



Living



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

Standards 1–2
Teacher's Guide



Living



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

Standards 1–2
Teacher's Guide



Standards 1–2 Teacher's Guide

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

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



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



The BOTUSA Project
PO Box 90
Gaborone, Botswana



World Health Organisation
PO Box 1355
Gaborone, Botswana



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

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

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

Copyright © 2005 by Botswana Ministry of Education.

TABLE OF CONTENTS

Acknowledgements.....	i
Foreword.....	v
Introduction.....	vii
Note to Teacher.....	xi
Testimonial	xvii
I. Self-Awareness.....	1
II. Values	9
III. Goal Setting.....	17
IV. Communication.....	25
V. Decision Making	33
VI. Stress Management	41
VII. The Body.....	49
VIII. HIV and AIDS: Facts, Myths, and Prevention	57
IX. Risk Reduction	65
X. Benefits of Relationships	73
XI. Dilemmas	79
XII. Social Responsibility	83
XIII. Healthy Living	91
References.....	99

ACKNOWLEDGEMENTS

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

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

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

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

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

TASK TEAM MEMBERS

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

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

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

REFERENCE COMMITTEE MEMBERS

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

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

SCHOOLS INVOLVED IN THE NEEDS ASSESSMENT AND PILOT PROCESS

Boseja Primary School

D'kar Primary School

Isang Primary School

Kazungula Primary School

Khama Memorial Primary School

Mandunyane Primary School

Otse Primary School

Seetelo Primary School

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

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

FOREWORD

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

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

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

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

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

Susan Makgothi
Director
Department of Curriculum Development and Evaluation
Ministry of Education, Botswana

INTRODUCTION

The materials in this package are designed to support the Ministry of Education's Primary 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. Infection rates are close to 38% among certain populations of young adults, and 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.

The Botswana Ministry of Education sees a "window of opportunity" because a quarter of the Botswana population are between the ages of 5 and 14, and infection rates are low within this group. With proper interventions and support, the Ministry believes that it can achieve an AIDS-free generation. Therefore, schools have the ability to reach the majority of youth at an age when knowledge, attitudes, and behaviours regarding the prevention of HIV infection are developing.

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

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

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

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

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

1. *Self-awareness*

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

2. *Values*

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

3. *Goal setting*

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

4. *Communication*

- Learners should be able to communicate effectively.

5. *Decision making*

- Learners should be able to make informed decisions.

6. *Managing stress*

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

7. *The body*

- Learners should be able to understand their own bodies.

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*: This topic will be addressed beginning in Standard 3.

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.

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.

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

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.

The lessons contained in this guide should be used to address objectives relating to HIV, AIDS and Life skills issues across the subjects in the curriculum.

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

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

The activities 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.

Note to teacher: At the levels of standards one and two, it is perceived that learners may not be ready to do 'group work' or role plays. The developers of the materials have used guided learning and class discussion in places where in standards three and four they would use other interactive methods. However, the teacher is at liberty to bring in these teaching methods wherever they fit.

The lessons in the materials are for Standard One and Standard Two 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 the chapter, and activities towards the end of each chapter build on the previous lessons and conclude the chapter. Teachers may find it better to use earlier activities with Standard One and the later ones with Standard Two. 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 grow up.

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 meet these characters and 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 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 clubs discussions.

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 Lower Primary School.

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 that 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. It is therefore important that the teacher reads 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. 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 that and therefore should feel free to divide the activities into the number of lessons suitable.

Each individual activity has 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. Learners must be made to understand why they have gone through the activity.

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 in the use of 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 of 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, Environmental Science, Cultural Studies, and Creative and Performing Arts (CAPA). 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 Environmental Science and Cultural Studies, these 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.

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-curricular activities. Rather, this approach is meant to supplement and reinforce health education.

EXAMPLES OF HOW THE MATERIALS CAN BE USED TO ASSIST IN TEACHING THE LOWER PRIMARY SCHOOL SYLLABUS SUBJECTS.

SELF-AWARENESS

Activities in this chapter may be used to teach the Cultural Studies module on exploring relationships, topic: Myself, that looks at developing an understanding and appreciation of learners as worthwhile individuals. These activities may also be used to teach Guidance and

Counselling module on Personal Guidance. Setswana and English also look at awareness of one's self, therefore some activities, especially the Bio-poems may be used to teach such topics.

VALUES

Activities in this chapter may be used to teach the Cultural Studies module on exploring relationships, topic: Interrelations within my family on showing respect within the family. These activities may also be used to teach the following objectives in Cultural Studies; module on Authority Structures: Acquire knowledge and understanding of the value of family rules, module on Culture: Develop an understanding of cultural values module on Rights and Responsibilities that looks at gaining knowledge on the concept of a good citizen under. Setswana also has a module on culture and objectives on recognising polite ways of greeting and showing respect, tolerance and consideration for others. 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 using appropriate forms of oral expression in different situations. Some activities may also be used to teach Creative and Performing Arts module on communication that looks at learners making drawings of any subject of their choice and the module Listening, Composing and Performing that looks at using facial expressions and gestures to communicate stories and tales. Guidance and Counselling also addresses communication under Social and Personal Guidance.

DECISION MAKING

Activities in this chapter may be used to teach Guidance and Counselling module on Personal and Vocational Guidance.

STRESS MANAGEMENT

Activities in this chapter may be used to teach Cultural Studies module on exploring relationships under the objective that looks at exploring family problems and to identify community intervention. Activities may also be used to teach Guidance and Counselling lessons on personal guidance.

THE BODY

Activities in this chapter may be used to teach Cultural Studies module on rights and responsibilities under the objective: acquire knowledge on child abuse. Some activities may also be used to teach Environmental Science module on health and safety under the objective that looks at the practice of proper personal hygiene. 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 Cultural Studies modules on exploring relationships, objective: demonstrate an understanding of the need to care for others and for the module on rights and responsibilities under the topic human rights and HIV and AIDS may also benefit from. These activities may also be used to teach Environmental Science module on health and safety under the objective that looks at acquiring knowledge on diseases. 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 Creative and Performing Arts module on health and safety under the objective that looks at demonstrating good health practices.

BENEFITS OF RELATIONSHIPS

Activities in this chapter may be used to teach Cultural Studies module on exploring relationships under objectives that talk about exploring relationships within their families, examining interrelations within their families, exploring ways of making and sustaining friendship and demonstrating an understanding of the need to care for others.

SOCIAL RESPONSIBILITY

Activities in this chapter may be used to teach Setswana Module on Culture for objectives on appreciating good social habits, e.g., showing respect, tolerance and consideration for other children. These activities may also be used to teach Cultural Studies module on exploring relationships under the objective developing an understanding and appreciation of roles and responsibilities of family members. The module on Authority Structures for the objective on exploring the concept of rules and their role in the community may also use these activities. Some of these activities may be used to teach Environmental Science module on Our Surroundings for the objective that looks at keeping the surrounding clean.

HEALTHY LIVING

Activities in this chapter may be used to teach Environmental Science module on health and safety for objectives that look at practising proper personal hygiene, practising healthy habits, describing proper care of the body, demonstrating healthy eating habits and comparing eating habits with a balanced diet. Creative and Performing Arts may also use some of these activities to address the module.

Activities on matching and identifying true and false may be used to address the topic Problem solving in Mathematics. Bio-poems, stories and role plays may be used to teach Setswana and English.

TESTIMONIAL

THE STORY OF KGALALELO NTSEPE

Kgalalelo Ntsepe has HIV. This is the virus or germ that causes AIDS. In 1998, before she found out that she has the virus, she had a terrible headache that would not go away. A friend advised her to go for an HIV test. She was afraid to do so. She thought that if she had the HIV, it meant that she was going to die after a very short time. She tried to go for a test two times but each time she did not reach the voluntary counselling and testing centre. Later on, she read a pamphlet on HIV and AIDS. After reading this, she decided to do the test. On the 3rd of July 2001, she went for the test and she was found to be HIV positive.

She received counselling and support from her friends and the church. This helped her to accept that she was HIV positive. For a long time, her family refused to believe that she was HIV positive. They believed that she was bewitched. Now they have accepted her status.

Kgalalelo is coping well with HIV. She now works as a trainer for the Centre for Youth of Hope (CEYOH). Ever since she tested, she leads a very healthy life. Kgalalelo started treatment for HIV on the 10th of August 2001. Her blood was very weak when she started and she was very thin. Now her blood is much stronger and she has gained a lot of weight.

Kgalalelo advises young people not to have sex until they are married.



I: Self-Awareness



Background

Self-awareness is knowing who we are and what we can do. This includes, among other things, our likes and dislikes, our limitations, and our strengths.

It is important to know ourselves so that we can improve our limitations and build on our strengths. This helps us build our self-esteem and become better people.

In this chapter, learners will express their likes and dislikes regarding some basic concrete things, such as food, shelter, clothing, chores, and hobbies. This will help them build a foundation for understanding who they are and what they can do as they grow and become more mature individuals.

Purpose

To help young learners think about themselves constructively and to understand that individuals are unique and that differences among people are acceptable.

Learning Objectives

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

Learners will:

- Identify their likes and dislikes
- Express their uniqueness

Points to Keep in Mind

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

Methods	Materials	Time
<ul style="list-style-type: none"> • Brainstorming • Individual work • Class discussion • Drawing • Pair work 	<ul style="list-style-type: none"> ✓ Worksheets 1.1 and 1.2 ✓ Paper ✓ Pencils ✓ Crayons 	<p>One activity at 30 minutes and one activity at 60 minutes</p>

Activity 1.1

Listing Likes and Dislikes

Learning Objectives

Learners will:

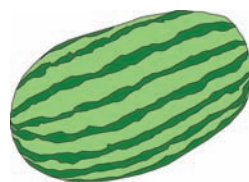
- Identify their likes and dislikes

Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners what they ate recently.
3. Ask learners to brainstorm a list of fruits. Write their answers on the board or paper.
4. Ask learners to tick (✓) fruits they like and cross (X) the ones they do not like (refer to Worksheet 1.1).



Materials

- Worksheet 1.1
- Pencils
- Paper

Time

30 minutes

5. End the activity with a class discussion about choices that centres on the following questions:
 - a. Which fruits do you like? Why?
 - b. Which fruits do you dislike? Why?
 - c. Do you have the same likes and dislikes as anybody else?

Conclude by saying:

It is normal for everyone to have likes and dislikes in their food choices. It is important for each of us to recognise our own likes and dislikes and to remember that not everyone shares the same likes and dislikes.

Activity 1.2

How We See Ourselves and Others

Learning Objectives

Learners will:

- Express their uniqueness

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Recap what the class learned about individual likes and dislikes in the previous activity, Activity 1.1: Listing Likes and Dislikes.
3. Draw a body on the board and ask learners to help you label the body parts (e.g., head, shoulders, nose, mouth, chest, waist, knees, toes) in either English or Setswana.
4. Ask learners to make self-portraits. Below their self-portraits, ask them to list things they like about themselves (refer to Worksheet 1.2).
5. Ask learners to work in pairs to look at and discuss each other's pictures and lists. The discussion should centre on the following questions:
 - a. How are your pictures different?
 - b. How are they the same?
6. End the activity with a class discussion of what learners learned about themselves and their neighbours.

Materials

- Worksheet 1.2
- Pencils
- Paper

Time

60 minutes

Conclude by saying:

We all see ourselves in different ways. We have things we like and things we dislike about ourselves. Some things that we don't like about ourselves, others may like about us. We should learn to accept ourselves and others as we are.

II: Values



Background

A value is a belief we hold that is important to us, influencing how we guide our lives and relate to other people. There are individual values, family values, community values, and national values.

Values shape our goals and influence the way we make decisions. Values build not only the individual but also the society at large. Therefore, for learners to treat people respectfully and be treated with respect, the values of loyalty and, most especially, honesty are very important.

In this chapter, learners are introduced to the concept of values by talking about the importance of telling the truth and respecting others. They also explore what it feels like to be lied to. Values for children centre on honesty and dishonesty with their friends and family members, as well as respect and disrespect. It is essential for the teacher to dwell on the positive aspects of one's values so that learners are encouraged to establish and uphold values.

Purpose

To equip learners with skills that will assist them in clarifying the personal values that guide their actions, attitudes, judgments, and decisions.

Learning Objectives

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

Learners will:

- Explain why honesty is important
- Explain why respect is important

Definition of Terms

- *Values:* The beliefs held by a person or a group in which there is an emotional investment.
- *Honesty:* Not disposed to cheat or defraud.
- *Respect:* Courteous regard for people's feelings.

Points to Keep in Mind

The work of defining Vision 2016 began in August 1996 with a nine person Presidential Task Group. They produced a booklet entitled “A Framework for a Long Term Vision for Botswana”. The Vision 2016 described below is a national manifesto for the people of Botswana. It reflects the views of many different parts of our society. It is a statement of long-term goals that identifies the challenges implied by those goals, and proposes a set of strategies that will meet them.

The development plans of Botswana have always been based upon the four national principles, which are Democracy, Development, Self-reliance and Unity. These principles are still valid today, and must be re-focused to embrace change and relate to Botswana's current level of development.

The fifth principle for Botswana will be *Botho* (Setswana word for respect, good manners). *Botho* as a concept must stretch to its utmost limits the largeness of the spirit of all Botswana. It must permeate every aspect of our lives, like the air we breathe, so that no Botswana will rest easy knowing that another is in need.

The Seven Pillars of Vision 2016 are as follows:

1. An educated and informed nation.
 2. A prosperous, productive, and innovative nation.
 3. A compassionate, just, and caring nation.
 4. A safe and secure nation.
 5. An open, democratic, and accountable nation.
 6. A moral and tolerant nation.
 7. A united and proud nation.
- The teacher may want to refer to Vision 2016 (www.logos-net.net/ilo/150_base/en/init/bot_3.htm) for a complete description of *Botho*.

Methods	Materials	Time
<ul style="list-style-type: none">• Story telling• Class discussion• Brainstorming• Individual work	<ul style="list-style-type: none">✓ Worksheets 2.1 and 2.2✓ Pencils✓ Paper	Two activities at 30 minutes each

Activity 2.1

Honesty

Learning Objectives

Learners will:

- Explain why honesty is important

Methods

- ❖ Story telling
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners what they think about when they hear the word 'honesty.'
3. Tell the following story (refer to Worksheet 2.1):

Story: 'The Honest Learners'

Once upon a time, there was an old woman who lost her money. She lived near a school. Some learners found the money and had different thoughts about what to do with it. They thought of sharing the money, buying sweets, or hiding the money. Finally, they agreed it would be wrong to keep something that was not theirs. So they decided to take the money to the school head. When they arrived at the school head's office, they found the old woman sitting in front of the office. She was very sad. The learners gave the money to the school head, who gave it back to the old woman. The old woman was very happy and thanked them.

Materials

- Worksheets 2.1 and 2.2
- Paper
- Pencils

Time

30 minutes

4. Discuss the story with the class, using the following questions (refer to Worksheet 2.2):
 - a. Did the learners do the right thing by taking the money to the school head?
 - b. Why do you think that?
 - c. Do you think that being honest is good?
 - d. If it were you, what would you have done?
 - e. Why would you do that?

-
5. End the activity by discussing with the class what they learned about the importance of honesty.

Conclude by saying:

The learners in the story valued honesty. Because of this value, they made the decision to take the money to the head teacher. When we find something that does not belong to us, we can show that we value honesty by returning it to the owner.

Activity 2.2

Respect

Learning Objectives

Learners will:

- Explain why respect is important

Methods

- ❖ Brainstorming
- ❖ Individual work
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Brainstorm with the class a list of actions that show respect. Brainstorm the idea of *Botho*.
3. Explain to the class that honesty and respect are ways to show *Botho*.
4. Read each sentence to the class and ask learners to put a tick (✓) next to sentences that show respect (refer to Worksheet 2.2).

1. _____ 'Please, teacher, may I go out?'

2. _____ 'Bring that cup here; I want to drink water.'

3. _____ 'I want to go out.'

4. _____ 'You know that I could slap you for taking my note book.'

5. _____ 'Give me your pen.'

6. _____ 'May I use your cup to drink water?'

7. _____ 'May I please use your pen, Tinah?'

Materials

- Worksheet 2.2
- Pencils
- Paper

Time

30 minutes

-
5. Discuss with learners their responses to the worksheet. Explain why a particular behaviour is considered polite or impolite, respectful or disrespectful.
 6. End the activity with a class discussion of what being polite and respectful says about a person.

Conclude by saying:

When we treat others politely and with respect, they will treat us the same way.

III: Goal Setting



CHAPTER III **GOAL SETTING**

Background

Goal setting is planning for what you want, who you will become, and where you want to go. As children grow, they depend less on their parents or guardians as they begin to meet their own physical, emotional, and economic needs regarding freedom and self-direction. They then begin to take personal responsibility for their own lives. Therefore, they need to learn to set their own goals.

Children need to start setting smaller goals at a tender age in order to build their confidence. This, in turn, will help them get used to setting and attaining larger goals.

In this chapter, learners begin to understand that careful planning will bring them more success and less frustration.

Purpose

To assist young learners in developing their ideas of what they want to do in life and in thinking of ways to achieve their dreams.

Learning Objectives

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

Learners will:

- Discover what 'goals' are
- Set personal goals

Points to Keep in Mind

A goal is something a person wants to accomplish. Having personal goals helps us make the best choices and decisions in our lives. It also gives us direction, and moves us towards our vision.

Methods	Materials	Time
<ul style="list-style-type: none"> • Story telling • Pair work • Class discussion • Guided learning • Drawing 	<ul style="list-style-type: none"> ✓ Worksheets 3.1 and 3.2 ✓ Pencils ✓ Paper ✓ Crayons 	<p>One activity at 30 minutes and one activity at 60 minutes</p>

Activity 3.1

Goals

Learning Objectives

Learners will:

- Discover what 'goals' are

Methods

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

Procedure

1. Introduce the objective of the activity to the class
2. Read the following story to the class (refer to Worksheet 3.1):

Story: 'Ngeve and Tanyala'

Ngeve and Tanyala were walking home after school, when they started talking about what they want to become when they finish school. Ngeve said, 'I want to become a doctor.' Tanyala asked, 'Why? I want to be a teacher.' Ngeve said, 'Because doctors help sick people.' 'And teachers teach us how to read,' answered Tanyala.

3. Ask learners to share, in pairs, what they want to become when they grow up.
4. Ask some volunteers to share with the class what their partners want to become.
5. End the activity by explaining that what learners want to become is one of their goals.

Materials

- Worksheets 3.1

Time

30 minutes

Conclude by saying:

A goal is something a person aims for. If you want to achieve things in life, you must set goals and work towards them.

Activity 3.2

Setting Personal Goals

Learning Objectives

Learners will:

- Set personal goals

Methods

- ❖ Guided learning
- ❖ Drawing
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class
2. Recap the previous activity by reminding learners the meaning of the word 'goals.'
3. Ask learners to each draw a picture showing what they want to become (e.g., doctor, teacher, police officer, driver, shop owner, farmer) (refer to Worksheet 3.2).
4. Ask learners to exchange their work with a partner. Ask some volunteers to share with the class what their partners have drawn.
5. Explain to learners that to become each of these things, they will need to do some work. For example, to become a teacher, you have to go to a teacher training college; to become a doctor, you have to go to medical school; and to become a shop owner, you have to save money to buy your own shop.
6. Ask volunteers to say one thing that they can do to become who they want to be.
7. End the activity by discussing with the class some of the things they can do to become who they want to be.

Materials

- Worksheet 3.2
- Pencils
- Crayons
- Paper

Time

60 minutes

Conclude by saying:

Setting personal goals and working hard will help us become who we want to be.

IV: Communication



Background

Communication involves one person imparting or exchanging information, ideas, or feelings to or with another person. Communication requires speaking, listening, observing, understanding, and responding. Communication can be verbal, non-verbal, or both. Verbal communication is when one communicates using words; non-verbal communication is when one uses gestures or body language to communicate.

Children need to be able to clearly express their feelings and needs as well as to understand and be sensitive to the feelings and needs that others express. Poor communication can cause misunderstandings and lead to feelings of anger, mistrust, or frustration in relationships with teachers, friends, family, and others.

In this chapter, learners develop and practice a range of communication skills (speaking, listening, and observing). They learn communication strategies, such as following directions and initiating and maintaining conversations, as well as how to communicate both verbally and non-verbally.

Purpose

To enhance good communication skills in learners so that they can communicate effectively and express themselves clearly.

Learning Objectives

Learners should be able to communicate effectively.

Learners will:

- Give examples of how people communicate by using words
- Give examples of how people communicate non-verbally

Points to Keep in Mind

- ‘Communication’ refers to the transfer of information between people.
- People communicate in a variety of ways:
- *Verbally*, by using spoken and written words to convey messages.
- *Non-verbally*, by using symbols, signs, or body language to convey messages or to provide additional information that can help clarify the verbal message. Sign language is a form of non-verbal communication used by those with hearing impairments.
- Acceptable communication practices should be emphasised, for example, ‘Mummy, may I please have some water?’ or ‘Please pass me the milk.’

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Drawing • Class discussion • Pair work • Presentation 	<ul style="list-style-type: none"> ✓ Worksheets 4.1 and 4.2 ✓ Pencils ✓ Paper ✓ Crayons 	<p>One activity at 60 minutes and one activity at 30 minutes</p>

Activity 4.1

Non-Verbal Communication

Learning Objectives

Learners will:

- Give examples of how people communicate non-verbally

Methods

- ❖ Guided learning
- ❖ Drawing
- ❖ Presentation
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Ask for a few volunteers to demonstrate the following without using words (refer to Worksheet 4.1). Ask learners to repeat after the volunteer has demonstrated each word:
 - a. Feeling happy
 - b. Calling someone over to you
 - c. Feeling sad
 - d. Saying 'no' to someone
 - e. Feeling angry
 - f. Greeting someone
3. Explain to learners that they have just used their eyes, hands, heads, faces, etc. to communicate without using words. This is called 'non-verbal communication.'
4. Ask learners to individually draw a picture of one of the actions they just demonstrated (refer to Worksheet 4.1).
5. Ask some volunteers to share their pictures with the class.
6. End the activity with a class discussion of ways that people can communicate their feelings without using words.

Materials

- Worksheet 4.1
- Pencils
- Paper
- Crayons

Time

60 minutes

Conclude by saying:

In addition to our words, we can use our heads, hands, eyes, and other parts of our bodies to communicate. This is called non-verbal communication.

Activity 4.2

Verbal Communication

Learning Objectives

Learners will:

- Give examples of how people communicate their feelings, wants, needs, etc.

Methods

- ❖ Guided learning
- ❖ Pair work
- ❖ Presentation

Procedure

1. Introduce the objective of the activity to the class.
2. Remind learners what 'non-verbal communication' is.
3. Explain to learners that another way of communicating is through the use of words and that this is called 'verbal communication.' You communicate both by what you say: 'Give me your pen' or 'May I have your pen?', 'Come here' or 'Will you please come here?'—and by how you say it—(*in a soft, polite voice*) 'It's time to take out your notebook' or (*in a loud, angry voice*) 'It's time to take out your notebook!'
4. Ask learners to work in pairs to demonstrate opposite ways of communicating, using statements given in the worksheet or any other statements they can think of (refer to Worksheet 4.2):

Materials

- Worksheet 4.2

Time

30 minutes

Mom! Give me that ball! Mama! Tsisa tlhe!	
	Please play with me. Tlhe mma/rra tshameka le nna.
You are stepping on me! O a nkgata tlhe!	
	Could you please help me read? Ke kopa gore o nthuse go bala.

-
5. Ask some volunteers to share how they communicated with the class.
 6. End the activity by summarising the different ways that people communicate verbally.

Conclude by saying:

When we use words to communicate, we may use a loud voice or a soft voice, a polite voice or an impolite voice, and we may use many different words to say what we want to say. This is called verbal communication.

V: Decision Making



Background

A decision is a position one takes after considering possible actions or solutions to an issue. There are two types of decisions: simple (such as what to have for breakfast) and complex (such as what kind of job one should choose).

Decision making enables learners to take proper control of their own lives and to accept responsibility for their own decisions.

At this level, learners can get into the habit of making informed decisions on simple issues, such as the type of food they want to eat or who to play with.

In this chapter, learners practise the skill of making good decisions and learn how to become effective decision-makers.

Purpose

To sensitise learners to the importance of making informed decisions at an early age and to empower young people to take responsibility for their decisions and the consequences that follow.

Learning Objectives

Learners should be able to make informed decisions.

Learners will:

- Identify good and bad decisions
- Consider the consequences when making decisions

Methods	Materials	Time
<ul style="list-style-type: none">• Story telling• Class discussion• Guided learning• Role playing	✓ Worksheets 5.1 and 5.2	One activity at 30 minutes and one activity at 60 minutes

Activity 5.1

Good and Bad Decisions

Learning Objectives

Learners will:

- Identify good and bad decisions

Methods

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

Procedure

1. Introduce the objective of the activity to the class
2. Read the story below to the learners and discuss the questions that follow (refer to Worksheet 5.1):

Story: 'Stealing from a Friend'

One day Biki decided that he wanted to buy some chips at the tuck shop near the school, but he did not have any money. He asked Mosetsana if she had some money so that they could buy chips and share them. She did not. Biki was so hungry! Later Biki saw that Kabo had some money. Biki thought that he could steal the money from Kabo. So he did, and then he bought some chips.

Mosetsana saw Biki eating chips and said, "Hey, nice food you have there! I know you don't have money. Where did you get the money?"

"I stole it from Kabo," Biki said. "Let's eat!"

Mosetsana said, "You bought that food with stolen money. That is wrong. I don't want any of it."

"Hey, I can't find my money," said Kabo. "Where is it? I need it for my ride home from school."

Mosetsana said, "Biki, tell him where his money is."

"Kabo," said Biki, "I took your money to buy chips. I am sorry, I will pay you back tomorrow."

Materials

- Worksheet 5.1

Time

30 minutes

-
- a. How many decisions did Biki make?
 - b. What were they?
 - c. What decisions did Mosetsana make?
 - d. Which of these decisions do you think were bad?
Which were good?

3. Ask learners to think of times when they made decisions that turned out to be bad, and decisions that turned out to be good.
4. Ask some volunteers to share their thoughts with the class.
5. End the activity by asking learners to list some examples of good decisions and write these on the board.

Conclude by saying:

We make decisions every day of our lives. Good decisions are ones that do not hurt us or others.

Activity 5.2

Results of Decisions

Learning Objectives

Learners will:

- Consider the consequences when making decisions

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to recall some decisions they made recently.
3. Read the following story to the class (refer to Worksheet 5.2):

Story: 'School Phobia'

Tshepo asks, "Malebogo, why didn't you go to school?"

"I don't like school," replies Malebogo. "It's too difficult."

"The teacher says you should come to school," says Tshepo.

"Okay," Malebogo says, "I'll come tomorrow."

The next day, Malebogo goes to school, and the teacher talks to her, "Malebogo, going to school is good. If you do not go to school, you are likely to become a street child. You should come to school every day. You can do well in school and get a good job later in life."

Malebogo replied, "But school is very hard for me, Teacher."

"Malebogo," said Teacher, "if you come to school every day, I will help you understand the lessons."

Malebogo starts coming to school every day, and she gets good marks as a result!

Materials

- Worksheet 5.2

Time

60 minutes

-
4. Ask the class to discuss the story.
 5. Ask for a few volunteers to perform the story.
 6. End the activity with a class discussion of the positive and negative consequences that can result from decision making, and how learners can be responsible decision-makers.

Conclude by saying:

We should always think of the likely results of each decision we make. This will help us make decisions that are good for us.

VI: Stress Management



CHAPTER VI **STRESS MANAGEMENT**

Background

Stress results from difficulties that cause strain, emotional tension, or worry. Stress management, then, is the process of coping with the strain and tension.

Stress management is an important technique for keeping ourselves healthy and happy.

Learners are likely to encounter stress that is related to the community, school, family, or friends especially in the advent of HIV and AIDS, where some children have become care-givers and/or orphans at an earlier age and are living in poverty.

In this chapter, learners understand how to recognise stress and learn some coping strategies for managing stress.

Purpose

To equip learners with stress-management skills.

Learning Objectives

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

Learners will:

- Recognise stress-causing situations
- Recognise signs of stress

Points to Keep in Mind

Some of the issues discussed in this chapter are very emotional and sensitive. Teachers need to be careful when discussing these issues by being observant to learners' reactions so as not to make them more stressed. The objective is to help learners manage stress, not to cause or increase it. Some of the activities in the chapter have illustrations as part of the worksheets. Teachers need to encourage learners to interpret the pictures the way they understand them.

Definition of Terms:

- *Stressful:* 1) A state of mental or emotional strain or suspense
2) Difficulty that causes worry or emotional tension
- *Stress management:* Come to terms or deal with mental or emotional strain

Methods	Materials	Time
<ul style="list-style-type: none"> • Class discussion • Guided learning 	<ul style="list-style-type: none"> ✓ Worksheets 6.1 and 6.2 ✓ Pencils ✓ Paper 	Two activities at 30 minutes each

Activity 6.1

Stress-Causing Situations

Learning Objectives

Learners will:

- Recognise stress-causing situations

Methods

- ❖ Guided learning
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class
2. Show learners the following pictures (refer to Worksheet 6.1):

- a. Watching bad news on TV



- b. A death in the family



- c. Parents fighting



Materials

- Worksheet 6.1
- Pencils
- Paper

Time

30 minutes

3. Ask the class to say what is happening in each picture and how they think the child in each picture feels.
4. Ask volunteers to share what they see in each picture.
5. Explain to learners that the negative feelings they have named are what is known as stress. These feelings are brought about by unpleasant or unhappy situations like the ones in the pictures. These situations are called 'stress-causing situations.'

6. Ask learners to identify other examples of stress-causing situations.

Note to the teacher: Some examples are stolen money, a sibling who is troublesome, a bully at school, or parents not living together.

7. End the activity by discussing with learners some ways to deal with stress-causing situations and seeing how many ways the learners can name.

Note to the teacher: Some examples are talking with friends, spending time with the family, and playing sports and games.

Conclude by saying:

Stress is caused by difficult situations, such as a death in the family or being bullied at school. Sometimes we cannot stop these situations, but we can do some things to make ourselves feel better, like talking with family members or playing sports and games.

Activity 6.2

Signs of Stress

Learning Objectives

Learners will:

- Recognise signs of stress

Methods

- ❖ Guided learning
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class
2. Recall the examples of stress-causing situations from Activity 6.1.
3. Explain to the class that an important sign of stress is a negative change in behaviour, for example, when someone loses interest in school activities, loses his or her appetite, or becomes aggressive and difficult.
4. Ask for some volunteers to explain what is happening in each picture and discuss each idea with the class (refer to Worksheet 6.2):

- a. Feeling sad



- b. Being untidy



- c. Fighting with other students



- d. Sleeping in class



Materials

- Worksheet 6.2

Time

30 minutes

-
5. Ask volunteers to say why they think the person in the picture is experiencing stress.
 6. End the activity by explaining that it is important to recognise signs of stress so that you can do something to help yourself manage these stressful feelings, using some of the stress-management strategies you learned about in the last activity.

Conclude by saying:

Stress can sometimes affect us without our knowing it. Therefore, it is important to be able to recognise signs of stress in ourselves so that we can get help when we need it.

VII: The Body



CHAPTER VII **THE BODY**

Background

As children grow, they undergo certain body changes, which are a normal part of the growth process. These changes are different for boys and girls. Children should be made aware of these changes so that they are not surprised when they happen. This awareness will help them know their bodies better. It will also help them differentiate between the ways that people touch them, what touches are acceptable and what touches are not acceptable.

In this chapter, learners become aware of the changes occurring in their bodies and learn how to take care of themselves.

Purpose

To enable learners to understand boys' and girls' anatomy, so that they know how to take care of their own body parts

Learning Objectives

Learners should begin to understand their own sexuality.

Learners will:

- Identify body parts and their functions
- Describe how they can take care of their body parts

Points to Keep in Mind

This chapter deals with sensitive issues concerning sexuality. Some learners may be uncomfortable with discussing and labelling certain parts of the body. As such, the teacher needs to encourage and guide the learners to be comfortable with discussing their body parts.

The chapter also deals with issues related to good and bad touches. This might evoke emotions in any learners who are experiencing abuse at home. The teacher should be ready to address the situation by referring learners to relevant authorities or agencies.

Definition of Terms

- *Anatomy*: The structure of the human body and its elements.

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Individual work • Drawing • Singing • Class discussion 	<ul style="list-style-type: none"> ✓ Worksheets 7.1 and 7.2 ✓ Pencils ✓ Crayons ✓ Paper 	Two activities at 30 minutes each

Activity 7.1

Parts of the Body

Learning Objectives

Learners will:

- Identify body parts and their functions

Methods

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

Procedure

1. Introduce the objective of the activity to the class
2. Introduce the body parts to learners by singing 'Head and Shoulders.'
3. Ask learners to draw a picture of themselves and to label the following body parts (refer to Worksheet 7.1):
eyes, ears, nose, mouth, arms, shoulders, hands, legs, knees, feet
4. Ask the class to say out loud the function of each body part that they labelled.
5. End the activity by explaining that each body part has a purpose and that some parts have more than one function.

Materials

- Worksheet 7.1
- Paper
- Pencils
- Crayons

Time

30 minutes

Conclude by saying:

The body is made up of different parts, and each of these parts has a function.

Activity 7.2

Taking Good Care of Our Bodies

Learning Objectives

Learners will:

- Describe how they can take care of their body parts

Methods

- ❖ Class discussion
- ❖ Guided learning

Procedure

1. Introduce the objective of the activity to the class.
2. Recall the body parts and functions the class discussed in the previous activity.
3. Ask learners how they care for their bodies.
4. Lead a discussion on the correct ways of caring for the body (refer to Worksheet 7.2):

Nose

Wipe with a tissue



Teeth

Brush with toothpaste



Ears

Clean with cloth



Materials

- Worksheet 7.2
- Paper
- Pencils

Time

30 minutes

Face Wash with soap



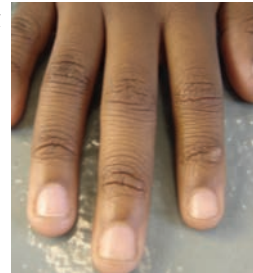
Hands Wash with soap



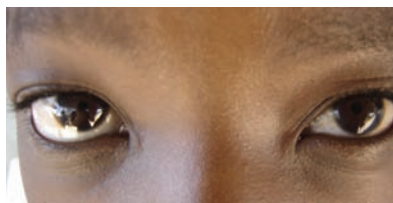
Toes Wash with soap between the toes



Nails Cut them short



Eyes Avoid rubbing with dirty fingers



5. End the activity by emphasising good ways of taking care of one's body.

Conclude by saying:

Taking good care of our bodies is essential to healthy living.

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



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

Background

AIDS is an incurable disease that has an impact on everyone's life. It scares people, which causes them to believe and spread misinformation, simply because they are desperate to protect themselves. Over the years, several myths about AIDS have become well-known, such as "AIDS is widowhood (boswagadi)."

Myths confuse young learners and block proper information from reaching them. It is important for youth to know the facts and to differentiate them from myths before they become sexually active, as this will help them make healthy choices and prevent themselves from becoming infected with HIV.

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

Purpose

To provide learners with knowledge of facts and myths about HIV and AIDS in the context of real-life situations.

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.

Learners will:

- Discuss HIV and AIDS
- Discuss facts and myths about HIV and AIDS

Definition of Terms

- **Myth:** Information that is generally known but not true. Myths can hinder people's ability to learn the facts about HIV and AIDS.
- **Fact:** A statement or assertion that is true and has been verified.
- **HIV:** Human Immunodeficiency Virus, the virus that causes AIDS. This virus damages the body's immune system.
- **AIDS:** Acquired Immune Deficiency Syndrome, which is a result of HIV. AIDS occurs when an HIV-positive person becomes ill and cannot fight off diseases.
- **ARVT:** Anti-Retroviral Therapy, the act of treating the symptoms and monitoring the health condition.

Points to Keep in Mind

Myths are untrue statements that people use to separate themselves from others, hide the truth, and make themselves feel better, ultimately. When HIV and AIDS first appeared, there was very little understanding of their causes and effects, so people's fear and ignorance spurred myths. Some people developed and believed in myths to make sense out of the disease. For example, some people might say that they were not infected with HIV but rather were bewitched, because they fear the stigma and discrimination associated with being HIV positive.

Today, we know much more about the disease, and we know that myths will only spread it further. In Botswana, we have the advantage of the provision of ARVT, which improves the quality of and prolongs life for those infected. This has also spurred the myth that ARVT is a cure for AIDS. However, it should be known that ARVT is not a cure, it is treatment; there is currently no cure for AIDS.

It is time to correct myths with accurate information so that we can move forward as a society, care for those infected with and affected by HIV and AIDS, and prevent new infections.

Methods	Materials	Time
<ul style="list-style-type: none">• Guided learning• Class discussion• Game playing	<ul style="list-style-type: none">✓ Worksheets 8.1 and 8.2✓ Paper✓ Pencils	One activity at 30 minutes and one activity at 60 minutes

Activity 8.1

Fact and Myths (Part 1)

Learning Objectives

Learners will:

- Discuss HIV and AIDS

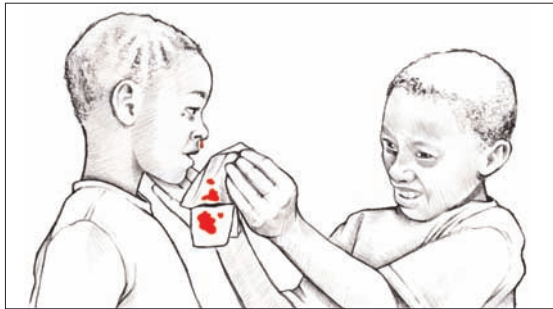
Methods

- ❖ Guided learning
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class
2. Introduce the subject of HIV and AIDS by asking learners what they have heard about HIV and AIDS.
3. Explain that HIV is a virus. A person who is infected with HIV can still look healthy. When HIV gets into a person's body, after some time, that person will get sick with AIDS.
4. Explain that one way a person can get HIV is through contact with the blood of an infected person. There are also other ways to get HIV.
5. Ask learners to study the pictures below and circle the one that shows how HIV can be spread.

a) You can get HIV by handling an infected person's blood.



b) HIV is spread by people hugging each other.



Materials

- Worksheet 8.1
- Paper
- Pencils

Time

30 minutes

6. Ask learners to discuss why they think that the picture they chose shows how HIV can be spread. Ask learners how they can prevent the spread of HIV, i.e., taking precautions like wearing gloves.
7. End the activity by addressing any facts, myths, or misconceptions that may be relevant to your particular school or community.

Conclude by saying:

People can get infected with HIV, which leads to the disease AIDS. However, HIV can be prevented. It is important for us to know the facts so that we will know how to protect ourselves.

Activity 8.2

Facts and Myths (Part 2)

Learning Objectives

Learners will:

- Discuss facts and myths about HIV and AIDS

Methods

- ❖ Game playing
- ❖ Guided learning
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class
2. Recap what learners discussed in the previous lesson, including definitions of terms and the modes of transmission of HIV.
3. Draw two columns on the board and label them 'True' and 'False.'
4. Explain that you will read several statements to the class. If the statement is a fact, the whole class should yell, 'True!' If it's a myth, the class should shout, 'False!'
5. Read the statements below. After the class shouts T/F, write the letter of each factual statement in the 'True' column and each incorrect statement in the 'False' column. Explain each statement before going on to the next one (refer to Worksheet 8.2):

Note to the teacher: The correct answers appear in brackets below.

- a. HIV is a virus. (*True*)
- b. A person with HIV can look healthy. (*True*)
- c. A person with HIV always looks sick. (*False*)
- d. HIV infects animals only. (*False*)
- e. AIDS is a disease. (*True*)
- f. You can get HIV from food. (*False*)
- g. You can get HIV by sharing razors. (*True*)
- h. You can get HIV from a mosquito bite. (*False*)
- i. You can get HIV from playing with an infected child. (*False*)
- j. There is no cure for AIDS. (*True*)

Materials

- Worksheet 8.2
- Pencils

Time

60 minutes

6. Explain to the class that the true statements are known as 'facts' and the false statements are known as 'myths.'
7. End the activity by reviewing each of the statements.

Conclude by saying:

A person with HIV has the virus but is not sick, whereas a person with AIDS has the virus and is sick. Understanding the difference between HIV and AIDS and knowing what are facts and what are myths will help us protect ourselves and others and stay healthy.

IX: Risk Reduction



CHAPTER IX **RISK REDUCTION**

Background

Risk reduction is our ability to avoid or minimise situations that may harm us or potentially expose us to suffering. For example, not playing with sharp instruments is an example of risk reduction; in other words, you are reducing your risk of getting cut.

We must know and understand certain behaviours and activities that can put us at risk of endangering our lives so that we can avoid them. For example, it is not who you are that puts you at risk of contracting HIV infection, it is what you do.

In this chapter, learners understand how to identify risky behaviour and how to be safe in different situations.

Purpose

To equip learners with risk reduction skills.

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:

- Identify risky situations
- Identify safety precautions

Definition of Terms

- **Taking a risk:** To proceed with an action without regard to the possibility of danger.
- **Risky:** A strong possibility of danger.
- **Risky situation:** An activity or event that exposes one to danger or loss.
- **Safety precaution:** Something one does to minimise risks in a particular situation, for example, wearing safety belts and looking at both sides of the road before crossing.

Points to Keep in Mind

Different individual behaviours carry different degrees of risk. Likewise, individuals will have different comfort levels with degrees of risk, though all learners at this age should avoid high-risk situations and behaviours.

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Brainstorming • Story telling • Class discussion • Drawing 	<ul style="list-style-type: none"> ✓ Worksheets 9.1 and 9.2 ✓ Pencils ✓ Paper 	<p>One activity at 30 minutes and one activity at 60 minutes</p>

Activity 9.1

Risky Situations

Learning Objectives

Learners will:

- Identify risky situations

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Explain that 'risk' is the possibility that you can get hurt.
3. Read the stories below to the class (refer to Worksheet 9.1):

Playing

Thabo was playing ball with her friends. She kicked the ball near the tarred road and went running after it. Just then, a car drove by at a very high speed. The driver saw her and stopped just in time.

Xuma was playing near his home with his younger brother. The boys found some matches and picked them up. The younger brother tried to light a match to burn some leaves next to the house, but Xuma stopped him.

Materials

- Worksheet 9.1
- Pencils
- Paper

Time

30 minutes

4. Ask learners to identify the risky situations faced by Thabo and Xuma.
5. Ask learners to think about and write down other risky situations that they know of.

Note to the teacher: If learners fail to come up with examples of risky situations, suggest the following: playing with a razor blade, helping a friend with a nose bleed without wearing gloves, and putting objects in their ears.

6. Discuss each of the situations the learners identified.
7. End the activity by asking learners how they might avoid both the risky situations in the stories and the risky situations they listed.

Conclude by saying:

Risky situations put us in danger. We need to find ways to avoid these situations whenever possible.

Activity 9.2

Avoiding Risky Situations

Learning Objectives

Learners will:

- Identify safety precautions

Methods

- ❖ Guided learning
- ❖ Brainstorming
- ❖ Class discussion
- ❖ Drawing

Procedure

1. Introduce the objective of the activity to the class.
2. Recap the ways to avoid risks that learners discussed in the previous activity.
3. Ask learners to brainstorm ways in which they can avoid risk in the following instances (refer to Worksheet 9.2):
 - Walking up a set of stairs
 - Walking on a thorny path
 - Crossing the road
 - Riding a bicycle
 - Walking past a hot stove
4. Discuss with learners the ways of avoiding risk that they identified.
5. End the activity by helping learners create a poster showing different ways to avoid each of the risks they discussed. Display the poster on the classroom wall.

Materials

- Worksheet 9.2
- Pencils
- Paper
- Poster making materials

Time

60 minutes

Conclude by saying:

Avoiding risky situations helps keep us safe.

X: Benefits of Relationships



Background

We all need positive relationships that provide us with support. Most of the time, this support comes from our immediate family, who make us feel loved and cared for. But we can also get positive support from people outside our immediate family, such as our neighbours, friends, teachers, and pastors. These are people we trust to make us feel secure. Strong relationships are built on trust, honesty, and commitment.

It is said that “a problem talked about is a problem half solved”. We need people to talk to when we are feeling lonely or depressed, or are dealing with a problem that we cannot handle ourselves.

In this chapter, learners discover how to establish and maintain positive relationships.

Purpose

To equip learners with the skills needed to establish and maintain positive relationships that reflect honesty, respect, and trustworthiness.

Learning Objectives

Learners should be able to understand the benefits of relationships.

Learners will:

- Explore the meaning of ‘relationships’
- Explain how to establish positive relationships

Definition of Terms

- **Relationship:** 1. The state or fact of being related. 2. Connection by blood or marriage. 3. A particular state of affairs among people related to or dealing with one another.

Methods	Materials	Time
<ul style="list-style-type: none"> • Individual work • Drawing • Presentation • Brainstorming • Guided learning • Class discussion 	<ul style="list-style-type: none"> ✓ Worksheets 10.1 and 10.2 ✓ Paper ✓ Pencils ✓ Crayons 	Two activities at 30 minutes each

Activity 10.1

Relationships with Family Members

Learning Objectives

Learners will:

- Explore the meaning of 'relationships'

Methods

- ❖ Individual work
- ❖ Drawing
- ❖ Presentation
- ❖ Brainstorming
- ❖ Guided learning

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to draw a picture of each of their family members and to label each one (refer to Worksheet 10.1).
3. Ask for a few volunteers to share their drawings with the class.
4. Brainstorm with the class what they think is meant by a 'relationship.'

Note to the teacher: Someone you are close to.

5. End the activity by giving examples of relationships within the family.

Conclude by saying:

People who are close have a relationship. The first relationships we form are with the people we live with.

Materials

- Worksheet 10.1
- Paper
- Pencils
- Crayons

Time

30 minutes

Activity 10.2

Relationships with Friends

Learning Objectives

Learners will:

- Explain how to establish positive relationships

Methods

- ❖ Guided learning
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to recall what a 'relationship' is.
3. Read the statements below to the class, and ask volunteers to complete the statements orally (refer to Worksheet 10.2):

Complete the following sentences:

- a. My friend is . . .
 - b. I met my friend at . . .
 - c. We became friends because . . .
4. Discuss with the class some reasons that people become friends.
 5. End the activity with a class discussion on how to treat friends.

Conclude by saying:

Treating others as you would like to be treated makes relationships fair.

Materials

- Worksheet 10.2
- Pencils
- Paper

Time

30 minutes

XI: Dilemmas



CHAPTER XI DILEMMAS

Background

Dilemmas are decisions made in very difficult circumstances. Learners in standards one and two are just beginning to make decisions. Therefore, activities in this chapter begin from standard three.

XII: Social Responsibility



Background

Each member of our community is connected in some way to every other member. Our actions affect others. To maintain the health and happiness of each member of society, we must behave in a way that promotes and protects our shared values as Batswana. This is our social responsibility.

In this chapter, learners begin to understand *Botho* as the basis for socially responsible behaviours and actions at both the family and the community levels, especially in light of the HIV pandemic.

Purpose

To help learners understand the concept of *Botho* so that they apply it to their daily activities and behave as socially responsible citizens.

Learning Objectives

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

Learners will:

- Identify ways in which individual actions may hurt others
- Identify ways in which individual actions may help others

Definition of Terms

- ***Botho*:** Setswana word for the possession of attributes associated with being a good person, including good manners, kindness, compassion, helpfulness, consideration for others, respect for older people, and humility.
- **Social responsibility:** Promoting and protecting the shared values of a community, such as health, happiness, and respect.

Points to Keep in Mind

The Vision 2016 booklet (www.logos-net.net/ilo/150_base/en/init/bot_3.htm) provides a complete description of *Botho* and social responsibility.

Optional activity: Take learners out of the classroom to inspect their surroundings, pick up any litter they find lying around, and place it in the waste bins. Ensure that learners have gloves and litter bags.

Methods	Materials	Time
<ul style="list-style-type: none"> • Class discussion • Story telling 	<ul style="list-style-type: none"> ✓ Worksheets 12.1 and 12.2 ✓ Pencils ✓ Paper ✓ A copy of the National Anthem 	Two activities at 30 minutes each

Activity 12.1

Actions That Hurt Others

Learning Objectives

Learners will:

- Identify ways in which individual actions can hurt others

Methods

- ❖ Class discussion
- ❖ Story telling

Procedure

1. Introduce the objective of the activity to the class.
2. Lead a class discussion on things we might do that can hurt other people's feelings (teasing, isolating, poking fun, etc.).
3. Read aloud the following story (refer to Worksheet 12.1):

Story: 'Thuso and His Classmates'

Thuso is fatter and taller than all his classmates. The other classmates tease him, call him names, and refuse to play with him. Thuso is sad and lonely. Tshepo sees him by himself and offers to play with him.

4. Discuss the following questions with the class (refer to Worksheet 12.1):
 - a. How do you think Thuso feels?
 - b. Why does he feel that way?
 - c. How would you feel in this situation?
 - d. Do you think it is right to treat other people the way that Thuso's classmates treat him?
 - e. Why do you think Tshepo wanted to play with Thuso and not tease him?
5. End the activity by having learners talk about other ways in which people's actions can help others.

Materials

- Worksheet 12.1

Time

30 minutes

Conclude by saying:

The way we act can hurt other people. We should always treat others the way we would want to be treated.

Activity 12.2

Caring as an Aspect of Botho

Learning Objectives

Learners will:

- Identify ways in which individual actions can help others

Methods

- ❖ Class discussion
- ❖ Story telling

Procedure

1. Introduce the objective of the activity to the class.
2. Lead a class discussion on how we can help other people (by sharing food, helping with school work, walking home together, etc.).
3. Read aloud the following story (refer to Worksheet 12.2):

Story: 'Tshepo and Thuso'

Tshepo is sitting after school struggling with her homework. Thuso notices that she is having a hard time. He walks up to her and asks if he can help. She agrees, and together they finish the homework. Later, they go and play 'crazy eight' with some other friends.

4. Discuss the following questions with the class (refer to Worksheet 12.2):
 - a. How do you think Tshepo feels after Thuso helps her?
 - b. Why does she feel that way?
 - c. How would you feel if someone helped you when you were in need?
 - d. Do you think it is right to help other people?
5. Lead a class discussion on why Thuso's actions were helpful to Tshepo.
6. End the activity by having learners talk about other ways in which their actions can help others.

Materials

- Worksheet 12.2

Time

30 minutes

Conclude by saying:

The way we act can help other people. Just as we would appreciate it if other people helped us, others would appreciate our help.

XIII: Healthy Living



Background

There are steps we can take to help our bodies stay healthy and to prevent disease. For example, we can eat nutritious foods, get enough rest and exercise, and keep our bodies and clothes clean.

Sometimes our living situations make it difficult for us to practise healthy habits. But if we understand the importance of healthy living, regardless of our living situation, we may find ways to look after our health or change the things that affect our health in a negative way.

In this chapter, learners identify healthy practices and develop their own healthy living plans.

Purpose

To sensitise learners to the importance of practising healthy living habits in order to stay healthy.

Learning Objectives

Learners should develop healthy practices.

Learners will:

- Explain what 'healthy practices' are
- Identify examples of healthy practices

Definition of Terms

- *Healthy living:* Maintenance of well-being, which is achieved by, among other things, practising good hygiene, exercising, eating nutritious foods, and living safely.
- *Hygiene:* Conditions and practices that serve to promote or preserve health.

Points to Keep in Mind

For Activity 13.2, you will need to secure manila paper, glue or tape, and old magazines or newspapers with pictures depicting healthy scenes, such as people exercising, eating fruit, or washing. These are needed to make a collage art project.

When discussing health issues, teachers should focus on how the following negatively affect one's health and lead to an unhealthy living situation:

- Lack of physical fitness
- Poor nutrition
- Dirty environment
- Poor hygiene

Teachers should encourage learners to eat a balanced diet; wash their hands before handling food; keep their bodies, clothes, and surroundings clean; exercise regularly; and engage in school activities, all of which are part of healthy living.

Methods	Materials	Time
<ul style="list-style-type: none"> • Guided learning • Brainstorming • Individual work • Class discussion • Group work • Art project • Presentation 	<ul style="list-style-type: none"> ✓ Worksheets 13.1 and 13.2 ✓ Pencils ✓ Paper ✓ Magazines or newspapers ✓ Scissors ✓ Manila paper ✓ Glue or tape 	<p>One activity at 30 minutes and one activity at 60 minutes</p>

Activity 13.1

Healthy and Unhealthy Practices

Learning Objectives

Learners will:

- Explain what 'healthy practices' are

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Define for the class what 'healthy living' is.
3. Ask the class to brainstorm things that people need to do in order to stay healthy.
4. Ask learners to complete the worksheet individually (refer to Worksheet 13.1):

Tick (✓) pictures that show healthy living practices and cross (X) pictures that show unhealthy living practices.

- Playing near a litter bin



- Playing sports



- Eating a lot of sweets



Materials

- Worksheet 13.1
- Pencils
- Paper

Time

30 minutes

- Standing in the road in traffic



- Eating fresh fruit



- Washing your hands



5. Ask for a few volunteers to share what they crossed or ticked.
6. Ask learners to brainstorm and discuss other forms of healthy practices.
7. End the activity by creating a class list of healthy and unhealthy practices.

Conclude by saying:

Healthy practices include eating well; getting enough rest; keeping our bodies, clothes, and surroundings clean; exercising regularly; and living safely. Unhealthy practices put us at risk of getting sick and should be avoided.

Activity 13.2

Healthy Actions

Learning Objectives

Learners will:

- Identify examples of healthy practices

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Recap the previous activity by asking the class to provide examples of healthy and unhealthy practices.
3. Lead a class discussion on the importance of keeping healthy.
4. Divide learners into groups to complete the worksheet (refer to Worksheet 13.2):

Note to the teacher: For this activity you will need to secure manila paper, glue or tape, and old magazines or newspapers with pictures depicting healthy scenes, such as people exercising, eating fruit, or bathing.

Materials

- Worksheet 13.2
- Magazines and/or newspapers
- Scissors
- Manila paper
- Glue or tape

Time

60 minutes

- a. Look through your magazine or newspaper to find examples of healthy living.
 - b. Cut out each picture of someone practising healthy living.
 - c. Create a collage by gluing or taping each picture onto the manila paper. Use more than one piece of paper if you need to.
4. Reconvene the class and ask groups to report on their collages.
 5. End the activity by emphasising the importance of keeping healthy and asking learners to post their collages around the room.

Conclude by saying:

In order to be healthy, it is important to choose healthy practices, such as exercising, taking regular baths, and eating the right kinds of food.

REFERENCES

1. Forliti, J., et al. *Values and Choices: A Values-Based Curriculum for 7th and 8th Grades*. Ed. Dorothy L. Williams. Minneapolis: Search Institute, 1991.
2. Education Development Center, Inc. *Protecting Oneself and Others: Tobacco, Alcohol and Other Drugs*. Teenage Health Teaching Modules. Newton, MA: EDC, 1991.
3. Education Development Center, Inc. *Preventing AIDS: A Curriculum for Middle School and a Curriculum for Junior/Senior High School Students*. Teenage Health Teaching Modules. Newton, MA: EDC, 1988.
4. Jemmott, L. S., John B. Jemmott, III, and Konstance A. McCaffree. *Be Proud! Be Responsible! Strategies to Empower Youth to Reduce their Risk for AIDS*. New York: Select Media, Inc., 1996.
5. Education Development Center, Inc. *Strengthening Relationships with Family and Friends*. Teenage Health Teaching Modules. Newton, MA: EDC, 1991.
6. Slaby, R., Renée Wilson-Brewer, and Kim Dash. *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*. Teenage Health Teaching Modules. Newton, MA: EDC, 1994.
7. Barth, R. *Reducing the Risk: Building Skills to Prevent Pregnancy STD and HIV*. Santa Cruz, CA: ETR Associates, 1996.
8. Zimbabwe Ministry of Education and Culture and United Nations Children's Fund. *Methods in AIDS Education: A Training Manual for Trainers*. Harare: Ministry of Education and Culture, 1993.
9. *The Great Body Shop Teacher's Guide*. Wilton, CN: The Children's Health Market, 1999.
10. Core-Gebhart, P., et al. *Sex Can Wait: An Abstinence-Based Sexuality Curriculum for Middle School*. Santa Cruz, CA: ETR Associates, 1999.
11. Everett, K. *Get Wise about AIDS: Lessons for a Safe Lifestyle—Student Workbook*. MacMillan, 1995.
12. A.M. Educational Consultants. *Life Skills and HIV/AIDS Education Primary School Programme*. Pretoria: HIV/AIDS and STD Directorate, South Africa Department of Health, 1999.



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



The BOTUSA Project
PO Box 90
Gaborone, Botswana



World Health Organisation
PO Box 1355
Gaborone, Botswana



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