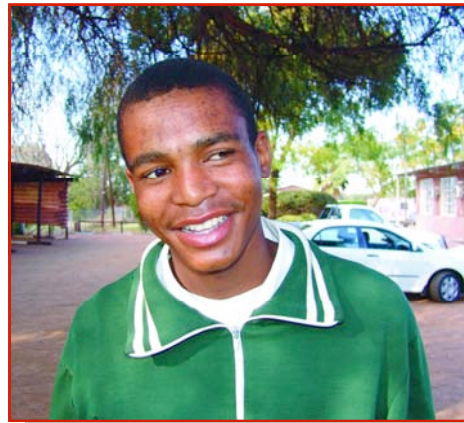




Living



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

Worksheets



Living



*Skills for Life:
Botswana's Window of Hope*

Junior Secondary School

Worksheets



Junior Secondary School Worksheets

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, or any information storage and retrieval system, without written permission from the copyright owners. Permission granted to copy for classroom use only.

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).



Department of Curriculum
Development and Evaluation
Ministry of Education
Private Bag 501
Gaborone, Botswana



The BOTUSA Project
PO Box 90
Gaborone, Botswana



World Health Organisation
PO Box 1355
Gaborone, Botswana



Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060 USA

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.

Copyright © 2005 by Botswana Ministry of Education.

TABLE OF CONTENTS

Acknowledgements	I
Note To Learners	V
Testimonial	VII
I. Self-Awareness	1
II. Values	17
III. Goal Setting	29
IV. Communication	39
V. Decision Making	49
VI. Stress Management	59
VII. Sexuality	69
VIII. HIV and AIDS: Facts, Myths, and Prevention	77
IX. Risk Reduction	89
X. Benefits of Relationships	101
XI. Dilemmas	109
XII. Social Responsibility	117
XIII. Healthy Living	125

ACKNOWLEDGEMENTS

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

Lydia Seeletso	BOTUSA
Gibson Sinkamba	BOTUSA
Naomi Mnthali	Curriculum Development & Evaluation
Nontobeko S. Tau	Curriculum Development & Evaluation
Scott Pulizzi	Education Development Center, Inc.

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.

TASK TEAM MEMBERS

NAME	DEPARTMENT/SCHOOL
Keturah Sebina	Division of Special Education
Yvonne Mohammed	Division of Special Education
Oikameng Kelaeng	Secondary Department
Sinah Mogobye	Primary Department
Lily Chipazi	Guidance & Counselling Division
Hilda Mokgolodi	Guidance & Counselling Division
Joseph Mokibelo	Tlokweng Education Centre
Shale T. Beleme	Molepolole Education Centre
Lesego F. Mokgwathise	Molepolole College of Education
Mmaphefo Setabo	Tlokweng College of Education
Gladys Pitso	Shashe River School

NAME	DEPARTMENT/SCHOOL
Bonolo Makosha	Maun Senior Secondary
Lesego Dimbungu	Madiba Senior Secondary
Wame Mphafe	Molefi Senior Secondary School
Andrew Modisagaarekwe	Matsha College
Mfolo Mfolo	Maikano Junior Secondary
Mpho Koontse	Pelaelo Junior Secondary
Chris Maramba	Mannathoko Junior Secondary
Onnetse Sehube	Kutlwano Junior Secondary
Constance D. Baipanye	Ntebogang Junior Secondary
Abia Mabiletsa	Phaphane Primary School
David O. Sento	Kabakae Primary School
Thapelo K. Madikwe	Good Hope Primary School
Phutego Lebala	Tsamaya Primary School
Gabanyalwe S. Mokopanele	Segopotso Primary School
Tlanelo Mosarwe	Tshekedi Primary School
Stella B. Batshaakane	Maiphitlhwane Primary School
Ontlametse Montwedi	Thebe Primary School
Ponatshego Otsisitswe	Galaletsang Primary School

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.

REFERENCE COMMITTEE MEMBERS

NAME	DEPARTMENT
Penelope Moanakwena	Teacher Training & Development
Dikeledi Ramagaga	Teacher Training & Development
Yvonne Mohammed	Special Education Division
Motshwari Mabote	Guidance & Counselling Division
Kefilwe Lekoba	Secondary Education Department
Thembeke Kelepile	Non Formal Education Department
Chawangwa Mudongo	Examinations Research & Testing Division
Neo Dithole	Botswana College of Open & Distance Learning
Nnunu G. Tsheko	University of Botswana
Peter Makhala	Department of Social Welfare
Banshidar Lal Shah	AIDS/STD Unit

Doreen Koobeilwe
Bekure Hawaz

Family Health Division
National AIDS Co-ordinating Agency

Special thanks also 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

Borwa Community Junior Secondary School
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
Tsabong Community Junior Secondary School

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.

NOTE TO LEARNERS

Living, Skills for Life: Botswana's Window of Hope is an activities book designed to help you become the best you can be. Each activity tries to build skills that you will find useful now, and throughout your life. With these skills you can make healthy choices and help to build a better Botswana.

HIV and AIDS is affecting everyone in Botswana. There are many education materials that talk about HIV and AIDS. *Living* is different from most others for two reasons. The first is that this book is specific to the needs of Botswana because it was developed by teachers and learners from all parts of the country. The second is that *Living* focuses on skills, not just information, to care for yourself, your family, and community.

Skills are developed by practice. You can practise skills in each of these activities through role plays and case studies and other methods that ask you to actively participate. Honest and energetic participation from you, and other learners in your class, will make each of the 13 chapters in the book a success.

By the end of this book you will learn to:

- Assess yourself
- Develop and uphold values
- Set and achieve goals
- Communicate better
- Make informed decisions
- Manage stress
- Be aware of your sexuality
- Distinguish between some facts and myths about HIV and AIDS
- Reduce your risk
- Appreciate the benefits of relationships
- Cope with dilemmas, especially because of AIDS
- Be socially responsible
- Live Healthy

This is one book in a series of five that will cover Standard One to Form 5. The characters you will read about appear at all levels, that is, from Lower Primary to Senior Secondary. Therefore, you will have met these characters and you are

continuing to grow with them. The role plays and stories are fictitious, or made up, to show real-life situations but without naming a particular person. The following are the names of the main characters in this book:

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

If you know someone that has one of these names, or someone that is in a similar situation as described in the stories or role plays, it is only a coincidence.

HIV and AIDS has been in Botswana for many years. Experts know more about AIDS education now than ever before. This book brings many of those lessons together to the benefit of young learners today. You are Botswana's Window of Hope.

Living can help you think about and prepare decisions for many situations that you will face in your life. The decision, however, is yours alone.

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



INTRODUCTION

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 people. However, it also helps us realise that people are unique.

Self-awareness helps you develop a positive self-image, and contributes to your self-respect. Knowing your strengths and working to improve your limitations will help you be successful in life.

KEY 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.
- *Right*: An entitlement granted to a person by law, tradition, or nature.
- *Responsibility*: Being answerable to someone, including yourself, for something; a duty; an obligation.

Answer the following questions individually:

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:



2. 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



Remember:

We all have things we like and things we 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.

1. Read Tshepo's Bio-poem below. You will use it as a guide for constructing your own Bio-poem:

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.



2. Construct your own Bio-poem, using the I-statements below. State your likes and dislikes in relation to subjects, co-curricular activities, and personal preferences. (You can use the likes and dislikes you put in your pot in Activity 1.1.)

I like _____

I like _____

I like _____

I also like _____

I dislike _____

I dislike _____

I dislike _____

I *especially dislike* _____



Remember:

While it is helpful to recognise our own likes and dislikes, it's also important to appreciate that others may have different ones. Recognising our similarities and differences helps us get to know one another better. It also allows us to learn from one another and consider different choices.

1. Identify your abilities, strengths and limitations in the spaces below:

a. My abilities (things I can do or perform, such as cooking, singing, maths):

b. My strengths (my strongest abilities, such as maths):

c. My limitations (areas in which I need to improve, such as running):

2. In the tree below:

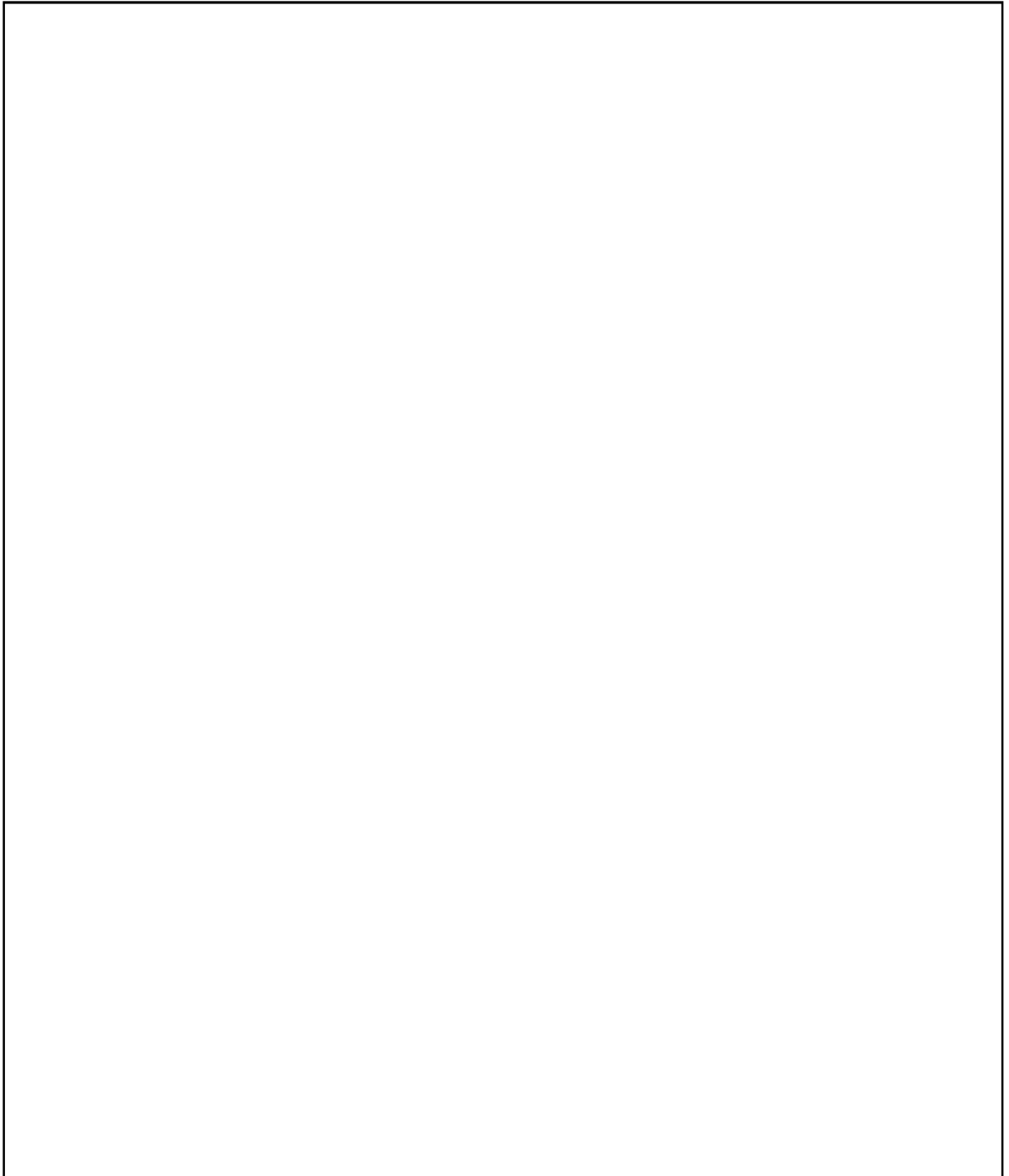
- Write your *abilities* near the stems and branches.
- Write your *strengths* near the roots.
- Write your *limitations* near the leaves.

Limitations

Abilities

Strengths

- b. Write a paragraph explaining how your strengths and abilities can help you be successful in life.

A large, empty rectangular box with a thin black border, intended for a student to write a paragraph explaining how their strengths and abilities can help them be successful in life.

Remember:

We are all unique, with different strengths, abilities, and limitations. Once we have identified these three aspects, we can use our strengths to improve our limitations.

DIFFERENTIATE BETWEEN NEEDS AND WANTS

Complete the table below on Needs and Wants:

- List your personal needs and wants in the appropriate column.
- 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

Remember:

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.

In your group, 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:

Rights	Responsibilities

Follow the instructions below:

- a. Using a flip chart 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.

Remember:

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 a responsibility to take action to protect them.

Read the story below and answer the questions that follow:

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 at her husband's fields.

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



Remember:

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



INTRODUCTION

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.

KEY TERMS

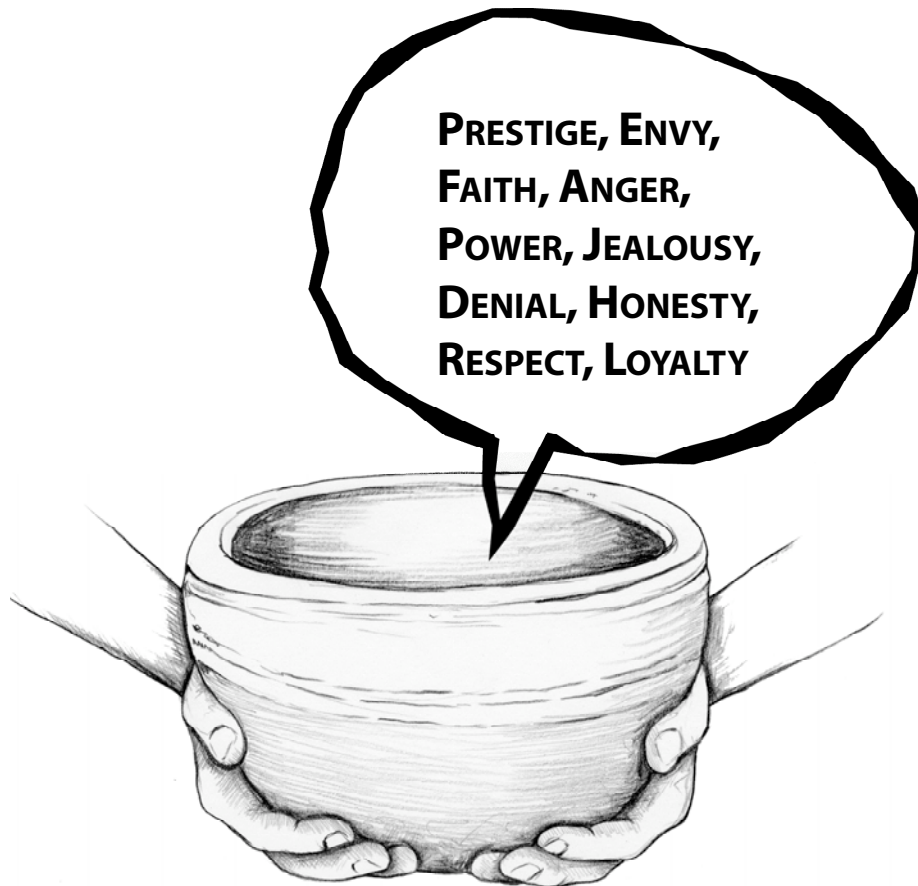
- *Botho*: The concept of being humane. A person with *Botho* is known by the following:
 - ♦ Having a well-rounded character, being well-mannered, courteous, and disciplined, and realising his or her full potential, both as an individual and as part of the community to which he or she belongs
 - ♦ Earning 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)

Follow the instructions below:

- 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:

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

I value _____

I value _____

I value _____

I value _____

I value _____

I value _____

c. In your group, discuss the following questions:

a. How do our values affect our actions? Give some examples.

b. How can positive values, such as loyalty and respect, help individuals avoid negative outcomes, such as HIV infection?

Remember:

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

Read the situation below, role-play the responses and answer the questions that follow:

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.



a. What values were displayed by the following individuals?

MMAONYANA

TEBO

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

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

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

Remember:

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

Read the case study below and answer the questions that follow:

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

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



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

SELF	FAMILY	FRIENDS

Talk with a parent or guardian before the next class to answer the following questions:

a. Why is respect an important aspect of our culture?

b. How can we show respect to:

Ourselves:

Our peers:

Our elders:

c. What do you think should be the consequences for being disrespectful to others?

Be prepared to discuss what you have learned about respect when you return to class.



Remember:

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 principles of *Botho*.

III. Goal Setting



INTRODUCTION

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.

Even if you have goals, life's obligations may conflict with your plans. Coming across these barriers can be demoralising for you, but thought and planning will help you develop strategies that can keep you on track.

KEY 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.

Read the case study below and answer the questions that follow:

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.

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.

a. What was Biki's goal?

b. How did he plan to achieve it?

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

Time:

Money:

Skill:



d. What were his duties?

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

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?

Remember:

We all have ideas about things we want to accomplish in life and the people we want to become. Biki was clear about what he wanted to do; he set a time frame, and he stayed committed to his goals, even during difficult times and setbacks. In the end, he met his obligations and achieved his goals. 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.

Read the case study below and answer the questions that follow:

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.

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.

a. What was Mmaonyana's long-term goal?

b. What were the barriers Mmaonyana faced in reaching this goal, in terms of time, money, and emotions?

Time:

Money:

Emotions:

c. How did she overcome these barriers? Think of friends, family, and specific structures in Mmaonyana's environment.

Friends:

Family:

Specific structures:

d. How would you handle Mmaonyana's situation?

e. What long-term goal do you have?



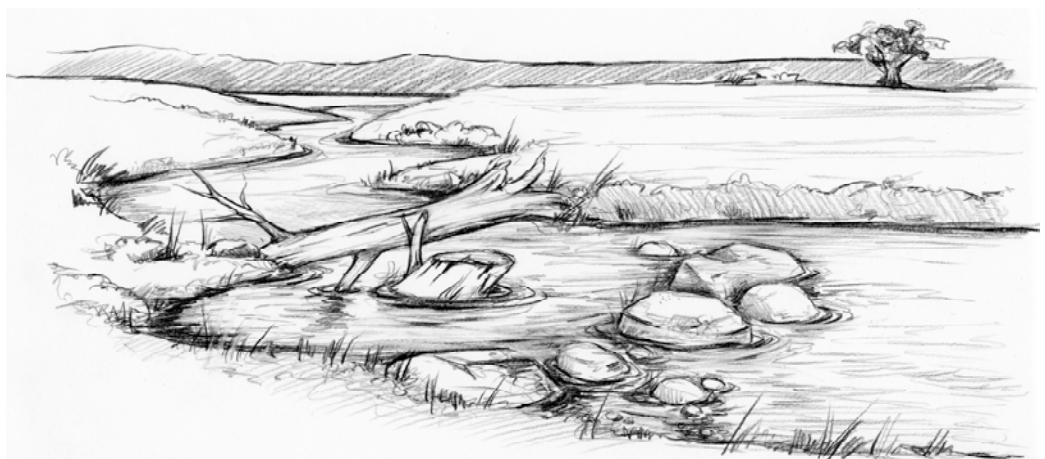
Remember:

Long-term goals allow us to dream of several possibilities that will make our future life exciting. However, because these goals are in the long term, there are more opportunities for barriers to influence our plans negatively. Thought and planning are good ways 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.

Use the diagram below to create your personal plan for achieving your short- and long-term goals:

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. Barriers to your goals
- d. Strategies to overcome these barriers



Remember:

In this activity, you had a chance to think about and plan for your personal goals. 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 will be able to foresee most barriers that are likely to come up, and make sure that we have strategies in place to overcome and manage almost any barrier.

IV. Communication



INTRODUCTION

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. If you communicate 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 the 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.

KEY 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.

Work in pairs to discuss the following questions:

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



WORKSHEET 4.1b**COMMUNICATING FEELINGS, WANTS, AND NEEDS**

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

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

Remember:

Communication involves more than just speaking; it also includes our tone of voice and body language. There are several ways to communicate our feelings, wants, and needs. When we understand and master these techniques, we will be able to make ourselves understood as well as understand others.

Read the story below:

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.

Discuss the following questions with your neighbour or partner and then role-play a, b, and c:

- 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.

Remember:

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 want to defend our interests, we need to be clear and assertive, avoid mixed messages, and remain strong in our position.

Role-play the two scenarios below with your partner, the receiver:

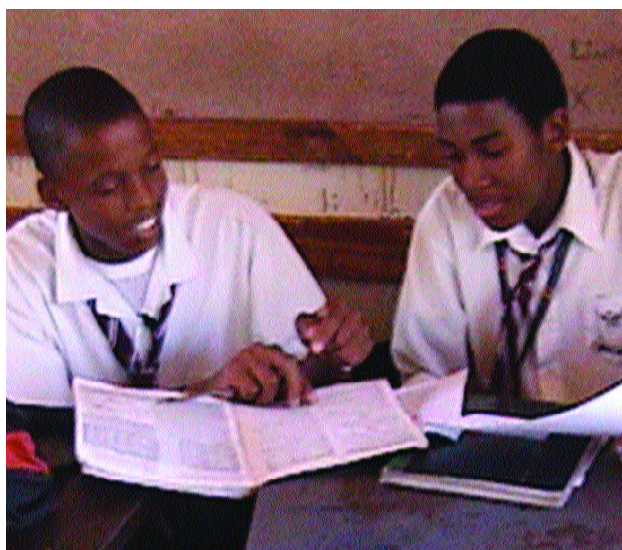
SENDER

Scenario 1—Sender

You are having trouble with your math homework. Your partner 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 to help you.

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 is having a good time joking around. Communicate that you are uncomfortable and want them to stop.



Role-play the two scenarios below with your partner, the sender:

RECEIVER

Scenario 1—Receiver

You sense that your partner is having a problem. Ask your partner what the problem is. Your partner 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—Receiver

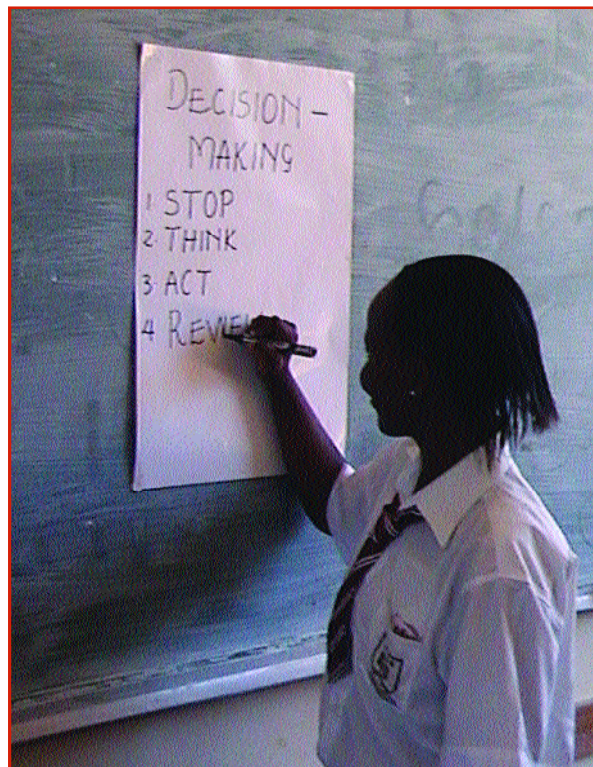
You are at a party with your partner. Everyone seems to be having a good time. Some people at the party are joking around and making fun of others in your class, calling some fat and some ugly. Most of the people at the party are laughing, but you notice that your partner is not laughing any more. Try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



Remember:

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. Looking for these clues will help us be better friends to others.

V. Decision Making



INTRODUCTION

Decision making, which is choosing between multiple alternatives, is a critical skill for young people. It involves defining the decision you will make 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 you make a decision, you should then review it to evaluate its outcome so that you make better decisions in the future.

Decision-making skills enable you to think critically, solve problems actively, and deal with risky situations that may arise in personal and social situations. These skills will also help you make good decisions regarding your education and future career.

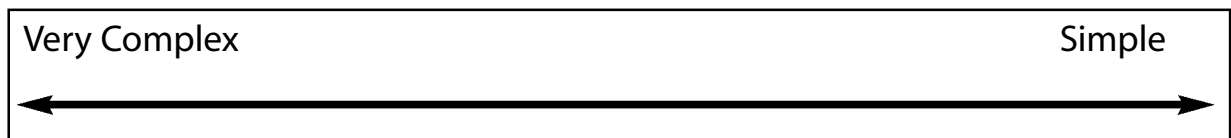
Decision-making skills help you deal with risky situations by identifying different options, weighing the consequences of each, and recognising the internal and external influences on your choices in order to make healthier, more informed decisions. Decision-making skills give you more control over your life as you take responsibility for your decisions.

KEY 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.

In your groups follow the instructions below:

- Write each decision from the board on a separate sheet of manila paper.
- 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.



- Be prepared to present your continuum to the rest of the class.



In your groups discuss each of the steps that are listed below:

The Four Steps for Making Important Decisions**Stop**

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

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?

Act

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

Review

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

In your group read the following situation and answer the questions below:

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.

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.

Option	Positive Consequences	Negative Consequences
1.		
2.		
3.		

- What else may influence your decision?
- Could your decision affect anyone else? Explain.
- 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?

Remember:

We all make decisions every day. 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. Remember the four decision-making steps: Stop, Think, Act, and Review.

In your group, read the introduction to the role play, role-play the conversation between Tshepo and her sister Lorato:

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.

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?

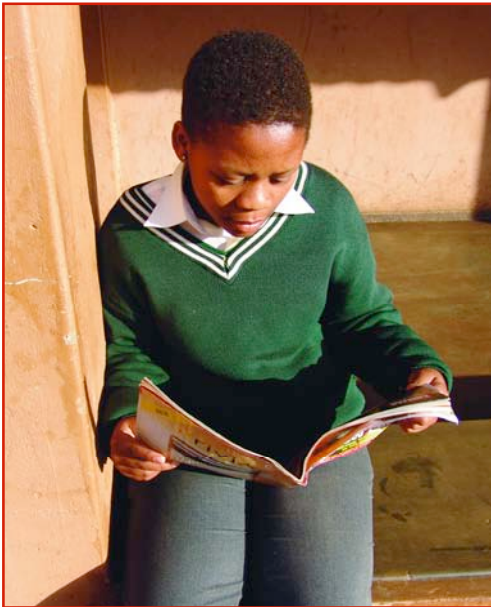
- Respect important values (family, friendship, cultural, religious)?
 - Follow rules and laws?
 - Keep Tshepo and others from risk of serious negative consequences?
- e. What do you think Tshepo should do in this situation? Why?
- f. Create a role play of Tshepo thinking through the decision-making process and choosing her best option, through a conversation with Lorato.



Remember:

Applying the four decision-making steps can help us make healthier decisions in the situations we face. By using a decision-making process, we accept responsibility for our decisions and can take more control over our lives.

VI. Stress Management



INTRODUCTION

Stress is the strain or tension that comes with challenging or difficult situations. People respond differently to the same situation, depending on how they see the situation and how successfully they cope with stressful situations in general. Stress can arise out of both positive and negative 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 you play your best or practise more so that you can perform well. On the other hand, a death in the family and failing your examinations are negative situations that cause stress and can lead to depression and general ill health.

At this stage, you may be experiencing stress resulting from the following situations:

- Making difficult decisions
- Peer pressure
- Being away from home
- Poor grades
- Drug abuse
- Orphan hood
- Unhappy home situations
- Care-giving

Stress management includes a variety of ways to cope with stressful situations in order to minimise their negative impact and keep you healthy and happy.

KEY TERMS

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

Work in pairs to discuss the questions below:

- 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?

Complete the table below:

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

Remember:

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.

In your group, discuss the case study you have been assigned and answer the questions that follow:

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?

- 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 starting. 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?

Answer the following questions:

- 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.

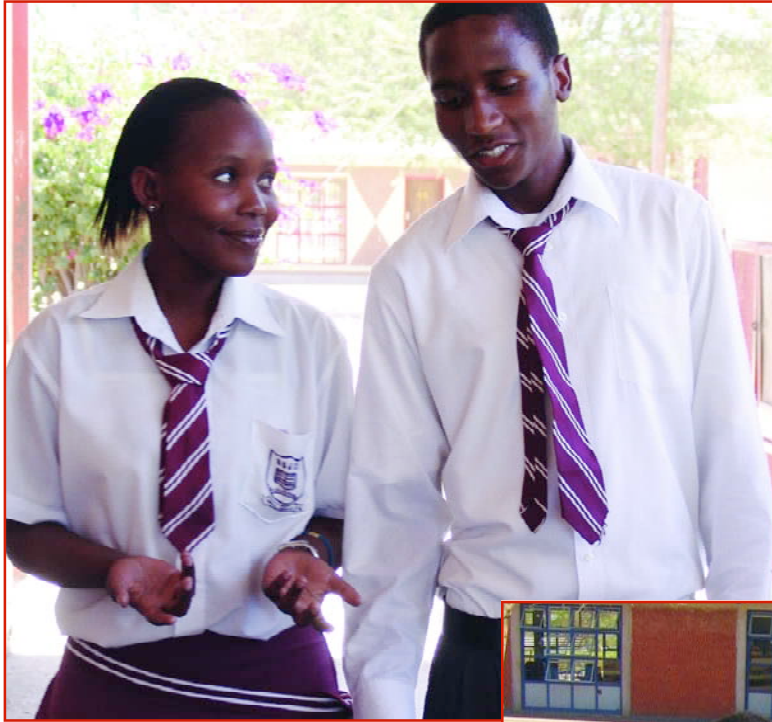
- c. What signs and symptoms show that you are experiencing stress?

- 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?

Remember:

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 situations that are likely to cause us stress, recognise our personal symptoms of stress, avoid unhealthy behaviours that can cause more stress, we can choose healthy strategies that will help us cope.

VII. Sexuality



INTRODUCTION

Adolescence is an intense time of change. You will be experiencing many different changes such as, physical, emotional, intellectual, and social. All of these changes will be happening at once. During this time, your body changes in size and shape. 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 boys will have voices that are higher than others.

Adolescence is also a time when you develop feelings for others, and other people might develop feelings for you. At this level, though you are still relatively young, you may look mature, which makes you susceptible to sexual advances. Understanding what you are going through will help you not get taken advantage of.

This period can be particularly unsettling. It is easy to become more concerned about your body and how you look and start criticising yourself unnecessarily. But all of these changes are a normal part of growth, and you need to understand and accept the changes that are taking place in order to feel comfortable and confident.

KEY 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.
- *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. Rape involves a perpetrator and a victim. It can happen to both boys and girls. 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. Victims are encouraged to report a rape in time to allow legal and medical intervention.

POINTS TO KEEP IN MIND

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 parents' life completely, as they 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.

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. It is important for us to find ways of living with everyone regardless of who they are because this is part of being a compassionate, just, and caring nation.

In your group, answer the following questions:

- 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?

Remember:

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.

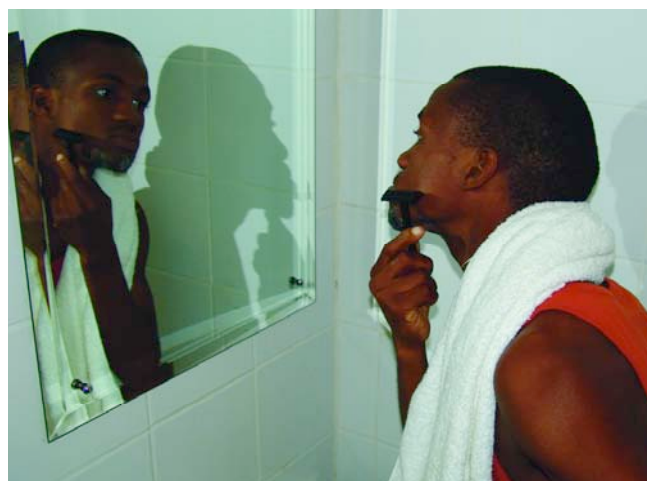
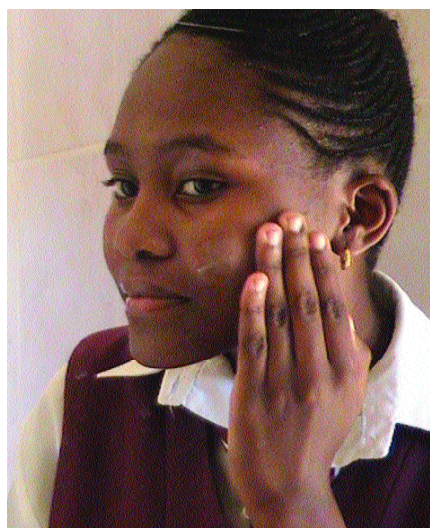
In your group, do the following:

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 ...



Remember:

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

Read the case study below and then answer questions a–c:

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 she 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. Mosetsana felt uncomfortable with his touches. She 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?

- 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?

After your class discussion, answer questions d–f:

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?



Remember:

Sexual, emotional, and physical abuse are destructive to a person's sense of worth. Abuse harms not only a person's health, but also that person's spirit. By being aware of our own concerns regarding abuse and the behaviours that lead to abuse, such as bad touches, we are better able to protect ourselves.

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



HIV AND AIDS: FACTS, MYTHS, AND PREVENTION

INTRODUCTION

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 may confuse you and block factual information from reaching you. Several myths about HIV and AIDS have become well-known, such as “AIDS is widowhood (*boswagadi*)”. Because you are likely to receive a great deal of false information, you must learn to distinguish between facts and myths related to HIV, AIDS, and other STIs.

You need to know the truth about HIV and AIDS. It is particularly important for you to know the facts and differentiate them from myths before you become sexually active, as this will help you make healthy choices and prevent you from becoming infected with HIV. In particular, you must understand the modes of transmitting HIV and other STIs, especially the danger of using unsterilised sharp instruments, e.g., body-piercing instruments and razors, and of having unprotected sex.

KEY 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.

Read each statement below and mark it as a fact or a myth:

No.	Statement	Fact	Myth
1.	AIDS is caused by a virus called HIV.		
2.	There is a vaccine to prevent people from getting HIV.		
3.	AIDS is caused by a virus that destroys the immune system so that resistance is lowered.		
4.	There is a cure for AIDS.		
5.	You can be tested to find out if you are infected with HIV.		
6.	People can carry HIV and pass it on without knowing they have it.		
7.	Everyone who has HIV gets AIDS within three years.		
8.	Common symptoms of AIDS are tiredness, weight loss, fevers, and sweating.		
9.	People with AIDS often suffer from pneumonia, tuberculosis, cancer, or AIDS-related mental illnesses.		
10.	HIV cannot survive for long outside the human body.		
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.		
12.	HIV is passed from one infected person to another through blood or other body fluids (particularly semen or vaginal fluid).		
13.	It is very easy to be infected with HIV just through casual contact with an infected person.		
14.	Drug users who inject their drugs can pass on HIV by sharing needles.		
15.	People are at high risk of being infected with HIV from an infected partner if they are having unprotected sexual intercourse.		
16.	People are at lower risk of being infected with HIV from an infected partner if they are having intercourse using a condom.		

No.	Statement	Fact	Myth
17.	People are at high risk of being infected with HIV if they kiss an infected person.		
18.	People are at high risk of being infected with HIV if they touch and stroke an infected person.		
19.	Only men can get infected with HIV.		
20.	Pregnant women who have HIV can pass it on to their babies.		
21.	A person with multiple sexual partners has a higher risk of contracting HIV or another STI than a person with only one partner.		
22.	Abstaining from sex is one of the best ways of avoiding HIV infection.		
23.	Abstinence generally refers to not having sex at all.		



WORKSHEET 8.1b FACTS AND MYTHS

In your group, discuss the following questions:

- a. What are the main ways of transmitting HIV?

- b. What are the best ways to avoid each way that you've identified?



Remember:

Knowing the factual information helps you separate facts from myths, and this is one of the most important ways to protect yourself, your health, and your life. Information on HIV, AIDS, and STIs is being updated all the time, and it is our responsibility to ensure that we get the correct information. When in doubt, we should ask our teachers or a health worker.

WORKSHEET 8.2a COUNSELLING AND TESTING

WORKSHEET 8.2a COUNSELLING AND TESTING

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?

f. How is testing done?

g. What are the advantages of voluntary counselling and testing?



Write a Bio-poem on how you are going 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 _____.

Remember:

It is our duty as responsible citizens to stop ourselves from spreading infection. We can also encourage others to know their HIV status. Knowing one's status and taking the advice of the counsellor can help one live longer. 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 counselling and testing at no cost.

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?

Remember:

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



INTRODUCTION

Risk reduction refers to activities or behaviours that allow you 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 you to use some of your other life skills, such as decision making and communication.

Because adolescence is typically a time of discovery, it is particularly important that you understand that taking risks exposes you to harm. Although taking a risk may sometimes be necessary, for instance, to help someone in danger and how you conduct your everyday life generally determines how often you are exposed to harm. Risky behaviours can compromise your health and well-being.

KEY 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.

In your group, role-play the situation below and then answer the questions that follow:

Role Play: Kedisaletse and Her Friends

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

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

(Kedisaletse 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?



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

Remember:

Risky behaviours are often tempting. Sometimes we do something risky just for fun. Sometimes we might be tempted by money, our peers, popularity, or recognition. However, when we are offered money in return for sex, we should know that the person offering the money does not care about our feelings, our health, or even the person's own health. Therefore, the chances of getting infected with HIV are very high.

As appealing as a risky behaviour might seem, we should remember that things like money and status are only short-term rewards, whereas health is a long-term benefit. It is up to each of us to determine if the risk we face is worth the reward.

Answer the following questions:

- 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?

In your group, do the following:

- 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.

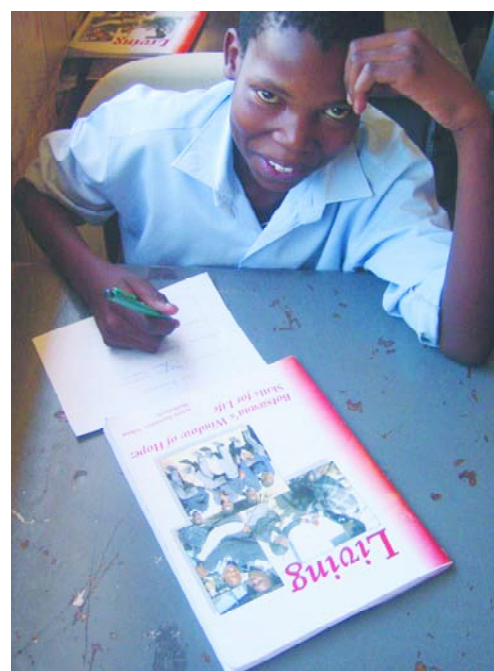
Remember:

Alcohol and other drug use can do harm to our bodies. One of the major risks of substance use is exposure to HIV infection because when we are under the influence, we have poor judgement and poor communication skills. Assessing situations and avoiding risks are both key to staying healthy.

Fill in the table below:

Behaviour 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)		

Behaviour or Situation	Ways This Can Be a Risk	My Personal Plan to Avoid This Risk
Whom you associate with (e.g., gangs)		
Caring for a bleeding accident victim		
Caring for a sick family member		



Remember:

Our ability to cope with risky situations will be strengthened if we practise positive, respectful relationships with people of the opposite sex, apply ways to avoid risky behaviour, and anticipate situations that could put us at risk. In the earlier chapters, we learned how to make informed decisions and how to communicate effectively. These skills will also help us cope with risky situations.

X. Benefits of Relationships



INTRODUCTION

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. As a young person, you are developing patterns of behaviour in relationships that will last into your future, and it is very important that you learn to value fidelity and commitment in a relationship that is characterised by trust. Reducing your risk of contracting HIV and other STIs depends heavily on your 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.

KEY 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.

WORKSHEET 10.1 COMMITMENT

In your group, read the following story:

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.

Write your own responses to questions (a) and (b) on the worksheet, based on the story, and then discuss your response to the third question with your group:

- 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?



Remember:

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.

WORKSHEET 10.2a ASPECTS OF COMMITMENT

Write your responses to the following questions:

- 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?



WORKSHEET 10.2b ASPECTS OF COMMITMENT

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:

- What are some things you will do to help make your goal of a committed, monogamous relationship come true?
- What are some things you will make sure NOT to do?
- How can you and your friends help one another reach this goal?



Remember:

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



INTRODUCTION

A dilemma is a situation that requires a choice between two unappealing alternatives. For example, if a friend asks to borrow your homework, you must choose between (1) helping your friend cheat and (2) refusing and having that friend get angry. Another example is wanting to get tested for HIV but having to get your parents' or guardians' consent; the dilemma is whether to risk your parents' or guardians' anger by getting the test or to not get the test and remain ignorant about your status. 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. You must be aware of the dilemmas you may face as a result of HIV and AIDS in the following areas:

- **Going on a date**
- **Peer pressure**
- **Voluntary counselling and testing for HIV**
- **Getting treatment for STIs**
- **Communication with adults**
- **Family instability**

There are no easy solutions to dealing with dilemmas. However, if you are assertive, use good decision-making skills, and have positive self-esteem, you will be able to deal with most dilemmas. You should also feel free to seek professional help and talk to people you trust, like friends and relatives, to face dilemmas in a healthy and constructive way.

KEY 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.

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

TOPICS	DILEMMAS
TREATMENT FOR AN STI	
DATING	
TEENAGE PREGNANCY	
VOLUNTARY TESTING FOR HIV	
COMMUNICATION WITH ADULTS	
ORPHAN HOOD	
BEING CARE-GIVERS	
POVERTY	

WORKSHEET 11.1b**IDENTIFYING DILEMMAS AND COPING STRATEGIES**

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:

TOPICS	DILEMMAS	STRATEGIES FOR COPING
GETTING TREATMENT FOR AN STI		
DATING		
TEENAGE PREGNANCY		
VOLUNTARY TESTING FOR HIV		
COMMUNICATION WITH ADULTS		
ORPHAN HOOD		
BEING CARE-GIVERS		
POVERTY		

WORKSHEET 11.1c IDENTIFYING DILEMMAS AND COPING STRATEGIES

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:

TOPICS	DILEMMAS	STRATEGIES FOR COPING
TREATMENT FOR AN STI		
DATING		
TEENAGE PREGNANCY		
VOLUNTARY TESTING FOR HIV		
COMMUNICATION WITH ADULTS		
ORPHAN HOOD		
BEING CARE-GIVERS		
POVERTY		



Remember:

HIV and AIDS bring complications to our lives, such as orphan hood and 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



INTRODUCTION

Each member of your 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, your actions affect all others in the community.

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

To maintain the health and peace of your community, you must behave in a way that promotes and protects your community's shared values. This is what in Botswana is referred to as "*Botho*" or our social responsibility, and the basis for behaviour and actions that affect your family and community.

KEY 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)

In your group, complete the statements below and answer the questions that follow:

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



- a. Why does our culture consider these normal practices?
- b. What would happen if we did not act in ways considered good by our community?
- c. How do these social norms influence our daily lives?



Remember:

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.

In your group, create a role play for one of the following situations:

- 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

You will perform this role play for the class.

Discuss the following questions with your class.

- a. What responsibility do we each have as individuals to uphold *Botho*?
- b. What should we do when others are not demonstrating *Botho*?



Remember:

Our families and communities are made up of individuals who share common norms and values. *Botho* is one value that ties us together as Batswana. The strength of our families, communities, and country depends on our ability to uphold *Botho* individually and to promote *Botho* among others. That is our social responsibility.

In your group, think about and discuss the following ideas for actions you can take, both individually and with others, to apply the principles of *Botho* to those infected with and affected by HIV and AIDS:

- a. Identify an orphanage or home-based care unit in your community.
- b. List the needs that you think this facility has.
- c. Discuss some potential projects you could do to meet each of these needs.

Be prepared to share what you've discussed with the class.



Remember:

We each have a role in helping people in need. Our culture has always held the value of helping others to make our community and country a just and caring nation. We discussed many things that you yourselves 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



INTRODUCTION

Healthy living is practicing 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 you to recognise that each day you are faced with choices that can influence your health in a wide range of ways and that you can develop practices to help you stay healthy every day.

KEY 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.

In your pair, fill out the chart below, listing different behaviours from the ones the class brainstormed:

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

Remember:

There are a lot of ways that we can keep healthy. Healthy living requires making a daily choice between practices that can keep us healthy and those that can be dangerous. We now have a basis for making our own decisions about healthy living.

In your group, do the following:

- a. Consider what you discussed in Activity 13.1, and review some ways to practice 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.



Remember:

Just having the 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.

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:

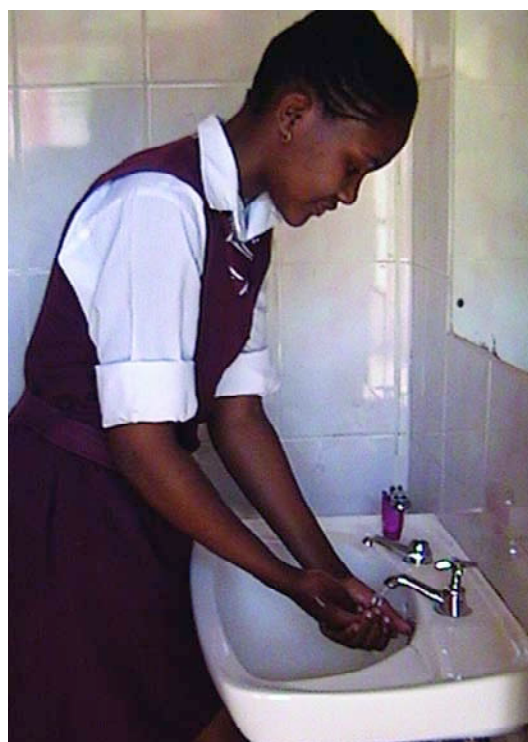
Nutrition: I will ... eat fresh fruit every day.

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

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

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 ...

Be prepared to share your plan with the class.



Remember:

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 or a pledge for healthy living will help us meet this commitment.



Department of Curriculum
Development and Evaluation
Ministry of Education
Private Bag 501
Gaborone, Botswana



The BOTUSA Project
PO Box 90
Gaborone, Botswana



World Health Organisation
PO Box 1355
Gaborone, Botswana



Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458-1060 USA