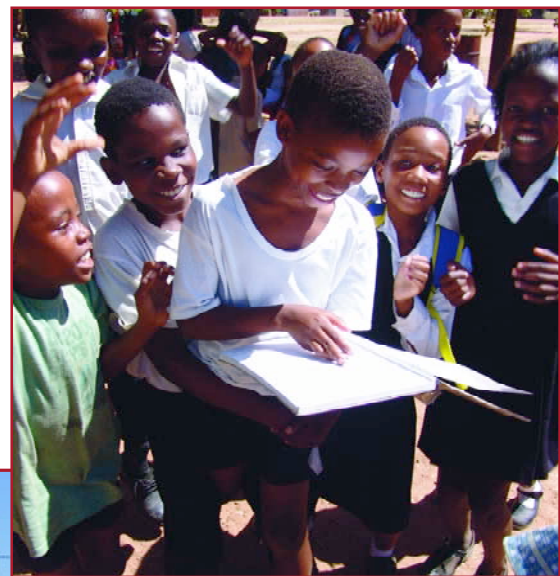




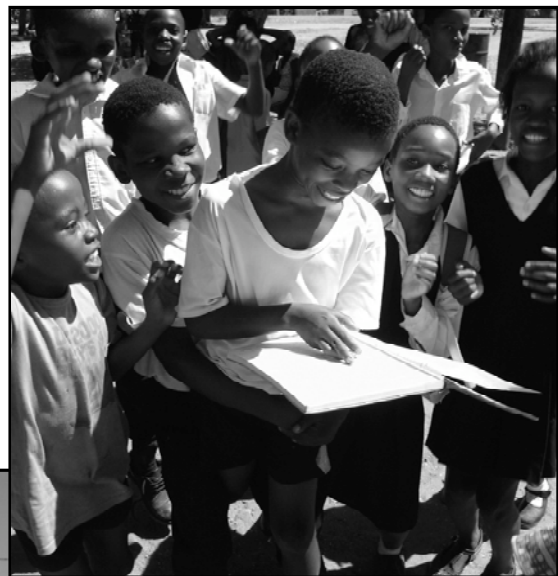
Living



*Skills for Life:
Botswana's Window of Hope*
Standards 5-7
Teacher's Guide



Living



Skills for Life:
Botswana's Window of Hope
Standards 5-7
Teacher's Guide



Standards 5-7 Teacher's Guide

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



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

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

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ACKNOWLEDGEMENTS

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

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

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

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

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| Bekure Hawaz | National AIDS Co-ordinating Agency |

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

SCHOOLS INVOLVED IN THE NEEDS ASSESSMENT AND PILOT PROCESS

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 Editing and Design Services Department. All illustrations by Cliff Lander.

FOREWORD

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

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

The main objectives of these materials are 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 to curb the spread and improve 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 that nurture respect for both oneself and 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 and learning process.

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

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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.

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

The Botswana Ministry of Education sees a "window of opportunity" because a quarter of the Botswana population are between the ages of 5 and 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 Five and uses participatory methods to achieve skills-based health education. Specifically, the objective is to impart knowledge, develop healthy attitudes, and instil skills for healthy decision making. The messages and skills will be reinforced over the 12-year span of the school career.

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

1. *Self-awareness*

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

2. *Values*

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

3. *Goal setting*

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

4. *Communication*

- Learners should be able to communicate effectively.

5. *Decision making*

- Learners should be able to make informed decisions.

6. *Managing stress*

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

7. *Sexuality*

- Learners should be able to understand their own sexuality.

8. *Facts and myths*

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

9. *Risk reduction*

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

10. *Benefits of relationships*

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

11. *Dilemmas*

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

12. *Social responsibility*

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

13. *Healthy living*

- Learners should develop healthy practices.

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

NOTE TO TEACHER

1.0 HOW TO USE THE TEACHER'S GUIDE

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

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

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

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

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

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

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

These are the names of the characters in this book:

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

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

2.0 THE STRUCTURE OF THE TEACHER'S GUIDE

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

Each individual activity contains the following information:

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

3.0 INFUSION AND INTEGRATION OF HIV AND AIDS

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

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

- **Infusion:** This entails the incorporation of HIV and AIDS issues into the content of other subjects such that they blend well with the lesson. This method allows for HIV and AIDS issues to be spread across as many subjects as possible to provide learners with frequent encounters with the issues being addressed. Infusion therefore allows for HIV and AIDS issues to be part of every aspect of the curriculum, such as programmes and instructional materials. As infusion does not require strong affinity between the subjects, as in the case of integration, it results in easy mention of the concepts being infused.
- **Integration:** This entails the combination of two or more subjects to form a single discipline, for example, Environmental Science, Cultural Studies, and Creative and Performing Arts. 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 are known as the main carrier subjects. Subjects that allow for fewer issues to be incorporated are known as the minor carrier subjects. Though integration is not as pervasive as infused curriculum, it is very useful in AIDS education in that it enables the teacher to ensure that HIV and AIDS issues are addressed when they appear in the teaching objectives, especially since these issues become examinable.

3.1 REASONS FOR THESE METHODS

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

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

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

SELF-AWARENESS

Activities in this chapter may be used to teach Religious and Moral Education Module on human experiences for topics on self concept, self esteem and confidence. This is because they deal with developing and appreciating oneself. 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 Religious and Moral Education Module on introduction to morality for the topic on exploring moral values. These activities may be used to teach Setswana Module on culture that has a topic on culture and taboos. Guidance and Counselling lessons may also use some of the activities in this chapter to address personal and social guidance.

GOAL SETTING

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

COMMUNICATION

Activities in this chapter may be used to teach Setswana and English topics on letter writing and composition and for the module on conversation.

DECISION-MAKING

Activities in this chapter may be used to teach Religious and Moral Education Module on introduction to morality for the topic understanding decision making. Activities may also be used during Guidance and Counselling lessons for the Module on Personal and Vocational guidance.

STRESS MANAGEMENT

Activities in this chapter may be used to teach Religious and Moral Education Module on relationships for the topic peer pressure. Activities may also be used to teach Guidance and Counselling lessons on personal guidance module.

SEXUALITY

Activities in this chapter may be used to teach Science Module on sexual reproductive health for the topic physical development. 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 Religious and Moral Education on human experiences for the topics positive living, orphan hood and destitution, culture, HIV and AIDS and caring. These activities may also be used to teach Science Module on health and safety under the objective that looks at acquiring knowledge on diseases. The Agriculture Module on Crop Husbandry under the topic vegetable production, field crops and fruit production may also use these activities. Social Studies lessons may also use these activities when teaching the Module Society and Culture for the topic family. Guidance and Counselling lessons on personal and social guidance may also use these activities.

RISK REDUCTION

Activities in this chapter may be used to teach Creative and Performing Arts Module on health and safety for the topic on hygiene and safety. The Science Module on health and safety may also use these activities especially for the topics diseases and safety.

BENEFITS OF RELATIONSHIPS

Activities in this chapter may be used to teach Religious and Moral Education Module on interpersonal relationships for the topic that addresses understanding and appreciating the importance of interpersonal relationships. The Module on Human experiences may also use these activities for the topic Caring. Guidance and Counselling may also use these activities to address personal and social guidance.

DILEMMAS

Activities in this chapter may be used to teach Religious and Moral Education Module on human experiences for the topic choices and consequences. These activities may also be used to teach personal and social guidance during Guidance and Counselling lessons.

SOCIAL RESPONSIBILITY

Activities in this chapter may be used to teach Religious and Moral Education Module on rights and responsibilities for the topic human rights and health. The Human Experiences Module topics on social responsibility and caring may also use these activities. These activities may also be used to teach Social Studies Module on society and culture for the topic culture and Agriculture Module on general agriculture for the topic introduction to agriculture. Guidance and Counselling lessons may also use these activities to address social guidance.

HEALTHY LIVING

Activities in this chapter may be used to teach Science Module on health and safety for the topics food and nutrition, diseases and safety. Creative and Performing Arts may also use some of these activities to address the Module Health and Safety for the topic malnutrition. These activities may also be used to address the Agriculture Module on crop husbandry under the topic vegetable production, field crops and fruit production.

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 for topics stories and talks, Composition and Reports

4.0 ACTIVITIES ACROSS ALL MODULES

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

TESTIMONIAL

KGALALELO NTSEPE'S STORY

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

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

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

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



I. Self-Awareness



Background

Self-awareness is knowing who we are—knowing our values, capabilities, strengths, limitations and how and why we do things. Each one of us reacts to life in different ways. We each develop individual needs and wants. Self-awareness helps us accept the things that we cannot change about ourselves and to not be defensive about them. It also enables us to build on our strengths, improve our limitations, and fulfill our needs.

People are different from one another in terms of their capabilities, strengths, and limitations. It is important for young people to understand these differences so that they do not see themselves as failures if they cannot do something that someone else can do. Knowing what makes us different from others helps us improve ourselves.

In this chapter, learners will look at their capabilities, characteristics, strengths, and limitations, and compare these aspects of themselves to those of others. They will also look at how they can build on their strengths and improve their limitations.

Purpose

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

Learning Objectives

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

Learners will:

- Identify their own characteristics
- Identify their strengths and limitations
- Identify different characteristics that people may have
- Compare other people's characteristics to their own
- Identify their own feelings, needs, and wants
- Identify their own likes and dislikes
- Assess how their limitations can become strengths
- Assess their own abilities
- Express the uniqueness of who they are

| Methods | Materials | Time |
|---|--|---|
| <ul style="list-style-type: none"> • Individual work • Pair work • Presentation • Brainstorming • Group work • Class discussion | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper | <p>Four activities at 30 minutes each</p> |

Activity 1.1

Things We Are Good At

Learning Objectives

Learners will:

- Identify their own characteristics
- Identify their strengths and limitations

Methods

- ❖ Individual work
- ❖ Pair work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask each learner to introduce him- or herself to the class.
3. Ask learners individually to think about who they are, using the following questions (refer to Worksheet 1.1):
 - a. What things are you GOOD at?
 - b. Why do you think you are GOOD at these things?
 - c. How did you get to be GOOD at them?
 - d. What are some things that you are NOT GOOD at?
 - e. Why do you think that you are NOT GOOD at these things?
 - f. How can you improve at these things?

Materials

- Worksheet 1.1
- Pens or pencils
- Paper

Time

30 minutes

4. Ask learners to volunteer to share some of their responses with a neighbour.
5. End the activity by asking a few volunteers to present their responses to the questions.

Conclude by saying:

Self-awareness means understanding ourselves, our strengths, and our limitations.

Activity 1.2

People Are Different

Learning Objectives

Learners will:

- Identify their own characteristics
- Identify different characteristics that people may have
- Compare other people's characteristics to their own

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion

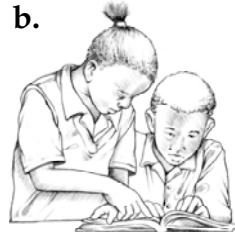
Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm with the class words and meanings that describe people's moods.
3. In groups, ask learners to look at the pictures below and discuss the questions that follow (refer to Worksheet 1.2):

a.



b.



c.



d.



- a. Match each picture to one of these words:

___ creative
___ studious
___ happy
___ stubborn

- b. Which other characteristics can you identify in each picture?
- c. Which of these characteristics describe you?
- d. Which of these characteristics describe people you know?
- e. What can you say about the differences between your personal characteristics and those of others?

Materials

- Worksheet 1.2
- Pens or pencils
- Paper

Time

30 minutes

Conclude by saying:

4. Reconvene the class and ask groups to report on their discussions.
5. End the activity by asking learners to list similarities and differences between themselves and other people.

Each of us has personal characteristics that make us who we are. Some of these characteristics are different from those of our friends, while others are the same. Together, all of these characteristics make us unique.

Activity 1.3

Identifying Feelings, Needs, and Wants

Learning Objectives

Learners will:

- Compare other people's characteristics to their own
- Identify their own feelings, needs, and wants

Methods

- ❖ Class discussion
- ❖ Individual work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to come up with words they could use to describe themselves, and write them on the board.
3. Ask learners to classify the words on the board as either feelings, needs, and wants.
4. Introduce the Bio-poem to the learners.
5. Ask learners to individually complete the Bio-poem, using the words on the worksheet as well as the words listed on the board (refer to Worksheet 1.3):

Note to teacher: Here are some adjectives and nouns that learners can use in their Bio-poems:

Adjectives: sad, good, quiet, intelligent, shy, playful, talkative, bullying, boastful, energetic, creative, jolly, charming, loving, friendly, cheerful, loyal, honest, handsome, cute, beautiful, smart, intelligent, jealous, lazy, lonely, hardworking

Nouns: love, money, cell phone, clothes, food, support, friends, happiness, space, freedom, home, transport, help, assistance, advice

Bio-poem

My first name is _____

I am: _____

The most important people in my life are

Materials

- Worksheet 1.3
- Pens or pencils
- Paper

Time

30 minutes

I like doing _____

Right now, I feel _____, _____, and

I need _____, _____, and

I like giving _____, _____, and

I would like to see _____ who lives in

My surname is _____

6. Ask some learners to volunteer to share their Bio-poems with the class.
7. End the activity by asking learners to list and discuss similarities and differences between themselves and other people, based on the Bio-poems.

Conclude by saying:

Each one of us has personal feelings, needs, and wants. Some of these are different from our friends', while others are the same.

Activity 1.4

Identifying Strengths and Limitations

Learning Objectives

Learners will:

- Identify their strengths and limitations
- Identify their own likes and dislikes
- Assess how their limitations can become strengths
- Assess their own abilities
- Express the uniqueness of who they are

Methods

- ❖ Class discussion
- ❖ Individual work
- ❖ Individual presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to share their likes, dislikes, what they are good at, and what they are not good at.
3. Ask learners to individually complete the Bio-poem, using their own words (refer to Worksheet 1.4):

Bio-Poem

My first name is _____

I am close to _____, _____, and

I like _____, _____, and

I dislike _____, _____, and

I am good at _____, _____, and _____
because _____

I need help with _____, _____, and
_____ because _____

I would like to improve _____,
_____, and _____

My surname is _____

Materials

- Worksheet 1.4
- Pens or pencils
- Paper

Time

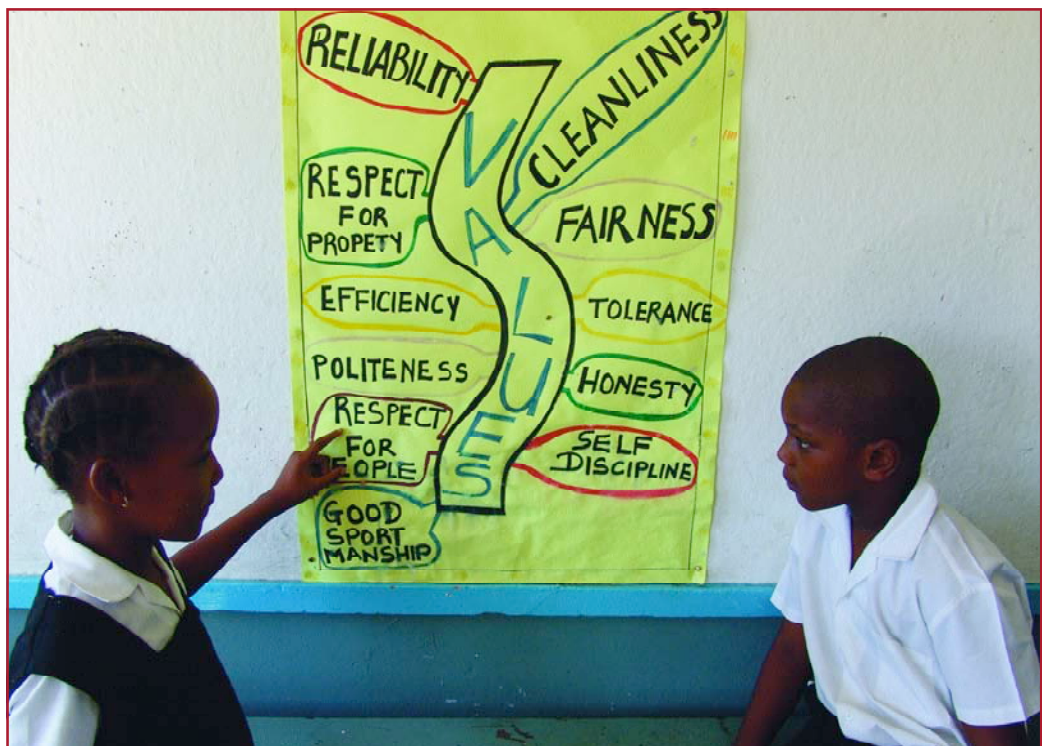
30 minutes

4. Ask some learners to volunteer to share their Bio-poems with the rest of the class.
5. Ask learners to identify the volunteers' strengths and limitations.
6. Ask learners to discuss how their limitations might become strengths, based on their Bio-poems.
7. End the activity by asking learners to express what makes them unique as individuals.

Conclude by saying:

We are all unique, with different strengths and limitations. Our limitations are not always permanent; rather, they may be things we can improve with some effort. Therefore, there is no need to be discouraged when we are not able to do something. Assessing our abilities helps us appreciate what we are good at and identify where we can improve.

II. Values



Background

We all have different beliefs that guide our lives. These are known as values. For most of us, our values are initially shaped by our families. As we get older, more and more of our values are shaped by our environment.

Knowing our values helps us behave or live in a certain manner and deal with peer pressure and other environmental factors, such as the media. Therefore, by upholding such values as loyalty, respect, and honesty, we can resist the pressure to do things that go against our beliefs.

In this chapter, learners will understand the importance of values and how to uphold them.

Purpose

To help learners understand the meaning of loyalty, respect, and honesty and to gauge when these can be applied to guide their actions, judgments, and decisions.

Learning Objectives

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

Learners will:

- Define loyalty
- Discuss why loyalty is important
- Discuss how they can be loyal in their relationships with friends and family
- Discuss how they can be loyal to, respectful of, and honest with their community and country
- Show how they can be loyal to, respectful of, and honest with their community and country
- Demonstrate some aspects of *Botho*

Points to Keep in Mind

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

| Methods | Materials | Time |
|---|--|---|
| <ul style="list-style-type: none"> • Story telling • Class discussion • Group work • Role playing • Individual work • Singing | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper ✓ A copy of the national anthem (if needed by the teacher) | <p>Three activities at 30 minutes each; three activities at 60 minutes each</p> |

Activity 2.1

Loyalty

Learning Objectives

Learners will:

- Define loyalty
- Discuss why loyalty is important

Definition of Terms

Jealousy: Resentment or bitterness towards another person because of who they are or what they have.

Envy: Resentful desire for another's possessions or advantages.

Admiration: A feeling of wonder or delighted approval for a person or thing.

Loyalty: Unwavering devotion to a friend, vow, or cause.

Points to Keep in Mind

The teacher should make clear that there is a difference between jealousy and envy. Link this discussion to the Self-Awareness activities by emphasising the point that people are different and that these differences should be celebrated and not used in anger.

Methods

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

Materials

- Worksheets 2.1a and 2.1b
- Pens or pencils
- Paper

Time

60 minutes

Procedure

1. Introduce the objectives of the activity to the class.
2. Read the following story to the class (refer to Worksheet 2.1a):

Story: "The Chief's Daughter"

Once upon a time, in a small village in Botswana, there lived a chief who was loved by the villagers. They were loyal to him and the laws of the village. The village was a peaceful and prosperous place for all of its citizens.

After some time, the chief had a beautiful daughter called Sananapo. Sananapo grew up to be a beautiful woman. A small group of villagers became very jealous of her because she had everything they wanted.

This small group became so envious that they decided to kill Sananapo. They invited her to go with them into the bush to fetch firewood. Sananapo happily went into the bush with them, along with her faithful dog. Once in the bush, the group came up with a game. They dug a hole and made a fire inside. One by one, each person jumped over the fire. When it was Sananapo's turn to jump, a member of the group pushed her into the hole, where she died in the fire. The group members were happy to be rid of Sananapo. They tried to feed Sananapo's bones to the dog, but the dog refused to eat her bones. He was so angry that he wanted to attack each member of the group, but he knew that would not help Sananapo. Instead, the dog ran home to the chief and started singing:

"Sananapo, Sananapo ba mmolaile Sananapo,
Ba mpha lesapo, Sananapo,
Nna ntsha ka gana Sananapo,
Ka ele mong wame Sananapo,
Thebe sa kgosi Sananapo po po po po
Sananapooooooooooooooooooooooooooooo!"

The chief called the rest of the villagers to listen to the dog, who sang his song again. The chief and the villagers were shocked and saddened to hear of this betrayal and the loss of Sananapo. Thanks to the dog, the people who killed Sananapo were caught. The chief and the villagers punished the group so that such a sad and terrible thing would never happen again.

3. Discuss the story as a class and clarify any vocabulary that learners may find confusing.
4. Divide learners into groups to answer the questions on the worksheet (refer to Worksheet 2.1b):
 - a. Why did the group of villagers kill Sananapo?
 - b. What did they try to do to the dog?
 - c. How did the dog respond?
 - d. What values does the dog have?
 - e. If you lived in Sananapo's village, what would you have said to the group if you knew they were planning to kill Sananapo?
 - f. What does this story mean to you regarding your relationships with family and friends?
5. Reconvene the class and ask groups to report on their responses.
6. End the activity by asking volunteers to role-play how they show loyalty in their relationships with friends and family, and discuss the role plays with the class.

Conclude by saying:

"Loyalty" means devotion to a friend, a promise, or a cause. Loyalty is the foundation of relationships. If a negative emotion, such as jealousy or envy, comes up in our relationships, it may motivate us to take hurtful actions. Loyalty is a value that can help us make positive decisions when we are faced with negative emotions.

Activity 2.2

Loyalty to Family

Learning Objective

Learners will:

- Discuss how they can be loyal in their relationships with friends and family

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to read the story on their worksheets (refer to Worksheet 2.2a):

Story: "Thabo"

Thabo was a primary school student. She lived with her parents, who wanted to see her succeed in life. They gave her love and advised her to stay focused on her school work. Even though she was only in standard seven, she became attracted to a form three student who had been chasing her for a long time. The charming boy kept pressuring Thabo with a love proposal.

Thabo was confused at first. She liked the boy, but she also knew that she needed to spend time studying for her standard seven exams as she had promised her parents. She refused the boy's proposal, studied very hard, and then passed her exams. Her parents were very happy that she respected their wishes and kept her promise. She earned the trust of her parents, and she felt good about herself.

Materials

- Worksheets 2.2a and 2.2b
- Pens or pencils
- Paper

Time

60 minutes

3. Ask a few learners to volunteer to role-play the story.
4. Ask each learner to answer the questions on the worksheet (refer to Worksheet 2.2b):
 - a. What advice did Thabo get from her parents?
 - b. What did Thabo have to do to succeed in school?

- c. What does this story teach us about loyalty?
- d. How would you feel if you were Thabo?
- e. How would you feel if you failed to keep a promise to your parents?

- 5. Ask learners to share and discuss some of their responses.
- 6. End the activity by asking the class to list ways that learners can show loyalty to their parents.

Conclude by saying:

Loyalty is a value that helps us earn the trust and respect of our friends and family, for example, by keeping our promises. But this type of loyalty can also make us feel good about ourselves.

Activity 2.3

Loyalty to the Community

Learning Objectives

Learners will:

- Discuss how they can be loyal to, respectful of, and honest with their community
- Show how they can be loyal to, respectful of, and honest with their community

Points to Keep in Mind

This activity deals with conflicting loyalties. The teacher should be aware that it will be easy to send a mixed message to the class unless he or she makes it clear that loyalty to oneself and one's health should always be first and foremost.

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to read the story on the worksheet (refer to Worksheet 2.3a):

Story: "Kabo and His Friends"

Kabo was a boy in upper primary. He promised his parents that he would pass his standard seven exams, so he studied very hard. But sometimes he preferred to be with his friends, even though they frequently got into trouble. His parents were not happy that Kabo was a member of this group, and they advised him to stop being friends with them. But Kabo did not listen. Though Kabo was usually a respectful boy, he was easily influenced by his friends because he was not assertive.

One day, some of his friends in the group wanted to steal some money from a tuck shop in the village. They asked Kabo to help them. He did not want to do it, but they said, "If you are loyal to the group, you will help us". So Kabo went along and stole some money. The owner of the tuck shop lost a lot of money that she needed for her family's dinner, and that night her family did not eat.

Materials

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

Time

30 minutes

Eventually, the group was caught, including Kabo, and they were taken to the *kgotla*, where they were beaten.

3. Ask each learner to answer the questions on the worksheet (refer to Worksheet 2.3b):
 - a. Who is Kabo being loyal to?
 - b. Who is Kabo being disloyal to?
 - c. What happened to Kabo because he was loyal?
 - d. What happened to the owner of the tuck shop because Kabo and his friends stole from her?
 - e. When is it good to be loyal? Why?
 - f. When is it not good to be loyal? Why?
 - g. If you were Kabo, whom would you decide to be loyal to?
4. Ask learners to share and discuss some of their responses.
5. End the activity by listing ways that learners can show loyalty that do not harm others.

Conclude by saying:

There may be times in which different loyalties compete: loyalty to ourselves, to our friends, to our families, to our communities. It is up to us as individuals to decide whether our loyalty may help or hurt ourselves and others.

Activity 2.4

Loyalty and Honesty

Learning Objective

Learners will:

- Discuss how they can be loyal to, respectful of, and honest with their community and country

Definition of Terms

Honesty: Not disposed to cheat or defraud.

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Read the following story, or ask a volunteer to do so (refer to Worksheet 2.4a):

Story: “The Honest Taxi Drivers”

In 2002, three taxi drivers in Gaborone, Botswana, found a bag containing four million pula. They had heard on the radio that there was a bank robbery at a national bank and that four million pula was stolen. They discussed keeping the money, but they finally decided to take the money back to the bank where it belonged. They concluded that the money belonged to others, and if they kept it they would be stealing, just like the bank robbers.

The bank manager, staff, and customers were very thankful to have the money back. The people of Botswana admired the taxi drivers’ honesty, and the men became famous. They were rewarded with money from the public and medals by His Excellency the president of Botswana, Festus Mogae.

Materials

- Worksheets 2.4a and 2.4b
- Pens or pencils
- Paper

Time

30 minutes

3. Divide learners into groups to discuss the questions on the worksheet (refer to Worksheet 2.4b):
 - a. Why do you think the men returned the money?
 - b. If you found the money, what would you have done? Why?

- c. Do you agree or disagree with what the men did?
- d. Why did His Excellency the president give a medal to the three men?

4. Ask groups to report on what they discussed.

5. End the activity by discussing the honesty and loyalty shown to their community and country by the three men.

Conclude by saying:

The three taxi drivers showed the value of honesty by returning the money. There are times when we are tempted to be dishonest, but the results of dishonesty usually affect ourselves and others in a bad way.

Activity 2.5

Loyalty to the Country

Learning Objectives

Learners will:

- Discuss how they can be loyal to, respectful of, and honest with their community and country
- Show how they can be loyal to, respectful of, and honest with their community and country
- Demonstrate some aspects of *Botho*

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.

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Read the following story to the learners (refer to Worksheet 2.5):

Story: "Xuma's Story"

Xuma comes from a village in the west of Botswana. He is visiting his cousin in northern Botswana. He is excited to be away from home, and he gets very rowdy, shouting at elders and teasing girls. Xuma does this because he knows that he is far from home and that no one in the village knows him. However, many of the people in the community are not happy with Xuma's behaviour, and they start to assume that everyone from the west of Botswana behaves in a similar manner.

Materials

- Worksheet 2.5
- Pens or pencils
- Paper

Time

60 minutes

3. Divide learners into groups to respond to the questions on the worksheet (refer to Worksheet 2.5):
 - a. How is Xuma behaving?
 - b. What do people in the northern village think of him?
 - c. Who is Xuma being disrespectful to?
 - d. What would people from his own village think of his behaviour?
 - e. How would you have behaved if you were Xuma?
4. Reconvene the class and ask groups to report on and discuss their responses to the questions.
5. Ask some volunteers to role-play a scenario that shows how one can be respectful to his or her community.
6. Lead a discussion on the role play and how it relates to the concept of *Botho*.
7. End the activity by listing ways that learners can show loyalty to their community and country.

Conclude by saying:

Being respectful applies not only to our own community and country, but to everywhere we go. People judge us and where we come from by the way we behave.

Activity 2.6

Our National Anthem

Learning Objectives

Learners will:

- Discuss how they can be loyal to, respectful of, and honest with their community and country
- Show how they can be loyal to, respectful of, and honest with their community and country
- Demonstrate some aspects of *Botho*

Methods

- ❖ Singing
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask the class to sing the national anthem.
3. Divide learners into groups to answer the questions on the worksheet (refer to Worksheet 2.6):
 - a. What do you like about our national anthem?
 - b. What does our national anthem tell us about our country?
 - c. What does our national anthem say about *Botho*?
 - d. How can you show respect for your country when the national anthem is being sung?
 - e. Why is it important to respect and appreciate your community and country?
 - f. How else can you show respect and appreciation for your country?
4. Ask groups to report on their answers to the questions.
5. End the activity with a discussion of the importance of being loyal to and respectful of one's community and country.

Materials

- Worksheet 2.6
- A copy of the national anthem (if needed by the teacher)
- Pens or pencils
- Paper

Time

30 minutes

Conclude by saying:

When we respect our country and our people, we are applying *Botho*. Our national anthem reminds us of our love for Botswana and the importance of being honest, respectful, and trustworthy citizens of our country.

III. Goal Setting



Background

Goal setting involves identifying the milestones that one wants to achieve at certain times in life and planning how they will be attained. As we endeavour to achieve these milestones (goals), we will experience challenges as well as triumphs.

Learning how to set and achieve personal goals is an important skill that can help us throughout our lives. It helps us maintain our focus on where we are going and what we value most in life. Establishing personal goals can help us prioritise the things that are most important to us and get the desired results.

In this chapter, learners will set short-term goals (i.e., to be achieved by the end of the term), such as getting good grades on the end-of-term examination or making measurable progress on learning a particular skill. Their goals may also be more general and involve adapting their lives, for example, prioritising school over playing with friends, or spending time developing a talent instead of relaxing at home. Also, learners will explore barriers they may face on the way to their goal and develop strategies to overcome them.

Purpose

To equip learners with goal-setting skills so that they can set realistic personal goals.

Learning Objectives

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

Learners will:

- Define “goal setting”
- Discuss the importance of goal setting
- Identify barriers to setting personal goals
- Demonstrate their goal-setting abilities
- Set personal goals

Points to Keep in Mind

Barriers to achieving personal goals: People experience many challenges when trying to achieve their goals. Some of these challenges are beyond our control. However, in most cases, the way that we set our goals leads to the challenges we face. Below are some aspects of goal setting that may result in barriers to achieving our personal goals:

- Setting unclear goals
- Setting unmanageable goals
- Setting goals that are dependent on other people
- Setting too many goals

Steps for setting achievable goals:

- Make sure that your goal is realistic.
- Develop an action plan.
- Establish a support network.
- Set up a reward system.

| Methods | Materials | Time |
|---|--|-------------------------------------|
| <ul style="list-style-type: none">• Group work• Class discussion• Individual work• Pair work• Story telling | <ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper | Three activities at 30 minutes each |

Activity 3.1

Defining Goal Setting

Learning Objectives

Learners will:

- Define “goal setting”
- Discuss the importance of goal setting

Methods

- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Divide the learners into groups.
3. In their groups, ask learners to think about a place in their community where they would like to go and then answer the following questions (refer to Worksheet 3.1):
 - a. Where in your town or village would you like to go?
 - b. When do you intend to get there?
 - c. Why did you decide on this place?
 - d. How would you get there?
 - e. Why did you choose this route to your destination?
 - f. Why did you not choose other routes to your destination?
 - g. What problems might you encounter along the way?
 - h. In this activity, what was your goal?
 - i. Why is it important to set goals?
4. Ask each group to report on what they discussed.
5. End the activity by summarising how the class defined what a goal is and why it is important to set goals.

Materials

- Worksheet 3.1
- Pens or pencils
- Paper

Time

30 minutes

Conclude by saying:

Goals are important to our lives because they help us know which direction to take. It is important to decide what you want to achieve and to make a plan for how to achieve it. This process is called “goal setting”.

Activity 3.2

Setting Goals

Learning Objective

Learners will:

- Discuss the importance of goal setting

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Ask the class to list places in Botswana that sound interesting.
3. Ask them to think of a place in Botswana that they might want to visit when they finish their studies.
4. Ask each learner to use the questions on the worksheet to guide them in developing a plan for visiting the place they identified (refer to Worksheet 3.2):
 - a. What place in Botswana do you want to visit after you finish your studies?
 - b. What will it take to get there—money, transport, friends, time?
 - c. How do you think you will feel when you get there?
 - d. How do you think you will feel if you fail to get there?
5. Ask learners to discuss their responses with their neighbour.
6. Ask a few volunteers to discuss their responses to the first two questions.
7. Ask learners to share their responses to the third and fourth questions. On the board, list the feelings they mention.
8. End the activity by reminding the class of the importance of goals by contrasting their responses to the last two questions.

Materials

- Worksheet 3.2
- Pens or pencils
- Paper

Time

30 minutes

Conclude by saying:

Goals help us reach our dreams. If we do not set goals in life, we can wind up disappointed or unhappy, wondering what might have happened instead. When we see our future in terms of goals, we are taking steps to live the life we want to live.

Activity 3.3

Setting Personal Goals

Learning Objectives

Learners will:

- Identify barriers to setting personal goals
- Demonstrate their goal-setting abilities
- Set personal goals

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Read the case study below:

Case Study: "Thuso the Dressmaker"

Thuso, who is in standard six, dreams of owning his own business. He has always liked dressmaking; his aunt is a good dressmaker and makes a good living from it. He wants to develop his dressmaking skills, and his aunt has offered to give him some lessons after school two days a week if he brings his own material. However, Thuso recently lost his father, and his mother is sick. This means that most of his free time is spent looking after his mother, and whatever money is available goes to buying medicines and food for her.

One day, Thuso talks to his teacher-counsellor about his problem. He tells the teacher everything, especially about how becoming a dressmaker is important to him. The teacher tells him about the home-based care programme and refers him to a social worker. Thuso is happy and enrolls his mother in the programme. With the assistance they are getting from the programme, he is able to find time to attend lessons with his aunt and to buy the material he needs. Thuso's dream is still alive!

Materials

- Worksheet 3.3
- Pens or pencils
- Paper

Time

30 minutes

3. Ask learners to think about the goals they would like to achieve by the end of the term and then answer the questions on the worksheet (refer to Worksheet 3.3):
 - a. What would you like to achieve by the end of the term?
 - b. Why did you choose this goal?
 - c. How do you intend to achieve this goal?
 - d. What challenges are you likely to face?
 - e. How do you hope to deal with these challenges if they arise?
 - f. How will you feel if you achieve your goal?
 - g. How will you feel if you do not achieve your goal?
4. Ask a few learners to share their responses with the class.
5. Ask the class to discuss these responses. The discussion should centre on the following questions:
 - a. Are these goals achievable?
 - b. Are these goals that other learners would like to have?
 - c. Do learners have suggestions as to how the challenges can be overcome?
6. Ask learners to think about the discussion and then make any changes needed to their plans for achieving their goals, based on points that came up in the discussion.
7. End the activity by asking learners to make a progress report every fortnight on the goals they have set for themselves.

Conclude by saying:

There are times when the challenge of achieving our goals can make it seem as if the goals are unrealistic—but this should not discourage us. If we plan and adjust our goals accordingly, we can usually overcome these obstacles. When our goals have finally been achieved, we can experience a sense of great satisfaction.

IV. Communication



CHAPTER IV **COMMUNICATION**

Background

Communication can be defined as a process of giving and taking meaning in the form of ideas, feelings, and experiences. Communication has two basic components: verbal and non-verbal. Verbal communication consists of exchanging words in either spoken or written form. Non-verbal communication includes using such things as body position and facial expression to communicate.

Children need to be able to express themselves clearly and assertively. Good communication results in clear expression of one's feelings, wants, and needs. In addition, good communication reduces feelings of anger, mistrust, or frustration in relationships with teachers, friends, family, and others. Assertiveness is a very important component of good communication because it helps learners say what they think and stand for what they believe in without hurting others.

In this chapter, learners will acquire skills for effectively communicating their wants, feelings, and needs, both verbally and non-verbally.

Purpose

To equip learners with the skills to express themselves clearly and assertively.

Learning Objectives

Learners should be able to communicate effectively.

Learners will:

- Define communication
- Discuss different types of communication and ways to communicate
- Discuss the importance of effective communication
- Demonstrate ways of communicating feelings, wants, needs, etc., both verbally and non-verbally
- Describe how to communicate assertively
- Demonstrate assertive communication

Definition of Terms

- *Assertive communication:* Clear, confident, and respectful communication.
- *Aggressive communication:* Rude and selfish communication, wanting to be heard at all costs.
- *Passive communication:* Timid and submissive communication.
- *Body language:* Communicating by using the movements of your body.
- *Tone of voice:* Your feelings captured in the sound of your spoken words.

| Methods | Materials | Time |
|--|--|--|
| <ul style="list-style-type: none"> • Brainstorming • Class discussion • Role playing • Pair work • Presentation • Story telling • Group work • Guided learning | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper | <p>Two activities at 30 minutes each; two activities at 60 minutes</p> |

Activity 4.1

Ways of Communicating

Learning Objectives

Learners will:

- Define “communication”
- Discuss different types of communication and ways to communicate

Methods

- ❖ Brainstorming
- ❖ Class discussion
- ❖ Role playing

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm some of the ways of asking for things.
3. Using the examples from the learners, ask them to comment on the following:
 - Tone of voice (soft, harsh, loud, angry, low pitch, high pitch)
 - Body language (eye contact, facial expression, posture, gestures, hand movements)
 - Choice of words (request—may I . . . , command—give me that . . . , insistent—I would really like . . .)
4. Ask for volunteers to role-play in pairs one of the situations below (refer to Worksheet 4.1):
 - a. You want your mother to give you a cell phone.
 - b. You want your older sister to help you with your math homework.
 - c. You want your younger brother to help you sweep the house.
 - d. You need a friend to stop disturbing you so that you can finish your homework.
 - e. You need your uncle to give you money to buy food for the upcoming school trip.
 - f. You and your friends are happy because you passed your exams.

Materials

- Worksheet 4.1
- Pens or pencils
- Paper

Time

30 minutes

5. After each role play, ask the class to comment on the tone of voice and body language the role-players used, and their choice of words.
6. Ask the class to come up with other situations in which people have feelings, needs, and wants. Ask for volunteers to role-play these situations for the class.
7. End the activity by defining “communication” and recapping the most effective ways to communicate our feelings, needs, and wants.

Conclude by saying:

There are many ways to communicate our feelings, needs, and wants. When communicating these, what you are saying should be reflected in both your tone of voice and your body language in order to be effective.

Activity 4.2

Communicating Your Needs and Wants

Learning Objectives

Learners will:

- Discuss the importance of effective communication
- Demonstrate ways of communicating feelings, wants, needs, etc., both verbally and non-verbally
- Describe how to communicate assertively
- Demonstrate assertive communication

Methods

- ❖ Pair work
- ❖ Role playing
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to work in pairs to discuss and role-play the situations on the worksheet, using both verbal and non-verbal communication (refer to Worksheet 4.2):

How will you communicate the following to your parents?

- a. You see a pair of shoes in a store that you would like your parents to buy for you.
- b. You have been working very hard on your homework, but it seems you cannot finish without help.
- c. You want to sleep over at your friend's house.
- d. You have not eaten all day, and you are very hungry.

How will you respond to the following?

- e. Your friend wants to borrow and copy your homework, but this is against the rules.
- f. Your friend asks you to go out to a party at night, but you have homework to do.
- g. Your friend offers you a cigarette, but you do not want to smoke.

Materials

- Worksheet 4.2
- Pens or pencils
- Paper

Time

60 minutes

h. Your friend offers to buy you ice cream, but you have a bad tooth.

i. Your friend would like you to start a study group, and you think it's a good idea.

3. Ask pairs to report on what they discussed.

4. Ask a few learners to role-play how they effectively communicated in the different situations.

5. End the activity by asking learners to share instances in their own lives in which they used assertive communication.

Conclude by saying:

We communicate differently with our friends than we do with our families. Regardless of who we communicate with, effective communication relies on clear and consistent use of verbal and non-verbal methods.

Activity 4.3

Refusal Skills (Part 1)

Learning Objectives

Learners will:

- Discuss different types of communication and ways to communicate
- Discuss the importance of effective communication

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Read the following case study aloud (refer to Worksheet 4.3a):

Case Study: “Mmaonyana and the Family Friend”

Mmaonyana is a kind and friendly 12-year-old girl in standard seven. One day, a close family friend asks Mmaonyana to go shopping with him. When they come back to his house, he asks Mmaonyana to take some toiletries to the bedroom for him. He then follows her into the room, gets very close to her, and says, “You are becoming a young woman now”. Mmaonyana does not like the way he talks to her, but she is hesitant to speak because this man is a family friend.

The man begins to touch her. Mmaonyana can no longer put up with his behaviour. She looks the man straight in the eye and says loudly, “I do not like it when you touch me like that. Take your hands off me!” She pushes his hands away, steps away from him, and then, with her voice raised, tells him, “If you do not stop, I will tell my parents what you have done!” The man is frozen in shock. Mmaonyana turns around and walks out of the house. The man comes after her, begging, “Mmaonyana, please do not tell your parents!”

Materials

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

Time

60 minutes

3. Divide learners into groups to discuss the questions on the worksheet (refer to Worksheet 4.3a):
 - a. Was Mmaonyana successful in communicating her feelings to the man?
 - b. What might have happened if Mmaonyana did not communicate the way she did?
 - c. What were the things Mmaonyana did to communicate effectively?
 - What did she say, and how did she say it?
 - What kind of body language did she use?
 - d. What other steps could Mmaonyana have taken to address the abuse by the family friend?
4. Reconvene the class and ask groups to report and discuss their responses.
5. Read the second case study aloud (refer to Worksheet 4.3b):

Case Study: “Ngeve and the Family Friend”

Ngeve is a kind and friendly 12-year-old girl in standard seven. One day, a close family friend asks Ngeve to go shopping with him. When they come back to his house, he asks Ngeve to take some toiletries to the bedroom for him. He follows her into the room and begins to touch her breasts, saying, “You are becoming a young woman now”.

Ngeve looks down and tries to turn away from him. He continues touching her. She starts sobbing but is afraid to actually say anything, and he continues to touch her. Somehow, she manages to escape his grasp, and runs out of the house with tears pouring down her face. When she gets home, she goes to her room and sits quietly in the corner. She feels terrible. She wants to tell her parents, but she is afraid to—this man is a close friend whom she considers an uncle.

6. Ask groups to respond to the following questions (refer to Worksheet 4.3b):
 - a. Was Ngeve successful in communicating her feelings to the man? Why?
 - b. How did Ngeve try to communicate her feelings?
 - What did she say, and how did she say it?
 - What kind of body language did she use?
 - c. Compare the ways that Mmaonyana and Ngeve reacted to the man. What is similar? What is different?
7. Reconvene the class and ask groups to report and discuss their responses. In the discussion, be sure to address different types of communication and ways to communicate.
8. End the activity by asking learners to list the strategies they would use to communicate effectively.

Conclude by saying:

Sometimes we may want to communicate something that will help protect us. At these times, we need to be extra clear. We must state our wishes in unmistakable words. We also need to speak in a strong voice, use eye contact, and reinforce our message with non-verbal communication.

Activity 4.4

Refusal Skills (Part 2)

Learning Objectives

Learners will:

- Discuss the importance of effective communication
- Demonstrate ways of communicating feelings, wants, needs, etc., both verbally and non-verbally
- Describe how to communicate assertively
- Demonstrate assertive communication

Points to Keep in Mind

Inform learners about the support services available to them in case they can't get help at home. Follow this up by guiding learners as to how they can effectively communicate their feelings (verbally and non-verbally) to a potential abuser and to those they go to for help.

Methods

- ❖ Story telling
- ❖ Group work
- ❖ Role playing
- ❖ Guided learning
- ❖ Class discussion
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to read Mmaonyana and Ngeve's case studies again (refer to Worksheet 4.4):

Materials

- Worksheet 4.4
- Pens or pencils
- Paper

Time

30 minutes

Case Study: "Mmaonyana and the Family Friend"

Mmaonyana is a kind and friendly 12-year-old-girl in standard seven. One day, a close family friend asks Mmaonyana to go shopping with him. When they come back to his house, he asks Mmaonyana to take some toiletries to the bedroom for him. He then follows her into the room, gets very close to her, and says, "You are becoming a young woman now". Mmaonyana does not like the way he talks to her, but she is hesitant to speak because this man is a family friend.

The man begins to touch her. Mmaonyana can no longer put up with his behaviour. She looks the man straight in the eye and says loudly, "I do not like it when you touch me like that. Take your hands off me!" She pushes his hands away, steps away from him, and then, with her voice raised, tells him, "If you do not stop, I will tell my parents what you have done!" The man is frozen in shock. Mmaonyana turns around and walks out of the house. The man comes after her, begging, "Mmaonyana, please do not tell your parents!"

Case Study: "Ngeve and the Family Friend"

Ngeve is a kind and friendly 12-year-old girl in standard seven. One day, a close family friend asks Ngeve to go shopping with him. When they come back to his house, he asks Ngeve to take some toiletries to the bedroom for him. He follows her into the room and begins to touch her breasts, saying, "You are becoming a young woman now".

Ngeve looks down and tries to turn away from him. He continues touching her. She starts sobbing but is afraid to actually say anything, and he continues to touch her. Somehow, she manages to escape his grasp, and runs out of the house with tears pouring down her face. When she gets home, she goes to her room and sits quietly in the corner. She feels terrible. She wants to tell her parents, but she is afraid to—this man is a close friend whom she considers an uncle.

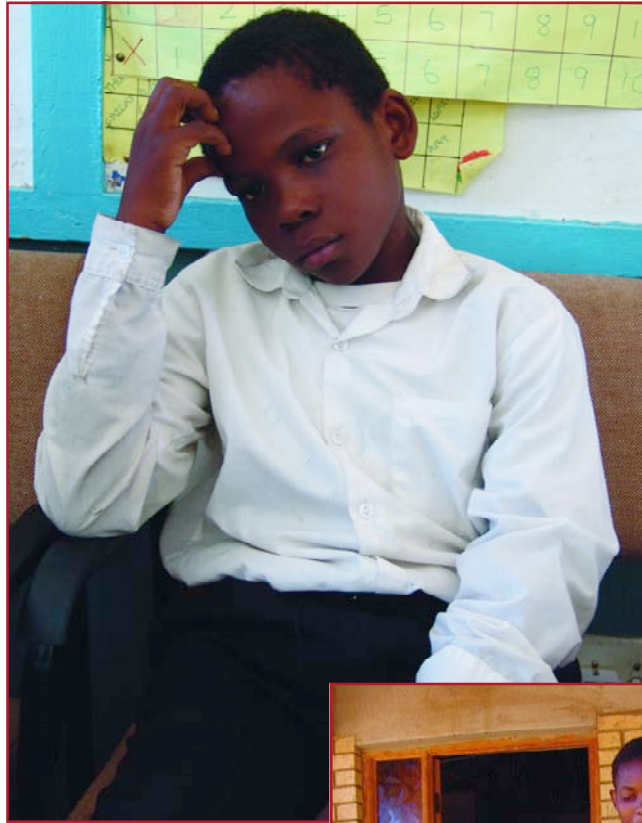
3. Ask learners to form groups and to role-play the two case studies of Mmaonyana and Ngeve. However, while they should imitate the communication skills of Mmaonyana, their role play should show how Ngeve could improve her communication.
4. Ask groups to present their role plays to the rest of the class.

5. Lead a class discussion on the role plays. Mention that assertive communication can be achieved both verbally and non-verbally.
6. Divide learners into two groups to create two more role plays. The first group will create a role play to show how Mmaonyana could have communicated what happened and her feelings about it to her parents. The second group will create a role play to show how Ngeve could have communicated what happened and her feelings about it to her parents.
7. End the activity by asking a few learners to answer the following question: If you were Mmaonyana or Ngeve, how would you tell a parent or guardian about what had happened with the man?

Conclude by saying:

We have talked about times when we want to communicate something that will help protect us. We have now practised the skill of being clear at these times: stating our wishes in unmistakable words, speaking in an assertive manner by using a strong voice, using eye contact, and reinforcing our message with non-verbal communication.

V. Decision Making



Background

A decision is a position one takes after considering many possible responses or solutions to an issue. There are simple decisions (for example, what to wear on a given day) and complex decisions (for example, whether to engage in risky behaviours, like drinking alcohol).

At this level, learners are accustomed to making simple decisions and are getting into the habit of making complex decisions, such as how to respond to peer pressure—which, at this stage, is a prominent feature of the learners' lives. Also, it should be noted that in pre-adolescence, decisions that were once simple can become complex. For example, deciding what to wear was once a simple decision, but because of peer pressure and the media, it is now a complex decision for many learners.

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

In this chapter, learners will learn skills to assist them in making informed decisions regarding peer pressure. They will come to understand that in the decision-making process there are choices, challenges, and consequences, both negative and positive. To be good decision-makers, they need to understand the challenges, choices, and consequences involved in any decision they make.

Purpose

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

Learning Objective

Learners should be able to make informed decisions.

Learners will:

- Identify negative and positive influences on their decision making
- Name the steps involved in decision making
- Discuss the steps involved in decision making
- Discover ways to overcome negative influences in the decision-making process
- Discover ways to use positive influences in the decision-making process

Points to Keep in Mind

The decision-making process involves several steps.

For young learners:

- Stop (check out the scene, and remind yourself to think before acting)
- Think (become aware of the choices and consider the consequences)

- Act (choose the best alternative and act on it)
- Review (decide whether the action has helped or hurt)

For older learners:

- Identify the decision to be made
- Gather information and examine your resources
- List possible solutions
- Choose the best solution and try it
- Evaluate the decision

| Methods | Materials | Time |
|--|--|--|
| <ul style="list-style-type: none"> • Brainstorming • Class discussion • Individual work • Presentation • Guided learning • Story telling • Group work • Role playing | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper | <p>Two activities at 30 minutes each; one activity at 60 minutes</p> |

Activity 5.1

What Influences Our Decisions?

Learning Objective

Learners will:

- Identify negative and positive influences on their decision making

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Ask learners to brainstorm some decisions they have made in the past week. Write three or four of these decisions on the board for discussion.
3. Ask the class to discuss the possible influences, both positive and negative, on each of the decisions listed.
4. Ask each learner to fill out the table on the worksheet (refer to Worksheet 5.1):

List some decisions you have made in the past week, and identify the positive/good and negative/bad influences on each decision. An example has been provided for you.

Materials

- Worksheet 5.1
- Pens or pencils
- Paper

Time

30 minutes

| Decision to Be Made | Positive/Good Influences | Negative/Bad Influences |
|--|---|---|
| Do your homework or play with friends? | <ul style="list-style-type: none"> • Your desire to pass your test • Your own and your parents' pride | <ul style="list-style-type: none"> • Your friends making fun of you for being studious • Your belief that the homework is boring or hard • Your desire to have fun with your friends |
| | | |
| | | |
| | | |

5. Ask some learners to report on what they wrote in the table.
6. End the activity by discussing with learners the importance of considering the positive and negative consequences before making a decision. Ask them what the consequences would be if they only considered the negative influences.

Conclude by saying:

Good decision making is a process that begins with understanding the influences on, and the possible consequences of, our decisions.

Activity 5.2

Decision-Making Steps

Learning Objectives

Learners will:

- Name the steps involved in decision making
- Discuss the steps involved in decision making

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners if they have ever had to deal with friends who wanted them to do something they were not ready to do.
3. Take learners through the steps of decision making. (Refer to Points to Keep in Mind)
4. Divide learners into groups to read the story below and then discuss the questions on the worksheet (refer to Worksheet 5.2):

Story: “Maonyana and Biki”

One of Maonyana’s friends invited her to a concert. When she got there, she found her friends, including a boy named Biki, whom Maonyana was attracted to. Maonyana and Biki spent some time together, talking, laughing, and enjoying one another’s company. Biki told Maonyana that he had liked her for a long time. He started hugging her and moving his hand all over her back. She did not feel comfortable with this and told him to stop. She said that if he did not stop, she would not see him again. Biki decided to stop touching Maonyana, because he respected her feelings and wanted to see her again.

Materials

- Worksheet 5.2
- Pens or pencils
- Paper

Time

30 minutes

Discuss the following questions:

- a. What is Maonyana's situation?
 - b. Was Biki right to touch Maonyana the way he did? Why?
 - c. Why did Maonyana tell Biki to stop?
 - d. How did Biki make the decision to stop?
 - e. If you were in a situation similar to Biki's or Maonyana's, what decision would you make?
 - f. What steps would you take to make that decision?
5. Reconvene the class and ask groups to report on their discussions.
 6. End the activity by summarising the learners' responses to question f, the steps in decision making.

Conclude by saying:

There are four steps to making good decisions: stop, think, act, and review. Even if these steps are not followed at the beginning, it may be possible to go back, follow the steps, and make a decision that does not hurt you or others.

Activity 5.3

Decision Making and Peer Pressure

Learning Objectives

Learners will:

- Discover ways to overcome negative influences in the decision-making process
- Discover ways to use positive influences in the decision-making process

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Review the positive and negative influences on decision making that learners identified in the first activity.
3. Divide the class into groups to practise a role play (refer to Worksheet 5.3a):

Role Play: “At Biki’s Birthday Party”

BIKI: Hi, Op, welcome. Would you like something to drink?

NGEVE: Sure, I’ll have a coke.

BIKI: You know that coke will give you ulcers. Have you tried punch?

NGEVE: Punch? What’s that?

BIKI: It’s a mixture of juice and beer.

NGEVE: Beer! Oh no, I don’t drink beer.

BIKI: Come on, Op. Celebrate with me. Only for today, darling. It will make you happy.

NGEVE: No! I said I don’t take alcohol. You need to understand—my uncle died because of drinking too much.

BIKI: Come on. Be a sport. Have fun.

Materials

- Worksheets 5.3a and 5.3b
- Pens or pencils
- Paper

Time

60 minutes

NGEVE: Thanks, but no. I will stick to not drinking. Trust me, I can still have fun and celebrate with you without drinking beer.

4. Ask groups to present their role plays to the class.
5. Ask learners to work in their groups to answer and discuss the questions on the worksheet (refer to Worksheet 5.3b):
 - a. What decision did Ngeve make?
 - b. What are the bad influences on Ngeve's decision not to drink?
 - c. How does she overcome these influences?
 - d. What do you think might be some of the good influences behind Ngeve's decision not to drink?
 - e. If you were Ngeve, what would you have done?
6. Ask groups to report on their discussions.
7. End the activity by asking learners to state how they plan to deal with peer pressure from now on.

Conclude by saying:

Sometimes our friends want us to do things that we really do not want to do. If we want to resist their pressure and make the decisions that are best for us, we will have to be especially firm and clear.

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 strain or tension.

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

Learners are likely to encounter stress that is related to school, family, and friends—especially for those who have the responsibility of being caretakers at a tender age, due to the advent of HIV and AIDS.

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

Purpose:

To assist learners in recognising symptoms of stress and in learning to deal with stressful situations.

Learning Objectives

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

Learners will:

- Define “stress”
- Recognise symptoms of stress
- Recognise signs of stress
- Discuss stress-causing situations
- Identify ways to avoid stress
- Develop a plan for dealing with stress-causing situations

Definition of Terms:

- *Signs of stress:* An indication of stress; what other people see.
- *Symptoms of stress:* Effects stress has on the body; what the individual feels.

| Methods | Materials | Time |
|--|--|--|
| <ul style="list-style-type: none"> • Pair work • Class discussion • Presentation • Individual work • Group work | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper ✓ Bostik | <p>Three activities at 60 minutes each</p> |

Activity 6.1

Understanding Stress

Learning Objectives

Learners will:

- Define “stress”
- Recognise symptoms of stress
- Recognise signs of stress

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to work in pairs to discuss the questions on the worksheet (refer to Worksheet 6.1a):
 - a. What is stress?
 - b. What are some of the signs of stress?
 - c. What are some of the symptoms of stress?
 - d. What are some of the situations that cause stress?
 - e. How do you cope with stress?
3. Ask learners to report on their responses to the questions.
4. Develop a class definition of stress.
5. Ask a few volunteers to share (or demonstrate) a situation in which they experienced stress and how they coped with it.

Materials

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

Time

60 minutes

6. End the activity by asking learners to individually complete the table on the worksheet (refer to Worksheet 6.1b):

| Stress-Causing Situations | Signs or Symptoms of Stress | Effective Strategies for Managing Stress |
|----------------------------------|---|--|
| Failing exams | <ul style="list-style-type: none">• Headache• Crying | <ul style="list-style-type: none">• Asking the teacher for extra help• Exercising |
| | | |
| | | |
| | | |
| | | |

Conclude by saying:

Some stressful situations are unavoidable. It is important to learn how to identify signs and symptoms of stress as well as ways to effectively deal with stress. This helps us cope with and manage the stressful situations we cannot avoid.

Activity 6.2

Managing Stress

Learning Objectives

Learners will:

- Discuss stress-causing situations
- Identify ways to avoid stress

Methods

- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Divide learners into groups to complete the worksheet (refer to Worksheet 6.2):

Read the scenario below, and in the circles on the worksheet, write your responses to a, b, c, and d:

You have a friend who was doing well, both academically and socially. Recently, her mother was transferred to another town. You have noticed that your friend is looking a bit disturbed. She has isolated herself from everyone else, and her marks have started going down.

- a. The situation that causes stress (write this in Circle 1)
- b. The signs of stress (write these in Circle 2)
- c. The symptoms of stress (write these in Circle 3)
- d. Three coping strategies the friend can use to deal with the stress (write these in Circles 4, 5, and 6)

3. Ask groups to report on their responses to the scenario.
4. Lead a class discussion on managing stress.
5. End the activity by discussing different ways to avoid stress.

Materials

- Worksheet 6.2
- Pens or pencils
- Paper

Time

60 minutes

Conclude by saying:

Once we are able to identify the things that cause us stress, we can devise ways of better coping with stress, as well as strategies for avoiding stress or stress-causing situations in the future.

Activity 6.3

Stress Management Plan

Learning Objectives

Learners will:

- Discuss stress-causing situations
- Develop a plan for dealing with stress-causing situations

Methods

- ❖ Class discussion
- ❖ Pair work
- ❖ Presentation

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to list the coping strategies they discussed in Activity 6.2 and write responses on the board.
3. In pairs, ask learners to identify a specific problem from the categories listed on the left, and then develop a plan for coping with each of these problems (refer to Worksheet 6.3):

| Categories | Problem | Coping Plan |
|------------|---------|-------------|
| Health | | |
| Family | | |
| Friends | | |
| School | | |

Materials

- Worksheet 6.3
- Pens or pencils
- Paper
- Bostik

Time

60 minutes

4. Ask pairs to report on what they discussed.
5. Ask a few volunteers to post their plans on the classroom wall and discuss them with the class.
6. End the activity by assigning learners the following homework: Over the next week, please list any stressful situations that arise and how you dealt or are dealing with them. Tell them that they will discuss this assignment as a class in one week's time.

Conclude by saying:

In order to manage our own feelings of stress, we can learn to identify and anticipate stress-causing situations and develop plans for dealing with them.

VII. Sexuality



Background

As people go through the developmental stages of life, they experience many sexual changes, which manifest themselves in a person's physical appearance, emotional well-being, and mental capabilities. These changes are different for boys and girls. Children should be made aware of how they will change, physically and emotionally, so that they are not frightened nor surprised when it happens but, rather, accept each change as it comes.

At this level, children are mostly adolescents; their bodily changes make them appear adult-like, which makes them susceptible to sexual advances. They need to be aware of good and bad touches in order to protect themselves by recognising the different ways that people might touch them.

In this chapter, learners become aware of the changes occurring in their bodies, the differences between good and bad touches, and how to recognise, prevent, and deal with sexual abuse.

Purpose

To make learners aware of the following:

- The changes taking place in their bodies
- How to deal with these changes
- How to recognise good and bad touches
- How to deal with good and bad touches
- How to avoid sexual abuse

Learning Objective

Learners should be able to understand their own sexuality.

Learners will:

- Define “puberty”
- Describe the physical and emotional changes that occur in boys and girls during puberty
- Identify ways to cope with the changes brought about by puberty
- Develop a plan for coping with the changes brought about by puberty
- Recognise emotional and sexual abuse
- Recognise behaviour that may lead to emotional and sexual abuse
- Discuss what they should do about emotional and sexual abuse
- Prepare a plan for avoiding emotional and sexual abuse

Definition of Terms

- *Good touch*: One that does not make a person feel uncomfortable regardless of the intent of the giver.
- *Bad touch*: One that makes a person feel uncomfortable regardless of the intent of the giver.
- *Sexuality*: 1. The condition of being characterised by sex. 2. Concern with or interest in sexual activity.
- *Puberty*: The stage of adolescence in which an individual becomes physiologically capable of sexual reproduction.
- *Abuse*: 1. Cruel or inhumane treatment. 2. A rude expression intended to offend or hurt. 3. To hurt or injure by maltreatment.
- *Adolescence*: The period between puberty and maturity.

Points to Keep in Mind

The teacher needs to be observant of learners' reactions when discussing good and bad touches and sexual abuse. Some learners will have experienced or are experiencing abuse. Teachers need to provide appropriate intervention by talking with these learners and making referrals when necessary.

Some learners are experiencing the physical changes that come with puberty. Teachers should provide a safe environment for learners to ask questions or ask for help as they go through these changes.

| Methods | Materials | Time |
|--|--|---|
| <ul style="list-style-type: none">• Individual work• Presentation• Class discussion• Guided learning• Group work• Brainstorming | <ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper | One activity at 30 minutes; three activities at 60 minutes each |

Activity 7.1

Stages in Human Growth

Learning Objective

Learners will:

- Define “puberty”

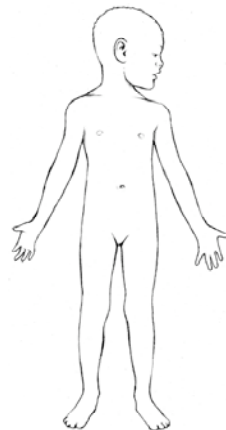
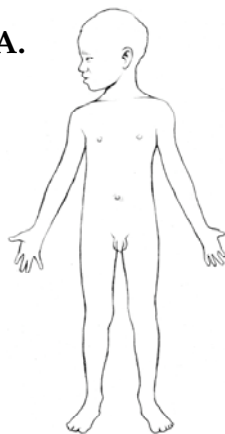
Methods

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

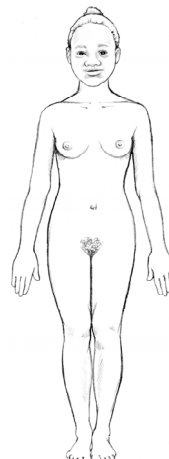
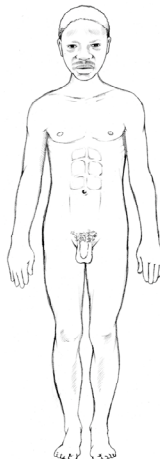
Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to look at the illustrations on the worksheet. Ask them to write down the differences between the two pictures in row A, then do the same for row B (refer to Worksheet 7.1).

A.



B.



Materials

- Worksheet 7.1
- Pens or pencils
- Paper

Time

30 minutes

3. Ask a few volunteers to report on their responses to Worksheet 7.1.
4. Ask learners what they understand about puberty.
5. Come up with a class definition of puberty.
6. End the activity by leading a discussion about changes experienced between the ages of 10 and 13.

Conclude by saying:

Our bodies go through many changes as we get older. These changes are a normal part of our sexuality. It is important to be aware of these changes so that we are better prepared when they happen.

Activity 7.2

Physical and Emotional Changes at Puberty

Learning Objectives

Learners will:

- Describe the physical and emotional changes that occur in boys and girls during puberty
- Identify ways to cope with the changes brought about by puberty

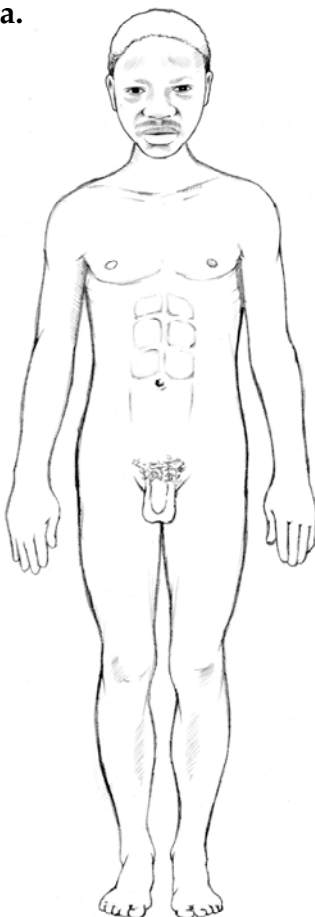
Methods

- ❖ Class discussion
- ❖ Group work

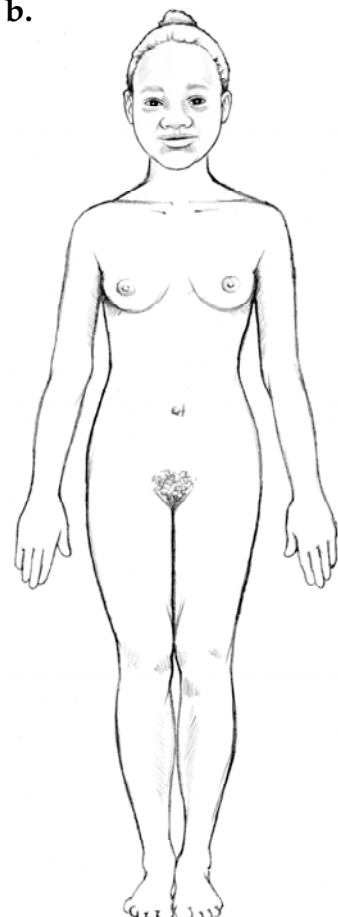
Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the discussion of puberty from Activity 7.1.
3. Divide the class into groups to complete the worksheet (refer to Worksheet 7.2a):

a.



b.



Materials

- Worksheets 7.2a and 7.2b
- Pens or pencils
- Paper

Time

60 minutes

The following list contains physical and emotional changes associated with puberty. Some of these changes happen only to boys, some happen only to girls, and some happen to both. For each change listed, write “a” (boys only), “b” (girls only), or “c” (both) in the space provided. Be ready to discuss your answers with the class.

- | | |
|----------------------------------|------------------------------------|
| ___ deepening of the voice | ___ being attracted to others |
| ___ development of breasts | ___ being conscious of one’s looks |
| ___ skin changes | ___ development of muscles |
| ___ widening of hips | ___ broadening of shoulders |
| ___ appearance of pubic hair | ___ wet dreams |
| ___ moodiness | ___ menstruation |
| ___ enlargement of sexual organs | |

Note to teacher: These are some changes that boys and girls experience:

Girls

Physical: Menstruation, development of breasts, skin changes, widening of hips, pubic hair

Emotional: Moodiness, being attracted to others, being conscious of their looks

Boys

Physical: Deepening of voice, pubic hair, skin changes, muscle development, broadening of shoulders, wet dreams, enlargement of sexual organs

Emotional: Being attracted to others, moodiness, being conscious of their looks

4. Reconvene the class and discuss learners’ responses to Worksheet 7.2a.
5. Lead a class discussion on definitions and descriptions of the changes listed.

6. Lead a discussion on the ways that one can cope with these changes, for example, talking to other people when they are confused about some of the changes that are occurring; being aware of these changes so that one is not shocked or scared when they happen; and paying more attention to hygiene.
7. Ask learners to go back into their groups and complete Worksheet 7.2b:

| Physical Changes | Coping Strategy |
|------------------------------|-----------------|
| Menstruation | |
| Development of breasts | |
| Deepening of voice | |
| Appearance of pubic hair | |
| Broadening of shoulders | |
| Enlargement of sexual organs | |
| Development of muscles | |
| Wet dreams | |
| Skin changes | |
| Widening of hips | |

| Emotional Changes | Coping Strategy |
|--------------------------------|-----------------|
| Moodiness | |
| Being conscious of one's looks | |
| Being attracted to others | |
| | |

8. Reconvene the class and ask groups to report on what they discussed.
9. End the activity by discussing the challenges that learners are facing in coping with the physical and emotional changes of puberty.

Conclude by saying:

Puberty brings a lot of emotional and physical changes, and we all have different ways of coping with these changes. However, we need to ensure that the ways we choose to cope with changes do not pose risks to our health, for example, by using toxic ointments to deal with skin problems.

Activity 7.3

Good and Bad Touches and Gestures

Learning Objectives

Learners will:

- Recognise emotional and sexual abuse
- Recognise behavior that may lead to emotional and sexual abuse

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a discussion on the circumstances in which the gestures and touches on the worksheet could be good or bad. The discussion should address how each of these gestures and touches can depict intent to harm, which is abuse (refer to Worksheet 7.3):



Pat on the back



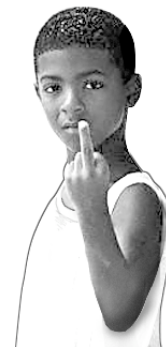
Pat on the buttock



Winking



Thigh squeezing



Someone giving the finger



Kiss blowing

Materials

- Worksheet 7.3
- Pens or pencils
- Paper

Time

60 minutes

3. Divide learners into groups to answer and discuss the following questions (refer to Worksheet 7.3):
 - a. How do each of the gestures and touches in the pictures make you feel, emotionally and sexually?
 - b. What are some gestures and touches that you will accept? What are some gestures and touches that you will not accept? Make a list of each.
 - c. What can you do if you experience any of the gestures and touches that you will not accept?
4. Reconvene the class and ask groups to report back on their discussions.
5. End the activity by summarising the main points of good and bad gestures and touches and how not to accept emotional and sexual abuse.

Conclude by saying:

There are different ways in which people show that they care for us. One of those ways is through touch. However, some gestures and touches can cause us to have feelings of discomfort. These are bad gestures and touches, which should be avoided.

Activity 7.4

Recognizing and Avoiding Sexual and Emotional Abuse

Learning Objectives

Learners will:

- Recognise emotional and sexual abuse
- Discuss what they should do about emotional and sexual abuse
- Prepare a plan for avoiding emotional and sexual abuse

Points to Keep in Mind

In the story below, be clear with the class that the abuse depicted is not the fault of the young girl; rather, it is the fault of the teacher. In some cases it may be tempting to blame the victim, but the serious issue of sexual abuse should be confronted at its cause, which is with the perpetrator.

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the discussion on good and bad touches in Activity 7.3.
3. Divide the class into groups to discuss the story below and the questions that follow (refer to Worksheets 7.4a and 7.4b):

Materials

- Worksheets 7.4a and 7.4b
- Pens or pencils
- Paper

Time

60 minutes

Story: "The Teacher and the Young Girl"

A teacher at Kala Primary School has impregnated a standard seven pupil at the same school. The young girl told a newspaper that the teacher was fond of putting his arms around her. Classmates report that the teacher always gave special attention to the girl, such as showering her with compliments. The compliments and hugging made her uncomfortable, so she tried to avoid him. Somehow, though, he always managed to corner her.

Some weeks ago, he asked her to take his books to his house at the teachers' quarters. When she got into the house, the teacher was right behind her. He pushed her into his bedroom and started fondling her breasts and caressing her thighs. She did not like the way that felt. She tried to push him away but could not because he was stronger. He promised her new pens and pencils. She reluctantly agreed to have sex with him because she did not have any pens and pencils. The teacher did not use condoms. When they finished having sex, he gave her P5-00. He told her not to tell anyone.

She did not like what had happened and felt used. He continued to have sex with her often. Each time, he gave her a certain amount of money. She could not tell anyone, though she wished she could, because she was afraid of him. The teacher was taking advantage of her because she was young and in need of money. In the end she was able to buy a few pens and pencils and clothes, but she is now pregnant.

Discuss the following questions:

- a. Is the behaviour of the teacher acceptable? Why?
- b. What did he do that shows that he was going to sexually and emotionally abuse the girl?
- c. Whom should the girl have gone to for help or to talk to about the behaviour of the teacher?
- d. Besides trying to push him away, how else might the girl have stopped him?
- e. The girl did not report the sexual abuse because she was afraid of the teacher. What other reasons would make people/children not report such cases?
- f. If you were the girl, what would you have done? Why?
- g. How should men behave towards young girls?

4. Reconvene the class and ask groups to report on their discussions.
5. On the board, write the following tips on how to minimise the risk of sexual abuse:
 - Be alert to inappropriate gestures, language, and touches
 - Avoid dark, isolated places
 - Walk in groups
 - Be alert to your surroundings
6. Ask the class to brainstorm more tips to add to the list.
7. End the activity by asking the learners to individually come up with a plan for avoiding emotional and sexual abuse.

Conclude by saying:

Sexual and emotional abuse can take place in any situation at any time. Even people you think you can trust are capable of sexual and emotional abuse. Recognising the behaviour of a potential abuser helps us identify and avoid situations that can lead to abuse. In a situation where one has experienced sexual abuse, the abuse needs to be reported. If you find yourself in such a situation, remember: there are people who can help you.

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



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

Background

While there is a lot of accurate information about sexually transmitted infections (STIs) in Botswana, the advent of HIV (Human Immunodeficiency Virus) and AIDS (Acquired Immune Deficiency Syndrome) has changed the landscape. AIDS is an incurable disease that has an impact on everyone's life. It scares people, which causes them to believe and spread misinformation regarding this disease and other STIs, in an attempt to protect themselves. Over the years, several myths about HIV, AIDS, and other STIs 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 differentiate them from myths before they become sexually active, as this will help them make healthy choices and prevent them from becoming infected with HIV.

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

Purpose

To make learners aware of the facts and myths associated with HIV, AIDS, and other STIs so that they can make positive changes in their behaviour.

Learning Objective

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

Learners will:

- Define STIs, HIV, and AIDS
- List some common STIs
- Describe the common signs and symptoms of AIDS and other STIs
- Explain the modes of transmission of HIV and other STIs
- Explain the relationship between HIV, AIDS, and other STIs
- Describe the different opportunistic infections that result from HIV and AIDS
- Describe ways to prevent HIV and other STIs

Definition of Terms

- *AIDS (Acquired Immune Deficiency Syndrome)*: A severe disorder of the immune system caused by the retrovirus HIV, which results in increased susceptibility to opportunistic infections, such as diarrhoea, nausea, tuberculosis, pneumonia, skin infections, and syphilis, and to certain rare cancers, especially Kaposi's sarcoma. It is transmitted primarily by exposure to contaminated body fluids, mainly blood and semen.
- *Opportunistic infection*: A condition caused by germs or parasites that occurs as a result of a weakened immune system.
- *HIV (Human Immunodeficiency Virus)*: A retrovirus that causes AIDS by infecting cells of the immune system.
- *STI (Sexually Transmitted Infection)*: A condition caused by germs or parasites, contracted through sexual intercourse or other intimate sexual contact.
- *Collage*: A poster made by sticking together paper or photographs.

Points to Keep in Mind

HIV is a virus, and infection with this virus can be avoided. A person who is HIV positive doesn't necessarily have AIDS.

AIDS is caused by the virus known as HIV. The signs of full-blown AIDS include diarrhoea, nausea, tuberculosis, pneumonia, Kaposi's sarcoma and wasting of the body. These infections attack the body easily when the immune system is weak.

Since HIV can be sexually transmitted, it is considered an STI. Some other examples of STIs are gonorrhoea, syphilis, and thrush. The signs and symptoms of gonorrhoea are a yellow genital discharge and burning urine. The first symptom of syphilis is a painless sore, usually on the genital area. A symptom of oral thrush is white patches on the tongue. There is also vaginal thrush (also known as a yeast infection), which can occur without sexual intercourse. The main symptom of vaginal thrush is constant itching.

The presence of an STI can make it easier for someone to get infected with HIV—partly because that person's sores/rashes provide entry for the virus, and partly because the person may not be practising safer sex. However, most STIs are curable if identified at an early stage (with the exception of those caused by viruses like herpes, which can be treated but not cured). People should be advised to go to the clinic at the first signs of these infections. Learners should also be made aware of the importance of Voluntary Counselling and Testing (VCT). Knowing one's status and getting good information from a counsellor can help one live positively with HIV or get cured of other STIs.

| Methods | Materials | Time |
|---|---|---|
| <ul style="list-style-type: none"> • Group work • Class discussion • Individual work • Presentation • Guided learning • Story telling • Brainstorming • Art project | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Manila paper ✓ Bostik ✓ Directions to a nearby health facility and library (if needed) ✓ Paper ✓ Magazines ✓ Scissors | <p>Two activities at 30 minutes each; two activities at 60 minutes each</p> |

Activity 8.1

Facts and Myths About STIs, HIV, and AIDS (Part 1)

Learning Objectives

Learners will:

- Define STIs, HIV, and AIDS
- List some common STIs
- Describe the common signs and symptoms of AIDS and other STIs
- Explain the modes of transmission of HIV and other STIs

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Divide learners into groups to discuss their beliefs about STIs, HIV, and AIDS. The discussion should centre on the following topics (refer to Worksheet 8.1):
 - Definitions of STIs, HIV, and AIDS
 - Causes of HIV and AIDS
 - Modes of transmission of HIV
 - Signs and symptoms of AIDS
 - Common types of STIs
 - Signs and symptoms of STIs
3. Reconvene the class and ask groups to report on what they discussed.
4. Ask learners where they got their beliefs about STIs, HIV, and AIDS.
5. Ask learners to write down all the “facts” they have learned on manila paper and post the paper on the classroom wall.
6. End the activity by asking learners to go in their groups to visit a nearby health facility or library to get four actual facts on one of the topics they discussed, which they will present in the next activity.

Materials

- Worksheet 8.1
- Pens or pencils
- Manila paper
- Bostik
- Directions to a nearby health facility and library (if needed)
- Paper

Time

30 minutes

Conclude by saying:

There are a number of widespread beliefs about the causes, modes of transmission, and signs and symptoms of STIs, HIV, and AIDS that are not necessarily true. With accurate information, we can correct wrong beliefs when we hear them. The spread of the AIDS pandemic can only be halted by facts, not myths.

Activity 8.2

Facts and Myths About STIs, HIV, and AIDS (Part 2)

Learning Objectives

Learners will:

- Describe the common signs and symptoms of AIDS and other STIs
- Explain the modes of transmission of HIV and other STIs
- Explain the relationship between HIV, AIDS, and other STIs

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Reconvene the groups that were formed during the previous activity, and ask groups to present the HIV, AIDS, and other STIs facts they got from the health facility or library.
3. Ask groups to compare and contrast this information with the information they posted in the previous activity.
4. Lead a class discussion that reinforces the correct information collected by the groups.
5. Ask groups to complete the worksheet (refer to Worksheet 8.2):

Materials

- Worksheet 8.2
- Pens or pencils
- Paper

Time

60 minutes

True or False Exercise

In the box next to each statement about HIV and AIDS, write the letter "T" if the statement is true and the letter "F" if the statement is false.

Note to teacher: The correct answers are in the right column.

| | | |
|----|--|---|
| a. | "Being negative" means having HIV. | F |
| b. | Having an STI may lead to being infected with HIV. | T |
| c. | When you are HIV positive, you may need to stay away from HIV-negative people. | F |
| d. | Abstinence is the best method to prevent HIV and other STIs. | T |
| e. | Saying no to sex can help people stay HIV negative. | T |
| f. | People need to use condoms when having sex to protect themselves from HIV and most other STIs. | T |
| g. | There is no cure for AIDS. | T |
| h. | People get HIV in towns only. | F |
| i. | Breast feeding by an HIV-infected mother may transmit HIV to the baby. | T |
| j. | Sharing eating utensils with an HIV-positive person can give you AIDS. | F |
| k. | Eating with an HIV-positive person can give you AIDS. | F |

6. Reconvene the class and ask groups to report on their answers to the true-or-false statements.
7. End the activity by sharing and discussing the correct answers to the true-or-false statements.

Conclude by saying:

It is important to have correct information about HIV, AIDS and other STIs. For example, HIV can be transmitted through breast milk, blood, vaginal fluids, and semen. Abstinence is a good way to prevent HIV and other STIs. With correct information, you are less likely to engage in behaviour that will put you at risk of contracting HIV and other STIs.

Activity 8.3

Protecting and Caring

Learning Objectives

Learners will:

- Describe the common signs and symptoms of AIDS and other STIs
- Explain the modes of transmission of HIV and other STIs
- Describe the different opportunistic infections that result from HIV and AIDS
- Describe ways to prevent HIV and other STIs

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the facts on HIV and AIDS discussed in Activity 8.2.
3. Read the following case study aloud (refer to Worksheet 8.3a):

Case Study: “Thuso’s Story”

Thuso’s father passed away a few months ago after a long illness. It has since been discovered that he died of AIDS. Now his mother is very ill, and she has tested positive for HIV. She has two opportunistic infections, which are diarrhoea, and sores on her body, and other signs of AIDS, such as weight loss. The nurses at the clinic have advised Thuso’s aunt, who cares for Thuso’s mother, to use gloves whenever she helps her, particularly when bathing her, because infected blood can transmit the virus. Thuso helps his family collect the gloves from the clinic, and he also works around the house.

Materials

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

Time

30 minutes

4. Divide learners into groups to answer the questions on the worksheet (refer to Worksheet 8.3b):
 - a. Why did the nurses at the clinic advise Thuso’s aunt to wear gloves whenever she helps Thuso’s mother?

- b. What do you think opportunistic infections are?
 - c. What opportunistic infections does Thuso's mother have?
 - d. What practices expose people to HIV and other STIs?
 - e. What can you do to reduce your risk of getting infected with HIV?
 - f. Imagine Thuso as one of your classmates. How would you help him cope with the situation he is going through?
5. Reconvene the class and ask groups to report on what they discussed.
 6. End the activity with a class discussion of what learners have learned from the story of Thuso. Ask them to state how they can apply these lessons to their day-to-day lives. Finally, give learners the homework assignment of bringing old magazines to class for the next activity.

Conclude by saying:

People who are infected need our love, care, and support, and they should not be discriminated against. However, when caring for people who are infected with HIV, it is important to use protective clothing, such as gloves, when handling all body fluids as one of the ways of preventing HIV from spreading.

Activity 8.4

Prevention, Transmission, and Living with HIV

Learning Objectives

Learners will:

- Describe the common signs and symptoms of AIDS and other STIs
- Explain the modes of transmission of HIV and other STIs
- Describe ways to prevent HIV and other STIs

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Divide learners into four groups, and assign each group one of the following themes (refer to Worksheet 8.4):
 - a. Transmission of HIV and other STIs
 - b. Prevention of HIV and other STIs
 - c. Healthy living
 - d. Coping with HIV and AIDS
3. Ask groups to brainstorm all the facts they know about their theme.
4. Ask groups to cut out pictures from the magazines that will help convey the facts they have listed about their theme.
5. Ask each group to make a collage by pasting their pictures on manila paper. If learners cannot find a picture to represent a fact, they should write down the fact and paste the words on their collage.
6. Ask learners to come up with a short story to match their collage. The story should describe the common signs and symptoms of AIDS and STIs and the modes of transmission of HIV and other STIs.

Materials

- Worksheet 8.4
- Pens or pencils
- Manila paper
- Magazines
- Scissors
- Bostik

Time

60 minutes

7. Reconvene the class and ask groups to present their collages, stories, and the facts about their theme to the rest of the class.
8. End the activity with a class discussion of what the learners learned and how they are going to apply it.

Conclude by saying:

There are many myths regarding HIV, AIDS, and other STIs, and a lot of misinformation is being communicated, but now you know the facts. The correct information can help us prevent transmission of infections and live in a healthy way. In this activity, we practised a creative way to explain the facts. If you want to do something to help your community, you can use your new skills for getting the correct information and communicating it to others.

IX. Risk Reduction



Background

Certain behaviours put people's health at risk and may even endanger their lives. Some risky behaviours are more avoidable than others. Risk reduction involves minimising risk and potential danger.

Risk reduction does not guarantee our safety, but it can decrease the likelihood that we will be harmed. In this era of HIV and AIDS, avoiding risk factors is of the utmost importance in order to avoid infection.

At this level, learners are beginning to be exposed to peer pressure, which may lead them to indulge in such risky behaviours as alcohol and substance use, sexual activity with many partners, and unsafe sex. In most cases, young people do not see these as risky behaviours; instead, they focus on how these behaviours are "cool" and make them popular with peers. Therefore, it is important that young people are made aware of the inherent risks so that they are motivated to make an effort to avoid these behaviours.

In this chapter, learners discuss and debate about such risky behaviours as substance use, protected and unprotected sex, and sexual relationships with multiple partners. They discuss the risks involved in each of these behaviours and how to avoid the behaviours in order to minimise their personal risk.

Definition of Terms

- *Risk*: The possibility of suffering harm or loss; a factor or element involving uncertain danger.
- *Risky situation*: An activity or event that exposes one to danger or loss. Examples of activities that can put one at risk of HIV are sharing used sharp instruments, such as needles, and exchanging body fluids, such as blood or semen.
- *Peer*: A person who has equal standing with another in terms of status, class, or age.
- *Pressure*: A compelling or constraining influence on the will or mind.
- *Peer pressure*: Demands from one's friends or social group to behave in a manner similar or acceptable to them.
- *Abstinence*: The act or practice of refraining from sex.
- *Sex*: All the feelings and activities resulting from the urge to gratify natural sexual impulses.
- *Substance use*: Use of alcohol, tobacco, and other habit-forming drugs, for example, marijuana, glue, cocaine, heroin, and ecstasy.

Points to Keep in Mind

The activities in this chapter involve a lot of discussion of sexual behaviour, alcohol, and substance use. While some learners may have engaged in these behaviours, the majority of learners are not likely to know what sex is or what is involved in alcohol or drug use. It is important for the teacher to be prepared to answer questions from the learners regarding

these behaviours. The teacher may also need to provide background information on the topic being discussed before starting the activities.

Purpose

To make learners aware of the risks involved in certain activities and to assist learners in finding ways of avoiding these risky behaviours.

Learning Objective

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

Learners will:

- Explain how substance use can put one at risk of HIV infection, other diseases, and injury
- Discuss the importance of abstinence and delaying sexual intercourse
- Explain what is meant by “safer sex”
- Explain how unprotected sex and inconsistent condom use can put one at risk of HIV infection and pregnancy
- Explain how having multiple sexual partners can put one at risk of HIV infection

| Methods | Materials | Time |
|--|--|--|
| <ul style="list-style-type: none">• Class discussion• Individual work• Presentation• Pair work• Guided learning• Group work• Role play• Brainstorming | <ul style="list-style-type: none">✓ Worksheets✓ Pens or pencils✓ Paper | Two activities at 60 minutes each; three activities at 30 minutes each |

Activity 9.1

Drugs, Substance Use, and Risk

Learning Objective

Learners will:

- Explain how substance use can put one at risk of HIV infection, other diseases, and injury

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Lead a class discussion on how substance use can place one at risk of HIV infection. Make sure that your discussion includes the following (refer to Worksheet 9.1):
 - The use of illegal drugs and substances (e.g., marijuana, glue, petrol, ecstasy, heroin)
 - How drugs and alcohol affect the body and mind (e.g., not being able to think straight, making wrong decisions, not being able to move properly)
 - Real-life situations that can put you at risk (e.g., parties, weddings, funerals, bars, music festivals, talent shows in the mall at night)
 - How substance use puts you at further risk of HIV infection (e.g., not being able to say no effectively or think through all your choices and options)
3. Ask learners to write a short essay explaining how substance use puts people at risk of HIV infection, other diseases, and injury, using the points raised in your discussion.
4. Ask a few learners to present their essays.
5. Collect the essays and tell learners that you will display the best ones.
6. End the activity by reminding learners that substance use compromises our decision-making skills and our ability to respond quickly to risky situations.

Materials

- Worksheet 9.1
- Pens or pencils
- Paper

Time

60 minutes

Conclude by saying:

Certain behaviours put us at risk of HIV infection. Substance use is one such behaviour. It makes us lose our sense of judgment and take dangerous chances. Avoiding dangerous substances is a way to reduce one's risk.

Activity 9.2

Substance Use

Learning Objective

Learners will:

- Explain how substance use can place one at risk of HIV infection, other diseases, and injury

Methods

- ❖ Class discussion
- ❖ Pair work
- ❖ Presentation

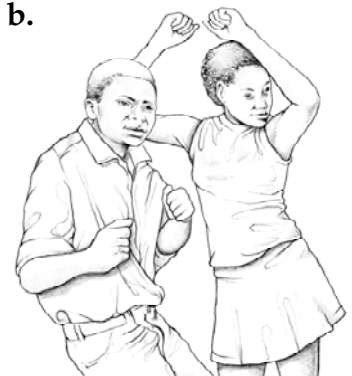
Procedure

1. Introduce the objective of the activity to the class.
2. Recall with the class how substance abuse can put one at risk of HIV infection.
3. Ask learners to discuss the pictures on the worksheet with their neighbour and answer the questions that follow (refer to Worksheet 9.2):

a.



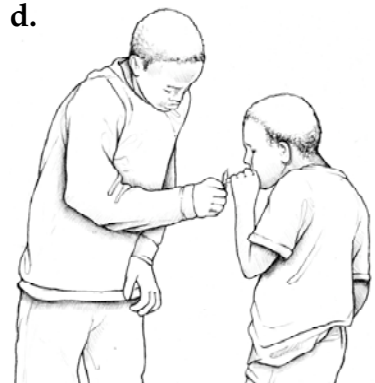
b.



c.



d.



Materials

- Worksheet 9.2
- Pens or pencils
- Paper

Time

30 minutes

- a. What risk factors can you identify in these pictures?
 - b. How could each of these factors put you at risk of getting HIV and other diseases?
 - c. How could you avoid these risk factors?
4. Ask some learners to report on their discussions.
5. End the activity by discussing the risk factors that can be found in a social setting, how these factors can put one at risk of HIV infection, and how to avoid these risk factors.

Conclude by saying:

Substance use is a factor that puts us at risk of HIV infection. Social settings are one place where we may encounter this particular risk factor, so we should think about ways to avoid this risk when we are in a social setting. Understanding how to reduce our risk is an important aspect of keeping healthy.

Activity 9.3

Delaying Sex

Learning Objective

Learners will:

- Discuss the importance of abstinence and delaying sexual intercourse

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Remind learners of some of the risk factors they discussed in Activity 9.2.
3. Ask learners to complete the worksheet (refer to Worksheet 9.3a):

Circle T for true statements and F for false statements.

(Note to teacher: The correct answer is underlined.)

| | | |
|----|---|--------------|
| a. | Having sex at a young age makes you a real man or woman. | T / <u>F</u> |
| b. | Delaying sex helps you avoid teenage pregnancy. | <u>T</u> / F |
| c. | Sex may lead to infection with HIV and other STIs. | <u>T</u> / F |
| d. | Sex at a young age may lead to emotional pain. | <u>T</u> / F |
| e. | Sex at an early age makes you more intelligent. | T / <u>F</u> |
| f. | Sex may lead to physical abuse. | <u>T</u> / F |
| g. | You do not become pregnant when you have sex standing up. | T / <u>F</u> |
| h. | Sexual relationships can disturb your studies. | <u>T</u> / F |
| i. | Having sex with an older person improves your health. | T / <u>F</u> |
| j. | Sex keeps boys from having wet dreams. | T / <u>F</u> |

Materials

- Worksheets 9.3a and 9.3b
- Pens or pencils
- Paper

Time

60 minutes

4. Discuss the worksheet with the class.
5. Divide the class into groups of boys and girls and ask them to complete the following role play: Boys complete role play A; girls complete role play B (refer to Worksheet 9.3b):

Role Play A, Boys:

FRIEND 1: Do you have a girlfriend?

YOU: Yes, I do.

FRIEND 2: So, have you done it yet?

YOU: No, I have not.

FRIEND 2: What kind of a man are you? Why aren't you having sex?

YOU: _____

FRIEND 1: You're crazy! What's wrong with you?

YOU: _____

FRIEND 2: If you want to be popular with the girls, you have to be a man.

YOU: _____

Role Play B, Girls:

BOYFRIEND: Hi babes, will your parents be home tomorrow night?

YOU: Why are you asking me that question?

BOYFRIEND: I have something to give you.

YOU: What is it?

BOYFRIEND: If I told you, it would not be a surprise any more, and I just want to spend time alone with you.

YOU: What is wrong with spending time the way we usually do, like today?

BOYFRIEND: I'd like to demonstrate how much I love you.

YOU: Really? How are you going to do that?

BOYFRIEND: I think it's time we did it.

YOU: _____

BOYFRIEND: But don't you know I care for you?

YOU: _____

BOYFRIEND: I'm wasting my time with you. I'll find someone else that I can sleep with.

YOU: _____

6. Ask groups to present their role plays.
7. End the activity by summarising the advantages of abstinence and delaying sex.

Conclude by saying:

Sex is a natural act between two people who love each other. However, it also comes with emotional and physical responsibilities. Choosing abstinence and delaying sex is a mature decision, it helps one prepare mentally, physically, and emotionally for the right time to have sex.

Activity 9.4

Safer Sex

Learning Objectives

Learners will:

- Explain what is meant by “safer sex”
- Explain how unprotected sex and inconsistent condom use can put one at risk of HIV infection and pregnancy

Points to Keep in Mind

“Safer sex” is a term used for ways of expressing affection without vaginal or anal penetration, such as hugging, kissing, and masturbation. Protected sex is one part of safer sex, but it refers only to penetration with a condom. Safer sex is the broader term for expressing love and affection while reducing one’s risk of infection and pregnancy.

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm on what they think sex is.
3. Give a precise definition of sex: “All the feelings and activities resulting from the urge to gratify natural sexual impulses”.
4. Ask learners what they think is meant by the term “safer sex”.
5. Lead a discussion on protected and unprotected sex, including the benefits of protected sex and the dangers of unprotected sex.
6. Ask each learner to complete the worksheet (refer to Worksheet 9.4):
 - a. Explain the following:
 - Sex:
 - Safer sex:
 - Protected sex:
 - Unprotected sex:

Materials

- Worksheet 9.4
- Pens or pencils
- Paper

Time

30 minutes

b. What are the benefits of protected sex?

c. What are the dangers of unprotected sex?

7. Ask a few volunteers to share their answers.

8. End the activity by giving learners the correct answers. Ask learners to write down the correct answers if their answers were incorrect.

Conclude by saying:

Sex is a natural act and something that most of us will do eventually. Sex also brings with it many choices, decisions, and consequences, such as HIV infection, pregnancy and other STIs. The information we discussed today about the dangers of unprotected sex will prepare you to make healthy choices when the time is right for you.

Activity 9.5

Multiple Sexual Partners

Learning Objective

Learners will:

- Explain how having multiple sexual partners can put one at risk of HIV infection

Methods

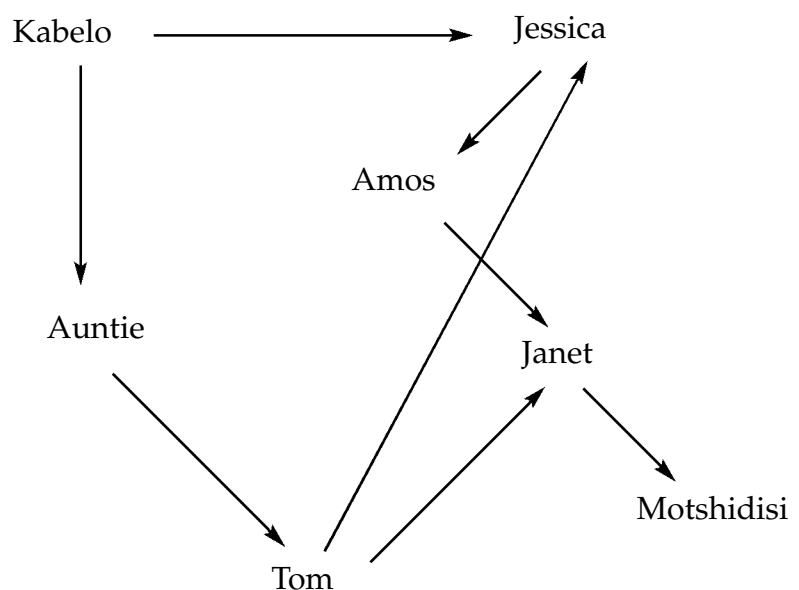
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objective of the activity to the class.
2. Remind learners of how sex can put one at risk of HIV infection.
3. Divide the learners into groups of at least seven members, and ask group members to choose one of the following characters:

| | | |
|---------|------------|--------|
| Kabelo | Motshidisi | Janet |
| Jessica | Tom | Auntie |
| Amos | | |

4. Ask learners to use their arms to connect with the other members of their group in the way shown below (refer to Worksheet 9.5a):



Materials

- Worksheets 9.5a and 9.5b
- Pens or pencils
- Paper

Time

30 minutes

5. Explain to learners that the connections they've made with their arms represent the love relationships the characters have with one another.
6. Ask learners to discuss in their groups what they think about these relationships.
7. In their groups, ask learners to answer the questions on the worksheet (refer to Worksheet 9.5b):
 - a. Which characters have multiple partners?
 - b. Which character has only one partner?
 - c. Is that person's partner faithful?
 - d. Is it a risky relationship? Explain.
 - e. How can the risk be reduced?
8. Reconvene the class and ask groups to report on their discussions.
9. End the activity by discussing the risks involved in having more than one partner involved in a love relationship.

Conclude by saying:

Having multiple partners puts us at risk physically and emotionally. When we have more than one partner, we increase our risk of getting an infection. When we are not faithful, we violate the trust and commitment that is important to a strong relationship.

X. Benefits of Relationships



Background

A relationship is a personal connection between people, such as friends or family. Honesty, respect, trustworthiness, and commitment are integral parts of a strong, healthy long-term relationship. Such relationships provide us with support and happiness, and sometimes challenges, but in the end they help us grow and become better people.

However, some people don't behave properly in relationships, for example, by being disrespectful and dishonest. As a result, they do not have fruitful relationships. If we want to have strong relationships that last a long time, we need to know the elements of a positive relationship and apply them in our daily lives.

In this chapter, learners will be equipped with information that will help them understand the importance of relationships and how to behave appropriately within a relationship.

Purpose

To help learners understand the necessity of relationships and the components of true relationships so that they may be in a position to establish strong, healthy, long-lasting relationships.

Learning Objectives

Learners should be able to understand the benefits of relationships.

Learners will:

- Describe how respect, sharing, and trust are related
- Define "relationships"
- Define "commitment"
- Identify aspects of a healthy long-term relationship
- Explain the importance of establishing long-term relationships
- Devise a personal profile of what would help them have a long-term relationship
- Differentiate between healthy and unhealthy relationships
- Identify ways of dealing with unhealthy relationships

| Methods | Materials | Time |
|---|---|--|
| <ul style="list-style-type: none"> • Individual work • Group work • Class discussion • Role playing • Pair work • Brainstorming • Presentation | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper ✓ Markers | <p>Three activities at 60 minutes each; one activity at 30 minutes</p> |

Activity 10.1

Respect, Sharing, and Trust

Learning Objective

Learners will:

- Describe how respect, sharing, and trust are related

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Ask each learner to complete the worksheet (refer to Worksheet 10.1):

a. How and where did you meet your friends?

b. Why did you become friends with them?

Write the names of your friends and how each of them treats you in the spaces provided:

Name of friend

How he or she treats you

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Materials

- Worksheet 10.1
- Pens or pencils
- Paper

Time

30 minutes

- c. From your own experience, write four things that one or more of your friends have done to make your friendship strong, particularly around respect, sharing, and trust:

1.

2.

3.

4.

3. Divide learners into groups to share their responses to question b on the worksheet.
4. Reconvene the class and ask groups to report on their responses.
5. Lead a class discussion on the reasons that people become friends.
6. End the activity with a class discussion on how to treat friends. Match the learners' examples from c to the words "honesty", "respect", and "trust".

Conclude by saying:

Honesty, respect, and trust are very important aspects of a healthy friendship. When building a relationship, these are values that you should work for and expect from other people.

Activity 10.2

Relationships and Commitment

Learning Objectives

Learners will:

- Define “relationships”
- Define “commitment”

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Recall the discussion on “friendship” from Activity 10.1.
3. Ask the class to brainstorm on the meaning of the word “relationships”.
4. Ask learners to read the following role play (refer to Worksheet 10.2a):

Role Play: “Mosetsana and Kedisaletse”

Mosetsana and Kedisaletse are very close friends. Kedisaletse has a boyfriend in another class. In that class there is also a boy named Tanyala who likes Mosetsana. Kedisaletse wants Mosetsana to start a love relationship with Tanyala, and she called Mosetsana on Saturday to put some pressure on her. At break time on Monday, the girls discuss Kedisaletse’s call:

KEDISALETSE: Hi, dear! How are you? Have you thought about my little request?

MOSETSANA: What request?

KEDISALETSE: About Tanyala?

MOSETSANA: Kedi, I think I told you on Saturday that I do not want to have a relationship with anybody, including Tanyala.

Materials

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

Time

60 minutes

KEDISALETSE: Come on, he's nice. All four of us can hang out together.

MOSETSANA: I know, but I'm just not ready for that. My studies come first. I promised my parents that I would first pass primary and secondary school, and then I would be ready to start dating.

KEDISALETSE: You are boring! You are not a good friend!

MOSETSANA: Please do not speak like that! You are the one who is not acting like a good friend! A good friend should not try to force a friend into doing something she doesn't want to do. Anyway, you and I have been friends a long time, and we shouldn't let boys get in the way.

4. Ask two volunteers to role-play the scenario for the rest of the class.
5. Ask learners to work in pairs to respond to the questions on the worksheet (refer to Worksheet 10.2b):
 - a. What did Kedisaletse want Mosetsana to do?
 - b. Did Mosetsana agree to Kedisaletse's request? What reasons did she give?
 - c. Is Mosetsana a good friend to Kedisaletse? Explain why or why not.
 - d. How did Mosetsana show commitment to her parents?
 - e. What did Mosetsana say that a good friend is? What other qualities are important in friendship?
6. Reconvene the class to discuss learners' responses.
7. End the activity by asking the class to develop definitions of "relationships" and "commitment". They can write the definitions using markers and paper, and their work can be displayed in the classroom.

Conclude by saying:

A relationship is a close personal connection between people. Honesty, respect, trustworthiness, and commitment are integral parts of a strong, healthy relationship.

Activity 10.3

Establishing a Long-Term Relationship

Learning Objectives

Learners will:

- Identify aspects of a healthy long-term relationship
- Explain the importance of establishing long-term relationships
- Devise a personal profile of what would help them have a long-term relationship

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm on what long-term relationships are. Ask learners what long-term relationships they know of.
3. Divide learners into groups and ask them to list aspects of healthy long-term relationships that they agree on.
4. Ask groups to share their lists. Discuss this topic with the class and come up with a class list.
5. Ask learners to work individually to complete the worksheet (refer to Worksheet 10.3):
 - a. Why are long-term relationships important to me?
 - b. Who are some people that I want to have a long-term relationship with?
 - c. How have I treated them so far?
 - d. How have they treated me?
 - e. What will I promise to do in order to have a strong relationship with them? (Give two or three examples).
 - f. What do they need to do in order to have a strong relationship with me? (Give two or three examples).

Materials

- Worksheet 10.3
- Pens or pencils
- Paper

Time

60 minutes

- g. What will I do if a friend tells me that I am not working as hard as he or she is to develop a strong relationship?
 - h. What will I do if my friend is not working as hard as I am to develop a strong relationship?
6. End the activity by asking learners to share some of their responses.

Conclude by saying:

We can learn how to establish and maintain positive long-term relationships by being honest, respectful, trustworthy, and committed. Long-term relationships are important in that they make us feel secure, cherished, and loved.

Activity 10.4

Healthy and Unhealthy Relationships

Learning Objectives

Learners will:

- Differentiate between healthy and unhealthy relationships
- Identify ways of dealing with unhealthy relationships

Methods

- ❖ Brainstorming
- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to brainstorm on the following:
 - Aspects of a healthy relationship
 - Aspects of an unhealthy relationship
3. Ask the class to work in groups to read the story and answer the questions that follow (refer to Worksheet 10.4):

Case Study: "Bullying"

It is a cold morning in July. Kabo and Tanyala are walking to school from the combi stop, like they have every day since standard three. Suddenly, a boy called Biki comes from behind them, grabs Kabo's collar, and shouts, "Do you have my biscuits? Remember, I told you to bring them today! You said you wanted to hang out with us. Don't you know you have to bring biscuits if you want to be in my group?" Tanyala looks pityingly at Kabo. Kabo answers, in a shaky and squeaky voice, "I . . . I . . . I do want to be part of your group, b-b-but I'm so . . . so . . . sorry, I couldn't ge . . . ge . . . get them today".

Biki, still holding on to Kabo's collar, says, "Bring them! Next time, when I say biscuits, I mean biscuits! Until you bring them, you can't hang out with my guys at Mma T's". Kabo stammers, "B-b-b-but, I have some money!" "Why didn't you say

Materials

- Worksheet 10.4
- Pens or pencils
- Paper

Time

60 minutes

so?" says Biki. "Okay then, bring the money. Now we can go and hang out at Mma T's for a while". He throws his arm around Kabo's neck and walks off with him, leaving Tanyala behind.

Some time later, Kabo begins walking home because he gave his money for the combi to Biki. On his way home, he sees Tanyala waiting at the combi stop. Tanyala asks him why he is walking home. Kabo, almost in tears, says, "I gave my money to Biki, and that was my combi money". Tanyala feels sorry for him and says, "It's okay. I'll walk home with you if you like".

- a. Why did Kabo give money to Biki?
 - b. Why did Biki threaten Kabo?
 - c. Why did Tanyala decide to walk with Kabo?
 - d. How would you describe the relationship between Kabo and Biki?
 - e. How would you describe the relationship between Kabo and Tanyala?
4. Reconvene the class and ask the groups to report on what they discussed.
 5. End the activity by leading the class in a discussion covering the following:
 - a. Elements of an unhealthy relationship
 - b. Effects of an unhealthy relationship, e.g., unhappiness, bitterness, isolation, fear
 - c. Ways of dealing with unhealthy relationships—e.g., communicate your feelings to the person concerned; seek help from your teacher; if there is no change, be bold enough to break the relationship

Conclude by saying:

A healthy relationship is one that encourages growth and development. An unhealthy relationship can lead to unhappiness, bitterness, fear, and low self-esteem. If you are in a relationship that is not working out, find healthy ways of dealing with it.

XI. Dilemmas



Background

A dilemma is a situation that requires a choice between two unappealing alternatives. At this level, learners are confronted with many situations they consider to be dilemmas. These situations arise, in some cases, out of ignorance of the alternatives available to us, and in other cases, from new information that conflicts with our cultural values or old information. An understanding of the alternatives available to us helps us make appropriate choices when faced with a dilemma.

In this chapter, learners discuss situations in their lives that appear to be dilemmas, and come up with ways in which they can make appropriate choices when faced with a dilemma. They also discuss HIV-related ignorance, and list ways to address this ignorance in their school.

Purpose

To make learners aware of the dilemmas they face as a consequence of the HIV and AIDS pandemic and to help them develop skills for making the right choices.

Learning Objectives

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

Learners will:

- Discuss situations with regards to dating that appear to be dilemmas
- Discuss dilemmas they face in relation to:
 - Communicating with adults
 - Peer pressure
 - Drugs and substance abuse
 - Orphan hood
 - Being care-givers
- Suggest ways of addressing the dilemmas they have identified
- Discuss HIV- and AIDS-related ignorance
- Suggest ways of overcoming HIV- and AIDS-related ignorance

Points to Keep in Mind

- Learners should be encouraged to practise addressing dilemmas with their friends and teachers in school and with their family and friends at home, as much as possible. This will allow them to gain confidence so that they can skilfully deal with any dilemma they are faced with.

- The word “dilemma” should not be confused with the word “problem”. Problems frequently have good solutions, but a dilemma involves a choice between two unfavourable options. An example of a dilemma is given in Activity 11.1 where Tshepo is indecisive about whether to go out with Maonyana—one choice means missing out on a date with someone he’s attracted to, and the other choice means risking his health and his life (he believes). A common example of a dilemma is when a person is being pressured to drink alcohol or to go out with as many girls as possible—the person must choose between losing friends or doing something that is risky. In these instances, good decision-making skills are essential.

| Methods | Materials | Time |
|--|--|-------------------------------------|
| <ul style="list-style-type: none"> • Story telling • Pair work • Role playing • Class discussion • Group work | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Paper | Three activities at 30 minutes each |

Activity 11.1

Dilemmas in Dating

Learning Objective

Learners will:

- Discuss situations with regards to dating that appear to be dilemmas

Methods

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

Procedure

1. Introduce the objective of the activity to the class.
2. Ask the class to define “dating”.
3. Read the following story to the class (refer to Worksheet 11.1):

Story: “Nxau’s Dilemma”

Nxau is a standard seven pupil. Tshepo, who is in the same class, has asked him for a date. He cannot decide whether to go out with her or not, even though she is nice and he likes her. His uncle, who recently died of AIDS, got infected after dating a woman for a short time. Nxau is very attracted to Tshepo, but he fears that he will also die of AIDS if he goes out with her.

Materials

- Worksheet 11.1
- Pens or pencils
- Paper

Time

30 minutes

4. Ask learners to work in pairs to discuss and answer the questions on the worksheet (refer to Worksheet 11.1):
 - a. What is Nxau’s dilemma?
 - b. What is Nxau’s understanding of “going on a date”?
 - c. Develop a short role play based on Nxau’s dilemma.
5. Reconvene the class and ask pairs to report on their discussions.
6. End the activity by discussing Tshepo’s dilemma and asking learners to talk about the dilemmas they themselves face with regards to dating.

Conclude by saying:

Dating does not always mean having sex. Dating is a way of developing a relationship with someone. Therefore, you aren't likely to get infected with HIV just by dating.

Activity 11.2

Different Types of Dilemmas

Learning Objectives

Learners will:

- Discuss dilemmas they face in relation to:
 - Communicating with adults
 - Peer pressure
 - Drugs and substance abuse
 - Orphan hood
 - Being care-givers
- Suggest ways of addressing the dilemmas they have identified

Methods

- ❖ Class discussion
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Remind learners of Tshepo's apparent dilemma in the last activity.
3. Ask learners to name some dilemmas they face in their own lives.
4. Divide learners into groups to discuss and complete the worksheet on the dilemmas they may face because of HIV and AIDS (refer to Worksheet 11.2):

Materials

- Worksheet 11.2
- Pens or pencils
- Paper

Time

30 minutes

| TOPIC | DILEMMA |
|---------------------------|---------|
| Communicating with adults | |
| Peer pressure | |
| Drugs and substance abuse | |
| Orphan hood | |
| Being care-givers | |

5. Reconvene the class and ask groups to report on their discussions.
6. End the activity by discussing how learners can address their dilemmas and make good choices when faced with a dilemma.

Conclude by saying:

HIV and AIDS have brought complications to our lives, requiring us to face dilemmas that we might not have had to face otherwise. When in the midst of a dilemma, we must use our skills as good decision-makers, consider our choices, and make the decision that is best for ourselves and our health, without hurting others. Consider the steps for good decision making that we discussed in Chapter V. These are:

- Stop
- Think
- Act
- Review

Activity 11.3

HIV- and AIDS-Related Ignorance

Learning Objectives

Learners will:

- Discuss HIV- and AIDS-related ignorance
- Suggest ways of overcoming HIV- and AIDS-related ignorance

Methods

- ❖ Class discussion
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a class discussion on the beliefs that people in their community have regarding HIV and AIDS. Provide an example of ignorance from The Motokwe Village: villagers killing chickens, believing the chickens have HIV because they feed on faeces from those infected.
3. Divide the class into groups to discuss the scenario on the worksheet and the questions that follow (refer to Worksheet 11.3):

Scenario: "Ignorance"

In Pitsane, nurses called a meeting to educate the community on HIV, AIDS, and the village's situation. They encouraged people to go for an HIV test, explaining that if they test positive, the necessary tests will be done, and if they are eligible for anti-retroviral therapy, they will be started on treatment. The nurses then invited questions and comments. Here is what the villagers had to say:

MMA KEDISALESTE: People here are not dying of AIDS. They are dying of Boswagadi and witchcraft.

RA MMAONYANA: My wife died some months ago, and the traditional doctor that I called told me she was bewitched. You told me she was HIV positive and that I was also sick. Look at me now—I am recovering and not dying!

Materials

- Worksheet 11.3
- Pens or pencils
- Paper

Time

30 minutes

RA THABO: You want to kill us with those medicines. Why don't you try them somewhere else and not in our village?

HEADMAN: People, the nurses have educated us, and we now have to decide to go for testing. We need their help to fight HIV and AIDS. There are people who are on treatment and are living healthy lives. We can consult traditional doctors, but we should know that HIV has no cure. Our only hope is the anti-retroviral drugs.

- a. Which statements show that some of the people of Pitsane are ignorant of the facts about HIV and AIDS?
 - b. What are some statements you often hear people say that show their own ignorance?
 - c. How can you overcome this ignorance?
4. Reconvene the class and ask groups to report on their discussions.
 5. End the activity by asking the class to make a list of ways that learners can educate other learners in the school on the reality of HIV and AIDS.

Conclude by saying:

One dilemma we have to face is that of ignorance in our communities and how to sort out facts from myths. In this story, the new information conflicts with the old information that people have. In dilemmas like this, it helps to be respectful of different ways of thinking and to find the truth. Wherever there are people who are ignorant about HIV and AIDS, it helps for those who know the facts to educate those who don't.

XII. Social Responsibility



CHAPTER XII **SOCIAL RESPONSIBILITY**

Background

In our own lives, we all have roles we are expected to play. For example, at home we might be expected to help with cooking, washing, or cleaning. Our parents/guardians provide us with food, shelter, clothing, a good education, and love—all of which are part of the role we expect them to play as adults. These roles can also be termed “responsibilities”.

Our responsibilities are not just at the family level; as individuals, we are also responsible for helping the society we live amongst. Social responsibility has always been part of the Setswana culture—Batswana are expected to help in the betterment of the standard of living of our society. For example, we are encouraged to help in ploughing the fields of those unable to plough on their own; to donate clothes, books, toys, and other necessities to charitable organizations; and to take part in clean-up campaigns. Such functions are all part of our social responsibility.

In light of the HIV epidemic, our social responsibilities have broadened. A lot more people are in need, due to the impact of HIV and AIDS. Government structures that have been put into place cannot cope with the number of people that need assistance. Batswana have therefore been called on to redouble their efforts in caring for the sick, the orphaned, and those more generally affected, for example, by volunteering for the Home-Based Care and Orphan Care Programmes.

In this chapter, learners will understand what social responsibility is and learn how to uphold the principle of *Botho*.

Purpose

To assist learners in developing a sense of responsibility towards their own society.

Learning Objectives

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

Learners will:

- Define “social responsibility”
- Discuss Vision 2016 as it relates to social responsibility
- Discuss ways in which social norms can enhance positive individual actions in society
- Demonstrate the principle of *Botho* as it applies to social responsibility
- 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.

| Methods | Materials | Time |
|--|---|--|
| <ul style="list-style-type: none"> • Brainstorming • Class discussion • Group work • Pair work • Outdoor activity (optional) • Individual work • Role playing | <ul style="list-style-type: none"> ✓ Worksheets ✓ Copy of Vision 2016 ✓ Pens or pencils ✓ Paper ✓ Optional: Bags for collecting trash ✓ Optional: Rubber gloves | <p>Three activities at 60 minutes each</p> |

Activity 12.1

Vision 2016

Learning Objectives

Learners will:

- Define “social responsibility”
- Discuss Vision 2016 in relation to social responsibility

Methods

- ❖ Brainstorming
- ❖ Class discussion
- ❖ Group work

Procedure

1. Introduce the objectives of the activity to the class.
2. Brainstorm on what learners understand “social responsibility” to mean.
3. Lead a discussion on what Vision 2016 is.
4. Ask learners to break into seven groups, and have each group discuss one of the seven pillars, using the questions on the worksheet (refer to worksheet 12.1):

Seven Pillars

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
- a. What does this pillar mean?
 - b. What can you do to contribute to the achievement of this pillar?
 - c. How can you get others involved?
 - d. What can your family do to contribute to the achievement of this pillar?
 - e. What should your community do?

Materials

- Worksheet 12.1
- Copy of Vision 2016
- Pens or pencils
- Paper

Time

60 minutes

5. Reconvene the class and ask each of the seven groups to present their responses.
6. End the activity by coming up with a class list of what each person, family, and community can do to achieve Vision 2016.

Conclude by saying:

Vision 2016 was created in September 1997 by the government, after a great deal of consultation with the public, and is based on the culture of the country. The Vision was launched in 2004, and a torch was lighted and sent to different towns and villages around the country to promote it.

It is a dream of a great Botswana, and we each have a part to play in achieving this dream. Vision 2016 is for us all.

Activity 12.2

Demonstrating Botho

Learning Objectives

Learners will:

- Define “social responsibility”
- Discuss ways in which social norms can enhance positive individual actions in society
- Demonstrate the principle of *Botho* as it applies to social responsibility

Methods

- ❖ Pair work
- ❖ Class discussion
- ❖ Outdoor activity (optional)
- ❖ Individual work

Procedure

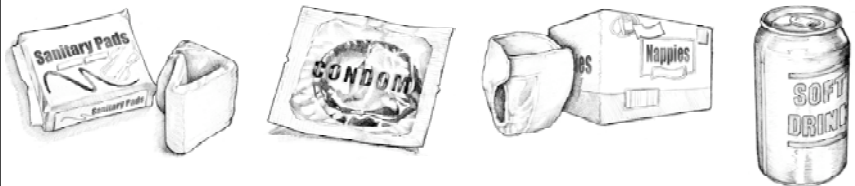
1. Introduce the objectives of the activity to the class.
2. Ask learners to work in pairs to discuss the questions on the worksheet (refer to Worksheet 12.2):
 - a. How would you dispose of the following items:

Materials

- Worksheet 12.2
- Pens or pencils
- Optional: Bags for collecting trash
- Optional: Rubber gloves
- Paper

Time

60 minutes



Used sanitary pads

Used condoms

Drink cans

Home-based care napkins

- b. How would improper disposal of each of these items affect the environment and the community?

-
- c. What do you think about people who dispose of litter in the wrong places?
 3. Ask pairs to report on their responses, and discuss them as a class.
 4. *Optional:* Provide each learner with rubber gloves, and take learners outside the classroom to conduct a 15-minute clean-up campaign of the school grounds.
 5. *Optional:* After the clean-up campaign, ask learners to discuss how they felt about cleaning up the school grounds and how it helped their school.
 6. With the class, develop a definition of “social responsibility”.
 7. Ask learners to list what they think their social responsibilities are.
 8. End the activity by asking learners to take their lists home to discuss with their parents or guardians. Tell learners that they will present their lists and what they learned from their parents or guardians in the next activity.

Conclude by saying:

Each of us are responsible for helping the society we live in. Caring for our environment is our social responsibility—it is part of our Setswana culture and also a way to apply the principle of *Botho*.

Activity 12.3

Helping and Not Hurting

Learning Objectives

Learners will:

- Demonstrate the principle of *Botho* as it applies to social responsibility
- Identify ways in which individual actions may hurt others
- Identify ways in which individual actions may help others

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Lead a discussion on the lists of social responsibilities that learners developed in Activity 12.2.
3. Divide learners into two groups to design a role play—one group's role play will show how individual actions may help others, and the other group's role play will show how individual actions may hurt others.
4. Ask groups to present their role plays to the class.
5. Lead a class discussion on how the role plays depicted actions that helped others and actions that hurt others.
6. End the activity by asking each learner to complete the worksheet by developing "I" statements on how they are going to help others and apply *Botho* in their own lives (refer to Worksheet 12.3):

Materials

- Worksheet 12.3
- Pens or pencils
- Paper

Time

60 minutes

Upholding *Botho*

Examples of ways to uphold *Botho*:

I will help elders I meet on the way.

I will help my younger sister with her homework.

To uphold *Botho*:

I will:

I will:

I will:

I can:

I can:

I can:

Conclude by saying:

Our actions say a lot about us. People who are fond of helping others are considered compassionate, courteous, and respectful, all of which are aspects of *Botho*. People who tend to hurt others are considered rude and disrespectful. To uphold *Botho*, we need to be mindful of the effects of our actions on those around us as well as on the environment.

XIII. Healthy Living



CHAPTER XIII **HEALTHY LIVING**

Background

Healthy living is a broad area that covers various aspects of wellness, including hygiene, exercise, and nutrition. Hygiene has to do with the practices of promoting and preserving health and preventing disease, such as brushing teeth, washing clothes, and bathing properly. Exercise is an activity requiring physical exertion, especially when performed to maintain or develop fitness. Nutrition refers to a healthy and balanced diet that includes the required nutrients in proper proportions.

At this level, learners are becoming more aware of their bodies. They need to practice healthy eating habits and understand the importance of exercise and hygiene in order to maintain their health or become healthier. Lack of knowledge and skills regarding healthy practices can result in unhealthy behaviours, such as binge eating; starving oneself; not bathing or not washing hands before eating, which can expose them to infectious or fungal diseases; and not exercising.

In this chapter, learners define and discuss healthy living and find ways of developing and maintaining healthy practices. Learners also develop a plan for healthy living that they will follow in their daily lives.

Purpose

To assist learners in adopting healthy living habits and maintaining good health.

Learning Objectives

Learners should develop healthy living practices.

Learners will:

- Define “healthy living practices”
- Discuss the importance of keeping healthy
- Discuss ways of keeping healthy through nutrition, hygiene, and exercise
- Develop a plan for healthy living

Definition of Terms

- *Malnutrition:* Poor nutrition resulting from an insufficient or poorly balanced diet or from defective digestion or defective assimilation of foods. Malnutrition includes both under-nutrition (not eating enough or not getting enough of the proper nutrients), over-nutrition (eating more energy-giving foods than the body can use), binging (a period of uncontrolled eating), and starvation (to suffer or die from extreme or prolonged lack of food).
- *Nutrition:* The process by which a living organism assimilates food and uses it for growth and tissue replacement. Nutrition also refers to a healthy and balanced diet that includes the required nutrients in proper proportions.

- *Hygiene*: Practices that promote or preserve health and prevent disease, such as brushing teeth, washing clothes, and bathing properly.
- *Exercise*: An activity requiring physical or mental exertion, especially when performed to maintain or develop fitness.

Points to Keep in Mind

When addressing healthy living, the teacher should emphasise good eating habits and talk about nutritious food, balanced meals, daily exercise, and keeping one's surroundings clean. Encourage learners to make plans for healthy living behaviours.

| Methods | Materials | Time |
|--|---|-------------------------------------|
| <ul style="list-style-type: none"> • Group work • Class discussion • Pair work • Individual work • Presentation | <ul style="list-style-type: none"> ✓ Worksheets ✓ Pens or pencils ✓ Chart paper ✓ Markers ✓ Manila paper | Three activities at 30 minutes each |

Activity 13.1

The Importance of Keeping Healthy

Learning Objectives

Learners will:

- Define “healthy living practices”
- Discuss the importance of keeping healthy

Methods

- ❖ Group work
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Divide learners into groups to discuss the questions on the worksheet (refer to Worksheet 13.1):
 - a. What does “keeping healthy” mean?
 - b. What problems are caused by one’s failure to keep healthy?
 - c. Why is it important to keep healthy?
 - d. For each category below, what are some examples of ways to keep healthy?
 - Nutrition
 - Hygiene
 - Exercise
3. Ask groups to report on and discuss their responses. Make sure that the discussion addresses the importance of healthy living habits.
4. End the activity by asking learners to come up with a class definition of “healthy living practices”.

Materials

- Worksheet 13.1
- Pens or pencils
- Paper

Time

30 minutes

Conclude by saying:

Knowing what healthy living practices are is the first step towards preventing problems that arise from poor hygiene, such as diseases like scabies, ringworms, diarrhoea, and head and pubic lice, and preventing weight problems that are caused by poor nutrition or lack of exercise. The second step is to use healthy practices in our daily lives, which we will discuss in the coming activities.

Activity 13.2

Nutrition, Hygiene, and Exercise

Learning Objectives

Learners will:

- Discuss the importance of keeping healthy
- Discuss ways of keeping healthy through nutrition, hygiene, and exercise

Methods

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

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to recall the healthy living practices they as discussed in Activity 13.1.
3. Ask learners to work in pairs to complete the worksheet (refer to Worksheet 13.2a):

How can the following help you keep your body healthy?

- a. Nutrition:
- b. Hygiene:
- c. Exercise:

4. Ask the class to name the practices they discussed, and create a master list on a chart.
5. Ask each learner to complete the second worksheet (refer to Worksheet 13.2b):
 - a. What did you eat yesterday?
 - b. How did you keep clean since yesterday?
 - c. Did you exercise yesterday? What did you do?
6. Ask the class to assess how healthy their own practices are, compared to the list on the chart. Then ask them to think about their practices over the past week and to compare those to the list. Ask learners how their practices compare.

Materials

- Worksheets 13.2a and 13.2b
- Pens or pencils
- Chart paper
- Markers
- Paper

Time

30 minutes

7. End the activity by asking learners to think of ways that they can stay healthy or become healthier through other specific practices.

Conclude by saying:

Good hygiene, good nutrition, and regular exercise play a vital role in our health, and neglecting one or more of them may lead to us falling sick. We have begun to think about how healthy our lives are. Some of our practices may be fine, but perhaps there are things we can improve.

Activity 13.3

Healthy Living Plans

Learning Objectives

Learners will:

- Discuss ways of keeping healthy through nutrition, hygiene, and exercise
- Develop a plan for healthy living

Methods

- ❖ Individual work
- ❖ Presentation
- ❖ Class discussion

Procedure

1. Introduce the objectives of the activity to the class.
2. Ask learners to recall the healthy practices in regards to nutrition, hygiene and exercise that they discussed in Activity 13.2.
2. Ask each learner to complete the worksheet (refer to Worksheet 13.3):

Use the following tables as guides for developing your own healthy living plan.

NUTRITION

Complete the table below by suggesting foods you want to eat at these meals:

| TIME | FOODS |
|-----------|-------|
| BREAKFAST | |
| LUNCH | |
| SNACK | |
| SUPPER | |
| | |

Materials

- Worksheet 13.3
- Pens or pencils
- Manila paper
- Paper

Time

30 minutes

HYGIENE

Complete the table below by suggesting hygienic practices you can follow at these times:

| TIME | PRACTICES |
|---------|-----------|
| MORNING | |
| MID-DAY | |
| EVENING | |
| | |

EXERCISE

Complete the table below by suggesting activities or exercises you could do to keep healthy at these times:

| TIME | ACTIVITIES |
|----------------|------------|
| MORNING | |
| DURING THE DAY | |
| EVENING | |
| | |

3. Ask a few volunteers to present their plans to the class.
4. Lead a discussion on the importance of making a healthy living plan.
5. End the activity by asking learners to write their healthy living plans on manila paper so they can review how well they are following their plans throughout the term.

Conclude by saying:

We have discussed the importance of healthy living. Now that you have a plan, you can develop healthy practices and check your progress each day.

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