



# 6th Standard

## Physical Growth and Development

Sixth Standard (601)

Teaching time: (1) class period

*Lifeskills Competencies Physical Growth and Development / Nutrition*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify barriers to good nutrition.
- ✓ **Creative Thinking**  
The students will be able to identify ways to eat a variety of foods from the different food groups.  
The students will be able to identify alternative food choices when sources of nutrients may be limited, either by supply or by cost.
- ✓ **Critical Thinking**  
The students will be able to assess the nutrient value of the foods they eat.  
The students will be able to analyze whether they are eating enough foods from the different food groups.
- ✓ **Decision Making**  
The students will be able to identify realistic choices for a balanced diet to reduce their risk of malnutrition.
- ✓ **Communication**  
The students will be able to ask for additional information on nutrition when needed.  
The students will be able to clearly present information about good nutrition to family and friends.
- ✓ **Self Awareness**  
The students will be able to identify personal eating habits that may either contribute to or limit good nutrition.
- ✓ **Interpersonal Relationships**  
The students will be able to identify the dynamics of eating food together with family and/or friends.
- ✓ **Empathy**  
The students will be able to recognize the different nutritional needs of babies, children, adolescents, adults, and grandparents.
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between personal wants (foods which are good to eat) and needs (foods which are nutritious).

We get the nutrients needed by the body from the food we eat every day. Food containing carbohydrates and fats provides energy for the body. Proteins promote physical growth and development. Vitamins and minerals contribute to disease prevention, health and longevity. Moreover, one should drink about six cups of water a day.

To be strong and healthy, one needs to eat sufficient and appropriate nutritious food every day. Therefore when preparing food for the family, it is important to make sure that they contain appropriate nutrients, in sufficient amount. Iodized salt should be used.

## Activity (1)

### Objective

To be able to explain that the food eaten daily should contain sufficient and appropriate nutrients.

### Teaching aid

### Teaching/ Learning Activities

1. The teacher should ask the pupils to recollect the food they had eaten in the last three days. Then ask three students [If possible, have all of the students write in their notebooks or tell their neighbor what they had eaten in the past three days.] to describe the food they had eaten, by turns. Meanwhile, discuss with the class which categories from the three food groups are included in their food and record them in the following table. (See: the examples in the Box.)

Serial No.	Name	1 <sup>st</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day

2. Then ask each group of students to critically examine whether or not the food their three friends had eaten daily contained food from all the three groups and whether or not they had eaten all the varieties of food every day. If the food consumed is deemed deficient in a certain nutrient, suggest who should increase the consumption of which food.
3. Ask the pupils to identify the foods included in the three groups that the two kinds of food mentioned below contain:

1.

Rice Fish curry or Bean curry Fried Water Cress
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2.

Steamed Glutinous Rice or One dish of Boiled Noodles
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Then, ask them to make a comparative study of the nutrition values of the two servings of food.

- (1) Which serving of food contains all the three groups of nutrients?
- (2) How many food groups does each serving contain?
- (3) Which serving of food has a higher nutritious value?

4. Ask the pupils to discuss the following question, in groups:  
Suppose you merely had steamed glutinous rice or a dish of boiled noodles for breakfast. In order for you to have a balanced diet what would you have to eat for lunch and dinner?
5. The discussion results of each group should be presented on the blackboard and the teacher should make an overall review based on the discussion on the need for food variety in adequate quantity to ensure sufficient nutritional value.

### **Content Questions.**

1. How many basic food groups are there? What are they? Please give examples of foods in each group.
2. From which food groups are you likely to eat the most? Medium amounts? The least?
3. Why do you think we eat foods from some food groups more than from others?
4. What is a balanced diet?
5. How are the 3 food groups important for your health?
6. How will a meal that includes from the 3 food groups help the body?
7. How will a meal that does not include food from the 3 food groups affect the body?

### **Personalization Questions.**

1. What did you have for breakfast today? Three days ago? Can you remember? Why or why not?
2. When you eat food, how much do you know about what you are eating? Why?
3. When you eat do you usually think about 3 food groups why or why not?
4. Do you think you have a balanced diet (eat enough foods from the different food groups)? Why or why not?
5. Do you think that you can eat food from the five food groups at each meal? How?
6. What are some ways that you think you can improve the quality of your diet? Do you think that we can increase the nutrient value of the food we eat? If yes, how? Please give an example from the single serving foods

## **Activity (2)**

### **Objective**

To be able to plan a balanced diet that contains sufficient and appropriate nutrients for the family everyday.

### **Teaching aid**

### **Teaching/ Learning Activities**

1. The teacher should explain that to be strong and healthy, nutritious food should be eaten every day in quantities sufficient and appropriate for the body. Accordingly, it is necessary to prepare food that contains sufficient and appropriate nutrition for the family every day.
2. The teacher should, as an example, draw the following boxes on the blackboard and ask the students which food is included in which group of nutrients.

## Rice, Fried Fish, Sour Tasting Water Cress Soup

Morning	- Boiled beans and fried rice
Early afternoon	- Rice, fish, fish paste sauce, vegetables (a soup of Amaranth, Horseradish leaves, etc.)
Late afternoon	- Plain tea, groundnuts
Evening	- Rice, fried fish (Fried chicken egg, fried water cress, fish paste sauce)

3. Then, the teacher should further explain that people, irrespective of age and sex need to eat appropriate foods; that the food needs to be fresh and nutritious; that eating a variety of food supplies the body with the needed nutrients and also prevents diseases; that one should drink about (6) cups of water a day; that, in addition, iodized salt should be used in preparing dishes; and that if one eat only one or two kinds of food, professing one's liking for it, then it will be like 'eating more than one can chew' and one will be stricken with such sickness as indigestion, constipation, etc..

[The teacher should ask the students this first – see personalization questions below]

### Content Questions:

1. If we do not receive all the required nutrients in our diets, what do you think will happen?
2. What do you think is the relationship between eating (nutrition) and disease?
3. Malnutrition is associated with protein, and vitamin and mineral deficiencies. Can you think of another problem that is caused by the lack of another nutrient? (dehydration due to insufficient intake of water).
4. What is the difference between the foods you may need to eat and those you want to eat? Which do you eat more of?

### Personalization Questions:

1. Have you ever made a plan about what you eat each day? How did you make your plan?
2. Which do you enjoy more, the foods that are good for your or the foods that you like eating? What are the implications of eating more of one than the other?
3. When you are sick, do your nutritional needs differ? How?
4. Have you ever seen anyone with the symptoms of any diseases, which you think were cause by poor nutrition? What did you think when you saw them? Why?
5. What are some ways that you can monitor your own nutrition?
6. What are some of the obstacles that may keep you from having a balanced diet? Why?
7. What are some ways that you can tell your family and friends about the important of nutrition? (and eating 3 meals a day)
8. What can you do to insure good nutrition if it is not possible to eat (3) meals a day?

### Linkage Question:

1. What kind of salt should you eat? How does this kind of salt help the body?
2. How much water should you drink a day? Why?
3. Which foods or kinds of food do you think have the most nutritional value for children? For adults? For senior citizens? Why?

4. What do you think are the special nutritional needs of pregnant women, small children, and people with chronic illnesses, such as HIV/AIDS?

Teacher Notes: Eating (3) meals a day is important for children and youth because very few of these children eat enough. The teacher and students may wish to conduct a follow-up activity to look at the assistance available in their community.

### **Assessment**

To draw up menus for breakfast, lunch, and dinner for three day's using locally available customary foods containing the nutrients as in the above (example) box.

Divide the students into small groups and have each group create and perform the role-play about the duties and functions of vitamins, minerals and other nutrients. [There may not be enough data provided in the lesson for the students to do this].

### **Evaluation/Assessment Questions.**

The teacher can collect and evaluate the three-day menu plans developed by each student. Or, the students can exchange menu plans with a partner who will then check for balance between the food groups and whether the foods are available in the local area.

1. How difficult was it to create a meal with a good nutritional balance? Why or why not?
2. How do you think the menu that your group prepared compares with your own eating habits? Why?
3. Why do you think your three-day menu plan is balanced nutritionally?
4. Are all of the foods you listed available in the local area? Are they foods that your family normally eats or would be able to eat?
5. What is the most nutritious meal that you can think of? Why do you think it is nutritious? Does it contain food from all of the food groups? Are all of the foods in this meal locally available?

### **Follow-up Activity**

Have the students arrange performances of their the role-play about the duties and functions of vitamins, minerals and other nutrients for their family members and members of the community. After the performance, open a discussion on the nutritional value of foods available in the local area.

Have the students keep a "nutrition diary" of what they eat on a daily basis. In the diary, the students should divide the foods into the different food groups. The students should then analyze whether they are eating enough foods from the different food groups.

From the analysis of the student's "nutrition diary" on what they eat on a daily basis, have the students to discuss with their parents the different ways that they can vary the foods they eat so that a better balance of nutrition can be obtained. The students will have to plan and practice what they will say to their parents and also come up with some suggestions of local varieties of foods that they can suggest to their parents.

**Questions for Follow-up activity**

1. From the analysis of your “nutrition diary” were you eating enough foods from the different food groups? Were you eating too much food from one food group and not enough from the others? Which types of food were you eating too much/little of?
2. What are some of the obstacles that may keep you from having a balanced diet? Why?
3. What are some locally available foods that will help you get a better balanced diet?
4. What are some things that you can do that can help you maintain a balanced diet?
5. How did you or will you talk to your parents about varying the foods you eat to get a better balanced diet? Please give an example.

## Physical Changes in Youth of Both Sexes

Sixth Standard (602)

Teaching time: (2) class periods

### *Lifeskills Competencies – Reproductive Health*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify barriers to acceptance of the physical and emotional changes their bodies are under going.
- ✓ **Creative Thinking**  
The students will be able to identify different ways to cope with physical body changes.  
The students will be able to identify behaviors and methods to delay sexual activity.
- ✓ **Critical Thinking**  
The students will be able to assess the advantages and disadvantages of ways to control their emotions.  
The students will be able to assess the impact of physical and emotional changes on their daily lives.
- ✓ **Decision Making**  
The students will be able to determine ways to accept the physical changes that their bodies are undergoing and ways to control the emotional change that may affect relationships with family members and friends.
- ✓ **Communication**  
The students will be able to demonstrate skills in discussing the physical and emotional changes they are undergoing..  
The students will be able to ask for help and advice or seek additional information on changes in physical appearance and changes in emotions.
- ✓ **Self Awareness**  
The students will be able to assess whether they are ready to physical and emotional changes now and in the future.  
The students will assess the impact of physical and emotional changes on self-esteem.
- ✓ **Interpersonal Relationships**  
The students will be able to identify their roles and responsibilities in caring for relationships with family members and friends.
- ✓ **Empathy**  
The students will be able to recognize the needs of other teenagers who may be undergoing physical and emotional changes.  
The students will be able to assess the thoughts, expectations and feelings of family members and friends
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between physical attraction and a loving relationship.

Physical changes begin in children between 10 and 13 years of age. The common changes at puberty include an increase in height, change in voice, etc.



These changes are not to be feared or worried about. Girls especially take their bodily growth and changes as something to be ashamed of. As these changes take place in everyone, it should be understood that one should not feel shy or be scared.

One's body must be kept clean. Unless one is physically clean, one may easily be infected with diseases and his/her body will emit bad odours. During transition from childhood to adolescence, children need to take good care of their bodies.

## Activity (1)

### Objective

To be able to describe the physical changes in youth of both sexes.

### Teaching aid

'How have they grown up?' – Pictures

### Teaching/ Learning Activities

1. This lesson should be taught to boys and girls separately.
2. Form small groups consisting of (five to eight) students in each group. Tell them to look at the pictures: 'How have they grown up?' and to discuss what changes have taken place in 'Ee Ti' and 'Tut Ki' shown in the pictures. Then discuss with the whole class.
3. Tell the students to discuss what physical changes take place between 10 and 13 years of age, and ask them to reveal and discuss as far as they have noticed, their own physical changes.
4. Ask them to present the results of the group discussions again to the class, record them on the blackboard and the teacher should further add to the discussion to cover the following points:

What changes have taken place in the body of a boy?

1. Growth of the testicles.
2. The appearance of pubic hairs.
3. Semen begins to eject.
4. Increase in height.
5. Change in voice.
6. The appearance of armpit hairs.

What changes have taken place in the body of a girl?

1. Growth of the breasts.
2. Expansion of the hips.
3. Increase in height.
4. The appearance of pubic hairs.
5. Menstruation begins.
6. Begins to have a glowing complexion.

## Pictures

How Tut Ki has grown up and changed by stages.

How Ee Ti has grown up and changed by stages.

Include the following themes in the lectures in the girls-only classrooms.

### **Menstruation (Menses)**

Menstruation is even referred to as the law of nature. It is a change which happens naturally. Usually, menstruation starts between 10 and 16 years of age. The age at which menstruation begins may vary according to family lineage and race, environmental conditions, social status, health and nutrition.

Usually, menstruation, at first, does not occur regularly once a month. However, it tends to become regular two or three years after its appearance. Normally, menstrual flow takes place once in 28 days. But it varies from person to person. It occurs once in 21, 30 or 35 days in some persons while in some others it also occurs once in 45 days to three months.

The menstrual period also varies. It usually lasts three to five days, but it may also last two to seven days.

While the blood discharged often is liquid, sometimes it may contain small clots of blood.

One usually tends to be constipated prior to menstruation and to have a distended stomach during menstrual flow. Most often, the sockets of the eyes become brownish and pimples appear in the face and back of the body. The lower part of the body remains dull and tense till the end of the menses.

During menstruation, one often feels tired, gloomy and sluggish, sad, emotional, irritable, has a headache and tension in the breasts.

It is time to discard the views that menstruation causes uncleanliness, that it is something to be ashamed of.

### **Content Questions:**

1. What are some of the major changes that teenagers undergo?
2. What do you think is the impact of these changes in a teenagers life

### **Personalization Questions:**

1. What have been the most significant changes for you?
2. How have these changes affected you, made you feel?
3. What are the likely changes in the future?
4. Which of these changes can you control? How?
5. What changes do you think you will encounter in the future?

### **Evaluation/Assessment Questions**

1. What is the impact of physical and emotional changes in a teenager's life? How can young people reduce the negative impact?

## Activity (2)

### Objective

To be able to explain that physical changes occur place in everyone in accordance with natural law, and thus there is no need to feel shameful or shy.

### Teaching/ Learning Activities

1. Tell the students to discuss, in groups, their feelings in respect to the bodily changes discussed in Activity (1). Use the following questions in the discussion:
  - (a) Which changes do you like?
  - (b) About which changes do you feel uneasy?
  - (c) Which are the changes that do not affect your feelings?
  - (d) Supposing you have not experience any physical changes yet; how would you feel?
2. Then, tell them to present to the class the results of the discussions, by groups. The teacher should supplement the discussion results with the following points:

#### Why do physical changes occur?

Physical changes begin to take place in children when they are between 10 and 13 years of age. We need to understand that these changes are not to be feared nor worried about. You can tell your friends about these changes as follows:

1. These changes are normal, natural occurrences.
2. These changes are essential for growth and development, they signify progress.
3. These stages of changes are necessary to reach the stage of puberty.
4. These changes take place in every person.
5. You need not feel shameful or shy should physical changes take place in you earlier than in your friends; and if your changes come slower than your friends, please wait patiently.

3. Let students look at the pictures in “Is it nature?” and let them discuss in groups how to give advice regarding the feelings expressed in the pictures.
4. Tell them to report the results of the group discussions to the class.

#### “Is it nature?”

*How Zaw Zaw feels*

I don't like to be a teenager. My voice crackles. Uncle says I'll have a more booming voice. I don't know when that'll come about. I wonder if people will make a laughing- stock of me when I speak to them.

*How Ni Ni thinks*

It seems my body has grown extremely big this year. Jackets have become tight, clothes don't fit anymore. It seems people are making fun of me.

How shameful I feel.!

*Kyaw Kyaw is thinking*

Ah! People have become taller, their voices have changed....It seems they've become stronger. As for me...nothing's changed, yet. I wonder if it'll go on like this for ever!

*It occurs to Moe Moe*

Some people have become so beautiful. It seems their complexion's glowing. As for me.... I'm so skinny, thin and flat. It's so distressing!

### **Content Questions:**

1. Have you noticed the changes in the physical appearance of teenagers? What changes have you observed?
2. What are some of the major changes teenagers go through?
3. Do all teenagers go through these changes? Why or why not?
4. How do young people feel when they are undergoing physical changes? Why?

### **Activity (3)**

#### **Objective**

To be able to explain the need to value and care for the body after the physical changes have occurred.

#### **Teaching/Learning Activities**

1. Let the students consider the question: "How they would like to be when they are eighteen" and tell them to go on and discuss in groups "How they would behave to fulfill their desires"
2. Record the discussion results on the blackboard and tell them to discuss with the whole class again.
3. The teacher should explain the following points, based on the discussion results:

It is important for children during their transition from childhood to adolescence to make correct decisions about their body. Especially, since it is the age at which children begin to have emotional feelings about the opposite sex, they need to control their emotions to prevent sex-related problems and to value and care for their body. In addition, it is also important to keep one's body clean and tidy.

4. Tell the students to discuss about how to take care of the body and to write down the Dos and Don'ts. Then, put the group discussion results together and record them as follows:

Do's	Don'ts

- The teacher should add further requirements, if any. Bring out and discuss the reasons as to why a certain thing should be done and why it should be avoided.

**Content Questions:**

- How do young people feel when they are undergoing physical and emotional changes? Why?
- From where do teenagers learn their behavior? Is this an appropriate model for behavior?
- Is it easy or difficult for teenagers to follow a crowd? Why or why not?

**Personalization Questions:**

- If your body has started to change, have your feelings also changed? Is it difficult to control your feelings and emotions? Why or why not?
- What has been the most significant change for you? How has it made you feel?
- Has your behavior started to change? How do you think it has changed? Do friends or family members have similar behaviors?
- What are likely physical and emotional changes that you will go through in the future? Which of these can you control? Why? How can you prepare yourself effectively for these changes?
- How are teenagers portrayed on television or in the media? Do you think this has any influence on teenage behavior? Why or why not? What do you think has influenced your behavior? Why?

**Linkage Questions:**

- When teenagers go through physical and emotional change, how does their relationship with their family and friends change?
- How might the physical and emotional changes that teenagers undergo place them at greater risk for drug use, unwanted pregnancy, or HIV infection?
- When young people are emotional, they often need to talk to someone? Who do you think would be a good person to talk to in this situation? Why? How would you want that person to talk to and listen to you?

**Evaluation/Assessment Questions**

- What is the impact of physical and emotional changes in a teenager's life? How can young people reduce the negative impact?

**Possible Follow up activity (?):**

Have the students observe their siblings at home or other young people in the community and record the differences in physical appearance and emotions that they see.

**Follow up activity questions:**

1. What physical and emotional differences did you notice among your siblings and other young people in the community?
2. Were all the young people of the same age at the same stage of physical development? Why or why not?
3. Were some of the young people more moody or irritable than other young people were? What age are these young people? Why do you think they were more moody than they others?

## Be Considerate

Sixth Standard (603)

Teaching time 1 class period

### *Lifeskills Competencies – Relationships with Family and Friends*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify personal roles, responsibilities, and ability to develop and maintain relationships.
- ✓ **Creative Thinking**  
The students will be able to identify appropriate ways to provide emotional support family members and friends.  
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**  
The students will be able to analyze the behaviors that may cause friction in relationships with family members.  
The students will be able to identify the roles and responsibilities of individual family members.  
The students will be able to assess the quality of relationships (friendships).
- ✓ **Decision Making**  
The students will be able to determine appropriate roles and behaviors to support and maintain relationships with family and friends.
- ✓ **Communication**  
The students will be able to express their personal wants and needs to family and friends in a clear and direct manner.  
The students will be able to ask for help and advice or seek additional information in matters important to relationships with family and friends.
- ✓ **Self Awareness**  
The students will be able to identify personal needs in relationships.  
The students will be able to identify realistic goals and expectations in their relationships with family members and friends.
- ✓ **Interpersonal Relationships**  
The students will be able to identify the roles and responsibilities that they play and the role that each family plays in the family.  
The students will be able to identify characteristics or qualities of good friendships.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of other family members.  
The students will be able to recognize the needs and feelings of other friends.  
The students will be able to recognize that older family members have experiences, perspectives, skills and information that can aid them in making important decisions in their lives.
- ✓ **Coping with Stress and Emotions**  
The students will be able to identify effective ways of coping with conflict in the family and in the classroom.  
The students will be able to identify effective ways of dealing with peer pressure.

Students and youth need to have good, friendly and cordial relations with their friends and associates as well as with their families. One should not only look at one's own wishes but have consideration for others. (For example, being unselfish, being helpful and cooperative, paying attention to other's feelings.) By having consideration for others, one can reap the benefits of other people's esteem, friendship, confidence, etc. Thus, one should, under all circumstances, be considerate to others.

## Activity (1)

### Objective

To enable students to express how one should have consideration for friends, associates and family and the resulting benefits.

### Teaching/Learning Activities

1. Form the students into groups of five.
2. Then, tell them to discuss the following questions in groups and answer them orally:
  - (a) You went for an outing together with your Mom. In the afternoon, you were hungry and Mom bought you some snacks. Just as you were about to eat, a small child came and stood beside you, staring with intense desire at the snack in your hand because he was so hungry. What would you do at this moment? Why?
  - (b) Classes were about to begin. You were late in leaving your home. What would you do if you came across a child or an old woman who had fallen down and was weeping and there was no one nearby? Why?
  - (c) What would you do if your friend who was always happy despite being poor, was dejected? Why would you do this? How would you react toward the other team if your team win/loses?
  - (d) What attitude will you adopt when playing in a team, like Htoke-see-htoe game, football game, etc.
  - (e) How will you deal with a new student in your class?
3. Tell the students to report the results of group discussions to the class and the teacher should put them together and record them on the blackboard. The groups will then analyze to see if they contain any of the following elements.

Question (1) to be considerate and kind  
(2) to be unselfish  
(3) to be helpful and cooperative  
(4) to have patience  
(5) to be friendly and sociable
4. Based on the student's response, have the students brainstorm various elements of showing consideration to others

### Teacher Notes

In dealing with others, students should:

- (a) have consideration, kindness and sympathy for the other person's feeling
- (b) listen attentively to what the other person has to say and offer advice to render assistance
- (c) deal with other people cordially
- (d) not belittle a person because he is poor or because he has different habits but deal with him frankly on an equal footing
- (e) have patience

Explain that these are necessary qualities. By having these



qualities, one can have the esteem and friendship of others; and if and when one needs help, being a considerate person, others will respond favourably.

5. Discuss in groups (based on experiences) what benefits can be gained from being helpful and cooperative, being considerate and being unselfish towards others.
6. The teacher should make a list of the group discussion results and record them on the blackboard. The teacher should add to the discussion.

#### **Content Questions.**

1. How difficult was it to figure how the other person (S) might be feeling ?
2. Was it more difficult to identify why others were feeling in some of the situation that share ? what do you think accounts for the difficulties ?
3. Do you thin you know for sure how the person in these situations feel ? why or why not ?.
4. What are the advantages you get if you have understanding with your family and friends ?
5. Are there means and ways to help the friends, who is lonely facing difficulty or in troubles ?, how ?.
6. How do you empathize on different situation ?.

#### **Personalization Questions.**

1. Have you ever been in a situation in which you thought you knew, how someone was feeling, and were wrong ? share examples ?.
2. What were clues that you can use in order to be sensitive to how someone else might feel?
3. What can you do when someone behave in way you do not expect

#### **Linkage Question.**

How do you assist the different members of your family?

If a friend invites you to do something then your mother and father asks for your help at the same time, what would you choose to do?

#### **Evaluation/Assessment Questions.**

1. What are the benefits of empathy on friends and family members?

On accordance with your emotions what type of empathy your bare?

#### **Follow-up Activities**

Let the students choose one from the following activities and carry it out individually or in groups and discuss it again in the class after two weeks. The discussion should include:

- (1) The topic chosen
- (2) Why did you choose this topic?
- (3) How did you carry out the activity?
- (4) What were your experiences and feeling from doing the activity?

**Activities [Other activities, such as tutoring a younger child on his school work may be easier for the students wind ways to participate]**

1. Gratuitously caring, as best as one could, for a small child, whose mother is facing difficulties.
2. Writing to a lonely person who is sick.
3. Doing something as a special help to one's parents, brothers and sisters.
4. Giving assistance to an aged relative or friend who is ill.
5. Helping to draw water, to gather firewood or to give whatever assistance one can for a sick person or elderly neighbour.
6. Helping a friend who is in difficulty
7. Helping a student of the same age who is lonely, or in difficulty, or sad.

## Freedom from Disease Hepatitis Caused by Hepatitis (B) Virus

**Sixth Standard (604)**

**Teaching time: (1) class period**

### *Lifeskills Competencies – HIV/AIDS and STD*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify factors of risk and vulnerability that may place a person at risk of infection with Hepatitis B.
- ✓ **Creative Thinking**  
The students will be able to identify behaviors and methods of preventing infection with Hepatitis B, including protective factors.
- ✓ **Critical Thinking**  
The students will be able to assess the advantages and disadvantages of the various methods of prevention in relation to personal behavior  
The students will be able to assess the relationship between substance abuse and infection with Hepatitis.
- ✓ **Decision Making**  
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of infection with Hepatitis B.
- ✓ **Communication**  
The students will be able to provide information and discuss issues related to Hepatitis B in a clear and direct manner.  
The students will be able to ask for help and advice or seek additional information on Hepatitis B, when needed.  
The students will be able to demonstrate skills in refusing sexual advances and skills in negotiation for condom use.
- ✓ **Self Awareness**  
The students will be able to assess personal risk for infection with HIV and STD, including Hepatitis B.  
The students will be able to assess the impact of infection with HIV and STD, including Hepatitis B, on their personal goals and expectations.
- ✓ **Interpersonal Relationships**  
The students will be able to identify the sexual networks that may place them at risk for infection with HIV or STD, including Hepatitis B.  
The students will be able to identify the impact of infection with HIV and STD, including Hepatitis B, on the self, family, community and society.  
The students will be able to identify social and cultural factors that may aid in the prevention of STD infection.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of persons living with Hepatitis B.  
The students will demonstrate support for persons living with Hepatitis B.
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between appropriate behavior and physical and emotional needs and desires.  
The students will be able to distinguish between peer pressure and personal needs.

Hepatitis (B) is one of the dangerous and deadly diseases endemic in Myanmar.

Hepatitis caused by the type (B) Hepatitis virus and HIV infection have common ways of transmission and methods of prevention.

The ways of transmission in common with HIV/AIDS are:

1. Transmission through needles and syringes
2. Transmission through blood
3. Sexual transmission
4. Transmission from infected mother to fetus

Although there is no medical treatment for the prevention of HIV/AIDS infection, hepatitis caused by the (B) virus can be prevented by vaccination.

Since hepatitis is an infectious disease, and if the rate at which it spreads increases, it could lead to heavy losses in manpower for the country and nation and reduction in labour power. Thus, effective health education on the methods for preventing the disease should be disseminated among the people through various means.

## **Activity (1)**

### **Objective**

To be able to relate that hepatitis caused by type (B) virus and HIV/AIDS infection have in common ways of transmission and methods of prevention.

### **Teaching aid**

### **Teaching/ Learning Activities**

1. Ask the students to relate the ways of transmission for HIV/AIDS infection taught in the previous lesson.
2. The teacher should write the ways of transmission for HIV/AIDS infection on the blackboard.
3. The teacher should further explain that there are various other diseases which can be transmitted by the ways shown on the blackboard; that hepatitis caused by the type (B) virus is one of them; and that, like the HIV virus, the type (B) virus can also be found in human blood, semen, and vaginal fluids. Thus, the mode of transmission of the two diseases is the same and the ways to behave for preventing infection are also common to both of them.

## **Activity (2)**

### **Objective**

To enable a person to make choices for behavior that will help prevent the Hepatitis (B) infection.

## Teaching aid

Pictorial charts

## Teaching/Learning Activities

1. The teacher should tell the students that although it is said that HIV/AIDS and hepatitis B have in common the mode of transmission and method of prevention, there is a difference, namely, the existence of vaccines to protect against hepatitis B. However, everyone cannot afford it as yet because of the high cost of the vaccine, and, that the best thing is for everyone to behave cautiously to prevent infection and spread of the disease.
2. The teacher should ask the students the behaviours for preventing HIV/AIDS.
3. Write the responses on the blackboard.
4. Distribute the pictorial charts regarding the behaviour for preventing hepatitis B and tell them to study in conjunction with the methods for prevention of HIV/AIDS infection. Ask them to discuss the distinctive points.

## To prevent Hepatitis B infection

Avoid sharing needles/syringes used by others.

Vaccinate

Do not Tattoo.

Don't share combs, razor blades with others

Abstain form sexual intercourse / have protected sexual intercourse

5. The students should evaluate the advantages and disadvantages of each prevention method. Which prevention method would they most likely be able to use.
6. The teacher should also explain that in addition to the preventive methods written on the blackboard, type B virus infection can possibly be transmitted through the blood from accidental injury sustained by sharing with others the use of nail clippers, razor blades, toothbrushes, combs, etc., and that sharing the use of such articles with others should be avoided. [This is theoretically possible but there are no documented/proven cases that transmission has occurred in this manner. it should not be stressed too much or the students will not focus on the higher risk behaviors.]

## Activity (3)

### Objective

To be able to relate that everyone should understand the possible adverse effects of hepatitis and take responsibility for preventing the disease from spreading.

## Teaching Aid

Pictorial charts

### Teaching/Learning Activities

1. Instruct the students to form into small groups and study the pictorial charts.
2. Discuss the adverse effects of Hepatitis B virus infection and its possible consequences.
3. The teacher should ask the students what they think the consequences of Hepatitis B infection would be. The teacher may then explain that once infected with Hepatitis B it is likely to be transmitted to others; that the number of people afflicted with Hepatitis B is greater than those with HIV/AIDS infection in the world and that the rate of transmission is also high. Some people are carriers of the Hepatitis B virus but they are not affected or show any visible symptoms. And explain further that to prevent the disease from spreading, everyone need to behave according to the methods for protection against the disease and that everyone has to take responsibility. Like persons living with HIV, persons infected with Hepatitis B can live relatively normal lives. People who have been infected can take good care of themselves so that they can still work and live in a normal way. In severe cases, patients need prolonged rest, they would most probably be unable to work; that this disease can lead to liver cirrhosis and liver cancer and the loss of life; moreover, that as there is no medical treatment to cure the disease.

Pictures:

#### **Hepatitis B Adverse Effects**

No medical treatment
High Transmission Rate
Easily tired
Liver Cirrhosis, Liver Cancer
Short life

### Activity (4)

#### Objective

To be able to explain how to give assistance to and support for a person with hepatitis B sympathetically instead of stigmatizing him/her.

#### Teaching aid

Cards

## Teaching/Learning Activities

1. Distribute to the students the instruction cards in relation to the care of hepatitis patients.
2. Tell them to think and decide, after reading the instructions shown on the cards in their hands, whether or not the instructions should be followed. Ask them to consider why they should or should not be followed.
3. Ask each student to tell the class his/her considered opinion and the teacher should record in the following table, in consultation with the whole class. It is very important that the students give their reasons for how they will group the instruction cards.

Will support good health behavior	Will not support good health behavior	Don't know / Not Sure

Feed fresh and juicy fruits.

Ask the patient to do his daily chores.

Feed the patient the foods he/she likes.

Place the patient in an isolation ward.

Let the patient drink plenty of boiled water, drinking water, fruit drinks.

Keep articles for patient's personal use separately.

Let the patient smoke and drink as he /she likes.

Clean and tidy up the patient regularly every day.

Give medicine to the patient regularly.

Agree with the patient if refuses to see the doctor.

Talk about interesting things in the surroundings to cheer up the patient.

Encourage the patient to raise his/her morale.

Advise the patient to take medical treatment from the doctor regularly.

Rather than attending to the patient, gather together by his side and talk about other things.

4. Then the teacher should co-ordinate the discussion, keeping to the following points: The teacher can read a statement and ask the students which column to place it in. The students should give their reasons for placing each item in a particular column.

<b>Do's</b>	<b>Don'ts</b>	<b>Don't Know</b>
<ul style="list-style-type: none"> <li>• Feed fresh and juicy fruits.</li> <li>• Let the patient drink plenty of boiled water, drinking water, fruit drinks.</li> <li>• Keep articles for patient's personal use separately.</li> <li>• Clean and tidy up the patient regularly every day.</li> <li>• Give medicine to the patient regularly.</li> <li>• Talk about interesting things in the surroundings to cheer up the patient.</li> <li>• Advise the patient to take medical treatment regularly.</li> <li>• Encourage the patient to raise his/her morale.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the patient in an isolation ward.</li> <li>• Let the patient smoke and drink as he/she likes.</li> <li>• Agree with the patient if he/she refuses to see the doctor.</li> <li>• Rather than attending to the patient, gather together by his/her side and talk about other things.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of these answers are not 100% "yes" or 100% "no". It will depend on the individual's behavior and choices.</li> </ul>

5. In conclusion, the teacher should explain that rather than forsaking a patient infected with hepatitis B, one should give assistance and care for him/her with sympathy.

**Content Questions.**

1. What is Hepatitis caused by? Can a virus of this type be cured in you become infected?
2. What are the different ways you can prevent infection with Hepatitis B? What are the advantages and disadvantages of each method of prevention?
3. What do you think are the consequences of infection with Hepatitis B?
4. What kind of disease was similar to Hepatitis B? In what ways is it similar? In what ways is it different?
5. If someone has just been infected with Hepatitis B or HIV what symptoms will they show and what type of care will they need? Are these symptoms different from the symptoms of other strains of Hepatitis? Why is it important to prevent infection?
6. How long after infection will someone infected with Hepatitis B become symptomatic? What types of symptoms will they person show? Are these symptoms specific to Hepatitis B? What type of care will this person need?



### **Personalization Questions.**

1. When you are sick, how would you want to be taken care of? Why? What type of care would you want to receive?
2. If you should become infected with Hepatitis B, how would it affect your personal goals and expectations in life?
3. If you think you have been at risk for infection with Hepatitis B. what can you do? How will you know for sure?
4. If your friends ask you to get a tattoo to become a member of the group, what would you do? How would you do it? Please give an example.
5. Suppose your group of friends has decided to get tattoos and you feel that you have to get one too, what can you do to reduce your risk of infection with Hepatitis B?
6. Suppose you have a boyfriend who wants a tattoo, how would you convince him not to get one? What would you say to him? Please give an example.
7. Do you think you can tell if a person has been infected with Hepatitis B? How/Why?
8. If you are not sure if someone is already infected with Hepatitis B, what can you do to protect yourself from infection?

### **Linkage Question.**

1. How can you tell if a person has been infected with Hepatitis B or HIV? Where would you need to go to be tested?
2. Who do you think is at greatest risk of infection with Hepatitis B? Why?
3. If you have a family member who is infected with Hepatitis B, how can you help care for that person?
4. What are the special nutritional needs of a person infected with Hepatitis B?
5. How can good sanitation practices help a person with Hepatitis B maintain their health?

### **Teachers Note:**

**Hepatitis B** The virus that causes Hepatitis B is found in blood, saliva, urine, and vaginal fluid. The virus will affect the liver and may cause severe illness. Infection occurs easily when the virus enters the blood. Injecting drug use and sexual intercourse are behaviors that place an individual at risk of infection. [Hepatitis B should not be confused with Hepatitis A, which may arise from unsanitary conditions.]

**Symptoms:** A person may be infected with Hepatitis B for many years and not know that they are infected and will not have any visible symptoms. When symptoms start to appear, a person infected with hepatitis B will not feel well, become easily fatigued, and have abdominal pain. Skin will become yellowish in appearance. It may take many months before symptoms return to normal.

**Treatment:** There is no treatment or cure for Hepatitis B. However, there is a preventative vaccine. Check on the availability of this vaccine in local area.

### **Assessment**

Divide the students into small groups and have each group develop a role-play based on one of the following themes:

1. If you were infected with Hepatitis B, show its effect on your personal goals and expectations in life.
2. Show how you think you would protect yourself from this disease and what you think is the best method of protection. Present the reasons behind your thinking as well.
3. Demonstrate the daily activities of a person infected with asymptomatic Hepatitis B, including activities on how that person should care for him/her self.

**Follow-up activity**

Have the students work in small groups and develop a plan on how they would disseminate important information on Hepatitis B to family, friends and members of the community.

1. What do you think is the best way to disseminate information to the community?
2. What are the important messages to tell people about Hepatitis B? Why?
3. Do you think the community will listen to what you have to say about Hepatitis B? Why or why not?
4. How can you make community members interested in learning about Hepatitis B and preventing the disease?

## The Drug Menace

Sixth Standard (605)

Teaching time: (2) class periods

### *Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**  
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**  
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.  
The students will be able to identify the socio-economic and cultural impact of substance addiction or abuse  
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
- ✓ **Decision Making**  
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**  
The students will be able to ask for help and advice or seek additional information on substance abuse, alcohol and tobacco.  
The students will be able to demonstrate skills in refusing invitations to use drugs, alcohol and tobacco and skills to negotiate quantities of alcohol to be consumed.  
The students will be able to provide information and discuss issues related to substance abuse, alcohol and tobacco in a clear and direct manner.
- ✓ **Self Awareness**  
The students will be able to assess personal risk for substance addiction or abuse.  
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**  
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.  
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.  
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.  
The students will be able to recognize that some people may be more vulnerable to substance abuse and alcohol than others.
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between peer pressure and personal needs/expectations.  
The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

Use of narcotic drugs like marijuana, opium and heroin starts with inhaling or taking them orally in tablet or liquid form leading gradually to injection heroin. When this happens, HIV infection can be transmitted through the needles and syringes used in injecting the drug and even one's life can be in danger.

When addicted to drugs one can no longer do without narcotics. Hence, he/she may go so far as to commit criminal offences by stealing or robbing to get the money needed to buy drugs. Thus, all sorts of inconveniences and miseries may arise in the family, and even education can be adversely affected.

By far the majority of drug users have been introduced to drug use by their peers. Thus, one should be careful to avoid associating with drug-users but it is not always possible who uses drugs.. If someone among your friends is addicted to drugs, be careful lest you happen to use drugs yourself and also explain to your friends the dangers of drugs and urge and forbid them not to go on using drugs.

## **Activity (1)**

### **Objective**

To be able to explain that taking orally or inhaling drugs such as marijuana, opium and heroin can lead to injecting heroin.

### **Teaching aid**

Pictorial charts

### **Teaching/Learning activities**

1. The teacher will ask the students to list all of the different names of addictive substances that they know. (This may be done as a competition between small groups).
2. The teacher will then distribute the pictorial charts to the student, in groups and ask them to observe carefully.
3. Then the teacher should have the students put the drugs into categories by asking the following questions:
  - (a) Name the drugs that that are inhaled.
  - (b) Name the drugs that are taken orally in tablet form.
  - (c) Name the drugs that are taken orally in liquid form.
  - (d) Name the drugs that are injected into the veins.
  - (e) What other things do you notice in the pictures?

**Tobacco/Marijuana/Heroin/Cocaine  
(smoked)**

**Opium/Marijuana/Cocaine/  
Synthetic Drugs, Tablets/Liquid  
(Taken orally)**

**Glues, Thinners  
(inhaled)**

**AIDS  
  
HIV**

**Synthetic Drugs/Heroin  
(injected)**

4. The teacher should ask the above questions and go on to explain that tobacco, marijuana, opium, heroin and cocaine are taken by smoking; later on, they usually take opium, marijuana, cocaine and synthetic drugs orally; and finally, when they become overly addicted to narcotics, they will even inject liquid heroin or synthetic drugs intravenously; and that, at this stage, HIV/AIDS can be infected through sharing needles and syringes which can even endanger one's life.

#### **Content Questions.**

1. How much do you feel you know about the different types of addictive substances?
2. Do you think you would be able to recognize the different substances by sight? Why or why not?
3. Why do you think tobacco is legal but other substances are illegal?
4. What drugs or other substances do your friend talk about? What are the most common drugs used in the community? Why?
5. Do you think the ways that people use drugs change? Why or why not?

#### **Personalization Questions.**

1. Where can you get the best information about the different kinds of drugs? Is this the best source of information? Why or why not?
2. Has anyone ever offered you a pill or other form of substance that you did not know what it was? What did you do?
3. If someone offers you something that you suspect is a drug, what will you do?
4. Why do you think some people like to use infecting drugs?

### **Activity (2)**

#### **Objective**

To identify how drug use may have negative impacts on family and society.

#### **Teaching aid**

Illustrated story

## Teaching/Learning Activities

1. Ask the students to read the illustrated story and then discuss the questions  
Through peer pressure, Lu Zaw began smoking and went on to take stronger psychoactive drugs. Since his parents were busy, at first, they did not notice that Lu Zaw had become addicted to drugs. When he needed money to buy drugs, he stole money from his home. If he could he would sell off stealthily the articles from his home. One day, because he could not get the money he asked for, he beat up his mother and robbed her of money. Only then did the parents come to know that Lu Zaw was addicted to drugs. It became apparent that the disappearance of articles from the home was the handiwork of Lu Zaw.

When he could no longer get money the easy way from his home, he resorted to all means, fair and foul. He went so far as to steal and sell off articles from houses in the neighbourhood. Finally, as he needed more money for injecting heroin into his veins, he came into contact with drug traffickers and engaged in heroin distribution. He was caught in the act of selling heroin and was imprisoned.

This scenario presents a very extreme situation. Because it is so extreme, the students may not be able to identify with it. Another method for teaching would be to have the teacher start the scenario and the students would have to finish, thereby the students would have to use what they know and what they have seen in their community.

Let's discuss

1. How did Lu Zaw begin to use drugs?
  2. What are the consequences of drugs on the family?
  3. What are the consequences of drugs on the neighbourhood?
  4. Ask the students to compare and discuss the life of Lu Zaw and that of a drug addict they have seen or heard about.
2. The teacher should sound out the results of the group discussions and then discuss with the whole class, adding the following points:

As one cannot do without drugs when he/she becomes an addict, one will even commit crimes such as stealing and robbing to get the money needed to buy drugs. All sorts of inconveniences as well as miseries may arise within the family and even education can be adversely affected.

### Content Questions.

1. If a person seems successful and happy, can they also be a drug user? Why or why not?
2. What are the characteristics of a person addicted to drugs?
3. Do persons addicted to drugs always look or act this way?
4. What other myths have you heard ?
5. If you are going to talk to your friends about drugs, how would you start a conversation and what would you say ?

### Personalization Questions.

1. Do you think someone in your family or one of your friends could become addicted to drugs? Why or why not? Why do you think they would become addicted? What are the reasons for their addiction?

2. What do you think if would happen to you and your family or friend if you would become addicted to drugs?
3. What do you think would be the impact of your using drugs on your personal goals and expectations?
4. What would you say to a friend if he or she starting using drugs?
5. What would you say to a friend if he or she offered you some drugs? What would you say? Please give an example.

### **Activity (3)**

#### **Objective**

To be able to make an informed decision to refrain from using drugs.

#### **Teaching Aid**

#### **Teaching/Learning Activities**

1. Tell the students to copy the table shown in the chart in their respective books.
2. Ask them to study the questions mentioned in the table, present and discuss each individual's decisions in the group and then the sub-group should adopt a decision.
3. Each group's decisions should be presented to the whole class and discussed. Tell them to discuss the advantages and disadvantages of each course of action and then choose the most appropriate decision and course of action.
4. Then, the teacher further explains that the majority of drug users happen to begin using it because of peer pressure; if someone among your friends is a drug addict, take care lest you should happen to use drugs and explain to your friends the dangers of narcotic drugs and urge and forbid them not to go on using drugs.

#### **Resisting Peer Pressure**

1. Look at the person
2. Use a calm, assertive voice tone.
3. State clearly that you do not want to engage in the inappropriate activity.
4. Suggest an alternative activity. Give a reason.
5. If the person persists, continue to say "No."
6. Ask the peer to leave or remove yourself from the situation.

#### **Dealing with Group Pressure**

1. Look at the group.
2. Use a calm, but serious.
3. Assertively say "No" to inappropriate group activities.
4. Suggest an alternative activity. Give a reason.
5. Remove yourself if pressure continues

**Content Questions.**

1. Why do you think some of your friends chose different courses of action?
2. What myths or advantages have you heard about drugs? Do you think they are true? Why?
3. Do you think that providing only information on drugs will make people want to protect themselves from drugs? Why?
4. If friends pressure a person to use drugs, how easy do you think it would be to refuse them? Why?

**Personalization Questions.**

1. Do you have any friends who smoke tobacco? What differences do you notice about their appearance? Are they more or less attractive when they smoke? Why?
2. Why do you think the user of other types of drugs will look like? Why?
3. If you are going to talk to your friends about drugs, how would you start a conversation and what would you say? Please give an example.
4. When you are upset, do you talk to anyone? How would you start a conversation with friends about your feelings? What would you say?
5. What drug-related issues do you think you would be able to talk to your friends about? How would you start a conversation? What would you say?

**Linkage Question.**

1. How can you help friends who do not have accurate information about drugs and drug use?
2. What do you think we should do in order to discourage people from getting involved in drugs?
3. What are some ways that you can think of that a drug user can do to prevent HIV infection?
4. How do you think that using drugs will affect a person's eating habits/nutrition? Please explain.

**Evaluation/Assessment Questions.**

1. Can you give five good reasons for not using drugs?
2. What effects can drugs have on the family, community, and society?
3. What are some important things that you have learned about drug use from this lesson?
4. How to avoid and behave from drug abuse?

**Follow-up activity**

Have the students ask different family members how they feel the family would be affected if a family member started to use drugs? Also ask how they think we should prevent drug use in the community.

**Follow-up activity questions**

1. Did all of the family members have the same idea about how the family will be affected by a family member using drugs?
2. What were the different ideas your family members gave you about prevention? Were there any ideas that seemed especially good? What were they?



## Narcotic Drug Menace

Through bad association, Lu Zaw acquired the habit of smoking and of using drugs.

As his parents were busy, at first they didn't notice that Lu Zaw was addicted to drugs. Whenever he could slip away, he stole money and sold off articles stealthily.

One day, as he couldn't get money from his mother, he beat her up and robbed her of money. Only then did the parents realize Lu Zaw was addicted to drugs. They also came to know that he stole articles from home and sold them off.

When he couldn't get money from home the easy way, he went from bad to worse. He even stole articles from houses in the neighbourhood and sold them off.

Later, as he needed more money, he made contracts with the heroin sellers and was employed in distributing heroin when he was arrested and put in prison.

Pictures:

If you were a friend of Lu Zaw's, how would you act?

Out of the decisions (a), (b), (c) and (d) you are to choose the appropriate one. You may choose more than one decision.

(a)

Will you deal with him as before?

Why would you like to deal with him as before?

How would you deal with him?

(b)

Will you behave like Lu Zaw does?

Why would you like to behave as Lu Zaw does?

How would you behave?

(c)

Do you want to correct Lu Zaw?

Why do you want to correct him?

How would you correct him?

(d)

Will you totally avoid Lu Zaw?

Why do you want to avoid him?

How would you avoid him?

## Prevention of HIV/AIDS Transmission

Sixth Standard (606)

Teaching time: (3) class periods

### *Lifeskills Competencies – HIV/AIDS and STD*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Creative Thinking**  
The students will be able to identify behaviors and methods of preventing infection with HIV and STD (including Hepatitis B), including protective factors.
- ✓ **Critical Thinking**  
The students will be able to assess the advantages and disadvantages of the various methods of prevention in relation to personal behavior  
The students will be able to identify the socio-economic and cultural impact of HIV  
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.  
The students will be able to assess traditional care practices and institutional care.
- ✓ **Decision Making**  
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Communication**  
The students will be able to provide information and discuss issues related to HIV/AIDS and Sexually Transmitted Diseases, including Hepatitis B in a clear and direct manner.  
The students will be able to ask for help and advice or seek additional information on HIV/AIDS and STD, including Hepatitis B, when needed.  
The students will be able to demonstrate skills in refusing sexual advances and skills in negotiation for condom use.
- ✓ **Self Awareness**  
The students will be able to assess personal risk for infection with HIV and STD, including Hepatitis B.  
The students will be able to assess the impact of infection with HIV and STD, including Hepatitis B, on their personal goals and expectations.
- ✓ **Interpersonal Relationships**  
The students will be able to identify the sexual networks that may place them at risk for infection with HIV or STD, including Hepatitis B.  
The students will be able to identify the impact of infection with HIV and STD, including Hepatitis B, on the self, family, community and society.  
The students will be able to identify social and cultural factors that may aid in the prevention of HIV and STD infection.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of persons living with HIV/AIDS.  
The students will demonstrate compassion and support for persons living with HIV/AIDS.
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between appropriate behavior and physical and emotional needs and desires.  
The students will be able to distinguish between peer pressure and personal needs.

No cure has yet been discovered for HIV/AIDS. HIV infection can be transmitted through the use of needles and syringes contaminated with infected blood; through transfusion of contaminated blood; sexual intercourse with an infected person; and from the infected mother to fetus. However, the infection is not transmitted by casual contact in normal daily activities, such as travelling together, eating and staying together, etc.

As the symptoms of HIV infection are visible only after quite a number of years, even though the virus is present, it is hardly possible to distinguish a person whether or not he/she is infected with the virus by merely looking at the outer appearance. The only way to know whether or not one is infected with the virus is to take a blood test.

One can protect oneself against transmission of HIV/AIDS by the following ways:

1. Refraining from using needles and syringes used by others;
2. Transfusion of blood which has already been tested negative;
3. Refraining from sexual intercourse before marriage.
4. Loyalty to one's spouse by practicing monogamy;
5. Consulting and seeking the advice or counseling if you feel you have been infected
6. Refraining from injection, transfusion, using skin piercing instruments. (e.g. tattooing).

These are the ways to prevent the transmission of HIV/AIDS.

## **Activity (1)**

### **Objective**

The students will be able to analyze the need for prevention of HIV infection in relation to intravenous drug use.

### **Teaching aid**

### **Teaching/Learning Activities**

1. Ask the students to study and then discuss in groups the event mentioned below.

Maung Maung was a 14 year old student. However, being an athlete, he was tall and stout. He had a fairly large circle of friends. The teachers were fond of him because he was studious. He was not at all interested in taking drugs.

One day, a group of friends went on a picnic. In the woods, they played the guitar and danced hilariously, having a good time, unrestrained. As the fun-making gathered momentum, some of his friends began to take narcotics drugs, the source of which he could not make out. Maung Maung was not aware that some of his friends were addicted to drugs.

From among them, Maung Soe Naing, a very intimate friend of his came and enticed Maung Maung saying "you'll be happier if you inject drugs into your veins." And Maung Maung became bewildered.....

❖ Aha! It seems safe if I use their needle. They seem to be free from disease. They are quite healthy.

❖ What am I thinking? I shan't think of these things.

❖ I'm having fun. Once in a while, just to have an experience.

❖ Aha! I can wipe the needle clean with my handkerchief. It'll be clean.

❖ Probably nothing could happen if I inject just once.

❖ Ah! HIV/AIDS can be transmitted through sharing of needles and syringes. Oh! That happens only to addicts. But I've just injected this one time only. I can't be infected.

### Get together and Discuss

1. Which of Maung Maung's thoughts were erroneous?
  2. You were present when Maung Soe Naing was enticing Maung Maung. What would you say to Maung Maung to prevent him from injecting the drugs? (Make sure you don't come to blows.)
  3. If you were Maung Maung how would you act? Why?
2. Present the results of the discussions to the class and discuss with the whole class. The teacher should add that not only needles and syringes but also skin piercing instruments (for example, ear-boring, tattooing, razor, etc) can transmit infection; thus one should avoid using such articles which had been used by others. Even if a person has been infected with HIV, the symptoms may only start to appear after quite a number of years. You can never be sure whether or not that person is HIV positive just by observing his/her outer appearance. A blood test is needed to determine whether or not a person is infected with the virus.
3. The teacher should instruct the students to prepare, in the groups to role-play the above event.

### Personalization Questions.

1. Do you think Maung Maung was thinking rationally or thinking with his emotions? Why?
2. How easy is it for you to deal with peer pressure? Please explain.
3. If a friend asks you to do something that you do not want to do, what would you say to him or her?
4. Would you be afraid that you would lose their friendship if you did not do as they asked? How would you feel about that? Please explain.
5. Do our friends always think about our best interests? Why or why not?
6. Who must always take responsibility in the prevention of HIV infection? Why?

## Activity (2)

### Objective

To be able to explain that abstinence from sexual intercourse before marriage is one effective method of preventing HIV/AIDS.

## Teaching aid

Charts illustrating table.

## Teaching/Learning Activities

1. Organize groups, each consisting of (10) students. Ask them to read the story titled “The Greatest Sin” and discuss the questions given.

### The Biggest Mistake

Maung Ni was a boy who had just reached puberty. He stealthily went to see video films, as some of the adults in the neighbourhood did and was affected by the actions in the films and indulged in sexual pleasures with a woman of loose moral character (prostitute). Only after he had committed this sin did he happen to see educational films and listen to lectures on HIV/AIDS infection and was deeply worried. Thereafter, he behaved well.

When Maung Ni attained maturity, he married a well-behaved and honest young lady. Although Maung Ni was loyal to his wife and had no immoral relationships with anyone else, he got HIV/AIDS after 5 years of marriage due to the sin he had once committed. He was not aware that he got HIV infection because of the sin he had committed just once. He died because of AIDS. The punishment for Maung Ni’s single guilt was not confined to himself alone; his wife and child were also infected with HIV and the life of the family was ruined.

### Questions for discussion

1. Did Maung Ni get AIDS at once? Why?
2. Why did Maung Ni become infected with HIV?
3. What consequences did Maung Ni have to face and suffer because of his earlier risk behavior ?
4. What should all of us do avoid falling into the same situation as Maung Ni?

Pictures:

### The Biggest Mistake

Maung Ni was a boy who had just reached puberty. He furtively watched pornographic video films.

As he wanted to try sex himself, as in the video film, he indulged in sexual pleasures with a prostitute somewhere out of sight.

Only after this indulgence did Maung Ni realize the dangers of HIV/AIDS infection and behaved well to avoid repetition of the error.

When Maung Ni attained maturity, he married a well-bred and honest young woman.

Maung Ni was loyal to his wife and had no immoral relationships with anyone. Yet, he contracted HIV/AIDS infection 5 years after his marriage and died to the because of disease.

Maung Ni’s infection was transmitted to his wife and child and the life of the whole family was ruined.

### **Personalization Questions**

1. Do you think that a person needs to protect himself from HIV infection only when they go with sex workers? Why or why not?
2. When you are in a loving relationship, like Maung Ni and his wife, do you need to use protection? Why? Did love and trust protect them from HIV infection?
3. Can you tell if a person is infected with HIV? How?
4. What do you think Maung Ni and his wife should have done before they got married? Why?
5. Have you ever met a person with HIV/AIDS, how will you feel when you met that person?
6. Is it possible for you to provide assistance to some one affect by HIV/AIDS? How?
7. If a person is showing external symptoms, skin rashes, etc can use automatically assume that they are infected HIV? Why or why not?

### **Activity (3)**

#### **Objective**

To be able to make the right decision that monogamy should be practised as a way of preventing HIV/AIDS.

#### **Teaching aid**

Illustrated story charts

#### **Teaching/Learning Activities**

First of all the teacher should narrate the following theme to the children in the class as an event which occurred in his neighbourhood.

The teacher should narrate this theme:

A man named U Phyu drank heavily. When he became drunk, he had the habit of quarrelling with and beating up his wife. Hence, she would be angry with him, and most often, would leave the house. The more often his wife left the house, the better he liked it, because while his wife away, he could freely indulge in sexual pleasures with other women. This U Phyu, who was so ill-mannered, unfaithful to his wife and guilty of adultery, came to know that he had contracted HIV infection within 15 years of his married life. As not only himself but his wife also was infected in quick succession, they both succumbed to the disease after suffering its painful effects.

*Note:* After the narration, the teacher should ask the following questions and discuss with the children.

1. Why was U Phyu infected with HIV?
2. How should you behave to prevent yourself from contracting HIV/AIDS like U Phyu?
3. Being monomamous in marriage prevents the transmission of what disease?

4. Relate, as much as you know, the possible adverse effects of HIV/AIDS. (Allow the children to speak freely.)

U Phyu usually used to find fault with his wife and beat her when he got drunk.	At such times, the wife would leave the house with rage.
When his wife was away, he brought other women to the house and had sex with them.	U Phyu who had a bad character and was not faithful to his wife was infected with HIV/AIDS fifteen years after his marriage.
His wife, too, was infected and they both lost their lives.	HIV ↓ AIDS

### Content Questions.

1. Why do you think U Phyu was so enraged? What do you think could have been the fundamental problem behind his rage? (work, money, etc.)
2. Did U Phyu try to solve his problems rationally? How did he solve them?
3. If his wife suspected U Phyu of having risk behavior what should she have done? Do you think that she could realistically do this?
4. What were the consequences of U Phyu's choices to solve his problems? What do you think he could have done differently?

### Personalization Questions.

1. The relationship between U Phyu and his wife was not a loving relationship and often involved violence? How can a person protect his/herself from violence, especially sexually violence, which may lead to infection with HIV?
2. What do you think U Phyu's wife should have done about her situation? Why? How could she have protected herself from HIV infection?
3. What do you think are some reasons why the relationship between U Phyu and his wife was so destructive? Could this have been prevented/avoided?
4. There is no mention of U Phyu and his wife having a child. If they did have a child, what do you think the child's life would be like?
5. If the child is born HIV negative to parents who are HIV positive, what is the impact on the life of the child? What is the impact on others in society?
6. If the child is born HIV/positive to parents who are HIV positive, what is the impact on the life of the child? what is the impact on society ?.
7. After he is infected with HIV, what happens to the child? Will the child become sick immediately?

## Activity (4)

### Objective

To be able to explain that women suspected of having HIV/AIDS should seek consult with a doctor before having a child.



## **Teaching aid**

The relationship between mother and fetus.

## **Teaching/Learning Activity**

The teacher should explain that the infection can be transmitted from mother to fetus by showing the picture of the umbilical cord connecting the pregnant mother and the fetus. Then show the picture of breast-feeding and explain that infection can be transmitted through the milk. As the infection can be transmitted from mother to fetus not only through the mother's milk but also through the umbilical cord, and as it is 30% certain for the child to contract the disease if the mother is infected, a doctor should be consulted in advance and his advice sought.

## **Content Questions.**

1. If a baby is born to a mother who is HIV positive, does it mean that the baby will also be infected? Why or why not?
2. If a child is born HIV negative to parents who are HIV positive, what is the impact on the live of the child? What is the impact on others in society?
3. If a child is born HIV/positive to parents who are HIV positive, what is the impact on the live of the child? What is the impact on society?
4. If a baby is born HIV positive, how long do you think the baby will have to live? Why?

## **Personalization Questions.**

1. How do you think mothers become infected with HIV? Do you feel that they have risk behavior? Why or why not?
2. What do you think parents should do in order to protect their unborn children from HIV infection?
3. When it comes time for you to start planning your own family, what can you do to protect your family from HIV infection?
4. How can you protect you future family from HIV infection now?

## **Activity (5)**

### **Objective**

To be able to identify the ways in which HIV is not transmitted.

### **Teaching aid**

Board game (Backgammon) one set

### **Teaching/ Learning Activities**

1. Ask the students to play a game of backgammon, in groups.
2. Then ask them to discuss and bring out, group by group, the ways in which HIV is not transmitted. The students must also state why HIV cannot be transmitted in this manner.

HIV/AIDS is not transmitted in these ways:

1. Daily routine activities
2. Hugging each other
3. Using common toilets
4. Coughing
5. Animals/mosquito bites
6. Tears (from weeping)
7. Sweat/perspiration
8. Shaking hands
9. Using eating utensils in common and eating together
10. Using towels/bed sheets in common
11. Sharing the use of clothing

### **Content Questions.**

1. Are there any questions you still have about HIV/AIDS? (Students may write their questions on anonymous slips of paper).
2. What is the most difficult thing to understand about the transmission of HIV? Why?
3. Who must take responsibility in the prevention of HIV infection? Why?

### **Personalization Questions.**

1. Do you feel that you have enough information and skills to protect yourself from HIV infection? Why or why not?
2. If you are unsure about the information you have on HIV/AIDS is correct or if you have a question, to whom can you talk? Why would you talk to this person? Are they the best source of information?
3. What role can you play about informing others in your family and community about HIV/AIDS?
4. How would you start a conversation about HIV/AIDS with someone else? What would you say? Please give an example.

### **Linkage Question.**

1. What are some ways that you can think of the drug user can do to prevent HIV-infection?
2. Why do you think some people like to use infecting drugs? Are some of these reasons the same reasons why a person may place themselves at risk of HIV infection?
3. Can the use of drugs other than injecting drugs place a person at risk for HIV infection? How?

### **Assessment**

#### **Questions**

1. How many ways do you know to prevent HIV infection? What do you think is the best way? Why?
2. Are all babies born to HIV infected mothers infected with HIV as well? Why or why not? Please explain.
3. How can parents protect their children from HIV infection? (Monogamous relationship before pregnancy, testing before marriage, no drug use)

#### **Activities**

1. Playing game of snakes and ladders with HIV infected means and ways of transmission written in a chart.

2. The students may review the information once again by using the activity “**Stop-Think-Go**”

### **Role-play**

Divide the students into groups and assign each of the groups one of the following role-play themes. The role-play must demonstrate the cause of the problem, the consequences and possible solutions.

1. Impact of HIV on children.
2. Impact of HIV on relationships. (boyfriend/girlfriend, husband/wife)
3. Impact of HIV on families.

### **Follow-up activity**

1. Divide the students into small groups. The groups must develop a plan for providing information on the impact of HIV on children to their local communities. When possible, coordinate with the local Red Cross chapter or local health office so that the students may carry out their plans.

## Think Before Doing

Sixth Standard (607)

Teaching time: (1) class period

### *Lifeskills Competencies – General*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The student will be able to clearly identify problems and their causes.
- ✓ **Creative Thinking**  
The students will be able to identify at least 3 possible solutions to a problem.
- ✓ **Critical Thinking**  
The students will be able to anticipate the consequences of the problem for self, family, and community.  
The students will be able to assess the advantages and disadvantages of each possible solution.
- ✓ **Decision Making**  
The students will be able to identify the best possible solution for him/her based on personal ability and living situation
- ✓ **Communication**  
The students will be able to clearly and directly state opinions and give good reason.  
The students will be able to ask for help and advice, and seek information when needed.
- ✓ **Self Awareness**  
The students will be able to identify realistic goals and expectations based on personal ability and living situation.
- ✓ **Interpersonal Relationships**  
The students are able to identify the benefits and limitations of living together in society.
- ✓ **Empathy**  
The students will be able to recognize the needs of others, provide support and/or compromise.
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between rational thinking and emotional thinking.

In any difficult situation, one should think twice before deciding to act to get favourable results. Wrong decisions and actions due to a lack of prior careful thinking will result in disadvantage.

### Activity (1)

#### Objective

To enable students to explain that in any difficult matter, one should think carefully, weighing the pros and cons, before deciding to act.

#### Teaching aid

The illustrated story: “Think Before Doing”.

#### Teaching/Learning Activity

Ask the students to read the illustrated story mentioned below in groups, and to discuss the questions given.

### Content questions

1. What was the difficulty that Maung Hla was facing?
2. What was it that Maung Hla could do? What was it that Maung Hla could not do?
3. What were the alternative ways of watching video film? What would happen if he went to see the video film that night? What would happen if he went to see it later?
4. Did Maung Hla show that he understood his friends' wish? How did he do it?
5. Could Maung Hla withstand the enticement of Maung Ni?
6. How did Maung Hla decide in the end? Was his decision correct/incorrect? Why?

### “Think Before Doing”

While Maung Hla was studying for the examination tomorrow.....

His friend Maung Ni came to take him to the video show.

A famous war film will be shown today.... This is the first show. Come, let's go see it.

Maung Hla pondered whether or not he should go. He would like to go. But he wasn't through with his lessons yet.

You said you'd like to go to the very first show.

Po Ni and Toke Kyee are going, too. Come on, studying lessons can be put off till the next morning.

I'm afraid, I can't go with you. I'm worried about tomorrow's exam. I'm not through with my lessons yet. We shouldn't stay up late tonight. I'll put off seeing the video film till later.

After that .....Maung Hla went on studying his lessons. As for Maung Ni, he left in the direction of the video house.

### Personalization Questions.

1. Why do you think Maung Ni gave a higher priority to seeing the video than to his studies?
2. Why do you think Maung Hla gave a higher priority to his studies than to seeing the video?
3. What do you think the results of the exam will be for both Maung Ni and Maung Hla? Why?

4. What do you think you would do in this situation? Would you go to the video house or would you continue your studies? Why?

## Activity (2)

### Objective

The students will be able to analyze the messages in the poem “Think Before Doing” and how the messages are important to their daily lives.

### Teaching Aid

The poem: “Think before Doing”.

### Teaching/ Learning Activity

1. The teacher should lead the students in reciting the poem “Think Before Doing”, accompanied by gestures. Let the whole class recite in unison, then in groups.

<p style="text-align: center;"><b>Think before Doing</b></p> <p>Decision! Decision! For an error in judgement, T’is hard to make amendment. All along your life’s journey, Wish you reap benefits aplenty! Think twice before you act, To ensure your Decision’s correct.</p> <p style="text-align: right;">Maung Kyay Zuu</p>
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### Content Questions.

1. How do young people usually make decisions? Please explain.
2. Does a person have choices about their behavior? Why or why not?
3. According to the poem, what may often be the cause of our problems?
4. What does the poem suggest a person do before they take action? Why do you think the poem suggests this?
5. Can we cause good things to happen instead of bad by the choices we make? How?

### Personalization Questions.

5. Have you ever decided to do something and something bad happened? What happened Please explain.
6. Did you think about the consequences of what you were doing before you did it?
7. How can our decisions affect our ability to reach our goals and expectations in life?
8. In your own experience, have you ever had anyone invite you to do something, whether good or bad? If you always go along with your friends, what will be the outcome? If you don’t always go along with your friends, what will happen?

9. If a friend asks you to do something that you really don't want to do but feel pressured to do, what are some things you can do to make your friend change his mind and do something else? Please give examples.

**Linkage Question.**

1. How do you know if someone is a friend and has your best interests at heart or has bad intentions? How do you know how a person really is? Do you let your emotions decide?
2. If you do not think of the consequences of your actions can you be placed at greater risk of HIV infection, substance abuse, or other problems?

**Assessment Questions.**

1. Please describe in detail the consequences of not having an umbrella with you during the rainy season.
2. Describe the necessary skills you need for making a good decision making.

**Follow-up Activities**

1. Have the students record the different decisions they make in one day and what things helped them to make their decisions.
2. Have the students ask other family or community members how they make decisions and record their answers.

**Follow-up Activity Questions**

1. How many decisions do you generally make in a day?
2. Do you always think of the consequences of every decision you make? Why or why not?
3. What are some things that can help you make better decisions?
4. Do other members of your family or the community make decisions in the same way that you do? Why?

## Effective Interpersonal Communication

Sixth Standard (608)

Teaching time 1 class period

### *Lifeskills Competencies – General/Relationships with Family and Friends*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The student will be able to clearly identify problems and their causes.
- ✓ **Creative Thinking**  
The students will be able to identify at least 3 possible solutions to a problem.
- ✓ **Critical Thinking**  
The students will be able to anticipate the consequences of the problem for self, family, and community.  
The students will be able to assess the advantages and disadvantages of each possible solution.
- ✓ **Decision Making**  
The students will be able to identify the best possible solution for him/her based on personal ability and living situation
- ✓ **Communication**  
The students will be able to clearly and directly state opinions and give good reason.  
The students will be able to ask for help and advice, and seek information when needed.
- ✓ **Self Awareness**  
The students will be able to identify realistic goals and expectations based on personal ability and living situation.
- ✓ **Interpersonal Relationships**  
The students are able to identify the benefits and limitations of living together in society.
- ✓ **Empathy**  
The students will be able to recognize the needs of others, provide support and/or compromise.
- ✓ **Coping with Stress and Emotions**  
The students will be able to distinguish between rational thinking and emotional thinking.

In communicating with each other, people use speech, or non-verbal communication (for example, body language) or a combination of both. We have to be courteous and polite in dealing with each other.

Communication is more effective when both speech and non-verbal communication (body language, etc.) are employed.

### Activity (1)

#### Objectives

1. To enable children to relate how of verbal and non-verbal communication is used.
2. To enable them to practically demonstrate that both speech and body language are needed to communicate effectively.

#### Teaching aid



## **Teaching/ Learning Activities**

1. Tell two students to come forward and sit in front of the blackboard turning their backs on each other. Give a piece of chalk to the student facing the blackboard to draw a picture. Give the picture shown below to the one with his back to the blackboard.
2. Then, the student who is given the picture, without saying what the picture is, should give instructions to the other to draw the picture, telling him that he should follow the instructions as he understands them. They should not be allowed to turn-around to look at each other.
3. Then, tell them to compare the picture drawn on the blackboard with the original one.
4. Divide the class into two groups. Take one student from each group outside the classroom and show them the five different articles they have to look for. Ask the two students to stay outside the classroom for a while.
5. The teacher should come back into the classroom, distribute the five different articles to each group and ask them to keep the articles hidden.
6. Ask the two students waiting outside to come back into the classroom and tell each of them to look for the five different articles hidden by the rival group using non-verbal communication.
7. Tell the students in the class also to respond without speaking.
8. Declare the student who collects the five articles first the winner.
9. After playing the two games mentioned above, the teacher should ask the class the following questions and discuss with them.

## **Content Questions.**

1. In the picture-drawing game, what has become of the pictures? Why?
2. In the search game, why couldn't the articles be found easily?
3. What helps to facilitate clear communication between people?
4. What ways to use as communication expression? How? Why?
5. Do you think using body language helps others understand more or less than before? Why?

## **Personalization Questions.**

1. When you talk to others, do they always understand you? Why or why not?
2. What do you think is important in communication between two persons? Explain?
3. During the conversation, how do you feel when you do not have eye contact with the person who is talking to you?
4. What are some things that can help you be more effective in how you communicate with others?
5. Have you ever used body language to show your different emotions?

## **Linkage Question.**

1. If you go to the doctor and you cannot communicate your problem effectively, what may be the result?
2. How is clear communication important in preventing substance use?
3. How can clear communication help you to protect yourself from HIV and STI infection?

**Evaluation/Assessment Questions.**

1. What languages are used to communicate between you and your friend?
2. What are the consequences when using only verbal expression?
3. What land of moral and manner to behave when talking to eldest?

**Follow-up activity**

Let students play the Mime and Guess game whenever time permits.

[Students will observe and record how other members of their family and community communicate with other. They will also keep notes on how they communicate with others]

**Follow-up activity Questions**

1. Among the people you observed, who do you think is the most effective communicator? Who is the least effective? Why?
2. Do you think your skills in communication are similar to those of the most effective communicator or the least effective? Why?
3. What can you do to improve your personal communication skills?

## Controlling Teenage Emotions

Sixth Standard (609)

Teaching time 1 class period

### *Lifeskills Competencies – Mental Health*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**  
The students will be able to identify appropriate ways of dealing with their emotions and stress.  
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**  
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.  
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**  
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**  
The students will be able to assert personal wants and needs.  
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.  
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**  
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**  
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**  
The students will be able to identify effective ways of dealing with their emotions and stress.

It is natural that teenage students rely more upon friends and classmates than they do upon their parents and teachers. At this age, emotions are many and varied. Those emotions should be controlled by consulting with friends and classmates. They need also to be well-versed in the different ways of controlling emotions.

### Activity (1)

#### Objective

To be able to explain that it is natural that teenage students rely rather more upon classmates and friends than upon their parents and teachers.

## Teaching aid

### Teaching/ Learning Activities

1. Ask each student who were the persons they consulted regarding the problems or difficulties they met with or the feelings they experienced in each of the following situations:
  - (a) When your parents did not buy you something you wanted.....
  - (b) When the teacher rebuked you for failing to do your homework.....
  - (c) When you quarreled in the street.....
  - (d) When your school team had won in a sports tournament.....
  - (e) When your friend and rival in the class had won a prize....
  - (f) When your school-books were lost one week before the final examination....
  - (g) When a student, who used to be a bully in the school, frequently frightened you into giving him the snacks you were eating.....

And to answer these questions:

- How did you feel?
  - With whom did you discuss those feelings?
  - Why did you do so?
2. The statement of each student should be recorded on the blackboard:

Numbers	Feeling	To whom it was told?	Why was it told to that person?
(1)			
(2)			
(3)			
(4)			
(5)			
(6)			
(7)			

3. Review the answers on the blackboard and explain that it is natural that teenagers become more attached to their peers; it is natural that that they are more open and frank with their friends than with their parents and teachers; and that they are more willing to accept opinions and advice of their friends.

### Content Questions.

1. When teenagers have problems, who do they usually talk to first? Why do they talk to this person?
2. Is this person the most appropriate person to talk to about problems, feelings and emotions?
3. Why is it difficult for teenagers to talk to adults about sensitive issues?
4. Do teenagers talk to different people about different types of problems? Why don't they talk to the same person all of the time?

### Personalization Questions.

1. Do you usually feel better or worse when you share your feelings with others? Why?

2. Who do you talk to when you have a problem or are feeling upset? Why do you talk to that person?
3. Have you ever tried to talk to someone about your feelings but they were not interested? What did you do? How did you feel afterwards? Did you ever talk to that person about your feelings again?
4. When you are afraid, what are some things you can do to be less afraid?
5. Do you think it is better to express feelings to someone else or keep them inside?
6. Do you like having feelings/emotion that hinder rational decision making? Please give examples. Do you think you can do something about these?

**Teacher’s Note:**

The students will often identify that they prefer to talk to their friends before anyone else because their friends understand them and always stand by them. However, the teacher will need to have the students explore whether it is best to talk to friends about some problems. For some problem areas, friends will probably know no more than the student with the problem knows.

For some problems, students will say that they are afraid of being reproached by their parents or other trusted adults if they should approach them with certain problems. However, the students should also examine and consider why the adults may get angry or upset. In many cases, it may be because they do not fully understand the situation fully, because the students are unable to explain the situation to them in an appropriate manner. Therefore, students may need to build or strengthen communication skills when speaking with adults.

**Activity (2)**

**Objective**

The students will be able to identify ways of controlling different emotions.

**Teaching aid**

**Teaching/Learning Activities**

1. Ask the students to discuss, in groups, after re-examining the situations and feelings discussed in Activity (1), the behaviour that revealed the emotional feeling to someone else in each case.
2. Instruct them to distinguish the behaviours resulting from the discussions into desirable and undesirable ones.  
For example

Number	Feeling	Undesirable behaviour	Desirable behaviour
1.	Sorrow	Crying alone	To speak out to friends To explain to and ask for assistance from elders/parents
2.	Anger	To be riotous	To count from 1 to 100 To have a chat with friends

3. The group discussion results should be discussed with the whole class again.

4. In conclusion, the teacher should explain that one needs to avoid revealing and reacting excessively to one's emotional feelings; that reacting to excess brings more harm than good; that in order to be able to restrain one's emotions, one should be calm and make only constructive responses; that it is but natural for one to come across problems and difficulties because everyone finds himself in such situations; and that these are easily surmountable if one can preserve a steady and tranquil mind.

### **Content Questions.**

1. Do two people necessarily feel the same way in the same situation? Why or why not?
2. Do two people act out or react to their feelings and emotions in the same way? Why or why not?
3. Is it easier to think of beneficial or non-beneficial ways to express feelings and emotions? Why?
4. If young people often try to solve problems by talking with their friends, where do they learn their behavioral patterns?

### **Personalization Questions**

1. Do you have more feelings that you keep to yourself or more feelings that you express to others?
2. Have you ever had a bigger problem when you haven't expressed your feelings, such as a stomachache when something has bothered or worried you? Please give examples.
3. Do you usually express your feelings and emotions in beneficial or non-beneficial ways? Please explain. What are some ways that you can control your emotions?
4. What would happen to a person if they keep all their feelings to themselves and never express them? Why?
5. How can you apply what you have learned in this lesson to your daily life? Please give examples.

### **Linkage Questions**

1. How can feelings and emotions place us a greater risk for HIV infection and substance use? Please explain.
2. In addition to talking to friends and family members about feelings and emotions, are there any counseling services available in the local community? Where?
3. What will happen to the bag, if you place more and more feelings with others?

### **Assessment**

Have the students brainstorm a list of 3-5 emotional or stressful situations in which it would be hard to control their emotions. Then, divide the students into small groups. Assign one of the situations to each group and have the group develop a role-play about the situation that they have been assigned. (It will be best if more than one group is assigned the same problem situation so that the students can examine a variety of solutions). However, the young person in the role-play, who has the problem, cannot talk to their friends about the problem but must talk to their parents or another trusted adult. The groups must think carefully about what words they will use and how they will present the problem to the adults in order to get the best possible outcome. The students should perform their role-play to the class. The class will then evaluate the words and techniques used.

## Teacher Notes:

### Formulas for Controlling Emotions

#### Controlling Emotions

1. Learn what situations cause you to lose control or make you angry.
2. Monitor the feeling you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
4. Reword angry feelings so that they can be expressed in a non-offensive manner to others.
5. Praise yourself for controlling emotional outbursts.

#### Coping with Sad Feelings (or Depression)

1. Identify what situations tend to make you sad.
2. Acknowledge sad feelings when they arise.
3. Report your feelings to a caring adult or peer.
4. Find alternative activities that you enjoy and engage in them. Get outside for fresh air and sunshine.
5. Avoid isolating yourself or withdrawing from friends or relatives.
6. Discuss feelings openly and frankly.

#### Dealing with Failure

1. Accurately identify that you did not succeed in a particular activity.
2. Remain calm and relaxed.
3. Instruct yourself to control emotional behavior.
4. Find a caring adult or peer and discuss any negative feelings or your disappointment.
5. Be willing to try again to be successful.

#### Dealing with Fear

1. Identify what is making you afraid.
2. Decide whether you are in danger or just feeling afraid or intimidated.
3. Remain calm and realized. Continue to breathe deeply.
4. Discuss with a caring adult what is causing your fear.
5. Instruct yourself to eventually conquer your fears.

#### Dealing with Frustration

1. Identify frustrated feelings as they arise.
2. Learn the source of frustrated feelings.
3. Breathe deeply and relax when frustrations arise.
4. Discuss frustrations with a caring adult or peer.
5. Find alternative activities that promote feelings of success.

### **Expressing Feelings Appropriately**

1. Remain calm and relaxed.
2. Look at the person you are talking to.
3. Describe the feelings you are currently having.
4. Avoid statements of blame and profanity.
5. Take responsibility for feelings you are having.
6. Thank the person for listening.

### **Preparing for a Stressful Conversation**

1. Remember and practice relaxation strategies.
2. Instruct yourself to continue breathing deeply.
3. Remember to keep looking at the person and express your feelings appropriately.
4. Review skills such as accepting criticism, appropriate disagreement, and problem-solving.

### **Relaxation Strategies**

1. Breathe deeply and completely.
2. Tighten and relax any tense body areas.
3. Instruct yourself to remain calm.
4. Visualize a relaxing scene (i.e. something you enjoy: being with friends, mountains, walking along a beach, etc.).
5. At the first sign of increasing stress, say to yourself “3, 2, 1, relax” and continue breathing deeply.

### **Displaying Appropriate Control**

1. Monitor your feelings, and your verbal and non-verbal behavior.
2. Use relaxation strategies to manage stress.
3. Speak calmly, clearly, and specifically.
4. Accurately represent your feelings with well-chosen words.
5. Use language that will not be offensive to others.

### **Follow-up activity**

Have the students keep a journal for one week on the different situations in which they have had to control their emotions. They should record the situation, how they felt, who they talked to, why they talked to that person, how they actually controlled their emotions, and how they felt afterward.



## **Counseling Skills Counseling Activities**

**Sixth Standard (610)**

**Teaching time 1 class period**

### ***Lifeskills Competencies – Mental Health***

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**  
The students will be able to identify appropriate ways of dealing with their emotions and stress.  
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**  
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.  
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**  
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**  
The students will be able to assert personal wants and needs.  
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.  
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**  
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**  
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**  
The students will be able to identify effective ways of dealing with their emotions and stress.

People usually feel happy, sad, angry, frightened, or anxious. At such times, they want to share their feelings with their close friends about their happiness. Through such candid talks, they can receive skillful, tactful and wise reassurance from their close friends which will be advantageous and bring them peace of mind. This activity is known as counseling.

Counseling between one another should be fruitful. The person giving counseling should be judicious. He/she needs, among other things, to take a keen interest in the problem or difficulty brought to him by the person receiving counseling; refrain from divulging the matters confided in him; patiently listen to the matters presented to him; be warm and friendly; allow ample time for the other person to ponder; let the person receiving counseling do the talking while keeping his own conversation to a minimum.

Counseling aims at enhancing the friendship between the giver and the taker. The person giving counseling must be mindful of making the person who presents him a problem comfort and able to get his trust and reliance; lend a willing and inquisitive ear to what he has to say and advise in an easily comprehensible manner with kindness and benevolence.

## Activity (1)

### Objective

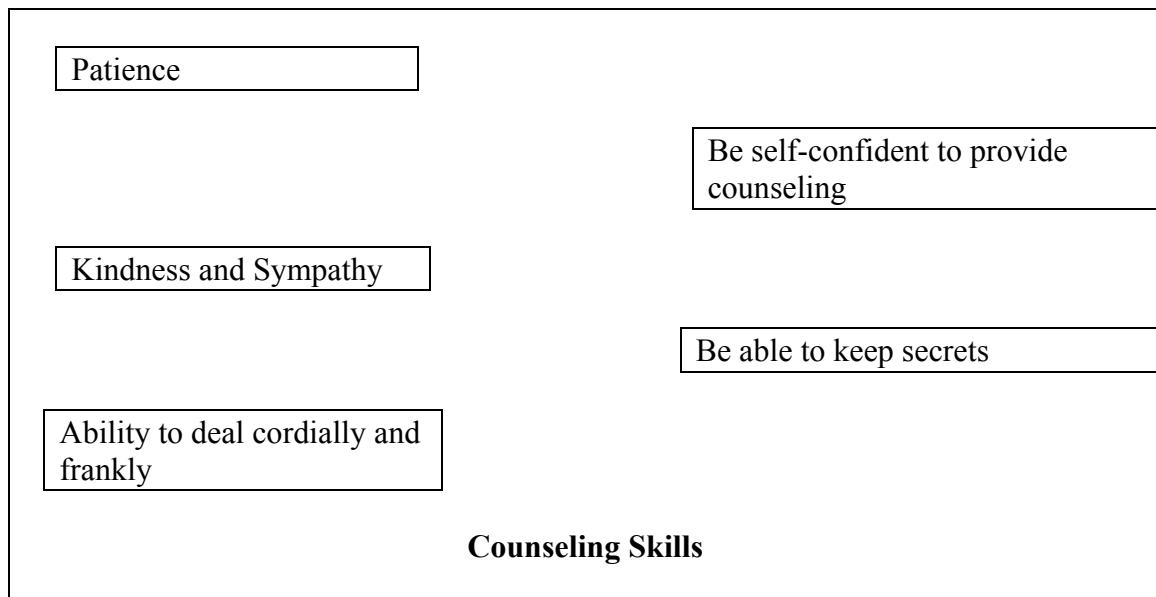
To be able to tell the points a person giving counseling (a counselor) must know.

### Teaching aid

### Teaching/Learning Activities

1. Ask the students to define counseling.
2. Based on the answer given by the students, explain that giving counseling involves two persons - the person receiving counseling have problems and hopes to get encouragement and good advice so that his/her emotional stress will be reduced. Therefore the person who gives counseling needs to be tactful and skillful in order to bring about beneficial results for him/her.
3. Then, ask the students to study, in groups, the charts showing the qualities of a person giving counseling.

Pictures:



### Points to be adhered to during counseling

1. As the subject of counseling is another person's personal matter, it should be treated as confidential.
2. Listen with interest and attention to what the person presenting his/her problem has to say. Do not interrupt him/her with questions.
3. Show that you have kindness and understanding by means of speech or body language.
4. Also explain to him/her the alternative ways for solving the problem and their effects.
5. Let the person receiving counseling decide to choose the way he/she prefers. Don't tell him/her which way he/she must choose.

6. Tell the person receiving counseling that you will like to meet and talk to him/her again.
4. The teacher should explain again the points mentioned in the chart.

### **Content Questions.**

1. What are the characteristics of a good counselor?
2. Should a counselor tell the person seeking counseling how to solve their problems? Why or why not?
3. When is the counseling needed?
4. How can talking to someone else help us solve our problems?

### **Personalization Questions.**

1. Have you ever received counseling from a friend, family member, or other person? How did you feel after talking to that person?
2. For what types of problems would you seek counseling?
3. In your daily life, do you usually provide counseling to your friends or others? What do you do?
4. Have you ever asked for help from a friend but that friend was not interested? What did you do?
5. Have you ever given advice (told a person what to do) to a friend or another person only to have that person follow your advice and then that person faced more problems and blamed you? Please explain the details. How did you feel?

## **Activity (2)**

### **Objective**

To be able to provide counseling with ease and comfort.

### **Teaching aid**

### **Teaching/ Learning Activities**

1. Explain that the skills required to provide counseling mentioned in Activity (1) can easily be acquired by anyone through practice. Thus, it is an activity that can be carried out with ease and comfort.
2. Ask the students to pair off and then study and discuss how to give counseling in the two situations mentioned below:
  - (a) Phont Phont's mother was suffering from a chronic illness and was constantly bed-ridden. As Phont Phont had to care for her chronically ill mother on the one hand and do the household chores on the other, she often had to be absent from school. Because of her frequent absence, she could neither keep up with the lessons at school nor study her lessons at home. Thus, she was deeply worried about the class promotion examination.

(b) Maung Maung Hla was a student with a natural bent for sports. His aim was to become the best at school, and then, in the township, and then step by step, a long-distance runner, the bearer of the pride of the nation. Due to his efforts, he became the best at school. However, as he won only second place in the Township Inter-school Sports Meet, he was not chosen as the best township runner. Thus, Maung Maung Hla was very sad and dejected.

3. Ask each pair of students to take the places of the person receiving counseling and the person giving it, respectively, and practice the reassurance conversation.
4. Ask each pair of students to come forward and role-play counseling in front of the class. At least two pairs of students should be asked to role-play for each situation.
5. Students should be asked to give their opinions on the performances. The teacher also should add his opinions and suggestions.

### **Content Questions.**

1. In what situations would it be difficult to provide counseling?
2. Is it difficult to resist providing advice to the person seeking counseling? Why?
3. Can anyone be a counselor? Why or why not?

### **Personalization Questions.**

1. What do you think would be the most difficult thing to talk about in the provision of counseling? Why would this be difficult?
2. What do you think is the role of the person providing counseling?
3. What do you think is the role of the person receiving counseling?
4. If a friend came to you and said they were pregnant, what would you tell them to do?
5. If a friend came to you and said that they wanted stop using drugs, what would you tell them to do?
6. Do you think you give an appropriate amount of time to listen patiently to another person's problem? Why or why not?

### **Linkage Question.**

1. What information do you need before someone comes and consults you?
2. How is counseling similar to the decision making and problem solving process? Please explain.
3. How can counseling help reduce a person's vulnerability to HIV infection, substance use, and other problems?

### **Evaluation/Assessment Questions.**

1. The students must mention the counselor characteristics?
2. What rules, regulations and skills must a counselor taken into account?

### **Follow-up Activity**

1. Have the students create situations to provide counseling to others on the issues on HIV, STD, Substance Use, and other sensitive problems. Then, have the students find a partner off and practice providing and receiving counseling. They should make use of the information and skills developed from other lessons.

## Fundamentals of Mental Health

Sixth Standard (611)

Teaching time: (1) class period

### *Lifeskills Competencies – Mental Health*

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**  
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**  
The students will be able to identify appropriate ways of dealing with their emotions and stress.  
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**  
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.  
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**  
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**  
The students will be able to assert personal wants and needs.  
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.  
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**  
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**  
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**  
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**  
The students will be able to identify effective ways of dealing with their emotions and stress.

To be a mentally healthy person, one needs to receive love, affection, praise and encouragement. Moreover, one need to be able to follow health discipline and practices.

### Activity (1)

#### Objective

The students will be able to analyze the human need to receive love, affection, praise, and encouragement and also the responsibility to give these things to others as well in order to maintain good mental health.

#### Teaching aid

Charts

## Teaching/Learning Activities

1. Organize the students into small groups, distribute the charts to them and ask them to study and discuss their contents.
2. Ask them to report the results of the discussions to the class.
3. Then the teacher should continue to explain the following points:
4. As seen in the pictures shown in the charts, people receiving love, affection, praise and encouragement are happy and have peace of mind. They may be called mentally healthy persons. One gets love, affection, praise and encouragement from one's parents, siblings, teachers, associates and friends. Yet, one who is merely a receiver cannot be called a mentally healthy person. A person also needs to confer love, affection, praise and encouragement on others.
5. With regard to the love, affection, praise and encouragement of parents, brothers and sisters or friends and associates, ask each student individually to ponder over an instance in each case:
  - (a) an experience where one is the taker,
  - (b) an experience where one is the giver.
6. Select some students and ask them to recount their experiences and feelings to the class.
7. Then, the teacher should explain that to become a mentally healthy person, one needs as much to receive, as to bestow on others, love, affection, praise and encouragement.

Pictures:

<b>Love</b>	<b>Affection</b>
<b>Mother amusing her son while breast-feeding.</b>	<b>Elder sister lulling her younger brother to sleep, singing a lullaby.</b>
<b>Praising her younger son who has won a prize.</b>	<b>Encouraging his son who is drawing a picture.</b>

Let's discuss

1. Who is doing what in each of the above pictures?
2. What, in your opinion, are the feelings of the persons in the picture?
3. How, in your opinion, will the children in the picture feel?
4. Who is the "giver" in each situation? Who is the "taker" in each situation? Is it possible for each person to be both a "giver" and "taker" at the same time? How?

### **Content Questions**

1. How would a person feel if they felt loved and cared for, ignored, or neglected? Why? How does this feeling have a positive or negative effect on the person?
2. What kinds of support does a person need from their family members, friends, or elders in order to make them happy and have peace in mind? Why?
3. How do think a person would feel if they are always helping their friends with their studies, but one day, that person gets sick and cannot go to school, but his/her friends are unwilling to help him/her catch up with lessons? Why would he/she feel this way?
4. How does love and compassion effect on young person's life? If lacking those what can happen to that person?
5. How does encouragement and praise effect on young person's life? If lacking those what can happen to that person?
6. If we do not properly recognize the love, compassion, encouragement, and praise that others give us, how do you think the people who give us these things will feel? Will they continue to give us these things? Why?
7. Does everyone need to take responsibility in the care for one another? Why? How can a person show care for others? Please give examples. What are the benefits of doing these things?

### **Personalization Questions**

1. Have you ever given care or psychological support to others? When was that? What did you do? How did you show? How did you feel?
2. Have you ever received care or psychological support? When was that? How did you know that you are cared for? How did you feel?
3. Have you ever given help and support to others but this help and support was never recognized or when you needed help and support from others there is no one willing to provide it to you? How did you feel? Why did you feel this way? Please explain.
4. Have you ever received help and support from someone else but you never acknowledged this help and support or when that person needed help and support you did not give it? How do you think this person felt? Why did they feel that way? Please explain.
5. Is it fair just to receive care from others or do you need to give as well? Why? How can you maintain a balance between "giving" and "taking"?
6. When you are encouraged to do something or receive praise for your success, how do you feel? Why? If you did not received this kind of support how would you feel? Why?
7. If a person does not receive psychological support, what do you think will be the impact on their self-esteem? Why? Do you think others would feel the same way? Why? What can you do to help maintain psychological support to yourself and others?
8. How does your happiness and peace of mind has an effect on people surround you? Why?

## **Activity (2)**

### **Objective**

The students will be able to identify the privileges and responsibilities for the self, family, school or community.

### **Teaching aid**



## Teaching/ Learning Activities

1. Write the phrase “give and take” on the blackboard paper and ask the students what it means to them (review of Activity 1).
2. Explain that “give and take” are important elements for good mental health and to have in successful relationships, especially in the family and in the classroom (community).
3. Write “privileges and responsibilities” on the blackboard and ask for an explanation of how these words relate to “give and take.” Point out that in families or in communities members have certain privileges - things they receive, or “take,” because they are members of the family or community. Members also have certain responsibilities - things they must give to the family or the community. (Ways of giving to the community may also include following social norms and customs that will help us maintain membership in the community.)

A privilege we *give* ourselves is doing something we want to do. A responsibility we *take* would be doing something we need to do rather than doing something we want to do (for example, we decide to stay home and study rather than playing football with our friends – even though we would rather play football). [When we *give* privileges to ourselves, we may be taking from the family or community. When we *take* responsibility, we may actually be giving to our family or the community.]

4. Have the youth brainstorm all the privileges a young person might enjoy in her or his family and community. List the responses. When the group has finished, look over the list and select privileges that relate to the students daily lives and place them under the appropriate heading (home/family, school/classroom, community/environment) in the column, “My Privileges,” in the table below. [Some examples are already given.]
5. Now write “responsibilities” on the blackboard and have the group name the responsibilities they bear as members of their families and communities. List their responses. When the group has finished, look over the list and select privileges that relate to the students daily lives and place them under the appropriate heading (home/family, school/classroom, community/environment) in the column, “My Responsibilities,” in the table below. [Some examples are already given.] Point out that not all young people in families have all these same responsibilities, but many do.
6. Ask the students to think of the frequency that they receive privileges and take responsibility and assign a number from 1 to 10, which represents this frequency for each item that has been listed in the table. The marks (numbers) they have assigned to the items in the privileges column should be totaled. The marks (numbers) they have assigned to the items in the responsibilities column should also be totaled. Do the students receive more privileges than the responsibilities they take or do they take more responsibility than the privileges received?

**Marking scheme:**

Mostly/ Always	8-10
Usually	5-7
Occasionally	2-4
Sometimes	1-2
Never	0

No	My Privileges	Frequency	Marks	No	My responsibilities	Frequency	Marks
	<b>Home/Family</b>				<b>Home/ family</b>		
1.	Wear ready washed clothes	mostly	8	1.	Fetch water	sometimes	2
2.				2.			
3.				3.			
	<b>School/classroom</b>				<i>School/classroom</i>		
1.	Study in the clean classroom	usually	7	1.	Sweep the classroom	occasionally	3
2.				2.			
3.				3.			
	<i>Community/ Environment</i>				<i>Community/ Environment</i>		
1.	Road to school is clean and safe	always	9	1.	Help to fill the pot-hole on the road	sometimes	2
2.				2.			
3.				3.			
	Total marks		<b>23</b>				<b>7</b>

- Now have the group role-play one of the privileges they receive from their family (group) but without speaking. As each person acts out a privilege, the group must try to guess what it is.
- Then have the group role-play one of the responsibilities they have in their family (group) but without speaking. Again ask the group to guess what the answers are.
- Conclude the activity by discussing the following questions:

**Content Questions**

- What are some responsibilities that are given to young people? At what age are they given these responsibilities?
- What are some privileges that young people have? Why do you think young people have these privileges?

3. Are there responsibilities that you feel are too great for young people to handle? If so, which and why?
4. Young people generally have a lot of free time. Should young people take more responsibility in their families and communities?

### **Personalization Questions**

1. How are the privileges divided up in your family or classroom (community)? Who seems to have the most privileges? Why do you think that is so?
2. How are the responsibilities divided up in your family or classroom (community)? Who seems to have the greatest responsibilities? Why do you think that is so?
3. Would you give up a privilege for less responsibility in your family or classroom (community)? Which privileges? What responsibilities would you like to give up? Who would take those responsibilities?
4. Would you be willing to take more responsibility for more privileges? What privileges would you like to earn?

### **Activity (3)**

#### **Objective**

The students will be able to identify personal responsibilities to the self, family, school or community related to good health and wellbeing.

#### **Teaching aid**

#### **Teaching/ Learning Activities**

1. Explain to the students that when it comes to health and wellbeing, our privileges and responsibilities are very closely linked. That is to say, we must take the responsibility for our health and wellbeing in order to have good health and wellbeing.
2. Organize the students into small groups and let them identify the responsibilities for good health practices that they should take for themselves, their families, and classroom/school or community and then ask them to fill these in the table below.
3. Ask each group to present the items they have filled in the table and to draw up a table approved by all in the class. The teacher should add further requirements, if any.
4. Then ask them to review to what items they are already accomplishing and which items are still being neglected. The students to analyze why these items may be neglected and think of ways to overcome the neglect.
5. The students should then make a plan to strengthen those which are neglected.

## Responsibilities for Good Health and Wellbeing

Health practices	Self	Family	Classroom/School
1. Personal hygiene			
2. Environmental sanitation			
3. Nutrition			
4. Physical exercise			
5. Sleep and rest			
6. Coping with stress			

### Content Questions

- How is the physical health (personal hygiene, nutrition, physical exercise, sleep and rest) and mental health (happy, peaceful mind, and coping with stress) related? What kind of practices that young people should have both and what should be avoided?
- Which person would be more likely to get better more quickly, a person who is physically sick but has peace of mind or a person who is physically sick and is depressed? Why?
- What are some reasons (other than a lack of information) why a person would not take care of their personal hygiene?
- How does a clean living and learning environment help to promote a person's good mental health? Please explain.
- Why are sleep and rest important to good mental health and wellbeing? Please explain.
- If a person has a lot of stress, what may happen to both their physical and mental health?

### Personalization Questions

- When you are sad or worried, do you participate in your normal, everyday activities? Why or why not? What impact do you think this would have on your physical health?
- If you do not exercise and are always feeling tired with low energy what impact do you think this would have on your mental health?
- If you do not eat well, can you concentrate on your lessons or other activities?
- If you do not have a good state of mental health, what might be the impact on your family, friends, or others in the classroom/school or community?
- If you do not have a good state of mental health, what might be the impact on your personal goals and expectations?

### Linkage questions

- When you are sick or depressed, how do you feel? What do you expect from others? Why?
- What do you think a person with HIV/AIDS (or other chronic illness) would need, especially when they may be ignored, neglected, or discriminated against? How can you take responsibility and show you care for them?
- From whom did you learn how to express compassion and care for others? How did you learn?
- Is it good to be alone or be with friends? Why? Is there any time when it might be good to be alone? Why?

**Assessment (Role Play)**

You meet a child who was ignored by friends and family and was sad or depressed, how can you help him/her? What would you do? The students will have to discuss and analyze the role-play. Think about the advantages and disadvantages of being cared/ ignored

**Follow-up Activity**

Have the students keep a journal for one week on the responsibilities for good health practices they take for themselves, their families, and classroom/school during that week.