share their answers to question g—their goals and strategies. Tell learners that they will refer to this list over time.

Conclude by saying:

- We all have ideas about things we want to accomplish in life and the people we want to become.
- Setting goals helps us achieve what we want in life. As we work towards our goals, we are likely to come across difficult times and setbacks.
- But if we stay focused on the goals we have set, we will be able to meet our obligations and achieve our goals.

Activity 3.2

Setting Personal Goals (Part 2)

Learning Objectives

Learners will:

- Demonstrate their goal-setting abilities
- Set personal goals

Methods

- ❖ Case study
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Remind the class about the goals, barriers, and ways of overcoming barriers they identified in Activity 3.1.
3. Read, or ask for a volunteer to read, the case study below (refer to Worksheet 3.2):

Case Study: Mmaonyana

Mmaonyana was a junior secondary student. She was an intelligent and obedient young lady. She had always been fascinated with the medical field and saw herself becoming a medical doctor one day. Her aunt was a doctor, and Mmaonyana asked her what she did to become a doctor. Hard work, diligence in school, and a belief that you will succeed, was her aunt's answer.

Just before Mmaonyana turned 16, there was a terrible hardship in her family, her mother died. So Mmaonyana, as the oldest child, had to take care of her siblings. With the sadness of her loss and increased responsibility in the home, Mmaonyana found it difficult to focus on her studies. She needed to cook and clean, and she had to find ways to get food and clothes for her family. This was difficult without the money that her mother used to bring home. Sometimes at night, when she finally sat down to do her homework, she would cry because she missed her mother so much.

Materials

- Worksheet 3.2
- Pens or pencils
- Paper

Time

40 minutes

Mmaonyana realised that she could not carry on like this. She needed help. She talked to her younger brother, Biki. He was a good brother, and he helped with the cooking and cleaning so that Mmaonyana did not have to do all the work herself. Her neighbour and aunt began helping with errands. The teachers also realised that Mmaonyana had a problem and decided to help her. They took her to the Social Welfare office, where Mmaonyana registered herself and her siblings as orphans so that she could get toiletries, clothes, and food. The teachers also referred her to a professional counsellor at school who helped her cope with her loss emotionally. It wasn't easy, but Mmaonyana was able to get back to her studies.

Mmaonyana was a strong and smart girl who eventually became a very good doctor.

4. Ask pairs of learners to reread the story and then answer the questions below (refer to Worksheet 3.2):

- a. What was Mmaonyana's long-term goal?
(*Answer:* To become a medical doctor)
- b. What were the barriers Mmaonyana faced in reaching this goal, in terms of time, money, and emotions?

Time:

Money:

Emotions:

(*Answer:* Time: She did not have enough time to do her school work.

Money: She did not have enough money to provide for her siblings.

Emotions: She lost her mother at a young age and this made her very sad, especially because she had to look after her family.)

- c. How did she overcome these barriers? Think of friends, family, and specific structures in

Conclude by saying:

Mmaonyana's environment.

Friends:

Family:

Specific structures:

(*Answer:* Friends: The neighbour helped with some errands.

Family: She asked her brother to help with cooking and the cleaning of the house; her aunt helped with some errands.

Specific structures: Her teachers helped by taking her to Social Welfare and referring her to a professional counsellor in the school.)

d. How would you handle Mmaonyana's situation?

e. What long-term goal do you have?

5. Reconvene the class and discuss learners' answers to questions a–c.
6. Ask some volunteers to share their answers to question d.
7. End the activity by having learners share the long-term goals, which they listed in question e.

- Long-term goals allow us to dream of several possibilities that will make our future life exciting.
- Thought and planning are good techniques for managing these barriers. Asking for help, and accepting help when it is offered, is another good strategy.
- As we strive to achieve our goals, we must remember that hard work, diligence, and belief in ourselves are needed to make our dreams become reality.

Activity 3.3

Strategies to Achieve Personal Goals

Learning Objectives

Learners will:

- Identify barriers to reaching their personal goals
- Create strategies to achieve their personal goals

Methods

- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Remind the class about Thabo and Mmaonyana, their goals, the barriers they faced, and the strategies they used to overcome these barriers.
3. Tell the class that in this activity they will explore their journeys through life: their short- and long-term goals and the ways they hope to achieve them. Tell the class that some long-term goals have several short-term steps and that these can be considered goals as well.
4. Ask each learner to develop a personal plan for achieving his or her goals, using the diagram on the worksheet (refer to Worksheet 3.3):

The river represents your journey through life. The rocks and fallen trees represent barriers in your life. State:

- a. Your short- and long-term goals
- b. Steps you will take to achieve your goals
- c. Obstacles to your goals
- d. Strategies to overcome these obstacles

Materials

- Worksheet 3.3
- Pens or pencils
- Paper

Time

40 minutes



Conclude by saying:

5. Ask learners to share their work with the rest of the class.
 6. Look for similar goals, barriers, and strategies, and group them on the board.
 7. Ask the class to review each other's goals and plans of action.
 8. Ask the class if there is anything more they would like to add to the items on the board.
 9. End the activity by having learners make any changes or additions to their personal plans based on the class discussion.
- We need to set personal goals in our lives in order to achieve what we want.
 - There will always be barriers that get in our way, but if we have a plan, we can overcome and manage almost any barrier.

IV. Communication



CHAPTER IV **COMMUNICATION**

Background

Communication is a basic life skill. It is the process of giving and taking meaning in the form of ideas, feelings, and experiences. There are two forms of communication: verbal and non-verbal. Verbal communication is exchanging words in either spoken or written form. Non-verbal communication includes body posture, gestures, and facial expressions.

In both verbal and non-verbal communication, there are ways to communicate effectively and non-effectively. When a person communicates in a passive or aggressive manner, the communication is non-effective. People who are passive do not say what they want to say, due to their fear of being put down or saying the wrong thing. They allow other people to hurt them or do things they feel bad about. On the other hand, people who are aggressive want to be listened to at all costs; they do not take other people's feelings into consideration. Effective communication requires being assertive rather than passive, and respectful rather than aggressive.

Effective communicators are able to protect their interests and stay safe. They are able to clearly communicate what they want to say without intentionally hurting other people's feelings. They are also better suited to help others, such as friends and family, because they make an effort to understand other people's feelings, wants, and needs. Effective communication is enhanced when people have established their own values, set personal goals, and developed their decision-making skills.

At this stage, learners are likely to be pressured into relationships with the opposite sex and other risky behaviours, such as using alcohol and other substances. Good communication skills play an important part in resisting peer pressure. In this chapter, learners have opportunities to acquire skills in effective communication for both sending and receiving messages.

In this chapter, learners will practise communicating their feelings, wants, and needs in an assertive and clear manner. Learners will also practise interpreting messages from others.

Purpose

To give learners a chance to practise effective communication in different settings and to examine both intrapersonal and interpersonal communication.

Learning Objective

Learners should be able to communicate effectively.

Learners will:

- List and discuss ways to communicate one's feelings, wants, and needs, using both verbal and non-verbal communication
- Demonstrate effective communication in difficult situations by being assertive and sending clear messages
- Interpret messages from others effectively

Definition of Terms

- *Aggressive communication*: Rude and selfish communication; wanting to be heard at all costs.
- *Passive communication*: Timid and submissive communication.
- *Assertive communication*: Clear, confident, and respectful communication.

Methods	Materials	Time
<ul style="list-style-type: none">• Pair work• Brainstorming• Individual work• Class discussion• Story telling• Role playing• Guided learning	<ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper	Three activities at 40 minutes each

Activity 4.1

Communicating Feelings, Wants, and Needs

Learning Objective

Learners will:

- List and discuss ways to communicate one's feelings, wants, and needs, using both verbal and non-verbal communication

Methods

- ❖ Pair work
- ❖ Brainstorming
- ❖ Individual work

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to work in pairs to discuss the following questions (refer to Worksheet 4.1a):

- a. What are some feelings, wants, and needs that you communicated to your friends and family over the past 24 hours?
- b. How did you communicate each of these things?

(Possible answers: Feelings: cold, happy; wants: heat, sweats; needs: water, food)

- c. What are the main differences in communicating each of these things?

3. Brainstorm with the class to develop two lists:

- Feelings, wants, and needs they would like to communicate
- Ways they communicate each

4. Ask each learner to fill out the table (refer to Worksheet 4.1b).

Complete the table below as follows:

- In Column A, list a feeling, a want, and a need that you desire to communicate.
- In Column B, list the corresponding words you would use to communicate each feeling, want, or need.

Materials

- Worksheets 4.1a and 4.1b
- Pens or pencils
- Paper

Time

40 minutes

(Possible answers: May I have, Please give me, Give me)

- In Column C, describe the tone of voice you would use.

(Possible answers: abrupt, soft, harsh, polite)

- In Column D, describe the non-verbal communication (body language, gestures) you would use.

(Possible answers: shaking or trembling, finger pointing, frowning, hands on hips)

A	B Words to use	C Tone of voice to use	D Non-verbal communication to use
A feeling:			
A want:			
A need:			

5. End the activity by asking some volunteers to demonstrate each of the ways of communicating they have identified.

Conclude by saying:

- Communication involves more than just speaking; it also includes our tone of voice and body language.
- When we understand and master these techniques, we will be able to make ourselves understood as well as understand others.

Activity 4.2

Using Effective Communication

Learning Objective

Learners will:

- Demonstrate effective communication in difficult situations by being assertive and sending clear messages

Methods

- ❖ Class discussion
- ❖ Story telling
- ❖ Pair work
- ❖ Role playing

Procedure

1. Introduce the objective of the activity to the class.
2. Review the different communication techniques the class discussed in Activity 4.1.
3. Ask learners to read the story below (refer to Worksheet 4.2):

Story: Goabaone and Kabo

Goabaone is a popular 14-year-old girl who hangs out with a wild group of friends. She is smart and always does well on exams. Kabo is a kind boy who is good at football and science. He likes Goabaone and wants to impress her. He is shy, though, and worries that a popular girl like Goabaone will never notice him.

One evening, Kabo decided to go to a friend's party. Fortunately for him, Goabaone arrived shortly after. She showed up with a small group of friends who were looking for a wild party. They brought some alcohol with them and were encouraging everyone at the party to try it. One of the girls approached Kabo and offered him some beer. As the girl was talking to him, he noticed Goabaone watching him. Kabo was not interested in taking the alcohol, though he worried what Goabaone would think.

Materials

- Worksheet 4.2
- Pens or pencils
- Paper

Time

40 minutes

Conclude by saying:

4. Ask learners to discuss the following questions with their neighbour or partner and to role-play a, b, and c (refer to Worksheet 4.2):
 - a. What could Kabo say in this situation to refuse the alcohol in a confident and strong manner?
 - b. How could he use non-verbal communication to make his point more clearly?
 - c. What might the girl say to put further pressure on Kabo? How might he respond?
 - d. What do you think Goabaone will be most impressed with: Kabo taking alcohol against his will or standing strong? Explain.
5. Ask learners to share their answers with the rest of the class.
6. End the activity by summing up techniques that learners can use to be clear and assertive in difficult circumstances.
 - There will be times in our lives when we will be challenged to do something that we do not want to do or that perhaps can even harm us.
 - If we are to defend our interests, we need to be clear and assertive, avoid mixed messages, and be strong in our position.

Activity 4.3

Sending and Receiving Messages

Learning Objectives

Learners will:

- Demonstrate effective communication in difficult situations by being assertive and sending clear messages
- Interpret messages from others effectively

Methods

- ❖ Class discussion
- ❖ Guided learning
- ❖ Pair work
- ❖ Role playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Review the different communication techniques the class discussed in Activities 4.1 and 4.2.
3. Explain that communication is an activity between two or more people and thus requires us to understand both sides of the process: sending *and* receiving messages. The first two activities focused on sending messages; learners will now focus on receiving messages.
4. Ask learners to work in pairs to role-play the scenarios below (refer to Worksheets 4.3a and 4.3b):

Instructions:

- One learner will act as the *sender* and should only look at Worksheet 4.3a.
- The second learner will act as the *receiver* and should only look at Worksheet 4.3b.
- Ask learners to take their time in expressing themselves, using all the different communication techniques they know of to get their points across.
- Role-play the two scenarios.

Materials

- Worksheets 4.3a and 4.3b
- Pens or pencils
- Paper

Time

40 minutes

Scenario 1—Sender

You are having trouble with your math homework. Your partner or neighbour is good at math, but you are embarrassed to ask directly for help. Still, you realise that the only way you can pass the exam is to get some help. Try to overcome your embarrassment and ask your partner or neighbour to help you.

Scenario 1—Receiver

You sense that your partner or neighbour is having a problem. Ask your partner or neighbour what the problem is. Your partner or neighbour might not tell you right away, so be patient and keep asking questions. Try to find out what will be helpful. Finally, offer to assist.

Scenario 2—Sender

You are at a party with your partner. Several people at the party are joking around and laughing. At first you are having a good time, but then these people begin to make fun of your classmates, saying that some are fat and some are ugly. You are not comfortable with these kinds of jokes. In fact, you find them mean and nasty. However, your partner or neighbour is having a good time joking around. Communicate that you are uncomfortable and want them to stop.

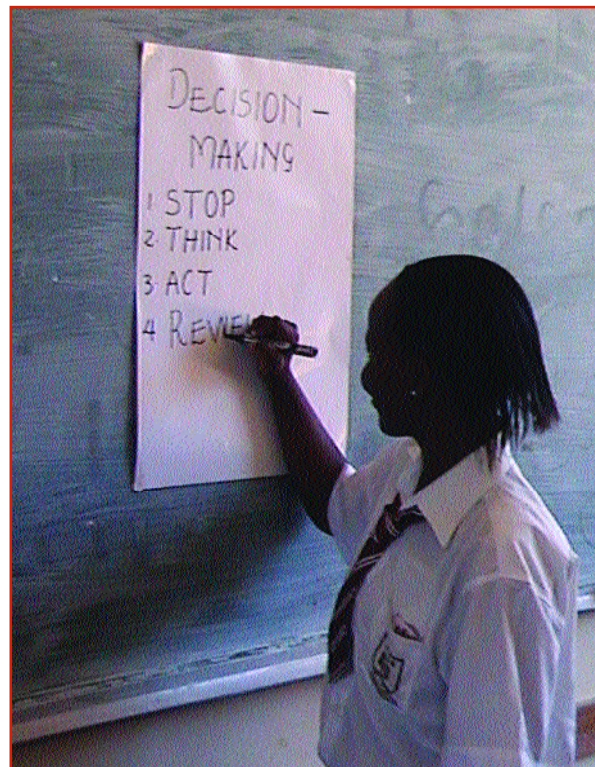
Scenario 2—Receiver

You are at a party with your partner. Everyone seems to be having a good time. Some people at the party are joking around and making fun of others in your class, calling some fat and some ugly. Most of the people at the party are laughing, but you notice that your partner or neighbour is not laughing any more. Try to find out why your partner or neighbour's mood has changed and what will make your partner or neighbour happy.

Conclude by saying:

5. Reconvene the class and discuss Scenario 1; specifically discuss the different techniques senders used to convey their desire for help with their math homework. Ask the receivers what they saw or heard that helped them understand the situation.
 6. Conduct the same discussion for Scenario 2.
 7. End the activity by summing up the different ways that we can understand what is being communicated to us.
- Communication involves giving and receiving information, ideas, and feelings.
 - Effective communication involves making ourselves understood as well as understanding others.
 - There are several verbal and non-verbal clues we can use to understand what others are trying to say to us.

V. Decision Making



Background

Decision making, which is choosing between multiple alternatives is a critical skill for young people. It involves defining the decision to be made in a particular situation, identifying possible options, determining the possible positive and negative consequences of each option, and weighing those consequences to come up with the best option. Once a decision has been made, it should then be reviewed to evaluate its outcome so that future decisions may be informed by past experience.

Decision-making skills enable young people to think critically, solve problems actively, and deal with risky situations that may arise in personal and social situations. These skills also help learners make good decisions regarding their education and future careers. Decision-making skills help learners deal with risky situations by guiding them to identify different options, weigh the consequences of each, and recognise the internal and external influences on their choices in order to make healthier, more informed decisions. Decision-making skills give learners more control over their lives as they take responsibility for their decisions.

In this chapter, learners continue to acquire skills to help them make informed, thoughtful decisions. They learn a process for decision making that helps them identify options as well as the possible positive and negative consequences of each option. This will lead them to select the best option that respects their health and safety and also respects others. Learners have an opportunity to practise decision making by analysing real-life situations and demonstrating the best options in role plays.

Purpose

To help learners make informed decisions that will not hurt themselves or others.

Learning Objective

Learners should be able to make informed decisions.

Learners will:

- Distinguish between complex and simple decisions
- Learn a four-step process for making informed decisions
- Practise applying the four decision-making steps to real-life situations

Definition of Terms

- *Decision*: Making a choice from multiple alternatives; making a choice between different solutions to a problem.
- *Complex*: Complicated, with several connected parts.
- *Simple*: Easy, with just a few parts.
- *Consequence*: The outcome, effect, or result of an action or an event.

- *Critical*: Necessary or urgent.
- *Alternatives*: A choice between separate possibilities.

Points to Keep in Mind

While all decisions are important, some decisions are more complex than others because the possible consequences are greater. Decisions with possible consequences that involve legal issues or affect one's health, safety, reputation, or future usually require more thought, time, and attention.

Although we may not always be aware of it, our feelings and values, as well as those of others around us, may influence our decisions.

Doing nothing is, in itself, a decision. For example, if you let a deadline go by without acting, you are making a decision to not do something and to take the consequences of deciding not to act.

Becoming more aware of the decisions we make and the steps we use to make them can help us learn how to protect our health and safety and move closer to our goals. If we want more control over our lives, we must take responsibility for our decisions.

There are four main steps in decision making: Stop, Think, Act, and Review. The second step, Think, involves five stages:

1. Identify the decision to be made
2. Gather information
3. List options
4. Identify and weigh consequences
5. Choose the best option

Activity 5.1 provides more detail on each of the four steps in decision making.

Methods	Materials	Time
<ul style="list-style-type: none"> • Brainstorming • Group work • Class discussion • Role playing 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Manila paper ✓ Pens or pencils ✓ Paper 	<p>One activity at 120 minutes (over three lessons); one activity at 80 minutes (over two lessons)</p>

Activity 5.1

Simple and Complex Decisions

Learning Objectives

Learners will:

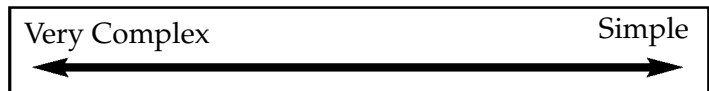
- Distinguish between complex and simple decisions
- Learn a four-step process for making informed decisions
- Practise applying the four decision-making steps to real-life situations

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm some decisions that they, or someone else they know, made in the last month. List these decisions on the board as learners brainstorm them.
3. Divide the class into groups and ask them to do the following (refer to Worksheet 5.1a):
 - a. Write each decision from the board on a separate sheet of manila paper.
 - b. As a group, decide where to place each sheet along a line (a continuum), with very complex decisions at one end and simple decisions at the other end.



- c. Be prepared to present your continuum to the rest of the class.
4. Reconvene the class. Ask the groups to present their continuums and explain why they put the decisions in each place.
 5. Lead a class discussion on what distinguishes a complex decision from a simple one.
 6. Introduce learners to the four steps for making important decisions, and discuss each of them with the class (refer to Worksheet 5.1b):

Materials

- Worksheets 5.1a, 5.1b, and 5.1c
- Manila paper
- Pens or pencils
- Paper

Time

120 minutes (over three lessons)

a. **Stop**

Check out the scene and remind yourself to think before acting.

b. **Think**

- Identify the decision to be made.
- Gather information and examine resources.
- List possible options.
- Identify and weigh the possible consequences of each option.
- Choose the best option. Ask yourself: Does this option:
 - ♦ Respect my mind and body?
 - ♦ Respect the people who care about me?
 - ♦ Respect my important values (family, friendship, cultural, religious)?
 - ♦ Follow rules and laws?
 - ♦ Keep me and others from risk of serious negative consequences?

c. **Act**

Act on your best option. (What would you say or do?)

d. **Review**

Evaluate the solution and its actual consequences. (Would you do anything differently?)

7. Ask learners to return to their groups to do the following (refer to Worksheet 5.1c):

a. Read the following situation:

Your boyfriend/girlfriend wants you to have sex. You love this person and do not want to lose him/her, but you do not feel ready for sex. Your friend Tefo tells you that sex is good and that nothing bad will

happen. But your friend Lorato says that you stand a high chance of contracting HIV or another STI.

b. Analyse the situation by using the four decision-making steps:

Stop

- What is the scene? What is your immediate reaction?

Think

- What is the decision to be made?
- What information or resources would you need to make this decision?
- In the chart below, list at least three possible options for this decision.
- Identify the possible consequences of each option, both positive and negative and list them in the chart below.
- What else may influence your decision?
- Could your decision affect anyone else? Explain.

Option	Positive Consequences	Negative Consequences
1.		
2.		
3.		

- Weigh the different options. Choose the best option and put a star next to it. Ask yourself: Does this option:
 - ♦ Respect my mind and body?
 - ♦ Respect the people who care about me?

- ♦ Respect my important values (family, friendship, cultural, religious)?
- ♦ Follow rules and laws?
- ♦ Keep me and others from risk of serious negative consequences?

Act

- What would you say to your boyfriend/girlfriend?
- Write down a conversation that you would have with your boyfriend/girlfriend after your discussion with Tefo and Lorato and after you have used the decision-making steps.

Review

- Look at what you've written. Are you happy with the results of your decision? What would you do differently next time, if anything?

8. End the activity by asking groups to share the results of their Stop, Think, Act, and Review work with the rest of the class.

Conclude by saying:

- Some decisions are more complex than others because they have greater possible consequences and require a more thoughtful decision-making process.
- Whenever you have a complex decision to make, you need to take the time to make a wise, informed choice.

Activity 5.2

Practising Decision Making

Learning Objective

Learners will:

- Practise applying the four decision-making steps to real-life situations

Methods

- ❖ Role playing
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Recall the four decision-making steps from Activity 5.1.
3. Tell learners that they will do a role play. Read the following introduction to the role play (refer to Worksheet 5.2):

Role Play: Tshepo and Lorato

Tshepo is a Form 1 girl at Itireleng JSS. Kaone is a Form 3 boy at the same school. Kaone proposes to Tshepo and promises to give her P20.00 as a way of enticing her to agree to the proposal. Tshepo thinks that the boy is handsome, but she is not sure about starting a relationship.

4. Divide the learners into groups to role-play the conversation between Tshepo and her sister Lorato and to answer the questions that follow (refer to Worksheet 5.2):

Materials

- Worksheet 5.2
- Pens or pencils
- Paper

Time

80 minutes (over two lessons)

TSHEPO (*shyly*): There's this boy in Form 3 who says he loves me and wants to be with me.

LORATO: Really!

TSHEPO: Yes, and he said he would give me P20.00 if I agree.

LORATO: But you are still young, and you should be concentrating on your studies. But anyway, what do you think?

TSHEPO: I agree. But he is also very handsome, and I like him.

- a. Use the four decision-making steps to answer the following questions:
 - What decision does Tshepo have to make?
 - What information or resources do you think she needs to make this decision?
- b. In the chart below, list at least three possible options for Tshepo's decision:

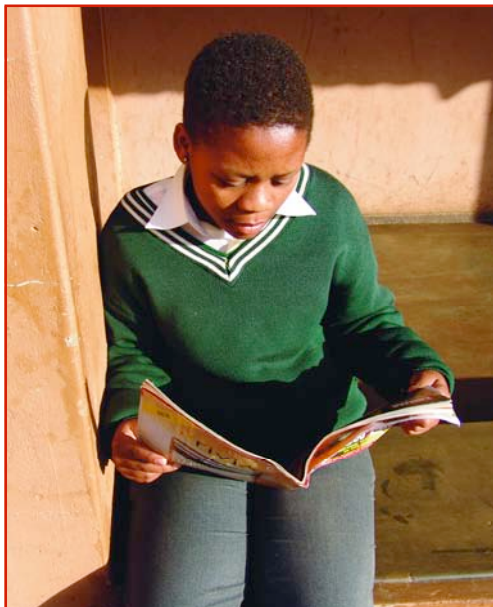
Option	Positive Consequences	Negative Consequences
1.		
2.		
3.		

- c. Identify the possible consequences of each option, both positive and negative and list them in the chart as well.
- d. Weigh the options. Choose the best option and put a star next to it. Ask: Does this option:
 - Respect Tshepo's mind and body?
 - Respect the people who care about her?
 - Respect important values (family, friendship, cultural, religious)?
 - Follow rules and laws?
 - Keep Tshepo and others from risk of serious negative consequences?
- e. What do you think Tshepo should do in this situation? Why?

Conclude by saying:

- f. Create a role play of Tshepo thinking through the decision-making process and choosing her best option, through a conversation with Lorato.
5. Reconvene the class and have learners present their role plays.
6. End the activity by asking learners to consider what they would do if they were in Tshepo's situation:
 - What decision would they make, and why?
 - What would be the possible positive and negative consequences of this decision?
 - Could their decision affect anyone else? How?
- By using a decision-making process, we accept responsibility for our decisions and can take more control over our lives.

VI. Stress Management



CHAPTER VI **STRESS MANAGEMENT**

Background

Stress is the strain or tension that comes with challenging or difficult situations. People respond differently to the same situation, depending on how they perceive the situation and how successfully they cope with stressful situations in general. Stress can arise out of negative and positive situations. For example, having a part in a play, playing in a sports game, or starting a new job may all be positive activities, but they can still produce stress that makes us play our best or practise more so that we can perform well. On the other hand, a death in the family and failing our examinations are negative situations that cause stress and can lead to depression and general ill health. Stress management includes a variety of ways to cope with stressful situations in order to minimise their negative impact and keep ourselves healthy and happy.

At this stage, learners may be experiencing stress resulting from making difficult decisions, peer pressure, being away from home, poor grades, drug abuse, orphan hood, unhappy home situations, or care-giving; therefore, learners need to be able to identify symptoms related to stress.

In this chapter, learners define and understand symptoms and signs of stress. They discuss a variety of stress-causing situations and identify healthy ways of coping with stress.

Purpose

To help learners identify stress-causing situations and symptoms of stress, and learn to cope effectively with stress.

Learning Objectives

Learners should be able to recognise, understand, and effectively deal with stressful situations.

Learners will:

- Define “stress”
- Recognise symptoms of stress
- Discuss stress-causing situations
- Identify healthy ways to manage stress

Definition of Terms

- *Depression:* Sad feelings of gloom and low self-worth.

Points to Keep in Mind

Stressors

Stressors are situations that can cause stress. Stress can be a result of any change that takes place in one's life, whether the change is positive or negative. Stressors may fall into the following categories:

- Physical (e.g., illness, body changes)
- Family-related (e.g., child abuse, birth of a new child)
- Emotional (e.g., death of a loved one)
- School-related (e.g., taking exams, deciding on a new course)
- Social (e.g., the break-up of a relationship, peer pressure, preparing for marriage)
- Environmental (e.g., extreme heat or cold)

The Need for Sensitivity

The topic of orphan hood is a very sensitive one and can raise a lot of emotions in class. There could be learners who are orphans, and for some of them this might be a very recent occurrence. The teacher must be prepared to address the learners' emotional needs and refer them to available services, such as Social Welfare services, counselling, and BOFWA (Botswana Family Welfare Association).

Symptoms

Our response(s) to stress may include a variety of symptoms:

- Physical (such as increased heart rate, sweating, headache, or sleep disturbances)
- Emotional (such as depression, irritability, anger, or withdrawal)
- Mental (such as forgetfulness, lack of concentration, or reduced creativity)

Stress-Management Strategies

There are healthy and unhealthy ways to manage stress. Healthy ways are called "coping strategies". The following are examples of healthy coping strategies for managing stress:

- Exercising, such as playing football or netball with friends or running track
- Praying
- Singing songs with friends
- Cooking a meal with friends and family
- Taking time to have fun with friends
- Listening to the radio
- Using your sense of humour
- Planning ahead when there is a lot of work to do, and doing it in small amounts instead of waiting until the last minute to do it
- Talking with friends and/or trusted adults, such as teachers or counsellors, about your worries

- Asking for help from friends, family, and/or an appropriate agency, such as the Department of Social Services

Unhealthy ways that people might cope with stressful situations include the following:

- Taking out anger on other people
- Using alcohol and other drugs
- Overeating
- Undereating
- Withdrawing from friends, family, and other people who could help

Methods	Materials	Time
<ul style="list-style-type: none"> • Brainstorming • Pair work • Class discussion • Presentation and/or role playing • Individual work • Group work • Case study 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper 	<p>One activity at 40 minutes; one activity at 80 minutes (over two lessons)</p>

Activity 6.1

Understanding Stress

Learning Objectives

Learners will:

- Define “stress”
- Recognise symptoms of stress
- Discuss stress-causing situations
- Identify healthy ways to manage stress

Methods

- ❖ Brainstorming
- ❖ Pair work
- ❖ Class discussion
- ❖ Presentation and/or role playing
- ❖ Individual work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to brainstorm on what stress is, examples of stress, and some coping techniques.
3. Ask learners to work in pairs to discuss the questions on the worksheet (refer to Worksheet 6.1):
 - a. What is stress?
 - b. What are some signs and symptoms of stress?
 - c. What are some situations that cause stress?
 - d. How do you cope with stress?

(Note to the teacher: Refer to Points to Keep in Mind for answers.)

4. Ask learners to share their responses to the questions, and discuss their responses as a class.
5. Ask a few volunteers to share (or demonstrate in a role play) a situation in which they experienced stress and how they coped with it. Have them also identify the signs and symptoms that let them know they were experiencing stress.
6. Ask learners to individually complete the table on the worksheet (refer to Worksheet 6.1):

Materials

- Worksheet 6.1
- Pens or pencils
- Paper

Time

40 minutes

Conclude by saying:

Stress-Causing Situation	Signs or Symptoms of Stress	Effective Strategies for Managing Stress

7. End the activity by asking a few volunteers to share their responses.

- Stress is a part of life, and some stressful situations are unavoidable.
- It is important to learn how to identify symptoms of stress in yourself and in other people, and how to deal with stress in an effective and healthy manner.

Activity 6.2

Dealing with Stress

Learning Objectives

Learners will:

- Recognise symptoms of stress
- Discuss stress-causing situations
- Identify healthy ways to manage stress

Methods

- ❖ Group work
- ❖ Case study
- ❖ Class discussion
- ❖ Individual work
- ❖ Pair work
- ❖ Presentation

Points to Keep in Mind

Remind learners that people may respond differently to the same situation, depending on how they perceive the situation and how successfully they cope with stressful situations in general. Compare how Tanyala and Thabo, in the case study, each coped with facing an important game.

Be aware that this activity may raise sensitive issues for learners who are orphans or care-givers.

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the meaning of stress, symptoms of stress, and stress management techniques.
3. Divide learners into four groups. Assign each group a case study and its following questions to read and discuss (refer to Worksheet 6.2a):

Materials

- Worksheets 6.2a and 6.2b
- Pens or pencils
- Paper

Time

80 minutes (over two lessons)

Case Study #1: Tanyala

Tanyala is a football player in Form 2. His school is playing another school in a big game two days from now. Everyone in the school will be watching. Tanyala is very excited because the coach told him he would definitely have a chance to play in this game. But Tanyala is also having trouble sleeping and cannot concentrate on his school work. He forgot to bring in his

homework yesterday, and his teacher was upset with him. When he went to football practice today, he got a headache, and his heart began pounding every time the ball came his way. He's worried that he won't play well in the game and everyone will be mad at him. When Tanyala comes home after practice, he is cross with his little sister when she asks him to play with her.

- a. What is the situation that is causing stress (the stressor)?
- b. What signs and symptoms show that Tanyala is experiencing stress?
- c. What is Tanyala doing to deal with the stress? Which of these are healthy behaviours, and which are not?
- d. What are some other healthy strategies Tanyala could use to deal with the stress?

Case Study #2: Thabo

Thabo is a star netball player on her school team. She is getting ready for a big match with her school's biggest rival next week. She wants to play well because she hopes to play for the Under 18 National Netball Team, and she knows that the national coach will be at the game. She's very excited about playing. She decides to ask her older sister's friend Goabaone to help her work on her techniques because Goabaone is a star player in the school's netball team. Thabo offers to help Goabaone with her garden when the netball season is over if Goabaone can spare time to work with Thabo a few times before the big game. Goabaone is delighted to help Thabo. In addition, Thabo decides to go to bed earlier than usual to get more rest. Thabo's coach suggests that the girls on the team visualise (make a mental movie of) themselves playing well, and run the movie whenever they get nervous. He also teaches them to take deep

breaths and exhale slowly when they feel overexcited and have trouble catching their breath.

- a. What is the situation that is causing stress (the stressor)?
- b. What signs and symptoms show that Thabo is experiencing stress?
- c. What is Thabo doing to deal with the stress? Which of these are healthy behaviours, and which are not?
- d. What are some other healthy strategies Thabo could use to deal with the stress?

Case Study #3: Nxau

Nxau will be going away to a boarding school for senior secondary and is nervous about leaving his family and friends. He is unsure whether he will be able to handle the higher level of work and even wonders if he will be able to find his way around. He has a terrible nightmare where he gets lost in his new school and no one will help him. Nxau tells his father about his worries. His father offers to take him on a visit to his new school so he can see it before he starts. Nxau meets some of his new teachers and asks what kind of work they require. They like that he is interested; they show him some of the books and lessons and give him a tour of the school. He feels less worried after the visit and thanks his father for taking him.

- a. What is the situation that is causing stress (the stressor)?
- b. What signs and symptoms show that Nxau is experiencing stress?
- c. What is Nxau doing to deal with the stress? Which of these are healthy behaviours, and which are not?

- d. What are some other healthy strategies Nxau could use to deal with the stress?

Case Study #4: Mmaonyana

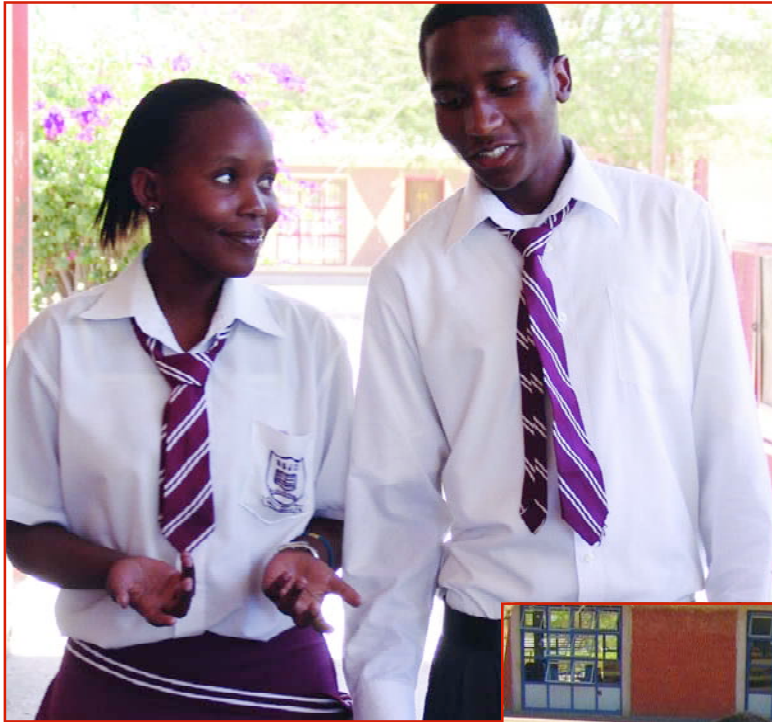
Mmaonyana is 16 years old and doing Form 2. When she was doing Form 1, her mother died. Now she has four siblings to take care of. She misses her mother a lot because her mother used to take good care of the family. Mmaonyana cries a lot when she is alone. Since her mother died, the family is not getting enough food at home. Mmaonyana is finding it harder to concentrate on her school work and is withdrawing from her friends. She is thinking of dropping out of school. Recently, an older man who lives nearby offered her money if she would spend time with him. She is confused and not sure what to do.

- a. What is the situation that is causing stress (the stressor)?
 - b. What signs and symptoms show that Mmaonyana is experiencing stress?
 - c. What is Mmaonyana doing to deal with the stress? Which of these are healthy behaviours, and which are not?
 - d. What are some other healthy strategies Mmaonyana could use to deal with the stress?
- 4. Reconvene the class to discuss the case studies. As the class identifies the healthiest ways to cope with stress, compile a class list to post on the note-board. Tell learners that these are called coping strategies.
 - 5. Ask learners to work individually to complete the questions on the worksheet (refer to Worksheet 6.2b):
 - a. What are some situations that are causing stress in your life? Make a list.
 - b. Is there one situation that you wouldn't mind sharing in class? Describe it briefly.

Conclude by saying:

- c. What signs and symptoms show that you are experiencing stress?
 - d. What strategies are you using to deal with the stress? Which of these do you think are healthy behaviours, and which are not? What are some other healthy ways that you could deal with the stress?
 6. Ask learners to work in pairs to share their situations and give each other suggestions for handling their stress in healthier ways.
 7. Ask a few volunteers to describe a stressful situation and some healthy ways to cope with it.
 8. End the activity by asking learners to finalise their individual plans for dealing with stressful situations.
- Stress can be a result of any change that takes place in one's life. The change may be positive, such as graduating to a new school, or negative, such as breaking off a relationship we care about. The symptoms of stress may be physical, mental, or emotional.
 - Once we are able to identify the situations that are likely to cause us stress, recognise our personal symptoms of stress, and avoid unhealthy behaviours that can cause more stress, we can choose healthy strategies that will help us cope.

VII. Sexuality



CHAPTER VII **SEXUALITY**

Background

Adolescence is an intense time of change, when many different types of development, which are physical, emotional, intellectual and social, are happening at once. It is also when puberty takes place, during which boys and girls experience significant physical and emotional changes. These changes take place in different ways and at different times for different people. For example, some girls start menstruating earlier than others, and for some this will be accompanied by pain, while for others there will be no pain at all. Some boys' voices will deepen earlier than others, and some will have voices that are higher than others. Learners should be made aware that all of these changes are a normal part of growth and that they must accept and understand the changes that are occurring in order to feel comfortable and confident.

Adolescence is also a time when learners will be developing feelings for others, and other people might develop feelings for them. At this level, learners are still relatively young but they may look quite mature, which makes them susceptible to sexual advances. For girls, this period can be particularly unsettling. Often, they surrender their relaxed attitudes about their bodies and take up a burden of self-criticism, worrying excessively about their attractiveness. They then can become prey to manipulation as they seek affirmation and affection. Attitudes that young people develop during this period, as well as choices they make with respect to sexuality, will determine their future health and well-being.

In this chapter, learners develop a deeper awareness of themselves. They become aware of the different changes that occur at puberty and learn how to cope with and accept these changes as they take place. They learn that change occurs at different times and in different ways for different people. They also learn how to deal with any abuse—emotional, sexual, and physical—that might take place at this stage.

Purpose

To help learners understand their sexuality and develop appropriate responses to sexual situations.

Learning Objectives

Learners should be able to understand their sexuality.

Learners will:

- Define “puberty”
- Describe the physical and emotional changes of puberty in both boys and girls
- Identify ways to cope with the changes of puberty
- Recognise emotional and sexual abuse
- Recognise behaviour that may lead to emotional and sexual abuse
- Differentiate between good and bad touches
- Describe what they should do in a potentially abusive situation

Definition of Terms

- *Adolescence*: The time period between puberty and adulthood.
- *Puberty*: The biological process during which children develop the sexual ability to create and bear children. Puberty is frequently accompanied by both rapid physical changes and behavioural changes such as awkwardness, high or low energy, anger, moodiness, and restlessness. Children going through puberty exhibit self-doubt as well as self-aggrandisement, aggressiveness as well as timidity and fear.
- *Menstruation*: A monthly discharge of blood from the uterus of a non-pregnant woman.
- *Abuse*: Cruel treatment intended to offend or hurt. Abuse can be verbal, physical, sexual, or emotional.
- *Coping*: Coming to terms with or successfully dealing with.
- *Rape*: Violence expressed through sex.

Points to Keep in Mind

Changes of Adolescence

The physical changes in girls include, among others, the following:

- Development of breasts
- Widening of hips
- General softening of the body
- The onset of menstruation
- Growth of pubic hair

In boys, the changes include, among others, the following:

- Deepening of the voice
- A spurt of body growth and strength
- Growth of pubic hair

Emotional changes include, among others, the following:

- Moodiness
- Feelings of isolation

Good and Bad Touches

Teachers should stress the difference between bad touches (such as patting someone's behind) and good touches (such as a pat on the back for congratulations). It must be made clear that interpretation of the touches depends on the situation in which the touching occurs and the spirit or mood with which it is done. Learners may want to talk about touches they once felt comfortable with but now do not like at all. Teachers need to help learners understand that activities that were once perfectly innocent, such as tickling, may no longer

be appropriate in certain contexts as learners embark on their coming adulthood. In fact, such touching, depending on the context, can even be dangerous.

Discussing Abuse

Teachers should look out for learners who may be experiencing emotional, physical, and/or sexual abuse, and provide immediate intervention. Learners may want to talk about this in class because they feel comfortable with their colleagues, or they may want to discuss their situation with the teacher in private. In either case, teachers need to provide support in any way possible. If teachers are unable to provide adequate intervention, learners must be referred to the school guidance teacher or a social worker.

Teachers should also make it a point to discuss rape. In the discussion, they must emphasise that rape is violence expressed through sex; it can happen to both boys and girls, and it involves a perpetrator and a victim. Nothing that the victim does warrants this act, regardless of how the victim dresses, speaks, or acts. In other words, the victim never deserves it. The teacher should encourage learners to report a rape in time to allow legal and medical intervention.

Teenage Pregnancy

Teachers need to emphasise the dangers of unprotected sex, especially the consequences of teenage pregnancy. Unprotected sex can result in infection and pregnancy. Becoming pregnant as a teenager will disrupt schooling. The pregnancy also brings about added responsibility for both the father and mother; even if the child will be looked after by the father or mother's parents, having a child is still a life-long responsibility. Having a child will cost money and time and will change the teenager's life completely, as he or she will jump right into adulthood. Having a child can also be a very rewarding experience; however, it has to be done in the right circumstances and with a full understanding of the consequences.

Some couples facing a pregnancy will be overwhelmed by the consequences and will choose abortion. In most cases, teenagers resort to back-street (illegal) abortions, which may result in reproductive health complications, or in extreme cases, death.

Sexual Orientation

The following are different types of sexual orientation:

- Heterosexuality: Sexual attraction to persons of the opposite sex.
- Homosexuality: Sexual attraction to persons of the same sex. "Lesbianism" refers to sexual attraction between women, and "being gay" refers to sexual attraction between men.
- Bisexuality: Sexual attraction to persons of both sexes.

Knowledge of different sexual orientations is important because we will come across a diverse range of people in our lives. We have to find ways of living with everyone regardless of who they are because this is part of being a compassionate, just, and caring nation.

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Group work • Class discussion • Individual work • Case study • Brainstorming 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Flip chart ✓ Markers ✓ Paper ✓ Tape or drawing pins 	<p>Three activities at 40 minutes each</p>

Activity 7.1

Puberty

Learning Objectives

Learners will:

- Define “puberty”
- Describe the physical and emotional changes of puberty in both boys and girls

Methods

- ❖ Guided learning
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners what they know about puberty and if they have any questions about it.
3. Divide learners into groups to complete the worksheet (refer to Worksheet 7.1):
 - a. How would you define “puberty”?
 - b. What physical and emotional changes occur in both boys and girls during puberty?
 - c. What things do you like about the coming of puberty?
 - d. What things about puberty would you like to learn more about?
4. Ask groups to share their responses with the class. On flip chart paper, generate two lists from their responses: “Things I like about puberty” and “Things I dislike about puberty”. Clarify any misunderstandings learners may have.
5. Read the following definition of “puberty” and its impact on adolescents’ lives:

“Puberty refers to a time of significant physical and emotional changes in boys and girls. Our bodies change in size and shape. The physical changes in girls include the development of breasts, general softening of the body, widening of the hips, the onset of menstruation, and growth of pubic hair. In boys, the changes include a deepening of the voice, a spurt of body growth and strength, and growth of pubic hair. Understanding and accepting these changes will

Materials

- Worksheet 7.1
- Pens or pencils
- Paper
- Flip chart
- Markers

Time

40 minutes

Conclude by saying:

help us to feel comfortable and confident in pursuing our lives”.

6. End the activity by asking learners to share their responses to the definition you have just read.

- Puberty is a time in which we look forward to adulthood, but it is also a time of increased responsibilities and new concern for taking good care of your body.
- Understanding all the changes that are happening and how to manage them will help keep you healthy and prepare you for the next stage of life.

Activity 7.2

Coping with Changes

Learning Objective

Learners will:

- Identify ways to cope with the changes of puberty

Methods

- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Post the list from Activity 7.1 and ask learners to recall the activity.
3. Ask learners to work in groups to complete the worksheet (refer to Worksheet 7.2):

Choose three things that concern you most about puberty, and list them below. Next to each, write some ideas of what you think you could do to cope with your concern.

Concern 1. _____ I might . . .

Concern 2. _____ I might . . .

Concern 3. _____ I might . . .

Materials

- List of “Things I dislike about puberty” from Activity 7.1
- Worksheet 7.2
- Pens or pencils
- Tape or drawing pins
- Paper

Time

40 minutes

4. Divide learners into groups and ask them to share their ideas.

(Note to the teacher: Group boys and girls separately for this portion of the activity.)

5. End the activity by reconvening the class to synthesise ideas of ways that young people might cope with each of the things they dislike about puberty.

Conclude by saying:

- Puberty brings changes that may challenge us. Some of these changes are fairly easy to cope with, but there are others that we have concerns about.
- We have to find healthy ways of dealing and coping with all of these changes because they are a normal part of growing up.

Activity 7.3

Emotional and Sexual Abuse

Learning Objectives

Learners will:

- Recognise emotional and sexual abuse
- Recognise behaviour that may lead to emotional and sexual abuse
- Differentiate between good and bad touches
- Describe what they should do in a potentially abusive situation

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Case study
- ❖ Class discussion
- ❖ Brainstorming
- ❖ Guided learning

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to write down two questions they have concerning the abuse of young people.
3. Ask some volunteers to read their questions aloud. As they read, write their questions on the board.
4. Divide learners into groups to read the case study below and discuss the questions that follow. Ask groups to take notes on their responses to each question (refer to Worksheet 7.3):

Materials

- Worksheet 7.3
- Pens or pencils
- Paper

Time

40 minutes

Case Study: Mosetsana and the Moepo Family

Mosetsana was a 14-year-old Form 1 girl. The Moepo family, who were rich, employed her parents as cattle herders. Mosetsana stayed in the village with the Moepos. Mr. Moepo's son, who was 21 years old, noticed that Mosetsana was developing into a pretty young woman, and he was very attracted to her. Every time he saw her, he would put his arm around her or touch her hips. She felt uncomfortable with his touches. Mosetsana was not interested in

getting involved with this older man, so she refused his advances. The son was not happy about this. He thought to himself, "Who does she think she is, refusing me? I am rich, and her family are only poor herders".

One afternoon, he quietly followed Mosetsana to a corner of the yard and trapped her. He stroked her breasts and tried to force himself on her. She still refused, and he threatened to hurt her and her family. He made it clear that he could use her in any way he wanted because his father was the boss.

- a. What kinds of abuse was Mosetsana subjected to?

(Note to the teacher: psychological, sexual, physical, and emotional)

- b. What could Mosetsana do in this situation?
 - c. Which of the son's behaviours fall under the category of emotional or sexual abuse? Which behaviours could lead to emotional or sexual abuse?
5. Ask groups to share their responses to the case study questions, and discuss their answers as a class. Clarify any misunderstandings learners may have.
 6. Ask the class to brainstorm a list of ways that people might touch one another.
 7. Ask learners to return to their groups to discuss what they consider to be good and bad touches (refer to Worksheet 7.3):

- d. What are some examples of good and bad touches?
- e. How can you tell the difference?
- f. What would you do about bad touches?

Conclude by saying:

8. Ask the class to classify the touches listed in the brainstorming as “good” or “bad”. Ask learners to explain how they determine the difference between good and bad touches. Discuss how the same kind of touch can be good or bad, depending on the situation.
 9. Return to the examples of abuse that learners identified in the case study, and ask learners to describe what they should do if they find themselves in such situations.
 10. End the activity by returning to the questions about abuse that are written on the board, and answering the questions as a class.
- Sexual, emotional, and physical abuse are destructive to a person’s sense of worth.
 - By being aware of your own concerns regarding abuse and the behaviours that lead to abuse, such as bad touches, you are better able to protect yourself.

VIII. HIV and AIDS: Facts, Myths, and Prevention



CHAPTER VIII HIV AND AIDS: FACTS, MYTHS, AND PREVENTION

Background

AIDS is an incurable disease that is affecting all of us in Botswana. It scares people, causing them to believe and spread misinformation. Many myths and misconceptions surrounding the AIDS pandemic have resulted from ignorance, fear, stigma, and discrimination. This has also resulted in the fear of going for an HIV test.

Myths confuse young learners and block factual information from reaching them. Several myths about HIV and AIDS have become well-known, such as “AIDS is widowhood (*boswagadi*)”. Because learners are likely to receive a great deal of false information, the distinction between facts and myths related to HIV, AIDS, and other STIs must be clarified.

Young people need to be fully informed of the truth about HIV and AIDS. It is particularly important for them to know the facts and differentiate them from myths before they become sexually active, as this will help them make healthy choices and prevent them from becoming infected with HIV. In particular, the modes of transmitting HIV and other STIs need to be clearly explained, especially the danger of using un-sterilised sharp instruments, e.g., body-piercing instruments and razors, and of having unprotected sex.

In this chapter, learners critically examine information regarding HIV and AIDS, rather than blindly accepting myths, and understand how HIV and other STIs are transmitted. They also learn the importance of voluntary counselling and testing and home-based care.

Purpose

To enable learners to differentiate between facts and myths associated with HIV, AIDS, and other STIs and avoid being misled, and to encourage learners to seek voluntary counselling and testing and home-based care, if needed.

Learning Objectives

Learners should be aware of and differentiate between the facts and myths associated with HIV, AIDS, and other STIs and make healthy decisions that are based on facts.

Learners will:

- Differentiate between facts and myths regarding HIV and AIDS
- Explain the modes of transmitting HIV and other STIs
- Explain the importance of voluntary counselling and testing in the prevention of HIV transmission
- Explain the process of voluntary counselling and testing
- Express a willingness to go for voluntary counselling and testing for HIV
- Describe aspects of a home-based care programme
- Explain how one can participate in a home-based care programme

Definition of Terms

- *Fact*: Something that is known with certainty; a truth that can be supported with objective evidence.

An example of a fact: Unprotected sex puts one at risk of HIV infection.

- *Myth*: A story or idea not supported by evidence; a notion based on fantasy, tradition, or convenience rather than on fact.

An example of a myth: Having sex with a virgin cleanses one of HIV, the virus that causes AIDS.

- *HIV (human immunodeficiency virus)*: The virus that causes AIDS by infecting cells of the immune system. It is transmitted primarily by exposure to contaminated body fluids, especially blood and semen.
- *AIDS (acquired immune deficiency syndrome)*: A collection of diseases that affect the body as the immune system weakens due to HIV infection. These diseases include amongst others Tuberculosis, Pneumonia, Cryptococcal meningitis, Kaposi's sarcoma, etc.
- *STI (sexually transmitted infection)*: A condition caused by germs (bacteria, viruses, or parasites) contracted through sexual intercourse or other intimate sexual contact.

Points to Keep in Mind

Preparing for the Activities

- Before Activity 8.2, plan for the visit to the Tebelopele Centre. If possible, arrange to visit in the afternoon. The discussion following the visit should then be done in the next lesson.
- Before Activity 8.3, plan for the visit to the home-based care programme.

Voluntary Counselling and Testing

There are several important points to communicate regarding voluntary counselling and testing:

- Early diagnosis and treatment ensures a longer and healthier life.
- When people are found to be HIV positive, they can take steps to look after themselves and remain productive for a long time.
- It is easier to maintain a healthy immune system than one that has been under attack for many years.
- A negative HIV result means that a person can take steps to ensure that he or she remains uninfected.

In order to find out their HIV status, people must volunteer to be tested. However, to ensure that they are ready to get tested, they must receive pre-test counselling. If it turns out that they are not yet ready, they are asked to think about it some more and come back at a later date.

When the test results are ready, people undergo post-test counselling to prepare themselves for the results. After they have seen the results, they are given further counselling, either to help them cope with a positive result or, in the case of a negative result, to help them adopt strategies for avoiding infection.

Tebelopele Centres are now in most parts of the country. HIV counselling and testing are conducted at these centres free of charge.

Home-based Care Programmes

There are several important points to communicate regarding home-based care programmes:

- Home-based care is a programme that cares for *all* terminally ill patients, including AIDS patients, at their homes.
- These programmes are run by coordinators in local clinics.
- The programmes use volunteers from the community who learn how to feed, bathe, and care for patients and are trained to use protective clothing.

Methods	Materials	Time
<ul style="list-style-type: none"> • Individual work • Class discussion • Guided learning • Group work • Brainstorming • Out-of-class excursion • Presentation 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper 	<p>Two activities at 40 minutes each; one activity at 80 minutes; and two out-of-class excursions</p>

Activity 8.1

Facts and Myths

Learning Objectives

Learners will:

- Differentiate between facts and myths regarding HIV and AIDS
- Explain the modes of transmitting HIV and other STIs

Methods

- ❖ Individual work
- ❖ Class discussion
- ❖ Guided learning
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Define HIV, AIDS, and STIs. Point out that many people are confused about what is true and what is false about HIV and AIDS.
3. Read each statement from the worksheet and ask learners to individually mark each as a fact or a myth (refer to Worksheet 8.1a):

(Note to the teacher: The statements are correctly identified below.)

No.	Statement	Fact	Myth
1.	AIDS is caused by a virus called HIV.	X	
2.	There is a vaccine to prevent people from getting HIV.		X
3.	AIDS is caused by a virus that destroys the immune system so that resistance is lowered.	X	
4.	There is a cure for AIDS.		X
5.	You can be tested to find out if you are infected with HIV.	X	
6.	People can carry HIV and pass it on without knowing they have it.	X	
7.	Everyone who has HIV gets AIDS within three years.		X
8.	Common symptoms of AIDS are tiredness, weight loss, fevers, and sweating.	X	

Materials

- Worksheets 8.1a and 8.1b
- Pens or pencils
- Paper

Time

40 minutes

No.	Statement	Fact	Myth
9.	People with AIDS often suffer from pneumonia, tuberculosis, cancer, or AIDS-related mental illnesses.	X	
10.	HIV cannot survive for long outside the human body.	X	
11.	HIV can be passed on by touching an infected person, sharing cutlery, sharing the same toilet seat, or breathing in the person's germs.		X
12.	HIV is passed from one infected person to another through blood or other body fluids (particularly semen or vaginal fluid).	X	
13.	It is very easy to be infected with HIV just through casual contact with an infected person.		X
14.	Drug users who inject their drugs can pass on HIV by sharing needles.	X	
15.	People are at high risk of being infected with HIV from an infected partner if they are having unprotected sexual intercourse.	X	
16.	People are at lower risk of being infected with HIV from an infected partner if they are having intercourse using a condom.	X	
17.	People are at high risk of being infected with HIV if they kiss an infected person.		X
18.	People are at high risk of being infected with HIV if they touch and stroke an infected person.		X
19.	Only men can get infected with HIV.		X
20.	Pregnant women who have HIV can pass it on to their babies.	X	
21.	A person with multiple sexual partners has a higher risk of contracting HIV or another STI than a person with only one partner.	X	
22.	Abstaining from sex is one of the best ways of avoiding HIV infection.	X	
23.	Abstinence refers to not having sex at all.	X	

Conclude by saying:

4. Ask learners to share their responses with the class.
5. Discuss the following questions with the class:
 - a. Why do you think this is a fact (or myth)?
 - b. Have you heard this idea before? Where, or from whom?
 - c. How can you find out the correct information?
6. Clarify any misconceptions learners may have. In particular, make sure that learners understand how HIV is transmitted.
7. Divide learners into groups and ask them to discuss the questions on the worksheet (refer to Worksheet 8.1b):
 - a. What are the main ways of transmitting HIV?

Note to the teacher: These are the main ways:

 - Through unprotected sex
 - Through blood-to-blood contact
 - Mother to child
 - ♦ During pregnancy
 - ♦ During delivery
 - ♦ Through breast milk
 - b. What are the best ways to avoid each way of transmission that you've identified?
8. End the activity by reconvening the class and discussing learners' responses.
 - Knowing the factual information is one of the most important ways to protect yourself, your health, and your life. Information on HIV and AIDS is being updated all the time.
 - It is our responsibility to ensure that we get the correct information. When in doubt, we should ask our teachers or a health worker.

Activity 8.2

Counselling and Testing

Learning Objectives

Learners will:

- Explain the importance of voluntary counselling and testing in the prevention of HIV transmission
- Explain the process of voluntary counselling and testing
- Express a willingness to go for voluntary counselling and testing for HIV

Methods

- ❖ Brainstorming
- ❖ Out-of-class excursion
- ❖ Individual work
- ❖ Presentation

Procedure

1. Introduce objectives of the activity to the class.
2. Write the heading “Advantages of voluntary HIV testing” on the board. Ask learners to brainstorm some of the advantages, and write their ideas on the board.
3. Prepare the class for a visit to the Tebelopele Centre, local clinic, or health facility. Instruct learners to use their worksheets to take notes during the excursion (refer to Worksheet 8.2a):

During your visit to the Tebelopele Voluntary Counselling and Testing Centre or clinic, you will have a chance to learn how voluntary counselling and testing is done. Take notes on the following:

- a. What services are offered at the centre?
- b. Who should go for counselling and testing?
- c. Why is testing voluntary?
- d. Why is it important to go for HIV testing?
- e. How is counselling done? (*Note to the teacher: Testing is done one on one, in confidence*)
- f. How is testing done? (*Note to the teacher: A sample of blood is taken*)

Materials

- Worksheets 8.2a and 8.2b
- Pens or pencils
- Paper

Time

One out-of-class excursion and one 40 minute session

- g. What are the advantages of voluntary counselling and testing?
4. Reconvene the class and have learners present their responses to the worksheet questions.
 5. Ask each learner to write a Bio-poem (refer to Worksheet 8.2b):

Write a Bio-poem on how you are going to work to avoid getting infected with HIV and other STIs:

I am _____.

The most important people in my life are _____.

I like (activities) _____.

My needs are _____.

I can prevent becoming infected with HIV and other STIs by _____.

If I *know* my HIV status, then _____.

If I *don't know* my HIV status, then _____.

I can get voluntary counselling and testing from _____.

If I get an STI, I will _____.

If my friend were thinking about getting tested, I would _____.

6. End the activity by inviting learners to share their Bio-poems.

Conclude by saying:

- It is our duty as responsible citizens to stop ourselves from spreading HIV and other infection(s). We can also encourage others to know their HIV status so that they can take steps to prevent spreading infection.
- In Botswana, testing for HIV can be done at health facilities and at any Tebelopele Voluntary Counselling and Testing Centre throughout the country. At all these centres, there are trained counsellors who provide voluntary counselling and testing at no cost.

Activity 8.3

Home-based Care

Learning Objectives

Learners will:

- Describe aspects of a home-based care programme
- Explain how one can participate in a home-based care programme

Methods

- ❖ Brainstorming
- ❖ Out-of-class excursion
- ❖ Individual work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to brainstorm what they know about home-based care, including their own experiences with the programme.
3. Prepare the class for a visit to the Home-based Care Unit or Office. Instruct learners to use their worksheets to take notes during the excursion (refer to Worksheet 8.3):

During your visit to the Home-based Care Unit or Office, you will have a chance to learn about the programme. Take notes on the following:

- a. What services are offered by the Home-based Care programme?
 - b. Who is eligible for the programme?
 - c. Why was the programme started?
 - d. What is the role of volunteers in the programme?
 - e. What are the benefits of the programme?
4. Reconvene the class and have learners present their answers to the worksheet questions.
 5. Ask learners to write short essays on how they could participate in a home-based care programme.
 6. End the activity by inviting learners to share their essays.

Materials

- Worksheet 8.3
- Pens or pencils
- Paper

Time

One out-of-class excursion and one 80 minute session

Conclude by saying:

- Home-based care is an important aspect of our community's response to the AIDS epidemic because it provides services to many people in need.
- It is also an example of *Botho* and social responsibility because the terminally ill are being taken care of by people they know and are comfortable with.

IX. Risk Reduction



CHAPTER IX **RISK REDUCTION**

Background

Risk reduction refers to activities or behaviours that allow one to avoid or minimise situations that may cause harm or suffering. Several risk factors can lead to possible infection with HIV and other STIs. These include alcohol and other substance use, unprotected sex, inconsistent use or breakage of condoms, and having multiple sexual partners. Risk reduction requires people to use other related life skills, such as decision making and communication.

Because adolescence is typically a time of discovery, it is particularly important that learners understand that taking risks exposes them to loss or damage and can lead them into deadly situations. Although taking a risk may sometimes be necessary, for instance, to help someone in danger and how we conduct our everyday lives generally determines how often we are exposed to life-threatening risks.

Adolescents need to have a heightened awareness of how risky behaviours can compromise their health and well-being. It should be made clear to learners that an effective way of reducing the risk of HIV infection is abstaining from sexual activities. Learners need to be taught about condoms, however, because some students will indulge in sexual activities despite having received this information.

In this chapter, learners understand how to identify risky personal behaviours and how to make safe choices in sexual and other situations.

Purpose

To increase learners' awareness of the need to avoid risky situations and to increase their understanding of the relationship between risks and behaviours that can jeopardise their lives.

Learning Objectives

Learners should be able to identify situations as low- or high-risk and demonstrate how to deal with or manage such situations.

Learners will:

- Explain what is meant by “unprotected sex”
- Explain how unprotected sex and inconsistent condom use can put one at risk of HIV infection
- Explain how having multiple sexual partners can put one at risk of HIV infection
- Explain how alcohol and other drug use can put one at risk of HIV infection
- Identify ways of stopping or avoiding risky behaviours
- Plan how to counter risky behaviours related to HIV and other STIs

Definition of Terms

- *Risky behaviour*: Proceeding with an action without regard to, or knowledge of, the possibility of danger.
- *Risky situations*: Activities or circumstances that expose one to danger or harm.
- *Risk reduction*: Behaviour that allows one to avoid or minimise situations that may cause harm or suffering.

Points to Keep in Mind

- Life skills, such as decision making, communication, and goal setting, are very important in reducing risk. The skills that learners acquired in Chapters 3–6 will be very useful in this chapter.
- Some traditional initiation practices can be risky if not performed in sterile, hygienic conditions.
- Other risky situations include helping a bleeding accident victim without wearing protective clothing, such as gloves.
- In Activity 9.1, teachers should adapt the role play to fit a risky situation that is applicable to their community.

Methods	Materials	Time
<ul style="list-style-type: none">• Brainstorming• Class discussion• Role playing• Group work• Guided learning• Individual work• Presentation	<ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper	Two activities at 80 minutes each (over two lessons); and one activity at 40 minutes

Activity 9.1

Identifying Risky Behavior

Learning Objectives

Learners will:

- Explain what is meant by “unprotected sex”
- Explain how unprotected sex and inconsistent condom use can put one at risk of HIV infection
- Explain how having multiple sexual partners can put one at risk of HIV infection

Methods

- ❖ Brainstorming
- ❖ Class discussion
- ❖ Role playing
- ❖ Group work
- ❖ Guided learning
- ❖ Individual work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm the following:
 - What is meant by “risk”
 - What is meant by “risky behaviour”
 - Examples of risky behaviours
3. Lead a discussion on why young people might behave in ways that are risky.
4. Divide learners into groups of three to do the role play and answer the questions that follow (refer to Worksheet 9.1a):

Materials

- Worksheets 9.1a and 9.1b
- Pens or pencils
- Paper

Time

80 minutes (over two lessons)

Role Play: Kedisalelse and Her Friends

Kedisalelse is walking home from school with her friends Tebogo and Sinah.

SINAH: That's a very nice chain, Kedisalelse; where did you get it from?

(Kedisalelse keeps quiet)

TEBOGO: Kedisaletse, you have changed so much. Even your hairstyle nowadays . . .
(clapping hands) ohoo!

KEDISALETSE: Guys, guys. By the way, what's your problem?

SINAH: No, no, we are just envious.

(The three girls stop walking)

KEDISALETSE: (with a mischievous smile) You are still babies. You have a lot to learn. Money is everywhere if you want it, and you can make yourself look nice if you want to.

(Sinah and Tebogo look interested and they want to know more)

TEBOGO: Please tell us more! Where can we get the monies?

KEDISALETSE: (rolling her eyes) Okay, okay, guys, let me tell you. It's simple. Do you notice the trucks that stop by the road side?

SINAH AND
TEBOGO: WHAT?!?

KEDISALETSE: (shows them the money she has) Girls, look!

SINAH: (moves closer to Kedisaletse) Where did you get this much money from?

KEDISALETSE: Last night I went to the point where the trucks stop and met this nice guy. We drank some alcohol. You won't believe it! We made love. It was great.

TEBOGO: Was it for the first time?

KEDISALETSE: No, no, no, no.

TEBOGO: What?

KEDISALETSE: I've been doing this for some time. Just last week, I made love with some men for money.

SINAH: Do you use a condom?

KEDISALETSE: With some of them, yes. But you know, sometimes I have too much alcohol and I forget, and sometimes the men just don't want to wear one. They threaten to hurt me if I ask them to. And sometimes it's a question of money. They pay more if we don't use a condom.

SINAH: Ha! I make them use a condom all the time! And you get paid for it? That's not right. I never have it with older men. I am okay with the guys in our school. How can you take money for sex?

TEBOGO: I'll tell you what I think. Both of you have shocked me. You are both risking your lives because you have many sexual partners. You are too young to have sex at this stage. I would rather wait until I'm married before I have sex.

KEDISALETSE: I hear you Tebogo and you are not the first person to say that. I will think about what you are saying because I love myself a lot and I do not want to die early.

- a. How would you define the following:
 - A risky situation
 - Risky behaviour
- b. What risky situations and behaviours do you find in the role play of "Kedisaletse and Her Friends"?
- c. What does Kedisaletse gain from taking risks?
- d. What is the damage that she might do to herself?
- e. Is the risk she is taking worth the gifts she receives?

Conclude by saying:

5. Reconvene the class to discuss their responses to the role play and questions. Clarify any misunderstandings learners have as well as their understanding of what unprotected sex is.
6. Ask learners to each write their responses to the following question (refer to Worksheet 9.1b):
How do the following put someone at risk of becoming infected with HIV or another STI?
 - a. Multiple sexual partners
 - b. Unprotected sex
 - c. Inconsistent condom use
7. End the activity by discussing learners' responses to the question, clarifying any misunderstandings learners may have.
 - Sometimes we do something risky just for fun. Sometimes we might be tempted by money, our peers, popularity, or recognition.
 - It is up to each of us to determine if the risk we face is worth the reward.

Activity 9.2

Alcohol and Other Drug Use

Learning Objectives

Learners will:

- Explain how alcohol and other drug use can put one at risk of HIV infection
- Identify ways of stopping or avoiding risky behaviour

Methods

- ❖ Individual work
- ❖ Group work
- ❖ Role playing
- ❖ Class discussion
- ❖ Guided learning

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the discussion of risk from Activity 9.1.
3. Ask each learner to write their responses to the first two worksheet questions (refer to Worksheet 9.2):
 - a. In the role play “Kedisaletse and Her Friends”, why was drinking alcohol a risky behaviour?
 - b. How could alcohol and other drug use lead to HIV infection?
4. Ask learners to work in groups of three to complete the worksheet (refer to Worksheet 9.2):
 - c. Decide what advice you would give to Kedisaletse regarding alcohol use, and make a list of your ideas.
 - d. Try out your ideas by continuing the role-play discussion between Kedisaletse and her friends.
 - e. Prepare a short role play to present to the class.
5. Reconvene the class and ask each group to present its role play.
6. Lead a class discussion on alcohol and other drug use that centres on the following questions:
 - What are learners’ attitudes regarding alcohol and other drug use?

Materials

- Worksheet 9.2
- Pens or pencils
- Paper

Time

80 minutes (over two lessons)

Conclude by saying:

- How much alcohol and other drug use goes on in the community?
 - What can they do to help learners who are using alcohol and other drugs?
7. Clarify how alcohol and other drug use can cause harm (e.g., drunk driving, ill health, exposure to HIV).
 8. Point out that adolescents can be targets of sexual seduction and coercion. Ask learners for their ideas of what to do in these situations. Stress the need to deliver a loud, firm “No!” and, if the person persists, to shout, push, punch, escape!
 9. Ask learners to work in their groups to come up with a list of ways to avoid risky behaviours and situations related to alcohol and other drug use.
 10. End the activity by having learners share their lists and discussing them as a class.
- Alcohol and other drug use can do harm to our bodies. One of the major risks is exposure to HIV infection because when we are under the influence, we have poor judgement and poor communication skills.
 - Assessing risky situations and avoiding risks are the keys to staying healthy.

Activity 9.3

Reducing Risk

Learning Objective

Learners will:

- Plan how to counter risky behaviours related to HIV and other STIs

Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Presentation

Procedure

1. Introduce the objective of the activity to the class.
2. Ask the class to brainstorm how two or three of the behaviours or situations below might expose learners to HIV or other STIs and how they might avoid each behaviour or situation (refer to Worksheet 9.3):

Behavior or Situation	Ways This Can Be a Risk	My Personal Plan to Avoid This Risk
Where you go (e.g., parties, night clubs, music festivals, visiting relatives)		
When you go (e.g., at night, early in the morning)		
Whom you talk to (e.g., strangers)		
How you earn money (e.g., having “sugar daddies” and “sugar mummies”, prostitution, stealing)		
What you say (e.g., insulting or disrespecting others, being sarcastic)		
How you dress (e.g., wearing revealing clothes, wearing gang-related clothes)		
Whom you associate with (e.g., gangs)		
Caring for a bleeding accident victim		
Caring for a sick family member		

Materials

- Worksheet 9.3
- Pens or pencils
- Paper

Time

40 minutes

Conclude by saying:

3. Ask learners to individually complete the worksheet.
 4. Ask some volunteers to present some or all of their answers to the class.
 5. Remind learners that taking responsibility for their health means trying to reduce their risk and that with thought and planning they will develop the power to do so.
 6. End the activity by allowing learners to add to or change their personal plans, based on the class discussion.
- Our ability to cope with risky situations will be strengthened if we have positive, respectful relationships with people of the opposite sex and avoid risky situations and behaviours.

X. Benefits of Relationships



Background

A relationship is a connection between two or more people. Relationships can refer to family, that is, brother, sister, mother, father, aunt, uncle, cousin and to friendships and love relationships where there are no blood ties. The benefits of relationships are many, especially those relationships that centre on fidelity, commitment, loyalty, and honesty. In particular, monogamous relationships help to reduce the risk of contracting HIV and other STIs.

Relationships are very important to adolescents. Social pressures to “act like everyone else” are strong at this time, and feelings of wanting to belong often take precedence over good sense. Since young people are developing patterns of behaviour in relationships that will last into their future, it is very important that they learn to value fidelity and commitment in a relationship that is characterised by trust. Reducing their risk of contracting HIV and other STIs depends heavily on their ability to maintain fidelity and commitment in a faithful love relationship.

A love relationship involves two people who might contribute to the relationship differently. However, for the relationship to work, each partner in the relationship has the same responsibility to be caring, trusting, honest, respectful, and committed to the relationship. When the contribution to the relationship is unequal, this may result in the failure of the relationship or even abuse, which is uncalled for in any relationship. The worst example of such abuse is passion killings.

In this chapter, learners understand the importance of commitment and fidelity in long-term relationships, and learn how these relationships are important in reducing the risk of contracting HIV and other STIs. They also plan for a committed long-term relationship of their own.

Purpose

To encourage learners to plan for faithful, committed relationships and thus reduce the risk of contracting HIV and other STIs and harming others.

Learning Objectives

Learners should be able to understand the benefits of a long-term committed relationship.

Learners will:

- Define “commitment”
- Discuss the benefits of monogamy, fidelity, and commitment
- Describe how monogamy, fidelity, and commitment are related
- Understand the aspects of monogamy, fidelity, and commitment
- Explain the importance of monogamy, fidelity, and commitment in a relationship

Definition of Terms

- *Monogamous*: Being married and faithful to one person exclusively.
- *Polygamous*: Being married to more than one person.
- *Commitment*: Entrusting oneself to another; being bound emotionally with devotion and trust.
- *Fidelity*: Faithfulness to one's obligations and duties; loyalty and reliability; adherence to one's vows or promises.
- *Passion killing*: A murder resulting from strong feelings of jealousy, rage, and betrayal.

Points to Keep in Mind

- The topic of monogamy needs to be tackled with caution, as some societies are polygamous. Be clear that the most important elements of risk reduction in relationships are faithfulness, fidelity, and commitment. The risk of infection with HIV is considerably reduced in a polygamous relationship when all the people in the relationship are HIV negative and no one has sex outside the marriage.
- Emphasise the importance of abstaining from sexual intercourse at this stage of life. Even though condoms are available to learners and will help reduce the risk of infection with HIV or another STI, it is still advisable for learners to wait until they are ready for all the responsibilities of an adult sexual relationship.
- Passion killings are on the rise in Botswana and learners may be interested to discuss it. If needed, teachers should be free to bring it in during the discussion of Activity 10.2.

Methods	Materials	Time
<ul style="list-style-type: none">• Brainstorming• Story telling• Individual work• Group work• Class discussion• Presentation	<ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper	One activity at 40 minutes; and one activity at 80 minutes (over two lessons)

Activity 10.1

Commitment

Learning Objectives

Learners will:

- Define “commitment”
- Discuss the benefits of monogamy, fidelity, and commitment

Methods

- ❖ Brainstorming
- ❖ Story telling
- ❖ Individual work
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to brainstorm what is meant by the word “commitment”.
3. Divide learners into groups to read the following story (refer to Worksheet 10.1):

Story: Sir Seretse Khama and Ruth Williams

The first president of Botswana, Sir Seretse Khama, was sent to the United Kingdom to study law. When he was there, he met Ruth Williams. They fell in love and got married. But the marriage met with a lot of resistance from the Bamangwato, especially the royal family, who did not want their chief to marry a white lady. They wanted him to marry somebody from within his tribe. Sir Seretse Khama stood by his commitment to his wife, Lady Ruth Khama. The couple experienced a lot of resistance from the country for many years. They decided to stand together and support each other through those trying times. They had a long and strong marriage, and together they were great leaders of the nation.

Materials

- Worksheet 10.1
- Pens or pencils
- Paper

Time

40 minutes

Conclude by saying:

4. Ask learners to write their own responses to questions (a) and (b) on the worksheet, based on the story, and then discuss their responses to the third question with their groups (refer to Worksheet 10.1):
 - a. How would you define “commitment”?
 - b. What are the benefits of being in a committed relationship?
 - c. What are the benefits of fidelity and commitment? What might be the outcome of a relationship with these aspects?
 5. Reconvene the class and invite some volunteers to read their definitions.
 6. Lead a discussion that centres on commitment and the benefits of faithful and committed relationships. Clarify any misunderstandings learners may have.
 7. End the activity by asking learners to write an essay about committed relationships they admire for use in the next activity.
- Honesty, respect, trustworthiness, and loyalty are integral elements of strong, healthy relationships.
 - Committing oneself to monogamy and fidelity in a relationship offers the greatest promise for happiness and health.

Activity 10.2

Aspects of Commitment

Learning Objectives

Learners will:

- Describe how monogamy, fidelity, and commitment are related
- Understand the aspects of monogamy, fidelity, and commitment
- Explain the importance of monogamy, fidelity, and commitment in a relationship

Methods

- ❖ Presentation
- ❖ Group work
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to present their essays from Activity 10.1.
3. Lead a class discussion on the similarities and differences raised in the essays.
4. Divide learners into groups to complete the worksheet (refer to Worksheet 10.2a):
 - a. Why is commitment important?
 - b. Why is monogamy important?
 - c. Why is fidelity important?
 - d. What are the benefits of a relationship that combines all three aspects?
5. Reconvene the class to discuss the groups' responses to the worksheet questions.
6. Ask learners to each devise a personal profile regarding their plans for a long-term relationship (refer to Worksheet 10.2b):

Materials

- Worksheets 10.2a and 10.2b
- Pens or pencils
- Paper

Time

80 minutes (over two lessons)

In essay form, write a personal profile of how you plan to have a committed, monogamous relationship. Make sure that your profile addresses the following questions:

Conclude by saying:

- a. What are some things you will do to help make your goal of a committed, monogamous relationship come true?
 - b. What are some things you will make sure NOT to do?
 - c. How can you and your friends help one another reach this goal?
7. End the activity by inviting learners to share their profiles and discussing ways that they can help fulfil their intentions.
 - In life, there will be times when our commitments and relationships are tested. Understanding the importance of our commitment will help us develop and maintain healthy relationships.

XI. Dilemmas



Background

A dilemma is a situation that requires a choice between two unappealing alternatives. For example, if a friend asks to borrow one's homework, one must choose between (1) helping a friend cheat and (2) refusing and having that friend get angry. Another example is when one has tested HIV-positive; the dilemma is whether to tell one's parents or keep it to oneself. In Setswana, a dilemma is known as *ketsaetsego*.

The HIV and AIDS situation has heightened the importance of resolving dilemmas successfully, as the consequences of not doing so can be dangerous. Learners must be aware of the dilemmas they may face as a result of HIV and AIDS in the following areas:

- **Going on a date:** Learners may be uncertain whether to go on a date or not because of the expectations held by the other person. For example, learners may believe that when someone buys you a drink, that person then expects sex in return, which can lead to HIV infection. This comes from the misconception that a date should always result in sexual intercourse.
- **Peer pressure:** If a learner's friends are having sexual relationships, the learner may feel out of place if he or she does not have a sexual relationship, yet also feel pressured to be part of the group. However, the learner also knows that a relationship, especially one that is sexual, carries the risk of HIV infection. The dilemma is how to be part of a group without giving in to the pressure of having a sexual relationship.
- **Voluntary counselling and testing for HIV:** Learners may be afraid to know their HIV status due to fear of death or stigmatisation, but knowing if they are HIV-positive may allow medical treatment to boost their immune system and may prevent them from unknowingly spreading the infection. They may also be afraid to test for HIV due to embarrassment or the fear of being labelled promiscuous. In addition, due to their age, they cannot get tested for HIV without the consent of their parents or guardians. This poses a dilemma in terms of how to approach parents or guardians without risking their anger and accusations.
- **Getting treatment for STIs:** Learners may be afraid to go to the clinic to get treatment for STIs due to embarrassment or the fear of being labelled promiscuous by health care workers at the clinic or their friends. However, if they do not get treatment, they run the risk of complications related to reproduction or even mental illness.
- **Communication with adults:** Parents and children often do not feel comfortable discussing issues of sexuality and HIV and AIDS with one another, most likely due to cultural norms and their age gap. This leads to children being misinformed, especially by their peers, on issues of sexuality, which in turn can result in HIV infection. Also, children, who are expected to respect adults, may not be able to show assertiveness when faced with abusive adults. This inability to be assertive can lead to sexual abuse and in some cases, infection with HIV.
- **Family instability:** A variety of situations, such as orphan hood, young people becoming their family care-givers, and poverty, can enhance dilemmas related to HIV and AIDS. Family instability can make learners look outside the family for

reassurance, money, and a sense of belonging. As such, peers can play a very important role, to the extent that family ties no longer mean much. Family instability can also lead to a complete breakdown in communication with adults, as young people can lose trust in adults or may not have trusted family members to turn to in times of trouble. Children who have become caregivers are usually faced with poverty. This may force them to go hungry, steal food, or have sex to get money for basic needs.

There are no easy solutions to dealing with dilemmas. Learners need to be assertive, use good decision-making skills, have positive self-esteem, and seek professional help when they need it if they are to face dilemmas in a healthy and constructive way.

In this chapter, learners identify dilemmas related to a variety of issues, and develop possible coping strategies for each dilemma. They survey how other peers and adults in their community cope with these dilemmas, and compile a list of the best possible coping strategies for each dilemma.

Purpose

To help learners understand the kinds of dilemmas they face that may threaten their health, and how decision-making, stress management, and communication skills can be applied to guide their actions, judgements, and decisions.

Learning Objective

Learners should know about and understand dilemmas associated with HIV and AIDS.

Learners will:

- Identify dilemmas associated with HIV, other STIs, and AIDS
- Develop coping strategies to deal with these dilemmas

Definition of Terms

- *Date*: A single meeting with someone for a movie, a drink, a meal, etc. for the purpose of getting to know each other.
- *Dating*: A steady relationship that happens over time.
- *Courtship*: Getting to know each other better in preparation for marriage.

Points to Keep in Mind

- The word “dilemma” should not be confused with the word “problem”. Problems frequently have good solutions, but a dilemma involves a choice between unfavourable options. A common example of a dilemma is when a person is being pressured to drink alcohol or to go out with as many girls as possible, the person must choose between losing friends or doing something that is risky. In these instances, confidence, high self-esteem, and good decision-making skills are essential.
- Become familiar with the available resources that learners can be referred to for dilemmas related to HIV testing, STI treatment, family instability, sexual abuse, etc.

Methods	Materials	Time
<ul style="list-style-type: none"> • Group work • Guided learning • Brainstorming • Pair work • Class discussion 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper 	<p>One activity at 80–120 minutes (over two or three lessons)</p>

Activity 11.1

Identifying Dilemmas and Coping Strategies

Learning Objectives

Learners will:

- Identify dilemmas associated with HIV, AIDS, and STIs
- Develop coping strategies to deal with these dilemmas

Methods

- ❖ Group work
- ❖ Guided learning
- ❖ Brainstorming
- ❖ Pair work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Define the word “dilemma” for the class and ask for examples.
3. Divide the class into groups to complete the worksheet (refer to Worksheet 11.1a):

Fill in the worksheet below with the possible dilemmas you can think of for each topic:

(Note to the teacher: Examples for one of the topics, “Treatment for an STI”, are included below)

Materials

- Worksheets 11.1a, 11.1b, 11.1c
- Pens or pencils
- Paper

Time

80–120 minutes (over two or three lessons)

Topic	Dilemmas
Treatment for an STI	<ul style="list-style-type: none"> • Run the risk of being called promiscuous • Face parents' accusations • Develop medical complications from the infection
Dating	
Teenage Pregnancy	
Voluntary Testing for HIV	
Communication with Adults	
Orphan hood	
Being care-givers	
Poverty	

4. Introduce the idea of coping with dilemmas to the class. Mention that there are several ways we can come to terms or deal successfully with dilemmas; for example, we can talk to friends or family, get professional help, and pray at church or by ourselves. Brainstorm some coping strategies with the class.
5. Divide the class into pairs to complete the worksheet (refer to Worksheet 11.1b):

For each topic, select one of the dilemmas from Worksheet 11.1a and develop some strategies for overcoming it. Fill in the table below with your dilemmas (one per topic) and strategies:

(*Note to the teacher:* Examples for one of the topics, "Treatment for STIs", are included below)

Topic	Dilemmas	Coping Strategies
Treatment for an STI	<ul style="list-style-type: none"> • Run the risk of being called promiscuous • Face parents' accusations • Develop medical complications from the infection 	<ul style="list-style-type: none"> • Talk to your aunt or uncle • Talk to a professional, such as a counsellor or a social worker • Talk to a close and trusted friend
Dating		
Teenage Pregnancy		
Voluntary Testing for HIV		
Communication with Adults		
Orphan hood		
Being care-givers		
Poverty		

6. Ask pairs to share their strategies with the class. Encourage learners to add to or modify their tables as they listen to their classmates' dilemmas and coping strategies.
7. Ask learners to do the following (refer to Worksheet 11.1c):

In the table below, fill in the dilemmas that your class identified. Your task is to conduct a study among your peers in the school (and maybe the

adults in the community) regarding how they would suggest coping with these dilemmas. Talk with at least three people, and use the table to record their responses:

Topic	Dilemmas	Coping Strategies
Treatment for an STI		
Dating		
Teenage Pregnancy		
Voluntary Testing for HIV		
Communication with Adults		
Orphan hood		
Being care-givers		
Poverty		

Conclude by saying:

8. End the activity by asking learners to discuss their findings and select the best strategies for coping with each dilemma.
- HIV and AIDS bring complications to our lives, such as care giving, which require us to face dilemmas that we might not have had to face otherwise.
 - When in the midst of a dilemma, we must use our skills in communication, stress management, and decision making, consider our choices, and make the decision that is best for us and our health.

XII. Social Responsibility



CHAPTER XII **SOCIAL RESPONSIBILITY**

Background

Each member of the community is connected in some way to the other members, whether through family relationships, friendships, or acquaintances. This connection is strengthened through the sharing of values, beliefs, norms, and responsibilities that the community upholds. Because of this connection, one member's actions affect all others in the community.

The scourge of HIV and AIDS has brought a new urgency to social responsibility. HIV and AIDS not only affects individuals, it affects families and the community as well.

To maintain the health and peace of our community, we must behave in a way that promotes and protects our shared values. This is what in Botswana is referred to as "*Botho*" or our social responsibility. Young learners can begin to understand *Botho* as the basis for behaviour and actions that affect their families and communities.

In this chapter, learners will understand the link between individual actions and the broader social context and describe how they will uphold the principles of *Botho* in their daily lives.

Purpose

To help learners understand their obligation to society and make the connection between individual actions and social consequences.

Learning Objectives

Learners should understand their responsibility towards society, especially in light of the AIDS epidemic.

Learners will:

- Identify the social norms of their community and culture
- Understand how social norms can enhance positive individual actions
- Explain the principles of *Botho*
- Describe ways to uphold the principles of *Botho*

Definition of Terms

- *Social norms*: A standard or model pattern considered typical by a society.
- *Botho*: The concept of being humane. A person with *Botho*:
 - ♦ has a well-rounded character; is well-mannered, courteous, and disciplined; and realises his or her full potential both as an individual and as part of the community to which he or she belongs
 - ♦ earns respect by first giving it, and gains empowerment by empowering others

- ♦ applauds rather than resents those who succeed
- ♦ disapproves of anti-social, disgraceful, inhumane, and criminal behaviour
- ♦ encourages social justice for all

Botho makes all Batswana capable of stretching the largeness of their spirits to the utmost limits.

(Adapted from *Vision 2016: Long-Term Vision for Botswana*, 1997)

Points to Keep in Mind

- Activity 12.3 asks learners to develop activities they can do to support orphanages or home-based care units in their community. It is advised that you identify such organisations beforehand so that you have suggestions for learners who may need ideas.
- Set an example of *Botho* by performing your moral obligation to the learners. Be ready to identify learners in need and to assist, counsel, support, and visit them, as needed.
- An example of social responsibility is the First Lady Barbara Mogae's cleanup campaign.

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Group work • Class discussion • Brainstorming • Role playing • Art project • Presentation 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper ✓ Vision 2016 booklet ✓ Poster board ✓ Markers ✓ Sello-tape 	<p>One activity at 40 minutes; two activities at 80 minutes each (over two lessons)</p>

Activity 12.1

Social Norms

Learning Objectives

Learners will:

- Identify the social norms of their community and culture
- Understand how social norms can enhance positive individual actions

Methods

- ❖ Guided learning
- ❖ Group work
- ❖ Class discussion
- ❖ Brainstorming

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to think about behaviours and actions that are considered normal in Setswana culture, and demonstrate a few of them for the class. For example:
 - When you hand something to someone, you extend both hands.
 - When you are sitting on a crowded bus and a pregnant woman can't find a seat, you give up your seat to her.
3. Explain that these behaviours are called social norms.
4. Divide learners into groups. Have them complete the statements on the worksheet and answer the questions that follow (refer to Worksheet 12.1):
 - When you greet an elder, you . . .
 - When you greet a friend, you . . .
 - When you see someone for the first time in the New Year, you . . .
 - When your neighbour needs help carrying groceries, you . . .
 - When you see someone throwing rubbish on your property, you . . .
 - When you see someone throwing rubbish on your neighbour's property, you . . .

Materials

- Worksheet 12.1
- Pens or pencils
- Paper

Time

40 minutes

- When you see someone teasing a classmate, you . . .
- When you find lost property, like money, you . . .

(*Note to the teacher:* You may add more behaviours to this list.)

- a. Why does our culture consider these normal practices?

(*Note to the teacher:* Suggested answer: These practices show respect for elders and other people, which emphasises the value of *Botho*.)

- b. What would happen if we did not act in ways considered good by our community?

(*Note to the teacher:* Suggested answer: We would be treated like outcasts [ostracised] and looked down upon.)

- c. How do these social norms influence our daily lives?

5. Reconvene the class and discuss the groups' responses.

6. End the activity by asking the class to brainstorm more examples of behaviours and actions typical to Setswana culture.

Conclude by saying:

- There are many behaviours and actions that we are all familiar with and that most would consider to be good, like being polite to elders or helping a friend.
- These social norms can influence our individual behaviours and actions so that we may be respected members of society.

Activity 12.2

The Principles of Botho

Learning Objective

Learners will:

- Explain the principles of *Botho*

Methods

- ❖ Guided learning
- ❖ Class discussion
- ❖ Group work
- ❖ Role playing

Procedure

1. Introduce the objective of the activity to the class.
2. Introduce the principles of *Botho* and ask learners to state different aspects of *Botho* that they are familiar with.
3. Read the definition of *Botho* from the Vision 2016 booklet and discuss the seven pillars (listed in the booklet).
4. Divide the class into groups and ask each group to create a role-play for one of the following situations (refer to Worksheet 12.2):
 - A classmate demonstrating *Botho* to his or her younger siblings
 - A classmate demonstrating *Botho* to his or her community
 - A classmate not demonstrating *Botho* to his or her elders
 - A classmate not demonstrating *Botho* to his or her school
5. Ask groups to perform their role plays. After each group has performed, discuss with the class what they learned from doing or observing the role plays.
6. End the activity by posing two questions to the class and discussing their answers (refer to Worksheet 12.2):
 - a. What responsibility do we each have as individuals to uphold *Botho*?

Materials

- Worksheet 12.2
- Pens or pencils
- Paper
- Vision 2016 booklet

Time

80 minutes (over two lessons)

Conclude by saying:

b. What should we do when others are not demonstrating *Botho*?

- Our families and communities are made up of individuals who share common norms and values.
- The strength of our families, communities, and country depends on our ability to uphold *Botho* individually and to promote *Botho* among others.

Activity 12.3

Upholding Botho

Learning Objective

Learners will:

- Describe ways to uphold the principles of *Botho*

Methods

- ❖ Guided learning
- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion
- ❖ Art project
- ❖ Presentation

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to recall the principles of *Botho* they discussed in Activity 12.2.
3. Brainstorm the effects that HIV and AIDS are having on the community and country. Mention that illness has left many people unable to work and many learners without parents. There are many infected with and affected by HIV in the country, and they, like anyone in need, can use support from the rest of us without judgement.
4. Divide the class into groups, and ask them to think about actions they can take, both individually and with others, to apply the principles of *Botho* to those infected with and affected by HIV and AIDS (refer to Worksheet 12.3):

Materials

- Worksheet 12.3
- Pens or pencils
- Paper
- Poster board
- Markers
- Sello-tape

Time

80 minutes (over two lessons)

- a. Identify an orphanage or home-based care project in your community.
- b. List the needs that you think this facility has. (*Note to the teacher:* These may include physical needs, like food and clothing; emotional needs, like care and support; and social needs, like freedom from stigma and discrimination.)
- c. Discuss some potential projects you could do to meet each of these needs.

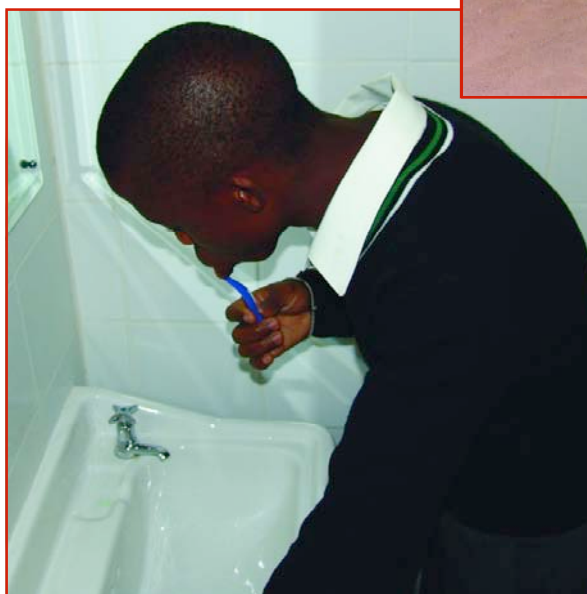
(*Note to the teacher:* For example, growing vegetables, fundraising, visiting friends in the orphanage or unit, and creating awareness in the community to the needs of others.)

5. Reconvene the class and have groups present what they discussed.
6. Ask groups to develop a poster to motivate others in your school to uphold *Botho* in the struggle against the AIDS epidemic.
7. Ask groups to present their posters to the class.
8. End the activity by hanging posters in the class.

Conclude by saying:

- While AIDS is recent in the history of Setswana culture, our culture has always held the value of helping others to make our community and country strong.
- We discussed many things that you can do to uphold *Botho*, and you all have the power and skill to do these things. It is now up to you to decide what you will do when you leave this class.

XIII. Healthy Living



CHAPTER XIII **HEALTHY LIVING**

Background

Healthy living is practising health promoting behaviours in order to attain physical, spiritual and mental well-being. Keeping healthy starts from the choices you make, such as the foods you eat, the amount you exercise, the ways by which you clean yourself, the protection you seek to avoid harm, and the measures you take for mental and spiritual health.

Healthy living requires us to recognise that each day we are faced with choices that can influence our health in a wide range of ways and that we can develop practices to help us stay healthy every day.

In this chapter, learners discuss ways of keeping healthy and the importance of doing so, and develop a plan for living a healthy life. They also recall the skills they developed in Chapter V: Decision Making and Chapter IX: Risk Reduction.

Purpose

To give learners the knowledge, attitude, and skills needed to live a healthy life.

Learning Objectives

Learners should develop healthy living practices.

Learners will:

- Define what healthy living behaviours and practices are
- Discuss ways of keeping healthy, e.g., nutrition, hygiene, and exercise
- Discuss the importance of keeping healthy
- Develop a plan for healthy living

Definition of Terms

- *Mental health:* A state of mind that allows you to function, think, relate, and work normally.
- *Mental illness:* A state of mind that does not allow you to function normally. Traditionally, people living with mental illness were discriminated against and stigmatised even though illness is nothing to be ashamed of. As we know more about the brain, we realise that many people experience mental illness at some level and that with help and support, many people can cope with and overcome it.
- *Nutrition:* The process by which an organism assimilates food and uses it for growth and maintenance.
- *Exercise:* Exerting your muscles to keep fit.
- *Hygiene:* The condition of using sanitary practices.
- *Protection:* To defend against injury.

- *Spiritual*: Concerning faith, religion, and the soul.

Points to Keep in Mind

- Mental health refers to one's psychological state. A mentally healthy person is functioning at a satisfactory level of emotional and behavioural adjustment.
- Mental illness has many causes. Learners at this age are especially prone to mental illness because of the changes in their lives at adolescence. Mental illness may also be the result of a chemical imbalance.
- There is a stigma associated with mental illness, which has compromised open, constructive discussion and treatment for those in need.
- Learners should be aware that mental illness is not a reflection of their value as a person. They should be encouraged to talk about their problems and to seek support when needed.

Methods	Materials	Time
<ul style="list-style-type: none"> • Class discussion • Brainstorming • Pair work • Group work • Role playing • Debate • Individual work • Presentation 	<ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper 	<p>Two activities at 40 minutes each; and one activity at 80 minutes</p>

Activity 13.1

The Importance of Keeping Healthy and Safe

Learning Objectives

Learners will:

- Define what healthy behaviours and practises are
- Discuss ways of keeping healthy, e.g., nutrition, hygiene, and exercise

Methods

- ❖ Class discussion
- ❖ Brainstorming
- ❖ Pair work

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners what “good health” means to them.
3. Write a definition on the board, such as, “A safe, sound state of well-being, in body, soul, and mind”.
4. Write these categories on the board:

Nutrition – eating right

Activity – exercising often

Hygiene – cleaning yourself

Protection – wearing a seatbelt

Mental health – talking with friends about problems

Spiritual health – taking time for personal reflection, such as prayer or meditation

5. Brainstorm with the class one or two different ways of keeping healthy in each category.
6. Divide the class into pairs and ask each pair to fill out the chart below, listing different behaviours from the ones the class brainstormed (refer to Worksheet 13.1):

Materials

- Worksheet 13.1
- Pens or pencils
- Paper

Time

40 minutes

Category	Healthy Behaviors	Benefits
Nutrition		
Activity		
Hygiene		
Protection		
Mental Health		
Spritual Health		

Conclude by saying:

7. Reconvene the class and have pairs discuss their responses.
 8. End the activity by asking pairs to consolidate their charts based on the class discussion.
- Healthy living requires making a daily choice between practises that can keep us healthy and those that can be dangerous.
 - We now have a basis for making our own decisions about healthy living.

Activity 13.2

Ways of Keeping Healthy

Learning Objectives

Learners will:

- Discuss ways of keeping healthy, e.g., nutrition, hygiene, exercise
- Discuss the importance of keeping healthy

Methods

- ❖ Group work
- ❖ Brainstorming
- ❖ Role playing
- ❖ Debate
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Remind the class of the different healthy behaviours they discussed in the Activity 13.1.
3. Divide the class into groups, and assign a category of health (Nutrition, Activity, Hygiene, Protection, Spiritual Health, or Mental Health) to each group.
4. Ask learners to complete the worksheet (refer to Worksheet 13.2):
 - a. Consider what you discussed in Activity 13.1, and review some ways to practise healthy behaviours and the benefits of staying healthy within each category.
 - b. Identify some ways that people commonly harm themselves within each category.
 - c. Develop a role play in which some members have unhealthy behaviours and others have healthy behaviours.
 - d. Conduct a mini-debate in which those who role-played healthy behaviours try to convince those who role-played unhealthy behaviours of the benefits and ways of keeping healthy.
5. Reconvene the groups and ask them to conduct their debates.

Materials

- Worksheet 13.2
- Pens or pencils
- Paper

Time

80 minutes

Conclude by saying:

6. Ask learners why they think some people choose unhealthy behaviours and if they themselves are convinced of the benefits of healthy living.
 7. End the activity by asking learners to state the most convincing arguments they heard in the debates.
- There are a lot of ways to keep healthy, and we may have to make the choice to be healthy several times a day.
 - However, just having information on the benefits of keeping healthy does not mean that we will be healthy. We need to develop an attitude that will motivate us to make healthy choices every day.

Activity 13.3

A Plan for Healthy Living

Learning Objectives

Learners will:

- Discuss ways of keeping healthy, e.g., nutrition, hygiene, exercise
- Develop a plan for healthy living

Methods

- ❖ Class discussion
- ❖ Individual work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to recall the ways and benefits of staying healthy that they discussed in earlier activities.
3. Ask each learner to make a personal pledge for healthy living (refer to Worksheet 13.3):

Make a pledge to yourself in each of the different health categories by naming specific and measurable actions that you can take to keep healthy.

Examples:

Nutrition: I will . . . eat fresh fruit every day.

Activity: I will . . . exercise four times a week.

Mental Health: I will . . . talk to a friend each time I feel unhappy.

Materials

- Worksheet 13.3
- Pens or pencils
- Paper

Time

40 minutes

Category	Pledge
Nutrition	I will . . .
	I will . . .
Activity	I will . . .
	I will . . .
Hygiene	I will . . .
	I will . . .
Protection	I will . . .
	I will . . .
Mental Health	I will . . .
	I will . . .
Spritual Health	I will . . .
	I will . . .

4. Ask learners to share their plans with the class.
5. Write any especially important or original pledges on the board.
6. End the activity by asking learners to add to or modify their plans based on new ideas they heard from their classmates.

Conclude by saying:

- Living healthy is a daily commitment. We need the knowledge and skills to make healthy choices, as well as the attitude of wanting to be healthy and the belief that we have the power to do so.
- Making a plan for healthy living will help us meet this commitment.

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