



9th Standard

Birth Spacing

Ninth Standard (901)

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 the various birth spacing methods.
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.

Birth spacing is practiced when a couple decide not to have too many children, when they want to reduce the frequency of child-birth, or when they do not want to have a child because the wife is too young or too old. In a considerable number of countries, couples have taken to practicing birth spacing. Spacing birth benefits the family. Birth spacing can protect the child and the mother against the danger of loss of life. It also improves both the health of the child and the mother. It promotes the happiness and health of the family, too.

A person under 18 years of age or one who is over 35 years of age should not have a pregnancy. Child bearing at such ages can be dangerous both to the mother and the child.

One should not have more than four pregnancies during one's life time. The health of the mother and the new born child is improved by spacing births so that there is a space of at least two years between one child and another.

The health of mother and child as well as the well-being of the family can be improved by planning in advance how far apart to space the births of the children.

Activity (1)

Objective

To be able to explain the reason and purpose of birth spacing.

Teaching aid

Illustrated story

Teaching/Learning Activities

1. To introduce the lessons, ask the following questions and discuss with the whole class
 - (a) How many families in the community have you come across that have more than 4 children?
 - (b) In families with the largest number of children, how close is the closest spacing between one child and another? (one year, one year and a half, etc.)
 - (c) How is the physical growth of the children in those families?
 - (d) How is the health of the mother?
 - (e) What sort of families have many children?
2. Draw the two pictures shown below and ask the children to compare and point out the differences between them. Tell them to consider why this has happened.

Pictures:

When children are crowded together they are weak and undeveloped.

Children are strong if spaced two years apart from each other.

Then, the teacher should explain the above pictures in the context of families with many and those with few children. And, also explain the meaning of 'birth spacing' in this context.

3. Form the students into small groups consisting of 5-8 persons each and ask them to read and discuss an illustrated short story and then answer the questions.

- (a) What do you think is the most appropriate age to have children? Why?
- (b) What are the risks of having children for a woman under the age of 18? Has a young woman under 18 years of age reached an appropriate child-bearing age? Why?
- (c) What are the risks of having children for a woman over 35 years of age have a pregnancy? Why?
- (d) What will happen to the health of a woman who gives birth to a child every year consecutively?
- (e) What benefits can be gained by having a two-year birth spacing?

4. Then, the teacher should further add the following information by way of explanation:

If there are too many children in a family, or, if the mother gives birth to a baby every year, the mother will have difficulty in looking after her children. A couple should have another child after their youngest child is 2 years old. Then only will the mother be healthy and strong and be able to have a rest. This will also improve the health of the child.

The reasons for birth spacing should also be explained with the help of the following table.

Pictures:

Reasons for Birth Spacing

Nge Nge, are you coming with us? We're going to Aye Khin's house.

What's happened to Aye Khin again?

Aye Khin got married when she was fifteen and gave birth to her first born son, with difficulty. Now, her child is said to have pneumonia. As she is young, she doesn't know what to do.

As for Daw Aye, the spinster, she married late at the age of 36. She had high blood pressure during her pregnancy although she had never suffered from it before, and gave birth to her child prematurely.

In the case of Shin Mwe Lun, who lives at the end of the street, she had post partum hemorrhage while she was giving birth to her sixth child and has to be sent to the hospital.

Ugh! Mae Hla gives birth to a child every year and so she is depressed. She is sickly, too, and her husband is of little help.

After hearing what you've said, I'd rather choose to be a spinster.

Yea, we shall wait and see.... Ma Shwe Nge.

Pictures:

Content Questions:

1. What is an appropriate age for women to have children? Why?
2. What are some of the advantages of birth spacing
3. How will birth spacing help the family economy?
4. Are large families always poor and the children weak? Why or why not?
5. Are small families always happy and the children strong? Why or why not?
6. What are the different consequences of having many children?
7. What are the advantages and disadvantages to having a child before the age of 18?

Personalization Questions:

1. What do you think is the best age to have children? Why?
2. Is birth spacing something you should be concerned about? Why or why not?
3. What are the different methods of birth spacing that you know? What is the most common method used in your community? Why?
4. If you need to know more about birth spacing methods, who will you talk to? Why would you talk to that person?
5. If some one asks you about birth spacing methods, what would you tell them? Please give an example.

Birth Spacing

"With these children, I'm really depressed. I really don't know what to do to have more time between child births in future."

	Effects on the mother	Effects on the child
Giving birth to a child before 18 years of age.	-Liable to abortion as the mother's reproductive organs are weak and delicate. -Inability to care for child properly.	-Possibility of premature delivery -Being underweight -More probability of dying within one year.
Giving birth to a child after 35 years of age.	-Ante-natal, prenatal and post-natal dangers. (eclampsia, post partum hemorrhage)	-Possibility of premature delivery -Physical deformities

Giving birth to more than four children	-Ante-natal, prenatal and post-natal dangers. (eclampsia, post partum hemorrhage)	-Possibility of premature delivery -Physical deformities -Being underweight
Giving birth to one child every year consecutively.	-Ante-natal, prenatal and post-natal dangers. (eclampsia, post partum hemorrhage) -Mother is weak and unhealthy.	-Possibility of premature delivery -Being underweight -Physical retardation -Mental retardation -Susceptible to disease, more probability of dying within one year

Activity (2)

Objective

To be able to explain that birth spacing should be practiced with at least a two-year gap between one child and another, for the improvement of the socioeconomic and health conditions of the family.

Teaching aid

Teaching/Learning Activities

1. Instruct the students to carry out brain-storming on the topic "What have the parents done to bring up a child till he/she comes of age?" The results should be collected and recorded on the blackboard.
2. Then, let them study "Mae Hla's family" and ask each group to discuss the following questions:
 - (a) What problems, do you think, Mae Hla is facing?
 - (b) On the basis of the discussions on the things the parents have done in bringing up a child till he/she comes of age, what socioeconomic and health difficulties will a family like "Mae Hla's" usually have to face?
 - (c) What suggestions will you offer Mae Hla?
3. Instruct them to report the results of the discussions and discuss again. Ask them to and discuss when should birth spacing be practiced in a family. Then, instruct them to report to the whole class and discuss the reasons.

Content Questions:

1. Why do couples practice birth spacing?
2. What is the importance of birth spacing for mother and child health?
3. What are the different methods of birth spacing?
4. How will birth spacing help the family economy?
5. What are the different consequences of having many children?

Personalization Questions:

1. What do you think is the best age to have children? Why?
2. Is birth spacing something you should be concerned about? Why or why not?
3. What are the different methods of birth spacing that you know? What is the most common method used in your community? Why?
4. If you need to know more about birth spacing methods, who will you talk to? Why would you talk to that person?
5. If some one asks you about birth spacing methods, what would you tell them? Please give an example.
6. Do you think it is possible to tell families in the community about birth spacing? Why? What would you tell them?
7. If you were to have a child, how well do you think you would be able to care and be responsible for that child?

Linkage Questions:

1. How do birth spacing and quality of life relate to quality of life?
2. Is birth spacing and HIV/AIDS related? How?
3. Can condoms be used as a birth spacing method? Why or why not?
4. Can birth spacing methods other than condoms also prevent infection with HIV and other sexually transmitted diseases? Why or why not?

Evaluation/Assessment Questions.

1. In what ways can birth spacing improve our quality of life?
2. How would you tell others about the benefits of birth spacing? Please give an example.
3. In the planing of your future family, what do you think would be the best birth spacing method for you? Why?

Follow-up Activity

1. Go to the Maternal Child Welfare Association and study the situation regarding the implementation of birth spacing activities and disseminate the information in the community.
2. Have the students discuss with their parents the reasons why they decided to have the number of children that they did.
3. Have the students write and develop a play about birth spacing to present during a school concert and in the community.

Follow-up Activity Questions

1. What is the average number of children of families in the local community?
2. Are many families practicing birth spacing?
3. What is the most popular method of birth spacing? Why do you think it is so popular?
4. Did your parents know about birth spacing when they were planning their families?

Nurturing Children

Ninth Standard (902)

Teaching time: (1) class period

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 the various birth spacing methods.
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**
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- ✓ **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.

The child has to be breast-fed as soon as it is born. Mother's milk is a unique nutrition for children. Breast-feeding can protect children from dangerous diseases. Breast-feeding should continue till the child is two years old.

When the child is six months old, breast-feeding needs to be supplemented with other nourishment. A kind of well-cooked and crushed vegetable, or meat, or fish should be added to and mixed with the child's food and fed at least once every day. At the first feeding, only a small quantity of food should be fed. Thus, the child will gradually acquire the habit of eating.

Young children are susceptible to tuberculosis, diphtheria, whooping cough, tetanus, polio and measles. These diseases can lead to death. All the six diseases can be prevented by immunization. At present, immunization is being carried out across Myanmar, both in the urban as well as the rural areas. People may also go to the local health centres for immunization.

Activity (1)

Objective

The students will be able to identify the benefits of breastfeeding over bottle feeding.

Teaching/Learning Activities

1. The teacher should organize his students in the class into small mixed groups each made up of five or six boys and girls and one group should be seated apart from another. The teacher should ask each group the following questions:
 - What shall you most urgently feed a new born child, who is crying because it is hungry, to make it stop crying at once?
 - Will you breast-feed?
 - Will you prepare the feeding-bottle and feed it?
 - Which is better? Mother's milk or milk powder? What have you heard people say about it?
2. Then, to enable the students to compare the advantages and disadvantages of breast-feeding and bottle-feeding, let them discuss within their groups, using the following questions. (Allow about five minutes).
Breast-feeding and feeding-bottle
 - which is easily and immediately available? Why?
 - which is expensive? Why?
 - which is bothersome? Why?
 - which is more related to maternal love? Why?
3. Then discuss the attitudes and opinions of community elders regarding feeding mother's milk
 - should or should not a child be breast-fed as soon as it is born
 - should or should not a child be fed the colostrum
 - Whether or not feeding of milk shall be continued when the child is sick or is suffering from diarrhea

- At what time should the child be weaned from the mother?
4. Each group reports the results of their discussions and the teacher records them on the blackboard in tabular form as shown below:

Breast-feeding	Bottle-feeding
<ul style="list-style-type: none"> - Immediately available whenever the child is hungry. - Even if it is midnight, should the child be hungry, it can be breast-fed while lying in bed. So, both mother and child lose no sleep. - Absolutely no trouble. - Absolutely no expense. - Possibility of receiving more maternal love because the child has the opportunity to suck milk directly in its mother's bosom. - When the child is ill, or when it has diarrhea, breast-feeding can continue. 	<ul style="list-style-type: none"> - Not available immediately; it takes time to prepare the feeding bottle. - Should the child be hungry around midnight, both mother and child have to lose sleep, because it takes time to prepare the feeding bottle. - Very troublesome, mixing (making) milk, cleaning bottle and teat, letting it cool off, etc. - Very expensive due to high cost of milk powder. - As feeding bottle can be dispensed by anyone, the child is not always close to its mother. Hence, it cannot fully enjoy motherly love. - If unclean, may cause diarrhea.

5. The teacher should add an explanation of the advantages of breast-feeding.

The child should be breast-fed as soon as it is born. The clear, yellowish colostrum that comes out within the first few days of child-birth is rich in nutrition and protects the child from easily transmitted infectious diseases. Mother's milk is the first preventive medicine for the child.

It protects the child from diarrhea, colds and coughs and ordinary illnesses. Mother's milk alone is sufficient to provide the best protection for the child until it is six months old.

For children who are unable to suck milk directly from their mothers' breasts due to various reasons, the best way is to feed them milk drawn from the mother and placed in a clean cup.

Should milk from the child's own mother be unavailable, feeding it with the milk of other mothers will provide the child with the best nutrition. If milk from any other mother is also unavailable, making it unavoidable to feed powdered milk, then

- (1) feeding-bottle, teat and the utensils used should be kept hygienically,
- (2) milk powder and warm water have to be mixed in the right proportion as prescribed. If the proportion is not right, the child may be malnourished.
- (3) Even if the child can not finish off all the milk that has been prepared, the remainder should be thrown away rather than kept for the next feeding out of stinginess, because milk which is not fresh usually causes diarrhea.

Content Questions

1. When should breast feeding start for a newborn child? Why?
2. If can not get mother's milk, what alternative arrangements can be made to feed the child? How?
3. What are the benefits of colostrum for a newborn child?
4. Which is better for young child, breast milk or bottle-feeding? Why?
5. When a young child has diarrhoea, should breastfeeding be continued or not? Why?
6. How does breastfeeding help build a close relationship between mother and child? Can this happen with bottle-feeding? Why?
7. What are the advantages of breast-feeding over bottle-feeding? Why?
8. Are there any disadvantages to breastfeeding? What are they?
9. Up to what age breast-milk alone should be given to a child? Why?
10. During the first few days after delivery, is a woman's breast milk spoiled? What is the importance of giving this milk to the newborn child?

Personalization Questions

1. What is the practice of giving newborns colostrums in the local community? Do you think the practice is appropriate? Why?
2. In your family and your neighborhood when do and how mothers start breastfeeding? Discuss what you have noticed?
3. Is it a practice in your community to give breast milk alone? Why? Do some families alternate between breast feeding and bottle feeding? Why? What may be the consequences of doing this?
4. Should a new mother restrict her diet to rice and salt? Why?

Teacher Notes:

Alternating bottle-feeding with breastfeeding may cause ulcers or digestive problems in the child's stomach. It is generally recommended to exclusively breastfeed or exclusively bottle feed, although breastfeeding is preferred.

The following may be a myth about nutrition for new mothers.

Belief or custom: Colostrum (the yellowish liquid produced by the breasts during the first few days after delivery) is usually "expressed" and discarded in the belief that it is spoiled milk.

Nutritional consequences: The baby loses the nutritional and immunological benefits of this very important liquid.

Belief or custom: During the period of lying by the fire after childbirth (which may be anywhere from a few days to a month), the new mother often restricts her diet to rice and salt.

Nutritional consequences: This practice contributes to malnutrition in the mother and a decrease in the quantity and quality of her breastmilk – thus also affecting her child.

Activity (2)

Objective

The students will be able to identify foods that may be fed to the child in addition to mother's milk when the child reaches six months of age.

Teaching/Learning Activities

1. The teacher should ask the following question and each group should answer by turns.
 - Have you ever seen, in your own family or in your community, what other foods and how they feed a child six months or older, in addition to its mother's milk?
 - Tell the class about the foods. (The teacher and the class listen for about five minutes.)
2. Then, the teacher should add the following explanation:

When the child is six months old, apart from its mother's milk various other foods must be added to its diet. At that age, mother's milk alone cannot provide sufficient nutrition for the child. Thus, to facilitate digestion a kind of well-cooked and crushed vegetable, or meat, or fish should be added to and mixed with the child's food and fed at least once every day.

In the rural villages, it is usual for cooked rice to be crushed into a paste and then sifted by squeezing through a piece of thin cloth before feeding the child. In this way of feeding, first the hands must be washed and cleaned and it is important that the utensils, such as the plate, spoon, the piece of thin cloth, etc. should be clean and hygienic.

The infant should not be fed indigestible or hard foods. the practice of chewing cooked rice and other food and feeding the infant should particularly be avoided. If the person chewing and feeding the infant has an unhygienic mouth, the latter can be infected. Moreover, if that person also has other disease, the infection can be transmitted to the infant.

Content Questions

1. What do you understand by supplementary food? At what age a young child should be given supplementary food? Why should they not be given this type of food before this time?
2. What kind of supplementary food should be given to young child? How should it be prepared?
3. Why does a young child food need to eat easily digestible food?
4. What are some ways that utensils used in preparing foods can be kept clean and hygienic?

Personalization Questions

1. In your family and in the community what kinds of supplementary foods are given and when are they introduced into the child's diet?
2. When is rice first given to a young child? Do you think this age is appropriate?
3. Have you heard that babies can be started on solid food within a few days of birth? What do you think the consequences would be?

4. In the community is any food other than breast milk given to children less than 4 months? What kind of food? Why?
5. What are some ways that a parent can keep their child from becoming malnourished? Please explain.

Teacher Notes:

The following may be a myth about nutrition for new mothers.

Belief or custom: Babies are often started on solid food within a few days of birth. Their first solid food is often a mixture of pre-chewed sticky rice and mashed banana which is wrapped in a piece of banana leaf and heated over charcoal. Some mothers express the belief that babies have an instinctive craving for rice and are not satisfied with breastmilk alone.

Nutritional consequences: One danger in feeding very young infants solid foods is that they will become full on these foods which do not provide the nutrients they require and not breastmilk which is the perfect food for them. They may become malnourished early in life. Another problem is that young babies may develop upset stomachs and other digestive problems because their young systems are not yet developed enough to handle solid foods. Babies require nothing more than breastmilk for the first 6 months of life.

Activity (3)

Objectives

The students will be able to identify ways to prevent six common communicable diseases among children and infants.

The students will be able to identify local vaccination services.

Teaching aid

- Time tables for vaccination of children.
- Photographs of children with symptoms of disease.

Teaching/Learning Activities

1. Before distributing the activity cards to every group, ask the students the preventive medicines they have heard of. Also, ask them why people have to vaccinate.
2. Distribute the activity cards mentioned below to the groups and ask them to study.

Timetable for vaccination of children

Age	Preventive Medicine
At birth	Tuberculosis
1 ½ months	Diphtheria, Whooping cough, Tetanus, Polio
2 ½ months	Diphtheria, Whooping cough, Tetanus, Polio
3 ½ months	Diphtheria, Whooping cough, Tetanus, Polio
9 months	Measles

Let them look at the activity card and discuss the following questions among the group:

- What vaccination must a new born child have?
- What vaccination must a child aged between 1 ½ to 9 months have?
- How many times must a child be vaccinated for the prevention of Diphtheria, Whooping cough, Tetanus and Polio?
- What vaccination must a child have when he is 9 months old?
- How many diseases can be prevented by vaccination in a child since its birth till it is 9 months old?

3. The teacher should explain and teach as follows:

Young children can be infected with the six diseases mentioned in the cards. The child may die because of those diseases. Those six diseases can be prevented by vaccination. However, in order to provide complete protection, a child has to be given the full course of vaccinations before it attains one year of age. These vaccines improve the immune system of the child.

A sick child can also be vaccinated. It is not harmful. The malnourished and frail child must be given priority in vaccination.

Parents often fail to vaccinate their offspring if the child has a fever, or a cough or diarrhea or feels ill. This is quite wrong. They must come to realize that such children can be vaccinated and that there is no danger in doing so.

After vaccination the child will feel pain and cry. A small rise in body temperature, the appearance of some rashes and at the spot of injection are common occurrences. Regardless of the cause of fever, the child must be given nourishing food and liquids in generous quantities. Among all these, the mother's milk is the best. If the child's condition gets serious and is not better after about three days, it is necessary to take him to the health centre.

4. Instruct the students to draw up a list of vaccination service centres in their community and its surroundings.

Content Questions

- What are the presentable diseases associated with the young children? How can this be prevented?
- At what ages should the different vaccines be given? Why are these vaccines given?

3. When a child is sick or malnourished, should he be given vaccines? Why or why not?
4. If mother fails to go for immunization for her child, what may be the consequences for that child?
5. What are the benefits of immunizations? Will these immunizations last a person's entire life?

Personalization Questions

1. What are the immunization services available in your community? Do many families know about these services and use them? Discuss.
2. Have you ever experienced a time when many students missed school because of measles or whooping cough? How would the same situation be if there was no immunization?
3. How can you help promote the immunization services available in your community. (List specific activities and give examples)
4. How can you help neighbors with young children remember to have their children vaccinated at the appropriate time?

Linkage Questions

1. How is practicing good hygiene also important in preparing food for children and others? Please explain.
2. If a new mother is infected with HIV and feeds her baby breastmilk, will the baby automatically become infected as well? Please explain.
3. How is the good nutrition of the child important for the physical growth and development of that child? Why?
4. What is the relationship between breast-feeding and birth spacing?

Assessment

In small groups, have the students develop a calendar that could be a reminder to new mothers and other family members of important dates for vaccinations and changes in the nutritional needs of the child.

Follow-up Activities

1. Divide the students into small groups. Arrange for some of the groups to visit the Maternal Child Welfare Association, other groups may visit the Maternal and Child Health Centres in the local area, community hospitals, and local midwives. The students should investigate what information is provided to new mothers and other family members about the nutrition of the child and on vaccinations. The students should also examine how this is provided.
2. The students will present their finding from their study visits to the rest of the class and then develop a plan or campaign for disseminating information on child nutrition and immunizations to members of the local community.

Compassion for Persons Living with HIV/AIDS

Ninth Standard (903a)

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.

Every patient, regardless of his/her ailment or disease, should be assisted and cared for with kindness and consideration. If that is so, the assertion that AIDS patients, who are incurable and treated as dying persons, should be assisted, cared for and protected with even more affection and kindness will be indisputable. Thus moral principle of compassion should be acceptable to everyone.

Activity (1)

Objective

The students will assess traditional ways of providing compassion and support to persons with serious illnesses.

The student will assess their own attitudes about providing compassion and support to a person with HIV/AIDS.

Teaching aid

1. A paragraph entitled: "Solve a Problem", in which a problem is stated.
2. The "Flow Chart of Decision Making" for making a decision as you wish.

Teaching/Learning Activities

1. Distribute the paragraph entitled "Solve a Problem" and the flow chart to each child and ask him/her to answer freely and individually.

Solve a Problem

Suppose a person travelling with you in the same group becomes exhausted en route, feels ill and has lost consciousness so that he is unable to move himself. If that person also is not accompanied by anyone, such as a relative or a friend to help him, what would you do? Would you help him? How would you treat him? Again, if that person happens to be a person with HIV/AIDS, what will be your attitude towards that person? Give your answers in the decision flow chart given.

Flow Chart of Decision Making

Note: Out of the three methods for decision making to solve a given problem, choose the one you prefer and provide the methods for how you would carry out your decision by answering the appropriate questions.

If you come across a person who is seriously ill and unconscious

Tick (✓) the box you prefer

<input type="checkbox"/> Would help him to regain consciousness	<input type="checkbox"/> Would inform the authorities concerned	<input type="checkbox"/> Would leave the patient as soon as possible
How would you help him to regain consciousness?	How would you inform the authorities? Would you leave the person alone?	Why would you leave?
<input type="text"/>	<input type="text"/>	<input type="text"/>
What would you try to do for the person when he comes to?	What arrangements would you make for sending information to the authorities?	Would you think about what happened to him after you left him behind? Why?
<input type="text"/>	<input type="text"/>	<input type="text"/>
Would you react differently if you knew the person has HIV/AIDS?	Would you react differently if you knew the person has HIV/AIDS?	Would you react differently if you knew the person has HIV/AIDS?
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. Then the teacher instructs each student to tell the class their individual decisions.

The teacher makes critical comments and point out to the class why a decision is right or why a decision is wrong, and the attitudes that the students should adopt towards a person with HIV/AIDS, as follows:

Attitudes that should be adopted towards a person with HIV/AIDS:

1. Treat him/her with empathy and kindness.
2. Give necessary assistance to the patient as far as possible.
3. Have understanding for the patient's feelings and utterances.
4. Intervene and solve the problems faced by the patient, when necessary.
5. Because the patient is very sick, he should be encouraged and consoled to keep up his spirits.
6. As HIV/AIDS is not transmitted through casual contact in everyday life. The person should be treated like anyone else with a serious illness. No change in our behaviour should be noticeable in communicating and dealing with him.

These are the attitudes that should be adopted and they should be included in the discussion.

Content Questions

1. Are there any other choices for helping the person that are not listed in the chart above? What are they? Do you think these choices would be better than the ones given? How?
2. In Myanmar society, do community members traditionally help each other when they are in need?
3. When there are ill persons in the family, do neighbors and community members come to visit them?
4. In what way does the temple help people who are very poor and people who are both poor and ill?
5. When someone is very worried or feels hopeless about a person or family problem, whom does the person usually talk to in the community?
6. Why do you think we have these traditions?

Personalization Questions

1. What have you learned from this activity?
2. When people have serious illnesses, what do you think they need? Why?
3. If a family member were seriously ill, how would you want that person cared for and treated by others in the community? How would you want to be cared for and treated if you were seriously ill? Why?
4. If a family member, friend, or neighbor is seriously ill, what do you think you can do to help them?
5. Do you think people infected with HIV or people who have AIDS are treated the same as people with other serious illnesses? Please explain.
6. Why do you think people with HIV/AIDS are treated differently?
7. Have you ever met a person with HIV/AIDS? How did you react to that person? Would you react differently now? Why?
8. What can you do to help change peoples ideas about helping person's living with HIV/AIDS?
9. Suppose a friend does not want to help a neighbor who has HIV? What would you say to him or her to change their attitude? Please give an example.

Linkage Questions

1. How are people cared for and treated if they have malaria, tuberculosis, or cancer? Please explain.
2. Do we need to show care and compassion for person who are affected by HIV/AIDS? Why?
3. Do you think you are at risk of infection with different diseases? Why? Who do you think is at greater risk of infection with these different diseases, you or the person infected?
4. Is it important to give care and compassion to the persons who are seriously ill? What are the consequences if we do not?

Teacher Notes:

Examples of the needs of seriously persons are:

1. To stay at home with family members.
2. To visit doctors at clinics or hospitals.
3. To have good medicine and proper treatment.
4. To have nutritious food prepared for them.
5. To have someone help them change clothes, bed sheets and towels, and clean these items for them.
6. To have someone stay around them so they can call for help, if needed.

7. To have family, friends, or neighbors talk to them and provide comfort and encouragement.

Formula's for expressing empathy

Responding to Other's Feelings

1. Listen closely to the other person.
2. Acknowledge what he or she is saying and feeling.
3. Express concern and empathy.
4. Offer to help or provide advice, if wanted.
5. Encourage the person to seek more help, if necessary.

Expressing Empathy and Understanding for Others

1. Listen closely to the other person's feelings.
2. Express empathy by saying, "I understand...."
3. Demonstrate concern through words and actions.
4. Reflect back the other person's words by saying, "It seems like you're saying...."
5. Offer any help or assistance you can.

Assessment

1. Read the "*Letter from Tin Tin*" to the students and then divide the students into small groups. Have the groups write answers to the question, "If you were Tin Tin, how could you help Jay?" in their notebooks within 5 minutes. All of the group members should take turns coming up with ideas.
2. Have a representative from each group present the group's findings. Compare the answers of the groups and suggest any additions.

Letter from Tin Tin

Dear Sirs/Madams,

My best friend's name is Jay. He is infected with HIV and is now starting to show symptoms as well. How should I talk to Jay to make him feel at ease? How should I let him know that I understand and am worried about him? How should I let his father and mother know that I feel for them too? What is a good way for me to help them?

Tin Tin

1. How do you think most people in Myanmar would react to a person living with HIV/AIDS? Why would they react this way? Would you react differently? Why?

2. Do you think that it would be difficult to show compassion in the ways that the groups suggested? Why?
3. If you were infected with HIV or had AIDS, how would you want your family, friends, and others to react to you? Why?
4. What do you think persons with HIV/AIDS need the most? Why?

Follow up Activity

1. Ask the students to find out what kind are the traditional ways of supporting people with serious illnesses in the community. Then, have the students interview members of the community, e.g. health care workers, parents, community leaders, etc., to find out whether they think these traditional ways should also apply to persons living with HIV/AIDS. Have the students report back to the class. If the community members still have the attitude that people living with HIV/AIDS should not be supported, have the students think of ways to change these attitudes and implement them.

Caring for the Persons with HIV AIDS

Ninth Standard (903b)

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.

Every patient, regardless of his/her ailment or disease, should be assisted and cared for with kindness and consideration. Person with HIV/AIDS have needs that can easily be responded to by the family and community.

1. They need to *live with the family* in the community just like when they are not ill or when they are ill with other diseases. Having an ill person at home shows love and close family ties. The ill person will feel comfortable and can be better provided with food, clothes, and care. Staying in the hospital can be expensive and may not be necessary. Only when a person is very ill or the doctor has made an appointment, family members can take the ill person to the hospital or clinic.

2. Persons who are ill from HIV/AIDS need psychological and emotional support. If someone in our family has HIV without getting ill yet or they are already ill, they will need a lot of *love and compassion*. We have to show the person that he or she is still important in the family and community. We have to provide them with time and patience when the ill person needs to talk, to go out together, and to cry together.

3. Persons who are ill with symptoms of HIV or have AIDS need *care*. The ill person may be to hospitals or clinics occasionally, but much of the care can be given at home.

Activity (1)

Objective

1. The students will analyze their the role they would play in the care of a person living with HIV/AIDS.

Teaching aid

Teaching/Learning Activities

1. The teacher will write the following questions on the blackboard and then ask the students to take a few moments to think of what their answers would be. The students should then write their answers in their notebooks.

Helping to Care for One Another	
1. If a family member or a friend had AIDS what would you do?	
.....	
.....	
.....	
2. Would you help care for this person at home? Why?	
() Would help care for at home because	() Would not help care for at home because
.....
.....
.....
.....

2. The teacher will ask for volunteers to present their answers to the class. The teacher should not comment whether the students' choices are right or wrong. The exercise is to have an exchange of the students' ideas and attitudes on living with a person with HIV/AIDS.

Content Questions

1. How difficult was it for you to decide whether you would be able to care for a person living with HIV/AIDS?
2. For those students who said that they would care for someone with HIV/AIDS at home, what were your reasons?
3. For those students who said that they would not care for someone with HIV/AIDS at home, what were your reasons?
4. What are the symptoms that a person living with HIV/AIDS will show?
5. Are the symptoms that a person with HIV/AIDS will show more difficult to care for than the symptoms of other diseases? Why?
6. Do the symptoms of a person living with HIV/AIDS need to be treated in a hospital? Why?
7. What special skills would be needed to care for a person living with HIV/AIDS at home?

Personalization Questions

1. In your family, neighborhood, or community, how do people traditionally care for those who are chronically ill?
2. Why do you think families and communities are willing to take care of its members or other chronic illnesses but are not willing to care for a person living with HIV/AIDS?
3. How often do you think a person living with HIV/AIDS would need to be treated in the hospital?
4. Which type of treatment would be more expensive, home care or hospital care? Why?
5. If you were chronically ill, where would you rather be, at home with your family or in the hospital? Why?
6. Do you think a person living with HIV/AIDS would want to be treated the same way? Why?

Activity (2)

Objective

1. The students will evaluate their personal capacity for treating general disease symptoms and to care for persons living with HIV/AIDS.

Teaching aid

10 disease symptom cards

Teaching/Learning Activities

1. The teacher will divide the youth into small groups (5 persons per group).
2. A representative from each group will select one or more symptom cards (depending on the number of participants and groups)
3. Each group will think of answers to the questions, **“If you had to take care of a relative, sibling, or close friend who showed this symptom, what would you do to help?”**
4. Each group should write their answers in their notebooks.

- Each group will present their answers to the other groups (About 3 minutes per group). The other groups may add additional suggestions.
- The teacher may open a discussion to review basic health care, using the information attached. Most importantly, the teacher should reveal that the general symptoms that each group considered, are also the symptoms that they would encounter in a person living with HIV/AIDS.
- The teacher should then ask the students whether they would like to change their answers and reasons whether they would care for a family member or friend living with HIV/AIDS.

Sample Symptom Cards

Fever

Diarrhea

Sore Throat/Mouth

Cough

Fatigue

Skin Rash, Sores

Loss of Appetite

Nausea, Vomiting

Stomach ache

Stress, Worry

Content Questions

- Was your group able to come up with one or more solutions for treating the disease symptoms? What are they?
- Are these solutions related to modern or traditional medicine or both? How do you know about these solutions?
- What are the disease symptoms most commonly found in your family or among your friends? Why do you think these symptoms are common?
- What are some ways that disease symptoms may be prevented?
- Are these disease symptoms something to be afraid of? Why or why not?
- If a person who is infected with HIV or has AIDS starts to show these symptoms, do you need to be afraid of that person? Why or why not?

Personalization Questions

- What have you learned from this activity?
- What are some ways that people learn to care for illnesses?

3. Have you ever been given the responsibility to care for someone who is ill? What did you do?
4. Do you think you can provide basic care for a person who is ill? Why or why not?
5. If you, a family member, or a friend is very sick, where can you go for help? How will you ask for help?
6. Have you ever helped care for a friend when he was ill? How did you help him/her? Why?
7. What do you do when one of your family members is ill?
8. When you are ill, how do you want others to care for you? If you do not get this care from others, how would you feel?
9. Based on what you have learned in this activity, do you think you would be able to care for a family member or friend who is living with HIV/AIDS? Why?

Linkage Questions

1. If persons with HIV/AIDS are not shown care and compassion, especially when they become symptomatic, what do you think will be the impact on their mental health?
2. Why do you think good mental health is important in fighting symptoms or HIV/AIDS?
3. This activity has demonstrated that you are able to care for symptoms related to HIV/AIDS, but what diseases should we and the person living with HIV/AIDS take precautions to prevent?
4. When a person becomes symptomatic with HIV/AIDS, why is it important to take precautions to prevent tuberculosis?

Assessment

Divide the students into small groups and tell them that they must create a one minute radio or television public service announcement that promote *compassion, care* and *support* of persons living with HIV/AIDS in the family and community. The students should concentrate on the key messages that would help motivate others to consider caring or, at least, accepting the care of persons with HIV/AIDS in the family and the community. Each group will perform their public service announcement. The entire classroom will then evaluate the effectiveness of the messages presented.

Follow up Activity

1. Ask the students to find out what kind are the traditional ways of supporting people with chronic illnesses in the community. Then, have the students interview members of the community, e.g. health care workers, parents, community leaders, etc., to find out whether they think these traditional ways should also apply to persons living with HIV/AIDS. Have the students report back to the class. If the community members still have the attitude that people living with HIV/AIDS should not be supported, have the students think of ways to change these attitudes and implement them.

Teacher Notes

Basic Care Strategies For Persons with HIV/AIDS

Needs of Persons with HIV/AIDS	Care and Assistance
<u>Physical Care</u> General Care According to Basic Needs	

Needs of Persons with HIV/AIDS	Care and Assistance
<ul style="list-style-type: none"> • Food 	<ul style="list-style-type: none"> - Have the PHA eat food with high nutritional value. Do not allow them to eat very spicy foods, foods of extreme tastes, or food which has been pickled because it will call diarrhea. - Have the PHA eat soft foods, small/simple portions 4-5 times a day. Only a little food is given each time but it is given often. - Have the PHA drink 6-8 glasses of clean water which has been boiled per day. - Do not allow PHA to drink alcohol or smoke cigarettes
<ul style="list-style-type: none"> • Residence 	<ul style="list-style-type: none"> - Arrange a clean residence. Open the windows to get fresh air and good circulation of air. Do not let water collect as it may become a reservoir for mosquitoes. - Arrange pillows and bed to be clean and comfortable for the PHA. - If the PHA is very fatigued and can hardly help themselves, you should arrange necessary items to be close at hand and stay close by to be ready to help.
<ul style="list-style-type: none"> • Clothing 	<ul style="list-style-type: none"> - Change the clothing and the bedding of the PHA frequently. - Arrange washcloths, towels, and blankets for the PHA - Do not dress the PHA in clothing which is wrinkled because it can cause friction against the skin. - If clothing is stained with blood, soak and then wash in water with detergent to kill germs.
<ul style="list-style-type: none"> • Personal Hygiene 	<ol style="list-style-type: none"> 1. Assist the PHA bathe, wash hair frequently. 2. Use a soft-bristled toothbrush with the PHA. Have the PHA take care of oral hygiene often. 3. Do not share toothbrushes or razors with others.

Needs of Persons with HIV/AIDS	Care and Assistance
	<p>4. Wash your hands before preparing food, before eating, or before giving medication to the PHA. Also wash your hands after using the toilet</p> <p>5. Wash dishes, flatware, and glasses in clean water. (AIDS cannot be spread by sharing utensils)</p> <p>6. If your hands come in contact with the blood or pus of the PHA, wash your hands with soap or detergent and water.</p> <p>7. Used feminine hygiene pads should be burned in an appropriate pit.</p>
<ul style="list-style-type: none"> • Giving Medication 	<ul style="list-style-type: none"> - Wash your hands before touching medication. - Read the labels to make sure you have the right medication. - If you are giving a liquid medication, the bottle should be shaken before poured from the bottle. - Give the correct amount of medication, at the right time, according to the doctor's specifications. - If the PHA cannot swallow pills, crush the pills and dissolve in water before giving to the PHA. - Have the PHA drink water after taking medication, except for medication which is sucked beneath the tongue. - Observe the symptoms of the PHA after taking any medication.
<p>Care According to Symptoms</p> <ul style="list-style-type: none"> • Fever 	<ul style="list-style-type: none"> - Wipe down the body of the PHA - Have the PHA drink a lot of water. - Change clothing that has become soaked in sweat. - Make sure that the environment is comfortable and clean so that the PHA can rest sufficiently.
<ul style="list-style-type: none"> • Diarrhea 	<ul style="list-style-type: none"> - Have the PHA drink a lot of water or buy rehydration salts to be dissolved in water or make your own rehydration salts

Needs of Persons with HIV/AIDS	Care and Assistance
	<p>by using boiled water, sugar and a little salt to drink instead of regular water. Be sure to give sufficient amounts of water or water with rehydration salts.</p> <ul style="list-style-type: none"> - Do not drink milk. - Give soft foods, in small portions but often. - Be careful that you give only food and beverages which have been well cooked and are clean.
<ul style="list-style-type: none"> • Sore Mouth/Throat 	<ul style="list-style-type: none"> - If there is a chancre sore in the mouth, use cotton buds which are clean and dry to apply medication to the sore. Medication should be applied when the sore first appears in the mouth. - Care for the hygiene of the mouth and teeth and rinse out the mouth with warm water with salt. - Be careful not to chew food too forcefully or too quickly to not cause sores in the mouth which may become chancre sores.
<ul style="list-style-type: none"> • Cough 	<ul style="list-style-type: none"> - Drink a lot of water. - Use your hand or a handkerchief to cover your mouth when you cough. - Have the PHA rinse out the flem into a tissue which is then burned or into a shaving basin or other utensil which has disinfectant in it. Then, wash down the toilet. Wash the utensil in detergent. - If lying on a bed, change the position of the PHA often. If the PHA sit if they are able so that they will not choke on saliva or flem. Or, use pillows to prop-up the head when coughing. - You should stay with the PWH/A when they are coughing to give emotional support. Sometime when they cough they become very tired and feel like they are about to die. Therefore, you should be there as a friend.
<ul style="list-style-type: none"> • Fatigue, Loss of Appetite 	<ul style="list-style-type: none"> - Take care to have the PWH/A eat nutritional food. Give soft food in small

Needs of Persons with HIV/AIDS	Care and Assistance
	<p>pieces which give a lot of energy such as fresh milk, broth, fruit juice, sweets, etc. Each meal should be given in small portions but be given frequently. If very fatigued, you should also give vitamins and food supplements.</p> <p>- Give emotional support to the PHA to eat a lot of food.</p>
<ul style="list-style-type: none"> • Sores, Skin Rashes 	<ul style="list-style-type: none"> - If there are sores, cover them with sterile cotton gauze or with clean cloth. - Clip the fingernails of the PHA so that they are short and clean so that they will not scratch their skin and cause sores. - Help the PHA to bathe and keep their body clean. - Help apply medication which prevents itching.
<ul style="list-style-type: none"> • Nausea, Vomiting 	<ul style="list-style-type: none"> - Stop food and water for 1-2 hours. Have the PHA rinse their mouth with saline solution, with warm water, or with tea. - Have them inhale ammonia. - Have them change positions slowly.
<ul style="list-style-type: none"> • Stomach Ache 	<ul style="list-style-type: none"> - Stop drinking alcohol or beverages with alcohol mixed with them completely. - Stop foods with extreme tastes and pickled foods. - If you think the stomach ache is caused by an ulcer, have the PWH/A take antacid medication or ulcer medication in appropriate doses. Check to see if the symptoms are better. - If they have pain in a specific area give the appropriate medication. For example if there is pain in the intestine, give medication which will relax the intestine.
<p><u>Mental/Emotional State</u> Care of mental and emotional state</p>	<ul style="list-style-type: none"> - Give emotional support to help reduce the PHA's stress. - Accept the PHA as a member of the family and society who needs love and sensitivity from other members of the family. Act as if the PHA is still an

Needs of Persons with HIV/AIDS	Care and Assistance
	<p>important member of the family and is still needed by others.</p> <ul style="list-style-type: none"> - Be interested in the PHA, make time for them, talk, provide counseling, and listen to anything and everything they have to say with interest. - Make contact with the PHA by holding their hand, tenderly touching their arm. Give them the chance to express their feelings, e.g. anger, fear, crying, etc. - Do not talk about subjects which will make the PHA feel pained or unhappy. - Bring comfort to the PHA by bringing the teachings of their religion to them. - Turn on the radio to a program which the PHA likes. - Recommend that the PHA practice meditation to put the mind at ease and reduce stress. - Be truly willing to help the PHA.

Lastly, the Facilitator needs to conclude:

(Facilitator) As in the past everyone knows how to take good care of themselves when they are ill. Everyone knows basic care strategies when ill. The care of persons with HIV or persons with AIDS is the same as caring for persons who are ill in general. And as persons with HIV or persons with AIDS are the same as other ill persons in general, they need to have love and understanding, they need care and medical attention, they need their families to accept them and let them live a normal life at home, and need the community to not discriminate against them. The most important thing in the care of persons with HIV/AIDS is your heart.

Exercise Restraint in Sexual Matters

Ninth Standard (904)

Teaching time: (2) class periods

Lifeskills Competencies – Decision Making and Coping with Emotions

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 and making good decisions.
- ✓ **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.

You have to always keep in mind the five steps in order to make good decisions. They are:

1. Accurately identify what is the problem at hand and what decision you must make.
2. Examine what your choices for solving the problem currently appear to be and whether these choices are realistic based on your personal capability.
3. Look at the potential consequences (positive and negative) of each choice.
4. Pick the best choice for you based on the potential outcomes and determine what additional information or assistance you will need and how you will get it. Choices should be made with reason but with sensitivity to others and in keeping with social and moral values.
5. Implement your solution in a timely manner.

To support the implementation of your solution, you may need to do the following:

- Let the persons you have relations with know that you have made the decision and do what is necessary in connection with it.
- Stand firm and repulse the enticements and pressures to force you to change your mind.
- Study how to control your strong emotions, especially the emotions that have a bearing upon your actions.
- Seek assistance, if necessary.
- Maintain the existing good relations in the family to ensure that they are not disrupted.

Old and wise persons have admonished against wallowing in sensuality. Since venereal disease and AIDS are transmitted sexually, you must decide to restrain yourself in sexual relations, refrain from self-gratification, and reject the enticements and persuasions.

Activity (1)

Objective

To enable students to state and use the five steps for making good decisions and solving problems.

Teaching/Learning Activities

1. The teacher separates the students into four groups and let them discuss, as much as they can remember and give examples of how to use the ten steps for making good decisions. The results of the group discussions should be reported by a representative from each group.
2. The teacher should listen to the presentation of each group and discuss the ten steps as follows:
 - (1) Know your need and your problem.
 - (2) Know your real capability, the part that you can accomplish and the part that you cannot.
 - (3) Consider the different ways for action and the possible effects resulting therefrom. Select the best way.
 - (4) Be considerate and have kindness on the other person's feelings. Let it be known that you share identical feelings with him/her.
 - (5) Make the decision yourself and act according to it in time.
 - (6) Let the persons you have relations with know that you have made the decision and do what is necessary in connection with it.
 - (7) Stand firm and repulse the enticements and pressures to force you to change your mind.
 - (8) Study how to control your strong emotions, especially the emotions that have a bearing upon your actions.
 - (9) Seek assistance, if necessary. (teacher, parents, friends, friendly health employee)
 - (10) Maintain the existing good relations in the family to ensure that they are not disrupted.

Content questions

1. What factors must be considered when making a decision? Please list them. (Advantages / disadvantages, e.g. effects on self, effects on others, short-term effects, long-term effects, time required, resources needed, skills needed, assistance needed,).
2. In each situation are these factors always the same? Please give some examples from different situations.
3. What are some ways to keep track of all the factors needed to make a good decision?
4. How will a person know if he/she has made a good decision?

Personalization Questions

1. How does making a good decision related to your daily life? Why?
2. What types of decisions do you make each day? Which decisions are the easiest/hardest to make?
3. When you have to decide for yourself to solve the problem what are the main factors you need to consider?
4. What decision have you made that you consider good? What made that decision good?
5. What decision have you made that you consider bad? What made that decision bad?
6. Can you change a bad decision to a good decision by altering one or two factors? Why?

Teachers' Notes

In making decisions about sexual matters the students should also consider the following before making and acting upon a decision:

Interacting Appropriately with Members of the Opposite Sex

1. Decide what is the appropriate level or boundary that fits the relationship observing proper moral standards.
2. A boundary is an imaginary line that determines that amount of openness and sharing in a relationship.
3. In general, boundaries are intellectual, emotional, physical, and spiritual.
4. Avoid overly physical displays of affection.
5. Avoid any jokes or language that is sexually oriented and may make the other person uncomfortable.
6. Do not engage in inappropriate sexual behavior, which includes sexual intercourse, incest, and sexual activity with someone much older or younger, rape, violent intimidating relationships, sexually taking advantage of another person, and over displays of affection.

Controlling Sexually Impulses Toward Others

1. Identify sexual feeling of fantasies about others as they occur.
2. Instruct yourself to consider the consequences of acting on these impulses to you and the other person.
3. Prompt yourself to not act on sexual impulses. Remember what consequences your sexual impulses may have on you and your partner.
4. Redirect your thoughts to other things or more appropriate behaviors.
5. Ask for help with sexual impulsive behavior.

Activity (2)

Objective

To have the students evaluate the consequences that may arise from irresponsible sexual activity.

Teaching aid

Illustrated story charts.

Teaching/Learning Activity

1. The teacher shall ask the students to read the illustrated story shown below. Then ask the students to discuss the consequences that may arise from irresponsible sexual activity. Tell them to report the class the results of the group discussions and the teacher makes an overall review.

Pictures:

Exercise Restraint in Sexual Matters

Foolish Repentance

U Ba Kyaw is a wealthy, and successful businessman.

He has a wife, Daw Hla Mae and a young daughter, named Thandar.

However, U Ba Kyaw, even though he has a wife, has devious relationship with other women of sorts.

U Ba Kyaw's wife and daughter are distressed to learn of his steps.

At home, U Ba Kyaw is always scolding.

That's why I loathe to stay with you.....

The news of U Ba Kyaw's affairs spread in the community; and because of the gossips, his wife and little daughter are ashamed.

Not before long, U Ba Kyaw becomes very thin and has been stricken with fever for about a month....

When he is taken to the doctor and has a medical check-up.....

It is disclosed that U Ba Kyaw has AIDS.

U Ba Kyaw is shocked.

He can no longer turn his attention to his business.

At last, the business goes bankrupt and even their house has to be sold.

Now, he is repentant, but it is too late.

Content Questions

1. What kind of risk behaviors does U Ba Kyaw have? What is the result of those behaviors? Why do you think this has happened?
2. Does U Ba Kyaw's behaviors only affect himself? How does it effect on his family?
3. Why do you think U Ba Kyaw is not concerned about HIV/AIDS or other sexually transmitted diseases?
4. Think about how U Ba Kyaw got HIV/AIDS. What is the fundamental cause of his infection? Why?
5. Do you think U Ba Kyaw's wife and daughter can be infected with HIV, too? Why?
6. What is the relationship between restraint of sexual urges and HIV/AIDS?
7. Does U Ba Kyaw's relationships outside of marriage demonstrate respect for himself and his family? Why?
8. Why does he like to drink a lot? Is it a way to solve his problems?

Personalization Questions

1. If you have a friend whose brother or father is infected with HIV or has AIDS what would be your reaction to that friend? Why?
2. If it is rumored that someone in the community is infected with HIV or is sick with AIDS and your friends are gossiping about it? What would you do? Why?
3. What kind of support do you think you could provide to a person who is infected with HIV or who has AIDS? What steps will you take to provide support?
4. What kind of behaviors do you think you should avoid in order to prevent infection with HIV? From where can find support or the materials you need to prevent infection?
5. What important skills do you need to practice in order to prevent HIV infection? Why?
6. Do you think you already possess these skills? Why or why not? What skills do you lack? What skills do you need to strengthen? How will you develop your skills?
7. If you can not restrain your sexual urges, what can you do to prevent HIV/AIDS?

Activity (3)

Objective

The students will be able to apply skills to make good decisions to restrain sexual urges.

Teaching aid

Teaching/Learning Activities

1. Separate the students into boys and girls and form small groups consisting exclusively of boys and of girls and ask them to discuss the situation mentioned below.

You are a ninth standard student. Your sweetheart has since left school and is now an ordinary citizen. Both of you have not found a job and still have to depend upon your parents. You have dated him once or twice previously, but then you just talked. This time, however, besides talking he has violated your modesty and even tempted you. How will you respond?

- (a) What will you decide to do?
- (b) Why do you decide like this?
- (c) What have you taken into consideration in making your decision?

2. The results of group discussions shall be presented to and discussed again with the whole class.
3. The teacher shall review and explain the discussion results in relation with the five/ten steps for making good decisions.

Content questions

1. When ninth standard students get to the situation where persuaded by your boyfriend/girlfriend to have sex, what would you do? Why? What are the advantages and disadvantages?
2. What expectations do males have in relationships?
3. What expectations do females have in relationships?
4. Do males and females think the same about sexual relationships? Why? How do they think differently? Please give examples.
5. If males and females do not think the same about sexual relationships, what do you think might happen?

Personalization questions

1. When your lover persuade to have sex, how would you decide what to do? Why?
2. If your lover persists, how can you prevent to have HIV/AIDS and other consequences such as unwanted pregnancy or infection with other sexually transmitted diseases? What are the factors you should consider?
3. When you realize there is a definite problem, what is the first thing you would do? Why?
4. Can you come to a decision on your own when faced by this problem? If so, how?

Activity (4)

Objective

The students will be able to recite and analyze the poem "Ponder and Decide" and relate it to their personal living situation.

Teaching aid

The poem "Ponder and Decide" chart.

Teaching/Learning Activity

1. The teacher leads his students in reciting the poem "Ponder and Decide" in the musical note of the "Hsun-oak-ni-ni Amay-ywet-loh".* Remember to make the appropriate gestures. Then, as a class, as a group and individually students recite the poem.

*Title of a popular Nursery Rhyme, meaning: "Mother is carrying on her head a large red lacquer bowl" (with stand and cover, containing offering of food to monks).

■ Translator

Ponder and Decide

Restraint in matters sexual,
Leads to happiness eternal.
Indulge not in sensuality,
And, refrain from sexuality.
Of enticements and suasions deceitful,
Lassies and lads,
Thou shalt be careful.
T'is a remainder,
Lest you'd be in Danger! in Danger!

Maung Kyay Zuu

Content Questions.

1. How do you usually make decisions? Please explain.
2. Do we have choices about our behavior? Why do people often forget about the choices when it comes to sexual behavior? Please explain.
3. What often is the cause of our problems?
4. If we do not make rational decisions about sexual behavior what is usually the consequence? Why?
5. If young people are sexually active, what should they do in order to protect themselves?

Personalization Questions.

1. Have you ever decided to do something and something bad happened? What happened? Please explain. How do you think this would relate to a decision about sexual behavior?
2. Do you think that young people think about the consequences of sexual behavior before something happens? Why or why not?
3. How can our decisions about sexual behavior affect our ability to reach our goals and expectations in life?
4. What are some ways that you can make some good decisions about your own sexual behavior?
5. If you are in a relationship and your partner asks you to do something that your really don't want to do but feel pressured to do, what would you say to him or her to make them change their mind? Please give examples.

Linkage questions

1. When you need to seek someone's advice on sexual matters, who would you talk to? Is this the most appropriate person? Why or why not?
2. If you had a child at the present time, how much responsibility do you think you could take for the child? If you cannot be responsible for your child, who would be?
3. What do you think is the risk of becoming infected with HIV or STD from a teenage relationship? Why?

Assessment

Have the students conduct a general survey of young people in their community through observation.

1. What problems do they notice that may be the result of unrestrained sexual activity?
2. What do they think young people in their community should do differently?
3. How do they think the decisions of the young people they observed were made?
4. How should their own decisions be made differently?

Have the students discuss their findings in small groups and then report to the class. (The students should not discuss the names of the young people they observed.)

Follow-up activities

Have the students make a plan for how they can talk to other young people in their community about using restraint in sexual urges. The plan should also include information about the possible consequences of unprotected sexual intercourse (HIV/AIDS, STD, unwanted pregnancy). The students should also think of the methods (drama, role-play, discussion, games, etc.) they would use in order to get their messages across to the other young people in the community, especially out-of-school youth. When possible, arrange with the PTA, Myanmar Red Cross or community leaders to provide the students with opportunities to carry out their plans in the community.

Reject Sexual Advances

Ninth Standard (905)

Teaching time: (2) class period

Lifeskills Competencies – General/Reproductive Health

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.

An observation of the behaviour of people in their communication with one another will reveal traits of character. In the first category are included those who just accept whatever the other person says without expressing their own wishes and attitudes. They are the passive (meek, acquiescent) type. The second category comprises those who do not respect the other person's attitude or opinion and forcibly have their own ways. They belong to the aggressive (selfish, arrogant) type. The third category includes those who listen with esteem to the wishes and attitudes of others and state their own positions reasonably and firmly. The people in this third category belong to the assertive type.

From time to time, students may come across peers who entice and persuade them into doing things that are against social norms or against the better judgment of the student. At such times, the student must be assertive to respond to and reject the propositions with self-confidence and resolution.

In doing so, they need to follow the steps enumerated below:

1. Explain one's feelings and the difficulty or problem one is facing in connection with the persuasion or enticement;

2. Make a request;
 3. Ask the other person's opinion on one's request;
 4. Thank the other person if he/she has accepted your request;
- If this is not effective, then we have additional choices to make.
5. Reject the proposition;
 6. Postpone the matter; and
 7. Try to reach a compromise to do something else instead.

For example, if there are persuasions and enticements which are likely to draw you into sexual intercourse without your willingness, you must be able to take a firm stand and refuse resolutely.

Activity (1)

Objective

The students will be able to analyze three different choices of human behavior (passive, assertive, aggressive) in their interaction with others and in expressing themselves effectively.

Teaching aid

Teaching/Learning Activities

1. The teacher writes on the blackboard the three types of personalities, namely passive assertive and aggressive, and instruct each group of students to discuss and bring out the non-verbal behaviours and the actual speech used in conversation relevant to each of the type.
2. Tell them to record the results of the discussion in tabular form as follows:

	Passive (Acquiescent Person)	Assertive (Person with firm stand)	Aggressive (Arrogant Person)
Non-verbal behaviours			
Speech used in conversation			

3. Each group presents their discussion results and the teacher records them in the above table. If necessary, the teacher adds missing elements to the discussion.
4. Tell the students to discuss with the whole class what sort of behaviour they should have and why they should have it or why they should not have it.
5. If necessary, the teacher adds the following points in the discussion.

Passive (Acquiescent Person)	Assertive (Person with firm stand)	Aggressive (Arrogant Person)
-One's wish will not be fulfilled -One's dissatisfaction will increase -One does not have peace of mind. -One is not respected by others	-Does not hurt others -There is mutual respect -Self-confident and stable -Self-contented and happy	-Domineering over others -Causes misery to others -Full of anger; hated by many people -Later on, will become isolated, lonely and miserable

Content Questions

1. What are the advantages of each type of behavior communication, passive, aggressive and assertive?
2. Is it sometimes appropriate to use passive behavior? In what situations?
3. Is it sometimes appropriate to use aggressive behavior? In what situations?
4. Is it sometimes appropriate to use assertive behavior? In what situations?
5. What type of behavior communication is most suitable for interaction with others in our daily lives? Why?
6. What type of behavior communication is most suitable for refusing something you do not want to do? Why?
7. What type of behavior communication would be most effective in expressing personal needs to friends while maintaining their friendship? Why?

Personalization Questions

1. How would you assess your own personality type, passive, assertive, or aggressive? Why?
2. Are you usually able to express your wants, needs, opinions, likes and dislikes to others? Why or why not?
3. Which do you think is more difficult, asking for something that we want or refusing something that we don't want? Why?
4. Have you ever had a close friend ask you to do something you did not want to do? What did you decide to do – did you go along with your friend or did you refuse?
5. If you refused your friend, how did you refuse? What words, tone of voice and body language did you use? How did your friend react to your refusal?
6. If you went along with your friend, how did you feel afterwards? If you were to experience the same situation again, what do you think you would do differently? Why? What would you say to your friend? Please give an example.
7. What would you say to a friend the next time you are asked to do something you do not want to do? Please give an example.

Teacher Notes:

The teacher should try to lead the students to the conclusion that they should be able to express themselves effectively but without taking advantage of others or putting themselves at a disadvantage.

In concluding the activity, the teacher should have the students review the formula for assertiveness below.

Assertiveness

1. Look at the person.
2. Use a neutral, calm voice.
3. Remain relaxed and breathe deeply.
4. Clearly state your opinion or disagreement. Avoid emotional terms.
5. Listen to the other person.
6. Acknowledge other viewpoints and opinions.
7. Thank the person for listening.

Activity (2)

Objective

The students will be able to use skills in negotiation and refusal for the prevention of undesired behaviors and determine when the use of each of these skills is appropriate.

Teaching aid

Situation activity cards

Teaching/Learning Activities

1. Distribute the situation activity cards and instruct every group to study a situation each.
2. Instruct them to choose the best words to be spoken at each step in responding to the situation.
3. Direct each group to develop and present a role play the dialogue in responding to each situation.
4. After watching the role play performances, make an overall evaluation whether they have taken a firm stand correctly in their dialogue and whether they conform to the steps.

Situation 1

The strong attachments between Kalya and Tun Tun surpasses that between ordinary friends. One day, Tun Tun approached Kalya with a proposition that the two of them should go to a place unaccompanied by other friends. Kalya realizes that some undesirable situation may arise if just the two of them go to a deserted place, and she is unwilling to go. How will Kalya respond?

Situation 2

Myo Naing is an honest student who is good at his studies. He is also agreeable with his friends. One day, a group of his friends came to take him with them to indulge in sensual pleasures with a sex worker. Myo Naing is unwilling to go. How should he respond?

Steps for responding to undesired advances

Step	Situation (1)	Situation (2)
1. Explain one's feelings and the difficulty or problem one is facing.		
2. Make a request.		
1. Ask the other person's opinions on one's request.		
2. Thank the other person if he/she has accepted your request.		

If enticement and persuasion persists ...

3. Reject the proposition		
4. Postpone the matter.		
5. Try to reach a compromise to do something else instead.		

Content Questions

1. Why do you think Tun Tun approached Kalya and suggested that the two of them go to a place unaccompanied by other friends?
2. Why is Kalya hesitant to go with Tun Tun? What do you think are the grounds for her suspicion that some undesirable situation may occur? What do you think she should do? Why?
3. Why is Myo Naing unwilling to go with his friends? What may be some of his reasons for not going? Do you think he was thinking of the possible consequences of the suggested behavior when making his decision? Why? How can Myo Naing refuse his friends and still maintain the friendship with them?
4. In relation to the two situations, what are the advantages and disadvantages of saying “no” assertively? Please explain.
5. In relation to the two situations, what would be the advantages and disadvantages of postponing or delaying the problem? Please explain.
6. In relation to the two situations, what would be the advantages and disadvantages of compromise (negotiation)? Please explain.

7. Which type of behavior communication do you think would be the most effective in solving problems related to sexual advances? Why?
8. If you do not know how to refuse, especially if you have to refuse our friends or loved ones, how can you develop and practice skills in assertion, especially in refusal and negotiation?
9. Why is it difficult for young people to refuse to refuse someone close to them, especially when the consequences of not refusing may be negative for both persons?
10. If a young person doesn't refuse things they do not want to do, because they are not good or appropriate for them, how will the young person feel in the long run? Why would they feel that way?

Personalization Questions

1. Have you ever been in a situation where you wanted to refuse but you were not able to refuse? If you find yourself in that situation again, what skills will you be able to use and how would you use them?
2. If you were to ask a friend to do something inappropriate and the friend refused, how would you feel? Why would you feel that way?
3. If you feel pressured by your friend(s) and you have already tried to negotiate or refuse without success, what else can you do to express your needs?
4. If the friend rejects your arguments in negotiation or refusal, does that friend really have your and his own best interests at heart? Why or why not?
5. Besides skills in being assertive, what other skills do you need to develop in order to protect yourself?
6. If you are not able to refuse in words what else could you do? Please give an example.
7. Do you think young people think of the consequences of a behavior before or after they have decided to do the behavior? Why?

Linkage Questions

1. How can assertive behavioral communication help a young person reduce the risk of infection with HIV and STD?
2. How can assertive behavioral communication help a young person reduce the risk addiction to drugs and also prevent infection with HIV and STD?
3. What is the situation of unwanted pregnancy in your township or in Myanmar? How many of these pregnancies were the result of people not being able to assert themselves? Why?
4. Have you ever met anyone who had an unwanted pregnancy? Why do you think they got pregnant?
5. If young people do not assert themselves to prevented unwanted pregnancy, drug abuse, and infection with HIV and STD, what do you think the consequences would be?

Teacher's Notes

In concluding the activity, the teacher should have the students review the formulas for "Negotiating with Others" and "Saying No Assertively" below. Also review when it is appropriate to use each formula.

Negotiating with Others

1. Calmly explain your viewpoint to the other person.
2. Listen to the other person's ideas.
3. Offer an alternative or compromise that is mutually beneficial.
4. Give rationales for opinions.
5. Together choose the best alternative.
6. Thank the person for listening.

Saying "No" Assertively

1. Look at the person
2. Use a clear, firm voice tone.
3. Say "No, I don't want..."
4. Request that the person leave you alone.
5. Remain calm, but serious.
6. Possibly remove yourself from the situation.

Assessment

From the activities in this lesson, have the students develop two role-play dialogs, one related to making a sexual advance and the other related to rejecting a sexual advance, in which the small groups demonstrate the different types of behavioral communication. The groups will take turns presenting their role-play dialog making a sexual advance against another groups role-play for rejecting the advance. The dialogs will not be presented as written because they must change to meet the responses of each group. The exercise of writing the dialogs is to allow the students to start thinking what language and behavioral communication they would need in order to entice someone to do something they did not want to do and how to effectively reject or refuse a sexual advance.

Follow-up Activity

1. Have the students continue to work in their small groups to develop and implement a plan to help develop knowledge and skills on positive assertive behavior for other young people in their community.

Emotions of Persons with HIV/AIDS

Ninth Standard (906)

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 for persons living with HIV/AIDS.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of helping persons living with HIV/AIDS deal with their emotions and stress.
The students will be able to identify appropriate ways of helping persons living with HIV/AIDS build and maintain 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 in persons living with HIV/AIDS.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for helping persons living with HIV/AIDS live positively in their community.
- ✓ **Communication**
The students will be able to express compassion and support for persons living with HIV/AIDS.
The students will be able to express their emotions 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 or a person living with HIV/AIDS may seek help, counseling or correct information.
- ✓ **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 the emotions of persons living with HIV/AIDS.

Persons with HIV/AIDS are prone to self defeating behaviors due to their extreme emotions. As those behaviours often give rise to harmful effects, we have to offer help and compassion so that they will be motivated to take good care of their physical and mental health and to live positively with their disease.

We have to console and encourage them with compassion and care for them with sympathy.

Activity (1)

Objective

The students will be able to identify ways in which non-acceptance, stigmatization and discrimination of persons living with HIV/AIDS will affect the mental wellbeing of a person living with HIV/AIDS.

The students will be able to determine ways of support persons living with HIV/AIDS and motivate them to live positively with their disease.

Teaching aid

Teaching/Learning Activity

1. Direct the students to read the letter mentioned below and discuss the questions asked.

Dear Uncle,

I'm writing this only to you, Uncle, because I don't dare nor want to disclose the things I'm now going to say to anyone else but you. Being a doctor, I think, you can better understand my situation and advise me.

Uncle, as you know, I went all out to engage in business because I wanted to get rich. I have been to all the regions in the country on business and socialized with the proper sorts. In dealing with all kinds of people, of course, I was not free from drinks and sensual pleasures. I have never thought that such matters can make my life so extremely unfortunate.

A little more than a month ago, I have had a prolonged fever so, the doctor tested my blood and said it is HIV positive. I couldn't even believe my ears. I was greatly frightened. I cannot recall when and why I have been infected like this. I even doubted whether it could be true and queried the doctor repeatedly.

I dare not disclose it to anyone. To say the least, I don't even have the heart to divulge it to Khin and my little daughter. I am overwhelmed with anxiety whenever the thought came into my mind that they might abandon me should they become aware of it. My grief becomes uncontrollable whenever I thought of the infection being transmitted to Khin and my little daughter. Because I no longer have enough strength to suppress the sorrow in me and pretend to be joyous, I have tried to avoid meeting them.

I'm presuming that I will be stigmatized and become a social outcast should my friends become aware that I have HIV infection. Hence, I don't go to see my friends often, as before. I don't feel like talking to anyone. Worst of all, I can no longer concentrate on my business. I'm not capable of doing so practically.

Because I dare not and don't like to talk to anyone about it, I've kept it to myself until now and suffered it alone. On numerous occasions, I've shed tears secretly, unnoticed by others.

I'm speaking my mind, Uncle, because although you are my uncle, we have stayed together like brothers and also because you can understand me well. What am I to do? What shall I do? Please do help me.

Respectfully,
Kyaw Aung.

Let's discuss

1. What are the emotional feelings of a person with HIV infection?
 2. What behavioural responses can be caused by those emotions?
 3. What undesirable behaviours can be caused by the emotional distress found in persons with HIV/AIDS?
2. Each group presents the results of the discussions to the class.
 3. On the basis of the pupils' presentations, the teacher adds the following points by way of discussion.

Emotional Feeling	Behaviour
-Shocked and frightened	-Avoiding company; unwilling to mix with people
-Demoralized	-Moping gloomily
-Dejected	-Weeping secretly
-Refuse everything as impossible	-Refusing medication
-Disappointed	-Incapable of concentrating on any activity
-Mentally excited	-Concede defeat in life
-Putting the blame on oneself	

Content questions

1. What are the emotional feelings of Kyaw Aung when he knows he has HIV/AIDS? Why do you think he feels this way?
2. What behavior does Kyaw Aung has because of those emotions? Why? What are they? Do you think the consequences will be?
3. We do not know how Kyaw Aung was infected with HIV. Is it important for use to know in order to show compassion?
4. What positive behavior is Kyaw Aung expressing through writing the letter? (Disclosing his status his status and discussing his feelings with the doctor).
5. How should Kyaw Aung behave to live a normal life with HIV/AIDS?
6. What kind of help does the person with HIV/AIDS need? Why?

Personalization questions

1. You heard that the person you respect who still look healthy has HIV. What will you do? Why?
2. What would you do if your friend or a family member is very sick? Why? If you know it is HIV/AIDS, what would you do? Why?
3. What are some organizations that can help persons living with HIV/AIDS? What can they do to help?
4. The Red Cross is an organization that helps people living with HIV/AIDS. If you were a Red Cross member, how would you help a person with HIV? If you were a Red Cross member, how could you help a person with AIDS?
5. In all honestly, what do you think makes people afraid of people living with HIV/AIDS? Why?
6. How would you feel if you were found out to be HIV positive? What would you do? To whom would you disclose your status? Why?
7. When your friend ignore you how would you feel? If you feel this way, do you think it is it good to stigmatize and discriminate against a person with HIV/ AIDS? Why?

Activity (2)

Objective

The students will identify ways that they can show compassion for persons living with HIV/AIDS and their families.

Teaching aid

Teaching/Learning Activities

1. Recount the emotional feelings and behaviours discussed in Activity (1).
2. Direct each group to discuss what consequences may result from the self defeating behavior in persons with HIV/AIDS. Tell them to discuss how to advise them to behave in an appropriate manner in order to reduce the negative effects.
3. The group discussion results are presented to the entire class and the teacher adds to the discussion as follows:
 - (a) Consulting with an expert physician and taking treatment.
 - (b) To be more mindful of one's health than before.
 - (c) Paying obeisance to the Buddha, the Dharma and the Sangha and practising meditation.
 - (d) Behave carefully to avoid transmission to others.
 - (e) Continuing to carry out one's daily routine activities with undiminished momentum as far as possible.
 - (f) Consulting with closed friend frankly.
 - (g) Being polite to the person who provides care and assistance and accepting the assistance.
 - (h) Communicating with the family and friends in the same way as before.
 - (i) Informing those who should be informed that you have been infected.

In conclusion, the teacher explains that it is important for persons with HIV/AIDS to fully acknowledge that they have the infection and to live the remaining part of their life making the best out of it (live positively), and that all of us need to come together and support and assist them with love and sympathy to enable them to live such a life.

Content questions

1. How should people behave towards a person with HIV/AIDS? Why?
2. What kind of behaviors should people avoid when they encounter a person with HIV/AIDS? Why?
3. What are the ways that a person with HIV/AIDS can help him/herself to reduce self-defeating behaviors? Why?

Personalization questions

1. Have you ever met a person with HIV/AIDS? How did you react to this person? Why did you react in this way?
2. If you have never met a person living with HIV/AIDS, how do you think you will react to a person with HIV/AIDS when you meet one? Why?

3. Do you think that it would be difficult to show compassion in the ways that the groups suggested? Why?
4. If you were infected with HIV or had AIDS, how would you want your family, friends, and others to react to you? Why?
5. How do you think you would react to a family member, friend, or another person close to you if they became infected with HIV? Why?
6. What do you think persons with HIV/AIDS need the most? Why?

Linkage Questions

1. When you are emotionally upset how do you feel? Do you eat well? Do you sleep well? Do you do other things that are not good for your physical or mental health? Why do you think a person does these things?
2. When you are emotionally upset what do you want/ or need? What do you think a person with HIV/AIDS would want/ or need? Any differences? If so why?
3. How can we and people living with HIV/AIDS obtain the support that we need?

Evaluation/Assessment

Discuss the death of a person who has had AIDS. Explain to the youth that it is very likely that they have know someone who has dies from AIDS or that they know someone who has a family member or friend who has died from AIDS. Often people have difficulty expressing their feelings to surviving family members. Have the youth pretend to have known someone with HIV/AIDS. He may be a neighbor or a friend. Have the students think of ways to express compassion and sympathy to that person and their family and write it in a letter.

Follow-up activity

1. Ask the students to find out what kind are the traditional ways of supporting people with chronic illnesses in the community. Then, have the students interview members of the community, e.g. health care workers, parents, community leaders, etc., to find out whether they think these traditional ways should also apply to persons living with HIV/AIDS. Have the students report back to the class. If the community members still have the attitude that people living with HIV/AIDS should not be supported, have the students think of ways to change these attitudes and implement them.

Counseling for Venereal Disease and HIV/AIDS

Ninth Standard (907)

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.

In social life, people constantly have needs and come across problems. While some needs can be fulfilled, some others cannot be fulfilled. Similarly, some problems can be solved, some others cannot be solved. Thus, sorrow, anger, depression or fear may often arise whenever a need is not fulfilled or a solution to a problem cannot be found. Then, people will want to have heart-to-heart talks with their closed friends, their parents or their brothers and sisters. Hence, they usually feel relieved by being reassured and comforted by someone or by being able to speak open-heartedly with someone. This activity is known as counseling.

In social life, when people presume they have contracted venereal disease or HIV/AIDS they become worried and are willing to speak open-heartedly with their close friends. At such times, you need to help such a person by giving counseling till he/she gets rid of the anxieties by patiently listening to his/her experiences; by making him/her comfortable; by telling him/her other similar events as examples; by offering good advice; by exhorting him/her to control his/her mind and use the intellect to prevent the recurrence of a similar nature, and so on.

By giving counseling to a person who is worried that he/she has contracted venereal disease or HIV/AIDS, the person concerned stands to gain the benefits of:

(1) lessening of mental pressure; (2) being able to improve personal qualities; (3) changes in behaviour; (4) making a decision to take a medical check-up for venereal disease or HIV/AIDS; (5) taking further action in accordance with the STD and HIV test results; (6) getting encouragement and help from family members and friends, etc.

Activity (1)

Objective

The students will be able to identify the appropriate steps in the provision of non-formal counseling related to sexually transmitted diseases and HIV/AIDS.

Teaching aid

Teaching/Learning Activities

1. Begin the lesson by asking the students the following questions about the lessons on reassurance taught in the previous classes.
 - (a) What is counseling?
 - (b) Who receives counseling?
 - (c) What is the purpose of receiving counseling?
 - (d) Who can provide counseling?
 - (e) What qualification should the person providing counseling possess?
 - (f) What points must be adhered to in conducting counseling sessions?
 - (g) How many kinds of counseling discussions are there?
2. Direct the students to pair-off and study each of the following problems.
 - (a) Due to the enticement of his associates, Maung Maung has indulged in sexual pleasures on one occasion. The day before yesterday, he has had the chance to listen to a public lecture on health education concerning venereal disease and HIV/AIDS. After listening to the lecture, Maung Maung has become suspicious of himself of having been infected and is worried.
 - (b) Ko Kyaw Aung has taken a blood test during his illness and has become restless after knowing that he has been infected with HIV. His wife and daughter are too near his heart to be told of his disease and he is anxious and grieved that his other friends might come to know of his disease.
3. Instruct each pair of students to assume the positions of the recipient and provider of counseling, respectively, and practise their dialogue.
4. Ask each pair of students to step forward and role-play counseling before the class. At least two pairs should be asked to role-play each situation.
5. Ask the students to express their opinions on those performances. The teacher also adds his/her opinions and suggestions.

Content Questions

1. What kind of risk behavior did Maung Maung have? What were the consequences? How does he feel? What do you think he will do? Why?

2. After blood test how does Ko Kyaw Aung feel? Why?
3. Is it possible for Ko Kyaw Aung to infect his wife and daughter? Even if they are not infected, what do you think the consequences of Ko Kyaw Aung's infection will be on their lives?
4. What do both of them need to do to reduce their worry? What is the best way to allay their worries? How?
5. Who can help them? Why do you think this person can help them? How should they help them?
6. To be a good counselor what are the points that the counselor should adhere to and what kinds of factors be avoided?

Personalization Questions

1. Have you ever had an experiences of (opening up) your bad feelings and difficulties with your close friends? Why you did so? What were the consequences of sharing your feelings? Did it meet your expectations? Why?
2. Have you ever had a friend who shared his difficult situations and difficulties with you? How did you respond to him? Did you tell him what to do or did he make a decision for himself?
3. If you gave a friend advice but that advice only made your friend's situation worse? Who do you think your friend would blame? How could you help your friend without giving advice?
4. Do you think it is necessary to know how a person was infected before you can provide non-formal counseling or is it just curiosity? Why? Does knowing how the person was infected help you to provide counseling? How? Please explain.
5. Do qualities do you think you have that would make you a good counselor?

Activity (2)

Objective

The students will be able to identify the benefits gained through the provision of non-formal counseling to a person concerned about sexually transmitted disease or HIV/AIDS.

Teaching aid

Activity card on the benefits of counseling.

Teaching/Learning Activities

1. Ask the students to brainstorm what they think the benefits of counseling are?
2. After the students have provided their ideas, direct each group of students to study the benefits of counseling listed on the chart below.
3. Instruct each group of students to discuss the benefits of counseling to a person who is having fear and concern about venereal disease or HIV/AIDS.

The Benefits of Counseling

1. The recipient of counseling.....
 - Lessening of emotional feelings and mental pressures.
 - Receiving good advice; able to make a decision.
 - Improvement in personal qualities.
 - Positive changes in behaviour.
2. The family of the recipient of counseling....
 - Possibility of enhancement in mutual understanding and affection.
 - Will give rise to peace of mind in the family.
 - Mutual encouragement and assistance will be forthcoming.
 - Possibility of increasing confidence.
3. the local Community.....
 - Possibility of changes in attitudes and behaviours among the members of the community.
 - Mutual assistance and support is possible.
 - Progress of entire community is possible.

3. The group discussion results are discussed again with the whole class and the teacher adds necessary details, if any.

Content Questions

1. What do you think are the benefits of counseling? Please explain in detail.
2. How does counseling help a person more than giving advice or directly telling a person what to do?
3. In order for a person to receive the benefits of counseling, what qualities does the person providing counseling need to have?
4. What skills does a good counselor need to have?
5. A good counselor will also need to provide referral services (e.g. where someone can be tested or receive treatment) to the person seeking counseling. How can you get this information to provide to others?

Personalization Questions

1. Have you ever started a conversation with a friend but that friend has to leave before finishing the conversation? How did you feel?
2. If you only have a short amount of time to listen to what someone needs to tell you, should you attempt to provide counseling? Why? Please explain.
3. Have you ever wanted to have a private conversation with a friend or parent but a younger sibling kept interrupting or you could not hear the other person because of too much noise? How did you feel?
4. What do you think the difficulties will be in providing counseling if you are constantly interrupted or if you cannot hear what the person is saying?
5. What are some of the things you can do to ensure that another person will receive the benefits of counseling when talking to you?

Linkage Questions

1. What types of support will a person living with HIV/AIDS need? (Think about all the different lessons in SHAPE)
2. Have you ever met a person with HIV/AIDS before? What was your reaction to them? How do you think you would react now?
3. What other types of problems might a person face in which non-formal counseling may be of benefit? Please describe how it would be of benefit?

Assessment

1. Divide the students into small groups. Ask each group to develop another role-play that demonstrated the provision of non-formal counseling to someone facing a problem related to STD or HIV/AIDS. Some of the problems they may look at are the following

The need to seek appropriate treatment for STD\
Basic information about HIV/AIDS
How HIV is transmitted
Testing for HIV
Living with HIV/AIDS

The person seeking counseling is a family member or friend. Remember, the non-formal counselor should not tell someone else what to do. They should ask the person seeking counseling what he/she thinks, knows, and feels. They should also ask what that person's choices are for solving their own problems and what they will do to solve their problems. Some basic information may be provided to the person seeking counseling if necessary but they should not be told what to do. They should make their own decisions. When providing non-formal counseling, they should remember the decision-making / problem solving process when they make their questions.

Structured Decision-Making/Problem Solving And Non-Formal Counseling

1. Ask the person what the problem is or what decision they have to make.
2. Ask the person what are the options for making their decisions or solutions for solving their problems. (They need to think of two or more options or solutions.)
3. Have the person look at each option/solution's potential advantages and disadvantages.
4. Ask the person what additional support or skills that the person will need in selecting or implementing an option/solution.
5. Have the person decide on the best option/solution for him/her and make a plan for implementation.

All of the students in the classroom should evaluate the process and effectiveness of the counseling provided in the role-plays and provide constructive feedback.

For more detailed steps to non-formal counseling, see the Teacher's Notes. Information related to the different problem areas listed above is also listed in the Teacher's Notes

Follow-up Activity

1. To help practically the persons with STD or HIV/AIDS who are living within your community through counseling make a group with your friends, then advocate that counseling for HIV/AIDS or STD patients is necessarily important. Give explanation about advantages of counseling.
2. Find out what organizations (Myanmar Red Cross/other agencies?) are providing care and support to persons living with HIV/AIDS in your community and report on their activities to the class.
3. Find out how you can become involved in care and support programming for persons living with HIV/AIDS and volunteer your time.
4. Hold a debate on the following question: Is counseling persons with STD or AIDS an integral part of HIV/AIDS prevention programming?

Teacher's Notes

Physical Examinations for Sexually Transmitted Disease

If you have been infected with a sexually transmitted disease you need to receive the proper treatment. Periodic and regular examinations are the only way to be certain with which disease you have been infected. There is no way that we can diagnose the diseases on our own. Many STDs do not have visible symptoms. Other STDs have symptoms similar to each other.

You should have a doctor or another expert examine you and conduct the proper tests. The best way to find an expert is to go to a health center or a venereal disease clinic.

Physical examinations are beneficial to our health and should be undertaken regularly whether or not we have symptoms. Regular blood tests for syphilis and other diseases should also be considered.

A doctor will examine every area of the body that has mucosal tissue, i.e. mouth, vagina, and anus, because these are the areas in which virus and bacteria live. The doctor will swab the different areas of your body to look for the different STD, especially the germs that cause gonorrhea and trichomoniasis.

Treatment

Sexually transmitted diseases will not disappear on their own. You need to seek treatment. The earlier you seek treatment the easier (and less expensive) it will be. All treatment should be conducted under a doctor's supervision in order to get the right treatment for the right disease. Medical experts advise against self-treatment because you can never be certain what you have. Doctor's are able to conduct a thorough examination before treatment is started, monitor treatment, and follow-up with the result of treatment.

Antibiotic Drugs

Antibiotic drugs are effective in the treatment of sexually transmitted diseases. If the wrong medication is used, however, the disease may become drug resistant. You should only take drugs that a doctor has prescribed. Also, do not stop taking the drugs because you feel that

the symptoms are better or that you are cured. You must take the full dose and course of the medication in order for the drug to get the best results. Some drugs may cause side effects. Report the complications to your doctor.

Antibiotics are given to treat the specific disease with which you have been infected. The drugs cannot prevent infection so do not use them 'just in case'.

Basic Information about HIV/AIDS

What is AIDS?

AIDS is a disease that causes immune deficiency, generally within 5-10 years. Symptoms of opportunistic diseases, which come with the immune deficiency will eventually take a person's life (although life can be prolonged with proper care and treatment).

What is the Cause of AIDS

AIDS is caused by infection with a virus, which is called HIV for short. This virus is transmitted only between people. Animals cannot be infected, except for chimpanzees, which will not show the same symptoms of the disease as in humans.

The defense and destruction of HIV is up to a type of white blood cell, which doctors call CD₄ or T₄ cells. CD₄ white blood cells are very important in humans because they activate and control immune responses to diseases in the body. Therefore when HIV attacks the body and the CD₄ white blood cells, the result is that the body's immune system is weakened little by little until immune deficiency occurs.

What you should know about HIV, other than that it causes many symptoms, is that it destroys antibodies to diseases in the body. The symptoms of AIDS for the most part, are caused by opportunistic diseases or cancers, such as pneumonia, tuberculosis of the lung of lymphatic system, fungal infections (encephalitis) in the brain, etc. The cause of death for a person with AIDS is usually one of these opportunistic infections.

How HIV is Transmitted

1. Through sexual intercourse

You may be infected with HIV if you have sexual intercourse without protection. Chances of infection are greater if one or both partners have a STD, which will aid in transmission.

Reminder 1: We cannot tell who is infected with HIV by their behavior or appearance. Persons with HIV will generally not show symptoms until 3-5 years after infection.

If you think that your partner looks good and clean like yourself so that you think that he/she cannot have HIV/AIDS and decide not to use a protection, **think again!**

Reminder II: If you have sex with anyone, you need to use protection.

2. Through Exchange of Blood

Transmission through blood can occur in 2 ways:

2.1 Through blood transfusion with blood that is already infected with HIV. In Myanmar, it is possible for a person to become infected with HIV through a blood transfusion (receiving blood) because there is not 100% blood safety (all units of blood cannot yet be screened for HIV or antibodies to HIV).

2.2 Infection may occur by sharing intravenous drug needles if a person who is already infected has used the needle, syringe, or “works” which are not cleaned properly before others use them.

2. From infected mother to child

There is a 30% chance that a pregnant woman infected with HIV will pass the virus to her child. The child may be infected in the womb or during birth but most infections occur at birth. Chances of infection increase if the mother is symptomatic at the time of birth.

Testing for HIV

Presently there are several blood tests that check for antibodies to HIV. The basic test is the Elisa, for which reagent chemicals change color to indicate infection. When the test result is positive, it means that you have been exposed to HIV. A confirmation test will be conducted to be certain.

What are the Benefits to Testing

1. When you know for certain that you have not been infected, you can adjust your behavior so to not place yourself at risk of infection again.
2. If you know you are infected you can protect the people you love, especially husband/wife or partner, or so that unborn children will not be infected.
3. When you know that you have been infected with HIV, a doctor can test for antibodies to see what extent opportunistic diseases have taken hold. Proper treatment can then be prescribed so that you may retain your health and strength for a long time.
4. Currently there are three types of medications that block the replication of HIV and extend the life span.

Where Can You Be Tested?

Many public and private clinics and hospitals currently offer HIV testing services.

Receiving the test results

It will take some time to process the results when testing for each type of disease. Make sure that the doctor or health personnel explain in detail when your test results will be ready and how you can get them. When you receive the results, be sure to ask questions so that you know what the results mean and understand them.

Living with HIV/AIDS

What Should You Do If You Have Been Infected?

HIV infection is a big problem but it is not the end of life or the last moment of happiness if you take care of your health and strength through exercise, eat nutritious foods, protect yourself from

opportunistic diseases, avoid re-infection with HIV, and avoid behaviors that will place you at risk. By doing this you can live a longer and happier life.

Disclosure: Who should you tell about your infection

Living with HIV/AIDS can often be like living a big secret. Psychologically it is good to tell someone this secret but, who do you tell? Unfortunately, persons living with HIV/AIDS still face a lot of stigma and discrimination in society so that a person who is infected must choose the persons they tell very carefully. Many people, including one's own family members, still are uninformed and have the perception that a person who is infected is a "immoral" person. The person with HIV/AIDS should psychologically prepare themselves about whom they will tell and how they will tell that person in order to reduce the negative consequences. In case there are negative consequences, the person with HIV/AIDS must also be prepared to deal with these consequences in an appropriate manner.

Recommendation for Persons Infected with HIV

1. Protect the people you love from becoming infected (or re-infected if already infected) by using protection every time you have sex and use birth control.
2. Take care of your health in general, reduce stress, get enough sleep, avoid alcohol and cigarettes, eat nutritious foods and get appropriate amounts of exercise.
3. Keep doctor's appointments for examinations
4. If you have any irregular symptoms you should contact a doctor immediately.
5. If you are showing symptoms you should take care of yourself and only take medication according to doctor's orders.

14 Steps to Non-Formal Counseling.

Have the students brainstorm what they think would be the steps to non-formal counseling. They may not think of all of the steps but that is okay. The teacher may add any missed steps in the discussion.

1. Start conversations by talking about things in general until they center on the problem.
2. Encourage the person seeking non-formal counseling and make themselves comfortable while the person giving non-formal counseling lets them know that they are willing to accept and listen to anything that they have to say.
3. Show that you are interested and committed to what they have to say.
4. Through speech and body language show that you understand, have compassion for and sympathize with what is being said.
5. Explain that non-formal counseling will help reduce their levels of stress.
6. Help state the problem directly. It will help to talk about each problem separately.
7. If the person who is seeking non-formal counseling has any questions we should provide information to them to help them evaluate their own situation or evaluate the problem more thoroughly. If is something we do not know or are not sure of, you should refer them to the person or place where the information can be obtained.
8. Explain to the person seeking non-formal counseling that behaviors can be changed if we must change.
9. Encourage the person seeking non-formal counseling to think of the many choices available to them.
10. Help the person seeking non-formal counseling see the possibilities, the good points and the bad points of each way/choice.
11. Have the person seeking counseling make a choice on their own.

12. Give emotional support and praise when the person seeking non-formal counseling makes their own decision.
13. Encourage the person seeking non-formal counseling to use this method the next time they need to make a decision.
14. Show the person seeking non-formal counseling that we are happy and willing to talk with them again.

The teacher may wish to have the students write the 14 Steps to Non-Formal counseling on chart paper and then place it where all of the students can see it clearly).