



# *Living*



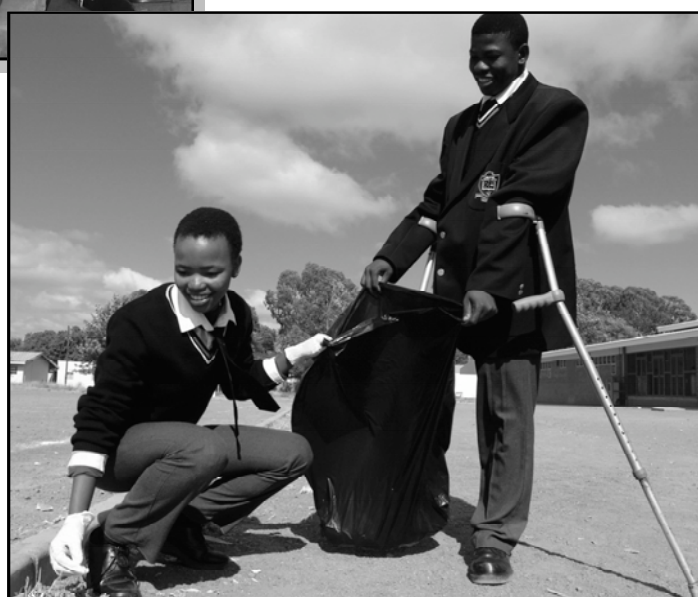
## *Skills for Life: Botswana's Window of Hope*

*Senior Secondary School  
Teacher's Guide*





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## Senior 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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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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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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## **SCHOOLS INVOLVED IN THE NEEDS ASSESSMENT AND PILOT PROCESS**

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# FOREWORD

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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.

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# INTRODUCTION

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The materials in this package are designed to support the Ministry of Education's Senior Secondary Curriculum Blueprint. 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 latest 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. *Stress Management*

- 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 4 and 5 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 earlier activities with Form 4 and the later ones with Form 5. 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 will have met these characters and will continue to 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
Kedisaletse	Tanyala

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 the senior 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 SENIOR SECONDARY SYLLABUS SUBJECTS**

### **SELF-AWARENESS**

Activities in this chapter may be used to teach Guidance and Counselling Module on Personal Guidance. These activities may also be used to teach Setswana and English Awareness of one's self therefore some activities, especially the Bio-poems may be used to teach such topics.

### **VALUES**

Activities in this chapter may be used to teach Setswana and English Awareness of one's self. 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 English and Setswana topics on Composition. 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 Guidance and counselling lessons on Personal guidance module.

### **SEXUALITY**

Activities in this chapter may be used to teach Single and Double Science Award; Biology and Pure Biology for the topic Sexual reproduction in mammals. These activities may also be used to teach Home Management topic on Population and Parenting. 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 Home Management topic on Population and Parenting and Food and Nutrition for the topic Planning meals. These activities may also be used to teach Single and Double Science Award; Biology and Pure Biology for the topics Sexual reproduction in mammals, HIV/AIDS and Transport and circulation. The Development Studies topics on Women in development, Population and Health may also use some of these activities. Activities may also be used to teach Geography topic on HIV/AIDS in Botswana. Social studies lessons may also use these activities when teaching the Module Society and Culture for the topic Family. Some of the activities may be used to teach Business studies topic on Productivity. 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 Single and Double Science Award; Biology for the topic The use and abuse of drugs. These activities may also be used to teach Biology for the topic Transport and circulation. Design and Technology may also use these activities to teach the topics Safety precautions and First aid.

## **BENEFITS OF RELATIONSHIPS**

Activities in this chapter may be used to teach Guidance and counselling Personal and social guidance. These activities may also use these activities to address

## **DILEMMAS**

Activities in this chapter may be used to teach Personal and Social guidance during Guidance and counselling lessons. These activities may also be used to teach problem solving in Art and Design as well as Design and Technology.

## **SOCIAL RESPONSIBILITY**

Activities in this chapter may be used to teach Home Management topic on Waste management and Home-based Care. These activities may also be used to teach Agriculture topic Use of Farm chemicals. Some of the activities may be used to teach Business studies topic on The Business and the environment. Guidance and Counselling lessons may also use these activities to address Social guidance.

## **HEALTHY LIVING**

Activities in this chapter may be used to teach Single and Double Science Award; Biology and Pure Biology for the topics Nutrition and The use and abuse of drugs. These activities may also be used to teach Food and Nutrition for the topic Diet and Health. Agriculture may also use these activities to teach some objectives that deal with the importance of fruits and vegetables.

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

*Activities on developing a plan or pledge may be used to teach objectives that deal with Themes and Concepts or Project Work in Art and Design, Business studies and Design and Technology.*

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

# TESTIMONIAL

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## 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 there are rights and responsibilities that are common to all of us, as a people. Self-awareness helps us develop a positive self-image, which leads to self-respect. Being aware of ourselves and others helps us appreciate the fact that people are different and helps us not be judgemental of others based on what they are able or not able to do.

At Senior Secondary level, learners are thinking of their future. Though they are still dependent on other people, they are also trying to show that they are adult enough to think for themselves. It is therefore especially important that they know their strengths and limitations as well as their rights and responsibilities in society.

In this chapter, learners become aware of different aspects of themselves, learn to differentiate between and prioritise their needs and wants, identify healthy ways to meet important needs, identify their rights and responsibilities, and learn how to defend their rights if needed.

**Purpose**

To help learners know who they are in order to make informed decisions about their own well-being.

**Learning Objectives**

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

***Learners will:***

- Describe aspects of themselves
- Express and explain the uniqueness of who they are
- Explain the difference between needs and wants
- Identify their personal needs and wants
- Prioritise their needs and wants
- Identify healthy and appropriate ways to meet important needs
- Understand the importance of appraising their own abilities and strengths
- Identify their rights and responsibilities
- Describe ways to safely defend their rights

## Definition of Terms

- *Need*: Essential; a requirement for life.
- *Want*: Something one would like to have but can do without; a desire.
- *Prioritise*: To rank in order of importance.
- *Appropriate*: Suitable, acceptable, and practical.
- *Right*: Something one is entitled to that is protected by law.
- *Responsibility*: An obligation to perform specific duties.
- *Violation*: An instance in which one's rights or responsibilities are not upheld.
- *African Charter on the Rights and Welfare of the Child*: An official document (from the Organization of African Unity) that defines children's rights and responsibilities.

## Points to Keep in Mind

Prior to Activity 1.5, you will need to obtain copies of the African Charter on the Rights and Welfare of the Child and the Botswana Children's Act. Review them before this session so that you are 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. You should also identify some resources that are available to children and families regarding violations of children's rights, in order to help any learners whose rights are being violated.

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Individual work</li><li>• Pair work</li><li>• Presentation</li><li>• Class discussion</li><li>• Story telling</li><li>• Guided learning</li><li>• Group work</li><li>• Brainstorming</li><li>• Role playing</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pens or Pencils</li><li>✓ Paper</li><li>✓ Manila paper</li><li>✓ Markers</li><li>✓ Copy of the African Charter on the Rights and Welfare of the Child</li><li>✓ Copy of the Botswana Children's Act</li></ul>	Three activities at 40 minutes each; two activities at 80 minutes each (over two lessons)

# Activity 1.1

## Self-Understanding

### Learning Objectives

*Learners will:*

- Describe aspects of themselves
- Express and explain the uniqueness of who they are

### Methods

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

### Points to Keep in Mind

The Johari Window was developed by two American psychologists, Joe Luft and Harry Ingram (the name “Johari” comes from their names, Joe and Harry). This diagram is useful for showing us what we know and what we do not know about ourselves.

In this activity, learners are asked to write down information that may be secret or private. Explain to learners that they do not have to share any information they consider to be confidential.

### Procedure

1. Introduce the objectives of the activity to the class.
2. Introduce and explain the Johari Window to the class.
3. Ask learners to complete the worksheet, following the directions for working both individually and with a partner (refer to Worksheet 1.1):

### Materials

- Worksheet 1.1
- Pens or Pencils
- Paper
- Manila paper
- Markers

### Time

40 minutes

a. Study the Johari Window below:

**The Johari Window**

1. What you know about yourself that is known to others ( <i>for example, your name, age, family, school results, behaviour</i> ):	3. What you do not know about yourself that is known to others ( <i>for example, how others think of you and what they think of your abilities, your weaknesses, your behaviour, your reliability</i> ):
2. What you know about yourself that is unknown to others ( <i>for example, your private life; your feelings, aims, and fantasies; secret parts of your life</i> ):	4. What you do not know about yourself that is unknown to others ( <i>for example, your future, the things you can do but have not yet done, your career, your opportunities, your health, your luck</i> ):

b. Draw the windowpanes on manila paper, leaving space for your answers.

c. Fill out Windowpanes #1 and 2 individually.

1.

2.

d. Work with a partner to fill out Windowpane #3.

3.

e. Fill out Windowpane #4 individually, visualising and describing what you would like your future life to be.

4.

4. Ask volunteers to present one of their windowpanes. Highlight the uniqueness of each presenter.
5. End the activity by asking the class how knowing themselves can better help them in the future, and discussing their responses.

**Conclude by saying:**

- Knowing yourself well can help you set clearer, more realistic goals and make better and healthier decisions.
- Sharing feedback with others helps us become better people because it gives us an opportunity to celebrate our strengths and improve our weaknesses.

## Activity 1.2

# Identifying and Prioritising Needs and Wants

### Learning Objectives

Learners will:

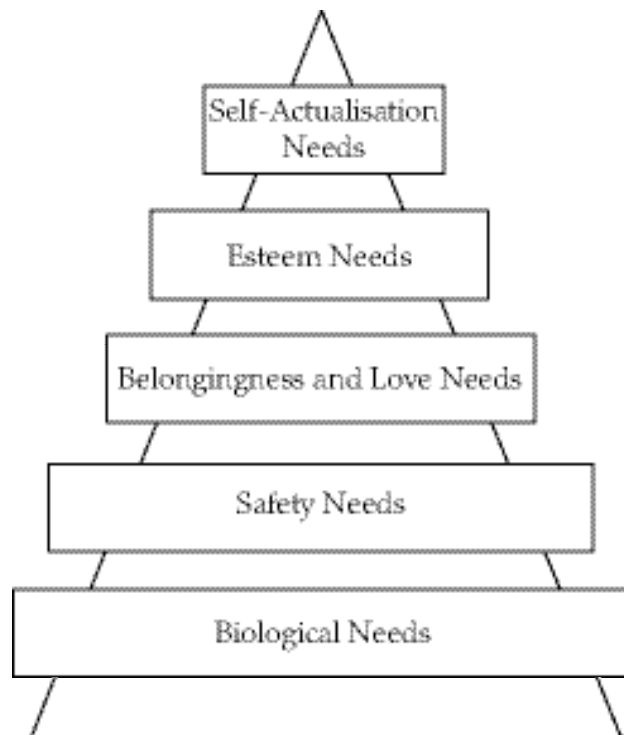
- Explain the difference between needs and wants
- Identify their personal needs and wants
- Prioritise their needs and wants

### Methods

- ❖ Class discussion
- ❖ Individual work
- ❖ Story telling
- ❖ Guided learning

### Points to Keep in Mind

Abraham Maslow's Hierarchy of Needs is a model that describes different orders of 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:



### Materials

- Worksheets 1.2a and 1.2b
- Pens or Pencils
- Paper

### Time

80 minutes (over two lessons)

- *Biological Needs* include food, air, water, shelter, warmth, 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.

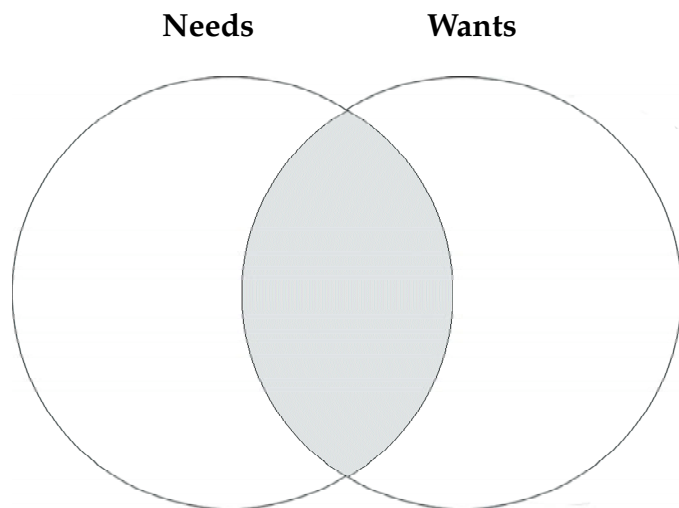
Since Maslow's five-stage model was introduced, others have expanded the model to add new levels of needs, such as Cognitive Needs (knowledge, meaning, self-awareness) and Aesthetic Needs (beauty, balance, form), both of which occur before Self-Actualisation Needs, and Transcendence Needs (helping others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

## Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to distinguish between *needs* and *wants* and to give examples of each.
3. Ask each learner to complete the worksheet (refer to Worksheet 1.2a):
  - a. State the differences between *needs* and *wants*:

b. From the list below, identify which are *needs* and which are *wants*, and fill in the diagram accordingly. The shaded part is for those things that you think are both *Needs* and *Wants*:

food	shelter	sex	cell phone
alcohol	clothes	television	cash
car	companionship	love	identity
education	safety		



- c. Make a list of your own *needs* and *wants*:
- d. Prioritise your list of needs and wants (number them in order of importance).
4. Ask learners to read the story and answer the questions that follow (refer to Worksheet 1.2b):

**Story: Sinah**

Sinah is a 17-year-old Form 4 student whose family is not well off. Her friends are better off, they are always speaking of new phones, fancy trips, and stylish clothes. Sinah recently started a relationship with a 27-year-old man. When he promises her expensive gifts and a two-day trip to Sun City on the condition that she will have unprotected sex with him, Sinah obliges.

**Conclude by saying:**

- a. What do you think Sinah's needs are?
  - b. What do you think Sinah's wants are?
  - c. What are your views about Sinah's decision? Give reasons for your answer.
  - d. In a similar situation, what would you do? Give reasons for your answer.
5. Reconvene the class, and discuss learners' responses.
  6. End the activity by describing Maslow's Hierarchy of Needs. Ask learners how they would rank Sinah's needs according to Maslow's hierarchy.
- It is important to understand the difference between needs and wants.
  - Needs are our basic necessities for life. Our wants have less priority.
  - Only when we have taken care of our most important needs may we work to achieve or fulfil our wants.

## Activity 1.3

### *Meeting One's Needs*

#### Learning Objectives

*Learners will:*

- Identify healthy and appropriate ways to meet important needs

#### Methods

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

#### Procedure

1. Introduce the objective of the activity to the class.
2. Describe four different categories of need: Health, Education, Belonging, and Clothing. Give an appropriate example in each category.
3. Remind the class that it is possible to meet one's immediate needs or wants in ways that are neither healthy nor appropriate, as in the case of Sinah. Divide the class into groups to come up with appropriate ways to meet some of their needs (refer to Worksheet 1.3):

Describe two appropriate ways in which you can meet each of the needs listed below:

- a. Health:
- b. Education:
- c. Belonging:
- d. Appearance:

#### *Materials*

- Worksheet 1.3
- Pens or Pencils
- Paper

#### *Time*

40 minutes

*Note to the teacher:* Suggested answers for Worksheet 1.3 appear below:

- a. **Health:** Regular exercise, balanced diet, abstinence from sexual activity, avoiding drugs, cleanliness
- b. **Education:** Study skills, good study habits, doing one's homework, time management, exam preparation, respect for school property (no vandalism)
- c. **Belonging:** Love, friendship, loyalty, good interaction with others, respect, good communication skills

**Conclude by saying:**

- d. **Clothing:** Taking care of one's clothes, buying clothes when needed, washing and ironing, showing respect for one's appearance
  4. Reconvene the class and ask volunteers to share their responses. Fully explore the implications of each response to make sure that it is healthy and appropriate.
  5. End the activity by having learners add to or modify their notes based on the other learners' responses.
- When making decisions on how to meet our needs, we should think of ways that will not affect our health negatively.
  - It might be tempting to find shortcuts or "easy" ways to meet our needs, such as having sex for money or stealing what we want, but this is likely to hurt us in the long run.

# Activity 1.4

## Appraising Oneself

### Learning Objectives

Learners will:

- Understand the importance of appraising their own abilities and strengths

### Methods

- ❖ Guided learning
- ❖ Pair work
- ❖ Story telling
- ❖ Class discussion

### Points to Keep in Mind

Glody Dube is a famous Botswana athlete. In the story "Nxau's Decision", Nxau's dorm mate teases him by saying, "*Hei monna, this is a senior school . . . fa o ka tswelela o itira Glody Dube, re tlile go go tima di party le bojalwa!*" which translates to, "Hey man, this is a senior school . . . if you continue imitating Glody Dube, you will miss out on the parties and booze!"

### Procedure

1. Introduce the objective of the activity to the class.
2. Explain to learners the importance of understanding our individual strengths and weaknesses so that we can improve ourselves. Tell them that this process is called self-appraisal.
3. Ask learners to work in pairs to read the story and answer the questions that follow (refer to Worksheet 1.4):

### Materials

- Worksheet 1.4
- Pens or Pencils
- Paper

### Time

40 minutes

### Story: Nxau's Decision

Nxau is a 17-year-old boy who has had a good record in both academics and sports since primary school. He passed junior secondary with a first class and was admitted to Shashe River School. At Shashe, he excels in class and in athletics, and he is the envy of his friends. One evening, at the hostel, a dorm mate teases him by saying, "*Hei monna, this is a senior school . . . ha o ka tswelela o itira Glody Dube, re tlile go go tima diparty le bojalwa!*" (Hey man! . . . If you continue acting like Glody Dube, we will

enjoy beer and parties without you!) Nxau has a sleepless night, pondering this issue. He wonders whether he is concentrating too much on his academic work and sports at the expense of his social life. However, he also knows that what he is doing now will help him in the future. Eventually, he decides he is doing the right thing; he wants to excel in school and in athletics, and that is what is important to him. The following year, Nxau is selected to represent Botswana at the Commonwealth Games in London, and he brings home a gold medal! On Prize-Giving Day, he scoops the Best Form 5 and Best Athlete prizes.

- a. How did Nxau make his decision?
  - b. How do you think he feels about his achievements?
  - c. Is Nxau's dorm mate acting like a good friend? Explain.
  - d. What are some things you can excel at?
  - e. To what would you attribute your achievements?
4. Ask volunteers to share some of their answers, and discuss them as a class.
  5. End the activity by reminding the class about the connection between understanding who you are and achieving your goals.
- When we fully understand what is important to us, we can make decisions that support our personal goals.
  - By appraising our interests and abilities, we can choose what is right for ourselves and sacrifice what is less important.
  - It is also important to respect other people's interests and abilities.

**Conclude by saying:**

## Activity 1.5

### *Rights and Responsibilities*

#### Learning Objectives

*Learners will:*

- Identify their rights and responsibilities
- Describe ways to safely defend their rights

#### Methods

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

#### Points to Keep in Mind

Learners should understand that a right is only a right if it is applied responsibly. Be aware of petty issues that learners might bring up as examples of violations of their rights, e.g., staying extra hours for coming late to school.

Learners should also understand that rights are accompanied by responsibilities. (Article 31 of the African Charter on the Rights and Welfare of the Child describes the Responsibility of the Child.)

#### Procedure

##### *Materials*

- Worksheet 1.5
- Pens or Pencils
- Paper
- Copy of the African Charter on the Rights and Welfare of the Child
- Copy of the Botswana Children's Act

##### *Time*

80 minutes (over two lessons)

1. Introduce the objectives of the activity to the class.
2. Ask the class to define "rights" and "responsibilities". Brainstorm different examples of each.
3. Discuss the rights of children as stipulated in the African Charter on the Rights and Welfare of the Child and the Botswana Children's Act.
4. Divide the class into groups to complete the worksheet (refer to Worksheet 1.5):
  - a. What are some rights of children that are stipulated in the African Charter on the Rights and Welfare of the Child and the Botswana Children's Act? Write them in the left-hand column of the table.

Rights	Responsibilities

- b. What are some responsibilities that are associated with each of these rights? Brainstorm some responsibilities with your group, and write them in the right-hand column.

*Note to the teacher:* Possible answers:

Rights	Responsibilities
Right to a name at birth	Respect for oneself
Right to a home	Respect for parents and the environment
Right to an education	Responsibility to study

- c. Think of learners similar in age to you whose rights as children may have been violated. Without naming any names, briefly describe these situations:

*Note to the teacher:* Possible examples of situations in which children's rights have been violated:

- Abandonment of children
- Sexual abuse
- Excessive use of corporal punishment [at home and in school]
- Abusive language
- Denial of child's right to education

**Conclude by saying:**

- d. How can you address these rights that were violated?
  - e. Discuss ways in which you can defend your rights while ensuring that you are able to meet your responsibilities.
5. Ask groups to create a short role play that represents the main points of their discussion.
  6. Ask groups to perform their role plays for the class, and discuss each role play.
  7. End the activity by asking the class what difficulties they might face in defending their rights and how they might overcome these difficulties.
- All human beings are born with rights, which should not be taken away.
  - Each of our rights comes with responsibilities.
  - Knowing our rights empowers us to protect and defend them when they are being violated.
  - We should also remember that our rights exist together with those of others, and we should ensure that our rights do not infringe on the rights of others.
  - We should also stand up for other people to make sure that their rights are not violated.

## *II. Values*





## Background

We all have values, which are personal beliefs we hold that are important to us and that guide our lives. Our values are initially shaped by our parents, but as we get older, more and more of our values are influenced by our religious beliefs, the community, our friends, and the media. Loyalty, respect, and honesty are values that can help us relate positively to our friends, family, and society.

Our values influence our decisions, actions, and goals. Knowing what our values are can help us behave or live in a way that honours them. Knowing our values 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 their personal values; examine the importance of loyalty, honesty, and respect; and demonstrate how to express these values to their family and friends. Learners 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 ways to show respect to their parents or guardians or in dating situations.

## 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.

### *Learners will:*

- Explain what “values” are
- Give examples of personal, family, religious, and cultural values
- Explore where values come from
- Discuss which values are most important to them
- Explain how values can affect decisions and behaviour
- Describe different ways to show loyalty
- Discuss how loyalty influences decisions
- Identify different ways that one can show respect
- Discuss the consequences of disrespect in relation to HIV and AIDS
- Describe the principles of *Botho*
- List instances where they have shown *Botho* to others
- Demonstrate ways of showing *Botho* to others

- Define “dating”
- Describe dating situations that show respect or a lack of respect
- Discuss why respect in dating is important

## 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 the utmost limits.

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

- *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*: The process of getting to know each other better in preparation for marriage.

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

# Activity 2.1

## Personal Values

### Learning Objectives

*Learners will:*

- Explain what “values” are
- Give examples of personal, family, religious, and cultural values
- Explore where values come from
- Discuss which values are most important to them
- Explain how values can affect decisions and behaviour

### Methods

- ❖ Brainstorming
- ❖ Class discussion
- ❖ Individual work
- ❖ Presentation

### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class everything they think of when they hear the word “values”.
3. Lead a class discussion that centres on the following questions:
  - What are some examples of personal, family, religious, and cultural values?
  - What might happen if we did not have values?
  - Which values in particular are most important to you?

### Materials

- Worksheet 2.1
- Pens or Pencils
- Paper

### Time

40 minutes

*Note to the teacher:* If learners have trouble with the first question, here are some examples to get them started:

- Personal: wealth, honesty, respect
- Family: education, commitment
- Religious: prayer, faithfulness
- Cultural: community support, helping others

**Conclude by saying:**

4. Ask learners to each write a short essay on values that addresses the following (refer to Worksheet 2.1):
  - What your values are
  - Where your values came from
  - How personal values can affect one's behaviour
  - How a person can make decisions that go along with his or her personal values
  - How your values have helped you
5. Ask some volunteers to read their essays aloud.
6. End the activity by discussing the essays as a class.
  - Values define our identity.
  - Our values are shaped by our personal, family, religious, and cultural beliefs.
  - Upholding our values encourages us to choose healthy, responsible behaviours.

## Activity 2.2

### Benefits of Loyalty

#### Learning Objectives

*Learners will:*

- Describe different ways to show loyalty
- Discuss how loyalty influences decisions

#### Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Case study
- ❖ Class discussion

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class some examples of and influences on loyalty.
3. Divide learners into groups to read the case study and answer the questions that follow (refer to Worksheet 2.2):

#### Case Study: Three Honest Men

A story is told of two taxi operators and their friend who found a bag full of money, estimated to be 4.2 million Pula. The three men handed over the money to the authorities immediately.

*Reactions from the public:*

- Observer 1: How can anyone in their right mind return such a fortune?
- Observer 2: *Banna ba ba loilwe! Ke jone bolo jo! Ba tla swa e le bahumanegi banta ya tlhogo.* (These men have been bewitched. This is pure witchcraft! These men will die destitute.)
- Observer 3: Look at these stupid men. This is stupidity at its worst. They are driving scrap vehicles, *MOLOLA, DIPARTS!* (ASHES! VEHICLE PARTS!) Why didn't they use the money to buy new combis?

#### Materials

- Worksheet 2.2
- Pens or Pencils
- Paper

#### Time

40 minutes

---

*Bone bare ba ditrain-bus le di double-decker basimolotse jang? Ba ne ba sela madi jaaka bone jaana. (How do they think those who own train buses and double-deckers got started? They also got lucky and picked up some money.)*

Observer 4: God will bless them tenfold. This is surely an act of loyalty, honesty, and courage.

*The three men after exposure to such comments:*

Taxi Operator 1: *Monna*, did you hear what people are saying about us?

Taxi Operator 2: Pal, do not worry. As they say, "*Ai to ja tjo abilila tja yo tjo zha nge nlonga*". (You need not go hunting for your fortune; if it's yours, it will always come your way.) It was not meant for us.

Taxi Operator 1: You are right. You see, I remember from my Sunday school days: Thou shall not steal. Honesty is the best policy. But above all, there is the Golden Rule: Do unto others as you would have them do unto you. Imagine *gore ba ba latlhileng madi a ke lesika la gago. Monna o tla bo a jele mmereko*. (Imagine if those who lost the money were your relatives, the man would have lost his job.) Maybe he or she is taking care of an ailing relative or just got a bank loan to bury some family member.

A trust fund was set up and a ceremony was held to thank and praise the three men. They appeared on national TV and were each given P15,000.00. Loyalty pays in the end, and he who laughs last, laughs longest. This scenario embodies the principles of *Botho*.

- a. How many examples of loyalty do we see in this short story?
- b. What are some ways in which loyalty can be applied in your own life?
- c. Given a chance, which group would you identify with and why?
  - The taxi operators
  - The public observers
4. Reconvene the class and discuss the groups' responses.
5. End the activity by asking learners how their values will influence their future decisions.

**Conclude by saying:**

- Our actions sometimes affect others, such as family and community members.
- It might be easy and convenient to make decisions based on our interests only, without regard to how others are affected.
- Loyalty helps guide our actions so that we consider others and stay focused on what is right for us, regardless of what anyone else may say.

## Activity 2.3

# Different Ways to Show Respect

### Learning Objectives

*Learners will:*

- Identify different ways that one can show respect
- Discuss the consequences of disrespect in relation to HIV and AIDS

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class some examples of different ways to show respect.
3. Ask each learner to read the case study and then answer the questions that follow (refer to Worksheet 2.3):

#### Case Study: Thabo

Thabo comes to school regularly. However, every day she gets home very late and tells her parents that she has been working on her agriculture project at school or that she is involved in a sports activity at school. Her parents are concerned by all these late-night activities and decide to go to the school to see the teacher-counsellor. They visit the institution, and Thabo is summoned to the teacher-counsellor's office. Thabo admits that she is involved with a bus conductor who beats her up whenever she doesn't turn up at his house, and that her peers know of this.

### Materials

- Worksheet 2.3
- Pens or Pencils
- Paper

### Time

40 minutes

- a. What are some examples of disrespect in this scenario?
- b. If you were in Thabo's situation, what would you do?

**Conclude by saying:**

- c. What are some ways that you can show respect to yourself, your family, your partner, and your friends?
4. Discuss learners' responses to the case study and questions.
5. Lead a class discussion on the consequences of showing disrespect with regards to the HIV and AIDS scourge. The discussion should centre on the following points:
  - When you do not respect yourself, other people do not respect you, which leads to abusive relationships, promiscuity, unfaithfulness, and indulgences.
  - When you do not respect others, you put them at risk by disregarding their choices for abstinence, protected sex, and fidelity.
6. End the activity by summarising the key points from the discussion.
  - When we show respect for ourselves, our families, and our community, we are also promoting healthy behaviours that reduce risk of such things as physical abuse and HIV infection.

## Activity 2.4

### Demonstrating Botho

#### Learning Objectives

*Learners will:*

- Describe the principles of *Botho*
- List instances where they have shown *Botho* to others
- Demonstrate ways of showing *Botho* to others

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Introduce the concept of *Botho*, and have learners brainstorm examples of how to demonstrate *Botho*.
3. Divide the class into groups to discuss the following (refer to Worksheet 2.4):
  - Describe what is meant by the principles of *Botho*.
  - List instances where you have shown *Botho* to others.
  - State the importance of the principles of *Botho*.
4. Reconvene the class and ask groups to share their responses. Discuss their responses as a class.
5. Ask learners to return to their groups to prepare a role play demonstrating how to show *Botho* to a person in need.
6. Ask learners to perform their role plays for the class.
7. After each group has performed, discuss the role plays as a class.
8. End the activity by asking learners to identify a community setting and explain how they can exercise *Botho* within that community.

#### Materials

- Worksheet 2.4
- Pens or Pencils
- Paper

#### Time

80 minutes (over two lessons)

**Conclude by saying:**

- *Botho* is central to the values of our society. It encompasses all that is considered good in our society. It is what makes us who we are.
- The Setswana saying “*Molaakosi 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”, stresses the concept of *Botho*.
- To be respected, one has to respect others. It is important to remember the value of *Botho* when we are dealing with other people.

## Activity 2.5

### Respect in Dating

#### Learning Objectives

Learners will:

- Define “dating”
- Describe dating situations that show respect or a lack of respect
- Discuss why respect in dating is important

#### Methods

- ❖ Class discussion
- ❖ Individual work

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on what “dating” is.
3. Ask learners to read the first three situations on the worksheet (refer to Worksheet 2.5):

No.	Situation	Respect	Disrespect
1.	Your boyfriend/girlfriend slaps you in public.		
2.	Your boyfriend/girlfriend walks out on you while you are having dinner.		
3.	A couple has scheduled a movie date for 19:00. At 18:45, the boy calls to say that he is held up with maths revision group and will make it up to her later. The girl calmly accepts and wishes him luck.		

#### Materials

- Worksheet 2.5
- Pens or Pencils
- Paper

#### Time

40 minutes

4. Discuss the situations as a class and decide whether they are situations of “respect” or “disrespect”.
5. Ask learners to individually complete the worksheet (refer to Worksheet 2.5):

Add three more examples of situations where young people do or do not show respect in dating:

4.			
5.			
6.			

**Conclude by saying:**

6. Reconvene the class, and ask some volunteers to share their responses.
  7. Lead a class discussion on why respect is important in dating.
  8. End the activity by asking learners to share examples of ways they can show respect in dating.
- Respect is an important part of any relationship, including dating situations.
  - When each person in a couple demonstrates respect for the other, they are more likely to make thoughtful decisions and act in a way that will keep both partners healthy and happy.



# *III. Goal Setting*





## Background

Goal setting involves identifying the milestones we want to achieve at certain times in life and planning how we will attain them. As we endeavour to achieve our goals, we will experience challenges as well as triumphs. Part of goal setting is identifying possible barriers to achieving our goals and planning ways to overcome these barriers.

Learning how to set and achieve personal goals is an important skill that can help learners throughout their lives. It helps them maintain their focus on where they are going and what they value most in life. Establishing personal goals can help them prioritise the things that are most important to them and get the desired results. At the senior secondary level, learners are preparing to go out into the world and become productive members of society. Goal setting will help them be prepared for the challenges they are likely to meet on the way.

In this chapter, learners identify short- and long-term goals in real-life situations, learn ways to overcome barriers to achieving their goals, and set personal goals of their own.

## Purpose

To help learners understand goal setting and work towards setting and achieving their own goals.

## Learning Objectives

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

### *Learners will:*

- Recognise the difference between short-term and long-term goals
- Identify barriers to goals in a real-life situation
- Describe ways of overcoming barriers in a real-life situation
- Identify their own short- and long-term goals
- Identify barriers to reaching their goals
- Create strategies for achieving their goals
- Give one another suggestions on achieving their goals

## Definition of Terms

- *Goal*: Something you plan to achieve.
- *Short-term goal*: Something you plan to achieve within a short time frame, e.g., by the end of the term or the end of the year.
- *Long-term goal*: Something you plan to achieve over a longer time frame, e.g., by age 20 or age 40. It may be broken down into a series of short-term goals, which may make it easier to reach the bigger goal.

## Points to Keep in Mind

People experience many challenges when trying to achieve their goals, some of which are beyond their control. However, in many 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

Clear, achievable short-term and long-term goals should be “SMART”, i.e.:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

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

## Activity 3.1

### Setting Personal Goals

#### Learning Objectives

*Learners will:*

- Recognise the difference between short-term and long-term goals
- Identify barriers to goals in a real-life situation
- Describe ways of overcoming barriers in a real-life situation
- Identify their own short- and long-term goals

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on what goals are and the difference between short-term and long-term goals, giving examples of each.
3. Ask learners to individually read the story on the worksheet and answer the questions that follow (refer to Worksheet 3.1a):

#### Story: Mmaonyana's Goals

Mmaonyana, who is an orphan, is the eldest in her family. She has two siblings, the younger of whom is HIV positive. Mmaonyana has just completed Form 3 and is admitted to Matshekge Senior School with a first class pass. Her goals in life are to become a doctor and to be able to take care of her siblings. Unfortunately, she does not have adequate time and resources to be an adolescent care-giver as well as a student.

- a. What are Mmaonyana's short- and long-term goals?

Short-term goals:

Long-term goals:

#### Materials

- Worksheets 3.1a and 3.1b
- Pens or Pencils
- Paper

#### Time

40 minutes

- b. What barriers are likely to prevent Mmaonyana from achieving her short- and long-term goals?
- c. What services do you know of that are in place in your community that would help Mmaonyana achieve her goals?
- d. What can Mmaonyana do to make use of these services?
- e. What else can she do to overcome the barriers?

*Note to the teacher:* Possible answers:

- a. Short-term goals: Take care of her sibling who is HIV positive  
Long-term goals: Become a doctor
  - b. Having to be a care-giver, possibly becoming infected with HIV
  - c. Social workers, Tebelopele Voluntary Counselling and Testing Centre
  - d. Take initiative and register with the social workers, counsellors, etc.
  - e. Seek counselling
4. Discuss learners' answers to the questions.
  5. Ask learners to complete the worksheet by listing their own goals (refer to Worksheet 3.1b):

My short- and long-term goals:
Barriers to achieving my goals:
Ways to overcome these barriers:

**Conclude by saying:**

6. End the activity by asking learners to share some of their own short- and long-term goals and other responses from the worksheet.
- Our short- and long-term goals give us a sense of purpose, even in difficult situations.
  - Setting goals help us prioritise our needs, wants, and actions, which also facilitates decision making.
  - Staying focused on our goals can help us work out how to overcome any barriers we face.
  - There are services in the community that can assist us in overcoming some of these barriers. It helps to find out about these services and seek assistance accordingly.

## Activity 3.2

# Accomplishing Personal Goals

### Learning Objectives

*Learners will:*

- Identify their own short- and long-term goals
- Identify barriers to reaching their goals
- Create strategies for achieving their goals
- Give one another suggestions on achieving their goals

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to recall their goals from Activity 3.1 (refer to Worksheet 3.1b).
3. Explain the qualities of clear, achievable short- and long-term goals (refer to Points to Keep in Mind).
4. Ask learners to work individually to complete the worksheet (refer to Worksheet 3.2.):
  - a. Identify two long-term goals:
    - 1.
    - 2.
  - b. Break down these goals into short-term goals that will help you achieve your long-term goals.
  - c. What have you done so far in trying to achieve each of your goals?
  - d. What are the barriers you faced in trying to accomplish each goal?
  - e. How did you address these barriers?
  - f. What are additional things you can do to achieve each of your goals?

### Materials

- Worksheet 3.2
- Pens or Pencils
- Paper

### Time

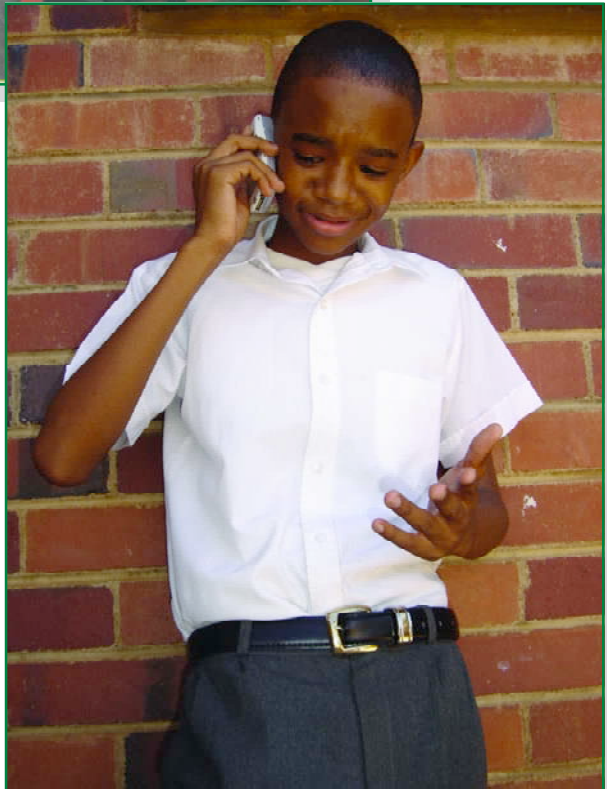
80 minutes (over two lessons)

**Conclude by saying:**

5. Divide learners into small groups to discuss their answers and to give one another positive suggestions with regards to the following:
  - Making their goals more clear and achievable
  - Accomplishing their goals
  - Overcoming barriers to achieving their goals
6. End the activity by reconvening the class, having groups share some of the ideas they came up with, and discussing their suggestions.
  - Goals help us know which direction to take, give us a sense of purpose, and motivate us to act.
  - Sometimes it helps to break down long-term goals into short-term goals that are manageable, realistic, and measurable.
  - Writing down our goals helps us keep track of our progress and setbacks and map a way forward.



# *IV. Communication*





**Background**

Communication is the ability to exchange information and to express needs and wants. It is a skill we use to express ourselves in ways that other people can understand. Good communication requires effective listening, speaking, and writing.

Communication includes both verbal and non-verbal components. Verbal communication is the exchange of words. Technically, “verbal communication” refers to both spoken and written words, though it is generally used as a synonym for oral (spoken) communication. Non-verbal communication reinforces our verbal messages with the use of body language, gestures, and facial expressions.

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, which means being clear, confident, and firm in one’s position, rather than passive, and being respectful rather than aggressive.

Learners need good communication skills in order to build and maintain positive relationships. Effective communicators are able to protect their interests and stay safe. Through good communication, they can reduce feelings of anger, mistrust, or frustration in relationships with their family, friends, teachers, and others. 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 values, set their goals, and developed their decision-making skills.

In this chapter, learners identify possible barriers to effective communication, differentiate between constructive and destructive ways of communicating, and identify coping strategies for dealing with destructive or negative comments. In addition, they learn to distinguish between assertive, aggressive, and passive behaviour, and demonstrate each kind in writing. Finally, they observe and identify non-verbal behaviours that convey messages.

**Purpose**

To examine the role of communication in different aspects of life and practise effective communication in different situations.

**Learning Objectives**

Learners should be able to communicate effectively.

### ***Learners will:***

- Identify possible barriers to effective communication, such as differences in age, culture, and gender
- Identify ways of overcoming barriers to effective communication
- Differentiate between constructive and destructive ways of communicating
- Give examples of constructive and destructive communication
- Understand the importance of constructive communication
- Identify personal comments, such as praise and insults, as constructive or destructive
- Identify coping strategies for dealing with constructive and destructive comments
- Distinguish between assertive, aggressive, and passive behaviour
- Consider the implications of each kind of behaviour
- Write a situation and three responses: one assertive, one aggressive, and one passive
- Demonstrate effective non-verbal communication
- Observe and identify non-verbal behaviours

### **Definition of Terms**

- *Constructive communication:* Positive comments that build the individual, result in a positive self-image, and help the individual become more confident and assertive.
- *Destructive communication:* Negative comments that insult and diminish the other person and may result in angry responses or hurt feelings.
- *Assertive communication:* Communicating one's position in a clear, firm, and confident manner without sending mixed messages. An example of assertive communication is saying no when you mean no.
- *Aggressive communication:* Communicating one's position in a manner that is forceful, pushy, and determined; it is often considered to be rude, and in many cases is not effective.
- *Passive communication:* Communicating one's position in a manner that is lacking in energy, confidence, and clarity of meaning.

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

## Activity 4.1

# Identifying Barriers to Effective Communication

### Learning Objectives

*Learners will:*

- Identify possible barriers to effective communication, such as differences in age, culture, and gender
- Identify ways of overcoming barriers to effective communication

### Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Class discussion

### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class on different ways of communicating and what they think effective and non-effective communication is.
3. Ask each learner to complete the worksheet (refer to Worksheet 4.1):
  - a. How can each of the following be a barrier to good communication?
    - Age difference (*for example, a senior secondary student talking to a grandparent, or a senior secondary student talking to a Standard 3 student*)
    - Difference in status and culture (*for example, a senior secondary student talking to a police officer or a chief*)
    - Difference in gender (*for example, a boy and a girl talking, a boy and an older woman talking, or a girl and an older man talking*)
  - b. What are some ways to overcome each barrier?
4. Ask individuals to share some of their responses.
5. End the activity by synthesising learners' responses on how to overcome barriers to good communication.

### Materials

- Worksheet 4.1
- Pens or Pencils
- Paper

### Time

40 minutes

**Conclude by saying:**

- A number of factors can be barriers to good communication, such as differences in age, status, culture, and gender.
- We need to identify and overcome these potential barriers in order to avoid misunderstandings and hurt feelings.

## Activity 4.2

# *The Importance of Constructive Communication*

### Learning Objectives

*Learners will:*

- Differentiate between constructive and destructive ways of communicating
- Give examples of constructive and destructive communication
- Understand the importance of constructive communication

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall different ways that people communicate as discussed in Activity 4.1.
3. Ask learners to individually complete the worksheet (refer to Worksheet 4.2):
  - a. List all the ways that people communicate with you that you like and find easy to understand. What was the result?
  - b. List all the ways that people communicate with you that you don't like and find hard to understand. What was the result?
4. Lead a class discussion on constructive and destructive communication that centres on learners' responses on Worksheet 4.2.
5. Divide learners into groups and ask them to demonstrate examples of constructive and destructive communication.
6. End the activity by having learners develop a class list of the aspects of constructive and destructive communication.

### *Materials*

- Worksheet 4.2
- Pens or Pencils
- Paper

### *Time*

40 minutes

**Conclude by saying:**

- Constructive communication helps people build and maintain their self-esteem by encouraging them and offering suggestions for improvement.
- People are more likely to understand each other when they practise constructive ways of communicating.

## Activity 4.3

# Dealing with Constructive and Destructive Comments

### Learning Objectives

Learners will:

- Identify personal comments, such as praise and insults, as constructive or destructive
- Identify coping strategies for dealing with constructive and destructive comments

### Methods

- ❖ Class discussion
- ❖ Group work

### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the aspects of constructive and destructive communication that learners identified in Activity 4.2.
3. Lead a class discussion on the first two comments on the worksheet, discussing why they are labelled “constructive” (C) or “destructive” (D), and what other possible responses and actions learners might list (refer to Worksheet 4.3):
  - a. Discuss rows 1 and 2 with your class:

Comments	Type (C or D)	Possible Responses	Possible Actions
1. “Very good essay!”	C	“Thank you very much”.	<ul style="list-style-type: none"> <li>• Continue working hard</li> <li>• Form study groups to sustain your performance</li> </ul>
2. “Letagwa le! O ithuta leng fa o le mo bareng jaana?” “You drunkard! When do you study? You spend all your time in bars.”	D	“You are a teacher at school and not here in the bar.”	<ul style="list-style-type: none"> <li>• Continue drinking</li> <li>• Stop studying</li> <li>• Become more defiant</li> </ul>

### Materials

- Worksheet 4.3
- Pens or Pencils
- Paper

### Time

40 minutes

4. Divide learners into groups to complete the worksheet (refer to Worksheet 4.3):

- b. For rows 3, 5 and 7, come up with ways to respond positively to the comments.
- c. For rows 8 and 9, come up with two comments and some ways to deal with each of them.

Comments	Type (C or D)	Possible Responses	Possible Actions
3. "Letagwa le! O ithuta leng fa o le mo bareng jaana?" ("You drunkard! When do you study? You spend all your time in bars.")	D		
4. "You look good today".	C	"I know. I have a mirror in my house".	<ul style="list-style-type: none"> <li>• Become more vain</li> <li>• Spend more money on your clothes and appearance</li> </ul>
5. "You look good today".	C		
6. "You eat too much! That's why you are so fat!"	D	"Mind your own business! You are not so perfect either!"	<ul style="list-style-type: none"> <li>• Become withdrawn and depressed</li> <li>• Continue overeating</li> </ul>
7. "You eat too much! That's why you are so fat!"	D		
8.			
9.			

**Conclude by saying:**

5. Ask groups to present their responses.
  6. End the activity by leading a discussion on the importance of dealing with destructive comments in a positive way.
- By learning to react in a constructive way to others' comments, whether they are positive or negative, we maintain our self-esteem.
  - We also need to learn to respond to positive comments, such as praise, in a humble and appreciative manner.

## Activity 4.4

# Distinguishing Between Behaviours

### Learning Objectives

*Learners will:*

- Distinguish between assertive, aggressive, and passive behaviour
- Consider the implications of each kind of behaviour
- Write a situation and three responses: one assertive, one aggressive, and one passive

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Explain the difference between assertive, aggressive, and passive communication (refer to Worksheet 4.4a):

Assertive Communication	Aggressive Communication	Passive Communication
<b>You Do:</b> <ul style="list-style-type: none"> <li>• ask for what you want, directly, openly, and appropriately</li> <li>• know that you have rights, and stand up for your rights</li> <li>• ask confidently and without undue anxiety</li> </ul>	<b>You Do:</b> <ul style="list-style-type: none"> <li>• try to get what you want, in any way that works</li> <li>• often behave in a way that causes bad feelings in others</li> <li>• threaten, cajole, manipulate, use sarcasm, and fight</li> </ul>	<b>You Do:</b> <ul style="list-style-type: none"> <li>• hope that you will get what you want</li> <li>• sit on your own feelings</li> <li>• rely on others to intuit or guess what you want</li> </ul>

### Materials

- Worksheets 4.4a and 4.4b
- Pens or Pencils
- Paper

### Time

40 minutes

<p><b>You Don't:</b></p> <ul style="list-style-type: none"> <li>• violate other people's rights</li> <li>• expect other people to magically know what you want</li> <li>• freeze up with anxiety</li> </ul>	<p><b>You Don't:</b></p> <ul style="list-style-type: none"> <li>• respect that other people have a right to get their needs met</li> <li>• look for situations in which you both might be able to get what you want (win-win situations)</li> </ul>	<p><b>You Don't:</b></p> <ul style="list-style-type: none"> <li>• ask for what you want</li> <li>• express your feelings</li> <li>• usually get what you want</li> <li>• upset anyone</li> <li>• get noticed</li> </ul>
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3. Ask learners to individually read and respond to the situations on the worksheet (refer to Worksheet 4.4a):
- Read Situations 1–3 below, and tick the response that you would give:

#### Situation 1

Your boyfriend/girlfriend insists that you should have sex, and you feel you are not ready. You say:

- No. I told you I'm not ready to have sex. Right now, I want to focus on my studies.
- Mh . . . Hei! aa! OK.*
- You stupid fool! How many times should I tell you? Go and look for a prostitute to have sex with.

#### Situation 2

Your friend wants you to lend him your textbook. You would rather not. You say:

- Well, I suppose it's okay.
- You must be crazy! My textbook! No way! Get lost!
- I'm sorry, maybe you can ask the teacher for one. I need mine for an assignment.

### Situation 3

You are at your friend's birthday party. A classmate insists that you try some punch. You know it's alcoholic, and you don't want to. You say:

- a. *Tswa fa!* (Get off!) You think I'm stupid. I don't take alcohol. *O batla go intagisetša.* (You want to make me drunk so that you can take advantage of me later.)
  - b. Bogosi, I'm clear about not taking alcohol. No thanks, a Coke would do just fine.
  - c. *Hei, ke a tshaba! Legale,* let me taste. (I'm scared, but anyway, let me taste.)
4. Discuss the responses learners chose for Situations 1–3. Ask them to label each response as either assertive, aggressive, or passive and to explain why they chose that label (refer to Worksheet 4.4a):

*Note to the teacher:* Suggested answers for Worksheet 4.4a are in italics:

### Situation 1

Your boyfriend/girlfriend insists that you should have sex, and you feel you are not ready. You say:

- a. No. I told you I'm not ready to have sex. Right now, I want to focus on my studies.

*Assertive: You have the right to refuse, and you are very clear about saying NO! You are expressing exactly what you want to say.*

- b. *Mh . . . Hei! aa! OK.*

*Passive: You allow your feelings to be trampled on. You fail to stand up for what you believe in. You probably won't even insist on using condoms.*

- c. You stupid fool! How many times should I tell you? Go and look for a prostitute to have sex with.

*Aggressive: You know what you want (or don't want), but being rude or offensive is not the right way to go about getting it. The other person may even end up beating you.*

### **Situation 2**

Your friend wants you to lend him your textbook. You would rather not. You say:

- a. Well, I suppose it's okay.

*Passive: You will probably feel bad later on. Your friend is being assertive, and you are not.*

- b. You must be crazy! My textbook! No way! Get lost!

*Aggressive: You are refusing by putting your friend down and being offensive.*

- c. I'm sorry, maybe you can ask the teacher for one. I need mine for an assignment.

*Assertive: You are trying to be helpful, but you have your own limits and needs that come first.*

### **Situation 3**

You are at your friend's birthday party. A classmate insists that you try some punch. You know it's alcoholic, and you don't want to. You say:

- a. *Tswa fa!* (Get off!) You think I'm stupid. I don't take alcohol. *O batla go intagisetsa.* (You want to make me drunk so that you can take advantage of me later.)

*Aggressive: You are being rude and offensive.*

- b. Bogosi, I'm clear about not taking alcohol. No thanks, a Coke would do just fine.

*Assertive: You are able to stand your ground without being rude.*

- c. Hei, ke a tshaba! Legale, let me taste. (I'm scared, but anyway, let me taste.)

*Passive: You allow yourself to be pushed into something you are not ready for.*

5. Ask learners to complete the worksheet by creating a fourth situation (refer to Worksheet 4.4b):
- a. Come up with a situation similar to Situations 1–3 above, and list three responses, one that is aggressive, one that is assertive, and one that is passive.

#### **Situation 4**

You say:

Aggressive response:

Assertive response:

Passive response:

6. Ask learners to read their situations and responses to the class, without identifying whether the responses are assertive, passive, or aggressive. (They should mix up the order of their responses when they read them.) Have the other learners decide how to label each response. Discuss any disagreements between the writer and the rest of the class, and try to come to an agreement.
7. End the activity by asking learners to state which type of communication makes them feel most comfortable. How can they improve or maintain their own style of communication?

**Conclude by saying:**

- There is a big difference between being assertive, being aggressive, and being passive.
- It is important to learn to be assertive rather than aggressive or passive.
- When we are assertive, we are more likely to get what we want without disrespecting others, and we usually feel better about ourselves than those who are passive or aggressive do.

## Activity 4.5

# Effective and Non-Verbal Communication

### Learning Objectives

*Learners will:*

- Demonstrate effective non-verbal communication
- Observe and identify non-verbal behaviours

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask five pairs of volunteers to demonstrate the role-play situations below, and assign each pair a scenario to role-play (refer to Worksheet 4.5a):

Below are the situations to role-play. USE NO WORDS, ONLY ACTIONS:

- a. A student trying to console another student
  - b. A teacher scolding a student
  - c. A boy trying to be brave enough to ask a beautiful girl out on a date
  - d. A teacher trying to touch a student in a bad way
  - e. A boy trying to convince a girl that they should have sex, and the girl resisting
3. Ask the rest of the class to observe the role plays and to use the worksheet to take notes on the non-verbal behaviour, such as body language and facial expressions, they observe in each role play (refer to Worksheet 4.5b):

### Materials

- Worksheets 4.5a and 4.5b
- Pens or Pencils
- Paper

### Time

80 minutes (over two lessons)

No.	Situation	Non-Verbal Expressions
a.	Student consoling another student	<ul style="list-style-type: none"> <li>Concerned look on face</li> <li>Hugging or leaning towards the other student</li> </ul>
b.	Teacher scolding a student	<ul style="list-style-type: none"> <li>Angry eyes</li> <li>Shaking hands and pointing finger at student</li> <li>Tense body</li> </ul>
c.		
d.		
e.		

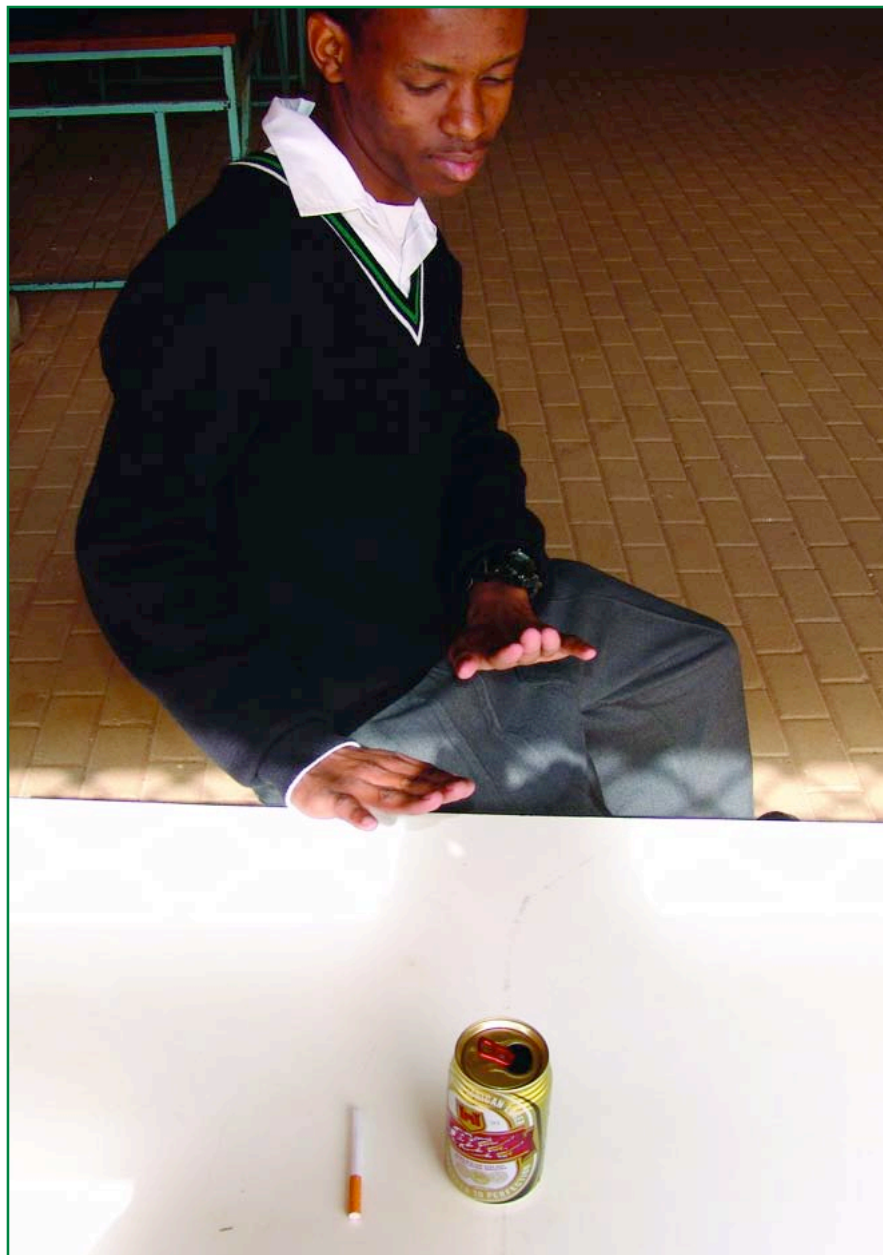
4. Divide learners into groups to come up with two more scenarios to role-play non-verbally, and have them discuss the non-verbal communication used in these role plays.
5. End the activity by asking learners to give examples of the ways they most frequently use non-verbal communication, and discuss how they might improve their non-verbal communication.

**Conclude by saying:**

- Non-verbal communication not only reinforces the message being given verbally, it can also convey messages of its own.
- What we communicate non-verbally should match the verbal message we are giving so that there is no misunderstanding.



# *V. Decision Making*





## Background

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

Decision-making skills enable young people to think critically and to actively solve problems that may arise in personal and social situations. Decision-making skills help learners face risky situations by guiding them to identify different options, weigh the consequences, and recognize the internal and external influences on their choices in order to make more informed decisions.

At this level, learners are making critical decisions regarding their health. These decisions will have an impact on their future careers, their family lives, and all other aspects of their futures. Learning skills for making good decisions and taking responsibility for their choices will give learners more control over their lives.

In this chapter, learners review decisions they have made and the consequences of those decisions and practise identifying possible choices and consequences in real-life situations.

## Purpose

To enable learners to make well-informed decisions and to consider the consequences of any decisions they make.

## Learning Objectives

Learners should be able to make informed decisions.

### *Learners will:*

- Review decisions they have made and the consequences that resulted
- Practice identifying choices and consequences in real-life situations

## Definition of Terms

- *Consequence:* The outcome or result of a choice made.
- *Risky situation:* An event that exposes one to danger.
- *Internal influences:* The factors that come from you as an individual that affect the decisions you make, such as your values, strengths, limitations, likes, dislikes, and past experiences.
- *External influences:* The factors that come from your surroundings, such as your friends, family, community, and resources, that affect the decisions you make.
- *Critical decisions:* Urgent, necessary choices that you must make.

## 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 and a more careful weighing of the different options.

Learners have to make a number of critical decisions at this stage. They must make decisions regarding their health, for example, whether to engage in sexual activity, whether to engage in unprotected sex, whether to experiment with drugs or other substances, and whether to get married early. They may also have to make decisions regarding their future careers.

These are the four steps of decision making as discussed at the junior secondary level:

1. Stop
  - Check out the scene and remind yourself to think before acting.
2. 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 your mind and body?
    - ❖ Respect the people who care about you?
    - ❖ Respect your important values (family, cultural, religious)?
    - ❖ Follow rules and laws?
    - ❖ Keep you and others from risk of serious negative consequences?
3. Act
  - Act on your best option. (What would you say or do?)
4. Review
  - Evaluate the solution and its actual consequences. (Would you do anything differently?)

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Guided learning</li><li>• Individual work</li><li>• Class discussion</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pens or Pencils</li><li>✓ Paper</li></ul>	One activity at 40 minutes; one activity at 80 minutes (over two lessons)

# Activity 5.1

## Decisions and Consequences

### Learning Objectives

*Learners will:*

- Review decisions they have made and the consequences that resulted

### Methods

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

### Procedure

1. Introduce the objective of the activity to the class.
2. Review with the class the decision-making process they learned in junior secondary (refer to Points to Keep in Mind).
3. Ask learners to read the scenario and answer the question below (refer to Worksheet 5.1a):

Your school is running holiday teaching. You are expected to attend these lessons daily because these lessons will not be repeated. However, your parents did not budget money for transport.

- a. What do you think you should do? Use the four decision-making steps (Stop, Think, Act and Review) to come up with a solution (refer to Key Terms if needed).
4. Discuss learners' responses to the scenario.
  5. Ask learners to individually complete the worksheet (refer to Worksheet 5.1b):

Identify at least five decisions you have had to make at one time or another and state the consequences of and lessons learnt from each decision in the table below:

### Materials

- Worksheets 5.1a and 5.1b
- Pens or Pencils
- Paper

### Time

40 minutes

Decision	Consequences (Positive and Negative)	Lessons Learnt
1.	Positive: Negative:	
2.	Positive: Negative:	
3.	Positive: Negative:	
4.	Positive: Negative:	
5.	Positive: Negative:	

6. Ask volunteers to discuss their responses.
7. End the activity by reminding the class of the four decision-making steps: Stop, Think, Act, and Review. Emphasise the fourth step, and remind them that part of becoming good decision-makers is learning from their past mistakes and not repeating them.

**Conclude by saying:**

- An important part of decision making is evaluating your decisions after you have made them.
- You need to look at how you handled the positive and negative consequences of each decision so that every decision you've made, good or bad, can inform the next one you face.

## Activity 5.2

# Identifying Choices and Consequences

### Learning Objectives

Learners will:

- Practice identifying choices and consequences in real-life situations

### Methods

- ❖ Individual work
- ❖ Class discussion

### Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to recall the consequences of decisions they discussed in Activity 5.1.
3. Tell learners that they are going to read and discuss two stories. Ask learners to read the first story below and answer the questions that follow (refer to Worksheet 5.2a):

#### Story: Tshepo's Choice

Tshepo, who is 18 years old, wants to delay having sex until she is 24 years after university. She does not want to become pregnant or get infected with HIV or other sexually transmitted infections. She has no skills in using condoms; therefore, she is not confident in using them. She knows that even with a condom, there is a possibility that she can fall pregnant or get infections. Tshepo's boyfriend, Thato, who is also 18 years, wants them to have sex. He promises Tshepo that he will use a condom. He threatens to leave her if she refuses to have sex with him.

- a. What is the decision that Tshepo is faced with?
- b. What are her choices?
- c. What are the possible positive and negative consequences of each choice that Tshepo could make?
- d. Considering Thato's behaviour, is he ready to take up the responsibilities that come along with having sex?

### Materials

- Worksheets 5.2a and 5.2b
- Pens or Pencils
- Paper

### Time

80 minutes (over two lessons)

- e. Since Thato realises that Tshepo is not ready to have sex, what other options can he consider?

*Note to the teacher: Possible answers are in italics:*

- a. What is the decision that Tshepo is faced with?

*Whether to have sex and risk her health, or not have sex and lose her boyfriend.*

- b. What are her choices? *(see below)*

- c. What are the possible positive and negative consequences of each choice that Tshepo could make? *(see below)*

Choices	Positive Consequences	Negative Consequences
Abstinence	She is 100% safe from infection with HIV and other STIs and 100% safe from becoming pregnant	Her boyfriend may leave her
Having sex and using a condom	Her boyfriend may not leave her; she has some protection from pregnancy and STIs, including HIV	Condoms are not 100% safe (especially since her skills are not good); she might be disappointed in herself for giving in when she doesn't want to; her boyfriend may leave her anyway
Having unprotected sex	Her boyfriend may not leave her	She is now at very high risk of becoming pregnant or infected with HIV or another STI; she might be disappointed in herself for giving in when she doesn't want to; her boyfriend may leave her anyway

4. Ask the class what they would do if they were Tshepo.
5. Discuss learners' responses to the questions on the worksheet.
6. Ask learners to read the second story below and answer the questions that follow (refer to Worksheet 5.2b):

**Story: Tanyala's Choice**

Tanyala is approached by Magdeline, a beautiful 18-year-old girl. She makes it very clear that she likes Tanyala and wants to have sex with him. However, academic work is Tanyala's priority, and he is involved in many sporting activities. He has decided to delay sex until he is older, but he has kept this decision to himself. Magdeline writes him sexy notes, but Tanyala does not respond. During lunch, Magdeline approaches Tanyala again and tries to seduce him, saying things that suggest sex. She finally invites him to meet her at the park after sunset and promises him that they are going to have a night to remember.

- a. What is the decision that Tanyala is faced with?
  - b. What are Tanyala's choices?
  - c. What are the possible positive and negative consequences of each choice that Tanyala could make?
  - d. What options does Magdeline have?
7. Ask the class what they would do if they were Tanyala.
  8. Discuss learners' responses to the questions on the worksheet.
  9. End the activity by discussing the decisions faced by Tshepo and Tanyala and the ways in which they can both stick to their decisions.

**Conclude by saying:**

- Some decisions have greater possible consequences and therefore require a more thoughtful decision-making process.
- Decisions that can affect your future or harm you or others require that you consider and weigh all the possible consequences before going forward.
- There will always be pressure to make a decision that is less wise, but stand firm and choose what will keep you healthy and protect your future.

# *VI. Stress Management*





## Background

Stress is a person's response to challenging or difficult situations, based on how he or she experiences them. People may respond differently to the same situation, depending on how they understand it and how successfully they cope with stressful situations in general. Stress management refers to the coping skills we develop to overcome stress or keep it under control, lessen the negative effect of stressful situations, and keep ourselves healthy.

Stressors (situations that may cause stress) can be positive as well as negative. 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 encourages us to play our best or practise more so that we perform well. On the other hand, a death in the family or failing our exams can be negative stressors that can lead to depression and general ill health.

There are a variety of ways to manage stress. The simplest way is to avoid as many stressful situations as possible. We can also plan in advance how to deal with unavoidable stressors, for example, studying hard and being well-prepared in order to manage the stress of taking a test. The most difficult situations are those that we cannot avoid or plan for, such as the stress that results from a death in the family. In these situations, coping strategies can help us manage our stress levels.

At this stage, adolescents are prone to high levels of stress because they are preparing for exams that will determine their futures. In addition, health issues have become central to their lives, due to the HIV pandemic.

In this chapter, learners will identify stress-causing situations and their consequences, and learn ways of avoiding and successfully managing stress.

## Purpose

To help learners recognise 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:*

- Identify stressful situations
- Recognise signs, symptoms, and consequences of stress
- Identify ways to avoid stress
- Learn healthy ways to manage stress
- Identify ways to help others manage their stress

## Definition of Terms

- *Depression*: Sad feelings of gloom and low self-esteem.
- *Coping*: Coming to terms or dealing successfully with something.
- *Signs*: Objective evidence of disorder or disease.
- *Symptoms*: A change in body function as a result of disease.

## Points to Keep in Mind

Stress is any change, internal or external, positive or negative, to which a person must adapt. Hans Selye, the father of stress research, defines stress as “the non-specific reaction of the body to any demand made upon it” (1976, 1980). In other words, stress is anything that causes physical and/or mental wear and tear on the body and mind.

Common stressors are as follows:

- Physical (e.g., illness)
- Family (e.g., child abuse, marriage of parent, birth of a sibling)
- Emotional (e.g., death of a loved one)
- School (e.g., taking tests, getting poor grades, choosing a course, performing extremely well)
- Social (e.g., the break-up of a relationship, peer pressure)
- Environmental (e.g., extreme heat or cold)

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

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

Coping strategies for managing stress may include the following:

- Exercising, such as playing football or netball with friends
- Practising your faith, such as praying, meditating, or attending a religious service
- 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 you have a lot of work to do and doing it in small amounts instead of waiting until the last minute
- Talking with friends and/or trusted adults, such as a teacher or counsellor, about your worries
- Asking for help from friends or family and/or an agency, such as the Department of Social Welfare

Unhealthy ways that people might react to stressful situations include the following:

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

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Class discussion</li><li>• Individual work</li><li>• Group work</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pens or Pencils</li><li>✓ Paper</li></ul>	One activity at 80 minutes (over two lessons)

## Activity 6.1

### *Coping with Stressful Situations*

#### Learning Objectives

*Learners will:*

- Identify stressful situations
- Recognise signs, symptoms, and consequences of stress
- Identify ways to avoid stress
- Identify healthy ways to manage stress
- Identify ways to help others manage their stress

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to share some personal experiences of when they were anxious, unhappy, and feeling down.
3. Develop a definition of “stress” with the class.
4. Discuss the first two examples of stress-causing situations, rows one and two, on the worksheet and the corresponding stress-management strategies (refer to Worksheet 6.1a):
  - a. Discuss rows one and two below with your class:

#### *Materials*

- Worksheets 6.1a and 6.1b
- Pens or Pencils
- Paper

#### *Time*

80 minutes (over two lessons)

<b>Stress-Causing Situation</b>	<b>Symptoms or Consequences</b>	<b>Ways to Avoid This Stressful Situation (If applicable)</b>	<b>Stress-Management Strategies</b>
1. Being the caregiver of an HIV+ mother	<ul style="list-style-type: none"> <li>• Low morale</li> <li>• Late coming to school</li> <li>• Little or no concentration on school work</li> <li>• Depression</li> </ul>	Not applicable	<ul style="list-style-type: none"> <li>• Positive self-talk</li> <li>• Sharing with someone</li> <li>• Acceptance</li> <li>• Spiritual support groups</li> </ul>
2. Teenage pregnancy	<ul style="list-style-type: none"> <li>• Drop out from school</li> <li>• Possible exposure to HIV or other STIs</li> <li>• Depression</li> <li>• Health complications</li> </ul>	<ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Assertiveness</li> <li>• Condom use</li> <li>• Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptance</li> <li>• Visit guidance teacher</li> <li>• Visit ante-natal clinic</li> <li>• Get information about PMTCT (prevention of mother-to-child transmission)</li> <li>• Inform parents</li> </ul>
3. Poor academic performance			
4. Receiving news that someone close to you is HIV positive		Not applicable	
5.			
6.			

5. Discuss the third situation, “Poor academic performance”, and decide as a class how to fill in that row.
  - b. Discuss the third row with your class, and decide together how to fill in that row.
6. Ask learners to work individually to complete the rest of the worksheet (refer to Worksheet 6.1a):
  - c. Fill in the row for the fourth situation, “Receiving news that someone close to you is HIV positive”.
  - d. For the fifth and sixth rows, list two situations that caused you stress.
  - e. Complete the three columns for each situation.
7. Ask volunteers to present their responses to the class.
8. Lead a class discussion on the situations and strategies that were shared. Note whether any of the strategies are unhealthy or might lead to unhealthy decisions or more stress.
9. Divide learners into groups and ask them to complete the worksheet (refer to Worksheet 6.1b):
  - a. Identify a situation in your school or community where someone might have been affected by un-managed stress. Try to give an example that everyone in the group is familiar with.
  - b. What were the symptoms and consequences of this person’s stress?
  - c. Was there any way that this situation could have been avoided? If so, how?
  - d. What stress-management strategies would you suggest?
10. End the activity by discussing ways in which we can help others manage stress.

**Conclude by saying:**

- Stress can be challenging and even more difficult to manage when we face it alone.
- Stress can be a result of any change that takes place in one's life.
- Stress can be from positive situations, such as graduating to a new school, or negative situations, such as breaking off a relationship we care about.
- The symptoms of stress may be physical, mental, or emotional.
- Once we fully understand the consequences of stress, are able to identify the situations that are likely to cause us stress, and can recognise our personal symptoms of stress, we can choose healthy strategies that will help us cope, and avoid unhealthy behaviours that can cause more stress.



# *VII. Sexuality*





## CHAPTER VII **SEXUALITY**

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### **Background**

Sexuality refers to the properties that distinguish organisms on the basis of their reproductive roles. It includes one's physical appearance, emotional well-being, and thoughts about love and physical intimacy.

Adolescence is a time of significant physical and emotional changes in an individual's body, due to the rush of hormones brought on by the onset of puberty. These changes need to be understood and accepted in order for young people to feel confident and comfortable with themselves. Learning about sexuality involves looking in detail at all of these changes and their implications.

Individuals need to be aware of what sexuality is all about, that is, the changes they undergo as a passage of growth, the feelings they may develop for others, and how they can express their sexuality without harming their bodies. They also must understand that 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 those of others, and some boys will have higher voices than other boys.

At this level, learners are still relatively young but they look 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. For boys, sex dominates their thoughts, and they begin to look at girls differently. This is also the stage when they develop a sense of superiority to girls due to socialisation.

Learners at this stage also like experimenting with sex. By understanding the physical and emotional changes that the opposite sex goes through, boys and girls can start to respect one another and avoid placing one another's health at risk. The attitudes they 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 also learn how to deal with any abuse, be it, 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 own 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
- Identify healthy ways of cleaning sexual organs
- Identify unhealthy ways of enhancing sexual pleasure
- Define “emotional abuse” and “sexual abuse”
- Identify instances of emotional and sexual abuse in a real-life situation
- Identify strategies for addressing difficult or abusive sexual situations
- Find answers to questions they have about sexual issues

## **Definition of Terms**

- *Adolescence*: The time period between puberty and adulthood.
- *Puberty*: The biological process during which young people develop the sexual ability to create and bear children. It is a time of significant physical changes in boys and girls, whose bodies change in size, shape, and hormonal structure. These physical changes are accompanied by emotional and behavioural changes, such as awkwardness, high or low energy, anger, moodiness, and restlessness. When adolescents go through puberty, some of them exhibit self-doubt, self-aggrandisement, aggressiveness, timidity and fear.
- *Douching*: Cleaning the inside of the vagina with water and soap or disinfectants like Savlon and Dettol.
- *Menstruation*: A monthly discharge of blood from the uterus of non-pregnant women.
- *Coping*: Coming to terms or dealing successfully with something.
- *Abuse*: Cruel or inhumane treatment; an action or expression intended to offend or hurt. Abuse can be verbal, physical, sexual, or emotional.
- *Rape*: Violence expressed through sex. It involves a perpetrator and a victim and can happen to both boys and girls. Nothing 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**

### *Changes of Adolescence*

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

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

The physical changes in boys 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
- Sense of isolation
- Anger
- Restlessness
- Self-doubt
- Self-aggrandisement
- Aggressiveness
- Timidity
- Fear

### *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). 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 as they 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.

### *Douching*

Douching is a practice that is not encouraged for women unless with instruction from a medical professional. The vagina has a naturally self-cleansing system. Douching disturbs this natural cleansing process and may bruise the mucus lining of the vagina, which makes it prone to infection. Therefore, learners should be discouraged from this practice and be taught instead to clean the outer parts of the vagina, including the clitoris and the outer and inner lips.

### *Strengthening the Vagina*

Learners should understand that the vagina has muscles and, like any other muscles, it's good to exercise them regularly. Teachers will need to research vaginal exercises that learners can do. One such exercise is to pretend that one is urinating and to try to stop the urine from coming out. This contracts inner muscles in the vagina and can be repeated as many times as possible. This exercise can be done at any time without anyone else knowing that it is taking place.

### *Dry Sex*

Dry sex may enhance sexual pleasure for men, but it is harmful for both men and women; the increased friction of dry sex can cause both to get open sores on their genitals, which makes them prone to HIV infection. Teachers will need to research some examples of practices that promote dry sex, such as inserting ointments like Vicks or Zambuk into the vagina to dry it.

### *Enlargement of the Penis*

Learners should be aware that some boys and men are overly conscious of their penis size and may try to enlarge their penises by using herbs, which is harmful.

### *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.

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Group work</li><li>• Class discussion</li><li>• Guided learning</li><li>• Pair work</li><li>• Brainstorming</li><li>• Case study</li><li>• Individual work</li><li>• Presentation</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pencils or Pens</li><li>✓ Paper</li><li>✓ Box of Dear Auntie letters</li></ul>	Three activities at 40 minutes each; one activity at 80 minutes (over two lessons)

# Activity 7.1

## Changes at Puberty

### Learning Objectives

*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

### Methods

- ❖ Group work
- ❖ Class discussion
- ❖ Brainstorming

### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm the definition of puberty, and provide a complete definition if needed (see Definition of Terms).
3. Divide learners into groups to complete the worksheet (refer to Worksheet 7.1):

Complete the table below by adding any emotional and physical changes of puberty that you know of. (Some examples are provided.)

### Materials

- Worksheet 7.1
- Pens or Pencils
- Paper

### Time

40 minutes

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Changes at Puberty for Boys			
Physical Changes	Coping Strategies	Emotional Changes	Coping Strategies
Facial hair	Trim and cut as appropriate	Increased libido	Learn to control feelings with the objective of delaying sexual debut
Body odour	Practise cleanliness; use deodorant		
Wet dreams	Clean and change bedding and underwear as appropriate		

Changes at Puberty for Girls			
Physical Changes	Coping Strategies	Emotional Changes	Coping Strategies
Periods	Use sanitary products and dispose of them appropriately, e.g., in a sanitary bin or incinerator; keep clean	Mood changes	Understand cycles and pre-menstrual stress
Breasts develop	Wear a bra; do self-exams for lumps		

**Conclude by saying:**

4. Reconvene the class and have groups share their responses.
  5. End the activity by consolidating the lists into one class list of changes and coping strategies.
- Puberty brings a lot of emotional and physical changes, which can affect us negatively or positively.
  - It is important to find positive ways of coping with these changes so that we remain healthy.
  - We need to understand and accept these changes, as they are a normal part of growing up.

## Activity 7.2

### *Proper Cleaning of the Body*

#### Learning Objectives

*Learners will:*

- Identify healthy ways of cleaning sexual organs
- Identify unhealthy ways of enhancing sexual pleasure

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Remind learners of the parts of the body that need to be cleaned carefully.
3. Explain to the class the importance of cleaning one's private parts to avoid infection. Emphasise the natural self-cleansing process of the vagina, the dangers of douching, and how to clean the penis properly (refer to Points to Keep In Mind).
4. Ask learners to work in pairs to complete the worksheet (refer to Worksheet 7.2):
  - a. Explain the natural self-cleansing process of the vagina.
  - b. Explain how to clean the vagina.
  - c. What are the dangers of douching?
  - d. Explain how to clean the penis.
  - e. What are some unhealthy and dangerous ways to clean one's private parts?
5. Reconvene the class and ask volunteers to share their responses.
6. Explain the following to the class (refer to Points to Keep In Mind):
  - The importance of practising vaginal exercises
  - The harm that dry sex can do to both the vagina and the penis
7. End the activity by asking learners to summarise ways to take care of their private parts and why it's important to do so.

#### *Materials*

- Worksheet 7.2
- Pens or Pencils
- Paper

#### *Time*

40 minutes

**Conclude by saying:**

- As you get into your late teens, you all need to know how to take good care of your bodies without hurting them.
- Understanding the changes that are happening in your bodies and how to manage them will help keep you healthy and prepare you for the next stage of life.

## Activity 7.3

### *Emotional and Sexual Abuse*

#### Learning Objectives

*Learners will:*

- Define “emotional abuse” and “sexual abuse”
- Identify instances of emotional and sexual abuse in a real-life situation

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class the meanings and some examples of emotional and sexual abuse (refer to Points to Keep in Mind and Definition of Terms).
3. Ask learners to work in pairs to read the case studies and answer the questions that follow (refer to Worksheets 7.3a and 7.3b):

#### **Case Study: Dineo and Segametsi**

Dineo and Segametsi, both 18 years old, are walking home from school one day when they notice a younger boy from one of the local Junior Secondary Schools. He is short and not well kempt. The girls are bored and decide to make fun of him. “Hey, shorty!” calls Dineo. “You are so ugly and dirty, do you have a girlfriend?” Segametsi adds, “You are so short, maybe your penis is short too, that’s why you’ll never have a girlfriend!” The boy is upset and on the verge of crying, and he runs away. He chooses to go home by a different, longer route for the rest of the year.

- a. Identify instances of abuse in the story.
- b. What would you do if you were the boy?
- c. How can the boy help himself at each of these levels?

#### **Materials**

- Worksheets 7.3a and 7.3b
- Pens or Pencils
- Paper

#### **Time**

40 minutes

- Personal:
- Family:
- School:
- Social:

*Note to the teacher:* Possible answers for c:

- Personal: confide in a friend
- Family: tell a relative
- School: talk to the guidance teacher
- Social: talk to a social worker

(Worksheet 7.3b)

### **Case Study: Tebogo**

Tebogo arrives at her aunt's home at 11am, pushing a wheelbarrow loaded with the regular monthly food rations for orphans. Tebogo, who is wearing an old, torn dress too small for her, is an 18-year-old girl doing Form 4 at Shashe River SSS. She off-loads the groceries, puts them in one of the rooms, and starts preparing the meal for the day.

Tebogo stays with Mantho, her maternal aunt, who has four children: two sons, Kadimo (22 years) and Botshelo (19 years), and twin daughters, Lorato and Ratanang, who are 17 and doing Form 5 at the same school as Tebogo.

**Ratanang:** Hee hee! Lorato, look at the destitute girl, today she has Pink Dawn and 2 kg Omo, she feels like a queen. If her mother had not died, she wouldn't be having all these.

**Lorato:** You are right, remember she used to buy "punchenyana ya 150 g"? (A small packet of punch at 150g) *Mma, ke raya wena o mosetlha.* (Hey you, with ashy skin, I'm talking to you) have you ironed my uniform? And, remember to cover my notebooks.

**Tebogo** *(in a timid voice)* I will do all those after cooking.

*(Kadimo enters.)*

**Kadimo:** Hee! Cousy! *(patting Tebogo on the buttocks)*, you look so dirty. When was the last time you bathed?

*(Tebogo does not respond but is visibly upset. Botshelo enters, whistling, hands in pockets, and approaches Tebogo.)*

**Botshelo:** *(whispering loud enough for Kadimo to hear)* Tonight it is my turn in the bedroom.

*(The twin girls laugh.)*

**Lorato:** *A mme le a itlhokomela ka "condom" mo malwetsing a sone selo se?* (Do you guys protect yourself with condoms from this thing's illnesses.)

**Ratanang:** *Gone mma, ke raya wena Tebogo, fa oka ima o tla re ke mang?* (But seriously Tebogo, if you were to fall pregnant, who would you say is the father of the kid?)

*(The four children laugh. Tebogo runs to her room crying, while the others feast on the food she prepared.)*

- a. In this passage, can you identify instances of emotional abuse?
- b. Can you identify instances of sexual abuse?

**Conclude by saying:**

- c. What are the bad touches in this scenario?  
What other bad touches do you know of?
  - d. Imagine you are Tebogo. How can you help yourself at each of these levels?
    - Personal
    - Family
    - School
    - Social
  - 4. Reconvene the class and ask pairs to share their responses.
  - 5. Lead a class discussion on how abuse can be identified, prevented, and reported.
  - 6. Ask the class to come up with words and behaviours that demonstrate emotional and sexual abuse.
  - 7. End the activity by asking learners to identify areas and instances in their school or community where sexual and emotional abuse may take place and how abuse can be prevented and reported.
- Sexual and emotional abuse can take place in any situation at any time.
  - Abuse is destructive to a person's sense of worth. It harms one's health as well as one's spirit.
  - Recognising the behaviour of a potential abuser helps us identify and avoid situations that can lead to abuse. Even people we think we can trust may be capable of sexual and emotional abuse.
  - By being aware of your own concerns and of behaviours that lead to abuse, such as bad touches, you are better able to protect yourself.
  - In situations where one has experienced sexual abuse, the abuse needs to be reported. If you find yourself in such a situation, remember: There are people who can help you.

## Activity 7.4

### Issues Affecting Youth

#### Learning Objectives

*Learners will:*

- Identify strategies for addressing difficult or abusive sexual situations
- Find answers to questions they have about sexual issues

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the definitions and examples of abuse from Activity 7.3.
3. Divide learners into groups to complete the worksheet (refer to Worksheet 7.4):

Read the letter below, which appeared in a recent edition of a local magazine:

*Dear Mattie,*

*The man I am engaged to has many different girlfriends, and because of his promiscuity, I've had various sexually transmitted diseases in the past. I've suggested that we use condoms when we make love, but my fiancé thinks of them as an obstacle to pleasure. I'm afraid of getting HIV from him, but I am reluctant to break up in view of our impending marriage. What do you advise me to do?*

*Worried*

Before reading the response below, discuss with your group what advice you would give the writer.

Here is the response that "Worried" got from the magazine counsellor:

#### Materials

- Worksheet 7.4
- Pens or Pencils
- Paper
- Box for Dear Auntie letters

#### Time

80 minutes (over two lessons)

Dear Worried,

*If you value your life but can't get your fiancé to use condoms, **don't have sex with him**. Not only will this show him that you are serious about your suggestion, it will also teach him that you are not prepared to be a victim of his reckless sexual behaviour. In the end, however, it's really up to you to decide whether you'd prefer to break off your engagement and stay alive, or marry this man and, very likely, **work your way towards becoming infected with HIV**.*

Mattie

(Adapted from *Crossing the Line*, IGCSE English as a Second Language, Learner's Book 2, Gamsberg, MacMillan.)

In your group, discuss this response. How does it compare with the response you came up with?

Below are two other letters to Mattie that appeared in a recent edition of a local magazine. In your group, write a response to each that addresses the issues being raised.

### Letter 1

Dear Mattie,

*I would be very happy if you can help me as you have helped many people.*

*I am 20 and she is 18. We've been in love for two years now. We never had sex in our relationship. We agreed that we would not involve ourselves in sexual activities without knowing our status. In March, we decided to go to Tebelopele Voluntary Testing Centre. The results showed that I am negative and she is positive. She was very depressed and tried to commit suicide, but I managed to stop her.*

*But now the worst part of it is that she is involving herself in sexual activities with many men in the hope of spreading the virus. I tried to convince her to stop it because she is putting the lives of others in danger, and hers too, but she is not listening to me. I do all this because I really love her and I want to help her.*

*What can I do? I have tried everything. Please help me to stop this girl from killing herself.*

*In Despair*

Dear In Despair,

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## Letter 2

*Dear Mattie,*

*I am a young lady of 19 years. My father passed away two years back, and from my observation, my mother had an extramarital affair before my father died. At the beginning of this year, the man she had the affair with married her.*

*One night when my mother was away on night duty, this man sexually abused me. While I was asleep, he came into my bedroom and forced me to have sex with him. I am very afraid because I don't know his status and I do not want to fall pregnant. Also, I don't want to get a sexually transmitted infection.*

*I hope you will be able to help me, as I am very worried.*

*Mpho*

Dear Mpho,

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**Conclude by saying:**

4. Reconvene the class. Ask the groups to share some of the key points from their discussion and to read their responses to the Dear Mattie letters.
  5. Discuss the groups' letters. Ask learners if they noticed any differences in how groups responded.
  6. Ask learners to individually write anonymous letters to Dear Auntie about any issue that concerns them and to place their letters in the box.
  7. Take the letters from the box and read them to the class, making sure to omit any text that could identify an individual. After you read each letter, ask learners to write a response.
  8. When all the Dear Auntie letters have been read, ask volunteers to read their responses.
  9. End the activity by leading a discussion on some of the key points that came up in the Dear Auntie exercise.
- Sexuality issues can be particularly confusing during the adolescent years when so many things are happening to your body and emotions.
  - We've seen how dangerous ignorance can be. We must learn to discuss anything that is confusing or worrying and not keep it to ourselves.
  - People we can talk to include parents, aunts, uncles, teachers, counsellors, health workers, agony aunts, and responsible peers.



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





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

## Background

For some time, Botswana was regarded as having the highest HIV prevalence rate in the world. However, latest statistics show that the overall HIV prevalence in the general population stands at 17.1%, with infection rates close to 40% among certain populations of young adults. In 2004, the infection rates were 6.6% in the 15–19 age group. (*Botswana AIDS Impact Survey II*, NACA, 2004)

While there is a lot of accurate information on sexually transmitted infections (STIs) in Botswana, the advent of HIV and AIDS has changed the landscape.<sup>1</sup> AIDS is an incurable disease that impacts negatively on everyone's life. It carries a lot of stigma and discrimination. It scares people and causes them to believe and spread misinformation in an attempt to protect themselves. Many myths and misconceptions about HIV and AIDS are a result of ignorance about how HIV is transmitted and the fear of death and dying. These misconceptions have also resulted in poor uptake of voluntary counselling and testing services. People are reluctant to test and know their status.

Myths confuse young learners and block proper 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, other STIs, and AIDS must be made clear.

Young people need to be fully informed 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 unsterilised sharp instruments for example, needles and body piercing instruments, and of having unprotected sex.

In this chapter, learners understand the differences between HIV, other STIs, and AIDS and learn to critically examine new information, rather than blindly accepting myths.

## Purpose

To assist learners in distinguishing facts from myths, and to make them aware of the facts and myths associated with HIV, other STIs, and AIDS.

## Learning Objectives

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

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<sup>1</sup> Elder, Kate (2003). *Adolescent Sexual and Reproductive Health Attitudes, Perceptions and Knowledge: A Comparative Study of Government and Private Secondary School Students in Gaborone, Botswana*.

### ***Learners will:***

- Differentiate between facts and myths regarding HIV, other STIs, and AIDS
- Discuss ways of preventing HIV and other STIs
- Explain the process of voluntary counselling and testing
- Explain the importance of voluntary counselling and testing in the prevention of HIV transmission
- Express a willingness to go for voluntary counselling and HIV testing
- Identify ways of helping people who test positive for HIV

### **Definition of Terms**

- *Fact*: Something that is known with certainty; a truth that can be supported with objective evidence. For example: 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. For example: Having sex with a virgin cleanses one of HIV, the virus that causes AIDS.
- *Misconception*: An idea that is wrongly interpreted and that can lead to a myth. For example: You can contract HIV from a mosquito or a toilet seat.
- *Stigma*: A symbol of disgrace.
- *Discrimination*: Unfair treatment of a person or group on the basis of prejudice.
- *HIV (human immunodeficiency virus)*: A retrovirus 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 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 or viruses) or parasites, contracted through sexual intercourse or other intimate sexual contact.
- *ARVT (anti-retroviral therapy)*: The act of treating the symptoms and monitoring the health condition.
- *ARV*: The drug that treats symptoms of HIV infection.
- *HAART (highly active anti-retroviral therapy)*: A combination of ARV drugs used to treat HIV infection.
- *PMTCT*: Prevention of mother-to-child transmission of HIV.

### **Points to Keep in Mind**

Myths and misconceptions originate from fear of the unknown, a lack of understanding of the real issues, wrong information, and a fear of rejection. It is important that teachers exercise understanding and compassion when discussing facts, myths, and misconceptions with regards to HIV and AIDS, as most learners have experienced loss in their families and must deal with the myths and misconceptions of their family members.

Some learners will be uncomfortable talking about HIV, AIDS, and sexual relations. Help them understand that this information is literally a matter of life and death. The assistance of a caring and understanding teacher may help learners overcome their feelings of discomfort.

The teacher should be aware that information regarding HIV and AIDS is constantly being updated as the science improves. Teachers should take it upon themselves to do the research and get updated information. Learners will ask a lot of questions that teachers may not know the answer to. If a teacher doesn't know the answer, it's best to say, "I will find out and give you the answer".

### *Voluntary Counselling and Testing*

There are many important reasons that one should get tested for HIV:

- Early diagnosis and treatment ensure 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 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 result. 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 Voluntary Counselling and Testing Centres are now in most of parts of the country. HIV counselling and testing are conducted at these centres free of charge.

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

# Activity 8.1

## Facts and Myths

### Learning Objectives

Learners will:

- Differentiate between facts and myths regarding HIV, AIDS, and other STIs
- Discuss ways of preventing HIV and other STIs

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Discuss with the class the following facts about AIDS, HIV, and other STIs:
  - HIV and other STIs are sexually transmitted.
  - HIV can be transmitted through unprotected sex, blood transfusion, contact with infected blood, mother to child (during pregnancy, or at birth or at breast feeding), and by sharing sharp/piercing instruments (e.g., needles, razors).
  - Anyone can be infected and affected by HIV and AIDS. The virus does not affect only “bad” people.
  - Anytime a person has unprotected sex, either with a new partner or one of the many partners, he/she is at great risk of being infected with HIV and/or any other STI.
3. Discuss with the class the following myths and misconceptions about HIV, AIDS, and other STIs:
  - AIDS stands for American Ideology of Discouraging Sex.
  - AIDS is a disease associated with “*boswagadi*”.
  - Only promiscuous people suffer from AIDS.
  - People cannot get HIV the first time they have sex.
  - AIDS is a result of witchcraft.
  - STIs are associated with girls and women who commit back-street abortions.

### Materials

- Worksheet 8.1
- Pens or Pencils
- Paper

### Time

40 minutes

4. Define the words “facts”, “myths”, and “misconceptions”, and ask learners to add to the list of myths and misconceptions about HIV, AIDS, and other STIs.
5. Lead a class discussion on the myths and misconceptions about HIV, AIDS, and other STIs that learners identified. Point out that many myths are the result of fear, stigma, and ignorance.
6. Ask learners to work individually to complete the worksheet (refer to Worksheet 8.1):

*Note to the teacher:* The correct answers are marked with an “✓” .

Read the statements below and use a tick to mark each statement as a Fact or 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.	✓	

No.	Statement	Fact	Myth
11.	HIV can be passed on by touching an infected person, sharing cutlery with the person, 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 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 un-protected 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.	✓	
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 or 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 an effective way of preventing HIV infection.	✓	
23.	"Abstinence" refers to not having sex at all.	✓	

**Conclude by saying:**

7. Ask volunteers to present their answers to the class. Be sure to correct any misinformation they have.
  8. Discuss learners' answers to the questions with the class.
  9. End the activity by asking the class what they were surprised to learn and how they will investigate whether new information is a fact or myth.
- Knowing factual information helps us separate facts from myths.
  - Information on HIV and AIDS is being updated all the time.
  - It is our responsibility to ensure that we get the correct information.

## Activity 8.2

# Voluntary Counselling and Testing

### Learning Objectives

*Learners will:*

- Explain the process of voluntary counselling and testing
- Explain the importance of counselling and testing in the prevention of HIV transmission

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to read the passage below and answer the questions that follow (refer to Worksheet 8.2a):

#### Voluntary Counselling and Testing

If you want to know whether you have HIV, you can discuss it with a trained HIV counsellor. A counsellor is someone who is trained to help you understand your situation, think about possible solutions to problems, and answer questions you may have. A counsellor helps you make your own plans and decisions about what to do to enable you to cope with your problem. The counsellor will listen to you and discuss the advantages and disadvantages of being tested for HIV, any worries you might have about being HIV positive, and how you could live healthy if you tested HIV positive. This is called pre-test counselling. During pre-test counselling, the counsellor will discuss with you issues about HIV prevention and your personal and family life.

Once you feel that you are ready to go ahead with the HIV test, a blood sample will be taken from you for HIV testing. Sometimes people will want some time to think about HIV testing or want to discuss it with their partner or family

### Materials

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

### Time

80 minutes (over two lessons)

first. If this is your situation, you can ask to come and see the counsellor again after a few days. You can come back on your own, or you can bring your partner or a close family member.

The counsellor will tell you that everything you have discussed is confidential and that only the counsellor and you will know your test result. If you decide to share your test result with anyone, this will be your personal choice. In some voluntary counselling and testing centres, you will not have to give your name. This is called anonymous testing.

*If your result is HIV positive:*

- The counsellor will explain to you what this result means.
- The counsellor will help to support you and will listen to the worries you want to express.
- The counsellor will help you make plans for the next few days and make sure that there is someone to support you at home if you need it.
- The counsellor will also help you decide whom, if anyone, you want to tell about your result.
- Often when people have tested positive, they cannot take in much information immediately after they get their test results, due to worry, confusion, or anxiety. The counsellor may therefore ask you to come back in the next few days, to help you understand your result better and also to guide you on what you need to do in order to live positively.
- The counsellor will help you identify organisations and government agencies that can provide further counselling and support to you and members of your family.
- Some people find it helpful to see their counsellor several times. This supports them in understanding their situation, being able to live a better and more meaningful life with their HIV result, and planning for the future.

*If your result is HIV negative, the counsellor will discuss with you the options available for you to remain HIV negative forever.*

*Adapted from Care for Children Infected and Those Affected by HIV/AIDS, A Handbook for Community Health Workers, Save the Children UK, 2003.*

- a. How can knowing your status help you make healthier choices?
  - b. How can knowing your status help you keep those you love healthy?
  - c. What other benefits are there to knowing your status?
  - d. What is counselling?
  - e. What is the difference between pre-test and post-test counselling?
  - f. How does a counsellor help a person who has tested HIV positive?
3. Reconvene the class and discuss learners' responses to the questions.
  4. Divide learners into groups, and have them role-play the following situation (refer to Worksheet 8.2b):

**Role Play: Thuso and Segametsi**

Thuso proposes to Segametsi. Segametsi says that she can only go out with Thuso if they both go for HIV testing, but Thuso is reluctant. Segametsi convinces Thuso by telling him that it is important to know their status to have a relationship. He finally agrees, and they both go for testing.

In the counselling office, the counsellor asks them why they want to test and what they expect their results to be. The counsellor also asks them how they would react to their results. The counsellor explains that if one or both test HIV positive, there are still options for healthy living, such as good nutrition, exercises, and

monitoring the number of cells in our bodies that kill viruses (known as one's CD4 cell count). The counsellor explains that ARV treatment is available for those whose CD4 cell count is below 200.

Thuso and Segametsi take the test and find out that Segametsi is HIV positive. They discuss their options with the counsellor. Thuso tells the counsellor that he still loves his girlfriend, he will support her and will ensure they use a condom every time they have sex. The counsellor asks Thuso to come back and check his status regularly. The counsellor says that it is not going to be easy, but if they are strong and support each other, they can make the relationship work. They can also get help from support groups and services available in the community.

5. Reconvene the class to discuss the role plays. Highlight how people can maintain their HIV negative status.
6. End the activity by asking learners to come up with messages they would give to people in their community about voluntary HIV counselling and testing.

**Conclude by saying:**

- The HIV pandemic is an especially difficult situation because of the uncertainty and fear, and the mass of information and misinformation available.
- If we are infected, it is important to know our status early so that we can protect ourselves and the ones we love.
- Through voluntary counselling and testing, we can learn our HIV status and get the information we need to make healthy choices.

## Activity 8.3

### Knowing Your HIV Status

#### Learning Objectives

*Learners will:*

- Express a willingness to go for voluntary HIV counselling and testing
- Identify ways of helping people who test positive for HIV

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Remind the class of the process and importance of voluntary counselling and testing. Ask learners if they have any questions about voluntary counselling and testing before moving on.
3. Lead a class discussion on stigma and discrimination.
4. Divide learners into pairs to create a role play (refer to Worksheet 8.3a):

Create a role play in which one person who is a risk-taker is worried that he has been infected with HIV but is reluctant to go for an HIV test. The second person should try to persuade the first to seek voluntary counselling and testing by explaining the benefits. Make sure that your role play addresses the following:

- Why the risk-taker thinks he or she has contracted an infection
- Why the risk-taker resists the idea of getting tested (include issues of stigma and discrimination)
- What arguments the friend can make for healthy living
- What arguments the friend can make for knowing one's HIV status

#### Materials

- Worksheets 8.3a and 8.3b
- Pens or Pencils
- Paper

#### Time

40 minutes

- What arguments the friend can make for voluntary counselling and testing
5. Reconvene the class and ask volunteers to present their role plays.
  6. Lead a class discussion on what the role players found easiest about making their arguments and what was most difficult.
  7. Ask pairs to generate two case studies based on the situations below and answer the questions that follow (refer to Worksheet 8.3b):

#### **Situation 1**

A Form 5 leaver applies for a job and passes the interview but is denied the post when the employer learns that the applicant is HIV positive.

#### **Situation 2**

A member of a netball team is HIV positive. When the other members of the team find out, they refuse to socialise with their team-mate, going as far as refusing to touch the ball after their team mate has.

- a. Why is the person in the first situation being discriminated against?
  - b. Why is there discrimination associated with the person in the second situation?
  - c. What can you as a friend do to help both people?
8. End the activity by discussing with learners the importance of supporting people who are HIV positive and the importance of knowing one's HIV status.

**Conclude by saying:**

- It is important to know our HIV status so that we can make informed decisions about our well-being. And yet, not all people get tested.
- One of the things that discourages people from going for an HIV test is the fear of stigma and discrimination.
- You can help reduce this stigma and discrimination by supporting those who are HIV positive and by challenging those who discriminate against others.

# *IX. Risk Reduction*





## Background

Risk reduction refers to activities or behaviours that allow one to avoid or lessen situations that may cause harm or suffering. Several risk factors can lead to possible infection with HIV, including alcohol and other drug use, unprotected sex, inconsistent use or breakage of condoms, and having multiple sexual partners. Risk reduction requires one to use 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, how we conduct our everyday lives generally determines how often we are exposed to risk.

Adolescents need to have a heightened awareness of how risky behaviours can compromise their health and well-being. It should be clear to learners that to reduce their risk of HIV infection, they must abstain from risky sexual activities.

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

## Purpose

To make learners aware of low- and high-risk situations and to give them skills for dealing with or managing such situations.

## 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 how alcohol and other drug use can put one at risk of HIV infection
- 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
- Identify risk reduction strategies
- Develop a plan to reduce their personal risk

## Definition of Terms

- *Risky behaviour:* Proceeding with an action without regard to or the knowledge of the possibility of danger.
- *Risky situation:* An activity or circumstance that exposes 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.

Alcohol and other drug use impairs one's judgement, thus making it more difficult to make healthy decisions. Having multiple sexual partners exposes a person to more risk, as infection spreads easily from one person to the next through sexual activity. Abstaining from sexual intercourse is the only sure way to prevent sexually transmitted infections. Though consistent and correct condom use reduces the risk of those who are sexually active, this practice is not 100 percent effective.

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Class discussion</li><li>• Individual work</li><li>• Group work</li><li>• Brainstorming</li><li>• Case study</li><li>• Role playing</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pencils or Pens</li><li>✓ Paper</li></ul>	Three activities at 40 minutes each

# Activity 9.1

## Risky Behaviour

### Learning Objectives

*Learners will:*

- Explain how alcohol and other drug use can put one at risk of HIV infection
- 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
- Identify risk reduction strategies

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm the meaning of “risk” and ask learners to give examples of risky behaviours, risky situations, and risk reduction.
3. Ask learners to individually complete the worksheet (refer to Worksheet 9.1a):

*Note to the teacher:* The correct answers are filled in below.

Ask yourself the following questions. Write a ‘Y’ for yes, an ‘N’ for no, or a ‘U’ for unsure on the line next to each question, according to what you believe:

Am I at risk of getting HIV or another STI if . . .

I hug, kiss, or massage a friend?	N
I don't protect myself when handling blood?	Y
My sexual partner has unprotected sex with others?	Y
I drink beer or other kinds of alcohol at bars?	Y
I masturbate?	N
Mosquitoes bite me?	N

### Materials

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

### Time

40 minutes

I inhale glue with my friends?	Y
Semen or vaginal fluid touches my outer (unbroken) skin?	N
I have unprotected sex with more than one person?	Y
I share a razor with someone?	Y
I don't always use a condom when having sex?	Y
I don't know if my sexual partner is HIV infected or not?	Y

4. Ask some volunteers to share their responses with the class.
5. Lead a class discussion on the following:
  - Abstaining from sexual intercourse as the only sure method of preventing sexually transmitted infections
  - Consistent and correct condom use as a means of reducing one's risk if one is sexually active
  - Multiple sexual partners as a risk factor
6. Divide the class into groups to complete the worksheet (refer to Worksheet 9.1b):

Brainstorm a list of risky behaviours and identify ways to reduce each risk:

Risky Behaviour	Ways of Reducing Risk

**Conclude by saying:**

7. Reconvene the class and have groups present their lists.
  8. End the activity by consolidating the groups' lists and creating a class list of risky behaviours and risk-reduction strategies.
- There are many things we can do to reduce our chances of contracting sexually transmitted infections.
  - Abstaining from alcohol and other substances will help sharpen our decision-making skills.
  - Abstinence from sex is the only sure way to avoid sexually transmitted infections.
  - If we do become sexually active, being faithful to one person is the best way to reduce our exposure to sexually transmitted infections.
  - Having multiple sex partners greatly increases our risk of contracting sexually transmitted infections.
  - We can reduce that risk by using condoms correctly and consistently.

## Activity 9.2

### *Risk and Substance Use*

#### Learning Objectives

*Learners will:*

- Explain how alcohol and other drug use can put one at risk of HIV infection
- Identify risk reduction strategies

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Remind the class of the different risk behaviours and methods to reduce risk that they discussed in Activity 9.1.
3. Divide the class into groups to read the case study and answer the questions that follow (refer to Worksheet 9.2):

#### **Case Study: Kabo and Mosetsana**

Kabo and Mosetsana have been friends since Form 4. They studied for BGCSE exams together. They recently received their results, and to their great relief, they both passed. After all their hard work, they now had an accomplishment to show for their efforts. Kabo needed these grades to get into University of Botswana (UB), and Mosetsana needed them to get into Witwatersrand (Wits) in South Africa.

When Kabo received his results, he ran straight to Mosetsana's house to share the news. They both were so happy that they decided to go out that night and celebrate. Mosetsana knew of a friend, Mpho, who was having a party. Kabo had heard about Mpho's parties before and they had a reputation for being very wild. He preferred to go to the mall for dinner and a movie with Mosetsana. Mosetsana hadn't heard

#### **Materials**

- Worksheet 9.2
- Pens or Pencils
- Paper

#### **Time**

40 minutes

anything about Mpho's parties except that they were fun, and she wanted to see for herself. She begged Kabo to go with her to the party.

At the party, there was good music, dancing, and drinking. It was loud, and people were having a good time. Kabo was talking to some friends, and Mosetsana was dancing with a boy she had just met. Mpho was happy that the party was going well. He had been drinking all night and was very drunk. He noticed, however, that they were out of beer. He asked Kabo to take a drive with him to get more beer. Mosetsana had never drunk beer before, but she tried some that night. The boy she was dancing with got closer and closer to her as the night went on.

- a. What risks are Kabo and Mosetsana exposing themselves to?
  - b. What are some of the benefits they will get for taking these risks?
  - c. What dangers might they face by taking these risks?
  - d. What could they have done to avoid these risks?
4. Ask groups to share their answers and discuss their responses with the class.
5. Ask learners to develop a role play with their groups in which they portray the different potential risks that Kabo and Mosetsana face at the party.
6. Reconvene the class and have groups perform their role plays.
7. End the activity by asking learners to list some strategies for reducing the risks they discussed in this activity.

**Conclude by saying:**

- Substance use is a behaviour that puts us at risk. It makes us lose our sense of judgment and take dangerous chances.
- One of these chances is engaging in sex. While sex is a natural act and something that most of us will do eventually, it also brings with it many choices, decisions, and potential consequences, such as pregnancy and infection with HIV and other STIs.
- Reducing our risk by avoiding substances and abstaining from sex will increase our chances of staying healthy.

## Activity 9.3

### Reducing Personal Risk

#### Learning Objectives

*Learners will:*

- Identify risk reduction strategies
- Develop a plan to reduce their personal risk

#### Methods

- ❖ Brainstorming
- ❖ Class discussion
- ❖ Individual work

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to recall the different risky behaviours and situations they've heard about. Write their responses on the board.

*Note to the teacher:* Possible answers include drinking alcohol, being promiscuous, and going out unaccompanied at night.

3. Ask the class to identify different methods for reducing each of these risks.
4. Ask learners to think about risk in the context of their own lives:
  - What personal risks might they be taking?
  - What risks do they want to take?

*Note to the teacher:* Do not pressure any learners to share their thoughts. Anonymity might make learners more comfortable, and the activity may thus be more effective.

5. Ask learners to work individually on developing a personal plan to reduce their risk. Explain that these plans are for themselves and no one else will read them (refer to Worksheet 9.3):

Write an essay that addresses the questions below:

- a. What risks have I taken recently?
- b. What risks am I likely to take in the future?
- c. What are the potential negative and positive consequences of these risks?

#### Materials

- Worksheet 9.3
- Pens or Pencils
- Paper

#### Time

40 minutes

**Conclude by saying:**

- d. Is the potential danger worth the benefit?
  - e. How important is it for me to be healthy?
  - f. Besides myself, whom will I hurt if I am not healthy?
  - g. What are some things I can do to reduce my risk?
  - h. Who or what can support me in reducing my risk?
  - i. What did I learn about myself in answering these questions?
6. Ask if any volunteers want to share an aspect of what they developed.
- Note to the teacher:* Again, do not pressure learners to share their thoughts. Asking the class to respond to question (i) may be a way of sharing general information without getting into specific life choices.
7. End the activity by asking learners what else they might need in order to develop and implement their personal risk-reduction plans.
- Risks are part of life, and some risks may be worth the benefits.
  - However, in the case of risks that could result in an STI, including HIV, our health and our lives are in danger.
  - There are several actions you can take to reduce your risk. By developing a plan for yourself, you are better prepared to make the choices that are best for you.

# *X. Benefits of Relationships*





**Background**

A relationship is a connection between two or more people. Relationships can refer to family, some of whom are, brother, sister, mother, father, aunt, uncle, cousin, as well as to friendships and love relationships where there are no blood ties. A relationship can also exist between two people of the opposite sex, which, if it goes beyond friendship, is referred to as a love relationship. It is this type of relationship that may lead to marriage and the building of a family. Nowadays, however, the majority of love relationships do not last, and the rate of divorce in Botswana has gone up considerably. Nevertheless, the benefits of long-term relationships are many, especially those that centre on fidelity, commitment, loyalty, and honesty. In particular, monogamous\* long-term relationships help to reduce the risk of contracting HIV and other STIs.

Adolescents are at a stage in their lives when they are trying to move away from depending on their parents or guardians as they try to make it on their own; therefore, it is important that they understand the fundamental components of a successful long-term relationship with someone other than their parents or guardians. 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 monogamy, fidelity, and commitment in a relationship that is characterised by trust. Reducing one’s risk of contracting HIV and other STIs depends heavily on maintaining fidelity and commitment in a monogamous relationship.

In this chapter, learners understand the importance of commitment, fidelity, and monogamy in long-term relationships, and how such relationships are important in reducing the risk of contracting HIV and other STIs.

**Purpose**

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

**Learning Objectives**

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

***Learners will:***

- Define “commitment”
- Discuss the benefits of monogamy, fidelity, and commitment
- Understand how the advent of HIV and AIDS has made monogamous relationships even more important
- Devise a personal profile of what would help them have a monogamous relationship

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\* Read Points to Keep in Mind before discussing monogamy and polygamy with the class.

## 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. If polygamy is traditionally practised in your community, you might leave out the word “monogamy” altogether and instead talk about faithfulness, commitment, and fidelity (“faithfulness” could be a good replacement for “monogamy”). Make it clear that there can be commitment and faithfulness in polygamous relationships. The risk of infection with HIV is considerably reduced in a polygamous relationship when all the partners are HIV negative at the beginning of the relationship and then do not have sex outside the relationship.

Emphasise the importance of abstaining from sexual intercourse at this stage of life. Even though condoms are widely available and will help reduce the risk of infection with HIV or another STI, they are not 100% safe; therefore, the best form of prevention is abstinence. It is advisable for learners to wait until they are ready to take on the responsibilities of an adult relationship before having sex.

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Brainstorming</li><li>• Group work</li><li>• Case study</li><li>• Class discussion</li><li>• Debate</li><li>• Individual work</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pencils or Pens</li><li>✓ Paper</li></ul>	Two activities at 40 minutes each; 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
- ❖ Group work
- ❖ Case study
- ❖ Class discussion

### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to brainstorm the meaning of “commitment”.
3. Divide learners into groups to read the story below and answer the questions that follow (refer to Worksheet 10.1):

#### Story: Bogosi’s Relationships

Bogosi, a 19-year-old Form 5 student, has a love relationship with Thabo. However, Bogosi also occasionally “services” (performs sexual favours for) a woman who is 10 years older than him. In return, the woman allows him to drive her car on occasion, gives him cash, and gave him the latest cell phone as a birthday present.

- a. What kind of a relationship is Bogosi and Thabo’s?
- b. Is there commitment in this relationship?
- c. What kind of risks is Bogosi exposing himself to?
- d. What risks is he exposing Thabo to?
- e. Is there fidelity between Thabo and Bogosi? Explain.
- f. What kind of a relationship is the older woman and Bogosi’s?

### Materials

- Worksheet 10.1
- Pens or Pencils
- Paper

### Time

40 minutes

**Conclude by saying:**

- g. What are the advantages and disadvantages of the relationship between the older woman and Bogosi?
    - h. How are monogamy, fidelity, and commitment related?
    - i. What are the advantages of each?
  4. Reconvene the class and have groups present their responses.
  5. End the activity by leading a discussion on the importance of being faithful, honest, and respectful in a relationship.
- Honesty, respect, trustworthiness, and loyalty are integral elements of strong, healthy relationships.
- Partners who are involved in an uncommitted relationship often end up frustrated.
- Committing oneself to monogamy and fidelity with the person who is committed to you holds the greatest promise for happiness and health.

## Activity 10.2

### Monogamous Relationships

#### Learning Objectives

Learners will:

- Discuss the benefits of monogamy, fidelity, and commitment
- Understand how the advent of HIV and AIDS has made monogamous relationships even more important

#### Methods

- ❖ Group work
- ❖ Class discussion
- ❖ Debate

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the meaning of commitment and the benefits of monogamy, fidelity, and commitment.
3. Divide learners into groups, and ask them to come up with arguments for and against this statement: *In the advent of HIV and AIDS, monogamous, faithful relationships are good for our country.* Ask them to consider their arguments at the individual level, family level, community level, and national level, as well as any other level they consider important (refer to Worksheet 10.2):

*In the advent of HIV and AIDS, monogamous, faithful relationships are good for our country.*

#### Materials

- Worksheet 10.2
- Pens or Pencils
- Paper

#### Time

80 minutes (over two lessons)

Level	Arguments For	Arguments Against
Individual	A stable relationship is better for a child	Individuals don't have the freedom to be with whomever they want
Family	Would reduce the number of broken families	
Community		
Nation		
Other		

**Conclude by saying:**

4. Reconvene the class and ask groups to debate their arguments for and against at each level.
  5. Identify with the class the most compelling arguments at each level.
  6. Ask learners if they can identify couples that have strong relationships, for example, family or community members.
  7. End the activity by asking learners to identify what they will need to do to have a monogamous and faithful relationship like the ones they identified.
- Commitment, trust, and respect are some of the key elements of a successful monogamous relationship. But it is just as important to be faithful to ourselves, our values and beliefs.
  - Understanding that a relationship is important to us and how to stay committed to that relationship will help us pass the test of being faithful and trustworthy in all of our relationships.

## Activity 10.3

### *My Personal Profile*

#### Learning Objectives

*Learners will:*

- Discuss the benefits of monogamy, fidelity, and commitment
- Devise a personal profile of what would help them have a committed relationship

#### Methods

- ❖ Individual work
- ❖ Class discussion

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the benefits of monogamy, fidelity, and commitment and how HIV and AIDS makes monogamy more important.
3. Ask learners to work individually to complete the worksheet (refer to Worksheet 10.3a):
  - a. Why might being committed in a relationship be important to me?
  - b. How might my commitment affect others (for example, my partner and family)?
  - c. What challenges might I face that will make it difficult to stay committed?
  - d. How might I overcome these challenges?
  - e. Who can give me support?
  - f. What can I do if I fail but want to start anew?
4. Reconvene the class and invite learners to discuss some of their responses.
5. Ask learners to add to or modify their personal plans based on the ideas they heard in the discussion.
6. End the activity by asking learners who are interested in trying to maintain a committed relationship to develop personal profiles (refer to Worksheet 10.3b):  
*My Personal Plan for Maintaining a Committed Relationship*

#### *Materials*

- Worksheets 10.3a and 10.3b
- Pens or Pencils
- Paper

#### *Time*

40 minutes

*Staying committed is important to me because*

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*It is also important to people I care about, like*

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---

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*I may face challenges in my life that will make it hard for me to stay committed, such as*

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---

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*But I will overcome these challenges by*

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*I can count on others for support, like*

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*If I should fail, I will make amends with myself and those I care about by*\_\_\_\_\_

---

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*Signed:*

*Date:*

*Witnessed:*

*Date:*

**Conclude by saying:**

- Devising a personal profile of how to maintain healthy relationships will assist us in making sure that we remain faithful to our commitments.
- In life, our commitments in relationships may not always go the way we have planned, but the life skills we have acquired will help us maintain our focus on what we hope to achieve.



# *XI. Dilemmas*





## Background

A dilemma is a situation that requires a choice between unappealing alternatives. For example, if a friend asks to borrow homework, one must choose between (1) helping the friend cheat and (2) refusing and having that friend get angry. Another example is testing HIV positive and having to decide 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 very dangerous. Learners must be aware of dilemmas they may face with regards to HIV and AIDS in the following areas:

- **Dating:** Learners may be uncertain as to whether they should date, as dating brings with it a lot of expectations, for example, if someone buys you a drink, that person may then expect sex in return, which can lead to HIV infection. This idea comes from the misconception that dating 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 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 the 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 status due to fear of death or stigmatisation, but knowing if one is HIV positive may allow medical treatment to boost one's immune system and may prevent the person from unknowingly spreading the infection. Learners may also be afraid to test for STIs due to embarrassment or the fear of being labelled promiscuous. In addition, because of their age, learners 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:** You 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 your friends. However, if you do not get treatment, you run the risk of complications related to reproduction or even mental illness.
- **Communication with adults:** Parents and children often do not feel comfortable discussing sexuality or HIV- and AIDS-related issues with one another, most likely due to cultural norms and age differences. 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, which can lead to sexual abuse and infection with HIV.
- **Family instability:** A variety of situations, including 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 may no longer mean as 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 a trusted family member to turn to in times of trouble. Children who become care-givers are usually faced with poverty, which may force them to go hungry, steal food, or have sex to get money for their basic needs.

It should be noted that learners are faced with dilemmas on a daily basis. Therefore, they need to be assertive, maintain their 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, develop the best possible coping strategies, and discuss how their classmates would manage these or similar dilemmas.

## Purpose

To help learners understand the dilemmas they face with regards to AIDS, HIV, and other STIs, and how they can apply decision-making skills to guide their actions, judgements, and decisions.

## Learning Objectives

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

### *Learners will:*

- Discuss dilemmas associated with AIDS, HIV, and other STIs
- Identify positive and negative consequences associated 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*: The process of getting to know each other better in preparation for marriage.
- *HIV (human immunodeficiency virus)*: A 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 or viruses) or parasites, contracted through sexual intercourse or other intimate sexual contact.

## Points to Keep in Mind

Learners should be encouraged to practise the strategies for addressing dilemmas with their friends in school and with their family and friends at home as much as possible. This will allow them to gain confidence so that they can skilfully deal with any dilemma they face.

The word “dilemma” should not be confused with the word “problem”. Problems frequently have good solutions, but a dilemma involves a choice between two unfavourable options. Common dilemmas include being pressured to drink alcohol or go out with as many girls as possible, which forces people to choose between losing friends or doing something that is risky. In these instances, good decision-making skills are essential.

Teachers should become familiar with the available resources for dilemmas related to HIV and STI testing or treatment, family instability, sexual abuse, etc., that they can refer learners to. Some of the available resources are listed at the back of this book under References.

Methods	Materials	Time
<ul style="list-style-type: none"><li>• Class discussion</li><li>• Group work</li></ul>	<ul style="list-style-type: none"><li>✓ Worksheets</li><li>✓ Pencils or Pens</li><li>✓ Paper</li></ul>	One activity at 40 minutes; one activity at 80 minutes (over two lessons)

## Activity 11.1

### Consequences of Dilemmas (Part 1)

#### Learning Objectives

*Learners will:*

- Discuss dilemmas associated with AIDS, HIV, and other STIs
- Identify positive and negative consequences associated with these dilemmas

#### Methods

- ❖ Class discussion
- ❖ Group work

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Define “dilemma” for the class and ask learners for examples of dilemmas.
3. Divide the class into groups to look closely at two dilemmas (refer to Worksheet 11.1):

Study the situations below, discuss the possible responses, and choose one response:

A. Your partner informs you that he/she is HIV positive. You:

1. Dump him/her.
2. Tell everyone in the community.
3. Become supportive and decide to go for an HIV test yourself.
4. Decide that he/she is lying because you think it is not true because he/she doesn't even look ill, and in any case, people like you don't get HIV.

B. Your friend dates a sugar daddy/mummy and pressures you to follow suit. You:

1. Refuse, and tell your friend the dangers of his/her actions.
2. Decide to also date a sugar daddy/mummy.
3. Tell him/her off, and then spread rumours and gossip around the school about your friend.

#### Materials

- Worksheet 11.1
- Pens or Pencils
- Paper

#### Time

40 minutes

**Conclude by saying:**

4. Reconvene the class and ask groups to present their responses.
  5. Ask groups to come up with a dilemma and some possible responses on their own and to select the response they think is best. (Ask learners to refer to the Introduction for a description of dilemmas that may come up in different situations.)
  6. Reconvene the class and ask learners to present their dilemmas.
  7. End the activity by asking the class what they learned from these situations.
- When in the midst of a dilemma, we must consider our choices and the possible consequences, and then make the decision that is best for us and our health, without hurting others.
  - This is especially true nowadays when we are all faced with dilemmas involving HIV, other STIs, and AIDS.

## Activity 11.2

### Consequences of Dilemmas (Part 2)

#### Learning Objectives

*Learners will:*

- Discuss dilemmas associated with AIDS, HIV, and other STIs
- Identify positive and negative consequences associated with these dilemmas

#### Methods

- ❖ Group work
- ❖ Class discussion

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the meaning of a “dilemma” and ask the class to provide examples.
3. Divide the class into groups to look closely at two more dilemmas (refer to Worksheet 11.2):

Study the situations given below, discuss the possible responses, and choose one response:

A. You suspect that your sister, who is very ill, may be HIV positive. Your parents are convinced that she has been bewitched. You:

1. Consult a traditional doctor.
2. Educate your family about HIV and AIDS and then convince your sister of the need to go for an HIV test.
3. Are not really bothered. It's none of your business, anyway. Your sister had it coming; it's her fault.

B. You have realised that your boy/girlfriend indulges in drugs and wants you to experiment with drugs too. He/she also wants to have sex with you, but you feel you are not ready. You:

1. Tell your mother, father, or guardian about the relationship.
2. Go along with his/her suggestions.
3. Refuse, but insist that he/she get help.

#### Materials

- Worksheet 11.2
- Pens or Pencils
- Paper

#### Time

80 minutes (over two lessons)

**Conclude by saying:**

4. Reconvene the class and ask the groups to present their responses.
  5. Ask the groups to come up with a dilemma and some possible responses on their own and to select the response they think is best. (Have learners refer to the Introduction in their worksheets for a description of dilemmas that may come up in different situations.)
  6. Lead a discussion on the groups' responses. Ask groups why they didn't choose the other responses and what they think would have been the consequences of those decisions?
  7. End the activity by asking the class what they learned from these situations. Ask learners if they now have the confidence to address the dilemmas they face, and if not, what they think they need to do in order to gain this confidence.
- In life, we will always be faced with dilemmas. HIV, other STIs, and AIDS only bring more complications to our lives and the decisions we must make.
  - When faced with a dilemma, there is no easy answer; the best approach is to call on our decision-making skills and our ability to weigh risks and benefits so that we can make the decision that is best for ourselves and our health, without hurting others.



# *XII. Social Responsibility*





## Background

Each member of the community is connected in some way to the other members, whether through family relationships or friendships. 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.

Being responsible means being accountable for one's actions. Social responsibility begins with the individual taking responsibility for his or her welfare and by doing so ensuring that he or she is able to do what is good for the society as a whole. This is what in Botswana is referred to as *Botho*. Young learners can begin to understand *Botho* as the basis for behaviour and actions that affect their families and communities.

The scourge of HIV and AIDS has brought a new urgency to social responsibility. HIV not only affects individuals, it affects the family and community as well. Our social responsibility now includes ensuring that we protect other people by testing ourselves for HIV and ensuring that those who are infected do not suffer from stigma and discrimination.

In this chapter, learners will understand how social norms and values like *Botho* can lead to collective action in carrying out one's social responsibility. They will also learn how they can contribute to combating ignorance about HIV and AIDS in their own community settings.

## Purpose

To help learners understand the importance of being involved in their communities in the fight against HIV and AIDS.

## Learning Objectives

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

### *Learners will:*

- Identify ways in which social norms can enhance positive individual actions in society
- Explain the principles of *Botho*
- Identify ways in which learners can be helpful to the society at large
- Pledge to uphold the principles of *Botho*

## Definition of Terms

- *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

Prior to Activity 12.2, it would be helpful to identify some instances where people have failed to exercise the principles of *Botho*, in case learners have trouble coming up with some at first.

The poem in Activity 12.3 provides an opportunity to discuss the effects that illness can have on people. AIDS in particular has left many people unable to work, and many learners without parents. There are many infected with and affected by HIV in Botswana, and they, like anyone in need, can use support from the rest of us without being judged. The teacher should be on the look out for learners who are uncomfortable with the poem in 12.3, as it is graphic.

Methods	Materials	Time
<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Group work</li> <li>• Role playing</li> <li>• Brainstorming</li> <li>• Guided learning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Worksheets</li> <li>✓ Pencils or Pens</li> <li>✓ Paper</li> </ul>	Four activities at 40 minutes each

# Activity 12.1

## Social Norms

### Learning Objective

*Learners will:*

- Identify ways in which social norms can enhance positive individual actions in society

### Methods

- ❖ Class discussion
- ❖ Group work

### Procedure

1. Introduce the objective of the activity to the class.
2. Ask the class to name traditions in Botswana that help people who are in difficult circumstances.
3. Lead a class discussion on activities that take place in the learners' community to help other people who are less fortunate. Make sure that the discussion addresses the following:
  - What *Botho* means with regards to people who are less fortunate
  - What the norms are in Botswana with regards to people who are less fortunate
  - The societal problems that the HIV pandemic has brought, and societal reaction to these problems
4. Divide learners into groups to read the case study and answer the questions that follow (refer to Worksheet 12.1):

### Materials

- Worksheet 12.1
- Pens or Pencils
- Paper

### Time

40 minutes

### Case Study: At the Village 'Kgotla'

Kedisaletse and her peers from Maun Secondary School (Youth Against AIDS and Peer Approach to Counselling by Teens members) initiated a 10km sponsored walk to raise funds to buy Christmas presents for orphans and vulnerable children from Boseja Primary School. Kedisaletse also suggested a Red Ribbon Day to augment the fund.

Kedisaletse and the other students have now gathered to give the presents to the children. First, the Maun Secondary School Head makes a speech: "*Bagaetsho*, (My tribesman) we are

here to witness a good gesture from peer educators and Youth Against AIDS. What these groups have done is commendable. They are leading their primary school younger sisters and brothers by example. This actually touches on the five principles of our nation, particularly *Botho* and Self-Reliance. This is a challenge to us as village leaders, VDC, councillors, *bogosi*, *mapalamente*, *go ya fela kwa godimo*. *Re tshwanetse go ikitaya ka thupana bagaetsho*" (chiefs, members of parliament and other leaders, we are supposed to pull up our socks.).

The chief then hands over the packages to the social worker, who distributes them to the orphans. As a token of their appreciation, the orphans present a musical item:

*Jesu o a galalela* (Jesus ever shining)

*O a galalela . . .* (He is ever shining)

- a. How did Kedisaletse and her friends demonstrate social responsibility?
  - b. How did their actions help the children?
  - c. What else might people in the community do to help orphans and other vulnerable children?
5. Ask groups to share their answers with the class. When all the groups have presented, lead a discussion on their responses.
  6. Ask learners to work in their groups to list ways that individual actions may help others in the community.
  7. Ask groups to present their lists to the rest of the class.
  8. Lead a discussion on how Botswana social norms can encourage people to act positively in society.
  9. End the activity by asking learners to describe personal ways they can meet their social responsibilities, especially with regards to the HIV pandemic.

**Conclude by saying:**

- Each one of us has a responsibility to the community we live in. The AIDS epidemic has increased the needs of some in our community and brought greater responsibilities to us.
- When we carry out activities in the school to help people in our community, we are exercising our social responsibility.

## Activity 12.2

### *Principles of Botho*

#### Learning Objective

*Learners will:*

- Explain the principles of *Botho*

#### Methods

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

#### Procedure

1. Introduce the objective of the activity to the class.
2. Recap the meanings of “values” and “social norms”, and ask learners to provide examples.
3. Lead a discussion on instances where you or other people have failed to exercise the principles of *Botho*, including what made you fail and what you or they could have done instead.
4. Divide learners into groups to role-play a situation involving the principles of *Botho* (refer to Worksheet 12.2):

Your task is to create a role play in which the principles of *Botho* are not being exercised. Plan your role play by addressing the following questions:

- a. What situation will you role-play?
  - b. How many characters are in your role play?
  - c. What are the qualities and features of each character?
  - d. What is the setting (time and place) of your role play?
  - e. In what ways are the characters not exercising *Botho*?
5. Reconvene the class and ask groups to present their role plays.
  6. Lead a class discussion after each group has presented on what could have been done differently to show *Botho* in each instance depicted in the role play.
  7. End the activity by summarising how to exercise *Botho*.

#### *Materials*

- Worksheet 12.2
- Pens or Pencils
- Paper

#### *Time*

40 minutes

**Conclude by saying:**

- *Botho* is a central value in Botswana. It is what holds our society together.
- For peace and prosperity to prevail in Botswana, we must all uphold the principles of *Botho*, on which the pillars of Vision 2016 are based.

## Activity 12.3

### Community Support

#### Learning Objective

*Learners will:*

- Identify ways in which learners can be helpful to the society at large

#### Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class ways in which they have helped and volunteered in their community.
3. Divide learners into groups to read the poem below and answer the questions that follow (refer to Worksheet 12.3):

1 *Persistent fevers, aggressive herpes simplex, weight loss;  
Persistent diarrhoea, aggressive zoster, appetite loss;  
Persistent cough, generalised pruritic dermatitis, hair loss;  
Persistent headache, generalised candidiasis, skin texture loss;*

5 *Persistent body weakness, generalised lymphadenopathy,  
memory loss;*

*Unemployment, lost self-esteem, lost relationships; lost opportunities.*

*Name them. Ask me the feel of one, two, three, four or all of them;*

*Singularly or grossly combined.*

*The famous syndrome tortured me mercilessly. Crowded general hospital wards*

#### Materials

- Worksheet 12.3
- Pens or Pencils
- Paper

#### Time

40 minutes

10 *Discharged me ruthlessly. What next then? Back to my village  
to die of course*

*But . . .*

*East, West, North or South; Left, Right or Centre; Home is best.*

*Readily welcoming me back, a ghost, a skeleton, a shadow.*

*But just how far can this 'welcome' stretch?*

15 *I hated the god damned place especially in my health status!*

*A mere ugly, wrinkled pale image that I was.*

*Free entertainment to relatives, friends, in-laws;*

*Hurriedly flocking in to visit the patient I was.*

*More to see a case of 'slim' live than sympathise or empathise.*

20 *I, all my kinsmen, swallowed this painfully.*

*Till minutes, hours, days, months, years have rolled by,*

*With stretched necks, whispered words of 'maybe it was not';*

*I DID NOT AND HAVE NOT DIED*

*What a sweet relief it is to share this fatal dilemma!*

25 *A problem shared is a problem halved.*

*Going public with AIDS*

*Leaves little or no more to hide.*

*Varied reactions arise of course;*

*Rejection, sympathy, stigmatisation, empathy;*

30 *Finally acceptance; and perhaps genuine respect with time.*

—by Elizabeth Adikini Ofwano

From: Everett, K. (1995). *Get Wise About AIDS: Lessons for a Safer Lifestyle*. Manzini, Swaziland: MacMillan Boleswa Publishers.

- a. What does this poem tell you about the importance of *Botho* in the era of HIV and AIDS?
  - b. Read lines 13–20. What is the writer feeling at this time?
  - c. If you were living in the same community as the writer, what would you do to exercise your social responsibility?
  - d. Read lines 21–30. What are the changes that have taken place in the writer's life?
  - e. What does the poem tell you about the importance of positive thinking and emotional support in dealing with HIV and AIDS?
4. Reconvene the class and ask groups to present their responses.
  5. Explain that caring for those infected with and affected by HIV and AIDS is part of our social responsibility. Ask the class to come up with a list of techniques for caring for these people, such as community home-based care, growing vegetables, and forming spiritual support groups.
  6. End the activity by asking learners to write down what they will do as part of their social responsibility.

**Conclude by saying:**

- When people are infected with HIV and become sick with AIDS, they experience a variety of emotions. In particular, they may feel isolated and lonely.
- They are also stigmatised and discriminated against by some members of the community. However, people who are sick are also part of the community.
- Providing support and care to these people is part of our social responsibility, and it also helps them think positively and cope with their condition.

## Activity 12.4

# Enhancing Positive Individual Actions in Society

### Learning Objectives

Learners will:

- Identify ways in which social norms can enhance positive individual actions in society
- Pledge to uphold the principles of *Botho*

### Methods

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

### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to think of how families normally respond when a member is sick.
3. Ask learners to then think of how families might respond when a member is sick from AIDS.
4. Divide learners into groups to read the scenario below, discuss the questions that follow, and come up with a role play, as described on the worksheet (refer to Worksheet 12.4):

All the relatives are gathered to appeal to the ancestors (*go phekola*) because Sinah has been ill on and off, presenting with, among other symptoms, herpes, dry cough, fever, diarrhoea, and vomiting. Soon after the ceremony, Tshepo, a student at Shashe River School and Sinah's cousin, shares a story with her family of someone she knows:

Tshepo: She was as sick as Sinah, if not worse, but now she is much better. In fact, this term she was not absent from school for a single day.

Auntie 1: *Nnyaa, o a bua, o ne a fedile ngwana yole*, she was all skin and bones. *Ka re gompieno o tika lerago*. (Yes, that is true, that child was very sick. Today she can even shake her behind.)

### Materials

- Worksheet 12.4
- Pens or Pencils
- Paper

### Time

40 minutes

- Uncle 1: *Ga se yone ngaka ya setso* that she went to? (Is it not because of the traditional doctor she went to?)
- Uncle 2: *Le gone go phekola* (And appealing to the ancestors); did they have a ceremony like ours?
- Tshepo: I'm not too sure about that, but I know for certain that she is taking ARV, which is anti-retroviral therapy.
- Auntie 1: Then I guess we should cook ARV for Sinah.
- Tshepo: *(laughing) Eh-eh! Rakgadi! Ga se dijo kgotsa ditlhare tsa setso. ARV ke kalafi e e ritibatsang mogare wa HIV.* (No, Aunt! It is neither food nor traditional medicine. ARV is medicine that helps to suppress HIV in the body.)
- Sinah: Will they give me this ARV immediately? I really want to get well, like . . .
- Tshepo: Not necessarily. Administration of the new ARV will depend on the viral load and what is termed the CD4 count. This means you will have to be tested for the virus first. If you do have the virus, they will check to see how much of it is in your blood, as well as the level of immunity in your body. It will then be decided when you should take the ARV.
- All: *(with relief and optimism) A re mo iseng jaanong jaana a ye go tlhatlhojwa* (Let's take her now for the HIV test.)

- a. What cultural and spiritual practices are helpful in times of trouble?
- b. How was Tshepo able to sensitise her family members to the importance of taking Sinah to the hospital?
- c. How were social norms and the principles of *Botho* used within this scenario?

Now imagine that one of your relatives is very ill like Sinah. Role-play a scenario in which one of you sensitises your relatives the way that Tshepo did.

5. Ask groups to present their role plays.
6. Lead a class discussion on the role plays.
7. End the activity by asking learners to come up with a list of ways that they will uphold *Botho* by helping to combat ignorance in their community with regards to HIV and AIDS, and a list of any HIV- and AIDS-related programmes they know of. Write the lists on the board and have learners write them in their notebooks.

**Conclude by saying:**

- A lot of information about HIV and AIDS is available in this country; however, there are some people who are still ignorant of the real facts.
- As people who have the correct information, we have a social responsibility to continually educate those around us on the facts.
- Helping those who are infected and affected is part of exercising *Botho* and being a Motswana.



# *XIII. Healthy Living*





## CHAPTER XIII **HEALTHY LIVING**

### **Background**

“Health” is a general state of social, mental, physical, and spiritual well-being, absent of disease and infirmity. “Healthy living” refers to the practice of maintaining this state of well-being. It 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 keep us healthy from day to day.

There are times when people take risks with their health, for example, by not exercising or by having multiple sex partners. However, in this time of HIV and AIDS, people need to know which behaviours put them at risk of contracting HIV, and which behaviours will protect them, so that they can stay healthy and live longer.

In this chapter, learners discuss ways of keeping healthy and the importance of doing so, and identify ways to correct behaviours that are unhealthy. The activities in this chapter require learners to recall the skills of decision making and risk reduction that they developed in Chapters V and IX.

### **Purpose**

To encourage individuals to have healthy lifestyles and practise activities that will promote good health.

### **Learning Objectives**

Learners should practice healthy behaviours.

#### *Learners will:*

- Define “healthy living”
- Differentiate between healthy and unhealthy behaviours
- Know the importance of keeping healthy
- Discuss ways of keeping healthy
- Demonstrate ways to correct unhealthy behaviours
- Make a personal commitment to healthy living

### **Definition of Terms**

- *Mental health:* The state of mind that allows you to function, think, relate, and work normally.
- *Nutrition:* The process by which an organism assimilates food and uses it for growth and maintenance.
- *Exercise:* The activity of exerting your muscles to keep fit.
- *Hygiene:* Sanitary conditions or practices that promote and preserve health.

- *Protection*: Defence against injury.
- *Spiritual well-being*: The state of being well in areas concerning faith, religion, and the soul.

Methods	Materials	Time
<ul style="list-style-type: none"> <li>• Pair work</li> <li>• Group work</li> <li>• Class discussion</li> <li>• Individual work</li> <li>• Presentation</li> <li>• Brainstorming</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Worksheets</li> <li>✓ Pencils or Pens</li> <li>✓ Paper</li> </ul>	<p>Three activities at 40 minutes each</p>

## Activity 13.1

### *Healthy and Unhealthy Behaviours*

#### Learning Objectives

*Learners will:*

- Define “healthy living”
- Differentiate between healthy and unhealthy behaviours
- Know the importance of keeping healthy
- Discuss ways of keeping healthy

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to work in pairs to come up with a definition of healthy living (refer them to the Introduction, if needed).
3. Reconvene the class and ask volunteers to share their responses.
4. Divide learners into groups to complete the worksheet (refer to Worksheet 13.1):

Decide whether the behaviours in the list are healthy or unhealthy, and write one or two reasons to support your statement. Then add six more behaviours (three healthy and three unhealthy) to the table, identify them as healthy or unhealthy, and list your reasons.

#### *Materials*

- Worksheet 13.1
- Pens or Pencils
- Paper

#### *Time*

40 minutes

Behaviour	Healthy or Unhealthy	Reasons
Exchanging sex for money		
Eating a well-balanced diet		
Staying committed to one partner who is HIV negative		
Taking regular exercise		
Rendering first aid without wearing gloves		
Bathing a sick person without wearing gloves		
Abstaining from sexual intercourse		
Not using condoms during sex with someone whose status you do not know		

5. Reconvene the class and ask groups to present some of their responses.
6. Lead a class discussion on the additions that groups made to the table and the reasons that such behaviours are regarded as healthy or unhealthy.
7. Ask learners to each write a short essay on the importance of keeping healthy and how the healthy behaviours they identified can be maintained. Tell them that they will read their essays to the class, either today or in the next activity.

**Conclude by saying:**

8. Ask a few volunteers to present their essays to the class.
  9. End the activity by discussing with the class the essays that were presented.
- Unhealthy behaviours are usually tempting because they are easier to engage in than healthy behaviours.
  - When we use our decision-making skills, we may realise that the easiest choice isn't always the best one.
  - Our health relies on our ability to choose safe behaviours that we can and will maintain, even when it is difficult to do so.

## Activity 13.2

### *Practising Healthy Behaviours*

#### Learning Objectives

*Learners will:*

- Know the importance of keeping healthy
- Demonstrate ways to correct unhealthy behaviours

#### Methods

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

#### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall essays that learners wrote in Activity 13.1.
3. Ask learners who haven't read their essays aloud yet to present them to the class.
4. Ask learners to brainstorm some situations where healthy living is not being practised.
5. Divide learners into groups to role-play such a situation (refer to Worksheet 13.2):

Role-play a situation in which healthy living is not being practiced, and then role-play how the situation can be corrected. Use the following questions to plan your role play:

- a. How many characters are in your role play?
- b. What unhealthy behaviours are being practised by these characters?
- c. Why do they behave this way?
- d. What can your characters do to develop healthy behaviours? What would cause them to make this choice?

6. Reconvene the class and ask groups to present their role plays.
7. After each group has presented, lead a class discussion on the role plays.

#### *Materials*

- Worksheet 13.2
- Pens or Pencils
- Paper

#### *Time*

40 minutes

**Conclude by saying:**

8. End the activity by asking learners to identify situations in their school or community where healthy living is not being practised. Let them know that they will discuss these situations in the next activity.
- There are situations around us where healthy living is not being practised.
  - There are steps we can take to correct unhealthy situations.
  - If we have the opportunity to help ourselves and others by correcting an unhealthy situation, we should do so whenever we can.

## Activity 13.3

# *Making a Healthy Living Pledge*

### Learning Objectives

*Learners will:*

- Differentiate between healthy and unhealthy behaviours
- Know the importance of keeping healthy
- Discuss ways of keeping healthy
- Demonstrate ways to correct unhealthy behaviours
- Make a personal commitment to healthy living

### Methods

- ❖ Class discussion
- ❖ Individual work

### Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the situations that learners identified in the previous activity in which healthy living was not being practised in their school or community. Ask learners if they would like to add any situations to this list.
3. Ask learners to appraise their own healthy living practices (refer to Worksheet 13.3a):

In the table below, appraise your own healthy living practices, and note what you will do to improve your efforts to practise healthy living:

### *Materials*

- Worksheets 13.3a and 13.3b
- Pens or Pencils
- Paper

### *Time*

40 minutes

Category	What do you currently do in each category?	What can you do to improve in each category?
Nutrition		
Activity		
Hygiene		
Protection		
Mental Health		
Spiritual Health		

4. Ask volunteers to present their responses to the class.
5. Lead a class discussion on the learners' responses.
6. End the activity by asking learners to make their own healthy living pledge (refer to Worksheet 13.3b):

Make a commitment to healthy living by making a personal pledge:

**My healthy living pledge is:**

**Conclude by saying:**

- Living healthy is a daily commitment.
- To practise healthy living, we need knowledge and skills as well as the attitude of wanting to be healthy.
- One way to do this is to develop and abide by a healthy living pledge or plan, the benefit of which is a healthier, happier life.

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