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Girls' Empowerment through Education and Health Activity (ASPIRE)

LSE Teaching and Learning Strategies and Activities Manual

*A Continuing Professional Development Resource for
LSE Teachers at the Primary LEVEL*

July 2017

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Acronyms

| | |
|---------|--|
| AIDS | Acquired Immuno-deficiency Syndrome |
| CPD | Continuing Professional Development |
| CRECCOM | Creative Centre for Community Mobilization |
| DEM | District Education Manager |
| EGRA | Early Grade Reading Activity |
| FAWEMA | Forum for African Women Educationalists in Malawi |
| HIV | Human Immuno-deficiency Virus |
| HTS | HIV Testing Services |
| K-W-L | Know-Want to know-Learn |
| LSE | Life Skills Education |
| MIE | Malawi Institute of Education |
| MoEST | Ministry of Education Science and Technology |
| SRH | Sexual and Reproductive Health |
| STI | Sexually Transmitted Infections |
| USAID | United States Agency for International Development |

Foreword

The Government of Malawi with funding from the United States Agency for International Development (USAID) is implementing the Girls' Empowerment through Education and Health Activity (ASPIRE). The ASPIRE Activity is being implemented by Save the Children in partnership with the Malawi Institute of Education, Forum for Women Educationalists in Africa (FAWEMA) and Creative Centre for Community Mobilisation (CRECCOM). With additional support from Determined Resilient, Empowered, AIDS-free, Mentored and Safe women (DREAMS) Activity, the ASPIRE activity intends to reduce new HIV infections among vulnerable Adolescent Girls and Young Women (AGYW) in Machinga and Zomba Districts. ASPIRE will promote positive sexual health behaviours among vulnerable Adolescent Girls and Young Women (AGYW), increase their access to sexual and reproductive health services, and create an enabling environment for them.

Life Skills Education is an important component of ASPIRE effort. ASPIRE's effort aims at increasing life skills knowledge and efficacy for vulnerable Adolescent Girls and Young Women, with the particular goal of empowering their own self-development to avoid and mitigate risks related to sexual behaviours thereby reducing the spread of HIV among them. The manual intends to equip primary school teachers with knowledge, skills and attitudes on how to effectively provide comprehensive sexual and reproductive health education to learner especially adolescent girls and young women. In addition, the manual seeks to motivate teachers to take responsibility for their learners' sexual and reproductive well-being with emphasis on reducing the spread of HIV among them.

It is my sincere hope that teachers will find this training manual helpful as they equip learners with life skills required to make informed choices and lead healthy lifestyles.

SIGNED

Introduction

The Ministry of Education, Science and Technology (MOEST)'s newly revised secondary Life Skills Education (LSE) curriculum now includes elements of sexuality and Sexual and Reproductive Health (SRH), making the effective implementation of this revised curriculum one important channel to improve adolescent's knowledge and skills for reducing risk of early pregnancy and contracting HIV.

Teaching LSE, especially topics including SRH, can be more difficult than other subjects. As a result, important information may not be well conveyed to learners. The 2011 study by the Centre for Social Research (CSR, 2011) cites some of the greatest challenges to effective LSE instruction as reported by DEMs and teachers. While some noted challenges, such as insufficient training, lack of teaching and learning materials, large class size and inadequate time are common constraints to all subject instruction, there are some LSE specific challenges:

- discomfort felt when teaching topics which require explicit mentioning or discussion of male and female reproductive organs,
- learners' reluctance to discuss sexual experiences in the presence of the opposite sex,
- the tendency for learners to become unruly and make 'silly' comments during discussion of sexuality and reproduction, and
- complexity of some concepts that need to be explained to learners

These challenges speak to a need for Continuing Professional Development (CPD) support and resources to help teachers continue to build their knowledge, skills, values, attitudes and comfort in teaching this complex subject (which has very diverse topics), as well as providing a strong scaffold for instruction through effective teaching methods, coaching and appropriate use of teaching and learning materials.

This manual provides primary school teachers of LSE with teaching and learning activities, support and guidance on how to teach some of the most sensitive LSE topics such as sex and sexuality, cultural practices and HIV and AIDS, sexually transmitted infections (STIs), HIV and AIDS, and sexual harassment and abuse. This manual will be provided to all LSE teachers in the ASPIRE target districts, and will be accompanied by training.

How to use this manual

This manual has been designed to complement the national LSE curriculum. The learners' books and teachers' guides already include suggestions for activities or types of activities that can be conducted during a lesson. This manual helps you when you need some additional help or would benefit from a structured, fully developed teaching and learning activity. This manual also provides additional LSE teaching tips, and suggests solutions to common problems.

The manual is organized by the core elements of the LSE curriculum, but does not include every theme/topic in the primary LSE curriculum. Instead, this manual is specifically designed to provide additional support for some of the most sensitive and thus most difficult themes/topics to teach. In addition, this manual is not organized by Standard. In general, the tips and activities can be used with all upper primary learners.

When preparing a lesson plan for teaching a sensitive topic, refer to the table of contents to find the relevant section of the manual. Each topical section in this manual includes:

- Reference to the applicable units and chapters in learner books and teacher's guides,

- A list of activity cards that are applicable for use when teaching the topic (a full mapping of activity cards to all curricula themes/topics is provided in Appendix 1) and,
- Multiple sample teaching and learning activities, complete with detailed instructions.

It is important that users of this manual should frequently review and revisit the tips and suggested solutions to common challenges presented in the first section of this manual.

A note on participatory teaching and learning methods

LSE benefits from the use of participatory teaching methods, such as group discussion, brainstorming, role-play, small group work, educational games, and storytelling. Learners may object to some of these methods, initially seeing them as childish. While it can feel safer to use the lecture method, and you may find participatory teaching and learning methods a bit challenging, participatory teaching and learning methods provide learners with opportunities to interact freely, and often generate discussion that cannot be yielded by other methods. These methods also provide learners with opportunities to practice the life skills being learnt. The example teaching and learning activities presented in this book incorporate participatory teaching and learning methods, as do the activity cards. In addition, Appendix 2 provides instructions on how to implement several different participatory methods that can be used for teaching various LSE topics.

Common Teaching Challenges and Suggested Tips and Solutions

General tips for teaching life skills education

A teacher of LSE is expected to demonstrate competency in both knowledge and skills. Below are some general tips that will help in your classroom experience teaching LSE:

- See learners as source of information and skills.
- Encourage learners to learn from one another.
- Encourage learners to learn by doing, experiencing, practicing, and feeling, rather than by memorizing, repeating, and recording information just to pass examinations.
- Be prepared to handle emotions that may arise during lessons.
- Be prepared to provide referrals and information where to access services.
- Consider inviting health staff to help deliver content on health services such as HTS and condoms.

Dealing with difficult situations in the classroom¹

Teaching about HIV and AIDS involves dealing with sensitive topics as such learners may react in a variety of ways. Some may be embarrassed and others may make jokes to try to ease some of the tension. It is therefore important to be prepared to deal with potentially difficult situations.

Teachers feel unprepared to answer specific questions because they do not have sufficient information.

It's okay not to know the answer. You might say, "I don't know the answer to that, but I will try to find out and let you know." You can also say "let's see if we can find the answer together."

Teachers feel uncomfortable talking about certain sensitive issues with mixed genders.

It is okay to feel embarrassed or uncomfortable. Do not try to pretend you are not when you are. You might say, "It is not easy for me to answer that question, but I will try." You might also say "This is difficult for me to talk about, but it is too important not to talk about it."

Learners make jokes about other learners and/or the teacher.

Start the class by saying "It is often embarrassing to talk about these issues and that when people are uncomfortable they may laugh or make jokes to cover up their nervousness."

You may choose to ignore a situation by saying 'okay' and going on with the discussion.

A learner mentions to a teacher that he heard she is HIV-positive.

Be assertive in responding to a breach of the group rules. You may tell the learner that you do not wish to discuss information about your personal life in class, and that no learners should feel they need to talk about things they do not want to discuss.

¹ SOURCE: Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), 2.7 Dealing with Difficult Situations in the Classroom, page 10.

Learners try to shock or amuse other learners or the teacher by describing sexually explicit behaviours.

Remind learners to be considerate of others and their feelings. It might be helpful to separate males from females during certain exercises.

Do not be overly critical of learners' comments, even if they seem inappropriate. This may discourage other learners from being open and honest.

Tips for teaching adolescents²

1. Modulate your tone of voice

Adolescents are more in tune with how we say things than what we actually say. Messages will not be heard if they are communicated harshly or condescendingly.

2. Try to keep your face and body language open

Adolescents can often push our buttons, which can make us feel defensive, frustrated, or even angry. Even if we verbally don't react, frowning, folding our arms, or even physically taking a step back can communicate negative messages to adolescents. Remain open to anything that comes up, maintaining boundaries and reinforcing ground rules whenever necessary.

3. Use concrete rather than abstract language

Some of the most widely-used terms with adolescents – such as love, self-esteem, and abstinence – are abstract terms. Whenever possible, ask adolescents to provide examples from their own thoughts, opinions, or lives to demonstrate that they have truly understood the concept taught.

4. Watch their faces for understanding, and rephrase when necessary

Adolescents don't like to reveal they don't understand something. Watch for blank faces, and rather than asking, "Did anyone not get that?" try saying what you just said in a different way. For example, if you were to say, "There are two effectiveness rates to every birth control method, perfect and typical," and see some blank faces, consider continuing with something like, "What that means is, if you've heard that the pill is 99% effective at preventing pregnancy, you need to know that it's ONLY that effective if you use it perfectly. What does it mean to use the pill 'perfectly?'"

5. When appropriate stick with an adolescent's response to a processing question

Often, we rush from one response to another. We want to make sure that we are getting an adolescent's honest opinion (they often think they need to tell us what they think we want to hear), that we understand what she or he has said, and that we help them think critically by exploring an idea or concept they have shared.

6. Spend less time on activities and more time processing them

Adolescents need to voice their opinions. Give them time to do that. Point out inconsistencies respectfully in order to foster critical thinking and values clarification. Validating people's responses,

²SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Session Book 4 "Adolescent Social and Emotional Development.", page 14.

even if you don't agree with them, is an easy way to enhance self-esteem, which is usually vulnerable at this age.

7. Don't take the bait!

Developmentally, adolescents are supposed to challenge, debate, and disagree with adults. This can get really frustrating! It is important for them to know they can voice their opinions – respectfully, of course – in a safe environment. Know when to let it go, and try not to show your frustration; for example, “It sounds like we disagree on this, and that’s totally fine; let’s move on so we can talk about some other stuff with the rest of the group.”

Tips for responding to challenging questions³


When a learner catches you off guard with a question, uses sexualised language, or says something you find offensive, you need to watch your primary reaction. Our goal in this situation is to appear “unshockable,” even if we have been thrown dramatically by what has been said or asked. Here are a few techniques for remaining objective:

1. Stall

The first thing you need to do is regain your composure. You can do this by:

Nodding your head slowly. It lets the person know you've heard what she or he has said and are thinking about it.

Having a “stock phrase” ready that you can use automatically as you gather your thoughts. For example, “You know, I’m really glad you felt you could ask me that question.”

| |
|--|
| <p> Your Stock Phrase Ideas</p> <hr/> <hr/> <hr/> |
|--|

2. Clarify by asking a question in return

For example, “When you ask me what birth control I use, are you truly interested in my method or do you want to try to figure out what’s right for you?”

3. Turn the situation back to the learner

This can be particularly effective when you're dealing with someone who is looking for advice, or who simply seems bent on getting a rise out of you. For example, if a learner were to say, “My girlfriend just told me she’s pregnant. What should I do?” You can ask, “What do you think you

³ SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Session Book 10 “Applying Effective Teaching Methodologies to Sexuality Education,” page 21.

should do?” It’s better to help a person figure a situation out for her or himself, rather than make a decision for her or him. Asking other questions can help lead her or him to evaluate the situation and take steps toward making a decision.

4. Refer the person to someone else

In some situations, you may feel too uncomfortable with the question or situation to be able to respond effectively. For example, if you were staunchly anti-abortion and a young woman were to ask your help in obtaining one, it would not be appropriate to try to talk her out of her decision. It would be appropriate, however, to try to refer her to someone who had this information and felt comfortable providing it.

5. If you don’t know the answer, say “I don’t know”

Young people appreciate honesty, and they really don’t expect us to be all-knowing. The important thing is that you follow up – either look for the answer together or let the learner know that you’ll get the information for her or him.

6. Explore a concept with the learner

For example, “I know that I should wait to have sex, but everyone else has done it, so why shouldn’t I just get it over with?” Asking, “What are some of the reasons why people choose to or not to have sex?” can help you and the learner identify a potential barrier, and then discuss how the barrier can be overcome. In addition, you can ask, “What do you think would happen if you were to wait?” or “What do you think it would be like to have sex with someone you didn’t care about, just to get it over with?” Letting the learner talk about consequences will help her or him reflect on the reality of a given situation without you having to “preach” about it.

Above all, remain calm. You don’t need to know everything, and you don’t need to answer every question at the moment it is asked. Being open to listening to a learner’s questions and concerns, and not reacting in a judgmental manner, is most important.

Understanding the meaning behind a question⁴

I. Information-seeking

These are basically very straightforward questions that have specific, factual answers.

Examples

How does a condom work?
What does oral sex mean?
Can you get an STD from a toilet seat?

Sample response

Since most STDs are caused by germs and bacteria that are very fragile, it is not possible to get a disease from a toilet seat, because the bacteria or virus could not stay alive there.

2. Am I normal?

These questions are often about something a person worries about and needs reassurance about. So while there may be a factual response, the person needs to know that wanting to know the answer is normal.

Examples

Is it possible to masturbate too much?
What is the average size of a penis?
Why are boys horny all the time?

Sample response

It really does seem as though all boys are horny all the time, but we know that not only are some boys not at all interested in sex, but girls can be very interested in sex and we don't often hear about that. It is really normal for adolescents to think about sex a lot, be curious and even masturbate a lot. It is also normal for those feelings not to be very strong at all. People develop at different times and so a person's interest in sex is a really individual thing. Why do you think we have this stereotype that all guys are horny?

3. Permission-seeking/advice

These questions are really about something that a teen is trying to make a decision about and needs permission to make a decision. Sometimes they are looking to be talked out of something, and sometimes they really want to know the steps to figuring out the answer for themselves.

Examples

What is the correct age to have sex?
How do you give a blow job?
What are the consequences of dating someone who is older than you?

⁴ SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Session Book 10 "Applying Effective Teaching Methodologies to Sexuality Education," pages 22-23.

Sample response

Dating an older person can be wonderful, but there are certainly some cautions to keep in mind. In some situations, an older person will try to control a younger person, or may keep the younger person from doing things that someone his or her age might wish to do. An older person may expect sex when a younger person may not be ready. Depending on the age differences, sex between the older and younger person might be considered illegal.

4. Personal beliefs or experiences questions

These questions are again a test of how much you are willing to share about yourself. Most of the time, sharing personal information is not appropriate, but generally explaining that your experiences happened at a time very different from today, and therefore are not relevant to them, is a safe way to avoid answering those questions.

Examples

How old were you when you had sex for the first time?
Do you think abortion is wrong?
If you were me, what would you do?

Sample response

Since I am NOT you, and I do not have to live with the consequences of the choice, it does not make sense for me to give you an answer. We can talk together about the choice you have to make, and then maybe it will be easier for you to make a decision that is right for you.

Core Element: Health Promotion

Topic 1: Sexually Transmitted Infections (STIs), including HIV

Links to Curricula

| | | |
|------------|----------------------------------|-----------------------------------|
| Standard 4 | Learners' Book Mutu 2, pp 4-6 | Teacher's Guide Unit 2, pp 5-9 |
| Standard 5 | Learners' Book Unit 2, pp 6-10 | Teacher's Guide Unit 2, pp 6-12 |
| Standard 6 | Learners' Book Unit 16, pp 49-50 | Teacher's Guide Unit 16, pp 68-71 |
| Standard 7 | Learners' Book Unit 1, pp 1-7 | Teacher's Guide Unit 1, pp 1-10 |
| Standard 8 | Learners' Book Unit 1, pp 1-7 | Teacher's Guide Unit 1, pp 1-14 |

Introduction

Sexually Transmitted Infections (STIs) are diseases which are transmitted through sexual activities such as sexual intercourse, oral sex, non-penetrative sex and mutual masturbation. Young people are vulnerable to STIs including HIV because they are sexually active and are at an experimental age. Timely and accurate information on STIs and HIV and AIDS and Sexual and Reproductive Health (SRH) is important for young people to make informed decisions and choices. This information should therefore be made available and accessible to them.

In addition, the fight against HIV and AIDS cannot be won if little attention is given to HIV Testing Services (HTS). All persons including learners should be given correct information about HTS for them to make informed decisions about their sero-status. Learners should be given right information about ARVs and ART. Correct information on HTS and ARVs and ART can encourage young people to go for HTS.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Ask the health worker game
 - Healthy and unhealthy role play
 - HIV prevention positive living
 - The empathy game

Structured Teaching and Learning Activities

Activity A: Discussing information about HIV and AIDS

Objectives: After completing this activity, the participants will be able to:

- explain basic information about HIV and AIDS, including transmission and prevention
- develop skills in communicating HIV and AIDS prevention information to others

Suggested time: 40 minutes

Required resources: Worksheet: 'Questions/statements you might hear about HIV'

Preparation required: Prepare worksheets for each group

Step 1: Discussing basic information about HIV and AIDS

Instructions

- Ask participants to discuss what they know about HIV and AIDS using K-W-L method.

NOTE

- HIV is a virus that reduces the body's ability to fight illness and leads to AIDS.
- AIDS is a condition that develops in persons who have HIV when their immune system gets so weak that they cannot fight diseases or infections without medicine.
- HIV and AIDS cannot be cured.
- People can live with HIV for many years if they take good care of themselves.
- Anyone can get HIV.
- You cannot tell if a person has HIV from looking at him or her.
- Around the world, the age group that has the highest new cases of HIV are young people of between 15–24.
- HIV is spread through the following ways:
 - ✓ sexual intercourse without a condom
 - ✓ infected blood
 - ✓ unsterilized skin piercing objects
 - ✓ from mother to child during pregnancy, birth, and breastfeeding
 - ✓ unprotected handling of infected accident victims
- HIV is not spread by:
 - ✓ Kissing on the cheek, hugging, touching, or shaking hands
 - ✓ Sharing food, drinks, clothes, or toilets
 - ✓ Mosquitoes or other insects
 - ✓ Sneezing or coughing
 - ✓ Tears or sweat
- How people can protect themselves from HIV
 - ✓ Abstinence: not having sex is the best choice for young people.
 - ✓ Correct and consistent use of condoms.
 - ✓ Do not use unsterilized skin piercing objects.
 - ✓ Using gloves when assisting someone who is bleeding

Step 2: Exploring skills in communicating HIV and AIDS prevention information to others

Instructions

- Using Trade a Problem method, divide the participants into groups.
- Give each group a copy of the worksheet 'Questions/Statements You Might Hear About HIV'. Have a participant from one group read a question or statement and another participant from a different group to respond.
- Ask them to take turns of being the reader and the respondent.

Step 3: Discussing skills in communicating HIV and AIDS prevention information to others

Instructions

- Ask participants to form a circle and do the following tasks using Ball Game:
 - ✓ describe how they responded to the questions and statements
 - ✓ explain ways in which they would communicate their responses in constructive ways to other people, including family and friends

NOTE:

HIV and AIDS is an important topic to be aware of. Now that you have gained more knowledge, you can help spread correct information by talking with your family and friends about it.

Questions/statements you might hear about HIV - Worksheet

- a. What is HIV?
- b. What is AIDS?
- c. How does someone get HIV?
- d. Who can get HIV?
- e. How do I know if I might be infected with HIV?
- f. I'm too young to get AIDS.
- g. I don't think I should hang around her too much because I heard she is HIV-positive.
- h. I heard there is a cure for HIV.
- i. I don't think he has AIDS. He looks too healthy.

HIV stands for Human Immunodeficiency Virus, which is the virus that causes AIDS. It slowly makes an infected person sicker and sicker. HIV attacks the immune system and increases the person's chance of getting all kinds of diseases, including flu, diarrhea, pneumonia, tuberculosis, and certain kinds of cancer.

b. What is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome. It is an illness that occurs in the body when the immune system is weakened due to having HIV, and the person gets illnesses or infections as a result.

c. How does someone get HIV?

HIV can be spread when blood, semen, vaginal fluid, or breast milk from an infected person enters the body of someone who is not infected, such as through sex, sharing needles and razors, and breastfeeding.

d. Who can get HIV?

Anyone can get HIV. It does not matter if you are young or old, rich or poor, big or small, male or female.

e. How do I know if I might be infected with HIV?

Often there are no symptoms for many years, so you may not be able to tell if you have HIV. Usually the first symptoms are like those of many other common illnesses, such as swollen glands, fatigue, weight loss, fever, or diarrhea. Different people have different symptoms. The only way to find out for sure if you have HIV is to have a blood test.

f. I'm too young to get AIDS.

There is no age limit on AIDS. Anyone who takes risks that can lead to HIV can get the virus. Girls who have unprotected sex have a greater chance of getting HIV than older women. Girls are more likely to have tearing in their vagina during intercourse.

g. I don't think I should hang around her too much; I heard she is HIV-positive.

You cannot get HIV and AIDS by having casual contact, such as touch, with a person who has the disease. HIV is only spread through bodily fluids, such as semen, blood, vaginal fluid, and breast milk. It is safe to hang out with a person who has HIV as long as you are not sharing these bodily fluids.

h. I heard there is a cure for HIV.

There is **NO** cure or vaccine for HIV or AIDS. Some medicines decrease the harmful effects or lengthen the life of a person with the virus. However, these medications **ARE NOT** a cure.

i. I don't think he has AIDS—he looks too healthy.

You often cannot tell by looking at someone if he or she is infected with HIV. It can take years for symptoms to show up, so many people who have the disease look healthy, can exercise and work normally, and feel good.

j. I feel nervous using the toilet after she has because I'm afraid I'll get HIV.

HIV can only be spread through bodily fluids including blood, semen, vaginal fluid, and breast milk. You cannot get HIV by sitting on the same toilet as someone who has the virus.

SOURCE: Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), Activity 1: Learning and Discussing Information about HIV and AIDS, pages 29-31.

Activity B: Describing HIV Testing Services (HTS)

Objectives: After completing this activity, the participants will be able to:

- explain the process and benefits of HTS
- demonstrate communication and negotiation skills when conducting HTS

Time required: 40 minutes

Step 1: Sharing information about HTS

Instructions

- Ask participants to share what they know about HTS using Mix-Freeze-Pair method.
- Using Jig-Saw method, ask participants to discuss the following questions:

1. How does a person find out if he or she has HIV?

The only sure way to find out if a person has HIV is to have a blood test done by a health-care professional. The most commonly used test is an HIV antibody test, which checks the blood for antibodies that are produced by the immune system to fight HIV. If antibodies to HIV are found, it means the person has HIV. If the person has the virus, then his or her status is 'HIV-positive.' If the person does not have the virus, the status is 'HIV-negative.'

Most people do not develop antibodies to HIV that can be detected until 6 to 12 weeks after exposure to HIV. Therefore, it is usually recommended to wait three months after possible exposure to HIV to be tested and to abstain from unprotected sex or injection drug use during that time. However, during the period when the antibodies are not detectable, the person may already have high amounts of HIV in his or her blood, semen, vaginal fluids, or breast milk, so he or she can pass the virus on to other people. In some cases, it can take up to six months for antibodies to be detectable, so it may be good to have the test done again six months after exposure.

2. What help does a counsellor provide to a person seeking testing?

A counsellor provides an individual with counselling both before and after the test.

Pre-test counselling: The counsellor explains the testing process, the meaning of positive and negative test results, your risks in getting tested, ways to reduce risk, and your intended plan of action once you have received the test results.

Post-test counselling: The counsellor helps to prepare you to face life decisions (whether you test negative or positive for HIV) by providing clear, factual information to help you make choices that will enable you to stay as healthy as possible, practise safer sex, and get treatment if you are HIV-positive.

3. Is counselling and testing confidential? Give reasons for your answer.

Yes, test results and all information shared in counselling sessions are kept confidential. No one will know your results or anything that you and the counsellor have discussed.

4. Where can you get HIV Testing Services?

HIV Testing Services are offered in different places such as local health clinics or centres, hospitals, centres specifically for HTS and doctors' offices.

Step 2: Brainstorming benefits of getting HTS

Instructions

Using Fish Bowl method, ask participants to brainstorm the benefits of getting HTS. Be sure the following benefits are discussed:

If you have HIV, you can get the treatment and support you need and make lifestyle changes, such as eating a healthy diet and getting enough exercise and rest, in order to stay as healthy as possible, slow the disease, and live longer.

Whether or not you have HIV, you can learn about and use safer sex practices to protect yourself and your partner from getting HIV or becoming re-infected.

If you have HIV, you have the responsibility to advise any recent sexual partners you have had to seek HTS.

If you have HIV and you are pregnant or thinking about getting pregnant, you can take medication to reduce the chances of passing HIV on to your child.

You could end the activity by saying: "If you decide to have HIV Testing Services, you now have information about it. Although finding out that you are HIV-positive can be a difficult experience, with the information you have now, you can deal with the situation in a way that is healthy and constructive for both you and your partner. If you find out that you do not have HIV, you can still learn a lot from the counselling about how to protect yourself from getting HIV."

SOURCE: Adapted from Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), Activity 5: HIV Voluntary Counselling and Testing, pages 72-73.

Key messages to participants

- If one contracts STIs, one is at risk of contracting HIV.
- Signs and symptoms of STIs take longer to show in females than in males.
- Very young adolescents should seek medical attention as soon as they see signs and symptoms of STIs because they can be treated and prevent complications.

Topic 2: Cultural Practices and HIV and AIDS

Links to Curricula

| | | |
|------------|---|--|
| Standard 4 | Learners' Book Mutu 6, pp 20-25 | Teacher's Guide Unit 6, pp 27-31 |
| Standard 5 | Learners' Book Unit 2, pp 6-10; Unit 6, pp 28-30 | Teacher's Guide Unit 2, pp 6-10; Unit 6, pp 32-39; |
| Standard 6 | Learners' Book Unit 14, pp 44-46 | Teacher's Guide Unit 14, pp 59-62 |
| Standard 7 | Learners' Book Unit 1, pp 3-7; Unit 3, pp 12-15 | Teacher's Guide Unit 1, pp 2-3; Unit 3, pp 17-22 |
| Standard 8 | Learners' Book Unit 1, pp 2-3; Unit 2, pp 8-10; Unit 13, pp 48-51 | Teacher's Guide Unit 1, p 4; Unit 2, pp 15-19; Unit 13, pp 86-91 |

Introduction

There are many cultural practices which people follow in Malawi. These give Malawians an identity very unique from other countries. Despite giving Malawians a sense of pride and belonging, some of these pose a threat to life. Some cultural practices spread HIV and in most cases the victims get HIV without knowing that what they are doing can put them at risk of contracting HIV. Such cultural practices include; *chokolo*, *kulowa kufa*, *chimwana maye*, *mitala*, tattooing and *fisi* among others. Some of these practices are gender related. There are certain groups of people in families and communities that are vulnerable to these cultural practices for example, the elderly, children, women, girls, people with disabilities and the poor. There is need to mitigate such bad practices in order to curb the spread of HIV.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - HIV prevention positive living
 - Myths and truths about sexual violence
 - Saying no
 - The empathy game

Structured Teaching and Learning Activities

Activity A: Identifying cultural practices that promote the spread of HIV

Objectives: After completing this activity, the participants will be able to:

- identify cultural practices that promote the spread of HIV
- describe the cultural practices that promote the spread of HIV

Instructions

- Ask participants to brainstorm cultural practices that promote the spread of HIV in their communities using Walk Around, Talk Around.
- Using Jig-saw method, ask participants to describe the cultural practices that promote the spread of HIV.
- Consolidate the activity by confirming cultural practices that promote the spread of HIV.

Activity B: Discussing gender related practices that promote the spread of HIV in the families, communities and the nation

Objectives: After completing this activity, the participants will be able to:

- identify gender related practices that promote the spread of HIV
- explain ways in which gender related practices promote the spread of HIV

Instructions

Ask participants to brainstorm gender related practices that promote the spread of HIV in the community and nation

Using Discussion Web method, ask participants to examine the identified gender related practices and how they promote the spread of HIV in the family, community and nation.

Consolidate the activity by emphasising on the gender related practices that promote the spread of HIV in the family, community and nation.

Activity C: Identifying vulnerable groups in relation to cultural practices and HIV and AIDS

Objectives: After completing this activity, the participants will be able to:

- identify vulnerable groups in relation to cultural practices and HIV and AIDS

Instructions

Using quick-write method, ask participants to identify vulnerable groups in relation to cultural practices and HIV and AIDS.

Ask some participants to read their responses using Author's Chair method.

Consolidate the activity by summarizing the participants' responses.

Key messages to participants

- Cultural practices that involve sexual intercourse result in the spread of STIs including HIV.
- Very young adolescents should be assertive enough and refuse to engage in cultural practices that involve sexual intercourse.
- Very young adolescents should be assertive to refuse being forced into marriage.
- Very young adolescents should be aware of policies that support their rights such as Child Care, Protection and Justice Act, National Youth Policy, National Gender Policy and Marriage, Divorce and Family Relations Act. These acts can protect them from being forced to engage in some of the harmful cultural practices.

Core Element: Social Development

Topic 3: Interpersonal Relationships

Links to Curricula

| | | |
|------------|--|--|
| Standard 4 | Learners' Book Mutu 3, pp 7-11 | Teacher's Guide Unit 3, pp 10-17 |
| Standard 5 | Learners' Book Unit 7, pp 31-33 | Teacher's Guide Unit 7, pp 40-43 |
| Standard 6 | Learners' Book Unit 7, pp 17-19 | Teacher's Guide Unit 7, pp 27-30 |
| Standard 7 | Learners' Book Unit 6, pp 21-25; Unit 10, pp 36-38 | Teacher's Guide Unit 6, pp 34-40; Unit 10 pp 59-64 |
| Standard 8 | Learners' Book Unit 6, pp 22-26 ; Unit 8, pp 30-32 | Teacher's Guide Unit 6, pp 44-50; Unit 8, pp 57-62 |

Introduction

Interpersonal relationship is a positive interaction between and among individuals for example, family members, peers, colleagues and other people in different places such as homes, schools and religious institutions. These relationships are important in many ways such as sharing resources, experiences and supporting each other including those living with HIV and AIDS. Peer pressure is the influence one has from friends and others of her/his own age to do things that he or she does not approve and really do not want to do. Friends can influence one positively or negatively. Interpersonal relationships can be challenging during adolescence, filled with many social pressures and new and unfamiliar situations. For example, failing exams, desire for good grades, unplanned pregnancies, STIs, HIV and AIDS. Failure to manage peer pressure, and stress and anxiety can lead to undesirable effects such as illnesses, committing suicide, and poor relationships.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Completing scenarios on friendship
 - Fatima's story
 - Saying no
 - Taking a stand

Structured Teaching and Learning Activities

Activity A: Navigating relationships

Objectives: After completing this activity, the participants will be able to:

- identify positive and negative factors that influence relationships
- explain common elements of positive relationships

Time required: 40 minutes

Required resources:

- Large picture of a locally popular plant or flower (either hand-drawn on flip chart paper or the chalkboard) showing soil, roots, stem, leaves, petals, sun, rain, etc.

Flip chart papers

Markers

Step 1: Introduction

Introduce the lesson by asking learners the following questions using Mix-Freeze-Pair method:

Why do people get into relationships?

What are the different types of relationships that young people find them in?

Step 2: Concept Explanation

.Display the picture of the locally popular plant/flower Explain to participants by saying, “Just as there are certain things that keep a plant or flower healthy (sun, water, nutrients from the soil), there are certain things needed to keep a relationship healthy and strong.” Ask for an example of something that is necessary for a strong or healthy relationship (e.g. respect) and write it in the picture—such as in the soil, near the roots of the plant/flower, in the sun’s rays, or rain drops.

Next explain that there are certain things that can ruin a relationship, just as lack of water or sun can hurt a plant or flower. Ask for an example (e.g. dishonesty) and write it in the picture as well.

Step 3: Group work

Using Tree Diagram, ask participants to explore factors that promote and ruin relationships.

Each group should draw a picture of a plant or flower of their choosing on their paper.

Display the tree diagrams.

Step 4: Discussion

When all the groups have finished, allow some time for participants to move around and

look at each other's plants or flowers using Gallery Tour method.

Let participants form one circle and ask them the following questions:

- How did it feel to do this activity?
- What did you notice about what the different groups put down as things that keep that relationship healthy?
- Why do you think these things (mention or ask specifically about what the groups identified, such as respect, communication, empathy) are important to healthy relationships?
- How might thinking about relationships in this way affect the relationships you might have or are seeking to build?

Summarize the lesson by highlighting the following key points:

- No two people are the same. We therefore need to compromise and understand each other's differences for relationships to be successful.
- Many people practice negative behaviours in their relationships.
- Respect, empathy, genuineness, values and communication are all important factors needed to build a good relationship.
- We have to be honest with ourselves and those with whom we have a relationship—say when things are going right and when we are unhappy about something.
- We need to assess our relationships and decide whether they are good or bad for us.

Facilitator Note: You can use any of the following notes to elaborate if needed:
Positive Factors that Support Healthy Relationships

Respect

This is shown through attitudes and behaviour.

The other person must feel valued, worthwhile and important.

Negative criticism, name-calling and ridiculing is destructive.

Useful tools include:

- ✓ Being there when needed
- ✓ Listening carefully to what is said
- ✓ Responding appropriately

Empathy

This means trying to understand another person's position—trying to see situations from the other person's point of view.

This shows a deeper understanding, particularly if communicated back to the other person using different words.

Empathy is different from sympathy.

Genuineness

Being genuine involves being yourself and having positive self-esteem.

Genuineness is shown if verbal and non-verbal behaviour gives the same message.

Values and attitudes

Successful friendships/relationships are often based on the individuals having similar values. Two people will continuously be in conflict if their values about most things differ.

Values can change over time, owing to changing circumstances, etc. This may have an effect on a relationship.

Pressure to change values may jeopardise a relationship. If virginity before marriage is valued, for example, then pressure to become sexually active will harm the relationship.

Communication

Humans communicate verbally and non-verbally. Verbal communication is talking; non-verbal communication is known as body language and shown by listening, smiling, frowning, nodding, body posture, etc.

Communication reveals how one individual feels about another.

Most people tend to spend more time talking than listening.

Listening is a skill that takes time to develop and needs to be practiced.

SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Lesson Plan Navigating Relationships, pages 2-4.

Activity B. Communicating Clearly

Objective: After completing this activity, the participants will be able to:

- describe ways in which words and body language can say the same or different things and why it is important that they match
- demonstrate ways in which words and body language can express the same or different things, especially in sexual situations

Time required: 40 minutes

Required resources: participants' experiences

Step 1: Introduction

Describe the relationship between words and body language in expressing feelings and communicating clearly. You could say: "We can understand how other people feel and what they are trying to say by listening to their words and watching their body language. Body language includes things such as the expression on a person's face (e.g., smiling, frowning), how a person stands, and what a person does with his or her arms and hands."

"Body language often expresses how we feel more strongly than words do. But if we want to be understood clearly by other people and have them believe us, our body language and words need to match. So, for example, if we say we are fine with how someone is acting or with a decision, but we make a frowning face, the person may get confused and not believe our words."

Instructions

- Ask participants to define the term 'effective communication' using Think-Ink-Pair-Share.
- Ask them to brainstorm situations in which their words and body language do not match, including sexual situations.
- Ask them to demonstrate how the words and body language can match. An example might be that one person wants to have sex and the other person responds with words that say "yes" but body language that looks like "no." Showing the match would be for the person responding to have his or her words and body language both say either "no" or "yes."

Step 2: Role Play: Words and body language not matching

Divide them into pairs to do role plays. Start by having learners do a role play between two people in which one person's words and body language do not match. Examples of scenarios they could use include:

- One person asks the other to have sex, and the other person does not want to.

- One person says, “Let’s study,” and the other one does not want to.
- One friend suggests to another friend that they go out with a group of friends, and the other one wants to stay home with just this friend.

The person who is being asked gives a mixed message in the first role play. That leads the person asking to be more persistent to try to get a clear answer.

Allow about 3 minutes for the role play. Then ask the pairs to discuss the role play, including how it felt to give and receive a mixed message.

Step 3: Role Play: Words and body language matching

Instructions

- Ask participants to role play situations in which words and body language match.
- Ask them to discuss the difference between the two scenes.
- Ask participants to switch roles and do another scenario so that the other person gets a chance to practise giving clear and mixed messages, but in relation to a different issue.

Step 4: Discussion

Reconvene the large group and discuss the role plays. Ask both actors to compare how they felt in each scene.

You could end the activity by saying: “To be understood and believable when expressing your feelings and communicating information and decisions, it is important to have your words and body language match. When they match, you can have healthier, safer relationships.”

Activity C. Suggesting ways to show you care

Objectives: After completing this activity, the participants will be able to:

- list ways in which partners may show that they care for each other.

Time required: 25 minutes

Required resources: Flip chart, markers

Preparation: Post two blank sheets of flipchart paper on the wall, one on each side of the room, and tape one marker to the wall alongside each sheet.

Step 1: Team Brainstorm

Instructions

- Ask participants to divide into two teams of males and females.
- Explain to them that they will be doing a competition by coming up with as many ways as possible on what friends and/ partners can do to show they care for each other in a relationship rather than doing sexual acts.
- Allow each team time to discuss.
- Let each team report to all the participants.
- Allow other group members to ask for clarity.

Step 2: Discussion

Instructions

- Lead a discussion using the following questions:
 - ✓ Were there some ways to show someone you care without engaging in sex that you felt were particularly good ideas?
 - ✓ Boys, which were your favorite ways?
 - ✓ Girls, which were your favorite ways?
 - ✓ Are there any items that you feel like only a guy or a girl can initiate? Why is that? What gender messages make that so?
 - ✓ Are these the same gender messages that we receive about sex? How are they the same or different?
- Comment on the responses.

SOURCE: Adapted from Levack, A., Roller, L. A., and DeAtley, J. M. (2013). Gender Matters: A gender-transformative teenage pregnancy prevention curriculum, Session 3 Big Decisions, Activity 3.4 Ways to Show you Care, pages 139-140.

Key Messages to Participants

- It is healthy and normal to want to belong to a peer group.
- Very young adolescents encounter peer pressure at some point in their life.
- Friends are important but we should not be led astray or pressured into doing things that we do not want to do.
- There are lots of ways to show you care, and sex does not have to be one of them.

Topic 4: Sexual Harassment and Abuse

Links to Curricula

| | | |
|------------|----------------------------------|------------------------------------|
| Standard 4 | Learners' Book Mutu 4, pp 12-16 | Teacher's Guide Unit 4, pp 18-21 |
| Standard 5 | Learners' Book Unit 9, pp39-42 | Teacher's Guide Unit 9, pp 50-53 |
| Standard 6 | Learners' Book Unit 6, pp 24-28 | Teacher's Guide Unit 9, p 37 |
| Standard 7 | Learners' Book Unit 10, pp 36-38 | Teacher's Guide Unit 10, pp 59-63; |
| Standard 8 | Learners' Book Unit 13, pp 48-51 | Teacher's Guide Unit 13, pp 86-92 |

Introduction

Sexual harassment and abuse is an unfortunate experience that some girls and boys face in schools, homes and communities. Sexual harassment includes abusive language and gestures, sexual advances, touching, fondling, passing unwanted notes and character assassination through graffiti, while sexual abuse includes rape and defilement. The victims are often times the silent sufferers particularly when they are in the same school, home and community with the harasser.

Sexual harassment and abuse affect both boys and girls physically, psychologically and emotionally. Further, it embarrasses, humiliates and shames the victims. Girls are particularly vulnerable which renders them susceptible to unintended pregnancies, STIs and HIV and AIDS, which lead to poor performance, stigmatization, dropping out of school and death.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Myths and truths about sexual violence
 - Saying no
 - Taking a stand
 - The empathy game

Structured Teaching and Learning Activities

Activity A: Brainstorming ways in which people would want to be treated in relationships

Objectives: After completing this activity, the participants will be able to:

- identify ways in which people would like to be treated in a relationship.
- explain warning signs that a relationship is potentially unhealthy or abusive.
- describe effective communication practices.

Time required: 40 minutes

Required resources: Handouts on:

- How I Would Want to be Treated by My Partner in a Relationship
- Relationship Scenarios
- Healthy, Unhealthy, and Warning Signs of Abuse

Step 1: Defining the terms 'sexual harassment' and 'sexual abuse'

Instructions

- Ask participants to define the terms 'sexual harassment' and 'sexual abuse' using Think-Ink-Pair-Share method.
- Ask participants to show ways in which they would want to be treated by their partners by circling any **three** ways on the given handout "How I would want to be treated by my partner in a relationship".
- Ask each group to choose one way from the three and make a poster displaying their choice (Poster Making method).
- Let them present their posters in front.
- Allow participants to comment on the posters.
- Identify the popular way chosen by most groups.
- Let the participants give a justification for the popular way chosen.
- Consolidate the activity by giving correct meanings of terms 'sexual harassment' and 'sexual abuse' and emphasizing on the importance of treating each other fairly.

Step 2: Analysing case studies on relationships

Instructions

- Ask participants to read the case study titled Patuma and Rajab.
- Ask participants to analyse the case study by answering the questions that follow.

Patuma and Rajab

Patuma and Rajab really like each other. Rajab loves to play football and has hopes of joining a top league someday. He has just started to play with a group after many hours of practice over the past few months. He excitedly calls Patuma to tell her about the first game that he will be playing in. Patuma is not so sure that she can go but still talks and listens throughout the entire conversation, showing Rajab how excited she is for him.

Patuma knows how much the team means to Rajab, and wants to support him but Patuma tells him that she can't come because she has a meeting that night. Rajab is disappointed, and wishes that Patuma would just forget about her meeting and come to the game anyway. But, he knows that the meeting is as important to Patuma as football is to him. Rajab tells Patuma that it would really mean a lot to him if she came to the game, and Patuma agrees to come during the second half, after her meeting is over. Rajab is happy that she can come during the 2nd half and understands that Patuma also has an important commitment on that same day.

Questions:

1. Identify qualities of a healthy relationship that are depicted in the case study.
2. How did Patuma and Rajab apply the following skills:
 - a. effective communication
 - b. accommodation
 - c. negotiation
 - d. decision making
 - e. empathy
3. How would you react to Rajab's requests, if you were Patuma?
4. State the advantages of a healthy relationship.

NOTE

Patuma and Rajab have different interests, but still support one another in the things that are important to them. Neither of them feels the need to give up their individual interest or feels forced to join the interest of the other person. They are honest with each other and were able to negotiate a compromise that they were both happy with.

Relationships are at the heart of being human and everyone deserves happy and healthy relationships.

Handout on "How I would want to be treated by my partner"

Directions: Please review the following list and circle 3 ways you would want to be treated in a relationship that are most important to you. You may see many qualities here that you like, but try to pick your top three. Follow the directions at the bottom of the page after you have picked your top three.

I want my partner to...

Treat me with respect

Be trustworthy

Need me

Treat me fairly

Support me

Be honest with me

Treat me as an equal

Make me laugh

Encourage me

Protect me

Trust me

Love me

Looking at the three you chose, please list the number one most important way you would like to be treated by a partner and write a brief explanation of why that quality is so important.

Handout on “Healthy, unhealthy and warning signs of abuse”

In a healthy relationship people must do the following:

- Treat their partner with respect and fairness
- Support and encourage each other
- Treat each other as equals
- Exercise honesty
- Earn their partner’s trust
- Have shared interests
- Communicate honestly and clearly
- Enjoy being with each other
- Never hurt their partner physically or sexually

In an unhealthy relationship people do the following:

- Treat their partner disrespectfully and unfairly
- Frequently argue or fight
- Have no shared interests
- Cheat on their partner
- Don’t care about their partner’s feelings
- Don’t enjoy spending time together

Warning signs of an abusive relationship include the following:

- One person throws or breaks things during an argument
- One person tries to control what the other person does, who they see, what they wear, or what they say
- One person is often jealous or is overly jealous
- One person hurts the other person physically or sexually
- One person puts the other person down, calls them names or humiliates them

- “Crazy-Making” behavior—this is when one person lies or changes their story, or when they deny or minimise the other person’s experience. This behavior often makes the other person feel like they are “going crazy.”

SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Lesson Plan Health Relationships, pages 2-7.

Activity B: Discussing healthy relationships and deal breakers

Objectives: After completing this activity, the participants will be able to:

- identify healthy and unhealthy behaviors that exist within relationships
- explain important characteristics of a healthy relationship for themselves
- describe deal-breaker behaviours that would cause them to end a relationship

Time required: 40 minutes

Required resources:

- Healthy, Unhealthy, and Warning Signs of Abuse Handout
- 16 cards, each depicting a different behaviour

Step 1: Classifying relationships as healthy or unhealthy

- Place the 16 cards on the table in front depicting the following:
 1. You stay in the relationship because, although you are unhappy, it is better than being alone.
 2. You talk about sex with your partner.
 3. You make all of the decisions for the couple.
 4. You listen to your partner's opinions.
 5. You have a friend spy on your partner.
 6. You feel in control of yourself and that you can make your own decisions.
 7. You talk about problems when they arise in the relationship.
 8. You argue and fight almost every day.
 9. Your partner pressures you to have sex when you don't want to.
 10. You keep your word.
 11. Your partner hits you.
 12. You talk about avoiding pregnancy and STIs.
 13. You ask your partner to break rules made by his or her parents.
 14. You tell your partner how good he/she looks.
 15. You break into your partner's Facebook account without his/her permission.
 16. You consider your partner's feelings when making decisions.
- Write out two signs on letter-size paper reading "Healthy" and "Unhealthy" and place them apart from each other on the T-Chart.
- Ask two participants to come in front and cluster the cards on the T-Chart with the help of all the participants.
- Consolidate by affirming the behaviours under each column.

Step 2: Identifying healthy and deal breaker behaviours that may exist in relationships

Instructions:

- Ask participants to write three most important healthy behaviours they would want from a partner and other three they would not want to tolerate in a relationship using Give One-Take One method.
- Ask each participant to identify the most important behaviour in a healthy relationship and behaviour in an unhealthy relationship that they would immediately walk away from.
- Ask participants to share their choices in pairs and give reasons.
- Ask some participants to share their deal-breaker and give reasons why it is a deal-breaker.
- Consolidate by focusing on the importance of building healthy relationships.

Step 3: Describing steps of action for unhealthy behaviour and deal breakers

Instructions

- Tell participants that while deal-breakers may create an immediate need to end a relationship, other unhealthy behaviors may require some time to discuss and assess.
- Describe the steps of action for unhealthy behaviors as follows:
 - Step 1:** Look out for the unhealthy behavior.
 - Step 2:** If it is safe to do so, discuss the behavior with your partner.
 - Step 3:** Get support from trusted friends or family if you are experiencing an unhealthy behavior.
 - Step 4:** Consider ending the relationship if the unhealthy behavior continues. If the behavior included any form of violence or threats, talk with a trusted adult, so they can help you stay safe during and after the break-up.
- Let the participants discuss unhealthy behaviors in relationships by basing on the following three issues using class brainstorming:
 1. Violence
 - ✓ Why do you think some people hurt or control their partners?
 - ✓ How can violence affect a relationship?
 - ✓ How can violence increase the risk for pregnancy?
 2. Communication
 - ✓ Why is communication during a relationship important?
 - ✓ If someone has poor communication skills, how could that affect his/her ability to prevent pregnancy?

3. Getting help

- ✓ Do you think it might be hard for someone in an unhealthy relationship to end it?
- ✓ What would make it hard for someone to end an unhealthy relationship?
- ✓ Who would you talk to if you were in an unhealthy relationship?

NOTE:

- Healthy relationships are based on communication, honesty, equality, respect, and responsibility.
- Unhealthy relationship behaviors often lead to poor health outcomes, like unintended pregnancy and STIs.
- Be your own boss. Practice healthy relationship behaviors and expect these behaviors from your partner. Do not stay in an unhealthy relationship.

SOURCE: Adapted from Levack, A., Roller, L. A., and DeAtley, J. M. (2013). Gender Matters: A gender-transformative teenage pregnancy prevention curriculum, Session 2: Healthy Relationships, Activity 2.2: Healthy Relationships and Deal-Breakers, pages 83-89.

Key messages to participants

- Adolescents may experience sexual harassment and abuse at home, community and school.
- Sexual harassment and abuse takes different forms.
- Sexual harassment and abuse affect adolescents in many ways.
- There are many structures that support victims of sexual harassment and abuse that adolescents need to be aware of such as; village based victim support committees, female role models, male champions, parents, police, mother groups, chiefs, the church, and health workers.

Topic 5: Supporting the Vulnerable

Links to Curricula

| | | |
|------------|---|--|
| Standard 4 | Learners' Book Unit 4, pp 16-17 ; Unit 16, pp 58-61 | Teacher's Guide Unit 4, pp 33-36 ; Unit 16, pp 105-109 |
| Standard 5 | Learners' Book Unit 4, pp 16-17; Unit 8, pp 29-32 | Teacher's Guide Unit 4, pp 23-28; Unit 8, pp 47-52 |
| Standard 6 | Learners' Book Unit 13, pp 41-43; Unit 18, pp 54-57; Unit 19, pp 58-60; Unit 20, pp 61-63 | Teacher's Guide Unit 13, pp 55-58; Unit 18, pp 78-81; Unit 19, pp 82-85; Unit 20, pp 86-91 |
| Standard 7 | Learners' Book Unit 4, pp 16-17; Unit 8, pp 29-32 | Teacher's Guide Unit 4, pp 23-28; Unit 8, pp 47-52 |
| Standard 8 | Learners' Book Unit 4, pp 16-17; Unit 16, pp 58-61 | Teacher's Guide Unit 4, pp 33-36; Unit 16, pp 105-109 |

Introduction

People living with HIV and AIDS face a number of challenges which includes stigma and discrimination. It is the responsibility of everyone in the society to understand and support such people. It is therefore crucial that people develop empathy in order to mitigate the social ills of stereotype, stigma and discrimination as they relate to HIV and AIDS.

This unit will help participants to explore ways of supporting people living with HIV and AIDS in their communities.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Taking a Stand
 - The Empathy Game

Structured Teaching and Learning Activities

Activity A: Supporting people living with HIV and AIDS

Objectives: After completing this activity, the participants will be able to:

- explain ways in which stigma can affect people in one's community
- demonstrate ways in which one can express empathy toward a person who is infected with or affected by HIV or AIDS

Time required: 40 minutes

Required resources: Chalkboard and chalk or flip chart and markers, cardboard, glue, one copy of scripted role play for each participant

Preparation required: photocopy scripted role plays

Step 1: Discussing ways in which people living with HIV are stigmatised and discriminated against

Instruction

- Ask participants to explain ways in which people living with HIV are stigmatised and discriminated against using Bus stop method.
- Consolidate the activity by affirming participants' responses.

Step 2: Demonstrating ways of supporting a child who has lost a parent due to AIDS

Instructions

- Ask two participants to act out a scripted role play on "I'd Rather Stay Away from Him".
- After the role play, ask participants to answer questions that follow.
- Ask participants to discuss ways of supporting a child who has lost a parent due to AIDS using poster making method.
- Consolidate by affirming participants' responses.

I would rather stay away from him

Maria and Chikondi are 12 years old. They are friends and in the same class. Kondwani is also in their class. The three of them get along well and sometimes meet after school to go for a walk. But a few days ago, Kondwani suddenly left school. Maria and Chikondi wonder why.

Maria: I really don't understand why Kondwani dropped out of school! I wonder what's wrong. I haven't seen him since last week, and I don't even know where he lives.

Chikondi: I was wondering myself . . . he said he enjoyed coming to school. He didn't say a word, did he?—I mean about leaving . . . it's not very kind on his part!

Maria: Have you heard anything about him?

Chikondi: Well, actually my mother mentioned something, but it's hard to believe.

Maria: What do you know? Come on, tell me the whole story!

Chikondi: I don't know if it's true, but my mother said that his mother died.

Maria: Ah . . . I'm sorry . . . can you imagine how he must be feeling about that?

Chikondi: It's hard. I can't even think of it. He must be feeling very lonely. No one can fill the love of one's mother.

Maria: But his mother was quite young, wasn't she? Was she ill?

Chikondi: According to what my mother was told, she died of AIDS, and Kondwani might also be infected with AIDS.

Maria: He lost his mother, and he is infected with AIDS! It can't be true. I'm really concerned about him. He's only 12 . . . I can't believe it.

Chikondi: My mother told me to stay away from him. I really don't know what to do . . . perhaps we should avoid him! We might catch the disease.

Maria: Hmm . . . we learned that AIDS can't spread by meeting with infected people. I think he needs our support. After all, he is our friend.

Chikondi: May be you're right. How can we support him?

Maria: Without his mother I am sure he will need help in the house. I also remember my father saying a way to support a person affected by AIDS is to continue the friendship: spend some time with the person so that he or she can share feelings and get support. Imagine how we would feel if you or I lost our mother and people were avoiding us.

Chikondi: Yes, I would feel scared and lonely. Let's not waste time . . . let's go and meet him.

Maria and Chikondi went to Kondwani's place. They talked, played football, and made dinner. Kondwani was happy to have friends like Chikondi and Maria.

Questions

1. How did you feel when acting the role play? (to the actors)

2. How did you feel when the role play was being acted out? (to the audience)

You could end the activity by saying: “Many people avoid a person who is HIV-positive when they find out he or she is infected. They also reject children who have lost a parent due to AIDS. But people who are ill or who have lost a parent are in special need of understanding and love. In this activity, you have learned about the support that a person needs when his or her parent dies of AIDS and how you can provide that support.”

SOURCE: Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), Activity 10: Supporting People Living with HIV and AIDS, pages 54-56.

Activity B: Discussing stigma and discrimination

Objectives: After completing this activity, the participants will be able to:

- define the terms 'stigma and discrimination'
- give examples of stigma and discrimination
- describe ways in which stigma and discrimination can cause harm to people affected and infected with HIV and AIDS

Time required: 40 minutes

Required resources: Chalk, string, coloured tape or some material to mark line

Step 1: Defining the terms 'stigma' and 'discrimination'

Instructions

- Ask participants to define the terms 'stigma' and 'discrimination' using Think-Pair-Share.
- Consolidate by confirming correct definitions of the terms stigma and discrimination.

Note:

- ✓ "Sometimes individuals are treated unfairly because they are different in some way.
- ✓ The differences stir up fear and hate due to myths and misunderstanding.
- ✓ Individuals may experience stigma and discrimination because of physical, intellectual, or economic differences; gender; race; ethnic background; religion; sexuality; or HIV status."
- ✓ "Stigma is viewing people negatively and not valuing them. Stigma creates or reinforces inequalities among individuals and usually leads to discrimination.
- ✓ Discrimination is any type of action based on stigma that violates individuals' rights."
- ✓ "With HIV and AIDS, there have been many myths over many years that have led to stigma and discrimination.
- ✓ As a result, many persons who have HIV or have parents with HIV do not get the services and support that they need and deserve.
- ✓ Individuals may feel rejected by others.
- ✓ They also may be denied their rights to things like education, employment, and involvement in the community."

Step 2: Expressing one's feelings when stigmatised or discriminated against

Instructions

- Place a piece of coloured tape on the floor to divide the room in half and ask all participants to stand on one side of the room. It can also be conducted outside.
- Ask the participants some or all the questions listed below one at a time. You can also make up other questions that are appropriate for your group of participants. However, do not use questions that involve revealing something very personal that

participants might not want to reveal, such as HIV status or sexual orientation.

- After you ask a question, participants to whom the question applies must walk across the line to the other side of the line.
- Ask participants to express how they felt when they were stigmatised or discriminated against.

Suggested questions to ask participants

- Have you ever been teased or bullied for:
 - ✓ Not having a boy/girlfriend
 - ✓ Being fat
- Have you ever been teased or bullied for:
 - ✓ Getting poor grades
 - ✓ Working hard in school and getting good grades
- Have you ever been teased or bullied for:
 - ✓ Being poor
 - ✓ Being rich
- Have you ever been teased or bullied for being different because of your race, ethnic background, or religion?
- (To ask the girls) Have you ever been teased or bullied for acting differently from most girls?
- (To ask the boys) Have you ever been teased or bullied for acting differently from most boys?

Note:

- Be sure to emphasise that this exercise is completely voluntary and that participants can opt out of it at any time.
- No participants should be put in a position where they have to reveal something they do not want to reveal.
- This exercise helps those who crossed the line see that they are not alone in their experiences, and that they will be accepted by others despite what they have gone through.
- It also helps those who have not had the experience to understand what it feels like to have it and to convey caring and support to those who have gone through it.
- The exercise also helps to dispel myths that some people are bad or unacceptable because of what they have gone through.
- It may even bring some people to ask directly for acceptance for who they are and bring others to apologise for things they have said or done.
- You could end the activity by saying: “Due to fear, ignorance, stigma, and discrimination, some people reject individuals who are different from them in some way. People who are infected with HIV or who have lost a parent due to AIDS often experience stigma and discrimination. In this activity, you have learned more about what it feels like to experience stigma and discrimination and understand and accept others.”

SOURCE: Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), Activity 9: Understanding Stigma and Discrimination, pages 51-53.

Key messages to participants

- People who are living with HIV and AIDS need our support and understanding.
- People who have had family members die from HIV and AIDS need our support and understanding.

Core Element: Personal Development

Topic 6: Self-Esteem

Links to Curricula

| | | |
|------------|----------------------------------|-----------------------------------|
| Standard 4 | Learners' Book Mutu 10, pp 37-39 | Teacher's Guide Unit 10, pp 48-51 |
| Standard 5 | Learners' Book Unit 3, pp 11-17 | Teacher's Guide Unit 3, pp 13-20 |
| Standard 6 | Learners' Book Unit 5, pp 10-12 | Teacher's Guide Unit 5, pp 19-22 |
| Standard 7 | Learners' Book Unit, pp 52-55 | Teacher's Guide Unit 13, pp 83-89 |
| Standard 8 | Learners' Book Unit 12, pp 42-47 | Teacher's Guide Unit 12, pp 80-85 |

Introduction

Self-esteem refers to the way we feel about and value ourselves. When one develops positive feelings and values oneself, he/she is said to have healthy self-esteem. On the other hand, having negative feelings about oneself leads to unhealthy self-esteem. A healthy self-esteem helps one to appreciate their worthiness. Such a belief helps a person to be successful in life. Adolescents can use a healthy self-esteem as a skill to overcome challenges related to sexual and reproductive health. There are several factors that promote healthy self-esteem such as positive comments from others, achievements, and recognition. Factors that lead to unhealthy self-esteem include poor upbringing, negative comments from others, poverty and gender-based violence.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - 2: Completing scenarios on friendship
 - 3: Fatima's story
 - 14: When I grow up interviews

Structured Teaching and Learning Activities

Activity A: Understanding the journey of respect

Objectives: After completing this activity, participants will be able to:

- identify characteristics of respectable, role-model males and females
- identify ways in which respect is earned

Time required: 40 minutes

Required resources: Case study

Step 1: Opening discussion

Instructions

- Ask participants to answer the following questions using Mix-Freeze-Pair:
 - ✓ Does one earn respect or is it given to you?
 - ✓ Does respect remain the same or change over time?
 - ✓ How can people earn respect by their actions and choices?

Step 2: Lions versus cows: who is more respected?

Instructions

- Tell the participants that some men are like lions. They are respected in the family, master of the household, they are strong and dictators in the community. Like lions, these men seem aggressive and are feared by the community. Other men are like cows. They have strong social skills, going all around the community helping everyone and serving others. They act like they are equal to everyone in the community. They are loved by all. This kind of men can share every duty in the house like listening to what their wife wants and peacefully solving challenges. They are also respected as men.
- Ask participants to create two role-plays: one where there is a man whose character is like a lion, another where the man's character is like a cow.
- Ask participants to answer the following questions based on the role plays:
 - ✓ Which man is more respected; the lion or the cow?
 - ✓ What actions do these men do to earn respect from family and friends?
 - ✓ Which actions do not earn respect?
 - ✓ What does it feel like when someone is feared? How is this different from respect?

Step 3: Identifying an individual who is more respected

Instructions

- Ask participants to state which person is more respected than the other using Values Clarification method.

- Ask male and female participants to sit on opposite sides of the room.
- Read each of the statements below.
- After asking each of the questions, let participants vote on each response within their group (male or female) by raising hands.
- If all males or females do not agree with each other, ask them to discuss the question until everyone agrees.

Note: *The questions below are not intended to generate much discussion. The raising of hands for each vote is important so participants recognize that there is a strong connection between respect and one's behaviours.*

Which boy is more respected?

- Choice 1: The boy who asks his parents to allow his sister to stay in school.
- Choice 2: The boy who says nothing when his parents take his sister out of school.

Which boy is more respected?

- Choice 1: The boy who asks his sister what her goals in life are and encourages her to achieve her goals.
- Choice 2: The boy who does not ask his sister anything.

Which boy is more respected?

- Choice 1: The boy who feels that their education is more valued because they are cleverer than girls.
- Choice 2: The boy who recognizes that girls are just as clever as boys and their education should be valued.

Which boy is more respected?

- Choice 1: The boy who harasses girls on the way to school and proposes to girls when he knows girls don't feel comfortable.
- Choice 2: The boy who respects girls and walks girls to school so they feel happy and safe to attend every day.

Which boy is more respected?

- Choice 1: The boy who teases a friend for doing household chores with their sisters, calling them "foolish."
- Choice 2: The boy who appreciates when boys work together with sisters on household chores.

Which man is more respected?

- Choice 1: The man who wants to make all decisions for his family, without asking his wife's opinion.
- Choice 2: The man who wants to talk and discuss life's decisions with his wife so that they are in mutual agreement.

Which man is more respected?

- Choice 1: The man who drinks too much alcohol and comes home and quarrels with his wife.
- Choice 2: The man who drinks sometimes, but never lets alcohol get in the way of respecting his wife.

Which girl is more respected?

- Choice 1: The girl who takes pride in her school work, always striving to do her best.
- Choice 2: The girl who does not care about the quality of her school work.

Which girl is more respected?

- Choice 1: The girl who is afraid to seek help when she is harassed or abused and stays silent.
- Choice 2: The girl who speaks up and seeks help to get the support she needs.

Which girl is more respected?

- Choice 1: The girl who makes a plan with her parents each day to set aside time to revise lessons.
- Choice 2: The girl who lets the day pass by and realizes late at night she is too tired to revise lessons.

Which girl is more respected?

- Choice 1: The girl who doesn't ask her brother for help with household chores and is tired every day.
- Choice 2: The girl who asks her brother for help and shares her hopes and dreams with him.

Which girl is more respected?

- Choice 1: The girl who successfully completes her education no matter how old she is.
- Choice 2: The girl who is embarrassed to continue with school because she is older than her classmates, so she drops out.

Which girl is more respected?

- Choice 1: The girl who speaks up in class and likes to be the smartest learner in class.
- Choice 2: The girl who feels shy and tries to hide how smart she is.

Which girl is more respected?

- Choice 1: The girl who believes in herself and doesn't allow others to put her down.

- Choice 2: The girl who accepts the opinions and perceptions of others, even when they are not true.

Which girl is more respected?

- Choice 1: The girl who thinks that material goods, such as new shoes, will bring her happiness.
- Choice 2: The girl who feels happiness can come through close connections with friends.

Discussion

- Ask participants the following questions:
 - ✓ Which of these actions will allow both girls and boys to have happier lives?
 - ✓ Which actions will earn respect from family and friends?
 - ✓ Which actions can girls and boys have control over?
 - ✓ Who influences girls' and boys' choices?
- Consolidate by saying the following:
 - ✓ Some people think respect is just given to them, but REAL respect is earned.
 - ✓ Respect is earned.
 - ✓ Fear does not lead to respect.
 - ✓ Kindness and hard work leads to respect.
 - ✓ All children have choices. The choices you make today can change your life and can earn you respect in positive ways.

SOURCE: Save the Children, CHOICES: Participatory sessions for 10 to 14 year old girls and boys in Malawi (2015), Session 3 Journey of Respect, pages 18-21.

Activity B: Feeling confident

Objective: After completing this activity, participants will be able to:

- demonstrate self-confidence by recognizing one's own talents

Time required: 40 minutes

Step 1: Opening discussion

Instructions

- Ask participants the following questions using Mix-Freeze-Pair:
 - ✓ How do you know when you are really good at something?
 - ✓ Who deserves to feel good about something they can do?
 - ✓ How do you know when someone is good at something?
- Ask participants to read the story about Faith and answer questions that follow:

There was once a girl named Faith. She used to get good grades at school but she never received as much praise as the boys. Faith started doubting herself, unsure if she really was smart and knew the right answers to questions. She began to raise her hand less in class and the less she raised her hand, the less she participated. The less she participated in class, the less confident she felt about herself. She started to forget how smart she really was. She lost her confidence!

Questions

- Why do you think Faith lost her confidence?
- How can Faith regain her confidence?

Consolidate the activity by saying the following:

We all have special gifts and talents, things we are good at that we should be proud of. Understanding our personal strengths and things we are good at help us feel good about ourselves and feel more confident. Faith should be proud of herself and confident that she is smart because she gets good grades.

Step 2: Practising speaking with confidence

Instructions

- Separate participants into two groups of males and females.
- Explain that you want everyone to practice telling something about themselves to the group, but to do it with confidence. They can say anything about how they are feeling or something they want to share.
- Form a circle and let everyone compliment another person for something they are really good at. Encourage everyone to congratulate each other with applause.

Step 3: Identifying personal strengths

Instructions

- Ask participants to be in groups.
- Ask each participant to write something positive about their friend using Ego Booster method.
- Consolidate the activity by asking the following questions:
 - ✓ How did it feel to say something positive about yourself to the group?
 - ✓ How did it feel to have someone say something positive about you?
 - ✓ How did it feel to have everyone encouraging you when you spoke to your group?
 - ✓ How did it feel to get applause?

SOURCE: Save the Children, CHOICES: Participatory sessions for 10 to 14 year old girls and boys in Malawi (2015), Session 4 Feeling Confident, pages 22-23.

Key Messages to Participants

- Every person has strengths and areas that need to be improved.
- Individuals should never feel bad about who they are and what they are capable of doing.
- Do not allow other people to make us feel bad about ourselves.
- It is important to find friends who support us and make us feel good about ourselves and look at life positively.

Core Element: Personal Development

Topic 7: Assertiveness

Links to Curricula

| | | |
|------------|----------------------------------|-----------------------------------|
| Standard 4 | Learners' Book Mutu 11, pp 40-43 | Teacher's Guide Unit 11, pp 52-55 |
| Standard 5 | Learners' Book Unit 7, pp 31-33 | Teacher's Guide Unit 7, pp 40-43 |
| Standard 6 | Learners' Book Unit 6, pp 13-16 | Teacher's Guide Unit 6, pp 23-26 |
| Standard 7 | Learners' Book Unit 13, pp 52-55 | Teacher's Guide Unit 13, pp 83-89 |
| Standard 8 | Learners' Book Unit 12, pp 42-47 | Teacher's Guide Unit 12, pp 80-85 |

Introduction

Assertiveness is the ability to honestly tell others what you want or do not want without offending them. It is important for youths to develop assertiveness which will assist them to make informed decisions and to deal with demands and challenges such as sexual desire, peer pressure, drug and substance abuse, STIs including HIV.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Completing scenarios on friendship
 - How alcohol feels game
 - Saying no
 - Taking a stand

Structured Teaching and Learning Activities

Activity A: Demonstrating what would I say?

Objectives: After completing this activity, the participants will be able to:

- define assertive, passive, and aggressive, communication
- identify assertive communication skills
- demonstrate assertive communication skills

Time required: 40 minutes

Required resources: Flipcharts, markers

Preparation required:

- Write the definitions for assertive, passive, and aggressive communication on the chalkboard. Use simple language, symbols, or pictures in order to reach all literacy levels.
- The gestures and phrases used throughout this session of acting weak, strong, and aggressive are examples. You are highly encouraged to develop examples that are relevant to your own culture and community.

Step 1: Introducing assertive communication

Instructions

- Ask participants to define the term communication using Think-Ink-Pair-Share.
- Tell the participants that you are going to demonstrate a few different ways to communicate, using another participant for help. Explain that you are a young girl who needs to ask another girl to help you with a household chore. You will demonstrate three different communication techniques:
- Act out the following three situations to demonstrate the three types of communication:
 - ✓ **Assertive:** Look at your partner and say calmly, “I think you have a lot of experience with this task and I need help with this chore. Would you please help me sometime today?”
 - ✓ **Passive:** Without looking at your partner say, “It sure would be nice if someone would help me with this chore, because I won’t be able to do it on my own.”
 - ✓ **Aggressive:** Stare at your partner, get too close to them and speak very loudly, saying, “You better help me with this chore or I’ll hold you responsible for what will happen.”
- Ask participants what they just saw. Ask how they would have reacted to each approach. Which was most likely/least likely to make you want to help this

- Share the three definitions for assertive, passive, and aggressive communication, below.

Three Types of Communication

- ✓ **Assertive Communication:** is delivering a message by honestly expressing your thoughts and feelings; direct and clear; mutual respect.
 - ✓ **Passive Communication:** is delivering a message without expressing your true thoughts or feelings; sometimes staying silent.
 - ✓ **Aggressive Communication:** is delivering a message forcefully without thinking of the other person's feelings; expressing oneself in a confrontational manner.
- Ask participants which of the ways demonstrated earlier was an example of passive communication, aggressive communication, and assertive communication.
 - Ask participants to give examples of when aggressive or weak communication may be useful. Two examples are listed here:
 - ✓ If you need to get away from a dangerous situation: fight, be loud, angry, and scary. (Aggressive)
 - ✓ If an influential person (leader, teacher, etc.) asks you for favors that might lead to sexual activity or advances: lie and tell him your mother/father wants you home right then or make up some other story that might work. (Passive)
 - Tell the participants that there are times when aggressive and passive communication are appropriate, but this session will focus on developing strong or assertive communication skills
 - In groups ask participants to explain when assertive communication is important using Pens in the Middle.

Step 2: Demonstrating steps to assertive communication

Instructions

- Describe the following four steps to assertive communication:
 - Step 1: "I feel ...". Here the participant should express the emotion that he is experiencing.
 - Step 2: "When you...". Here the participant says what the other person did that caused him to feel the emotion. It is important to note that this is not about assigning blame but about expressing feelings.
 - Step 3: "Because...". The participant explains why the action caused him to feel the emotion.
 - Step 4: "And I would like/want/need...". Here the participant explains what he would like to have happened in order to feel better.

Some examples you can provide:

- a. I feel hurt and betrayed...
when you call me a baby just...
because I do not want to smoke *chamba* or have sex ...
and I would like you to respect the way I feel about drugs and sex.
- b. I feel frightened...
when you get so close to me...
because it is threatening...
and I need you to keep more distance.
- c. I feel put down...
when you tell me I should not stay in school...
because I think you must think I am stupid...
and I need you to support my decision to stay in school.

Step 3: Role playing assertive communication

Instructions

- Ask participants to demonstrate the four steps to assertive communication using Role play method. Use the situations below:
 - ✓ Participant A = “I want to buy you beer, you are pretty and I have money. I am tired of you saying ‘No’ and I will not take ‘No’ for an answer”.
 - ✓ Participant B = “I feel confused by your constant offers, when you know I am not allowed to go to a bar because I am too young and my parents do NOT allow it. I need you to stop asking me”.
- Consolidate the activity by asking the following questions using Ball game:
 - ✓ Did you hear strong statements that you could use in a real situation? What were they?
 - ✓ Did the statements make you feel comfortable? Was it difficult to confront your peers? Why?

Situations:

- ✓ Someone you do not know offers you a ride to school.
- ✓ Your closest friend smokes *chamba* as do all of your friends. She asks you to smoke also or not hang out with them.
- ✓ A boy you like asks you if you want to go have beer.
- ✓ An older man who is a good friend of the family tells you if you go to his house with him, he will buy you something special.
- ✓ You are trying to return to school and your aunt and mother are trying to discourage you.

SOURCE: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011), Go Girls! Community-based Life Skills for Girls: A Training Manual, Session 4 Speak Up! Communicating with others, pages 29-32.

Activity B: Managing peer pressure

Objectives: After completing this activity, the participants will be able to:

- explain the importance of belonging to a group
- analyse the benefits and disadvantages of belonging to a group
- identify peer pressure coping strategies
- rank peer pressure coping strategies

Time required: 30 minutes

Required resources: Two sheets of prepared flip chart paper.

Preparation required: Prepare two pieces of flip chart paper with “Advantages” and “Disadvantages” written at the top of each, respectively.

Step 1: Exploring importance of friendship

Instructions

- Using Save the Last Word for Me, ask one participant to come in front and pose a question to the whole class, “What makes friendship important?”
- Allow several participants to contribute.
- The participant summarizes the discussion by saying his/her last word and no one is allowed to contribute after him or her.
- Consolidate by clarifying any misinformation that might have arisen during the discussion.

Step 2: Defining the term ‘peer pressure’

Instructions

- In groups, ask participants to read a case study titled, ‘The Crew.’
- Using Construction Blocks method, ask each group to define the term ‘peer pressure’.
- Consolidate by confirming the correct definition of the term ‘peer pressure.’

The Crew

Chisomo is in standard 7. She was performing very well in standard 6. She has joined a group of boys and girls, which calls itself “The Crew”. Members of “The Crew” often run away from classes to spend time at the video show. Chisomo and her friends also bully young learners at the school, demanding food items from them. Chisomo failed end of term exams. Chisomo’s behaviour has changed because she is forced to follow what “The Crew” members want.

Questions

1. Mention any two bad behaviours shown by “The Crew”.
2. Why did Chisomo fail end of term exams in standard 7?
3. Why did Chisomo’s behaviour change?
4. What kind of pressure is demonstrated in the story?
5. What is peer pressure?

Step 3: Exploring advantages and disadvantages of belonging to a group

Instruction

- Ask participants to list advantages and disadvantages of belonging to a group.
- Ask one participant to record the responses on the T-Chart.
- Guide a discussion using the following questions:
 - ✓ What do you notice about the items written on the Advantages list?
 - ✓ What do you notice about the items written on the Disadvantages list?
 - ✓ Are there any important items that are missing from either list? (If so, feel free to add others that participants may come up with to each list.)
 - ✓ Looking now at both lists, what did you learn about belonging to groups?

Step 4: Analysing ways of coping with peer pressure

Instructions

- Using Discussion Web method, ask participants to analyse ways of coping with peer pressure.
- Ask the groups to rank the top three ways of coping with peer pressure from the list.
- Ask each group to share their top most solution with the whole class.
- Consolidate by emphasizing on the importance of coping with peer pressure.

Note: Highlight the following key points:

- ✓ It is healthy and normal to want to belong to a peer group.
- ✓ Many young people find themselves bullied or taken advantage of by a peer group.
- ✓ We must first and always be true to our values and ourselves and make decisions that are good for us.
- ✓ Friends are important but we should not be led astray or pressured into doing things that we do not want to do.

SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Lesson Plan Managing Peer Pressure, pages 2-3.

Activity C: Demonstrating ways of saying NO

Objectives: After completing this activity, the participants will be able to:

- list the five steps that can be used in an effective refusal

Time required: 20 minutes

Required resources: Flipchart; marker.

Preparation required:

- Write the Ways to Say NO on the board.
- Make or write out copy of role play scripts to provide to volunteers.

Step 1: Demonstrating assertive communication model for saying NO

Instructions

- Present assertive communication model of saying NO as follows:
 1. Say no with your voice and body.
 2. Explain why
 3. Create some space if you need to say NO again.
 4. Offer an alternative.
 5. Walk away if the above steps don't work.
- Ask participants to demonstrate assertive communication model of saying NO using the situation of someone offering you the drug.

e.g. Imagine you are at a party and someone offers you some type of drug. The person says that the drug is totally safe and will make you feel great. You don't want to take the drug.

Note: Ensure the following points are illustrated:

- Say NO with your voice, eyes, and body.
 - Make eye contact.
 - Stand up.
 - State NO firmly. (NO, I don't want to try that. NO, I'm not interested.)
- Say NO and explain your choice.
 - NO, I don't want to try that. I don't do drugs.
 - NO, I don't want to try that. I feel good without using drugs.

Using these two ways may be enough. The person offering the drugs may back off and understand that you are not going to take drugs. However, the person could keep offering or insisting that you try them. In that case, consider the next three steps.

- If you need to, say NO again and move or use body language to reinforce the point.
 - NO, I don't want to try that.
 - Get up.
 - Move away.
 - Go to the bathroom.
 - Get up to get a drink.
 - Start talking to another friend.
 - Pretend you just got a phone call and walk to the side.
- Offer an alternative, if you choose.
 - NO, I don't want to try that. Do you want to:
 - Go outside?
 - Dance?
 - Get something to eat?
 - Go talk to (name of friend)?
- Walk away.
 - Just walk away without saying anything, even if this creates an awkward situation. It is better to be in an awkward situation than to be forced to do something you do not want to do. Friends who really care about you, should never insist you do something that you do not want to do. If the person becomes aggressive, leave the situation, or talk to a trusted adult.

Step 2: Practicing ways to say NO

Instructions

- Ask two volunteers to demonstrate the model of Saying No using scripted role play.

OR

- Demonstrating ways of saying No Using Activity Card 11. Saying NO

Background

Precious and Emily are good friends and are walking home from school. Someone they do not know sees Precious and Emily walking along the road and offers them a ride. Emily refuses, but Precious gets in the car and is trying to convince Emily to get in too.

Precious: Come on, let's go.

Emily: No, Precious. I don't want to do that.

Precious: Don't be scared, it will be fine. Please...

Emily: No. I just don't want to. I'm just walking. Can we keep walking?

Precious: I don't understand why you won't do it. What's the big deal?

Emily: [Turning away from Precious] I don't feel comfortable getting into a stranger's car.

Precious: It will be fine, I promise. Come on, hurry up, and get in.

Emily: Well, in that case, I will continue walking by myself. Goodbye, Precious.

[Emily walks away.]

After the role play, lead a short discussion using the questions below.

- How realistic was this role play?
- How effective did you think Emily was at refusing the ride?
- Which of the “Ways to Say NO” did Emily use?
- Was Emily assertive about her feelings and needs? If so, what did she say?
- How well did Precious accept Emily saying no? What could she have said to make it easier for Emily?
- Is it helpful to have the Ways to Say No to use in real life situations?

SOURCE: Adapted from Levack, A., Roller, L. A., and DeAtley, J. M. (2013). Gender Matters: A gender-transformative teenage pregnancy prevention curriculum, Session 2 Healthy Relationships, Activity 2.3 Assertive Communication, pages 91-104.

Key Messages to Participants

- Assertiveness helps one to stand up for one’s values and achieve personal goals.
- Assertiveness is an important skill to help one deal with negative peer pressure.
- Whether you are a girl or boy, you should never engage in sex if you do not want to - even if you have had sex before.

Core Element: Personal Development

Topic 8: Decision-making and Problem-solving

Links to Curricula

| | | |
|------------|----------------------------------|-----------------------------------|
| Standard 4 | Learners' Book Mutu 7, pp 26-30 | Teacher's Guide Unit 7, pp 32-38 |
| Standard 5 | Learners' Book Unit 9, pp 39-42 | Teacher's Guide Unit 9, pp 49-53 |
| Standard 6 | Learners' Book Unit 9, pp 24-28 | Teacher's Guide Unit 9, pp 36-40 |
| Standard 7 | Learners' Book Unit 11, pp 39-46 | Teacher's Guide Unit 11, pp 65-75 |
| Standard 8 | Learners' Book Unit 11, pp 39-41 | Teacher's Guide Unit 11, pp 75-79 |

Introduction

Every individual encounters various demands and challenges in life such as poverty, orphanhood, sexual desire, harassment and abuse, negative peer pressure and drug and substance abuse. It is crucial for young people to address these challenges by applying effective decision making skills in order to avoid negative consequences on their health and social life.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Fatima's story
- Saying no

Structured Teaching and Learning Activities

Activity A: Making good decisions

Objectives: After completing this activity, the participants will be able to:

- practice making good decisions

Time required: 40 minutes

Required resources: Chalkboard/chalk or flipchart/marker.

Preparation required: Read the story of Beatrice and Austin ahead of time and be familiar with the various decision-making steps with which they are faced.

Step 1: Exploring decisions made by participants

Instructions

- Ask participants to share any decision they have made in the day using Think-Pair-Share method.
- Ask participants to recall any difficult decision they have ever made in life.
- Ask them to turn to the person next to them and explain what the decision was and what happened.
- Tell participants that in order to make good decisions it is important to follow three steps as follows:
 - ✓ One: Stop and think.
 - ✓ Two: Consider the consequences of your decision.
 - ✓ Three: Know the facts.
- Ask participants to talk to their partner again and see if they went through these steps when making their decision they talked about. If they did not, ask them what could have been helpful.

Step 2: Practising good decision making

Instructions

- Tell participants that they will play a “decision points” game for them to practice making decisions.
- Read a story about Austin and Beatrice below.
- Explain that whenever you stop the story and clap your hands twice it means Beatrice and Austin need to stop and make a decision, therefore, participants should work in groups to make a decision for Beatrice and Austin as follows:

Read: A young man, named Austin, stops his car to talk to a girl, named Beatrice, and eventually he asks if she wants a ride.

Stop and think: Clap your hands twice (CLAP, CLAP) and ask these questions:

- **Consequences:** What could happen if Beatrice gets in the car with Austin? What can happen if she doesn't get in the car?
- **Know the facts:** What does Beatrice know about Austin? What does she know about others who have accepted rides from Austin? Or others like him?

Read: Beatrice accepts the ride and Austin offers to stop by the bar and buy her beer on the way home.

Stop and think: Clap your hands twice (CLAP, CLAP) and ask these questions:

- **Consequences:** What could happen if Beatrice agrees to have a beer with Austin? What could happen if Beatrice doesn't have a beer with Austin?
- **Know the facts:** Why is Austin offering Beatrice a beer? Does Beatrice know about the effects of alcohol on herself? On Austin? How will she get home if Austin is drunk?

Read: Beatrice tells Austin that she will go to a bar with him if he agrees to have one beer only and then take her home. He agrees. Inside the bar he orders one beer each and then several more for himself, until he is drunk. Beatrice tries to leave the bar, but Austin grabs her and harasses her. Beatrice is able to make it outside the bar but once she gets outside she sees that it is dark. She needs to get home.

Stop and think: Clap your hands twice (CLAP, CLAP) and ask these questions:

- **Consequences:** How could she get home safely? What could happen if she tries to walk? Or goes and waits for him? What could happen if she contacts a friend or family member?
- **Know the facts:** What are her other options? Can she ask someone else? Or call a person for help?

- Consolidate by asking participants the following questions using Letter to the Author:

- ✓ What were the consequences of Beatrice's decisions?
- ✓ Would you have made similar decisions if you were in the same situation? Why or why not?

SOURCE: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (2011), Go Girls! Community-based Life Skills for Girls: A Training Manual, Session 5 Making Good Decisions, pages 34-36.

Activity B: Examining risky behaviours and making healthy decisions

Objectives: After completing this activity, the participants will be able to:

- explain the concepts of risk, risky situations, and healthy decision-making
- identify the negative results of a variety of risky behaviours
- apply problem-solving skills in making healthy decisions about whether to have sex

Time required: 40 minutes

Required resources: Chalkboard and chalk or flip chart and markers, one copy of the worksheets Risky Behaviours Exercise and Story to Complete for each participant.

Preparation required: Prepare worksheets for participants.

Step 1: Introduction

Instructions

- Ask participants to brainstorm the meaning of 'risky behaviour'.
- Ask participants to discuss reasons people engage in risky behaviours using Make an Appointment. Examples include:
 - ✓ Peer pressure
 - ✓ To have fun or feel good
 - ✓ Curiosity
 - ✓ Does not know the consequences
 - ✓ To defy authority
- Tell participants that they are going to do a matching exercise in groups. Distribute the 'Risky Behaviours Exercise' worksheet to each group.
- Let them match the appropriate risky behaviour in the left-hand column with the negative result it causes in the right-hand column by drawing a line between them.
- Let them report their responses using Gallery Walk.

Step 2: Discussing risky behaviours

Instructions

- Using T-Chart method, ask participants to suggest ways which can be used to avoid each of the risks in **step 1**.
- Ask participants to discuss ways, which can influence them to change their behaviour so that they do not do risky things. Examples include:
 - ✓ Apply peer pressure resistance
 - ✓ Understand the consequences of risky behaviours, and that the consequences are more important than satisfying curiosity, having fun, or defying authority

Step 3: Completing the story about Kassim and Linda

Instructions

- Tell participants that they are going to complete a story. Distribute a worksheet on the story about Kassim and Linda to Complete.
- Ask participants to read the story about Kassim and Linda and then write two different endings using Think-Ink-Pair-Share: one showing decisions that would affect the characters' health in negative ways and the other in positive ways.
- Consolidate the activity by highlighting main points and saying
"You have learned about a variety of risky behaviours and the negative results of doing them. It is important to think carefully about how decisions you make can greatly affect your lives and the lives of others around you, in both negative and positive ways."

Note: Worksheets provided on next pages.

SOURCE: Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), Activity 3: Examining Risky Behaviours and Making Healthy, pages 34-38.

Risky Behaviours Exercise

Worksheet

Instruction: Draw a line between each risky behaviour in the right-hand column and the possible negative result in the left-hand column that can occur from doing the behaviour.

| <i>Types of Risky Behaviours</i> | <i>Possible Negative Results</i> |
|--|---|
| Having sex at an early age | Feel tired and cannot study well |
| Having sex without a condom | Get HIV and other STIs Have unwanted pregnancy |
| Not washing your hands and bathing regularly | Get HIV and other diseases |
| Riding in a car without a seat belt | Get HIV and other STIs Have unwanted pregnancy |
| Touching blood from a cut of someone who has HIV | Get in a car crash |
| Not getting enough sleep | Get HIV and other STIs Have unwanted pregnancy |
| Eating food high in fat, sugar, or salt, and not getting enough exercise | Get hurt more seriously if get in an accident |
| Driving under the influence of alcohol or drugs | Get more stressed because problems get worse |
| Not doing school work on time | Gain too much weight and have less energy. Get heart disease or diabetes. |
| Having sex when under the influence of drugs or alcohol | Get HIV and other diseases |
| Sharing razors | Get poor grades |
| Not getting support when you have problems | Get health problems, such as diarrhoea, scabies, lice |

Worksheet Answer Key

Risky Behaviours Exercise

Instruction: Draw a line between each risky behaviour in the right-hand column and the possible negative result in the left-hand column that can occur from doing the behaviour.

| <i>Types of Risky Behaviours</i> | <i>Possible Negative Results</i> |
|--|---|
| Having sex at an early age | Feel tired and cannot study well |
| Having sex without a condom | Get HIV and other STIs |
| Not washing your hands and bathing regularly | Have unwanted pregnancy |
| Riding in a car without a seat belt | Get HIV and other diseases |
| Touching blood from a cut of someone who has HIV | Get HIV and other STIs Have unwanted pregnancy |
| Not getting enough sleep | Get in a car crash |
| Eating food high in fat, sugar, or salt, and not getting enough exercise | Get HIV and other STIs Have unwanted pregnancy |
| Driving under the influence of alcohol or drugs | Get hurt more seriously if get in an accident |
| Not doing school work on time | Get more stressed because problems get worse |
| Having sex when under the influence of drugs or alcohol | Gain too much weight and have less energy. Get heart disease or diabetes. |
| Sharing razors | Get HIV and other diseases |
| Not getting support when you have problems | Get poor grades |
| | Get health problems, such as diarrhoea, scabies, lice |

Core Element: Physical Development

Topic 9: Physical Growth and Development

Links to Curricula

| | | |
|------------|----------------------------------|-----------------------------------|
| Standard 4 | Learners' Book Mutu 12, pp 44-46 | Teacher's Guide Unit 12, pp 56-60 |
| Standard 5 | Learners' Book Unit 4, pp 18-22 | Teacher's Guide Unit 4, pp 21-27 |
| Standard 6 | Learners' Book Unit 1, pp 1-2 | Teacher's Guide Unit 1, pp 1-4 |
| Standard 7 | Learners' Book Unit 14, pp 56-57 | Teacher's Guide Unit 14, pp 90-95 |
| Standard 8 | Learners' Book Unit 3, pp 11-15 | Teacher's Guide Unit 3, pp 21-32 |

Introduction

Growth and development is a process that an individual goes through in her/his life. During this process changes take place in one's body which affect their behaviour. This process poses a lot of challenges to adolescents who are changing from childhood to adulthood. The changes are physical and psychological/mental. Physical, social and mental development occurs as one is growing up. Physical development mainly involves the increase in size of body parts. As one grows up, she/he starts developing secondary characteristics and this stage is described as puberty.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Ask the health worker game
 - Health and unhealthy role play
 - Menstruation at school story
 - Reproduction true or false game

Structured Teaching and Learning Activities

Activity A: Brainstorming puberty changes

Objectives: After completing this activity, the participants will be able to:

- define puberty
- describe physical changes that occur during puberty

Time required: 40 minutes

Required Resources:

Chalkboard/chalk or flipchart/marker.

Preparation required: Review teacher background on puberty.

Step 1: Defining puberty

Instructions

- Ask participants to define the word puberty using 'Ball game'.
- Consolidate the activity by confirming the correct definition of puberty.

Note: "Puberty is the time in life when a boy or girl becomes sexually mature. Puberty happens to everyone although the changes occur at different times. For example, most girls start noticing the changes of puberty as young as age 8–9 while most boys start noticing the changes at ages 10–11.

Step 2: Describing physical changes that occur during puberty

- Ask the participants to brainstorm physical changes that occur during puberty.
- Ask participants to share their responses using M-Chart method.

| | | |
|---|---|---|
| | | |
| Grow hair on face/chest | Start to grow taller | Breasts develop and may start wearing a bra |
| Erections happen more often and for no reason | Develop pubic hair around genitals and under arms | Ovulation and menstrual periods begin |
| Voice gets deeper | Might get acne or pimples | Hips get wider |

- Let participants suggest a title for each column on the M-Chart as Boys, Both and Girls.

| Boys | Both | Girls |
|-------------------------|----------------------|-------------------------|
| Grow hair on face/chest | Start to grow taller | Breasts develop and may |

| | | |
|---|---|---------------------------------------|
| Erections happen more often and for no reason | Develop pubic hair around genitals and under arms | Ovulation and menstrual periods begin |
| Voice gets deeper | Might get acne or pimples | Hips get wider |
| Shoulders get broader | Sweat or perspire more | Daily vaginal discharge |
| Sperm production begins and ejaculation is possible | Hormone changes cause more sexual feelings | |
| Wet dreams | | |

- Consolidate the activity by asking the following questions using Mix-Freeze-Pair method:

- ✓ What did you learn from this activity?
- ✓ How would these changes from puberty impact the behaviour of young people?
- ✓ How would these changes from puberty impact things like moods, sense of identity, and relationship with peers?
- ✓ If someone had questions about puberty or concerns about their body, who could they talk to about it?

Teacher Background on Puberty

Use this background material to help guide discussion on the physical changes of puberty with your learners.

Changes to both boys and girls

1. Start to grow taller

All children going through puberty experience a growth spurt where they start to grow taller as all of their body grows bigger.

2. Develop pubic hair around genitals and under arms

Pubic hair starts to grow around the genitals, meaning the penis and scrotum on a boy and the vulva on a girl. Hair also starts to grow under the arms. This hair is sometimes a different color than the hair on the top of the head and some people choose to shave their underarm hair, but that is a personal decision.

3. Might get acne or pimples

The hormones that cause someone to go through puberty also trigger more oil to develop on the skin of their face. In some people this extra oil on their face can cause them to develop pimples or acne. Generally washing daily with soap and water can help reduce the amount of pimples a person gets, if they get any at all.

4. Sweat or perspire more

Even though everyone sweats when they are hot, during puberty the sweat glands start to produce sweat when a person is nervous or upset. This sweat also has a strong odor now when it did not before. People going through puberty may want to bathe more often and possibly use deodorant under their arms to help manage the new body odor.

5. Hormone changes cause more sexual feelings

The hormones that cause a person to go through puberty also cause new or more sexual feelings and desires. This might result in someone having new romantic feelings for other people and it might result in some people choosing to touch their genitals for pleasure, called masturbation. Masturbation cannot harm someone physically and is a personal decision.

Changes to girls

1. Breasts develop and may start wearing a bra

Girls' breasts and nipples will grow larger over many months and even years so that if she chooses to have a baby later in life, she can feed the baby from her breasts if she wants to. There is a wide variety of breast shapes and sizes and no matter what they look like, they will be sensitive to sexual touch and able to nourish a baby. Girls may choose to wear a bra to provide support for their breasts in order to feel more comfortable.

2. Ovulation and menstrual periods begin

As a girl goes through puberty, inside her body the ovaries will start to release an egg or ovum, generally about once every four weeks. It is during this time when the egg is traveling from the ovary, down the fallopian tube, through the cervix and into the uterus that she is **MOST ABLE** to become pregnant if sperm are present. If the egg does not join with a sperm and implant, the lining of the uterus is shed and the blood and tissue leaves through her vagina once a month called "having a period." The bleeding can last from between 2–10 days and girls can use maxi pads or tampons to catch the blood and then throw them away after they have been used. A girl can also experience cramps during her menstrual period when the uterus is contracting to shed the lining.

3. Hips get wider

The hips of a girl start to get wider so that her pelvis can support a pregnancy should she decide to have a biological child during her lifetime.

4. Daily vaginal discharge

The inside of the vagina cleans itself out every day and during puberty, girls might notice more clear to white discharge in their underwear or on the toilet paper when using the bathroom. This daily discharge, as long as there is no strong odor and it does not change color, is very normal. Girls might notice that the discharge becomes more clear and slippery around the time when she is releasing an egg from an ovary. That is also quite normal. Girls might also notice wetness in their underwear when they wake up, as it is possible for girls to have sexually arousing dreams and/or orgasms while they sleep.

Changes to boys

1. Grow hair on face/chest

The amount of hair a boy grows on his face and chest is based on his genes, meaning it's determined by his father and likely to be very similar to his other male relatives. Boys generally develop hair around their mouth, cheeks and neck around the face, and on the chest to some degree. Some boys might choose to remove this hair through shaving, but that is a personal decision.

2. Erections happen more often and for no reason

Erections are when the penis fills with blood and gets harder and bigger, standing away from the body. Although boys get erections from when they were very young, during puberty they get more frequent erections and sometimes for no reason. There is no harm to a boy if he has an erection and does not have vaginal sex as his erection will go away on

its own without any physical harm to him at all.

3. Voice gets deeper

As a boy gets taller, the vocal chords get thicker causing his voice to slowly get deeper and maybe crack sometimes. The Adam's apple in the neck will start to stick out a bit and become more noticeable.

4. Shoulders get broader

A boy's shoulders will start to grow broader as one of the changes in his skeleton occurring during puberty.

5. Sperm production begins and ejaculation is possible

Sperm are the tiny cells a boy makes in his testicles during puberty. They combine with other fluids to create something called semen. Only after a boy has started going through puberty can his body create sperm and semen and release it from the tip of his penis when he ejaculates. Generally semen is about a teaspoon of whitish fluid containing hundreds of millions of sperm.

6. Nocturnal emissions happen to some, not all

Sometimes called a "wet dream," it is normal for some boys to experience ejaculation of semen while they are asleep. It often happens as a result of the hormones in his body and is normal if it does happen and totally normal if it never happens.

SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Lesson Plan Puberty Part 1, pages 2-5.

Activity B: Describing myths and facts related to puberty and sexuality

Objectives: After completing this activity, the participants will be able to:

- describe myths and facts related to puberty and sexuality
- identify things young people are excited and anxious about during puberty

Time required: 40 minutes

Required resources:

Myth vs. Fact Game;

Ask the Health Worker game

Preparation required:

Review the Myth vs. Fact Game

Step 1: Describing myths and facts related to puberty and sexuality

Instructions

- Ask participants to discuss the importance of puberty in life using Think-Pair-Share method.
- Consolidate by explaining that
 - ✓ there are a lot of things related to puberty that young people have questions about but are often embarrassed to ask.
 - ✓ there are also a lot of myths about puberty that young people may hear so the next activity will help to make sure they know the correct information.

Step 2: Playing the myth vs. fact Game

Instructions

- Ask participants to discuss myths and facts related to puberty and sexuality using 'myth vs. fact game' / Activity cards (True or false game / Ask the health worker game).

NOTE:

Read the statements and the participants should decide whether they are a myth, meaning they are not accurate, or whether they are true.

Explain that if the participant thinks the statement is a myth, they should wave their hands in the air and if they think the statement is a fact, they should keep their hands by their sides.

Often when young people start going through puberty, they find a lot of information about sexuality embarrassing. Parents might also find such information embarrassing. As a result, young people might hear or read things that are not actually true. It can be difficult to know whether the information is just a myth or a fact if young people do not ask adults.

Alternatively,

- If it would better suit your room, you can designate one side of the room as the Myth side and the other as the Fact side and have participants move to represent their belief about the statement.
- You can give participants cards with "myth" printed on one side and "fact" printed on the other and then students can raise the side of the card that represents their belief about each statement.

Step 3: Reflecting on the myth and fact game

Instructions

- Ask participants the following questions using Trade a Problem method:

- ✓ What was it like to play this game?
- ✓ What statement(s) that you thought was a fact was actually a myth or a myth actually a fact?
- ✓ How might knowing these facts affect your decisions?
- ✓ What could someone do who was not sure if something was a myth or a fact regarding puberty and sexuality?
- Conclude the activity by telling participants that puberty and growing up is an exciting time that can also be confusing. Explain that every single adult they know has survived puberty and they will too.

Step 4: Sharing experiences relating to puberty

Instructions

- Ask each participant to share any two things they are excited about and two things they are anxious about when it comes to puberty using Suggestion Box method.
- Thank participants for sharing and say that while there is much to be excited about, sometimes puberty can be difficult.
- Ask participants to explore ways of managing anxiety using Baobab Tree competition. Use any from this list below:
 - ✓ eating a healthy diet
 - ✓ exercising regularly
 - ✓ getting plenty of sleep
 - ✓ keeping a journal to share feelings
 - ✓ talking with someone you love about how you're feeling
 - ✓ realising you are not alone, everyone goes through puberty

Teacher's guide for myth vs. fact game

Use this background material to help guide discussion on the physical changes of puberty with your learners.

1. If you do not exercise the penis through sex, it will stop functioning and decrease in size.

MYTH! Sex is not “exercise” for the penis. Your penis doesn’t need exercise. It will work just fine without any sex at all. Sexual abstinence or “waiting” can never hurt your penis.

2. A penis increases in size the more you have sex.

MYTH! Your penis size is determined by the traits you inherit from your parents—not anything you do with it.

3. A small penis cannot satisfy a woman.

MYTH! The size of the penis has little effect on women’s enjoyment of sexual intercourse. This is because the main center of sexual sensation for a woman is the clitoris and the area around the opening of the vagina. The vagina itself does not have many nerves so it doesn’t feel very much.

4. You need to have sex whenever you get an erection.

MYTH! This is definitely not true, which is a good thing for you. Otherwise, what would you do if you got an erection in class? If you don't have sex, the erection will just go down on its own. You can't possibly injure yourself by not having sex when you get an erection.

5. Accumulated sperm causes backache, madness, headache, impotence and acne.

MYTH! Even though your testicles produce millions of sperms, it is impossible for too much sperms to build up and cause problems. In addition, sperms cannot move around to different parts of your body.

6. Wet dreams are a sign that you need to have sex.

MYTH! Wet dreams are just one way that your body gets rid of sperm and semen. It is not a sign that you need to have sex.

7. Putting butter on the nipples or letting insects bite the nipples makes the breasts grow faster.

MYTH! It is hormones that make the breasts grow—nothing else will make any difference.

8. Girls with dark skin around their nipples have already had sex.

MYTH! Like the color of your skin, the color of the ring around the nipples (the areola) is determined by the genetic traits you inherit from your parents.

9. Breasts grow big when girls let boys touch them.

MYTH! The size of the breasts is genetically determined. Nothing you do will make them bigger or smaller.

10. Girls with breasts that have drooped have already had sex, or they had an abortion or a baby.

MYTH! Breasts droop because of gravity. If you have big breasts they are more likely to droop because of the weight.

11. Wearing a bra makes breasts droop.

MYTH! Bras actually help prevent drooping because they support the breasts and prevent the skin and breast tissue from stretching and losing their elasticity.

12. If a girl misses her period, she is definitely pregnant.

MYTH! When girls first start menstruating, they often have irregular periods and may even skip a month or two at times. However, if a young girl has had sexual intercourse,

missing a period can be a sign of pregnancy.

13. Generally girls begin puberty before boys.

FACT! Most girls begin puberty about one or two years earlier than boys.

14. Masturbating a lot can cause a boy to run out of sperm.

MYTH! Once a boy starts making sperm during puberty, his testicles never stop. So, even if he masturbates frequently, it is not possible for his body to run out of sperm

15. Masturbation causes a person to go crazy.

MYTH! Masturbation is a normal part of sexual expression for most people. It will not cause a person to go crazy or blind. Many people of all ages masturbate, although some don't because it goes against their values. You're normal if you do it and you're normal if you don't.

16. Boys need sex more than girls do.

MYTH! Neither boys nor girls need to have sex to be healthy. It's normal and healthy for boys and girls to have sexual feelings, however it's important for everyone to think seriously about what they want to do and not do when it comes to acting on those feelings. Sexual intercourse at an early age often leads to confusion, guilt, regret, and sometimes even unplanned pregnancy and STIs, including HIV. For these reasons, it's best to wait until you're older to start having sexual intercourse.

SOURCE: UNESCO and UNFPA Online teacher training course on Comprehensive Sexuality Education (CSE) for the Eastern and Southern Africa (ESA) Region (2016), Lesson Plan Puberty Part 2, pages 7-10.

Key messages to participants

- Human growth and development is associated with physical, social and mental changes.
- It is normal for very young adolescents to have questions about the changes they go through at this stage.
- It is important for very young adolescents to talk to somebody who is trustworthy about what they are going through.

Core Element: Social Development

Topic 10: Gender

Links to Curricula

| | | |
|------------|----------------------------------|-----------------------------------|
| Standard 4 | Learners' Book Mutu 9, pp 35-36 | Teacher's Guide Unit 9, pp 44-47 |
| Standard 5 | Learners' Book Unit 4, pp 18-21 | Teacher's Guide Unit 4, pp 23-27 |
| Standard 6 | Learners' Book Unit 13, pp 41-43 | Teacher's Guide Unit 13, pp 35-38 |
| Standard 7 | Learners' Book Unit 3, pp 12-15 | Teacher's Guide Unit 3, pp 17-22 |
| Standard 8 | Learners' Book Unit 2, pp 8-10 | Teacher's Guide Unit 2, pp 15-20 |

Introduction

In Malawi, early adolescence is often a period of vulnerability as girls and boys undergo transitions into new roles and responsibilities. Gender norms internalized by young people shape their hopes and dreams and contribute to their commitment to education as well as future behaviours and perceptions of the acceptability of violence, decision-making, relationships and sexual activity.⁵

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Male and female roles game

⁵SOURCE: Save the Children, CHOICES: Participatory sessions for 10 to 14 year old girls and boys in Malawi (2015), page 4.

Structured Teaching and Learning Activities

Activity A: Examining values and attitudes

Objectives: After completing this activity, the participants will be able to:

- examine attitudes about gender differences, roles, and inequalities
- explain ways in which attitudes about gender affect behaviours

Time required: 40 minutes

Required resources:

Two sheets of paper, tape, markers

Preparation required:

- Write “Agree” on one sheet of paper and “Disagree” on another, and paste them on the opposite sides of the class.
- Provide adequate space for the participants to move between the two sides.

Step 1: Introduction

Instructions

- Ask participants to express their attitudes and values using Values Clarification method.

NOTE:

- Tell participants that this activity is designed to give them a general understanding of their own and each other’s values and attitudes about being male or female. Remind them that everyone has a right to his/her own opinion and that everyone’s opinions should be respected and heard.
- Explain that you will read a statement and that they should get up and stand by the “Agree” side if they agree with the statement or the “Disagree” side if they disagree with the statement. At any time, if they change their minds about the statement, they may move to the other side of the class.
- Read the first statement aloud. Ask the participants to stand near the side that matches what they think about the statement. After they have moved to their respective sides, ask for one or two participants standing beside each side to explain why they are standing there and why they feel this way about the statement. After a few participants have talked about their attitudes towards the statement, invite anyone who wants to change his/her mind to move to

the other side. Once a statement has been adequately discussed, bring everyone back together into the middle of the class and read the next statement.

- Repeat until all the statements have been discussed.
- If all of the participants share the same view about a statement, play the role of “devil’s advocate” by walking over to the opposite side of the room and asking, “Why would someone be standing on this side of the room? What would someone say if they were standing here?” If others cannot offer an alternative viewpoint, provide one for the group.
- Some participants may say that they do not know whether they agree or disagree and do not want to stand beside either sign. If this happens, ask them to say more about their reactions to the statement. Usually, it comes down to how they interpret a statement. Help them interpret it in a particular way and then encourage them to choose a side.

Statements

It is easier to be a man than a woman.

Women are better parents than men.

It is OK for a man to be seen crying in public.

All men want to have sex with a lot of partners.

Women and men basically want the same things in a relationship.

Step 2: Discussing stereotypes from the statements

Instructions

- Ask participants, in groups, to discuss the following using Trade a Problem method:
 - ✓ What negative stereotypes about men did you hear? What new messages can replace the negative ones?
 - ✓ What negative stereotypes about women did you hear? What new messages can replace the negative ones?
 - ✓ How do you think people’s attitudes about how men and women should act or behave affect the way they interact with each other?
 - ✓ How can these attitudes be harmful in relationships?
 - ✓ How can you talk to someone who has values that are based in negative stereotypes? For example, how can you talk to a guy who believes that it is not OK for a man to cry? What can you tell him to let him know that it is OK?
- Conclude the activity by stating the following:
 - ✓ Your values and attitudes influence your health and well-being.
 - ✓ It is important to respect other people’s attitudes about gender, but also to challenge them if their attitudes and values are harmful to them and to others.
 - ✓ You get to decide what being a man or woman means to you.

SOURCE: Adapted from Levack, A., Roller, L. A., and DeAtley, J. M. (2013). Gender Matters: A gender-transformative teenage pregnancy prevention curriculum, Session 1: Understanding Gender, Activity 1.2 Values Clarification, pages 39-42.

Activity B: Discussing gender roles

Objectives: After completing this activity, the participants will be able to:

- describe what gender roles are and how they differ for boys and girls
- explain how gender roles influence the ways boys and girls treat one another

Time required: 40 minutes

Required resources:

Flip chart and marker or chalkboard and chalk

Step 1: Defining the term 'gender'

Instructions

- Ask participants to define the term 'gender' using Think-Ink-Pair-Share method.
- Consolidate by confirming correct responses.

NOTE:

Gender is about the differences between the ways boys and girls are expected to act, such as what they do, how they dress, and what they say. We see and hear gender roles so much that they become ingrained in us. As a result, many of us think they are natural and do not question them. These roles become a problem when the ways girls and boys are supposed to act limit what they can do. An example is only boys are supposed to carry heavy things and only girls are supposed to help with child care.

Step 2: Exploring gender roles

Instructions

- Using T-Chart, write at the top of a flip chart or chalkboard 'Act Like a Boy,' and draw a simple picture of a boy. At the top of another flip chart or another part of the chalkboard, write 'Act Like a Girl,' and draw a simple picture of a girl.
- Ask participants the following questions:
 - ✓ What does it mean to act like a boy?
 - ✓ What are boys supposed to do and say?
- Write their responses on the flip chart or chalkboard below the figure of the boy.
- Ask participants the following questions:
 - ✓ What does it mean to act like a girl?
 - ✓ What are girls supposed to do and say?
- Write these responses on the flip chart or chalkboard below the figure of the girl.
- Explain that the participants have listed the qualities, behaviours, and roles that boys and girls are expected to learn and follow as they grow up.
- Ask participants the following questions:

- ✓ Where did we learn that we are supposed to act these ways?
- ✓ Who teaches us these roles? (e.g. parents, teachers, brothers and sisters, friends)
- ✓ What other ways do we learn these roles? (e.g. from sports, advertising, TV, movies, magazines).
- ✓ What happens if we do not fit in or act according to the gender roles we have learned?
- ✓ How does not fitting in and being called names affect how we feel about ourselves? How does it affect how we act?

Step 3: Discussing ways in which gender roles influence the way boys and girls treat one another

Instructions

- Tell participants that there are many ways that boys and girls can act. You could say: “Although many people act in ways, you do not have to be limited by those ways, especially if they cause harm. However, acting in those ways is also okay as long as you can make your own decisions about how you act and you do not hurt others.”
- Ask participants to discuss ways in which gender roles affect how boys and girls treat one another using Make an Appointment. Below are several examples in case participants need help getting started:
 - ✓ Boys might not choose girls to be on their team if they assume girls are not good at playing football.
 - ✓ Boys might not show their feelings.
 - ✓ Girls might not speak up when they do not want a boy to touch them.
 - ✓ Girls might not want to date boys who are physically weak.
- Ask participants the following questions using Pens in the Middle method:
 - ✓ Are these ways that boys and girls treat one another fair?
 - ✓ How can we change them?
- Ask participants to summarise the activity by using Quick Write method and present using Author’s Chair method.

Note:

In this activity, you have learned about gender roles and discussed how they can affect how boys and girls treat one another. Now you can be more aware of how gender roles affect you and your relationships.

SOURCE: Education International, Education Development Center, World Health Organisation, EFAIDS: Learning for Life – Classroom Activities for HIV and AIDS Education (2009), Activity 8: Gender Roles, pages 49-50.

Key messages to participants

- Sex and gender are not the same. Sex is biological while gender is what is confirmed by society.
- It is important to respect other people's attitudes about gender, but also to challenge them if their attitudes and values are harmful to them and to others. *
- You get to decide what being a man or woman means to you. *

**SOURCE: Levack, A., Roller, L. A., and DeAtley, J. M. (2013). Gender Matters: A gender-transformative teenage pregnancy prevention curriculum, Session 1 Understanding Gender, Activity 1.2 Values Clarification, page 42.*

Core Element: Physical Development

Topic 11: Sex and Sexuality

Links to Curricula

| | | |
|------------|----------------------------------|------------------------------------|
| Standard 4 | | |
| Standard 5 | Learners' Book Unit 5, pp, 23-24 | Teacher's Guide Unit 5, pp 28-31 |
| Standard 6 | Learners' Book Unit 1, pp 1-2 | Teacher's Guide Unit 1, pp 1-4 |
| Standard 7 | Learners' Book Unit 15, pp 58-60 | Teacher's Guide Unit 15, pp 97-102 |
| Standard 8 | Learners' Book Unit 3, pp 11-15 | Teacher's Guide Unit 3, pp 21-32 |

Introduction

Many boys and girls have problems in managing their physical and psychological changes as they are growing up. This often happens due to lack of correct information about sex and sexuality and failure to apply appropriate life skills to cope with the changes taking place in their bodies. Failure to manage these changes leads to engaging in risky behaviours such as premarital sex which can lead to unplanned pregnancies and contraction of STIs including HIV.

Suggested Activity Cards

- Very Young Adolescent (VYA) cards:
 - Ask the health worker game
 - Health and unhealthy role play
 - Reproduction true or false game

Structured Teaching and Learning Activities

Activity A: Talking about sex and sexuality

Objectives: After completing this activity, the participants will be able to:

- explain the terms sex and sexuality
- explain sources of information on sex and sexuality

Time required: 40 minutes

Required resources: Chalkboard and chalk or flip chart and markers, one copy of the scripted role play for each learner

Step 1: Introducing the terms 'sex' and 'sexuality'

Instructions

- Using Construction Blocks method, ask participants to define the terms 'sex' and 'sexuality'. Use the story between Malita and Maliko below.

Malita and Maliko have been in class together for almost the whole year. They have been talking a lot, laughing and having fun together, and finding one another smart, attractive and sexy. They confide in each other and have even held hands a few times. Now they're planning to study together for their exams.

- Ask participants to answer the following questions:
 - ✓ What does it mean to be attracted to someone?
 - ✓ How do you know that Malita and Maliko are attracted to each other?
 - ✓ How is Malita different from Maliko?
 - ✓ What is sex?
 - ✓ What is the difference between 'sex' and 'sexuality'?

Step 2: Exploring sources of information on sex and sexuality

Instructions

- Ask participants to mention sources of information on sex and sexuality using Walk Around, Talk Around method. Write the responses on the chart.
- Using Jig Saw method, ask participants to discuss information they can get from the different sources.
- Consolidate the activity by confirming the correct information from different sources.

Activity B: Saying “NO” to having sex

Objectives: After completing this activity, the participants will be able to:

- identify reasons to refuse to have sex
- demonstrate communication skills that involve saying “no” to having sex

Time required: 40 minutes

Required resources: Chalkboard and chalk or flip chart and marker, copy of scripted role play for each small group

Preparation required:

Step 1: Discussing the importance of saying no to sex

Instructions

- Ask participants to discuss the importance of saying no to sex using One stay-Three stray method.
- Consolidate the activity by affirming the correct responses.

Step 2: Discussing the reasons for saying ‘no’ to sex

Instructions

- Ask participants to discuss the reasons for saying ‘no’ to having sex using Fish-Bowl method.
- Consolidate by emphasising on the reasons for saying ‘no’ to sex.

Note:

Ensure that the following responses are mentioned:

- ✓ You want to avoid getting HIV and other STIs and therefore stay healthy.
- ✓ You want to avoid getting pregnant.
- ✓ You do not feel ready to have sex.
- ✓ Your parents expect you not to have sex.
- ✓ Your religion says you should not have sex until you are married.
- ✓ You do not want to have sex with that person.

Key messages to participants

- There is a difference between sex and sexuality. Sex is the state of being male or female while sexuality is about expression of our bodies, feelings, thoughts, behaviours in relation to issues of love, attractiveness and intimacy.
- Parents, community, religious leaders, peers and mass media are the sources of information on sex and sexuality.

Appendix 1: How to use activity cards

Activity cards have step-by-step instructions for fun activities that a group of adolescents can do together. There are 28 activity cards with different types of activities including: games, discussions, debates, interviews, music, drama, and dance.

This unit will equip you with knowledge, skills and attitudes to effectively teach learners using activity cards. This will in turn enable learners to successfully develop the required life skills.

Who can use the activity cards?

Activity cards have been developed to be used by different groups of people. The activity cards will help to promote interaction between teachers and learners as well as amongst learners themselves to enhance development of life skills. Teachers can use activity cards in classroom setting where a teacher can select any activity card and relate to a topic s/he is teaching as a resource. Any small group of adolescents can use the cards. Learners can use the cards in classroom as well as during club sessions. There are two different sets of cards:

- 1 set of cards for very young adolescents (10-14)
- 1 set of cards for older adolescents (15-19)

All the cards can be used by groups with all males, groups with all females, or groups with both males and females.

Who can lead the activities on the cards?

A teacher can lead during lessons. This is when a teacher uses the activity card as a teaching resource. An adolescent can also lead in the classroom or during club sessions. During club sessions, when a group is interested in using one of the cards, they will have to select someone from the group to lead. This person doesn't have to be trained, but should be able to read what is on the card and be comfortable in leading a group activity.

When to use the cards

The cards can be used in various occasions. For instance, when you want to bring fun or reinforce a concept(s) during the teaching and learning process. The cards can also be used during regular club meetings or special activities such as open days.

How to use the cards

The teacher can select and use any card that is related to a topic to be taught. The learners can also select any card depending on the discussion they have during club session. This manual has included a link between the activity cards and suggested topics. The teachers can still use the cards when teaching other topics beyond what is indicated in the manual depending on relevance. During a lesson, a teacher may not be able to use all the activities on the card but can use an extract of the card. Below are the steps to be followed when using activity cards:

- *Review the card:* The person selected to lead the activity should review the card before starting the activity. At the top of every card, you will find the card title, the topic that the card will cover.
- *Read the introduction:* Each card has an introduction that the activity leader should read aloud to the group before the activity begins.
- *Follow the steps written on the card:* Some steps say "read this out loud to the group" which means the activity leader should read what is written for that step so that the whole group

can hear the instruction. Other instructions will simply ask the leader to do something such as “draw a line on the ground with a stick,” which the leader does not have to read loudly, but rather just go ahead and do it.

- *Have a group discussion:* Once the group has completed the activity, there is a list of questions that the leader will ask the group to discuss.
- *Read the closing statement:* After the discussion, the activity leader should read aloud the closing statement on the card.
- *Ask the participants to make a commitment:* At the very end, the activity leader will read the commitment section on the card. The commitment requires that each participant should say one thing that is related to the activity, and which they will commit to doing in the future.

Activity cards mapping

| Form | Core Element | Theme/Topic | Activity Cards | | | | | | | | | | | | | |
|------|---------------------------------|--|---------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| I | Personal development | Self-awareness | | ✓ | | | | | | | | | | ✓ | | ✓ |
| | | Self esteem | | ✓ | ✓ | | | | | | | | ✓ | ✓ | | ✓ |
| | | Planning for daily activities | | | ✓ | | | | | | | | ✓ | | | ✓ |
| | | Assertiveness | | ✓ | | | | ✓ | | | | | ✓ | ✓ | | ✓ |
| | Growth and development | Growth, development and interpersonal relationship | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | |
| | | Health promotion | Personal hygiene and sanitation | | | | ✓ | | | | ✓ | | | | | |
| | Healthy lifestyles | | | | | ✓ | ✓ | ✓ | | | | | | | | |
| | Health services | | ✓ | | | ✓ | ✓ | | | | | | | | | |
| | Blood donation | | | | | ✓ | ✓ | | | | | | | | ✓ | |
| | Sexually transmitted infections | | | | | | ✓ | | | | ✓ | | ✓ | | | |
| | Basic facts about HIV and AIDS | | | | | ✓ | ✓ | | | | ✓ | | | | | |
| | Social and moral development | Social and moral responsibilities in the family | | | | | | | | ✓ | | | | | ✓ | ✓ |
| | | Peaceful co-existence in the family | | | | | | | | ✓ | | ✓ | | ✓ | ✓ | |
| | | Morals and values in the family and community | | ✓ | | | | | | ✓ | | ✓ | | ✓ | ✓ | |
| | | Cultural practices that do not promote HIV and AIDS in their communities | | | ✓ | | ✓ | ✓ | | | ✓ | | | | | |
| | | Vulnerable people in | | | | | | | | | ✓ | ✓ | | ✓ | ✓ | |

| Form | Core Element | Theme/Topic | Activity Cards | | | | | | | | | | | | | | |
|------------------------------|--|---|--------------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|---|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| | Sex and sexuality | their society | | | | | | | | | | | | | | | |
| | | Sex, sexuality and gender | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | | Components of sexuality | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | |
| | | Sources of information on sex and sexuality | ✓ | | | | | | | ✓ | ✓ | ✓ | | | | | |
| | | Sexual harassment and abuse | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | |
| | Entrepreneurship and the world of work | World of work | | | | | | | | | | | | | | | ✓ |
| | | Entrepreneurship | | | | | | | | | | | | | | | ✓ |
| | | Income generating activities | | | | | | | | | | | | | | | ✓ |
| | 2 | Personal development | Positive versus negative self esteem | | | ✓ | | | | | ✓ | | | ✓ | ✓ | | |
| Setting goals | | | | | | ✓ | | | | | | | ✓ | ✓ | | ✓ | |
| Growth and development | | Challenges of growing up | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ | | | |
| | | Health promotion | Blood donation and responsibilities | | | | ✓ | ✓ | | | | | | | | ✓ | |
| STIs including HIV and AIDS | | | | | ✓ | ✓ | ✓ | | | | | | ✓ | | | | |
| Social and moral development | | Social and moral responsibilities in the school | | ✓ | ✓ | | | | ✓ | ✓ | | | | | ✓ | | |
| | | Peaceful co-existence in the school | | ✓ | | | | | ✓ | | ✓ | | ✓ | ✓ | ✓ | | |
| | | Morals and values in society | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | |
| | | Cultural practices HIV and AIDS | | | | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | |
| | | Supporting the | | ✓ | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | | |

| Form | Core Element | Theme/Topic | Activity Cards | | | | | | | | | | | | | |
|------|--|-----------------------------------|----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | Sex and sexuality | vulnerable | | | | | | | | | | | | | | |
| | | Effects of sexuality on behaviour | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | | |
| | | Factors influencing sexuality | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| | | Sexual harassment and abuse | | | ✓ | | | | | | ✓ | | ✓ | ✓ | | |
| | Entrepreneurship and the world of work | Setting up a business | | | | | | | | | | | | ✓ | | ✓ |

| Form | Core Element | Theme/Topic | Activity Cards | | | | | | | | | | | | | | | |
|------|------------------------------|--|----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
| | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | |
| 3 | Personal development | Enhancing self-esteem | | | ✓ | ✓ | ✓ | | | | | | ✓ | | | ✓ | | |
| | | Time management | | | | | | | | | | | ✓ | | | ✓ | | |
| | Growth and development | Challenges associated with adolescence | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | | | |
| | Health promotion | Blood donation | | | | | | | | | | | | | | ✓ | | |
| | | Use and abuse of prescribed drugs | | | | ✓ | | | | | | ✓ | | | | | | |
| | | Non-communicable disease | | | | | | | | | | ✓ | | | | | | |
| | | Basic facts about HIV and AIDS | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | |
| | | Rights of PLWHA | ✓ | | ✓ | | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | |
| | Social and moral development | Social and moral responsibilities in one's community | | | | | ✓ | | ✓ | ✓ | | | | | | | | |
| | | Peaceful co-existence in the community | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | | | | |
| | | Morals and values | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | | | | |
| | | Cultural practices and | | | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | |

| Form | Core Element | Theme/Topic | Activity Cards | | | | | | | | | | | | | | |
|------------------------------|--|---|----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| | | HIV and AIDS | | | | | | | | | | | | | | | |
| | | Supporting the vulnerable | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | | |
| | Sex and sexuality | Effects of sexual identity, sexual health and reproduction and sexualisation on behaviour | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |
| | Entrepreneurship and the world of work | Business values and ethics | | | ✓ | | | | | | | | | ✓ | | | ✓ |
| | | Managing a business venture | | | ✓ | | | | | | | | | ✓ | | | ✓ |
| | 4 | Personal development | Self esteem | | | ✓ | ✓ | ✓ | | | | | | | ✓ | | ✓ |
| Career planning | | | | | ✓ | | | | | | | | | ✓ | | ✓ | |
| Growth and development | | Growth and development | | | ✓ | ✓ | | | | | | | ✓ | | | | |
| Health promotion | | Preventive medicine | | | | ✓ | | | | | | ✓ | | | | | |
| | | Basic facts about HIV and AIDS | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | |
| | | Blood donation | | | | | | | | | | | | | | ✓ | |
| Social and moral development | | Social and moral responsibilities in the country | | | | | ✓ | | ✓ | ✓ | | | | | | | |
| | | Peaceful co-existence in the country and the world | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | | |
| | | Morals and values in the country and the world | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | | | |
| | | Cultural practices, gender and HIV and AIDS | | | | | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | | |

| Form | Core Element | Theme/Topic | Activity Cards | | | | | | | | | | | | | | |
|------|--|---|----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| | | Supporting the vulnerable people in the country and the world | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | |
| | Sex and sexuality | Sexual and reproductive health and human behaviour | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | | Sexual harassment | | | | ✓ | | | | ✓ | ✓ | | | | | | |
| | Entrepreneurship and the world of work | Risk taking and creativity in business | | | ✓ | | | | | | | | | ✓ | | | ✓ |
| | | Job searching strategies | | | ✓ | | | | | | | | | ✓ | | | ✓ |
| | | Saving culture | | | | | | ✓ | ✓ | | ✓ | | | | | | |
| | | Basic tax calculations | | | | | | | | | | | | | | | |

| Key | | | |
|--|---|--|---|
| Very Young Adolescent Cards (for ages 10-14) | | Older Adolescent Cards (for ages 15-19) | |
| 1. Ask the health worker game | 8. Menstruation at school story | 15. Condom true or false game | 22. Harmful cultural practices discussion |
| 2. Completing scenarios on friendship | 9. Myths and truths about sexual violence | 16. Consequences of early pregnancy | 23. Health service linkages |
| 3. Fatima's story | 10. Reproduction true or false game | 17. Decision making in interpersonal relationships | 24. Preventing pregnancy HIV and STI story |
| 4. Healthy and unhealthy role play | 11. Saying no | 18. Drug and substance abuse | 25. Resisting peer pressure and assertiveness |
| 5. HIV prevention positive living | 12. Taking a stand | 19. Early marriage drama and song | 26. Sexual and reproductive health gender quiz game |
| 6. How alcohol feels game | 13. The empathy game | 20. Empathy drama and song | 27. Show that you know HIV risk quiz |
| 7. Male and female roles game | 14. When I grow up interviews | 21. Gender based violence | 28. Staying in school community interview |

Appendix 2: Participatory learner-centred methods for use in LSE teaching

Introduction

Through participatory teaching and learning methods, learners identify their own problems, discuss solutions, plan and carry out effective actions. The participatory teaching and learning methods assume that learning is best achieved by requiring learners to be actively involved during lessons. The participatory teaching and learning methods recommended for the teaching of life skills education include (but not limited to) teaching strategies such as case studies, brainstorming, character rating, jig-saw, role play, values clarification, fish bowl, KWL, mix-freeze-pair, walk around and talk round, quick write, author's chair, one stay, three stray, debate and meet at the middle.

This section covers a range of learner-centred methods that are effective for LSE. Each method will be explained to show how the teacher can best deliver content in the life skills curriculum. Below are some of the methods that can be used:

Author's chair

Aim: building confidence in learners in public speaking.

Instructions

- This method is used in the consolidation phase
- An author's chair is a special chair in the classroom that is used when an author – a learner who has written some work sits on the chair and shares by reading his/her original work.
- Ask learners to read their work in turns.
- Consolidate by correcting misconceptions.

Ball bearing

Aim: To promote reading and understanding of the topic

Instructions

- Divide learners into two groups. One group forms the inner circle and the other group forms the outer circle.
- Ask the learners in the inner circle to face their colleagues in the outer circle.
- Hand out a text written on a flip chart or chalk board.
- Allow learners to read the text. Tell the learners to read the text silently and prepare an oral summary individually.
- Let each learner from the inner circle present the summary to the partner in the outer circle. The learner from the outer circle complements the summary.
- Allow the learners to walk around and command them to grab a partner.
- Maintain the inner and outer circle.
- Let each learner in the outer circle give their summary to the new partner and let the inner circle members complement the summary.

Note: Make sure the text is a simple message. The length and complexity of the text should depend on the learners' capacity.

Learners should be given adequate time to read and understand and be able to tell a colleague.

If the number of learners is an odd, the teacher should partner with the learner who has no colleague.

Make sure that the learners are actively participating in the activities; they may write the text and organize the learners into groups. This helps with active participation of the learners.

The teacher should consolidate.

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

This will help the teacher to evaluate if he/she has achieved to deliver the content effectively.

Ball game

Aim: Soliciting ideas quickly from individuals.

Instructions

- Introduce a topic/question.
- Ask learners to form a circle and throw a focus ball to both volunteers and non-volunteers to contribute or give an answer.
- Encourage learners holding the ball to throw it to anybody in the group and give a response.
- Consolidate by correcting any misconceptions.

Brainstorming

Aim: Gathering ideas

Instructions

- Divide the learners into groups and introduce the topic.
- Allow the learners in their groups to list what they understand about the topic and write on a piece of paper.
- Teacher to select one or two groups to present and will later consolidate.

Note: Let them know that no contribution will be questioned, criticized or commented on at this time of brainstorming.

Bus stop

Aim: To encourage thinking and sourcing of views from learners

Instructions

- Divide the topic into different subtopics or objectives.
- They may be four or more objectives which will form the bus stops.
- Divide the learners into groups according to the number of bus stop/work station (each group has bus /work station).
- Each bus station has a specific sub topic of interest as related to the subject.
- Let the groups (learners) write what they know about the topic on the work station.
- Let them move from one station to another to read what other groups have written on their stations (after specified time given by the teacher).
- Let the group discuss in plenary
- The teacher then summarizes and consolidates.

Note: Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

This will help the teacher to evaluate if he/she has achieved to deliver the content effectively.

Card collecting and clustering

Aim: Soliciting ideas and grouping them

Instructions

- The teacher asks his/her learners a question on any topic in life skills teachers' guide
- Learners are provided with a piece of paper or cards on which to write their responses
- The teacher collects the cards and chooses two learners to read the cards in front of all the others
- The learners together with their teacher cluster the cards that carry similar responses on a chart or board
- The teacher asks learners to comment on the responses from every cluster
- Then the teacher comes in to consolidate the findings from the exercise.

Note: Learners should write letters that are readable from a distance.

This exercise could also be done in groups if the class is very big.

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

This will help the teacher to evaluate if he/she has achieved to deliver the content effectively.

Case studies

Aim: To enhance learning and solving problems through other people's experience

Instructions

- The teacher identifies the case which is real or fictitious story about an incident which the learners can face. (You can also invite a person who experienced an incident in real life to narrate their experience)
- Divide the learners into groups and give them questions about the incident, for example; what went wrong in the story? What would you do if it happened to you? What did you learn from the story?
- Let one learner read the case study to the groups
- Let the learners answer the questions and ask them to report their findings to the entire class for discussions
- Then the teacher comes in to consolidate the findings from the discussions

Note: The case study should be brief and clear so that learners can solve.

The case study should be realistic and believable, it is better to use situations that are familiar in that community.

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

Character rating

Aim: learners analysing behaviours of their colleagues.

Instructions

- Stick / pin a piece of paper at the back of each learner.
- Ask each learner to move around the class.
- Ask each learner to write a behaviour (word or phrase) at the back of the person they meet.
- Ask the learners to remove the papers from their backs and read out the behaviours contributed by others.
- Consolidate by asking the learners to reflect on the behaviours and make some commitments.

Construction blocks

Aim: This method will help participants to derive and create meanings of terms from given situations.

Instructions

- Ask participants to form small groups.
- Ask participants to read an already prepared passage containing elements of the concept to be defined and then answer the questions that follow.
- Let each group present their responses to class.
- Discuss with participants responses from each group and highlight attributes of the concept from the passage.
- Ask each group to construct the meaning of the intended concept.

- Let each group present their definition to class.
- Discuss with participants the definitions from each group.
- Consolidate by emphasizing on the correct definition.

Debate

Aim: To promote interactions among learners while learning by exploring both side of an issue.

Instructions

- The teacher will introduce the topic and involve a learner to divide the class into three groups:

| | |
|------------------------|------------------------|
| 1 st group: | Proponents |
| 2 nd Group: | Opponents |
| 3 rd Group: | Arbitrators / Referees |

- Allow group 1 and group 2 to discuss in their groups possible arguments.
- Group 1, will identify chief proponent and group 2, chief opponent who will lead in presenting and defending their case.
- Group 3 should select representatives as referees.
- All the groups will go into plenary.
- The chief proponent will start presenting their case and then the chief opponent will counter argue.
- The referees will reflect on the arguments and decide which group had been most convincing.
- The teacher should conclude the debate by highlighting important areas and clarifying where necessary.

Note: The topic of the debate should be given in advance to the learners (it could be given to the learners the day before the session), so that they research on it and be able to prepare for the arguments.

When used as a method of teaching, do not steer it too strongly.

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

This will help the teacher to evaluate if he/she has achieved to deliver the content effectively.

Ego booster

Aim: to enhance the positive behaviours in learners.

Instructions

- Ask the learners to sit in a circle.
- Ask each learner to get a piece of paper and write their name on top.
- Let each learner pass the paper to the next person in one direction.

- Write the positive behaviour of the person indicated on the paper. Write from the bottom and fold the paper so that the next person does not see what you have written. Keep on passing the paper until it reaches the owner.
- Ask the owner to unfold and read out to the class.
- Consolidate by encouraging the learners to maintain the behaviours written by their friends.

Fish bowl

Aim: exchanging opinions, experiences and aspects on a topic.

Instructions

- Identify a topic on which learner can discuss and exchange ideas.
- Arrange five seats in a semi-circle in front of a classroom.
- Ask four learners to sit down on the chairs and discuss the identified topic publicly.
- Encourage the public/other learners to contribute to the discussion by coming forward and take over/sit on the empty chair.
- Tell the learners in the fish bowl (in the semi-circle) that they are free to leave their seats and join the public once they feel they have nothing more to contribute to the discussion.
- Whenever somebody has left the fish bowl group, encourage learners from the public to take over the empty seat and contribute.
- Consolidate by asking some learners to summarise the discussion and the teacher corrects any misconceptions.

Futures' wheels

Aim: To explore the effects of behaviour

Instructions

- Select an aspect of a topic you would want to demonstrate the cause and effect.
- The stated problem should have a variety of factors and possible effects.
- Ask learners to brainstorm factors which contribute to the problem (causes) then brainstorm possible effects of the problem.
- Ask the learners to come up with a diagram showing cause and effects.

Note: Allow learners to explore as many causes and effects as they can.

Respect each learner's views and make sure they are kept in context of the discussion.

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

Gallery walk

Aim: To encourage peer to peer learning through group work

Instructions

- Divide the learners into groups.
- Give them a task to discuss in their groups and write on a paper.
- Display the work and allow the groups to go around each other's work.

- Add responses that you think are missing and ask questions where necessary on the other group's work.
- Groups should select a representative to present the work taking into consideration the questions and comments from the other groups.
- The teacher consolidates the work done by the groups.

Note: Make sure all the learners walk through each and every station. During presentations all the learners should go to one station and move to the next station together (not even the presenter should be left behind)

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

This will help the teacher to evaluate if he/she has achieved to deliver the content effectively.

Give one take one / T - chart

Note: This method is used together with a T-Chart

Aim: encourage learners to share ideas with anyone in the class.

Instructions

- Introduce a topic or question which can generate many responses.
- Ask each learner to create a T-Chart as follows:

| Give one | Take one |
|----------|----------|
| | |
| | |

- Ask each learner to write few responses to the question in the Give One column and give the following instructions:
 - Move around the room when a teacher claps hands once.
 - Stop and find a partner to work in pairs when a teacher claps hands twice.
 - Ask the pairs to give one response and take one response from each other.
 - Repeat steps a, b and c two to three times.
- Ask selected individuals to read out their responses from the T-Chart and ensure that responses that have already been said are not repeated.
- Consolidate by emphasizing on correct responses and eliminate wrong ones.

Jigsaw

Aim: enabling learners to master one aspect of a unit and share with colleagues.

Instructions

- Divide learners into groups, according to number of tasks (the groups are known as home groups or jigsaw group).
- Assign a number to each member in the home group.

- Ask all participants with a similar number, for example: all ones, twos to go and form their own group known as expert groups.
- Give each group a task to work on and remind each participant to record important points being discussed.
- After the discussion ask each member to go back to their home groups and start sharing with the rest of the members. One member contributing at a time.
- Consolidate by asking a member from each group to summarize a given task.

Know-Want to know-Learn (K-W-L)

Aim: Guiding learners understanding a topic or text.

Instructions

- Introduce a topic to the whole class.
- Write K-W-L on a chart or chalkboard.
- Ask learners to mention what they know about the topic or text (prerequisite knowledge) and record under K column.
- Ask them about what they want to know about the topic or text and record under W column.
- Proceed teaching according to the topic as planned.
- At the end of the topic/lesson, ask learners what they have learnt and record under L column.
- In the conclusion, find out from the W column what has been covered and not covered during the topic/lesson.
- Ask learners to research on the work not covered during the topic/lesson.

Note: This method is used in the introduction, development and conclusion of the lesson. It can be used in one or more lessons depending on the topic.

. M – Chart

Aim: structure ideas into three different categories.

Instructions

Ask a three segment question (e.g. explain the difference between sex, sexuality and gender).

Allow learners to discuss the topic/question in groups

Create an M-chart (chart with three columns with sex, sexuality and gender)

Paste the chart on the wall

Ask group representatives to come in front and write down their responses in the appropriate columns of the M – Chart

Ask learners to highlight main differences between sex, sexuality and gender from the M – Chart

Consolidate the activity by emphasizing on the correct responses

Make an appointment

Aim: Solicit sensitive views in pairs

Instructions

Ask learners to move around and choose a trusted partner

Ask them to make an appointment for instance to meet at the school ground at a particular time

Let them go back to their places

Write the topic for discussion on the chalkboard

Tell the partners to go and meet at the agreed places for a discussion and record their points

Monitor the discussions (should not go near to them)

Ask them to go back to class
Ask selected partners to share with the class what they discussed
Let the partners put their scripted responses together and mix them up
Pick the most sensitive ones for class discussion
Consolidate by emphasizing on correct resolutions

Meet at the middle

Aim: bringing different ideas together from a discussion.

Instructions

Spread charts on various work stations.
Ask four participants at a time to write their responses on the spread charts, beginning from each corner of the chart to meet at the middle (centre). Continue doing that until everybody has finished.
Paste the charts on the walls for a gallery walk.
Consolidate by emphasizing on correct responses.

Mix-Freeze-Pair

Aim: completing a closely defined task with new partners.

Instructions

- Create space in the classroom and ask learners to follow the following instructions.
 - a) Mix (move around the room) when a teacher claps hands once.
 - b) Freeze (stop) when the teacher claps hands twice and find a partner to work in pairs
- Ask a question for learners to share their responses.
- This process should be repeated two to three times and ask a different question at each time.
- Consolidate by asking selected individuals to share their responses with the whole class and correct misconceptions.

One Stay, Three Stray

Aim: groups sharing results of their discussions when there is no time to hear from each group.

Instructions

- Ask learners to be in groups of four (home groups) and assign a number to each member.
- Groups to be arranged in circular format. Groups to be numbered chronologically.
- Give the groups a similar task to do or discuss.
- Ask all number ones to stand up and move to the next group and sit down. All number twos to move two groups away and sit down. Number threes to move three groups away. Number fours should not move as they are hosts.
- The three visitors to ask the host what they had discussed in their original group. The visitors should not contribute what was discussed in their home groups.
- Visitors should record only what they did not discuss in their home groups.
- Ask visitors to go back to their home groups and share the additional information from the away groups.
- Consolidate by asking some learners to summarize their discussions.

Pens in the middle

Aim: To ensure that each and every learner contributes in the group discussion

Instruction

- Ask learners to be in groups for a discussion on a given topic
- Ask each of them to put his/her pen at the middle of the group when making contributions

- Go round monitoring the discussions, pick a pen randomly and ask its owner to state the contribution he/she made
- Ask selected learners to share with the whole class what they had learnt from the discussion
- Consolidate by emphasizing on the correct responses

Quick write (a brief written reflection on a topic)

Aim: a quick method of introducing, summarizing or concluding a task.

Instructions

- After a discussion or doing a task, ask each participant to write down main ideas they have covered. They should write quickly (non-stop).
- Ask selected learners to read out their responses. The responses should not be criticized.
- The reading should be done through the author's chair.
- Consolidate by correcting misconceptions.

Role play

Aim: Help learners to act out and be aware of a given situation.

Instructions

- Select a topic concerning a social situation or a typical conflict to be solved.
- The topic should reflect something that affects the learners in their communities or day to day life and relationships.
- Learners should be given the roles to play.
- Let them role play (improvise) the situation.
- De-role the different roles that they played.
- Learners and their teacher should discuss jointly what has been shown in the play.
- Formulate solutions to the situation that has been role played.
- The teacher comes in to consolidate the findings from the discussion.

Note: The teacher provides the story to be role played. The teacher should be mindful of the time and should make sure that learners do not get carried away. Shy learners should also be encouraged to participate

Reflection: After delivering the content, the teacher should ask learners to look back at what happened. The teacher should ask a few questions from the success criteria to see if the learners are able to answer questions correctly.

This will help the teacher to evaluate if he/she has achieved to deliver the content effectively.

Songs

Aim: Learning through singing

Instructions

- Let the learners compose songs on a subject of that day
- Let the learners sing the songs
- The teacher asks questions on the content of the songs
- The teacher consolidates the whole exercise

Note: the message in the song should be in line with the topic of that day

Think – Ink – Pair – Share

Aim: Learners thinking about an issue or problem and sharing the results with a partner.

Instructions

- Identify a topic and ask a question to the whole class. Ask each learner to think through an answer and write down the responses.
- Ask each learner to choose a partner and share their written responses.
- Ask selected pairs to share their responses with the whole class.
- Consolidate by coming up with correct answers.

Think – Pair – Share

Aim: Learners thinking about an issue or problem and sharing the results with a partner.

Instructions

- Ask a question to the whole class from a topic. Ask each learner to come up with an answer.
- Ask each learner to choose a partner and compare their responses.
- Ask selected pairs to share their agreed responses with the whole class.
- Consolidate by coming up with correct answers.

Values clarification

Aim: encouraging learners to make informed choices and clarify their personal values.

Instructions

- Choose a topic and prepare statements or questions (binary).
- Paste the statements or questions on the walls or sometimes a teacher reads out a question or statement.
- Ask learners to freely choose their sides according to their values and stand on the side of their choice.
- Ask learners to give reasons for their choices.
- Encourage the learners to switch sides if convinced by others on the other side.
- Consolidate by highlighting the main points generated from both sides.

Walk Around-Talk Around

Aim: sharing a lot of information within a short period of time.

Instructions

- Present a problem to the whole class and ask each learner to write down one or two responses
- Create space in the classroom and give the following instructions:
 - Learners to walk around the room when the teacher claps hands once
 - Learners to stop when the teacher claps hands twice and immediately find a partner to work in pairs
- Learners to share information which they do not have from their partner's list.
- This process should be repeated two to three times.
- Consolidate by asking selected individuals to read out their lists and emphasize on correct responses.

Note: The question or task to be asked should generate more responses.

When to use the Participatory Methods

| Method | Introduction | Development | Conclusion |
|-----------------------------------|--------------|-------------|------------|
| Authors' chair | | ✓ | ✓ |
| Ball bearing | | ✓ | |
| Ball game | ✓ | ✓ | ✓ |
| Brainstorming | ✓ | ✓ | |
| Bus stop | | ✓ | |
| Card collection and clustering | | ✓ | |
| Case studies | | ✓ | |
| Character rating | | ✓ | |
| Debate | | ✓ | |
| Drama | | ✓ | |
| Ego booster | ✓ | ✓ | |
| Fish bowl | | ✓ | |
| Futures' wheels | | ✓ | |
| Gallery walk | | ✓ | |
| Give one-Take one | ✓ | ✓ | ✓ |
| T-Chart | ✓ | ✓ | ✓ |
| Jig saw | | ✓ | |
| Know-Wants to know-Learnt (K-W-L) | ✓ | ✓ | ✓ |
| M- Chart | ✓ | ✓ | ✓ |
| Make an Appointment | | ✓ | |
| Meet at the middle | | ✓ | ✓ |
| Mix-Freeze-Pair | ✓ | ✓ | ✓ |
| One Stay-Three Stray | | ✓ | |

| Method | Introduction | Development | Conclusion |
|-------------------------|--------------|-------------|------------|
| Pens in the Middle | ✓ | ✓ | ✓ |
| Quick Write | ✓ | ✓ | ✓ |
| Role play | ✓ | ✓ | ✓ |
| Songs | ✓ | ✓ | ✓ |
| Think- Ink-Pair -Share | ✓ | ✓ | ✓ |
| Think-Pair-share | ✓ | ✓ | ✓ |
| Values clarification | | ✓ | ✓ |
| Walk around-Talk around | ✓ | ✓ | ✓ |

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