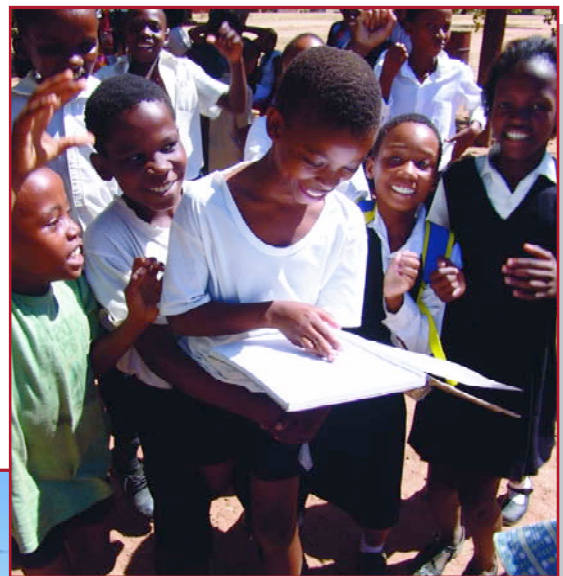




# Living



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

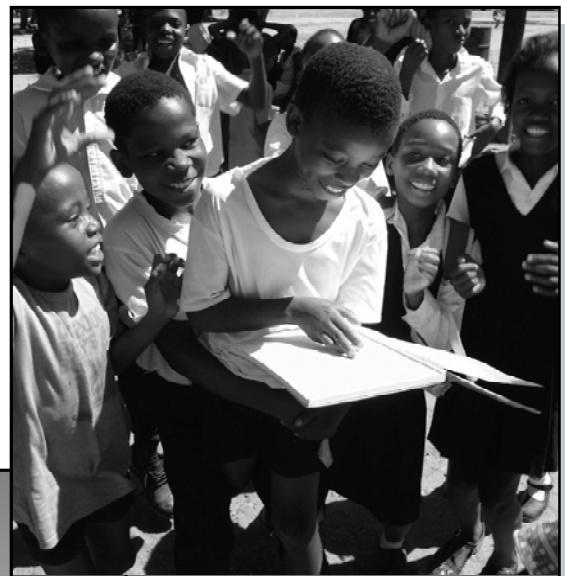
Standards 5-7

Worksheets





# Living



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

Standards 5-7

**Worksheets**







## Standards 5-7 Worksheets

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



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Boseja Primary School

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Otse Primary School

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# NOTE TO LEARNERS

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

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

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

By the end of this book you will learn to:

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

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

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

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

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

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

# TESTIMONIAL

## 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*





**INTRODUCTION**

Understanding who you are and that people are different from one another helps you be a better person and be happy. People have different abilities, strengths, limitations, and needs. If you cannot do something that another person can do, it does not mean that you are a failure or that something is wrong with you. There are other things that you are good at. Self-awareness helps you know who you are and accept the things you cannot change about yourself. It enables you to build your strengths and improve your limitations.

**KEY TERMS**

- *Self-awareness*: Knowing what you are good at and what you are not good at, what you want and what you need; knowing what you like and what you do not like.
- *Abilities*: Things you are able to do.
- *Strengths*: Things you are good at.
- *Limitations*: Things you are not good at.
- *Characteristics*: Qualities you have that make you different from other people.



## WORKSHEET 1.1 THINGS WE ARE GOOD AT

Use the following questions to think about who you are:

- 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?



Remember:

Everyone has different abilities as well as different things they are unable to do. When we understand and accept ourselves, our strengths, and our limitations, we are able to become better people.



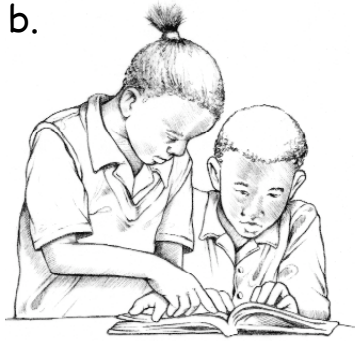
## WORKSHEET 1.2 PEOPLE ARE DIFFERENT

In your group, look at the pictures below and discuss the questions that follow:

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?

Remember:

Everyone has different characteristics. It is these unique characteristics that make us each who we are.

## WORKSHEET 1.3 IDENTIFYING FEELINGS, NEEDS, AND WANTS

Complete the Bio-poem below, using the words listed on the board.

### Bio-poem

My first name is \_\_\_\_\_

I am: \_\_\_\_\_

The most important people in my life are \_\_\_\_\_

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 \_\_\_\_\_



### Remember:

A Bio-poem helps us to express ourselves in a creative way and identify our likes, feelings, and needs. It also helps us to show how we are different from other people.

## WORKSHEET 1.4 IDENTIFYING STRENGTHS AND LIMITATIONS

Complete the following Bio-poem, using your own words:

### 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 \_\_\_\_\_ because \_\_\_\_\_

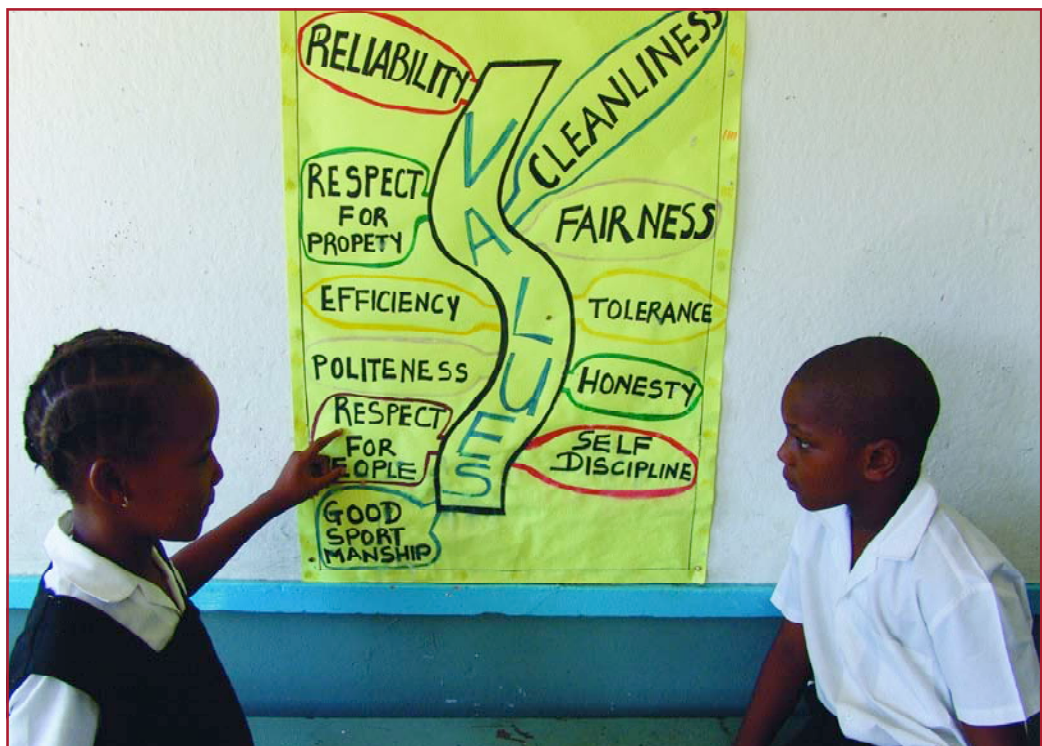
My surname is \_\_\_\_\_



### Remember:

We are all unique, with different strengths and limitations. There is no need to be discouraged when we are not able to do something. We can always improve with some effort.

## *II. Values*







## CHAPTER II VALUES

### INTRODUCTION

Values are the different beliefs that you have that guide your lives, for example, loyalty, respect, and honesty. You first learn your values from your parents or guardians. As you get older, some of your values come from people around you, such as family members, teachers, friends, religions, and the community. Knowing your values helps you behave and live in a certain way. Your values can help you deal with peer pressure and other challenges in your life.

### KEY TERMS

- *Values*: Things we believe in that guide our lives.
- *Beliefs*: A feeling that something is true, though it cannot be proved.
- *Loyalty*: The quality of being faithful and trustworthy
- *Respect*: Relating to other people in a courteous, polite way.
- *Honesty*: Telling the truth and not cheating.
- *Peer pressure*: Influence from friends on your behaviour, this could be negative or positive.



## WORKSHEET 2.1a LOYALTY

Your teacher will read aloud the following story.

### 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 villagers punished the group so that such a sad and terrible thing would never happen again.



## WORKSHEET 2.1b LOYALTY

In your group, read "The Chief's Daughter" again and answer the following questions:

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?

### Remember:

Being loyal to a friend means supporting them during good and bad times, even when there is nothing for us to gain. Sometimes jealousy and envy can make us be disloyal. Loyalty is a value that can help us make positive decisions when we are faced with negative emotions.

## WORKSHEET 2.2a LOYALTY TO FAMILY

Read the following story:

### 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.



## WORKSHEET 2.2b LOYALTY TO FAMILY

Answer the following questions from the story about Thabo:

- 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?

Remember:

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



## WORKSHEET 2.3a LOYALTY TO THE COMMUNITY

Read the following story:

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





## WORKSHEET 2.3b LOYALTY TO THE COMMUNITY

Now that you have read Kabo's story, answer the following questions:

- 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?

**Remember:**

Sometimes we find ourselves caught in the middle of loyalties to ourselves, our family, our friends, and our communities. For example, Kabo is caught between loyalty to his friends and loyalty to his community. It is up to us as individuals to decide which loyalties may help or hurt both ourselves and other people.

## WORKSHEET 2.4 LOYALTY AND HONESTY

Read the following story with your teacher:

### **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.

In your group, discuss the following questions:

- 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?

Remember:

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.

## WORKSHEET 2.5 LOYALTY TO THE COUNTRY

Read the following story with your teacher.

### 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.

In your group, answer the following questions:

- 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?



Remember:

It is important to behave respectfully wherever we go, not just in our own community and country. People judge us and the place we come from by the way we behave.


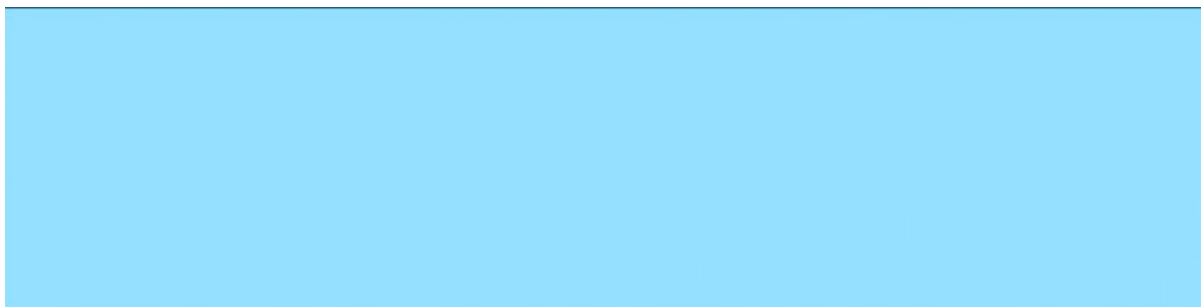
## WORKSHEET 2.6 OUR NATIONAL ANTHEM

In your group, answer the following questions based on the national anthem:

- 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?



Remember:

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*





## CHAPTER III GOAL SETTING

### INTRODUCTION

Goal setting means deciding what you want to do, how you are going to do it, and by when you would like to achieve it. Learning how to set and achieve personal goals is an important skill that can help you throughout your life. You also need to be aware of the possible challenges or barriers that you are likely to come across and to find ways of overcoming them.

Setting goals helps you focus on where you are going, what you want to do, and who you want to become. The example below shows the steps of goal setting:

**Step 1: Identify your goal.**

**Step 2: Make a plan for achieving your goal.**

**Step 3: Set a time limit for achieving your goal.**

To pass exams



Finish your homework on time. 3 months

Do your own work

Respect your teachers



### KEY TERMS

- *Goal:* Something you hope to achieve.
- *Achieve:* To reach or accomplish a goal by working towards it.
- *Challenge:* A difficult situation that you may overcome.



## WORKSHEET 3.1 DEFINING GOAL SETTING

In your group, think about a place in your community where you would like to go and then answer the following questions:

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?



**Remember:**

Goal setting is important because it helps us to decide what we want to do, how we are going to do it, and how soon we wish to achieve it.

## WORKSHEET 3.2 SETTING GOALS

Use the questions below to guide you in developing a plan for visiting a place in Botswana that you wish to visit when you finish your studies:

- 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?



Remember:

Goals help us reach our dreams. When we see our future in terms of the goals we wish to accomplish, we are taking steps to achieve our dreams.

## WORKSHEET 3.3    SETTING PERSONAL GOALS

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!

Think about the goals you would like to achieve by the end of the term and then answer the questions below:

- 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?



**Remember:**

Goal setting is important because it gives our lives direction and helps us realise our dreams. When we achieve a goal, we experience a sense of great satisfaction. However, we must have a plan for how we are going to achieve our goals. There are challenges and obstacles that will stand in our way, but we have to stay focused so we can overcome them. If we do not set goals for ourselves and make plans for how to achieve them, we may not see our dreams come true.



# *IV. Communication*





## CHAPTER IV COMMUNICATION

### INTRODUCTION

Communication is the process of exchanging information, ideas, or feelings to other people. There are two types of communication: verbal and non-verbal. Verbal communication means using words, either in writing or when speaking to other people. Non-verbal communication refers to using gestures and facial expressions to show what you are thinking or feeling.

Good communication results in a clear expression of feelings, needs, and wants. It reduces feelings of anger, mistrust, and frustration in relationships with family, teachers, friends, and strangers. Good communication is also known as assertive communication.

### KEY TERMS

- *Gesture*: Moving one's hands or other parts of the body to express feelings or meaning, instead of speaking or while speaking.
- *Facial expression*: The look on your face at a particular moment, which shows what you are thinking or feeling.
- *Assertive communication*: Expressing yourself clearly and respectfully.



## WORKSHEET 4.1 WAYS OF COMMUNICATING

Your teacher will ask you to demonstrate the following situations:

- 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.



**Remember:**

There are many ways to communicate our feelings, needs, and wants. To be most effective, what we want to communicate should be clear from both our tone of voice and body language.

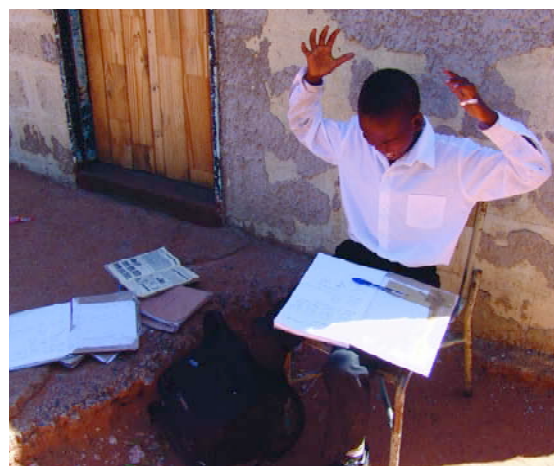


## WORKSHEET 4.2 COMMUNICATING YOUR NEEDS AND WANTS

Work in pairs to discuss and role-play the following situations, using both verbal and non-verbal communication.

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.
- 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.



Remember:

We communicate differently with our friends and family. Effective communication always relies on clear and consistent use of verbal and non-verbal methods.

## WORKSHEET 4.3a REFUSAL SKILLS (PART 1)

Listen to your teacher read the following case study aloud:

### **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!"

In your group, discuss the following questions:

- 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?



## WORKSHEET 4.3b REFUSAL SKILLS (PART 1)

Listen to your teacher read Ngeve's case study aloud and then respond to the questions that follow:

### 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.

- 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?



**Remember:**

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

## WORKSHEET 4.4 REFUSAL SKILLS (PART 2)

Read Mmaonyana and Ngeve's case studies again, then role-play each according to your teacher's instructions.

### **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.

### Remember:

The skill of being clear in our communication requires practice. Assertive communication means stating our wishes in clear words, speaking in a strong voice, using eye contact, and supporting our messages with non-verbal communication.



# *V. Decision Making*





## INTRODUCTION

Decision making is the process of making choices. Good decision making means considering the situation you are in, thinking about the consequences of each choice you can make, and then making the decision that is right for you. Your values, such as honesty, loyalty, and respect, can help you make good, healthy decisions. For example, you can choose not to cheat on a test (honesty), gossip about a friend (loyalty), or litter in the classroom (respect). Many decisions you make can affect you both now and in the future, such as deciding whether to drink alcohol, smoke, or engage in behaviour that will endanger your life. Therefore, good decision-making skills are useful now and into adulthood.

## KEY TERMS

- *Decision*: A choice that you make.
- *Consequences*: The results of a choice you have made.
- *Behaviour*: The way in which you act.
- *Influence*: The effect that a thing or person has on another.



## WORKSHEET 5.1 WHAT INFLUENCES OUR DECISIONS?

List some decisions you have made in the past week, and identify the positive/good and negative/bad influences on each decision:

Decision to Be Made	Positive/Good Influences	Negative/Bad Influences



**Remember:**

There are many influences on the decisions we make, and these influences can be negative or positive. These influences help us become better decision-makers.

## WORKSHEET 5.2 DECISION-MAKING STEPS

Read the following story in your group:

### **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.

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?



Remember:

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.



## WORKSHEET 5.3a DECISION MAKING AND PEER PRESSURE

In your group, practise the role play below:

### 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.

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





## WORKSHEET 5.3b DECISION MAKING AND PEER PRESSURE

Answer the following questions:

- 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?

Remember:

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

### INTRODUCTION

You will experience a number of challenges and problems in your life that worry you a lot. Worry can result in tension, which is called stress. You cannot run away from your problems or difficulties; therefore, you should find ways of dealing and coping with them. These ways of coping are known as stress management. Relaxing, playing, and thinking positively are good ways of managing stress, whereas denying that a problem exists, brooding, and pitying ourselves are negative ways of managing stress. Stress management is an important technique for keeping yourself healthy and happy.

But some challenges may be too great for you to cope with alone. In these cases, it is best to consult your parents, teachers, and social workers for advice.

### KEY TERMS

- *Stress*: Feelings of tension and anxiety because of problems or difficulties in one's life.
- *Anxiety*: A feeling of nervousness or worry.
- *Positive thinking*: Focusing on good, healthy thoughts and ideas.
- *Brooding*: Thinking moodily and anxiously about something, often with strong feelings of bitterness.
- *Pitying*: Feeling excessively sorry for oneself or others.
- *Consult*: To seek ideas or advice from another person.



## WORKSHEET 6.1a UNDERSTANDING STRESS

Work in pairs to discuss the questions below:

- 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 situations that cause stress?
- e. How do you cope with stress?

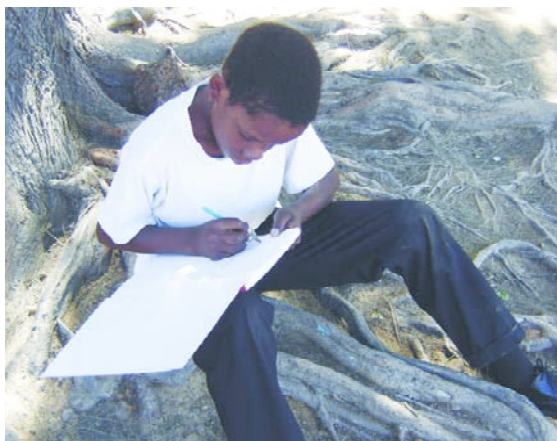




## WORKSHEET 6.1b UNDERSTANDING STRESS

Complete the table below:

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



### Remember:

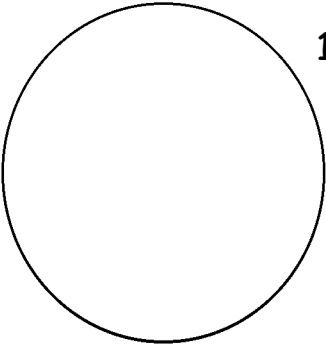
Sometimes we do not realise that we are experiencing stress, and therefore we do not deal with it. If we learn how to identify the signs and symptoms of stress, we can effectively deal with it by using strategies for stress management.

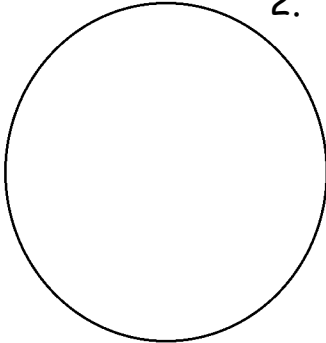


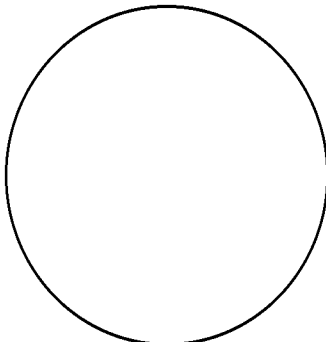
## WORKSHEET 6.2 MANAGING STRESS

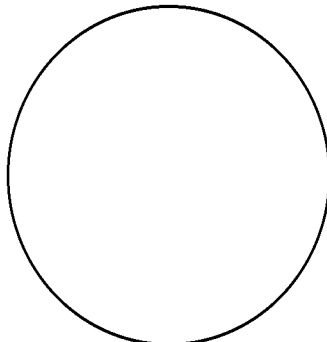
Read the scenario below. In the circles around it, write the following:

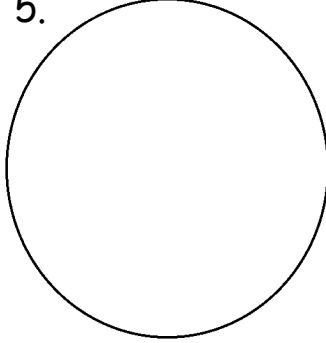
- The situation that causes stress (write this in Circle 1)
- The signs of stress (write these in Circle 2)
- The symptoms of stress (write these in Circle 3)
- Three coping strategies the friend can use to deal with the stress (write these in Circles 4, 5, and 6)

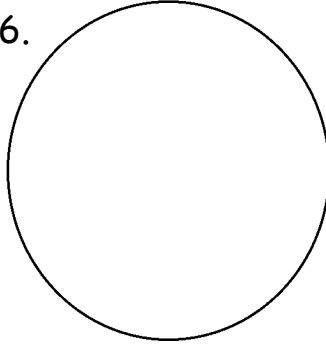
1.  You have a friend who was doing well, both academically and socially. Recently, her mother was transferred to another town. You have noticed that your friend is looking a bit disturbed. She has isolated herself from everyone else, and her marks have started going down.

2. 

3. 

4. 

5. 

6. 

**Remember:**

Once we are able to identify the things that cause us stress, we can choose ways to better cope with stress. We can also avoid stress-causing situations in the future.

## WORKSHEET 6.3 STRESS MANAGEMENT PLAN

In pairs, identify a specific problem from the categories listed on the left. Then develop a plan for coping with each of these problems.

Categories	Problem	Coping Plan
Health		
Family		
Friends		
School		

### Remember:

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

# *VII. Sexuality*





## CHAPTER VII SEXUALITY

### INTRODUCTION

As you grow, your body changes, which affects the way you look, the way you feel, and the way you think. These changes happen for both boys and girls but in different ways. And the changes do not happen for all boys or for all girls at the same time and in the same way. Though these changes may frighten or surprise you, you should know that they are normal. This period of change is known as puberty.

Puberty is a time when you start looking and behaving like an adult. You will start to become attractive to other people, and others will be attracted to you. These people may be your peers or even older people. Sometimes this attraction is expressed through touching. Some of these touches may make you or others feel good, and some may make you or others feel bad. It is important to be able to differentiate between good and bad touches in order to protect yourself and others. We have to learn to avoid unwanted sexual advances or bad touches, whenever possible, and to deal with them if they happen despite our best efforts.

### KEY TERMS

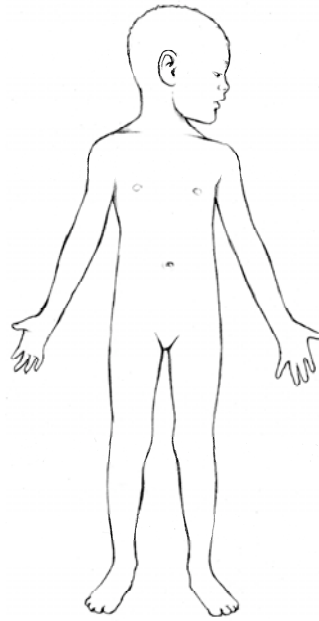
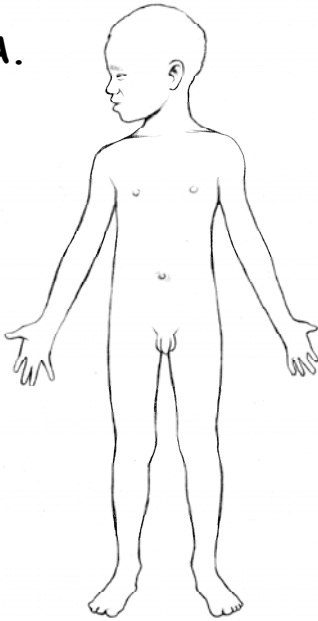
- *Sexuality*: The quality or state of being sexual; an expression of sexual interest.
- *Sexual advances*: Approaching a person with the intention of having a sexual relationship with them.
- *Abuse*: Cruel treatment intended to hurt another person.
- *Good touch*: A touch that makes you feel comfortable and loved.
- *Bad touch*: A touch that makes you feel uncomfortable.



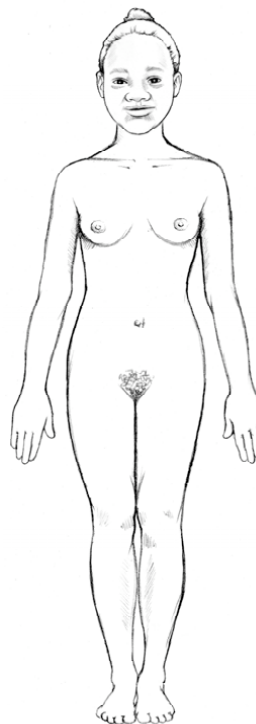
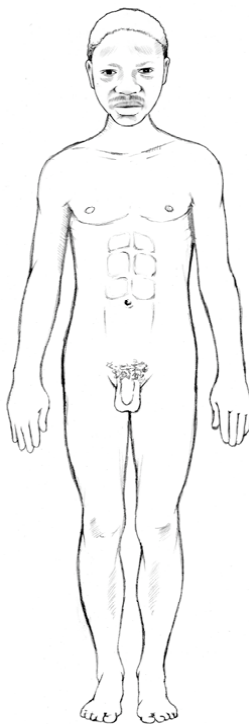
## WORKSHEET 7.1 STAGES IN HUMAN DEVELOPMENT

Look at the illustrations below. Write down the differences between the two pictures in row A, then do the same for row B.

A.



B.



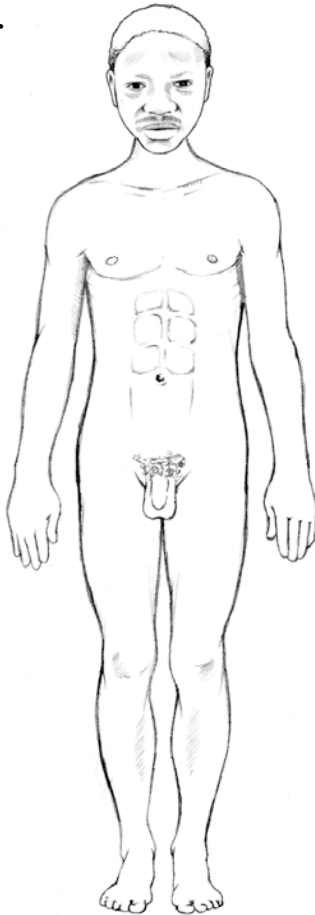
**Remember:**

Our bodies go through a number of changes as we grow older. These changes are a normal part of growing up. We have to be aware of these changes and be prepared for them so that we can accept them as they come.

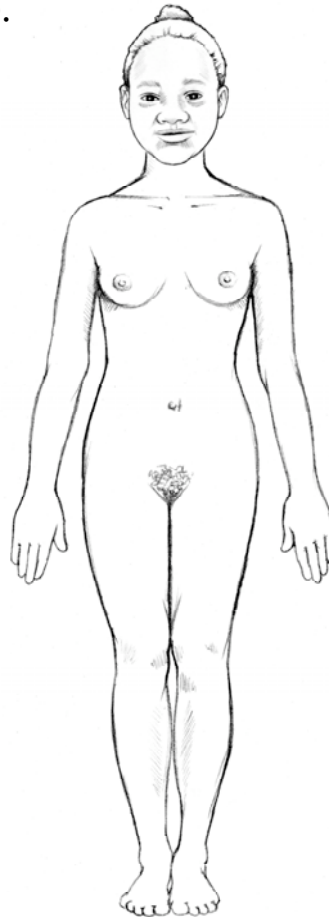
## WORKSHEET 7.2a PHYSICAL AND EMOTIONAL CHANGES AT PUBERTY

In your group, match the physical or emotional changes listed below with the appropriate illustrations ("a" for boys only, "b" for girls only, and "c" for both):

a.



b.



- \_\_\_ deepening of the voice
- \_\_\_ development of breasts
- \_\_\_ skin changes
- \_\_\_ widening of hips
- \_\_\_ appearance of pubic hair
- \_\_\_ moodiness
- \_\_\_ enlargement of sexual organs

- \_\_\_ being attracted to others
- \_\_\_ being conscious of one's looks
- \_\_\_ development of muscles
- \_\_\_ broadening of shoulders
- \_\_\_ wet dreams
- \_\_\_ menstruation



## WORKSHEET 7.2b PHYSICAL AND EMOTIONAL CHANGES AT PUBERTY

In the right column, write coping strategies that match each of changes listed in the left column.

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	

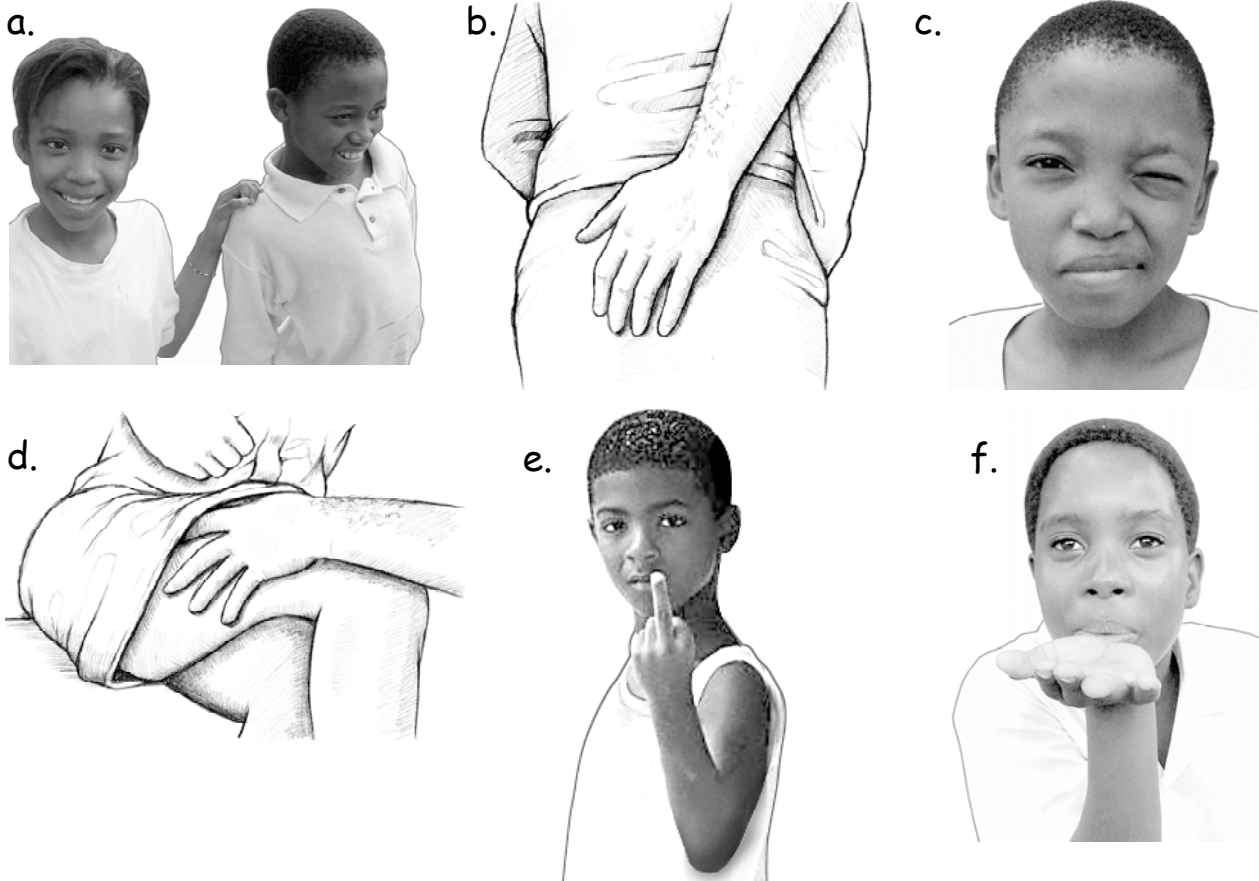
Emotional Changes	Coping Strategy
Moodiness	
Being conscious of one's looks	
Being attracted to others	

**Remember:**

Puberty brings a lot of emotional and physical changes, and we all have different ways of coping with these changes. However, we need to make sure that the ways we choose to cope with changes will not harm us, for example, using toxic ointments to deal with skin problems.

## WORKSHEET 7.3 GOOD AND BAD TOUCHES AND GESTURES

Discuss how each of the following gestures and touches can be good or bad:



In your group, discuss the following:

- How do each of the gestures and touches in the pictures make you feel, emotionally and sexually?
- 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.
- What can you do if you experience any of the gestures and touches that you will not accept?

### Remember:

There are different ways through which people show that they care about us. Gestures and touches are two of them. However, some gestures and touches can make us feel uncomfortable. These are bad gestures and touches, which you need to avoid.

## WORKSHEET 7.4a RECOGNISING AND AVOIDING SEXUAL AND EMOTIONAL ABUSE

In your group, read and discuss the story below:

### 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 he 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.



## WORKSHEET 7.4b RECOGNISING AND AVOIDING SEXUAL AND EMOTIONAL ABUSE

In your groups, discuss the questions below based on the story you just read:

- 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?



**Remember:**

We should be able to recognise behaviours that are likely to lead to abuse. Cases of sexual and emotional abuse must be reported to people who can help us, such as our parents, teachers, counsellors, social workers, and police officers.





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







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

## INTRODUCTION

AIDS is an incurable disease, which has affected us in different ways. Many people have lost loved ones to AIDS, including parents and other relatives. Many of you know of someone who is sick or is on treatment for AIDS. For a long time people were in denial of this disease. They believed in and spread wrong information or myths about HIV, AIDS, and other sexually transmitted infections (STIs) as a way of running away from the truth. The fact is that AIDS exists and can affect everybody.

Myths give us wrong information and put us in danger of getting sick. Facts are the correct information about something. It is important to understand the basic facts about HIV, AIDS, and other STIs, because the correct information will help you keep from getting infected yourself.

Wrong information and myths have also resulted in stigma and discrimination being attached to people living with HIV. With the correct information, you will be able to better support those who are infected.

## KEY TERMS

- *Sexually transmitted infection (STI)*: An infection that is contracted through having sexual intercourse with an infected person.
- *Incurable*: Does not have a cure.
- *Stigma*: Seen as shameful.
- *Discrimination*: Unfair treatment of a person or a group.
- *Denial*: Not accepting the facts or the truth.
- *Myth*: An untrue idea or explanation that is considered to be true.
- *Fact*: An idea, explanation, or knowledge that is true and can be proved.



## WORKSHEET 8.1 FACTS AND MYTHS ABOUT STIs, HIV, AND AIDS (PART 1)

In your group, discuss the following:

- 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 some STIs

Remember:

There are a number of beliefs about HIV and AIDS that are not necessarily true. Myths can help *increase* the spread of HIV and AIDS, whereas facts can help *decrease* the spread of HIV and AIDS. With the correct information we can help stop further spread of this disease.

## WORKSHEET 8.2 FACTS AND MYTHS ABOUT STIs, HIV, AND AIDS (PART 2)

### 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.

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

### Remember:

Having correct information about HIV, AIDS, and other STIs will help you avoid the risk of getting infected with HIV and other STIs.

## WORKSHEET 8.3a PROTECTING AND CARING

Listen to your teacher read the story below:

### 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 HIV, 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.



## WORKSHEET 8.3b PROTECTING AND CARING

In your group, answer the questions below:

- 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?



**Remember:**

People who are infected with HIV 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; this is one important way to prevent HIV from spreading.

## WORKSHEET 8.4 PREVENTION, TRANSMISSION, AND LIVING WITH HIV

In your group, you will be given one of the following themes:

- a. Transmission of HIV and other STIs
- b. Prevention of HIV and other STIs
- c. Healthy living
- d. Coping with HIV and AIDS

With your group, brainstorm all the facts you know about your theme:

Next, develop a short story that includes all the facts you brainstormed. Your story should talk about signs and symptoms of AIDS and other STIs and also explain the modes of transmission of HIV.

**Remember:**

There are several myths about the causes, modes of transmission, and signs and symptoms of STIs and AIDS. Myths put people in danger. It is therefore important to be well informed with facts about HIV and AIDS. We can also find creative ways to share the facts with our communities.



# *IX. Risk Reduction*





## CHAPTER IX RISK REDUCTION

### INTRODUCTION

Some of our actions and the situations we find ourselves in can put our health at risk. Traffic accidents and sexually transmitted infections are two examples that may even endanger our lives. Risk reduction means finding ways to minimise risk and potential danger.

Negative peer pressure can influence you to try risky behaviours, such as alcohol and other substance use, sexual activities with many partners, and other types of unsafe sex. You may see these activities as being “cool” because they might make you popular in school. However, if you see these as risky behaviours that may result in teenage pregnancy, HIV infection, and other forms of illness, you will be able to avoid these behaviours and reduce your risk.

### KEY TERMS

- *Risk*: The possibility of suffering harm or loss.
- *Risk reduction*: Minimising the chances of harm or loss.
- *Peer pressure*: Demands from one's friends or social group to behave in a manner similar to theirs or acceptable to them.
- *Substance use*: The use of alcohol, tobacco, and other habit-forming drugs, such as marijuana, glue, cocaine, heroin, and ecstasy.



## WORKSHEET 9.1    DRUGS, SUBSTANCE USE, AND RISK

As a class, discuss how substance use can place one at risk of HIV infection. Make sure that your discussion includes the following:

- 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)

After the discussion, 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.

### Remember:

Certain behaviours put us at risk of HIV infection. Substance use is one of these behaviours. Using substances makes us lose our sense of judgement and take chances that are dangerous. Avoiding dangerous substances is a good way to reduce one's risk.

## WORKSHEET 9.2 SUBSTANCE USE

Discuss the pictures below with your neighbour, and answer the questions that follow.

a.



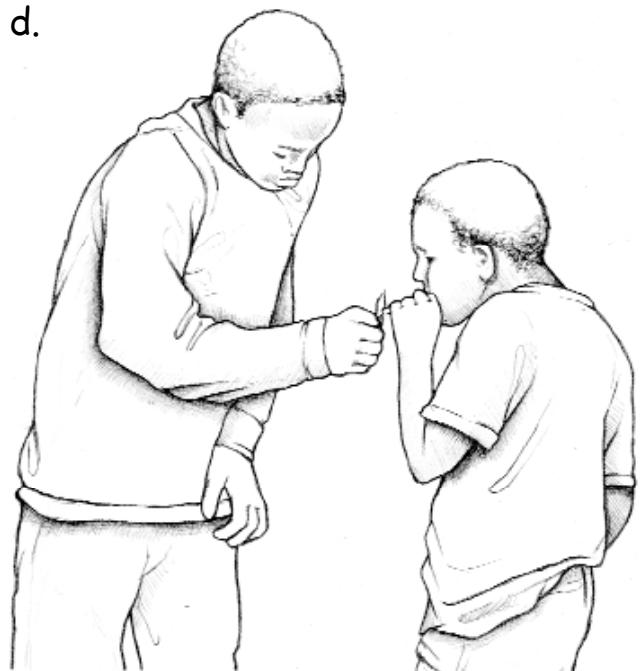
b.



c.



d.



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?

**Remember:**

Substance use is a factor that puts us at risk of HIV infection. Social settings, like parties, weddings, and funerals, are places where we are likely to face this risk factor. There are ways to avoid this risk, such as not drinking alcohol or not having sex. Understanding how to reduce our risk is an important aspect of keeping healthy.

## WORKSHEET 9.3a DELAYING SEX

Circle T for a true statement and F for a false statement:

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



## WORKSHEET 9.3b DELAYING SEX

In your group, complete the following role plays:

### 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: \_\_\_\_\_

### Remember:

Sex is a natural act between two people who love each other. However, it also comes with emotional and physical responsibilities, such as preventing pregnancy (or having a baby) and keeping healthy by not getting STIs, including HIV. Deciding to wait until we are prepared for these responsibilities is a mature decision.

## WORKSHEET 9.4 SAFER SEX

Answer the questions below:

a. Explain the following :

- Sex
- Safer sex
- Protected sex
- Unprotected sex

b. What are the benefits of protected sex?

c. What are the dangers of unprotected sex?

**Remember:**

Sex involves risk and responsibility. There are many decisions we can make. We can choose to have safer, protected sex, or no sex at all. Our decisions about sex are serious ones, as they will affect our health and our future.

## WORKSHEET 9.5a MULTIPLE SEXUAL PARTNERS

In your group, have each group member choose one of the following characters:

Kabelo

Motshidisi

Janet

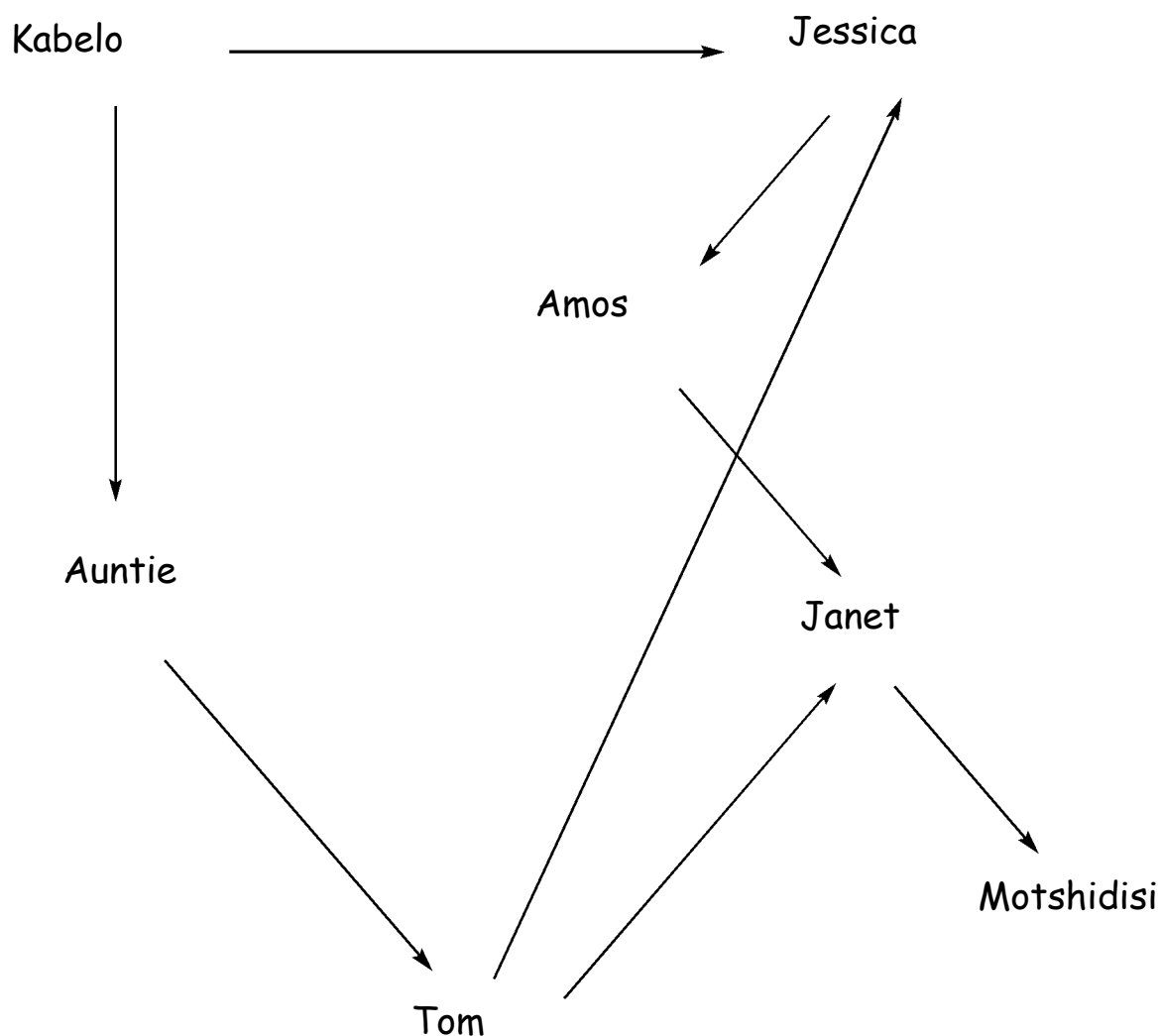
Jessica

Tom

Auntie

Amos

Use your arms to connect with the other members of your group in the way shown below:



## WORKSHEET 9.5b MULTIPLE SEXUAL PARTNERS

In your group, answer the following questions:

- 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?

### Remember:

Having many sexual partners puts our bodies and our feelings at great risk. We increase our chances of getting an infection, and we also spoil the trust and commitment that is important to a strong relationship with a single partner.



# *X. Benefits of Relationships*







# BENEFITS OF RELATIONSHIPS

## INTRODUCTION

A relationship is a personal connection between people, such as friends or family. You benefit from relationships because they give you support and happiness. Relationships may also challenge you sometimes, but in the end they help you grow and become better people. Honesty, respect, trustworthiness, and commitment are all important aspects of strong, healthy, long-term relationships.

Sometimes people do not behave properly in relationships, for example, by being disrespectful and dishonest. To have good relationships with other people that last for a long time, you have to know the best ways to behave towards them. You also need to know how other people should treat you and what you expect from them.

## KEY TERMS

- *Honesty*: Telling the truth and not cheating.
- *Respect*: Relating to other people in a courteous and polite way.
- *Trustworthiness*: Being honest.
- *Commitment*: Keeping your promise or staying loyal to a relationship at all costs and in an honest way.



## WORKSHEET 10.1 REPECT, SHARING, AND TRUST

Answer the questions below:

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**

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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.

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2.

---

3.

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4.

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**Remember:**

Honesty, respect, and trust are the foundations of a good friendship. When you are building a relationship, these are values that you should work for and expect from other people.

## WORKSHEET 10.2a RELATIONSHIPS AND COMMITMENT

Read the following role play:

### 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.

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.

## WORKSHEET 10.2b RELATIONSHIPS AND COMMITMENT

Work in pairs to discuss the following questions:

- 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?



**Remember:**

A love relationship is a personal connection between people. It cannot be forced, and it requires work. We make this connection only after we know that our relationship is built on honesty, respect, trustworthiness, and commitment.

## WORKSHEET 10.3 ESTABLISHING A LONG-TERM RELATIONSHIP

Answer the following questions:

- 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).
- 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?

**Remember:**

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

## WORKSHEET 10.4 HEALTHY AND UNHEALTHY RELATIONSHIPS

In your group, read the case study and then answer the questions that follow:

### 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 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?

**Remember:**

A good relationship is one that is not hurtful. In contrast, a bad relationship can lead to unhappiness, bitterness, fear, and low self-esteem. If you are in a relationship that is hurtful, it is important to deal with it, either by standing up for yourself and changing the things that are bad or by ending the relationship.



# *XI. Dilemmas*





## CHAPTER XI DILEMMAS

### INTRODUCTION

There are times when we are faced with situations in which we have to choose between two or more choices that are not appealing. This situation is called a dilemma. Sometimes dilemmas are a result of ignorance about the choices you have. At other times, dilemmas come from new information that does not match what we have been told before, like a myth. An understanding of the choices available to you helps you make appropriate choices. When in doubt, you can consult with friends or family for advice.

### KEY TERMS

- *Dilemma*: A difficult situation in which you have to make a choice between two or more alternatives.
- *Alternative*: Having more than one choice.
- *Unappealing*: Unpleasant.





## WORKSHEET 11.1 DILEMMAS IN DATING

Listen as your teacher reads Nxau's story and answer the questions that follow.

### 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.

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.

### Remember:

Dating someone does not mean that you have to have sex with that person. Dating is a way of developing a relationship. We can date without having sex, and we won't get infected just by dating.

## WORKSHEET 11.2 DIFFERENT TYPES OF DILEMMAS

Discuss the dilemmas you may have to deal with because of the HIV and AIDS scourge.

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

### Remember:

HIV and AIDS have brought complications to our lives, which have presented us with dilemmas that we might not have had to face otherwise. When we find ourselves in the middle of a dilemma, we can use our decision-making skills, such as considering our choices and making the decision that is best for ourselves without hurting others.

## WORKSHEET 11.3 HIV- AND AIDS-RELATED IGNORANCE

In your group, read and discuss the scenario below and answer the questions that follow:

### 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!

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.



# *XII. Social Responsibility*





## CHAPTER XII SOCIAL RESPONSIBILITY

### INTRODUCTION

You are connected to all others in your community. This means that you have a social responsibility towards other members of your community. For example, at home, you have a responsibility to help with the household chores, like cleaning, cooking, washing, and looking after your siblings. In your community, you are encouraged to help people who may not be able to do things for themselves. For example, you may help in the ploughing of fields, by donating books and clothes, or by becoming involved in clean-up campaigns.

Because of the HIV and AIDS epidemic, many of us have more social responsibilities than ever because many more people are in need. Social responsibility has always been part of the Setswana culture. Batswana are expected to help their community and their country. This is written in Vision 2016.

### KEY TERMS

- *Social responsibility*: The role each of us has in protecting the shared values of our community, such as health, happiness, and respect.
- *Botho*: A Setswana word for the behaviours of a good person, including kindness, helpfulness, and respect.
- *Vision 2016*: Botswana's dream for the Year 2016. This has been made into a plan with seven pillars for all Batswana to achieve by the Year 2016. The seven pillars are:
  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





## WORKSHEET 12.1 VISION 2016

Discuss the pillar that your group has been assigned, and answer the questions that follow.

### The Seven Pillars of Vision 2016

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 this 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?



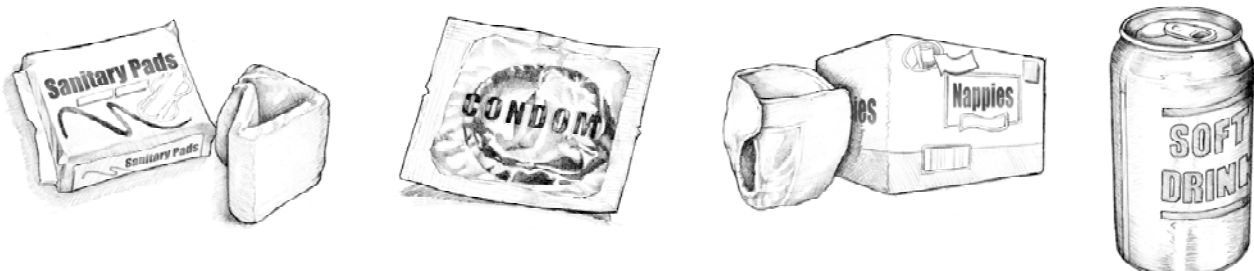
**Remember:**

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

## WORKSHEET 12.2 DEMONSTRATING *BOTHO*

Work in pairs to answer the following questions:

a. How would you dispose of the following items?


<u>Used sanitary pads</u>
<u>Used condoms</u>
<u>Drink cans</u>
<u>Home-based care napkins</u>

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?

Remember:

Each of us is responsible for helping the society we live in. Caring for our environment is our social responsibility and is part of the Setswana culture of *Botho*.

## WORKSHEET 12.3 HELPING AND NOT HURTING

Read the following examples of how you can help others by following the principle of *Botho*. Then complete the statements below:

**To uphold *Botho*:**

I will help elders I meet on the way.

I will help my younger sister with her homework.

I will \_\_\_\_\_

I will \_\_\_\_\_

I will \_\_\_\_\_

I can \_\_\_\_\_

I can \_\_\_\_\_

I can \_\_\_\_\_



**Remember:**

Our actions say a lot about us. People who help others are compassionate, courteous, and respectful. Compassion, courtesy, and respect are all aspects of *Botho*. To uphold *Botho*, we need to be aware of how our actions are affecting the people around us as well as our environment.

# *XIII. Healthy Living*





## CHAPTER XIII HEALTHY LIVING

### INTRODUCTION

Healthy living involves good hygienic practices, exercise, and nutrition. Hygiene has to do with personal care practices that promote health and prevent diseases, such as brushing our teeth regularly, washing our clothes, bathing properly, cleaning the house, and keeping the environment clean. Exercise involves activities that develop fitness, such as jogging and playing a sport. Nutrition refers to eating food that is healthy and well-balanced. Your body needs care to stay well and healthy.

### KEY TERMS

- *Nutrition*: Food that provides the nutrients your body needs.
- *Hygiene*: The practice of keeping yourself and your surroundings clean.
- *Exercise*: Activities you do in order to keep fit and remain healthy.
- *Balanced diet*: Regular meals with the required nutrients in the right amounts.
- *Fitness*: Health; the ability to work or play.





## WORKSHEET 13.1 THE IMPORTANCE OF KEEPING HEALTHY

In your group, discuss the following questions:

- 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

Remember:

There are many things we can do every day to keep ourselves healthy. Good hygiene helps prevent health-related problems, such as bad breath, ringworms, scabies, and lice. Good nutrition ensures a normal body weight and normal body functions. Exercise ensures that you stay fit. It is therefore important that you eat well, take proper care of yourself and your environment, and exercise regularly so that you remain healthy.

## WORKSHEET 13.2a NUTRITION, HYGIENE, AND EXERCISE

In pairs, discuss how the following can help keep your body healthy:

a. Nutrition

b. Hygiene

c. Exercise



## WORKSHEET 13.2b NUTRITION, HYGIENE, AND EXERCISE

Complete the following worksheet:

a. What did you eat yesterday?



b. How did you keep clean since yesterday?

c. Did you exercise yesterday? What did you do?



Remember:

Good nutrition, proper hygiene, and regular exercise are important for our health. If we do not eat properly, exercise well, and keep clean, we put ourselves at risk of falling sick. Adopting a healthy lifestyle helps us avoid diseases.

## WORKSHEET 13.3 HEALTHY LIVING PLANS

Use these 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	

### 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	

### Remember:

Healthy living is something that we do every day. Setting and following a plan helps us develop healthy living practices and allows us to review our progress.







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