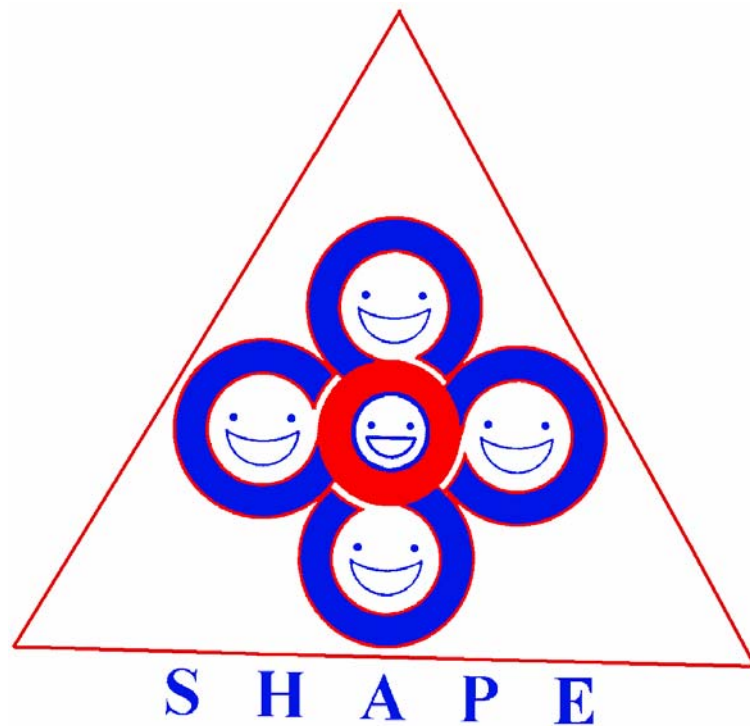


The Government of the Union of Myanmar  
Ministry of Education  
Basic Education Department

# School-Based Healthy Living and HIV/AIDS Prevention Education

For Middle and High Schools

(Teachers' Guide)



## Revised Lessons

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## Introduction to the Revised SHAPE Curriculum Materials

### *Concept*

In recent years, increasing interest has been shown toward developing preventative delivery systems designed to minimize or eliminate potential problems young people may experience. The goal of preventative mental health and psychosocial competency programs is to facilitate the social and emotional growth of children by developing interpersonal relationship skills, enhancing self-esteem, improving problem-solving and decision-making strategies, developing a flexible outlook on life, acquiring a personal value system, and learning communication skills. Insofar as possible, it is recommended that program activities be used in a preventative way, before problems in these areas arise. The program also lends itself as an intervention with young people who are facing specific problems.

Each activity in each lesson contains two main parts; a stimulus activity and discussion. Stimulus activities are generally designed to last 15-20 minutes (less time if more than one lesson is used) so that in the confines of the typical 50-minute class, sufficient time can be devoted to discussion. The discussion will allow students to learn specific skills; be introspective about particular concepts; and gain insights to help them learn more about themselves, their relationships, their behaviors, and their feelings. Since discussion is a critical element of the activities, whenever possible it is a good idea to have students seated in an arrangement that will facilitate discussion. Activities are primarily intended to be used in classroom or small-group counseling/discussion settings.

Many of the activities encourage students to look at themselves and their communities to share and learn from classmates with regard to emotional adjustment. It is therefore imperative that an atmosphere of trust and group cohesion be established. If the appropriate atmosphere exists, students often welcome the opportunity to share. However, if students seem uncomfortable sharing something personal, allow them to “pass.” Don’t force them to participate in discussion. Just hearing the other participants share and discuss will be a learning experience and will help normalize feelings and thoughts young people may have had but were simply reluctant to bring up.

It is also important that certain ground rules be established early on. Such rules can help to ensure that young people respect one another’s opinions and expressions, understand that discussion of a personal nature is confidential and should stay within the group and know that they have a choice whether or not they share personal information about themselves. Consistently enforcing these ground rules will provide the young people with a “safe space” to express their feelings and will encourage them to feel free to learn these important concepts.

### *Structure*

The lesson format has 10 components:

1. Every lesson has a set of subject area specific **psychosocial (“lifskills”) competencies** for which the lesson activities will aid in the development. These competencies are centered on 10 core skills. These are:

Problem-Solving Skills	Decision-Making Skills
Critical Thinking Skills	Creative Thinking Skills
Communication Skills	Self Awareness Skills
Relationship Skills	Empathy Skills
Skills in Coping with Stress	Skills in Coping with Emotions

The subject areas for which the skills competencies have been adapted are personal hygiene, personal growth and development/nutrition, relationships with family and friends, mental health, HIV/AIDS and sexually transmitted diseases, Drug and substance abuse, reproductive health, and general communicable diseases/TB and Malaria. While a single lesson will not be sufficient to develop sustainable skills it will contribute to the development and strengthening of skills so that psychosocial skills competency will be assured on completion of the secondary school curriculum.

2. Each activity seeks to achieve a specific **objective**. These objectives, plainly stated, offer guidance in what concepts to stress and what outcomes to expect. The objectives can be measured so that the teacher can assess whether the expected outcomes have been achieved.
3. The **learning activity** is characterized by student involvement, with participants deducing understandings from simulation games, role-playing, buzz group activities, and brainstorming among other activities. The strengths and weaknesses of each of these participatory teaching methods is highlighted in the next section. Hints are also given on the effective use of each method.
- 4-5. In addition, each activity contains both **content** and **personalization discussion questions** that may be expanded upon, if desired. Content questions ensure mastery of the concepts and content of the activity, whereas personalization questions encourage students to apply the concepts they learn. This personalization component is critical because it helps to move students from intellectualization about what they learn to understanding of how such learning can enable them to cope more positively with the challenges of everyday life. Both types of questions may be used as a starting point for discussions and summarization but are by no means exhaustive.
6. Many of the subject areas in the curriculum are inter-related. In order to examine the inter-relatedness of issues, **linkage questions** are included. Special emphasis is given to how different issues contribute to a young person's vulnerability to HIV infection and drug abuse.
7. **Teacher notes** are provided in many lessons to highlight the important content points and messages that need special emphasis. The notes may also provide additional background information or hints in the summarization and assessment of the lesson.
8. As with all lessons, the teacher needs to assess whether the students have accomplished the objectives of the learning activities and of the lesson. To aid the teacher in doing this, guidelines for **assessment** of the lesson have been suggested. These guidelines may be a few key questions or an activity that will require the students to apply the knowledge, understanding, attitudes, and skills gained in the lesson in summary.
9. In order for knowledge and skills gained in the classroom can be internalized, the students need to be able to apply these things in a practical manner. Therefore, **follow-up activities** have been suggested which will enable the students to apply of what they have learned in the classroom to their daily lives. These activities also provide added opportunities to apply skills gained to community analysis and outreach to family members and young people out-of-school.
10. Depending on the nature of the follow-up activity, **review questions for the follow-up activities** may also be provided. These questions help the students analyze their experiences in conducting the follow-up activity and the knowledge, attitudes, and skills gained from these experiences.

# Title

Standard

Lesson #

Time:

## *Lifeskills Competencies – General*

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

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

Objective(s):

## **Desired Outcomes that can be Measured**

Teaching Aids:

Learning Activity:

## **Student Centered and Participatory**

Discussion:

**Content Questions.** Assists the students in analyzing the content, process and outcomes of each lesson through which skills are developed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Personalization Questions.** Analysis and application of learning activity to students thinking and experiences in everyday life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Linkage Questions.** Questions that link the lesson and the skills targeted to other lessons to examine the inter-relatedness of issues, especially those that will make young people vulnerable to HIV infection or substance abuse.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Teacher Notes:**

Notes on important content points that should be emphasized.  
Notes on the summarization of the lesson.  
Notes on the assessment or evaluation of lesson

**Assessment**

**Assessment Questions/Activity.** A few key questions or an activity that will help the teacher assess whether the objective of the lesson had been reached. Student gain added practical application of skills developed.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Follow-up Activity:**

Activity to apply of what the students have learned in the classroom to their daily lives (e.g. community analysis and outreach to family and young people out-of-school).

**Review Questions for Follow-up Activity** (if necessary) Analysis of students' experiences in conducting the follow-up activity.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## **Participatory Teaching Methods That May Be Used With SHAPE Lessons**

### **Lecture/Discussion**

A straightforward lecture does not allow students to interact with the speaker or ask questions. However, a lecture/discussion is a teaching method in which a teacher allows for classroom interaction during a lecture. The lecture/discussion method is also referred to as large group discussion. The lecture/discussion method may be facilitated by the use of different instructional aids. Much of the information described in the lecture only method will also be applicable to the lecture/discussion method.

#### *Strengths of Lecture/Discussion*

- Students are allowed to interact with the teacher as well as with each other.
- It increases the ability of a student to think more creatively.
- Students have the opportunity to seek clarification of a concept or statement of fact by asking questions.
- There is an opportunity to ascertain different points of view.
- Opinions other than those expressed by the teacher can be shared.

#### *Weakness of Lecture/Discussion*

- Certain students may dominate the discussion.
- The teacher may not keep the discussion on target.
- The teacher may not be able to cover all material.

#### *Helpful Hints for Using Lecture/Discussion*

- Be aware of those students taking notes about what you are saying. If students are writing what you are saying verbatim, you will have to give them time to complete their task. Instead of having students taking notes on everything, ask the students wait until an appropriate breaking point or the end of the lecture, and then to summarize the key points or messages. The teacher can write these on the blackboard for the students to copy into their notebooks.
- Avoid picking on students to answer questions if at all possible. Allow them to volunteer their answers if you ask a question. Suppose you ask a question and a student give a response. You then have another follow – up question. Do not come back automatically to that same student asking for the answer. If the student does not know the answer, he or she may become embarrassed. Then this student will hesitate to answer another question. In a way, that student may feel punished for volunteering. Rather, allow the student the first opportunity to answer the follow – up question if he or she desires.
- A student may ask a question that is not related to the lecture. What should you do? Do not tell the student you cannot answer it because that is not what is being discussed. Provide a short, simple answer and then indicate that you will discuss the answer further when you address that topic.
- Suppose a student asks you a question and you do not know the answer. You can tell the class you do not know the answer but that each person including you will try to find the correct answer and bring it to the next class. You may ask the class if anyone has the answer to the question. But you also need to be aware of what the answer is to be.
- If you want students to take detailed notes, give students a prepared outline upon which they can take notes. This teaches them to be organized. Collect their notes to see how thorough they are. Students who take thorough notes usually do better in school.



## **Role Play**

**Role Play** is a spontaneous acting out of a social situation. One or several students can participate in a role play. Student can be given an opening scenario and you or the students can select who will play the parts you assign.

### *Strengths of Role Play*

- A situation can be made to appear life – like for the student.
- Students can be exposed to viewpoints that others may have in a situation although the viewpoints may be exaggerated.
- Role play can be effective in holding the attention of the class.
- Student can interact with each other on points of view they may not really hold. Yet, these points of view can bring an added dimension to discussion after the role play.
- Students can think creatively and not fear sharing their responses because they know the situation is not real.

### *Weaknesses of Role Play*

- Students may become embarrassed during the role play.
- Students may think the role play is silly and not provide realistic responses.
- Some students may dominate others in a role play and not allow for differing opinions to be presented.
- Students may not carry the role play to the direction far from the focus of the lesson.
- Students may find the role play realistic to the point where they become too involved due to a similar personal experience. As a result, they become wrapped up in the role play.
- Some students may find the role play a form of entertainment and may not be serious about it.
- If may be used as a fun task with no appropriate follow-up.
- Not many students may be given the opportunity to participate, thus limiting classroom involvement.

### *Helpful Hints for Using Role Play*

- Always ask for volunteers rather than forcing students to participate. Some students may feel too embarrassed to participate. The wrong students may be selected if the role play reflects a real life situation for these students. This can be harmful and embarrassing to the student.
- Limit role play scenarios to about three minutes. If left too long, it can become boring and participants as well as observers lose their enthusiasm. Emphasize that there need not be any conclusions to the role play. The class can examine different conclusions for the role play.
- Use different techniques to modify the role play. For example, you can use role reversal. In role reversal, the role of one person is switched with the role of another in the middle of the role play as it continues. If a person does not know what to say and is silent, you can intervene and give that person a statement and the role play continues.
- Focus on higher level thinking skills when the role play is complete. There are many ways you can do this. You can have a discussion with the entire class by asking numerous questions. Examples of questions you can ask include, “How would you have handled the situation if you were involved as...?” “Why or why didn’t you think that...and smoked the cigarette?” An other way to follow up a role play is to divide the class into

small groups and have them discuss specific questions. A representative from each group can provide a response to that group's answer to the rest of the class. You can then lead the class in a discussion.

### **Brainstorming**

**Brainstorming** is a teaching technique in which a teacher elicits a number of responses for a problem that is to be solved. In this technique, there may be more than one correct answer so students can be spontaneous. The teacher can write all responses on the chalkboard.

#### *Strengths of Brainstorming*

- It allows students to express thoughts freely
- Students can participate without feeling threatened.
- Creative responses can be received by the teacher.
- It can be used with different age groups.
- It allows what may appear to be impractical responses to have value.
- It fosters higher level thinking skills.

#### *Weaknesses of Brainstorming*

- Students may yell out answers and become disruptive.
- It may not work well with large groups.
- Can lose its value unless students have an understanding about the subject being discussed.

#### *Helpful Hints for Using Brainstorming*

- You can encourage classroom participation by telling students that they have only one chance to respond. They cannot respond again until all other students who wanted to contribute have had the opportunity.
- Provide the class with specific instructions about what they will be brainstorming.
- Accept all responses regardless of how worthwhile they may initially appear.

### **Buzz Group**

A buzz group is a teaching technique in which a small group of students works together to address a specific situation. Buzz groups are also known as small group discussions.

#### *Strengths of Using Buzz Groups*

- Students are provided the opportunity to share thoughts in a non-threatening way because the size of the group is small. The smaller a group, the more likely a student is to speak.
- It helps to stimulate discussion that can later be used with the entire class.
- A great deal of input is received.
- Students can think more creatively.
- Students feel important because they can contribute easily in a group.

#### *Weaknesses of Buzz groups*

- Some students may dominate over the more timid student and the input from the timid student may be missing.
- Students may not have a leader who keeps the group at task. As a result, the group discussed items that are not important to the task at hand.

- The classroom can become noisy and students may be distracted
- Discipline problems may result because students will feel there is no teacher supervision and therefore they can take advantage of the situation.

#### *Helpful Hints for Using Buzz Groups*

- Walk around from group to group. Let students know you are involved in what they are doing. If a group is not able to address a certain topic, you can offer input.
- Do not overuse this technique. Buzz groups. Work well if they are used occasionally but students stop participating if they are overused.
- Provide groups with specific instructions about what they are to do. The first thing to do before giving instructions is to divide the class into their respective groups. Avoid placing friends in groups together. You can randomly assign groups by asking students to number. For example, you may want five groups of six if there are thirty students in your class. Have each student number from one through six. Then tell students where you want them. The reason you have students get in groups first and then give instructions is that the instructions will be easier to follow. If they first are given instructions and then asked to form groups, too much time may elapse and the students will forget what they are to do.
- Have students select their own spokespersons for the group when feedback is to be given to the rest of the class.
- Give students specific directions about what they are to do. The directions can be in written form.

### **Panel Discussions**

A **panel discussion** is a technique in which two or more students research and report about a particular problem or issue. Panel members may talk for a set amount of time or they may interact with each other.

#### *Strengths of Using panel Discussion*

- Students are able to research a specific topic or part of a topic in detail.
- The class is exposed to a number of ideas about a particular topic.
- The teacher is able to determine how much research a student has done.
- Students are able to work together in a small group setting both inside and outside of the classroom.

#### *Weaknesses of Using Panel Discussion*

- Students may find the research too delineated and therefore be unable to gather adequate information.
- Students may not be able to convey their ideas in an exciting manner to their classmates.
- There may be too much unimportant information presented.
- The class may not be able to follow everything each of the panel members is trying to say.

#### *Helpful Hints for Using Panel Discussions*

- Work with a panel to provide it with specific guidance. You would want to help the panel take a topic, divide it into equal areas of study, and help panel members determine what topics each will present.

- Provide panel members the opportunity to work with each other to coordinate individual presentations. Provide ideas about how each member can make his or her presentation as stimulating as possible to the class.
- Have students provide an outline before the presentation so that you will be aware if they are covering the necessary information.
- Allow students in the class to interact with the panel so that they can ask questions. Students must take a position about resolving the problem or issue. A debate can be used with the entire class or it can be used with small groups in the class.

## **Debate**

**Debate** is a teaching technique in which a particular or issue is presented to the class and students must take a position about resolving the problem or issue. A debate can be used with the entire class or it can be used with small groups in the class.

### *Strengths of Using Debate*

- A particular problem can be addressed in – depth.
- Students have the opportunity to creatively address a particular issue.
- Particular health issues lend themselves well to debate. For example, students can debate whether or both smoking should be banned in all restaurants.
- Student can take a position on a topic that may mean a great deal to them.
- Debate affords the opportunity for higher order thinking skills.

### *Weaknesses of Using Debate*

- Certain students may dominate a discussion.
- Some students may not have enough information about a particular topic and may not participate in the debate.
- It may be difficult to control the class because many students may be required to take a position that is contrary to what they believe.

### *Helpful Hints for Using Debate*

- Allow students to take a position of their choosing. If too many students take the same position, ask for volunteers to take the other position. If this fails, randomly select students for a position. You can do this by handing out slips of paper that indicate which position students are to take. Then you can have students trade with others for positions. This way, students practice how to compromise with each other.
- Do not allow students to dominate at the expense of not allowing others the opportunity to speak. You can use a simple rule. A student cannot answer again until a certain number of others on the debate team have had a chance to speak. For example, you may say that five students must have the chance to speak before one can speak another time.
- Be certain students show respect for the opinions and thoughts of others. They should not be allowed to personally attack others.
- Do not have students debate an issue such as, “Should marijuana use be legalized?” parents usually do not want their children focusing on illegal behaviors. This is an inappropriate use of school time.
- It is important to maintain classroom control. Step in at times to help a discussion return to its objective. If there is no response from a group, you can play devil’s advocate by jumping in and posing a question to the other side.

- Provide students with ample time to research a topic. You may allow groups to have time to plan their strategy.

### **Cooperative Learning**

**Cooperative learning** is a technique by which students work together toward a common goal. A task may be presented to the class. The class may be divided into small buzz groups that will work together to come to a conclusion on a particular problem.

#### *Strengths of Cooperative Learning*

- Students work with others and play an important role in solving a problem.
- Students have the opportunity to provide input to the solution of a particular problem.
- Students achieve a sense of satisfaction in help in a group solve a problem.
- Students develop higher level thinking skills.

#### *Weaknesses of Cooperative Learning*

- Students may not be able to communicate their ideas effectively with others in the class.
- It can be overused, thereby discouraging enthusiasm.
- Some student may have difficulty participating as a group member because they may feel intimidated by others. As a result, they may be considered as having agreed to a decision made by the group when in effect, they went along with the group because they did not speak up.

#### *Hints for Using Cooperative Learning*

- Be aware of students in a group who may dominate and not be sensitive to the needs of others. You can intervene into group discussions when domination is occurring and modify the discussion to include the ideas of others.
- Avoid using cooperative learning techniques as a basis for grading since it is difficult to give accurate grades.

### **Problem Solving/Decision Making**

**Problem solving** and **decision making** are techniques in which students are placed in situations or given scenarios whereby they have to arrive at a solution. Although problem solving is a term commonly used in health education, its use is discouraged in this text. Often, however, problem-solving is perceived by many parents, teachers, and school administrators as having a negative connotation in health education. For example, a student may be asked to solve this particular problem “You are at a party and someone offers you a drink. Should you or should you not take a drink?” The assumption made in this scenario indicates that a person has a problem when in fact the person has a decision to make. A person may respond, “I would not take a drink and I would leave the party.” When a responsible decision is made, there is no problem. Thus, the term decision making is more appropriate. Attention should be focused on the responsible decision making model. Instead of labeling the first step often used by teachers which states, “Identify the problem,” the statement, “Identify the situation” is preferred.

#### *Strengths of Problem Solving/Decision Making*

- Students can develop higher level thinking skills
- Students can learn to develop solutions to life like situations.
- Students can place their thoughts in an organized manner.

- There is an opportunity for students to think about the consequences of their choices and actions.
- Students can help be prepared to respond in a situation if it were to occur in a real life setting.

#### *Weaknesses of Problem Solving/Decision Making*

- It can be time consuming in that students must go through a detailed process before coming to a decision.
- It can be overused so that students may become discouraged in participating in decision making activities.
- If students do not carry out each step of the decision making model, they may not be able to come to a responsible decision.
- The decision may be too obvious and students will find the task unchallenging.

#### *Hints for Using Problem Solving/Decision Making*

- Use a responsible decision making model. If on criteria are used to determine if a decision is responsible, students may come to decisions that are harmful, illegal, unsafe, and/or disrespectful of themselves and others. For example, a student may say that there is no harm in drinking alcohol because his or her parents drink occasionally and they are successful in their daily personal and professional activities. By attaching specific criteria, students will become aware that at their age, drinking is illegal and therefore, the decision to drink alcohol is not a responsible decision. **Note: Decisions that are made should not be illegal, against social or moral values, does not take advantages of others and is not harmful to the self.**

### **Self-Appraisal/Health and Wellbeing Inventories**

A **self-appraisal/health and wellbeing inventory** is a technique whereby a student evaluates his or her own health status and determines to what degree, he or she is at risk for a disease, illness, addiction or accident. Students may rate themselves according to criteria established for an instrument.

#### *Strengths of Self-Appraisal/Health and Wellbeing Inventory*

- Students develop an awareness of their health status.
- Students may use the results of the inventory to take steps to improve upon their health habits.
- Students may be made aware of situations that can endanger their health.

#### *Weaknesses of Self-Appraisal/Health and Wellbeing Inventory*

- Students may be given a false sense of security because the inventory may not be reliable.
- There is no way to give a grade on self-appropriate/health and wellbeing inventories.
- Students may check off the items so that they score high when they really have poor health behaviors.
- Many inventories are not appropriate for certain age groups as many have been developed for the adult population.

#### *Hints for Using Self-Appraisal/Health Inventory*

- Many of the self-appraisals and health and wellbeing inventories that have been developed for students are invalid. They have been developed by authors of textbooks who have assigned random numbers to indicate if a person is healthy or at risk for illness.

A perfect example would be a health behavior inventory that appears in a junior high school textbook. It asks students to indicate if they engage in certain behaviors. There are ten items. According to the grading scale, a student who checks nine items “yes” scores “very good” as it relates to how healthy he or she is. Upon taking the inventory, a student can check “no” to the item, “I do not use alcohol or non medicine drugs.” Thus, a student can use illegal drugs each day and be considered very healthy. It is important for a teacher to treat self-appraisals and health and wellbeing inventories with skepticism. They often are unreliable.

### **Student Presentations**

**Student presentations** are individual attempts at providing the class with information about a health topic that has been researched in-depth. It may be in the form of oral reports or any other form in which information is conveyed.

#### *Strengths of Student Presentations*

- Students may be able to take a topic of special interest and gather information in a detailed manner.
- There may be the opportunity to present information to a class in a myriad of different ways.
- Students are given the opportunity to have a take – charge feeling in front of the class.
- Students develop poise and self – confidence in public speaking.

#### *Weaknesses of Student Presentation*

- Students may not have the skills needed to present information to the class in a meaningful manner.
- Student presentations can lack creativity and accurate information.
- Students may lack the confidence to get in front of a class and present material.
- Students may need special guidance in preparing the information and this could be time consuming for the teacher.

#### *Helpful Hints for Using Presentations*

- It is important to work with students so that they can present their topics in an interesting manner. It is important to plan with students and have them develop creative ideas for presenting their material. For example, the student may be able to present a concept pretending he or she is a TV reporter and is doing a story on a particular disease.
- Students can be encouraged to work in front of the mirror at home and time the presentation so that it falls within the time requirements.
- Encourage students to use visuals whether in the form of posters, photos, overlays, or video.

### **Demonstrations**

**Demonstration** is a technique a teacher may use to show an action or life skill. In health, this can be very important since many of the life skills students are expected to learn in class can be practiced.

#### *Strengths of Demonstrations*

- Students can visualize a particular life skill.
- Students can practice this life skill more easily after seeing a demonstration.

- Demonstrations usually keep student interest.

#### *Weaknesses of Demonstrations*

- A great deal of time may be needed to set up equipment.
- The demonstration may not work as it should.
- The facilities may not be adequate to handle certain kinds of demonstration.

#### *Helpful Hints for Using Demonstrations*

- All demonstrations should be practiced before trying them in front of a group. They should be set up ahead of time in the classroom so that classroom time is used most efficiently.

### **Guest Speakers**

The guest speaker technique is the use of an authority in a health area who provides important and unique information and/or demonstrates life skills for students. There are numerous resources in almost every community who can be used to present information and life skills for students. For example health educators in a voluntary health agency can speak to classes.

#### *Strengths of Guest Speakers*

- Speakers can provide first – hand experiences.
- Speakers provide a change-of-pace in the fact that there is a new speaker.
- They can add insights that a teacher may not be able to provide
- They may bring a variety of materials or other teaching aids.
- Guest speakers provide expert information to students.
- They can add a point of view that can differ from that held by the teacher.
- They can be interesting.
- They can bring visuals to class that the teacher may not possess.

#### *Weaknesses of Guest Speakers*

- They may not be good speakers.
- They may sometimes not show up leaving the teacher unprepared.
- They may not have the skills needed to use group process skills.

#### *Helpful hints for Using Guest Speakers*

- Have other teachers provide recommendations as to the ability of the speaker to speak to students.
- Plan with the guest speaker before he or she arrives. The speaker should be made aware of the topics you need addressed, specific concerns the students may have, and the ability and interests level of your students.
- Have your students come to class with written questions for the speaker. This will help the speaker fill in time.