



Living



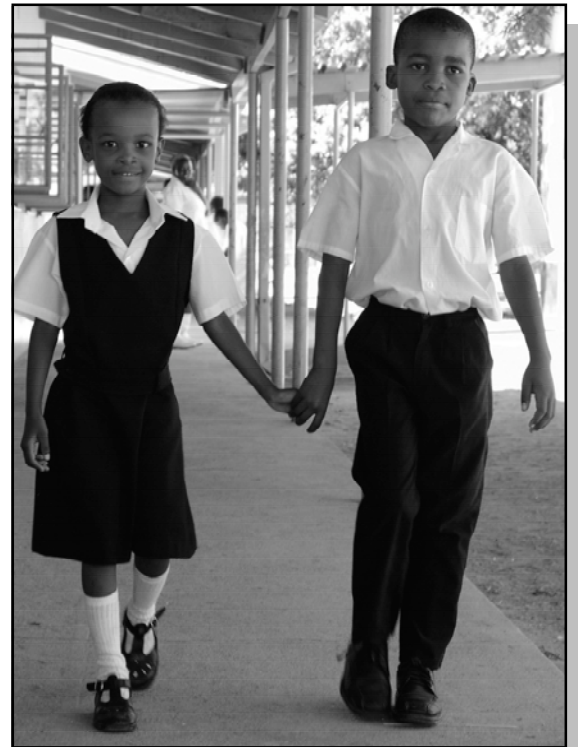
*Skills for Life:
Botswana's Window of Hope*

Standards 3-4

Worksheets



Living



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Botswana's Window of Hope*

**Standards 3-4
Worksheets**



Standards 3-4 Worksheets

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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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Boseja Primary School
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Isang Primary School
Kazungula Primary School
Khama Memorial Primary School
Mandunyane Primary School
Otse Primary School
Seetelo Primary School

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NOTE TO LEARNERS

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

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

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

By the end of this book you will learn to:

- Examine yourself
- Develop and uphold values
- Set and achieve goals
- Communicate better
- Make decisions that are right for you
- Manage stress
- Be aware of your sexuality
- Show the difference between some facts and myths about HIV and AIDS
- Reduce your risk
- Appreciate the benefits of relationships
- Cope with dilemmas, especially of AIDS
- Be socially responsible
- Live a healthy life

This is one book in a series of five that will cover Standard One to Form Five. The characters you will read about appear at all levels—that is, from Lower Primary to Senior Secondary. Therefore, you will meet these characters and grow with them. The role plays and stories are fictitious, or made up, to show real-life situations but without naming a particular person. These are the names of the characters in this book:

| | |
|-------------|---------|
| Mmaonyana | Thuso |
| Thabo | Biki |
| Tshepo | Xuma |
| Mosetsana | Kabo |
| Ngeve | Nxau |
| Kedisaletse | Tanyala |

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

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

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

TESTIMONIAL

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



INTRODUCTION

Self-awareness is when a person knows who they are, their likes and dislikes, the things they are good at, and those they are not good at. It is important to know yourself so that you can improve on things you are not good at, build on your strengths, and become a better person.

KEY TERMS

Strengths - things we are good at

Limitations - things we are not very good at

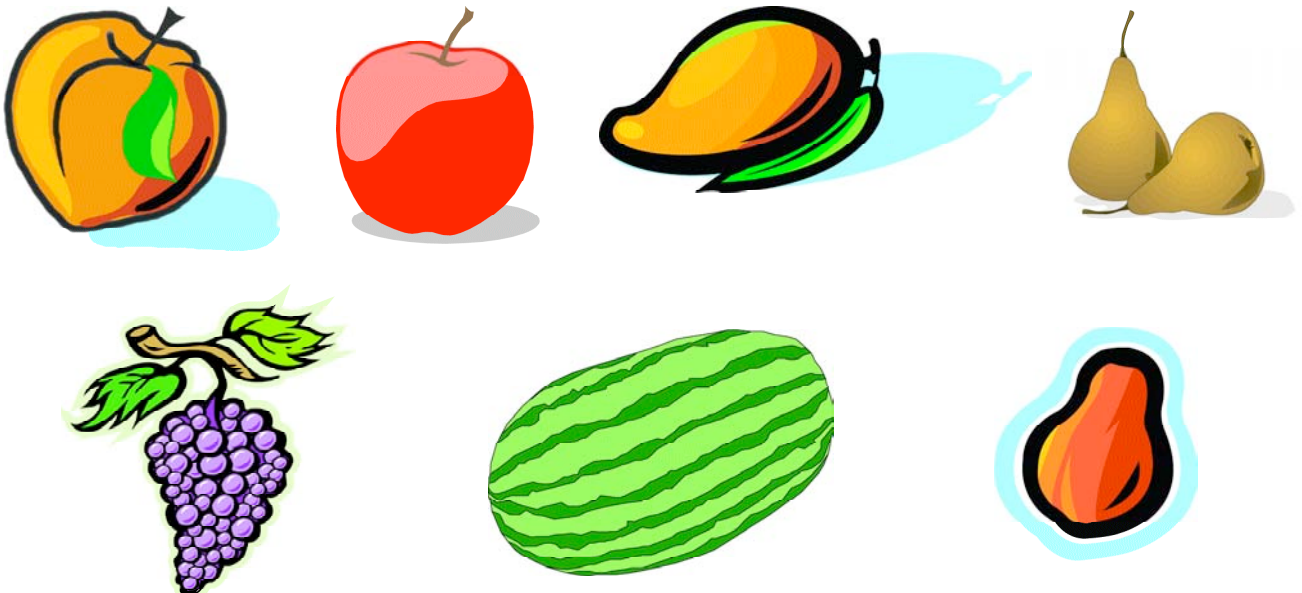
Abilities - things we can do properly

Your teacher will ask you to list the fruits you like and dislike. You will then discuss the reasons why you like or dislike the fruits you have listed.

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?



Remember:

It is normal for everyone to have likes and dislikes in their food choices. Not liking what someone else likes is okay, because we all have different likes and dislikes.

WORKSHEET 1.2a LOOKING AT EVERYDAY LIKES AND DISLIKES

List some clothes, subjects, duties, and animals that you like on the left and some that you dislike on the right.

| | LIKE | DISLIKE |
|-------------------------|------|---------|
| Clothes: | | |
| School Subjects: | | |
| Duties: | | |
| Animals: | | |



WORKSHEET 1.2b LOOKING AT EVERYDAY LIKES AND DISLIKES

Work with a partner to ask each other about likes and dislikes, and write your partner's answers on the spaces provided.

| | LIKE | DISLIKE |
|-------------------------|------|---------|
| Clothes: | | |
| School Subjects: | | |
| Duties: | | |
| Animals: | | |

Remember:

There is nothing wrong with people liking different things, because we are all different.

WORKSHEET 1.3a EXPLORING STRENGTHS AND LIMITATIONS IN PERSONAL ABILITIES

Think about the things you are good at, the things you are not so good at, and the things you want to get better at. Write your answers in the spaces provided.

| | I am good at: | I am not good at: | I want to get better at: |
|-----------------|---------------|-------------------|--------------------------|
| Games | | | |
| Duties/ Work | | | |
| | | | |
| | | | |

WORKSHEET 1.3b EXPLORING STRENGTHS AND LIMITATIONS IN PERSONAL ABILITIES

Sometimes others can help you understand yourself better. With your partner, talk about the things you are good at, the things you are not so good at, and the things you want to get better at. Write your partner's answers in the spaces provided.

| | My neighbour is good at: | My neighbour is not good at: | My neighbour wants to get better at: |
|-------------------------|---------------------------------|-------------------------------------|---|
| Games | | | |
| Duties/ Work | | | |
| | | | |
| | | | |

Discuss the following with your neighbour:

- a. What does this tell you about your neighbour?
- b. How can you help your neighbour with the things they are not good at?
- c. How can his or her strengths help you?




Remember:

We are different in the things we can and cannot do. Not being able to do certain things well does not mean that we are "useless". Each of us can do well at certain things and not do well at others. But we can always improve the areas where we are not good.

WORKSHEET 1.4a LOOKING AT HOW WE SEE OURSELVES AND OTHERS

In the space below, draw a picture of yourself and write the things you like about yourself.



The things I like about myself are:

WORKSHEET 1.4b LOOKING AT HOW WE SEE OURSELVES AND OTHERS

In the space below, draw a picture of your neighbour and write down the things you like about that person.



The things I like about my neighbour are:

Compare this picture with the first picture you drew, and answer the following questions:

- a. How are your pictures and descriptions different?

- b. How are they the same?

Remember:

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

WORKSHEET 1.5a CREATING BIO-POEMS

Your teacher will explain to you what a Bio-poem is. You will be asked to describe yourself in the form of a Bio-poem. Use the guide provided below.

My name is . . .

I like . . .

I'm good at . . .

I want to . . .

I would like to be better at . . .

When I grow up, I want to become . . .



WORKSHEET 1.5b CREATING BIO-POEMS

In your groups, discuss your Bio-poems and answer the following questions:

- a. Are any of your Bio-poems the same?
- b. If your poems were all the same, would they be interesting to hear?
Why?
- c. What makes people different?



Remember:

The differences between our likes and dislikes, our strengths and our limitations should not make people feel bad about themselves and others. Each person is special, and we can all show this in many ways.

II: Values



INTRODUCTION

Values are things we believe in that are important to us, for example, honesty, respect, and loyalty. We form our values from our family, friends, religion, and community.

Values will help you make friendships, set goals and manage our lives. In Botswana our value as a nation is that of *Botho*. *Botho* calls for good manners, kindness, helpfulness, and respect for older people.

KEY TERMS

Respect - thinking of other people and their feelings and having good manners

Honesty - free from lies

Botho - a Setswana word for the actions of a good person, including kindness, helpfulness, and respect

WORKSHEET 2.1 DESCRIBING HONESTY

In your groups, discuss the following questions:

- a. Has anyone ever told you something that was not true?
- b. How did it make you feel when you found out that the person told you a lie?
- c. Has anyone ever taken something from you that was not theirs?
- d. How did it make you feel?



Remember:

When people are lied to and stolen from, they will feel bad and hurt. If we care about others, we will be honest and not lie or steal.

WORKSHEET 2.2a EXAMINING A STORY OF HONESTY

In your groups, read the following story.

Story: "The Honest Taxi Drivers"

In 2002, three taxi drivers in Gaborone, Botswana, found a lot of money. They had heard on the radio that there was a bank robbery. They discussed keeping the money, but they finally decided to take the money to the bank where it belonged. The bank manager was very thankful. The people of Botswana admired the taxi drivers' honesty, and they became famous.

Remember:

The three taxi drivers showed the value of honesty by returning the money. Honesty is a way to respect others' feelings. If we lost something, we would be happy if it was returned. Honesty makes people happy.

WORKSHEET 2.2b EXAMINING A STORY OF HONESTY

Discuss the following questions:

- a. Were the three men clever to have given the money back?
- b. What do you think they should have done?
- c. Do you think that honesty pays?
- d. What would you do if it happened to you?
- e. Why would you do that?

WORKSHEET 2.3 EXPLAINING HONESTY AND DISHONESTY

EXPLAINING HONESTY AND DISHONESTY

In your group, brainstorm examples of honesty and dishonesty, and write your examples in the spaces provided below.

| Honesty | Dishonesty |
|-----------------------------------|---|
| Reporting lost and found property | Keeping someone's property that you found |

Remember:

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

Answer the following questions.

What are some ways you can be honest with:

- a. People in your family?
- b. Your friends?
- c. Other people you know?

Remember:

When we value honesty, we are able to have strong relationships with our friends, family, and others because we encourage them to be honest with you.



WORKSHEET 2.5a BEING POLITE

Put a tick (✓) next to the statements that show politeness.

_____ "Please, teacher, may I go out?"

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

_____ "I want to go out."

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

_____ "Give me your pen."

_____ "May I use your cup to drink water?"

_____ "May I please use your pen, Tinah?"



WORKSHEET 2.5b BEING POLITE

Put a tick (✓) next to the statements that show respect and a cross (x) next to the ones that show disrespect:

- _____ Receiving things from other people with just one hand
- _____ Receiving things from other people with both hands
- _____ Bending your knees when greeting an adult
- _____ Facing away from someone when talking to him or her
- _____ Making noise while others are concentrating
- _____ Using another person's property without permission
- _____ Standing in someone's personal space
- _____ Addressing elders by saying 'rra' or 'mma'

Answer the questions below:

- a. When you act politely what does it say about you to the people around you?

- b. Why do you think people should be polite to one another?

Remember:

Treating others with politeness and respect is a way of showing that we value their feelings.

Below is a list of words that define *Botho*. Use them to come up with a role play that shows *Botho*.

| | |
|---------------|---------------|
| Well mannered | Helpful |
| Disciplined | Understanding |
| Caring | Fair |
| Patient | Respectful |



Remember:

The choices we make often show what values we hold. The value of *Botho* can often guide us in making good choices.

III: Goal Setting



INTRODUCTION

Goal setting is thinking about what you want to do or where you want to go in life. You need to start setting goals when we are young so that we can get used to doing this and be prepared to set bigger and more difficult goals when you grow up.

As you grow up, you will start to depend less on our parents, guardians, or older brothers and sisters. You will then start to make our own choices about our needs.

Goals can be both long term and short term. For example, a short-term goal can be passing a test or making the football team, and a long-term goal can be passing standard seven.

KEY TERMS

Goal(s) - what you hope to achieve.

WORKSHEET 3.1a DEFINING GOALS

Read the role play, act it out, and answer the questions below.

Role Play: "Mmaonyana and Thabo"

MMAONYANA: Why are you always glued to the mirror?

THABO: Mmao, I want to look nice.

MMAONYANA: I think you are wasting time. What is your goal in life?

THABO: My dear, my goal is to look like the people in the magazines.

MMAONYANA: Oh, girl, my goal is to pass my exams.

THABO: Why do you care so much about passing your exams?

MMAONYANA: I want to do well in school so that I can get a good-paying job and build my mother a big house.



WORKSHEET 3.1b DEFINING GOALS

In your group, discuss the following questions:

- a. What are Mmaonyana's goals in life?

- b. How does she plan to achieve her goals?

- c. Does Thabo have goals?

- d. How does she plan to achieve her goals?

Remember:

A goal is something we set out to do. Setting goals helps us become who and what we want to be.

WORKSHEET 3.2a SETTING PERSONAL GOALS

In pairs, read the role play, act it out, and discuss the questions that follow.

Role Play: "Thuso and Tshepo"

THUSO: You are always reading!

TSHEPO: T-boy, my goal is to pass all my tests so that I can become a doctor when I grow up.

THUSO: Wow!! That's cool, girl!

TSHEPO: I want to go to school and finish.

THUSO: I would like to work hard too, so that I could start my own business.

TSHEPO: What kind of business?

THUSO: My dream is to become a dress-maker.

- a. What would Tshepo like to do when she grows up?

- b. How does she plan to achieve this goal?

- c. What help does she need in order to achieve her goal?

WORKSHEET 3.2b SETTING PERSONAL GOALS

With your neighbour, create a short role play like “Thuso and Tshepo” that answers the following questions:

- a. What would you like to be when you grow up?
- b. How do you plan to achieve that?
- c. What help do you need to achieve this goal?



Remember:

Thinking about who we want to be when we grow up is the first step in setting our goals. Setting personal goals will help us become who we want to be.

IV: Communication



INTRODUCTION

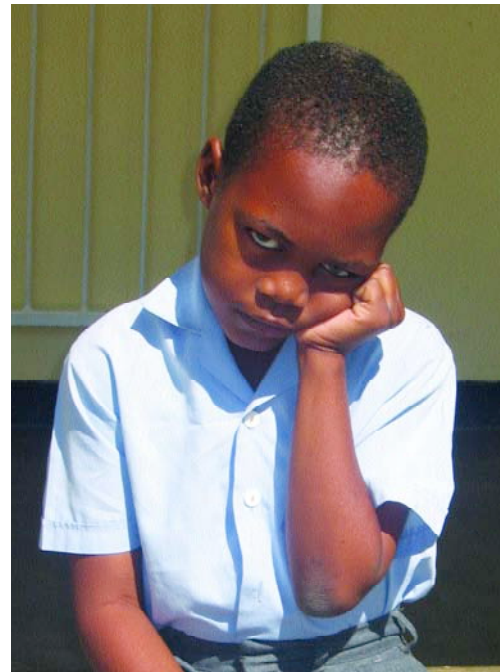
Communication is a way by which people tell one another their ideas, feelings, wants, and needs.

It is done by talking, looking, listening, writing, using signs, and responding. Communication can be verbal, non-verbal, or both. Verbal communication is when we speak and listen to one another, whereas non-verbal communication is when we use signs and body language.

You need to know how to communicate properly so that people understand what you are trying to say. If you are misunderstood, it might lead to frustration, anger, or sadness.

You will be asked by your teacher to do the following:

- a. Brainstorm some feelings that you might want to tell others
- b. Brainstorm some ways you can use to tell others your feelings
- c. In your groups take turns telling others how you are feeling without speaking



Remember:

It is important to know how to express our feelings and to understand what others are trying to express to you about their feelings so that we can avoid frustration, anger, and sadness.

WORKSHEET 4.2

COMMUNICATING FEELINGS, WANTS, AND NEEDS

You will be asked to play a game called "Name Buzz". In this game, you will stand in a circle and take turns saying your name in a way that shows how you are feeling. Use the list of words below for ideas about feelings.

| | |
|-----------|--------------|
| a. shy | f. brave |
| b. happy | g. surprised |
| c. scared | h. angry |
| d. sad | i. bored |
| e. lonely | |

Remember:

The way we speak can say a lot about how we are feeling.

The faces below show certain feelings. Circle the face that shows how you are feeling. In a group, you will discuss what feelings the faces seem to show.

a

b

c

d

e

f

g

h

i


Remember:

Good communication includes being able to use signs and body language to express our feelings, wants, and needs. It also means being able to understand when others communicate their feelings in this way.

In your groups, answer the following questions:

a. How would you ask an uncle for water?

- Uncle, may I please have water?
- Uncle, I need water.
- Uncle, give me some water.

b. Why did you make that choice?

c. How would you ask a friend to lend you a pencil? (Write it here.)

d. Why would you say it like that?

e. How would you ask a teacher for help with your homework?

Remember:

If we are not respectful when we ask for things, we may not get what we are asking for.

WORKSHEET 4.5a ACCEPTABLE WAYS OF COMMUNICATING (PART 2)

Read the role play below.

Role Play: "A Cell Phone"

TSHEPO: Mama, I want a cell phone. My friend has one.

MUM: But Tshepo, the last time we talked about this, I told you we cannot afford it because I have to buy your school shoes. Besides, just because your friend has a cell phone doesn't mean that you also need one.

TSHEPO: But Mama, I can still use the shoes I have.

MUM: Tshepo, we still have to buy food and pay your school development fees.

TSHEPO: Okay, Mama, I understand, but when should I expect the cell phone?



WORKSHEET 4.5b **ACCEPTABLE WAYS OF COMMUNICATING**

Answer the following questions based on the role play "A Cell Phone":

- a. How does Mum communicate what she is thinking?

- b. How does Tshepo communicate what she wants?

- c. Does Tshepo understand? Does Mum understand?

- d. How could Mum better communicate her point of view?

- e. How could Tshepo better communicate her point of view?

Remember:

Asking for things in a nice manner is not only polite, it is also effective. However, sometimes even if we are asking politely, we may not get what we are asking for at that time.

In pairs, discuss the questions below.

Sometimes people may ask you to do things that you know are not right.

- a. What are some of these things?
- b. How do you refuse them?
- c. What would you say?
- d. What would you do?
- e. What faces (non-verbal communication) would you make?
- f. With your neighbour, practice communicating that you won't do something.

Remember:

Saying 'no', in a way that is clear, when we are asked to do things that we know are not right is an important communication skill.

V: Decision Making



INTRODUCTION

A decision is a choice one makes. Sometimes we think about what might happen if we make one choice over another, and then choose the one which is right for us. This is called the skill of decision making.

There are simple decisions and difficult decisions. An example of a simple decision would be what type of shirt or blouse to wear each day. A difficult decision is whether to go out and play or do one's homework. Thinking about the result of each decision, especially the difficult ones, will help you live a healthy life.

KEY TERM

Consequence - the outcome or result of a choice made

The following poem says something about making decisions. Read it aloud, along with your teacher. Then, discuss the questions that follow.

Poem: "Mokunkuru"

Ke lephoi mokunkuru
Ke tsogile bogologolo
Ke badile dingwaga tsame
Ka digela sedikadike
Nna lephoi wa khutsanyana
Ga ke rate basimanyana
Ke tlhoile bana ba ba batho
Ka ba rata go mpolaya
Ke tsheletse go sia-sia
Ke agetse go boba-boba
Ke tlhalefa ba mpolae
Ka ga bana pelo-tlhomogi.

- a. What is this poem about?
- b. What is a decision?
- c. What are the decisions that Mokunkuru makes?

Remember:

We make decisions every day. Even Mokunkuru, who is a bird, had to make decisions important to his life. Some decisions are easy, while others are hard.

WORKSHEET 5.2a **DECISION-MAKING CONSEQUENCES**

Work in pairs to first read and then act out the role play.

Role Play: "Biki and Mosetsana"

BIKI: Hello, Mosetsana.

MOSETSANA: Hi, Biki.

BIKI: You look sad.

MOSETSANA: Oh, Biki! I have been spending too much time playing around, and now I am failing my classes! What should I do?

BIKI: What do you want to do?

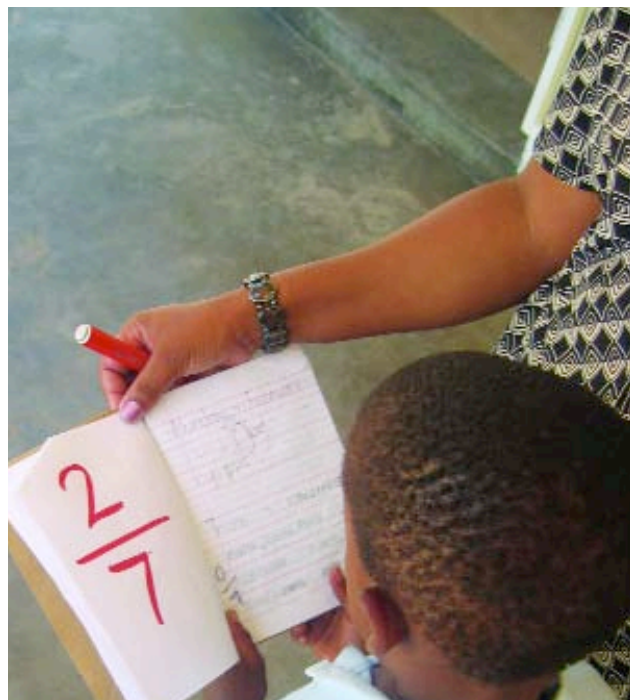
MOSETSANA: I would like to work hard at school so that I can pass my next tests.

BIKI: Ha ha! Mosetsana, school work is a waste of time.

MOSETSANA (*thinking to herself*): I want to work hard at school, but Biki is my friend; if I work hard, he will laugh at me and even stop being my friend. Oh God, what should I do?

In pairs discuss the following questions:

- a. What problem does Mosetsana have?
- b. What choices does Mosetsana have?
- c. What would be the consequences (the results) of each choice?
- d. What will happen if she does not make a choice?



Remember:

Every decision we make has a result, which can be good or bad. The decision is always ours.

Think about decisions you have made since yesterday, and answer the following questions.

- a. What are some of the decisions you have made since yesterday?
- b. What were your reasons for making those decisions?
- c. What were the consequences of those decisions? Were the consequences positive (good) or negative (bad)?

Remember:

Decisions that we make every day, whether they are simple or difficult, have results. These can be negative (bad) or positive (good). The important thing is to know what these results are so that we can make decisions that are right for us. It is our decision, so we are responsible for the result.



VI: Stress Management



INTRODUCTION

Stress is when people worry about something or when our feelings are hurt. For example, you may feel stress if you fail tests in class, when your parent scold you for something you have done wrong, or when somebody dies in your family. Stress management is a process of dealing with the hurt or worries that arise. For example, you can talk to friends, exercise, or listen to music when you are feeling stressed. Stress management is an important way of keeping yourself healthy.

KEY TERMS

Stressful - difficulty that causes worries or hurt feelings

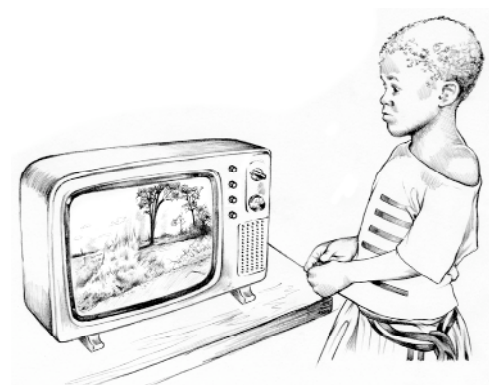
Stress management - dealing with worries or hurt feelings

Look at the pictures below. Describe what is happening in each of the pictures, and say whether each situation is stressful or not.

a.



b.



c.



d.



e.



f.

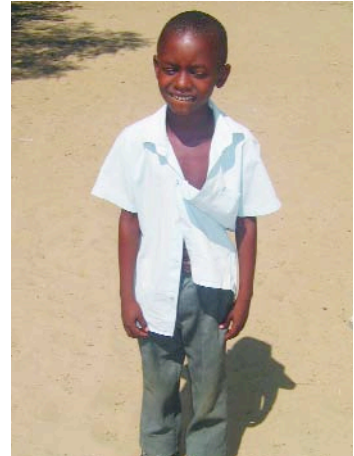


Remember:

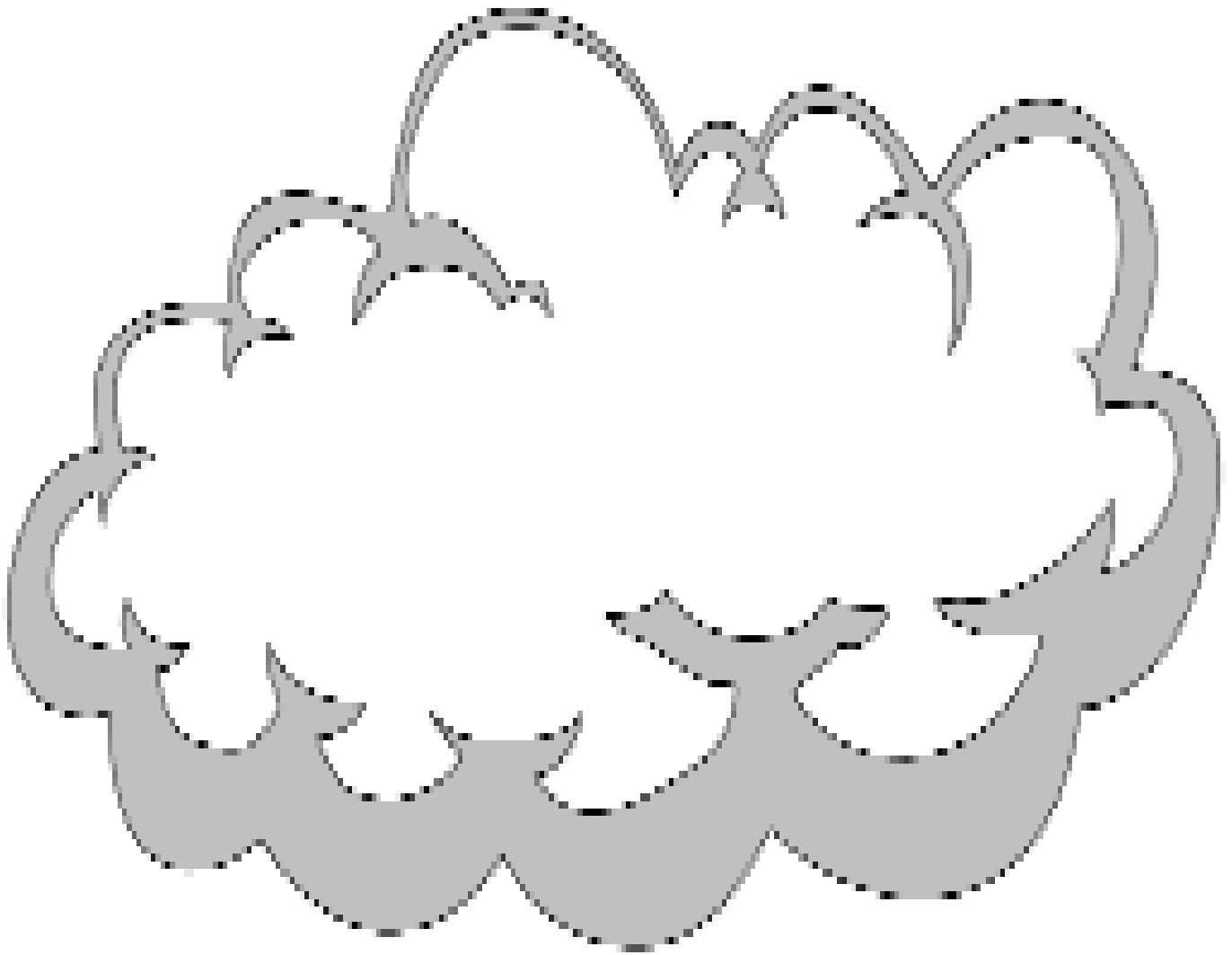
Stress is an unpleasant fact of life. It is important to identify what causes us stress so that we can learn to manage it.

Imagine that there is a way that we can put away all signs of stress. Write all of the signs of stress from the list below in the stress cloud on the next page.

- a. Losing interest in school activities
- b. Sharing ideas
- c. Not paying attention in class
- d. Crying in class
- e. Passing jokes with friends outside class
- f. Being untidy
- g. Performing well in class
- h. Fighting with other students
- i. Taking part in class discussions
- j. Falling asleep in class
- k. Wetting oneself in class
- l. Insulting someone



Stress Cloud



Remember:

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.

WORKSHEET 6.3

FEELINGS IN STRESSFUL SITUATIONS

Each of the pictures below shows a situation that can cause stress. In groups, discuss how you feel when you look at each of the pictures. For each of the situations pictured, discuss the following:

- What you do when you feel hurt, angry, or sad about the situation.
- How you and those around you are affected by what you do in 'a.' above
- Ways in which you can avoid hurting yourself and others in these stressful situations

a.



b.



c.



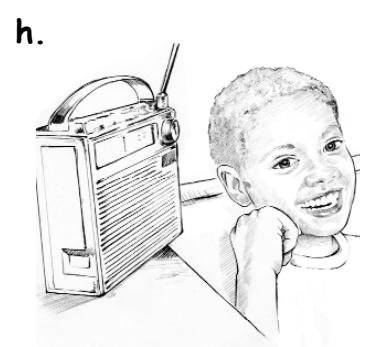
d.



Remember:

There are times when we cannot avoid stress, but there are many ways in which we can manage it. It is important to learn ways in which to manage and reduce the amount of stress we feel.

The following pictures show ways in which we can manage and reduce stress. Discuss each picture with your friends in class and say which methods you would like to use.



Remember:

There are many ways to deal with or avoid stress. Managing stress is an important part of good health.

VII: Sexuality



INTRODUCTION

As you get older, your body will undergo certain changes, and this is a normal part of the growth process. The changes are different for boys and girls. You need to be aware of these changes so that you know and care for your body properly. This includes understanding the ways that people might touch your body. Some ways make us feel good, and other ways make us feel bad.

KEY TERMS

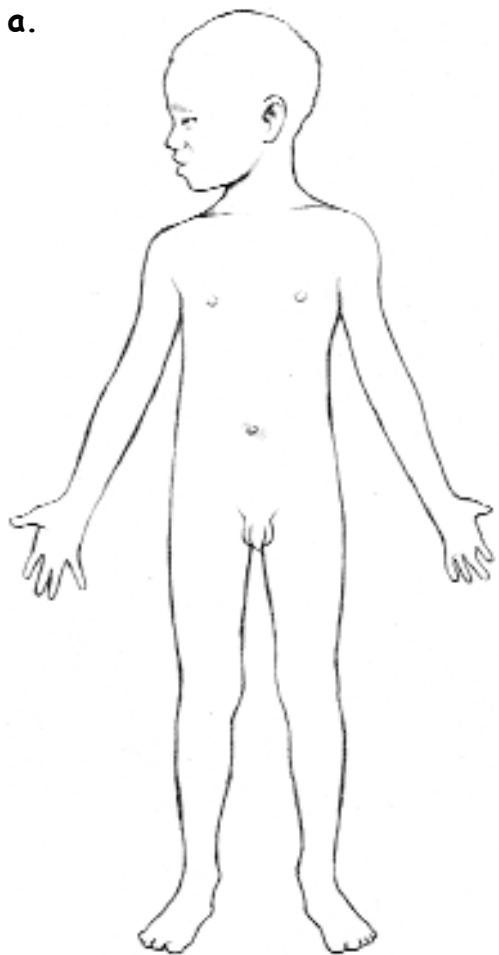
Sexuality - the way we develop as boys and girls

Genitals - outer sex organs, for example, the penis and the vagina

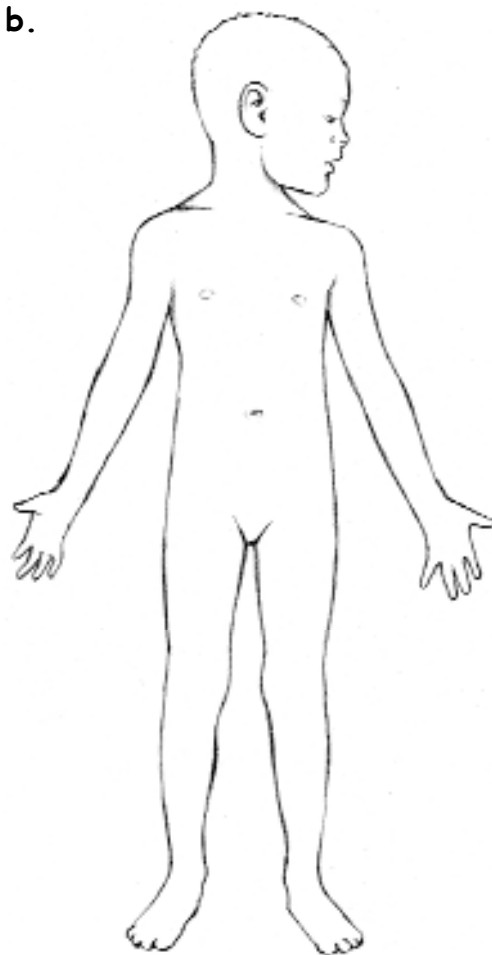
WORKSHEET 7.1a PARTS OF THE BODY

In your groups, label the body parts on the pictures below.

a.



b.



WORKSHEET 7.1b PARTS OF THE BODY

In groups, discuss the functions of the body parts listed in the table and how to take care of them. Then write your answer in the spaces given.

| BODY PART | FUNCTION | CARE |
|-----------|----------|------|
| Teeth | | |
| Face | | |
| Nose | | |
| Eyes | | |
| Armpits | | |
| Nails | | |
| Genitals | | |
| Toes | | |
| Hands | | |

Remember:

We need to know how the different parts of our bodies work in order to care for each properly.

In groups, read phrases below and discuss whether each is good or bad ways of taking care of the body. Write your answers in the spaces given.

| PHRASE | GOOD OR BAD CARE |
|--|------------------|
| Brush your teeth after meals | |
| Wash your face once per week | |
| Wipe your nose on your shirt | |
| Rub your eyes with your fingers | |
| Wash your armpits every day | |
| Keep your nails short | |
| Put things in your genitals | |
| Clean between your toes | |
| Wash your hands after using the toilet | |
| Wash your hands before eating | |

Remember:

Taking good care of our bodies is an important part of healthy living.



In pairs, discuss the questions below and write down your answers.

- a. Good touches are touches that make you feel loved and cared for; they don't make you feel uncomfortable. Give some examples of good touches.
- b. Bad touches are touches that make you feel uncomfortable. Give some examples of bad touches.
- c. Which parts of your body do you not want other people to touch? Point to them on the poster.



d. What is the difference between good and bad touches?

e. What would you do if someone touched you on a part of your body where you do not want to be touched?

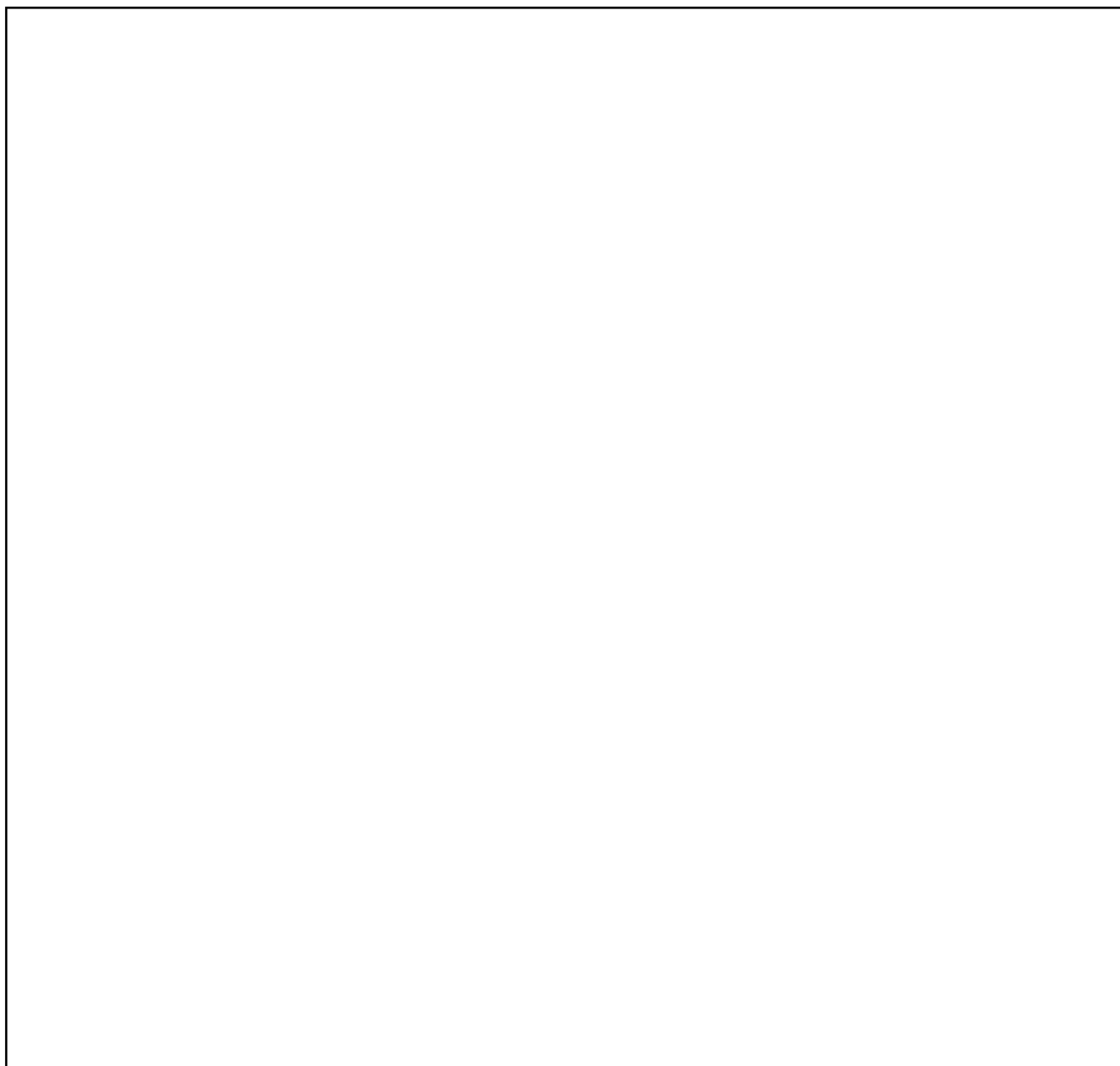


Remember:

Touches by people close to us are almost always good touches. However, sometimes these touches can feel bad. When we are confused, we can talk to an adult we trust for help.

WORKSHEET 7.4a WHOM TO TELL

On your own, draw and colour pictures of the people you would tell if someone did something that hurts you or touches you in a way that makes you feel uncomfortable.

A large, empty rectangular box with a thin black border, intended for a student to draw and color pictures of people they would tell about a situation.

WORKSHEET 7.4b WHOM TO TELL

In pairs, complete the following sentences:

a. If my uncle or aunt touches me badly, I can tell

_____.

b. If my teacher gives me a bad touch, I can tell

_____.

c. If the person who helps at home touches or brushes me where I do not want to be touched, I can tell

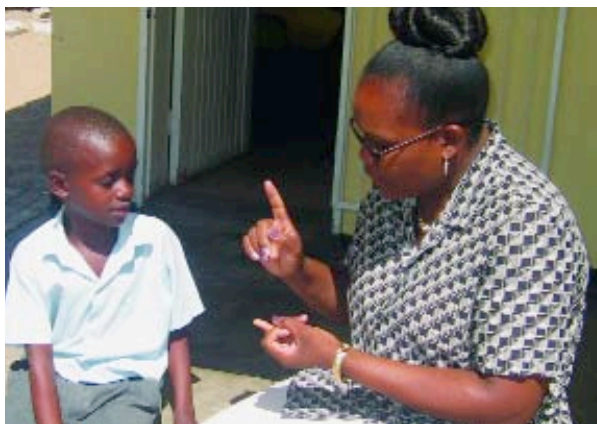
_____.

d. If my sister or brother touches me badly or wants me to play a bad game, I can tell

_____.

e. If my mother or father touches me badly or wants me to play a bad game, I can tell

_____.



Remember:

You have a right to tell someone if you are hurt or touched in a bad way.

In your groups, complete the sentences in the table below with either "I should" or "I should not".

| If someone touches me when I do not want them to I should or I should not: | Statements |
|---|-------------------------------------|
| | blame myself. |
| | tell my teacher immediately. |
| | tell an adult whom I trust. |
| | keep quiet about it. |
| | report the bad touch to the police. |
| | tell my mother. |
| | run away from home. |
| | accept it. |
| | tell a social worker. |
| | tell a friend. |
| | run away from school. |

Remember:

Your body belongs to you. If someone touches you badly, it is not your fault. The person who touched you is wrong, and you always have a right to tell someone.

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



INTRODUCTION

AIDS is a disease that currently cannot be cured. It scares people and makes them believe and say things that are not true. A lot of things have been said about what causes AIDS, such as witchcraft or boswagadi (widowhood). All of these are things which are not true and have confused people.

We know that people who are infected need help, and understanding the truth will help them and us to cope with HIV (the virus that causes AIDS) and AIDS. It is therefore important to be able to separate facts from myths.

KEY TERMS

Myth - something that is known by many people but is not true

Fact - a statement that is true

Bacteria - a type of germ that can cause disease

Virus - a type of germ that causes disease which cannot be cured

Disease - a sickness

WORKSHEET 8.1a FACTS AND MYTHS

Below is a list of facts and myths on HIV and AIDS. Your group will be given two sheets of paper. Label one sheet "Facts" and the other one "Myths". List the facts from the list on the "Fact sheet" and the myths on the "Myths sheet". Be prepared to explain why you think each statement is a fact or a myth.

1. You can get HIV by handling someone else's blood when you have a cut.
2. HIV is spread by people sharing eating utensils.
3. HIV is spread by sharing skin piercing or tattooing instruments, e.g., needles.
4. HIV is spread by people sharing the same toilet.
5. HIV is the virus that causes AIDS.
6. HIV is spread by people shaking hands.
7. AIDS is a disease caused by HIV.
8. HIV is spread by people hugging each other.
9. An HIV test is the only sure way to tell if someone is HIV positive.



10. HIV is spread by people swimming in the same pool.
11. HIV can be transmitted through breast milk.
12. You can get HIV by sitting next to a person with HIV or AIDS or a person who looks ill.
13. HIV stands for Human Immunodeficiency Virus.
14. AIDS is widowhood.
15. AIDS stands for Acquired Immune Deficiency Syndrome.
16. You can tell by looking at someone if he or she is HIV positive.
17. There is no cure for AIDS.



WORKSHEET 8.1b **FACTS AND MYTHS**

HIV and AIDS are short for certain words. The letters are on the left, and there is a blank space on the right. Use the words given below to say what the letters stand for. Write your answer in the space on the right. Then, answer the question that follows.

Acquired, Human, Virus, Syndrome, Immunodeficiency, Deficiency, Immune

WORD

H _____

I _____

V _____

A _____

I _____

D _____

S _____

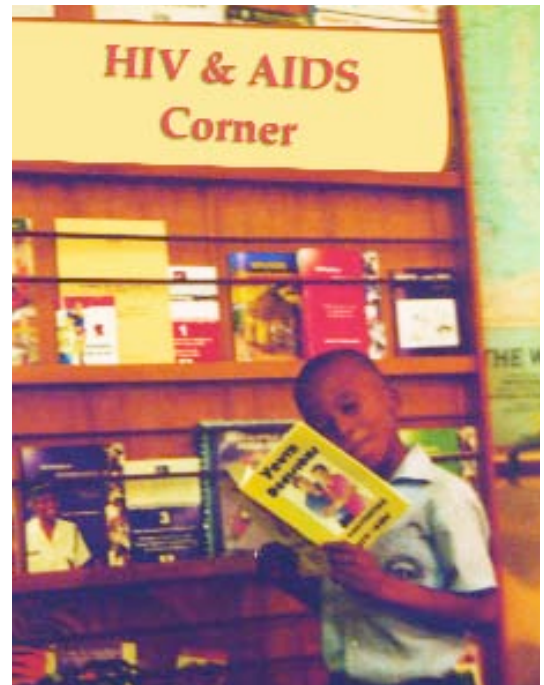
What is the difference between HIV and AIDS?

Remember:

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

In groups, complete the following sentences by choosing the correct word in brackets:

- a. HIV is a _____ (bacteria, virus, disease).
- b. HIV infects _____ (plants, people, animals).
- c. AIDS is a _____ (bacteria, virus, disease).
- d. You can get HIV from _____ (body fluids, food, water).
- e. You can get HIV by sharing _____ (utensils, toilets, razors).



Remember:

A person with HIV has the virus but may not be sick. A person with AIDS has the virus and is sick. Understanding HIV and AIDS helps us to protect ourselves and help others.

Read the story below and, in pairs, answer the questions that follow.

Story: Thuso

Thuso, a Standard 4 learner, tested negative for HIV. He recently lost a parent who died from AIDS. His classmates suspect that he also has AIDS. They refuse to share pens, pencils, cups, and plates with him. They even refuse to sit next to him.

- a. Do you agree with Thuso's classmates that he has AIDS? Why or why not?

- b. Do you think you can get HIV by sitting next to Thuso? Why?

- c. How do you think Thuso feels about the myths that surround him?

d. Is it right to stay away from someone who has AIDS? Why?

e. How does a person get HIV?

f. What kind of support would you give to someone in Thuso's situation?



Remember:

When somebody loses a parent to AIDS, it does not always mean that they themselves have the disease. That is a *myth*. People in this situation need love, care, and friendship.

IX: Risk Reduction



INTRODUCTION

Risk reduction is our ability to avoid or lessen situations that may harm us or expose us to suffering, for example, not playing with razors reduces the risk of getting cut. Avoiding risk is a skill you can use to keep healthy.

KEY TERMS

Taking a risk - to take action without thinking of the possibility of danger

Risky - a strong possibility of danger

Risky situation - a situation or event that exposes one to danger

Safety precaution - something one does to lessen harm in a particular situation, for example, wearing a helmet when riding a bike

WORKSHEET 9.1

DEFINING RISK

Look at the pictures below, identify the situation, and then think about what might happen to each child.

a



b



c



d



e



f



g



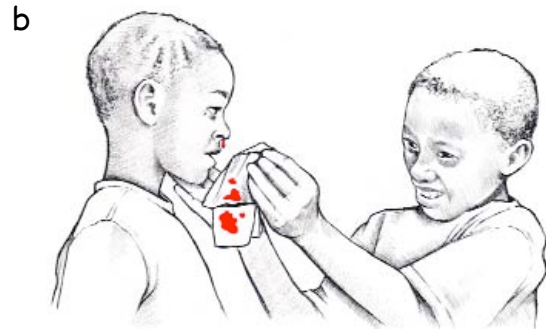
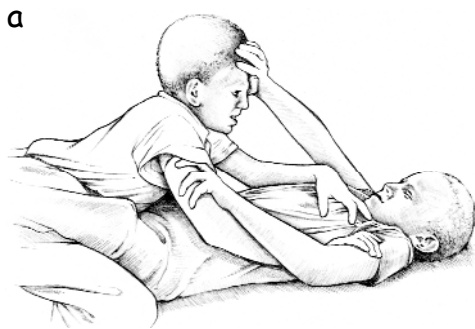
h



Remember:

Being able to identify danger is the first step in risk reduction.

The following are the same pictures from Activity 9.1. Look at them and discuss how the child in each picture can be safer.



Remember:

Knowing how to apply safety precautions in risky situations is another important skill in keeping healthy.

Work in pairs to discuss the safety precautions you would use in each of the situations below:

- a. Handing a pair of scissors to your friend
- b. Crossing the road
- c. Picking up a razor blade
- d. Helping a friend who is bleeding
- e. Someone offering you a cigarette
- f. Someone offering you alcohol
- g. Playing with matches



Remember:

There are many risks in our daily lives, but we have the ability to reduce or avoid each of these risks by applying safety precautions.

X: Benefits of Relationships



INTRODUCTION

We all need good relationships in our life for care and support. We need someone to laugh with and someone to cry with. Relationships can be with family members, friends, neighbours, teachers, and pastors. They can be with anyone you trust and who makes you feel safe. However, for relationships to be strong, you have to work hard by making sure that you are trustworthy, honest, committed to, and respectful of other people.

KEY TERMS:

Relationship - a connection between people

Honesty - the quality of being truthful

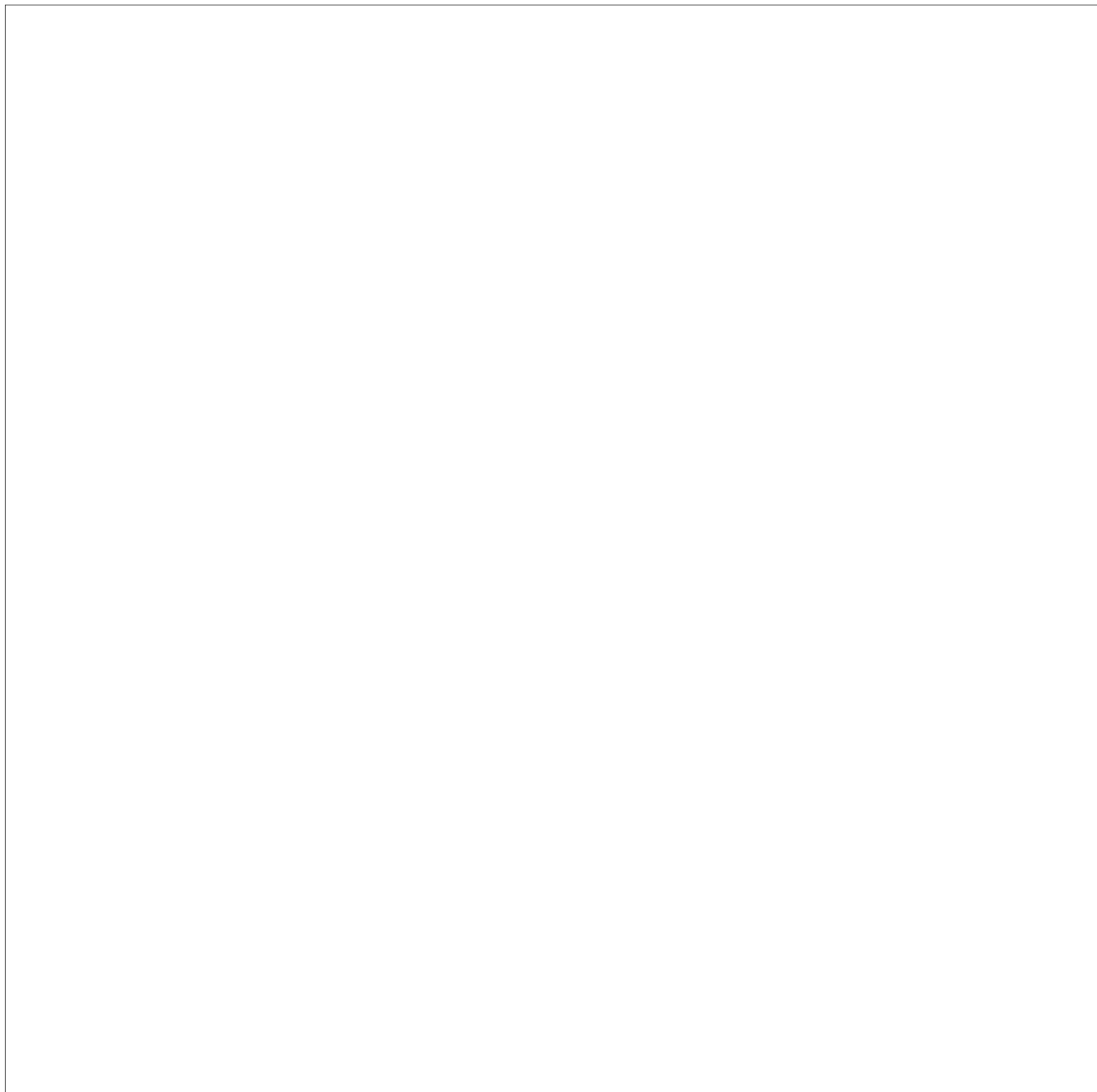
Respect - thinking of other people and their feelings

Trust - certainty based on past experience

Commitment - keeping to your promise by your actions or behaviour

WORKSHEET 10.1 FAMILY MEMBERS

Draw a picture of some people you live with, and label each person.



Remember:

A relationship is a personal connection between people. The first relationships we form are with people we live with.

WORKSHEET 10.2 RELATING TO RELATIVES

Make arrows to show the people you live with:

Aunt

Brother

Sister

Father

Foster parents

Neighbour

Myself

Friend

Grandparents

Cousin

Mother

Teacher

Uncle

Classmate

Remember:

There are many different types of relationships. People we are close to are people we have a strong relationship with. Relationships can be built over time. So, with people we are not close to now, we can be close to in the future.



WORKSHEET 10.3 RELATING TO PEOPLE OUTSIDE THE FAMILY

Make arrows to show the people you do not live with:

Aunt

Brother

Sister

Father

Foster parents

Neighbour

Myself

Friend

Grandparents

Cousin

Mother

Teacher

Uncle

Classmate

Remember:

We can also feel close to people outside our home if we build strong relationships with them through respect, commitment, and honesty.



WORKSHEET 10.4 FRIENDS

Answer the questions below about your friends.

- How did you meet your friends?
- Where did you first meet your friends?
- Why did you become friends with those people?
- Write the names of your friends and how each of your friends treat you in the spaces provided:

| Name of friend | How he or she treats you |
|----------------|--------------------------|
| | |
| | |
| | |
| | |

Remember:

Honesty, respect, and trust are very important in friendships. When building a relationship, these are things that we should give to other people. We should also expect the same from them.



WORKSHEET 10.5a COMMITMENT

Read the role play below with your teacher and discuss "commitment" by answering the questions that follow.

Role Play: "Ngeve and Mosetsana"

NGEVE: Why do you always run home after school?

MOSETSANA: I made a promise to my brother and parents that I will help my brother pass his tests.

NGEVE: But you can still make it if you give yourself 30 minutes to play with us.

MOSETSANA: With those 30 minutes, I could help my brother with his math.

NGEVE: You think like an adult. Give yourself time for playing!

MOSETSANA: I made a promise, and I want to stick to it. Remember, "A promise made is a promise kept". I will play when my goal has been achieved and I can celebrate his success in the exams.



WORKSHEET 10.5b COMMITMENT

In your groups, answer the following questions:

- a. How do you show commitment, trust, honesty, and respect in your relationships?

Remember:

Commitment, trust, honesty, and respect are necessary for strong relationships.

XI: Dilemmas



INTRODUCTION

In life, we sometimes have to make decisions where there is clearly no good choice. This is called a dilemma. In this time of HIV and AIDS, we are faced with a lot of dilemmas, for example, choosing between responsibilities at home, such as caring for younger siblings, and responsibilities at school. Discussing dilemmas can help prepare you for a time when you are forced to make a difficult choice that is right for you.

KEY TERMS

Dilemma - a situation that needs a difficult choice

Care-giving - the work of looking after another person, especially the young, the old, or the sick

Orphan - a child who has lost one single parent or both married parents

WORKSHEET 11.1 DEALING WITH DILEMMAS: CARE-GIVING

Listen to your teacher read the story below and role-play it.

Story: Thuso, a Care-Giver

Thuso is a 10-year-old boy in Standard 4. He lost his father to AIDS, and now he is looking after his sick mother who has just been put on medication to make her live longer. He also has to look after his three younger sisters. Thuso likes to play football and is outgoing at school. He is faced with a choice: to look after his mother or to stay on after school to practise football.

In groups, discuss the following questions:

- What is the dilemma that Thuso is facing?
- What would you do if you had the same dilemma as Thuso? Why?
- Do you know of any place where Thuso can go to ask for help?
- Without saying any names, do you know anybody like Thuso? How can you help that person?

Remember:

When you are in a dilemma it is very important to talk to someone who cares and we trust, for example a teacher or a friend. In life, there will be times when we need help and times when we can help.



WORKSHEET 11.2 DEALING WITH DILEMMAS: ORPHAN-HOOD

Read the story below.

Story: Kedisaletse

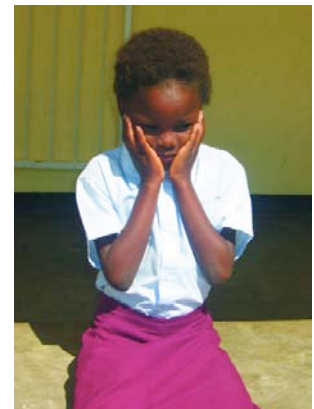
Kedisaletse is a 10-year-old girl in Standard 4. Kedisaletse has three brothers. Their parents died a year ago after being ill for a long time. Now Kedisaletse takes care of her brothers. Kedisaletse and her brothers do not feel safe staying alone. They worry that relatives and other people are always trying to take their food. They also worry about how they will get money for school uniforms and school fees. Kedisaletse knows an older man who can help her with money, but the man wants to have sex with her.

In your groups, answer the following questions:

- a. What would you do if you were Kedisaletse? Why?
- b. Do you know of any place where Kedisaletse can go to ask for help?
- c. Without saying any names, do you know anybody like Kedisaletse? How can you help that person?

Remember:

Sometimes we can be in a situation where people can abuse us, like when we need money. Young children can be abused by adults when they are in need. There are many ways to get help in our community when we need it without being used.



XII: Social Responsibility



INTRODUCTION

Each person in our community is connected to one another. What one person does can affect other people. For example, if we play our music loud, we can disturb others; if we play rough, we may hurt others; if we throw rubbish on the ground, it may wind up in the yard of our neighbour. To keep the health and happiness of each member of society, we must behave in a way that encourages and protects our shared values as Batswana. This is your social responsibility.

KEY TERMS

Botho - a Setswana word for the behaviours of a good person, including kindness, helpfulness, and respect

Social Responsibility - the role each of us has to protect the shared values of our community, such as health, happiness, and respect

Respect - thinking of other people and their feelings and having good manners

WORKSHEET 12.1 DEFINING SOCIAL RESPONSIBILITY

Your teacher will read the story below. In your group, answer the questions that follow.

It is a family/Kgotla setting. Two children are going into the yard/Kgotla. One child is greeting adults, and the other is standing in a rude or arrogant manner: blowing bubbles with chewing gum, wearing a cap, and greeting adults with his hands in his pockets and saying, "Dumelang". The first child greets the adults by bending the knees and saying, "Dumelang Bomma le Borra". Label the first child as Xuma and the second one as Kabo.

- a. What are the differences between the two boys?
- b. How does Xuma show respect to adults?
- c. How does Kabo show disrespect to adults?
- d. What is the importance of showing respect to adults?

Remember:
Our elders have built our community, and we can show our respect for them by our actions.



WORKSHEET 12.2 RECOGNISING RESPECTFUL AND DISRESPECTFUL BEHAVIOUR

Label the behaviours shown on the left as either respectful or disrespectful.

| Behaviour/Action When in Public | Type of Behaviour/Action |
|--|--------------------------|
| Speaking to someone with your hands on your waist | |
| Looking away when talking to someone | |
| Extending both hands when giving something to someone | |
| Helping someone with his or her homework | |
| Helping someone cross the road | |
| Giving your seat to a pregnant woman or elderly person | |
| Touching someone where the person does not want to be touched | |
| Keeping your seat when an older person or pregnant woman is standing | |
| Disturbing others | |
| Stopping someone from teasing another person | |
| Throwing rubbish anywhere | |
| Helping a neighbour shop when asked | |
| Grabbing something from another person | |



Remember:

Respect is something we show not only to elders, but also to people and property around us. When we show respect, we are upholding Botho.

WORKSHEET 12.3 CARING AS AN ASPECT OF BOTHO

Your teacher will read the story below. In your groups, answer the questions below.

Story: "Nxau and His Classmates"

Nxau is a Standard 3 child who is staying alone in the village. His parents are at the cattle post. Nxau often arrives late at school, and he wears dirty and old clothes. His classmates do not want to sit next to him or even play with him, because they think he is poor and comes from a dirty home. The only person who cares about him is his classmate Tanyala. Tanyala always brings extra food so that he can share with Nxau during break time. Tanyala has also told his mother about Nxau's situation. Tanyala's mother has promised that she will buy a new school uniform for Nxau.

- a. What do you think Nxau is feeling?

- b. How does Tanyala show that he cares for Nxau?

- c. How do Nxau's classmates show that they do not care about his feelings?

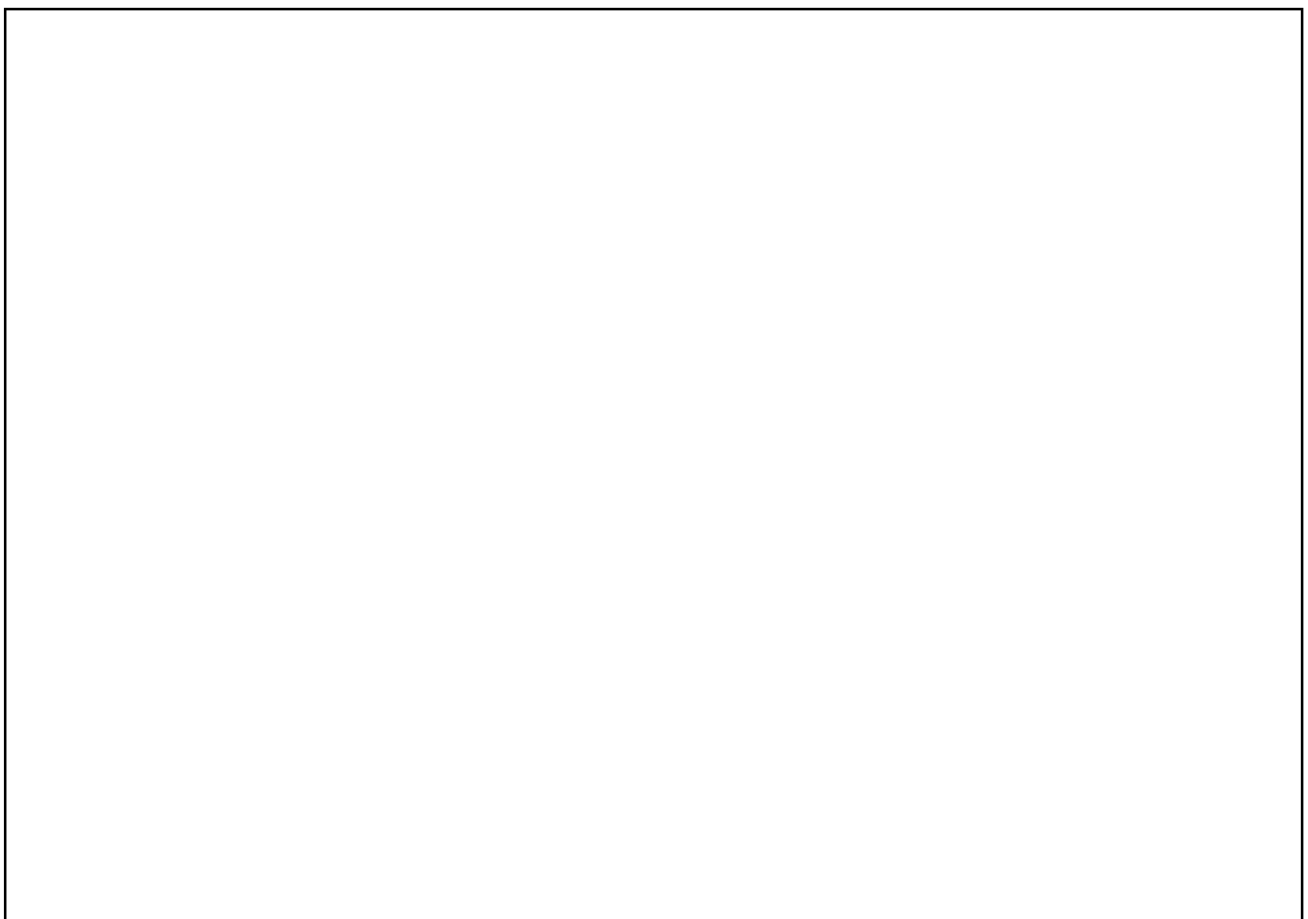
- d. What do Tanyala's actions teach us about how we behave with other classmates?
- e. If you were in Nxau's class, would you behave like Tanyala or the other classmates? Why?

Remember:

There may be times when each of us needs care, and in those times we would not like to be denied help. Helping others in need is part of *Botho*.

WORKSHEET 12.4 NATIONAL ANTHEM

Write the national anthem in the space below.



Remember:

Our national anthem reminds us of who we are. "Botho" is a big part of being a Motswana.

WORKSHEET 12.5 RESPECT FOR THE ENVIRONMENT

In your groups, look at the picture below and answer the questions that follow:



- a. What do you see in the picture?

- b. How would throwing litter everywhere affect people?

- c. Why is it important to keep the surroundings clean?

d. Who is responsible for keeping the surroundings clean?

e. What could you do to help keep the surroundings clean?



Remember:

Litter is a health hazard for us all. To keep our surroundings clean, we all need to do our part. This is our social responsibility.

WORKSHEET 12.6 HELPING AS A SIGN OF RESPECT

What are some ways that we can be socially responsible? Develop a role play for one of the following settings:

- At home
- In the community
- At school



Remember:

Helping at home, in the community, and at school is how we can show social responsibility. This helps our family, friends, and neighbours live healthier and happier lives.

XIII: Healthy Living



INTRODUCTION

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

Sometimes the way we live makes it difficult for us to practise healthy habits. But if you understand the importance of healthy living, you may find ways to look after your health or change the things that affect your health in a bad way.

KEY TERMS

Practices - a regular way of behaving

Health - a healthy state of being, free from disease

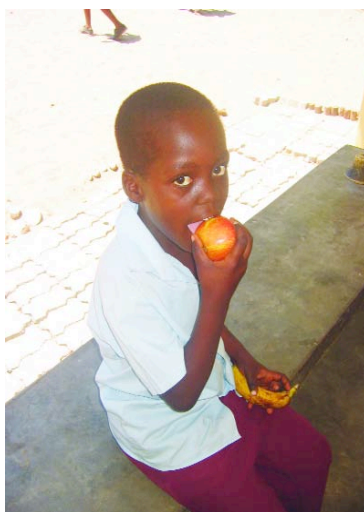
Hygiene - conditions and practices that help us to keep healthy

Healthy Living - a practice of making choices that avoid disease and improve health, such as keeping clean, exercising, eating nutritious foods, and living safely (such as crossing the road at the zebra crossing)

WORKSHEET 13.1 HEALTHY AND UNHEALTHY PRACTICES

In your groups, fill in the blank spaces below with other examples of healthy and unhealthy practices.

| HEALTHY PRACTICES | UNHEALTHY PRACTICES |
|--------------------|------------------------|
| Washing your hands | Not washing your hands |
| | |
| Eating fresh fruit | Eating lots of sweets |
| | |
| | |
| | |



Remember:
Healthy practices can help you avoid getting diseases.

WORKSHEET 13.2 HEALTHY ACTIONS

In your groups, look at these examples of activities/actions that you might see happening in your neighbourhood. Put a tick (✓) beside the ones that you think are healthy practices:

| Example | Tick |
|--|------|
| Children putting things in their ears, noses, etc. | |
| Children playing football or netball | |
| Children eating a lot of sweets | |
| Adults drinking alcohol | |
| Someone taking a bath | |
| Someone eating a bowl of mixed fruits | |
| Children playing in a pool of dirty water | |

Remember:

If we do not want to get sick or hurt, we should choose healthy practices, such as keeping our fingernails short and clean and not playing rough.



WORKSHEET 13.3a KEEPING HEALTHY

In your groups, place a tick (✓) next to the healthy behaviours in the spaces provided on the left:

- ☐ COMBING HAIR
- ☐ EATING BREAKFAST
- ☐ GETTING GOOD REST
- ☐ EATING LOTS OF SWEETS
- ☐ HANDLING DIRTY OBJECTS
- ☐ SLEEPING VERY LATE
- ☐ WASHING YOUR BODY
- ☐ BRUSHING YOUR TEETH
- ☐ EXERCISING REGULARLY



WORKSHEET 13.3b KEEPING HEALTHY

In your groups, using the practices mentioned in Worksheet 13.3a, write in the table below the ones which are examples of Nutrition, Hygiene, Exercise, and Safety.

| Nutrition | Hygiene | Exercise | Safety |
|-----------|---------|----------|--------|
| | | | |
| | | | |
| | | | |

Remember:

There are a number of ways of keeping healthy through nutrition, hygiene, exercise, and safety. There are many things we can do to stay healthy, and understanding these different ways can help us make the choices that are right for us.

WORKSHEET 13.4 MAKING A HEALTHY LIVING PLAN

Develop a plan for healthy living. Make sure that your plan includes exercise, nutrition, hygiene, and safety.

Exercise:

Nutrition:

Hygiene:

Safety:



Remember:

Every day we are forced to make many choices, and sometimes it is difficult to make the choice that is right for us. If we make a healthy living plan and follow it, we can improve our chances of being healthy.



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