

# Life Orientation

Life Skills and HIV/AIDS illustrative  
Learning Programme

GRADE

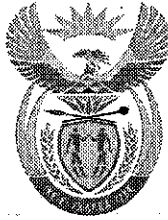
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Learners Workbook



DEPARTMENT OF EDUCATION AND HEALTH  
*Republic of South Africa*

1646



DEPARTMENT OF HEALTH  
*Republic of South Africa*

# Grade 8 LEARNERS WORKBOOK

A joint project of the Department of Education and Health

## Life Orientation Life Skills and HIV/AIDS illustrative Learning Programme

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# Life Orientation

## Life Skills and HIV/AIDS illustrative Learning Programme

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# LEARNERS WORKBOOK

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# A letter to You!

Hi there

You are at the beginning of a great new experience and stage of your life - entering your teenage years. You live in such an exciting but also, sometimes, difficult world. You may often feel that parents, teachers and other "adults" are forever preaching at you about something - if it isn't sex, it's drugs or something else. Perhaps it's a good idea to understand that this is because they actually care about you and want you to have fun and be happy during this great new stage of your life.

There are many things you know about but you've probably also been in situations where you felt uncomfortable or that you didn't really know what to say or how to react. It is VERY UNCOMFORTABLE to feel uncool when cool is what you want to be.

This programme (Life Skills and HIV/AIDS Education) has been developed with YOU in mind. The person YOU are, the world YOU live in, the situations YOU have to handle, the people who make YOUR life happy, the people who make YOUR life miserable, the choices YOU have to make, the knowledge and skills YOU need to make YOUR life worth living and special.

The programme will become part of your normal school day like maths, science and all the other subjects. The biggest difference is that going through this programme will ask you to look at yourself, your relationships with different people and issues like sex, sexuality, drugs, risky behaviour, how to protect yourself from harm and much more. You'll be working in groups in the classroom discussing things, which may, at times be difficult. Your teacher will facilitate, you will use a learners workbook to make notes and do exercises and you'll have beyond the classroom activities which will even take you out to talk to your parents and others in your community.

Some of the stuff will make you uncomfortable, others make you laugh (even giggle!), some even make you sad enough to want to cry. You may feel angry, guilty or shy at times - this is all normal because we are dealing with Life Skills in order for you to be everything you can be.

Enjoy working through this programme and remember that this is YOUR life - take good care and responsibility for it.

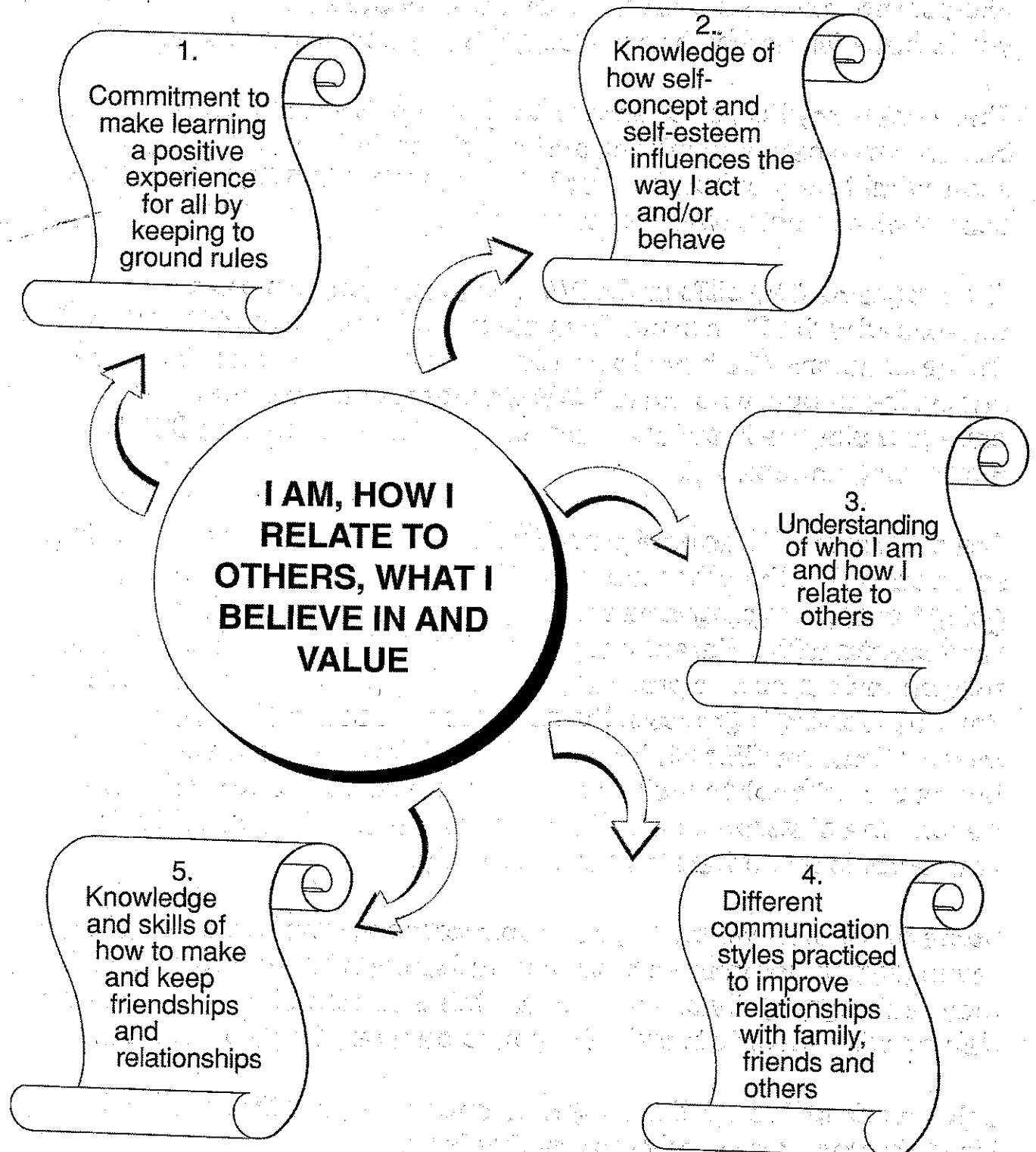
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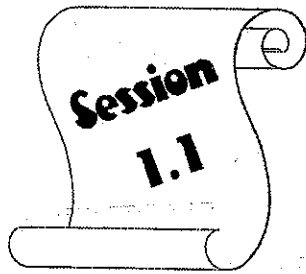
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# I AM, HOW I RELATE TO OTHERS, WHAT I BELIEVE IN AND VALUE

## Outcomes:





# Ground rules and program orientation



## OUTCOMES:

At the end of this session you will have worked on drawing up ground rules, that you agree with, for participating in the program.



*"Before we can start this discovery process of Life Skills and HIV/AIDS we need to establish some ground rules. We need to make this class a safe place where you will feel comfortable sharing your ideas, opinions and questions."*

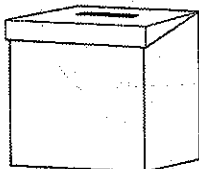
*Sometimes we may feel embarrassed or uncomfortable about sharing our thoughts and feelings. Let us think of some rules to guide our discussions and activities in class that will make this a safe place where you will feel good about participating in discussions.*

*The ground rules should be about things you think are important. They should also be rules you will agree to follow'*



## NEW WORDS:

- Ground rules** – Rules that you agree upon and apply to make learning possible and fun for all
- Values** – Principles, standards, morals, ethics, and ideas that we adhere to.
- Beliefs** – An attitude, viewpoint, idea, values, way of life and thinking that we structure our life around.
- Attitudes** – An approach, outlook, manner, stance, position, feelings, thoughts, mind set and way of thinking which enables us to handle life.



## "LET'S TALK ABOUT ...." BOX

If you do not want to ask questions in class, write it on a piece of paper and place it in the box. You can write confidential notes or ask questions relating to anything about HIV/AIDS, sexuality and/or life skills. Confidential matters will remain, strictly confidential. Questions will be answered in an anonymous way during discussions or work sessions.

## GROUND RULES FOR THIS PROGRAM

NAME: \_\_\_\_\_ DATE \_\_\_\_\_  
GRADE \_\_\_\_\_ EDUCATOR: \_\_\_\_\_

Here are some ground rules the group has decided on and add new ground rules at the end

- ⊃ One person talks at a time and everybody listens. No interruptions
- ⊃ Treat others as you would like to be treated. No put downs!
- ⊃ Treat others' beliefs, values and feelings with respect
- ⊃ No question is a dumb question. Do not make fun of someone else's question
- ⊃ What is said in class is confidential.
- ⊃ We are equal and every one has the right to express his/her feelings and opinions
- ⊃ Nobody should laugh when someone shares something personal with the group
- ⊃ Preferable for all to participate, but it is OK to pass if you do not have anything to say
- ⊃ Speak for yourself e.g. I feel ... express own feelings and opinions
- ⊃ Discuss things you learn in class with your family and give an accurate account of what is happening
- ⊃ Learning can be fun but the topics remain serious and time is precious - do not waste time
- ⊃ Workbooks are for use in the class - beyond the class room tasks need to be dealt with as homework - written in homework books

### Additional ground rules

- ⊃ "LET'S TALK ABOUT" box is for anonymous, questions and confidential issues

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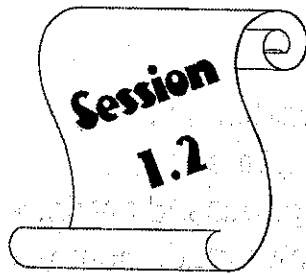
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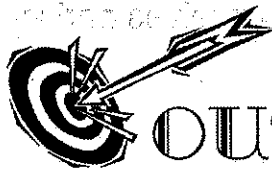
## BEYOND THE CLASSROOM:

During the next week think of changes you experienced during the last two years and how you see yourself.



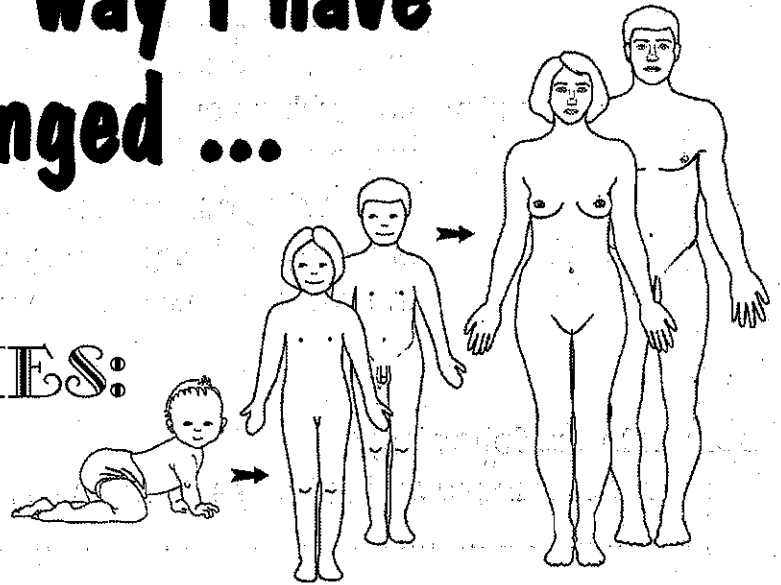


# The way I have changed ...



## OUTCOMES:

At the end of this session you will know and understand how your self-esteem affects your behaviour to help you to improve your personal life, school work and relationships.



**“Our self-concept is the ever-changing way we think about ourselves. Self-concept is the way we describe ourselves - what we know about our SKILLS, ABILITIES, TALENTS AND ACCOMPLISHMENTS**

**We are going to talk about who you are and changes taking place in you and how these changes affect your self-esteem and self-concept. Think about recent changes in your life - for example YOU ARE NOW IN GRADE 8! You have changed from primary to secondary school.”**

*“Every person born into this world represents something new, something that never existed before, something original and unique. It is the duty of every person.. to know.. that there has never been anyone like him in the world, for if there had been someone like him, there would have been no need for him to be in the world. Every single man is a new thing in the world and is called upon to fulfill his particularity in this world” MARTIN BUBER, 1958.*



## NEW WORDS:

- Particularity:** individuality, being oneself
- Accusing:** lay blame on
- Statement:** expression in words, i.e. stating a fact (make a statement)
- Consequence:** a result of an action, deed or word
- Skills:** something we learn to do e.g. write something, read and follow instructions, make a decision

- Abilities:** natural characteristics and qualities e.g. run/sing/move/walk/talk/hear
- Talents:** potential abilities we are born with e.g. artistic, musical, good at sport, drama, reading, writing, dance or maths
- Accomplishments:** something you have done or achieved e.g. passed grade, made the team, wrote a story, read books or made something with your hands
- Self-concept:** is the ever-changing way we think about ourselves and is the way we describe selves

**Complete the following:**

How have I changed during the last 2 years - e. g. changed looks, act differently?

.....

.....

A good way changed.....

.....

.....

.....

**Discuss with a partner:**

1. How do you feel about yourself as you are now?
2. What skills, abilities, talents and accomplishments do you have?
3. If you can change anything about yourself, what would it be and why?

© **Can you express your feelings towards friends and/or family?**

.....

"One way of communicating openly or freely is to always use an "I FEEL" statement, rather than an accusing statement starting "YOU are ..."

For example:

***"I feel unhappy and angry when you borrow my library book and do not return it, because I have to pay the fine or replace it"***

(State YOUR FEELING, PROBLEM BEHAVIOUR AND THE CONSEQUENCE THEREOF)



**I FEEL .....** (say how you feel)  
**WHEN YOU .....** (the problem behaviour)  
**BECAUSE .....** (the reason for the feeling)



## BEYOND THE CLASSROOM:

Use the following examples to make your own I FEEL statements:

1. A friend borrowed your tennis racket and only returned it after two months.

.....

2. Your brother keeps on interrupting when you talk to your mother.

.....

3. Your friend tells you a lie about someone you know.

.....

4. Your sister teases you about your new hair style all the time.

.....

Write down your own examples of problem situations and "I FEEL" statements here:

.....

.....

.....

.....

.....

.....

.....

# "THIS IS ME"

Complete the four surrounding areas of "THIS IS ME" by writing in your SKILLS, ABILITIES, TALENTS AND ACCOMPLISHMENTS:

Remember

**1. SKILLS:**

something we learn to do e.g. read, write, follow instructions and make a decision

**2. ABILITIES:**

natural characteristics or qualities e.g. beauty/personality

**3. TALENTS:**

potential abilities we are born with e.g. artistic/musical/sport/drama/reading/writing/dance/mathematical

**4. ACCOMPLISHMENTS**

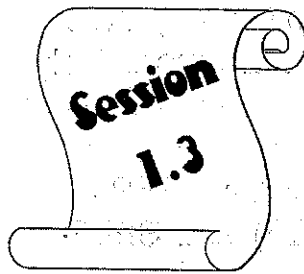
something you have done or achieved e.g. passed grade/made the team/wrote a story/read books/made something with your hands

**MY SKILLS**

**MY ABILITIES**

**MY TALENTS**

**MY ACCOMPLISHMENTS**



# Who am I?



## OUTCOMES:

At the end of this session you will understand how self-esteem affects your behaviour and be more confident of your ability to do things rather than being negative and thinking you can't.



The way you see yourself (**YOUR SELF-CONCEPT**) influences the way you feel about yourself (**YOUR SELF-ESTEEM**)



## NEW WORDS:

- Influences:** an action, word or deed that can change ones actions, words or deeds
- Self-esteem:** is the way you feel about yourself and how you value yourself, you can have high or low self-esteem
- High self-esteem:** when the way you see yourself (perceived self) is close to the way you desire to be (ideal self)
- Low self-esteem:** when the way you see yourself (perceived self) is far away from the way you desire to be (ideal self), there is a big gap between perceived self and ideal self



**Self-concept** is the way you see yourself (your skills, abilities, talents and accomplishments) which influences the way you feel about yourself.



**Self-esteem** is how you value and feel about yourself"

The way you see yourself (your self-concept) influences the way you feel about yourself (your self-esteem), these feelings are influenced by many things like? - Maybe give examples

**"perceived self/ideal self is the way you think you should be"**

When the way you see yourself (PERCEIVED SELF) is close to the way YOU DESIRE TO BE or THINK YOU SHOULD BE (IDEAL SELF) you are more likely to have HIGH SELF-ESTEEM

When there is a GREAT BIG GAP between the way you see yourself (PERCEIVED SELF) or the way you think you should be (IDEAL SELF) your SELF-ESTEEM is likely to be LOW

1. What influences the way you feel about yourself?  
.....

2. When are you likely to have HIGH self-esteem?  
.....

3. When are you likely to have LOW self-esteem?  
.....

4. Who is your hero/person you admire most and why?  
.....

5. Who in your class do you think has a high self-esteem and why?  
.....

People who have a positive sense of self tend to focus on their successes instead of their failures. Sometimes people with low self-esteem find it difficult to acknowledge their skills, abilities, talents and accomplishments. Acknowledging your successes help build self-esteem. We should all become SUPER HEROES ourselves.

### I AM SOMEONE WHO...

- Complete the "I AM SOMEONE.." incompleted sentences in your workbook by yourself.
- Check it out and discuss with your family and or best friend

1. I am someone who is proud of myself because .....

2. I am someone who hope .....

3. I am someone who loves .....

4. I am someone who would like to be like .....

because.....

5. I am someone who dreams about .....

6. I am someone who sees my greatest strength as .....

7. I am someone who would like to change .....

8. I am someone who thinks the thing I do best is .....

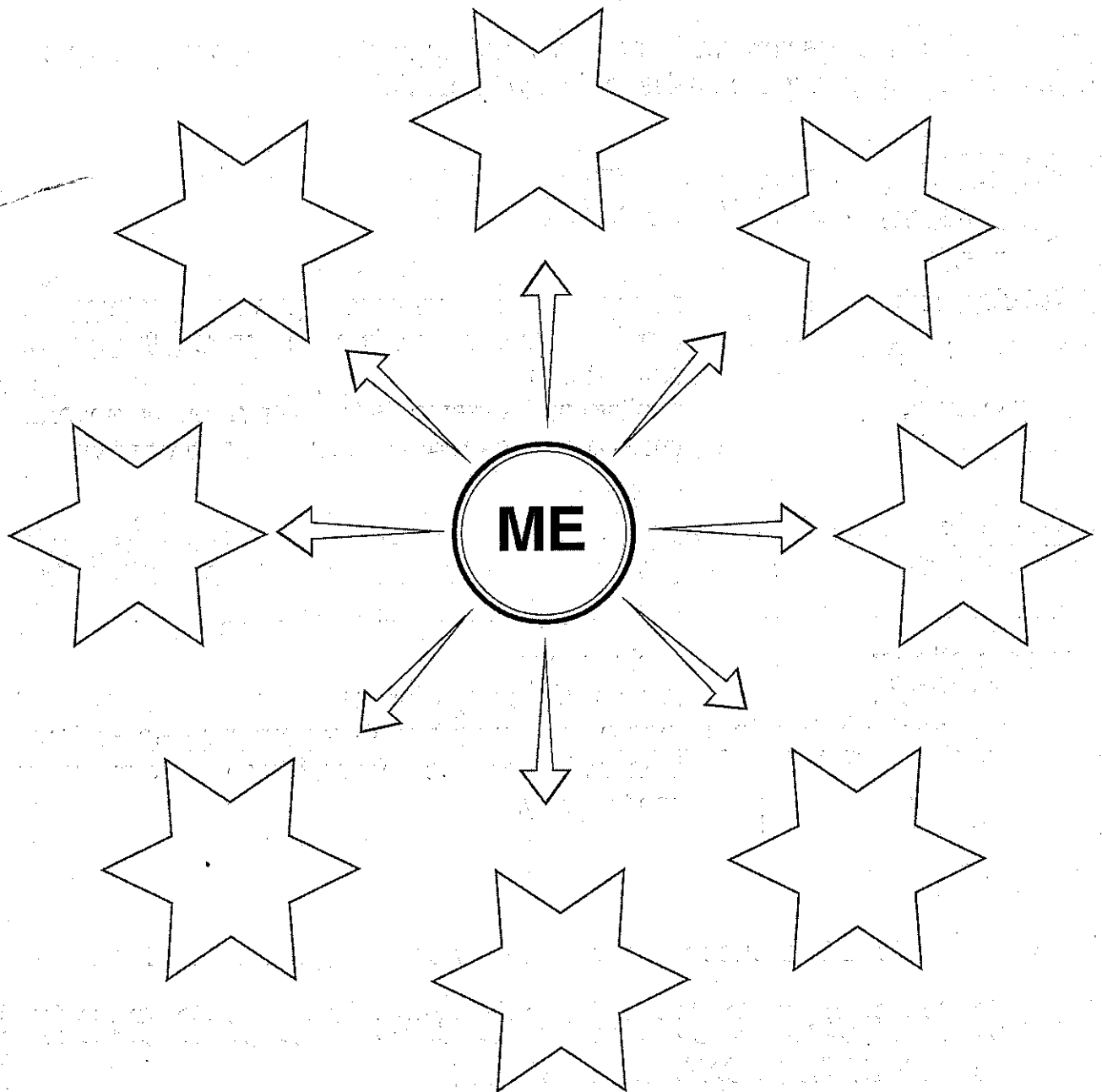
9. I am someone who believes in .....

10. I am someone who is.....

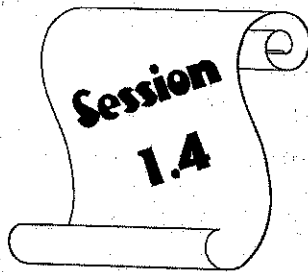


**THINK ABOUT:**

- Who you are in relation to others – e.g. friend, brother relative? Fill in the picture of how you relate to others and their roles e.g. soccer team mate/brother etc.
- Who do you want to be and why? What do you want to become someday?



**REMEMBER to bring an empty can e.g. Cool drink can/ tinned food can/ any container to the next session**



# Communicating my self worth



## OUTCOMES:

At the end of this session you'll know why and understand how to use positive thinking and communication skills to deal with put downs.



## NEW WORDS:

**"Put-downs":**

negative statements or thoughts or "punches" breaking down selfconfidence and resulting in low self-esteem

**Affirmations:**

positive self-statements that are repeated several times a day to create a powerful and positive mindset

**Confident:**

showing positive, trusting attitude, self belief

**Contagious:**

transfer from body to body, person to person e.g. smile, germs

**Rephrase:**

to express again using different words

**Interpretations:**

explanations

**Self-generated:**

to do/ produce by ones self

**Power of positive thinking:**

rephrasing a negative statement to be self-esteem friendly. It means to deliberately re-think in a more positive way.



**'Read this success story on how self-image can affect you'**



### THE STORY OF THE CONTAGIOUS SMILE

It was the first day of school at Berryville Secondary. Sarah carefully looked at the kids seated round her. They all looked





miserable. Sarah felt scared. She had thought that starting a new school would be an adventure. Now the only things feeling adventurous within her were the butterflies in her stomach.

Sarah had planned for the day for several weeks. Now she wasn't sure that she was brave enough to follow through with her plans. What if something went wrong with her experiment? What if someone saw through her acting?

Sarah remembered what it had been like last year at her old school. Because she didn't feel good about herself she'd acted like she was no good. The other learners believed her body language and had treated her badly. Sarah remembered how they had made fun of her clothes and hair. She remembered how they would touch someone else if they accidentally brushed up against her and say: "Now you have Sarah germs." The way the other kids treated her, had made her feel even worse about herself.

During the holiday Sarah had seen a program about improving self-esteem on the educational channel on TV. The host of the program said that one way to change poor self-esteem was to act like you had high self-esteem until you found you were no longer acting. The program said that when you acted as though you liked yourself, others tended to like you too. It claimed that acting confident without bragging, made people believe you must have something to be confident about. It said that everyone is special and has a reason to feel good about themselves.

Sarah had decided to follow the advice the program gave. She wanted to see if people really would treat her differently if she pretended to have high self-esteem and be outgoing. This morning she'd washed her hair and put on her new school clothes. She felt good about how she looked today.

Dressing the part had been easy, but the television program had said that to make a friend, you had to be a friend. That meant that Sarah would need to talk and smile. She had to do it soon too, or the other kids might figure out how insecure she really was! She had to look comfortable and self-confident when she talked or she knew no one would believe her new image. This was her chance. This could be her fresh start!

Sarah began to prepare herself. She imagined that she was a





talented and beautiful princess but that no one knew about it. She told herself that she was a kind princess with love in her heart for every person. She was to be the friend of all.

Then she did it. Some of the boys were making fun of a boy sitting in the row next to her because he was wearing a shirt that was out of style. Sarah reached down into the deepest part of her being and allowed sunshine, love and confidence to radiate out from her heart to fill the whole room. Sarah stood up tall. She walked confidently over to the boy and said: "Hi! My name is Sarah. This is my first day at Berryville Secondary. I like your shirt. It brings out the colour of your eyes". Then she smiled her best smile.

As Sarah turned to walk back to her seat a girl in front of her said: "I think those mean boys are so ignorant". Sarah smiled an even better smile than the one before. She turned to face the boys and said: "They look smart to me, I bet they just had a bad morning". The boys looked surprised but Sarah's smile looked so friendly that they couldn't bring themselves to make a nasty remark. They just took their seats quietly.

Sarah turned to the girl, smiled and said in a very confident voice: "My name is Sarah. What is your name?" The girl answered, "Susan". Sarah responded, "That's a beautiful name" Sarah's smile began to spread not only to Susan but to the rest of the class as well. Before long everyone was feeling good inside and wearing a happy smile.

Sarah was a big hit. Kids began to look at her with respect and admiration. At sport practise when the team leaders selected their teams, Sarah was one of the chosen. What a positive stroke to her self-esteem! At recess, other kids wanted to play with her, talk to her. Sarah discovered that her experiment was a success! The TV show had been right! People who act like they have high self-esteem are treated better than those who act like they have low self-esteem.

Sarah could feel a wonderful time beginning. The experiment was working. She was already feeling much better about herself - for real! Today was the first day of more than just school. It was a whole new beginning for Sarah. (Adapted from Sex can wait, p84:1994)



## THE CONTAGIOUS SMILE QUESTIONNAIRE:

1. What self-esteem building tips can be learned from this story?

.....

2. Do you think that smiles really are contagious? Explain

.....

3. Is it easy or difficult to act confident, friendly and outgoing when you really don't feel that way inside?

.....

4. How can you tell if a person has high self-esteem or low self-esteem?

.....

5. Do you think that people treat someone who acts like he/she has high self-esteem better than they treat someone who acts like he/she has low self-esteem? Why?

.....

6. How can the tips you learned from this story be used to build your own self-esteem and the self-esteem of those around you?

.....

### **Power of positive thinking**

#### **The power of positive thinking**

It can be used when you feel a negative thought or a "put down" or "negative punch" is coming your way. You simply scream STOP in your head and start re-thinking the event with a positive statement.

For example. If someone says something mean to you, instead of thinking "I am no good," think instead "I think he/she had a bad day and is just taking it out on me".

**Rephrasing a negative statement to be self-esteem friendly is applying positive thinking It means to deliberately re-think a negative statement in a more positive way**

Example: If you have spend a lot of time on studies or on a project and did not get the result you wanted. Do not say "I am a failure, I can not do ...(maths/ science/language)" instead use positive statements and say " Well I have learned what does not work. I will work harder to be successful. I believe I can."



*"You have to learn and practice how to rephrase problems move positively and make it self-esteem friendly. Practicing positive thinking is like anything else, the more you practice it the easier it will become."*

**Rephrase the negative interpretations by using statement to write a self-esteem friendly positive message.**



Example: "My mom shouted at me and called me lazy, I don't think she loves me"

Positive thinking: "My mom loves me very much, sometimes she gets stressed out. Perhaps I can help her around the house or tidy my room to help her out. I am a hard worker."

**NEGATIVE STATEMENTS:**

"I can't read as well as the others, I must be dumb. I don't have a future."

**Positive statement:** .....

"They call me "pizza face" I know my skin is full of spots and I feel ugly. I hate myself!"

**Positive statement:** .....

"If only I could lose some weight the boys will look at me. I am the ugliest girl in class!"

**Positive statement:** .....

"No one wants to sit next to me. Nobody likes me and I don't like myself!"

**Positive statement:** .....

"Those guys are whispering about something. I just know they are saying bad things about me. I hate school!"

**Positive statement:** .....

" I failed my test although I studied for almost an hour. That proves I am dumb!"

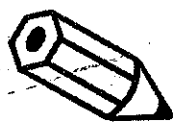
**Positive statement:** .....

"I am too short I cannot ask a girl to go out with me. Nobody wants to go out with a shorty!"

Positive statement: .....

"I have made so many mistakes, I am a loser. I am going to give up and accept I am a nobody."

Positive statement: .....



## BEYOND THE CLASSROOM:

- Give your own examples of negative "put downs" that you have had to deal with e.g. my dad tells me I am lazy /I feel ugly and hate myself/If only I could lose some weight the boys will look at me/I am too skinny, I can not ask someone out
- Write down your examples and rewrite to doing positive thinking:

Example:.....  
Positive statement:  
.....

Example:.....  
Positive statement:  
.....

Example:.....  
Positive statement:  
.....

"Where do negative put downs come from? Others or one's self?" Explain  
.....  
.....  
.....

"We need to be able to improve our self-esteem and how we feel ourselves. One way of doing it is by means of affirmations"

**Affirmations is positive self-statements that are repeated several times a day to create a powerful and positive mindset**

Some examples of **affirmations** that can improve your self-esteem:

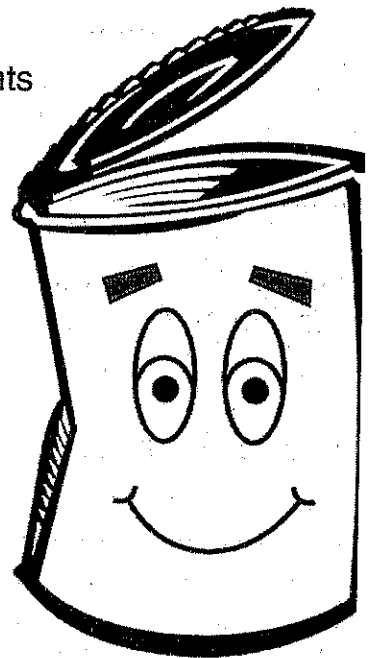
- I do my very best and stop worrying about the rest
- I am getting smarter, better and more powerful each day
- I am taking charge of my life in a positive way, I try and avoid taking wrong paths leading to problems, I want to be successful
- I am great, I am strong and worthy to succeed. I shall prove it with my every deed
- I learn from daily experiences; both the bad and the good
- I respect myself and others, I also love myself and others.
- I have plans and goals. I can use my mind and hands to do that
- I am lovable, capable and worthy of a wonderful life.
- I am a wonderful human being, super-sensational and "what-a-creation"
- My choices and decisions are under my control and I accept responsibility for the outcomes
- I am a smart and therefore I live smart
- I take care of myself and stop blaming others for my faults or wrong choices
- I am unique and there is no-one else exactly like me! (Adapted from Sex can wait, 1995)

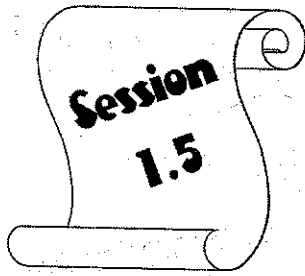
Make and use your own "I CAN" to post negative statements



in with positive thinking written on the other the side. Remember to establish whether the "put down" was self-generated or from someone else - write on it SELF/OTHER to establish if you are your own worst enemy!

"When you find in your daily life your self-esteem is being hurt by negative putdowns, replace the negative interpretation with a positive one. Positive self-talk, affirmations can help you think positively and keep your self-esteem high. Save them up in your "I CAN" for a POSITIVE FUTURE".





# Friendship and relationships



## OUTCOMES:

At the end of this session you'll be more self-aware and be able to use different communication skills to improve your personal life, friendships and relationships.



## NEW WORDS:

**Friendship:** refers to a person to person relationship based on knowing one another, sharing things in common, shared values.

**Relationships:** a relationship is the interaction between two or more people. It varies in intensity, type, commitment and its foundation is communication.



**“What does it feel like being a teenager today?  
Is it important to be liked and accepted and why?  
Is it important to have friends and why?”**

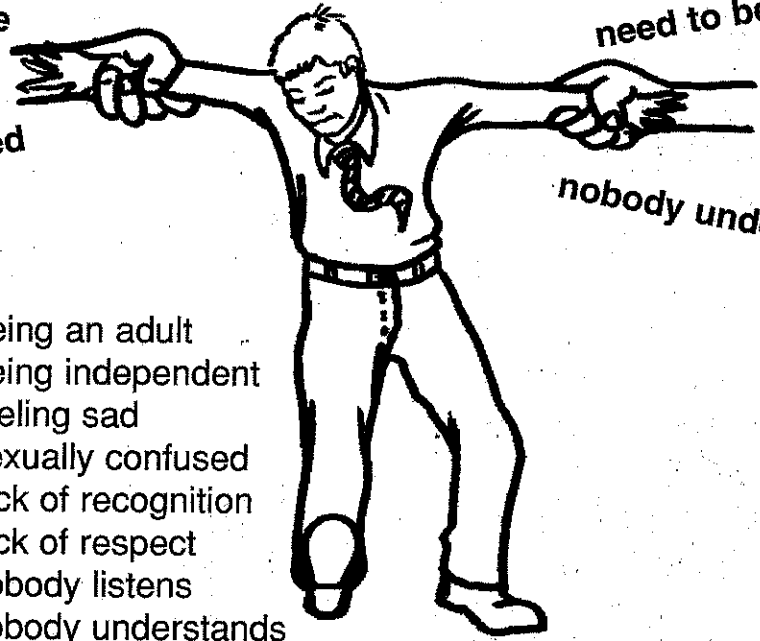
Being an adolescent can make you feel pulled in opposite ways like this picture... These needs are real for all of us. If you ask yourself how can they be met, the answer would be: **RELATIONSHIPS** - the means through which these needs are normally met.

wanting independence

need to be heard

sexually confused

nobody understands



from being a child  
 wanting independence  
 feeling happy  
 sexually capable  
 need for recognition  
 need for respect  
 need to be heard  
 need to be understood

being an adult  
 being independent  
 feeling sad  
 sexually confused  
 lack of recognition  
 lack of respect  
 nobody listens  
 nobody understands

(From Rooth, E, 2000:Introduction to life skills, p31)

Write down your own ideas on the following:

**What is a relationship?**

.....

**What types of relationships can you have?**

.....

**What are the positive components of a relationship?**

.....

**What are the negative components of a relationship?**

.....

**What is friendship?**

.....

**How do you know if somebody is your friend?**

.....

**What do you look for in a friendship?**

.....

**What should a friend not do?**

.....

**What is the difference between Relationship and Friendship?**

.....



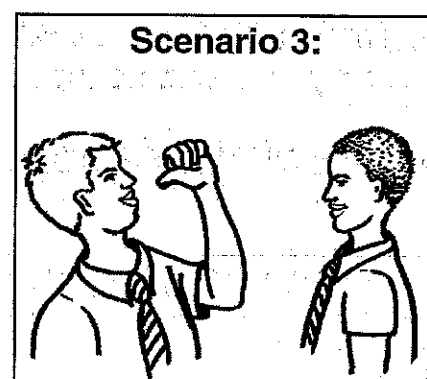
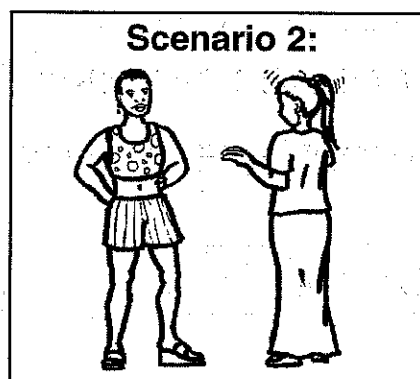
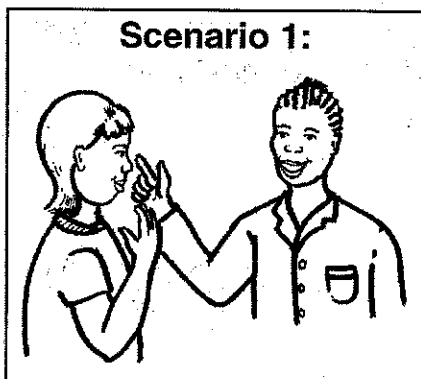


"Sometimes friends can influence us negatively or break down your confidence or self-esteem. How would you deal with the following situations? (Assertiveness skills practice using positive self-talk)

- **Scenario 1-** You have cut your hair in a new style and like it very much. Your friend responds by laughing at you and saying "Your hairstyle looks real funny, you look like a nerd" Using positive self-talk, what would you think?.....and what would you say?.....

- **Scenario 2:** You bought new clothes which you like a lot. Your friend tells you it does not suit you. Using positive self-talk, what would you think?.....and what would you say?.....

- **Scenario 3:** Your friend invites you to his/her place, his/her parents are not there and he/she wants you to come and have a drink with him/her. Using positive self-talk, what would you think?.....and what would you say?.....



## BEYOND THE CLASSROOM:

- **Respond to the "FRIEND WANTED" letter:**  
Write your "I want to become your friend" letter back, think of qualities for friendship and nice things friends do in this letter
- **RELATIONSHIP MAP:**  
Write down the names of people who are important to you in the first column. In the second column - make a symbol/drawing/initials or code next to each person on the list. In the last column - draw a small circle in the middle with your name in it (ME) and position the people around you showing how important they are to you - (some very close, others a bit more distant)

NAMES	SYMBOLS	RELATIONSHIP MAP
e.g.: MOM	♥	

- Write a guideline: " My plan of how to make and keep a friend"  
How do we make friends? Are there rules? Normally, we don't use adverts like this, so how do we go about it?

.....

.....

.....

.....

- Make your own BOYFRIEND OR GIRLFRIEND ADVERTISEMENT:

**Boys:** Design a "GIRLFRIEND WANTED ADVERTISEMENT" in your work-book, stating I am interested in someone who .....

**Girls:** Design a "BOYFRIEND WANTED ADVERTISEMENT" in your work-book, stating I am interested in someone who.....

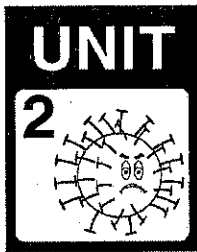
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NO 11  
SECOND EDITION

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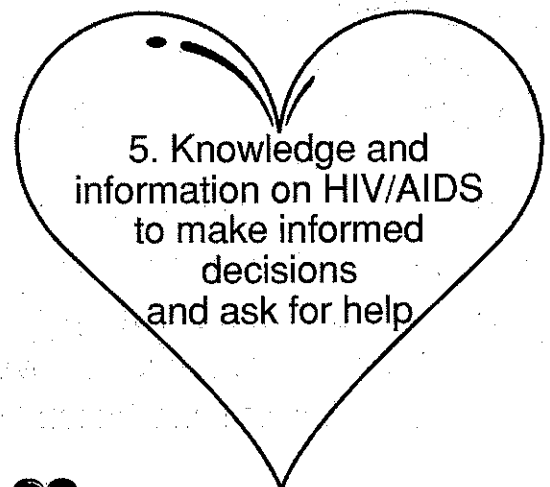
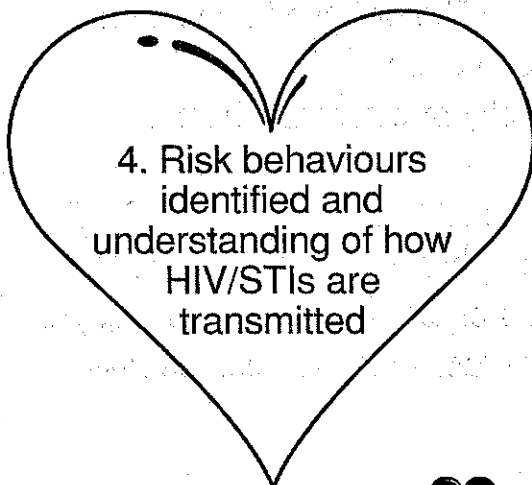
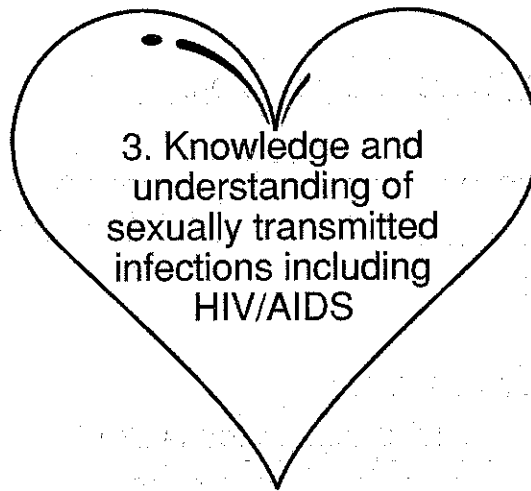
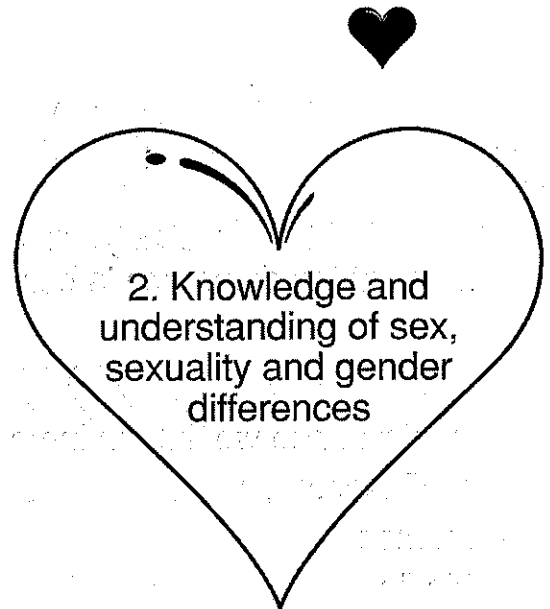
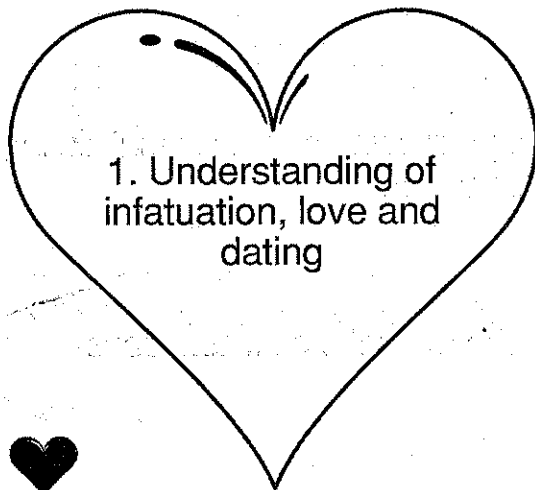
YOUR WEEKLY NEWSPAPER

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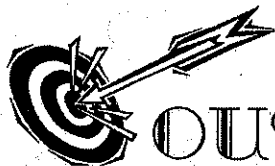
# Protecting myself and others against HIV/STI infection

## Outcomes:





# Dating, infatuation and love



## OUTCOMES:

At the end of this session you'll be more aware of your own sexuality, what dating is and what the difference is between love and infatuation.



In adolescence we find an increased interest in the opposite sex. Emotions are influenced by:

- Friends
- Media
- Hormone production
- Expectations regarding roles and behaviour

Peer pressure also increases to start dating or become sexually active.

Parents also put pressure on the adolescent to start dating/not start dating as well as choice of partners for dating

Elements of attraction are based on:

- **Physical traits** - what a person looks like
- **Behavioural traits** - the way the person acts
- **Similarities** - how much people are alike or have in common
- **Proximity** - being around someone often
- **Status** - how partner's popularity or status will help them

These elements influence us to establish a relationship with someone. Studies have shown that males place more emphasis on physical attractiveness

(Nevis, 1964) and females place more emphasis on behavioural traits e.g. personality. As the relationship develops physical attractiveness becomes less important (Mc Neil and Ruben 1977)

It is quite normal to remain uninterested in the opposite sex and dating.

Expectations can cause feelings of guilt and inadequacy. Groups can help to provide safety, overcome insecurity while learning how to relate to the opposite sex before feeling confident to date alone. On the other hand, not all adolescents start dating in a group.

Girls' and boys' ideas about dating can differ, but there are also some common concerns such as how to get to and from the venue, what to do, what to talk about, what to wear, who should make the first move. Most important, about dating, is for teenagers to be true to themselves - who and what they are and what they believe - to remain consistent in values, beliefs and actions!



## NEW WORDS:

- Adolescent:** Young people, youth, teenagers, youngsters between the ages of 13 - 20 years.
- Dating:** A casual relationship between a couple. Going out together.
- Infatuation:** A fascination, obsession, passion, love for another person without the feelings being returned, which can be intense but often of short duration.
- Love:** A feeling of deep affection, caring for and commitment to another person.
- Ego:** Personality, character, self-image, opinion of yourself, self-esteem.
- Jealousy:** An emotion that results out of our own insecurities and low self esteem. Distrustful, questioning.
- Self-realization:** Achieving maximum potential.
- Spiritual:** The sense of being religious, holy, saintly, sacred, devout and/or divine.

"You are an adolescent now and may find you are becoming more interested in the opposite sex. Some of you may become more interested in dating and others not. This is perfectly normal. Some of you may start falling in love, whilst others are not interested in friendships with the opposite sex at all. But what if you are asked out on a date or what if you want to ask someone out on a date? What are your ideas about dating?"

- Complete the following self-assessment about dating and love for yourself, be honest about your own feelings

# SELF- ASSESSMENT ABOUT DATING AND LOVE

There are no wrong or right answers.

Mark one or more answers that are applicable to you.



## 1. What makes you feel attracted to someone?

- The person's looks (physical beauty)
- The way the person acts (behaviour)
- How much you are alike or have in common (similarities)
- You see this person often and start to like him/her (proximity)
- This person is very popular (e.g. good in sport/academically/rich/well-known) status

## 2. Who do you think should ask for a date?

- Boy should ask the girl
- Girl should ask the boy
- Both - whoever wants to take the other one on a date

## 3. When do you think would be the right time to ask for a date?

- After you have been friends for a while
- Seen someone and like the person without even talking to him or her
- After you have just met for the first time
- When you have a special occasion on like a wedding or birthday party

## 4. Where would you go on your first date?

- For a walk alone
- Play sport e.g. tennis
- To a place to have coffee or cold drink
- In a group to a place e.g. party
- To an outing with other friends e.g. youth group outing
- Alone to the movies
- To a restaurant or cafe
- To a dance party
- To his or her house



**5. How would you ask for a date?**

- By telephone
- Face to face in person
- By writing a note
- Asking a friend to ask
- Formal invitation like party invitation

**6. What are you most scared of when asking for a date?**

- Person will say NO and not want to go with you
- Person might laugh at you
- Think you want a lifelong commitment
- Would want something in exchange like sex

**7. When would you like to have a sexual relationship?**

- When you have been dating for some time
- Whenever you feel physically attracted to the person
- When you are older, known and love someone for some time and both wants a committed relationship e.g. marriage

**8. Good ways to keep a boyfriend or girlfriend over time is**

- Having a friendship based on respecting each others feelings all the time
- Guarding him or her to avoid them wandering of with your best friend
- Knowing your rights and responsibilities in the relationship
- Having a sexual relationship if one of the two wants it
- Not sharing him/her with your friends and family
- Expressing love in different ways without sex
- Showing affection and understanding even in difficult times
- Inviting each other to meet their families and friends
- Always wear nice clothes and pretend to be happy and smiling

■ **Dating game:**

**Mark your choice for each question and see who will be your choice for the best date**

# QUESTIONS AND ANSWERS CARDS

1. What do you think about dating?

- Person 1: Dating is the only sign of true love
- Person 2: Dating is a way to get to know someone of the opposite sex
- Person 3: Dating is boring

2. What does dating give you a chance to do?

- Person 1: A chance to be seen kissing and cuddling
- Person 2: A chance to get to know your date better and find out what your date thinks
- Person 3: A chance to discuss politics, news and sport

3. What would you like to do on our first date?

- Person 1: Take you alone to a dance party
- Person 2: Take you to a movie of your choice
- Person 3: Take you for a walk on the nearest beach or park

4. If you had to take someone to party, who would you ask?

- Person 1: The most popular girl in school
- Person 2: The girl I have liked for some time
- Person 3: My friend's sister who lives down the street

5. Who should ask whom for a date, the boy or the girl?

- Person 1: The boy should always ask the girl
- Person 2: Whoever wants to take the other one out
- Person 3: The girl should ask the boy

6. Who should pay on a date?

- Person 1: The boy
- Person 2: Each pays for him/herself or they can take turns to pay
- Person 3: The girl

**7. Is dating a way to make new friends?**

- Person 1: Yes, even more so if you do not know your date before the time (blind date)
- Person 2: Yes, it will depend on my date's friends if we get along well
- Person 3: No, dating and friendships don't go together

**8. What should be the most important quality of your date?**

- Person 1: She should be very good looking to make other boys jealous
- Person 2: She should be my best friend and someone I can talk to
- Person 3: Should be just someone to have a laugh with

**9. What is most important for you in a relationship?**

- Person 1: Touching and sex
- Person 2: Friendship
- Person 3: Affection

**10. When do you get to know someone very well?**

- Person 1: When you kiss a lot
- Person 2: When you spend time alone and talk a lot
- Person 3: When you go to fun places together with other friends

(Adapted from Be Wise, PPASSA, p26)

Which of the three would you think would be the best date and why?

.....

.....

.....

What fears or problems do you have about dating?

.....

.....

.....

Problems boys have with dating:

girl late for date,  
flirts with friends,  
transport home on time

Problems girls have with dating:

boy distrustful, leave her alone, spend time with friends, shows off, want to drink alcohol when on date, pressurises girl e.g. unwanted kissing or touching or sex.

Jealousy is not a measure of love, but rather a degree of one's insecurity in a relationship and how unsure we are of ourselves.

♥ **WHAT MAKES SOMEONE POPULAR? Circle your answer (make/doesn't make)**

**WHAT MAKES SOMEONE POPULAR?**

- ♥ As a boy - smoking **MAKES / DOESN'T MAKE** one popular
- ♥ As a girl - smoking **MAKES / DOESN'T MAKE** one popular
- ♥ Clothes **MAKES / DOESN'T MAKE** one popular
- ♥ Having sex **MAKES / DOESN'T MAKE** one popular
- ♥ Being part of a group of friends **MAKES / DOESN'T MAKE** one popular
- ♥ Going to the 'right' places **MAKES / DOESN'T MAKE** one popular
- ♥ Having money **MAKES / DOESN'T MAKE** one popular

**Reflection:**

- Are things seen the same for boys as for girls?
- Do we have different opinions as boys and girls on popularity?
- Are there gender differences?
- How are you influenced by the environment/setting in which you live? (e.g. rural/urban/peri-urban)
- Are you influenced by where you live and with whom you live?
- How do your spiritual beliefs influence you?

## ■ Difference between love and infatuation:

Read the following:



### Infatuation:

- Main interest is the person's physical characteristics
- There are only a few factors that attract you to the person
- Love-at-first-sight feeling and the relationship starts fast. (Don't know anything except first good impression)
- Interest in each other comes and goes - ups and downs like peaks and valleys causing feelings of uncertainty
- Destructive and disorganizing effect on personal functioning (e.g. day dreaming, less your real self, disregard for future responsibilities)
- It stops fast (if they are sexually involved sometimes they stay together just for sex)
- Live in a one person world - neglect other things, friends, family, things that were important
- Chances are that others (parents and friends) disapprove of your relationship
- It will fade and die with distance, when away from each other (not seeing each other)
- Fights will kill the relationship and they become more regular and serious
- Each person has its own separate identity - not "us" or "couple", but me/him/me and her
- Ego response - what you get out of relationship, selfish and restrictive
- Taking from the relationship what one can get
- Jealousy is frequent and severe.



### Love:

- Main interest is the person's personality
- Many or most of the person's qualities attract you
- Relationship starts slowly and takes time to develop, quantity and quality time
- Relationship tends to even out and become a pattern over time- happy, close, dependable
- Has an constructive and organizing effect on personal functioning e.g. greater self-realization and creative expression, eagerness to love, grow and improve
- It stops slowly (Person becomes part of your life and you grow together)
- You add this relationship to all others you have - expand your world to include them and love them despite their faults)
- Usually most others (parents and friends) approve of your relationship
- It will survive separation - it may even grow, rooted in the attraction of the

- ♥ total personality
- ♥ ■ Live through fights - less frequent and severe, both take time to work it out, not hurt each other
- ♥ ■ See themselves as a unit - "we", "us", "our" - strong feelings of oneness
- ♥ ■ Ego response tend to be unselfish and outgoing, happy when both are happy
- ♥ ■ Sharing and giving of yourself
- ♥ ■ Jealousy is less frequent and severe because of trust, respect and acceptance
- ♥ (From Responsible Teenage sexuality, 1994, p 99 based on R E Short, 1978)

What are the main differences between love and infatuation for you?

.....

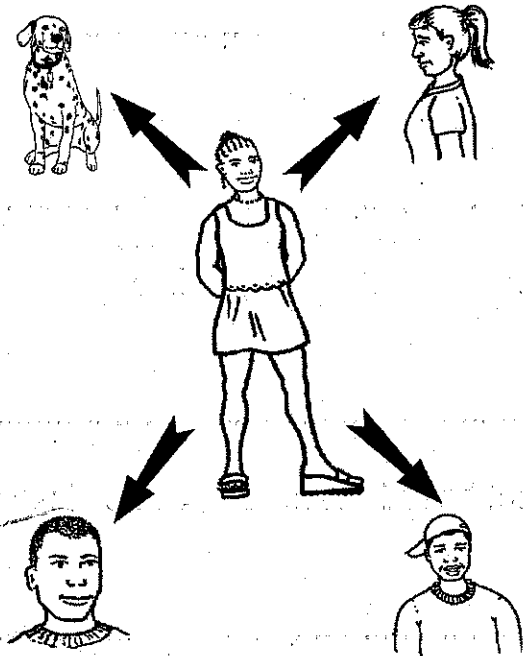
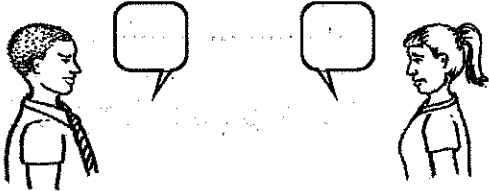
What have you learned from this activity?

.....

- Read the **FRIENDSHIP ABC** - compare your own feelings about friendship and relationships with boys and girls. Write in your own **ABC of DATING** or **ABC of LOVE**

<b>FRIENDSHIP ABC</b>	<b>ABC of DATING or ABC of LOVE</b>
Accepts you for who you are	
Believes in you	
Calls you to say hallo	
Don't give up on you	
Envisions the whole of 'you'	
Forgives your mistakes	
Gives you support	
Helps without asking	
Invites you to places	
Just 'be' with you when you need it	
Keep you close at heart	
Love you as you are	
Makes a difference in your life	
Never be judgemental	
Offers support	
Picks you up when you are down	
Quiets your fears	
Raises your spirits and make you laugh	
Say nice things about you	
Tells you the truth	
Understands you	
Values you	
walks beside you	
X-plains things you don't understand	
Yells at you when you won't listen	
Zaps you back to reality	

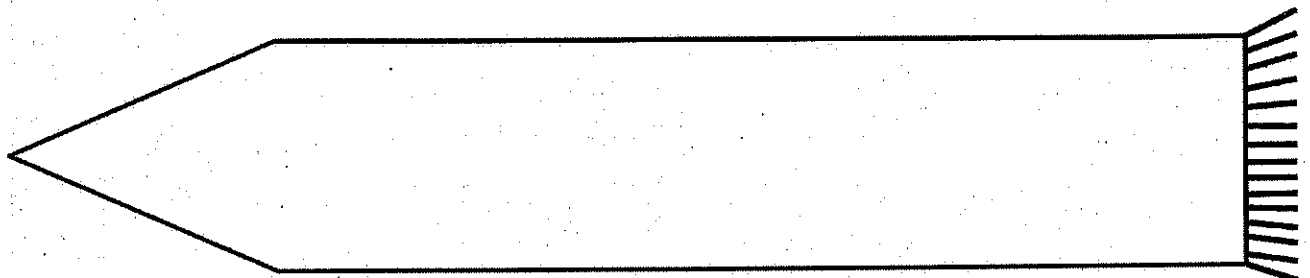
- Falling in and out of love:

FALLING IN LOVE	FALLING OUT OF LOVE
<p>How do I express my love?</p> 	<p>How do I end a relationship? (break up)</p>  <p><b>My guidelines for ENDING A RELATIONSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Feelings: .....</li> <li>2. Words: .....</li> <li>3. Time: .....</li> <li>4. Place: .....</li> <li>5. Future friendship: .....</li> <li>6. How: .....</li> </ol>

How do I express my love to:

- Animals?.....
- Family members?.....
- Best friend of the same sex?.....
- Friend of the opposite sex?.....

- Use your own words to express **FALLING IN LOVE** and **FALLING OUT OF LOVE** e.g. one starts liking a boy/girl and then stops liking a boy/girl.
- Make a **RELATIONSHIP** bookmarker for yourself with your **RIGHTS** in a relationship on the one side and your **RESPONSIBILITIES** in a relationship on the other side.



**Answer and discuss the following questions with your best friend, partner and or parents**

❖ How do you feel about yourself?

.....

❖ What makes a person beautiful?

.....

❖ Which part of your body do you think is most beautiful/do you like most?  
Why?

.....

❖ Which part of your body do you think is not beautiful/and do you not like?  
Why?

.....

❖ How do you think does the way you see your body influence your  
self-image?

.....

❖ What other things influence your self-image?

.....

❖ What is the difference between sex and sexuality?

.....





# Teenage sexuality



## OUTCOMES:

At the end of this session you'll know and understand more about your own sexuality and sexual development as well as what happens to the opposite sex (gender).

"Sexuality is the sum of a person's inherited make-up, knowledge, attitudes, experiences and behaviour as they relate to being a man or woman. It includes those ways of behaving which enrich the personality and increase the love between people" Derek Llewellyn Jones in Teenage Sexuality, 1994, p104).

"Sexuality" is a new concept versus "sex" which was a topic people don't talk about, it was singled out in the past as a special area of life that was sacred and not a subject for discussion. The importance of understanding human sexuality is appreciated nowadays and is seen as a normal part of life.

**Sexuality is a life-long journey starting at birth and continuing until death as all people are sexual beings!**

People confuse sex and sexuality:

"sex" is the physical act of intercourse and a celebration of one's sexuality

"sexuality" is the way people relate to those of the same or opposite sex (gender).



**"Life changes so quickly and when we are small we see things differently. Children and adults see things differently.**

# abc. NEW WORDS:

- Gender Stereotype:** occurs when someone expects you to behave in a particular way or to do certain things because of your sex
- Reproductive system:** Refers to sexual organs responsible for reproduction producing further members of same species by natural means
- Sexual intercourse:** when sexual organs penetrate a partners body

Boys and girls differ e.g. physically we have female or male sex organs. It is important to realize that how we see and feel about our bodies (body image) forms part of our self-image and self-esteem

## ■ Gender differences and stereotyping

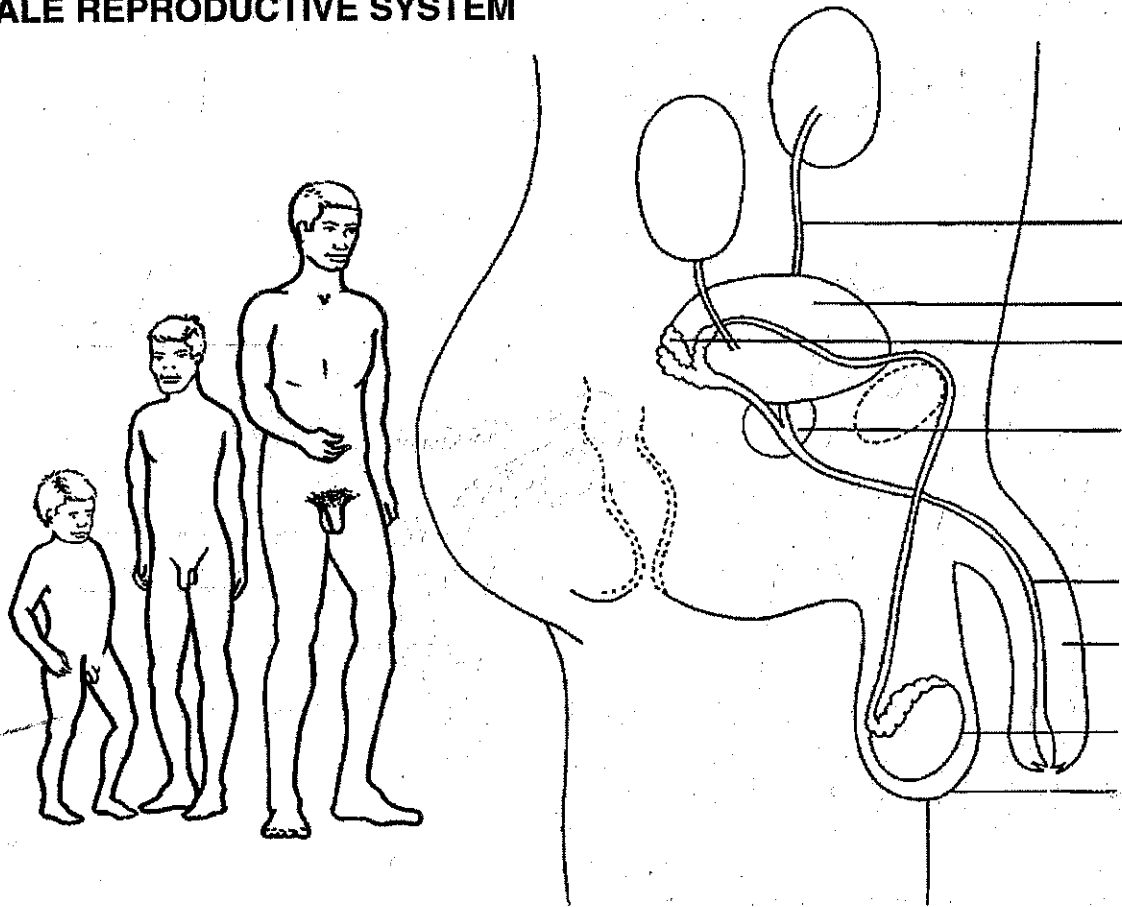
- Boys do not .....
- Girls do not .....
- Boys like to .....
- Girls like to .....
- Boys do .....
- Girls do.....

- What is the difference between “**sexuality**” and “**sex**” in your own words?
- .....

## MALE AND FEMALE SEXUAL REPRODUCTIVE SYSTEMS:

Complete your own picture of the MALE AND FEMALE REPRODUCTIVE SYSTEMS with the correct terms in your workbook as well as filling in the missing words in the sentences.

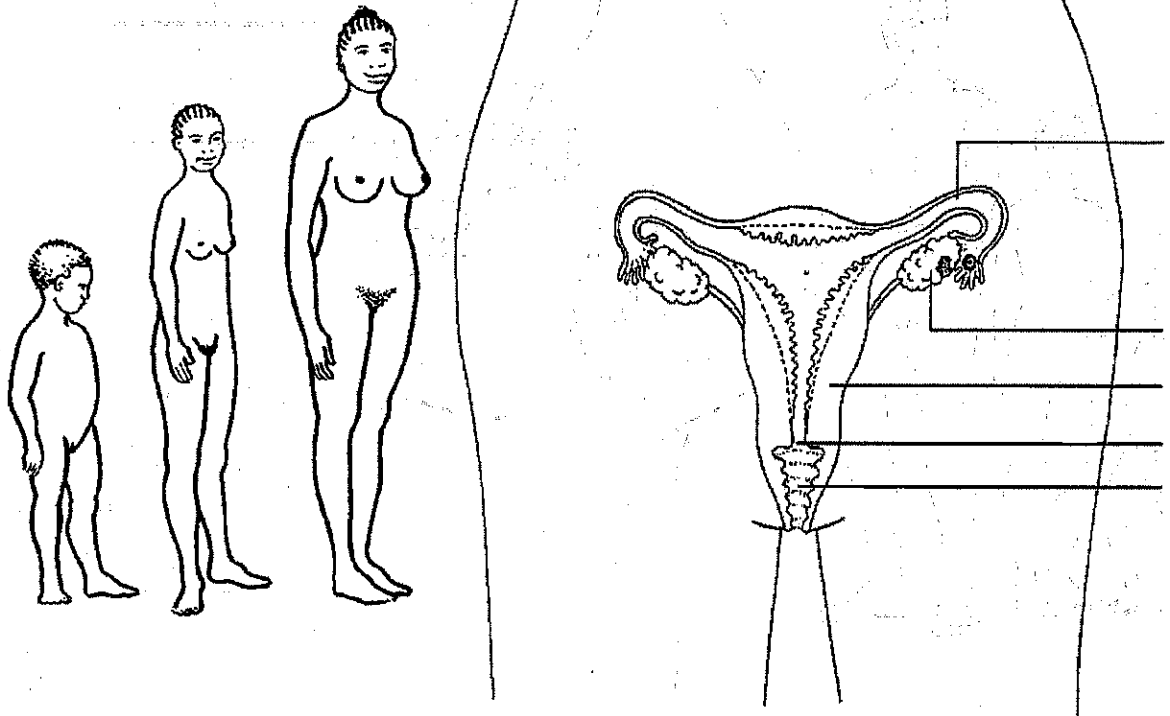
# MALE REPRODUCTIVE SYSTEM



**PENIS, SCROTUM, URETHRA, TESTES, VAS DEFERENS, SEMINAL VESICLES, EPIDIDYMIS**

1. The pouch of the skin that holds the testicles and controls the temperature for sperm production is called the .....
2. The glands that secrete fluids to carry the sperm are called .....
3. The .....produce sperm and the male sex hormone (testosterone)
4. The ..... is the organ through which urine and semen leave the body
5. The tube through which urine and sperm are discharged is the?  
.....
6. The tube through which sperm passes from the testicles to the ejaculatory ducts is called the? .....
7. The ..... is the place where sperm mature and are stored:

# FEMALE REPRODUCTIVE SYSTEM



## UTERUS, OVARIES, FALLOPIAN TUBES, CERVIX, VAGINA

1. The place where an unborn baby grows and develops is called the?

2. The.....produce eggs

3. The passage ways for the eggs as they make their way towards the uterus and the place where the egg may be fertilized are called the?

4. The ..... is the narrow, lower end of the uterus that opens into the vagina.

5. The hollow tunnel-like structure through which menstrual blood and babies leave the body is called the?

**Questions for own completion and discussion with a partner:**

- What is the most difficult thing about growing up for you?  
.....
- What part of being your age worries you most?  
.....
- Who do you go to with questions about your changing body and changing feelings?  
.....
- What things do you look forward to in growing up?  
.....
- What would you tell a younger brother or sister if they ask you what to expect from puberty?  
.....
- Who would you rather listen to - your friend or your parents? Why?  
.....

**◆ What do YOU believe?**

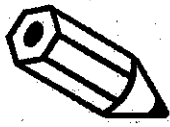


**“Not only do our bodies change over time, but our views of how we see and feel about things. Our thoughts and feelings change. How we feel about friends, family and our parents. Someone wrote the following on a child’s view or images of his parents at different ages”**

Complete the following sentences to express your beliefs on sex and sexuality.

**WHAT DO I BELIEVE ABOUT SEX AND SEXUALITY?**

- I believe I should .....
- I believe the most important thing in life for me is .....
- I believe in .....
- I don't believe in.....
- I believe parents should.....
- I believe a boy should.....
- I believe a girl should .....
- I believe it is right to.....
- I believe it is wrong to.....



## BEYOND THE CLASSROOM:

- ◆ The biggest influences in my life is the following:

INDIVIDUAL, why? .....

GROUP, why? .....

EXPERIENCE I HAD, why? .....

MOST IMPORTANT THING I HAVE LEARNED, why? .....

My personal motto or saying is .....

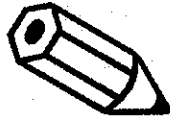
- ◆ Look at yourself the way you see yourself, your body, face, hair, eyes and everything. Stand naked in front of a mirror. How do you feel about your body and your sexual development?

- ◆ **THINK ABOUT:** Does having a mature reproductive system mean that a person is ready in every other way to have sex? Why or why not? Discuss with parents and or close friend in your own time

- ◆ **Where do beliefs and values come from?**

Influences come from family, friends, media like radio and TV, teachers, religious leaders, famous sport stars, political leaders. Focus on how life constantly change with regard to myself, my family, friends, school, friends, community, what you are told through the media. Make a wall puzzle with your allocated group in the following way.

## GROUP TASK:



# BEYOND THE CLASSROOM:

This activity will extend over the next three sessions and each group will display their final "puzzle" at the start of session 2.5. The wall should become like a "puzzle" with space enough for each learners/group's flipchart puzzles joined under this one heading "**THE WORLD MOVES AND CHANGES SO FAST**". After learners have been divided in seven small groups, each group receives their instruction. It is about group work and participation. Learners can bring information/pictures along to put up on board over the next three sessions.

Learners should make a wall puzzle under the heading: "**THE WORLD MOVES AND CHANGES SO FAST**"

**1. BELIEFS AND VALUES** - e.g. apartheid, where we are now, religion, 11 different languages, the "rainbow nation", peace, safety, respect for different cultures, religions, and races? What do I VALUE and BELIEVE? Do this as a collage or drawing of BELIEFS AND VALUES, use pictures, drawings, words of BELIEFS AND VALUES to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.

**2. ME MYSELF** (heading) Make a collage or drawing, of how do I see myself? Use pictures, drawings of physical & emotional self - one's body, legs, eyes, hair etc to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.

**3. MY FAMILY** (time and now) - How do I see MY FAMILY? Do this a collage or drawing of MY FAMILY, use pictures, drawings, words of MY FAMILY to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.

**4. MY FRIENDS/PEERS** - How do I see MY FRIENDS/PEERS? Do this a collage or drawing of MY FRIENDS, use pictures, drawings, words of MY FRIENDS to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.

**5. MY SCHOOL.** Since the age of 7yrs children have a right to have an education whether rural, private, home schooling, public. Do this a collage or drawing of how do I see MY SCHOOL? Use pictures, drawings, words of MY SCHOOL to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.

**6. THE COMMUNITY** - living conditions, housing, HIV and other issues. How do I see THE COMMUNITY I live in? Do this as a collage or drawing of THE COMMUNITY, use pictures, drawings, words of THE COMMUNITY to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.

**THE MEDIA** - newspapers, books, since we have electricity, a lot of electronic media e.g. TV, Internet, DSTV (satellite TV), computers, cell phones etc. We are bombarded with information and messages influencing us. How do I see THE MEDIA? Do this a collage or drawing of THE MEDIA, use pictures, drawings, words of THE MEDIA to make this flip chart. Afterwards cut the flip chart in four pieces and put it as a puzzle on the wall.



# Diseases, STIs/HIV and AIDS



## OUTCOMES:

At the end of this session you'll know and understand more about sexually transmitted infections including HIV/AIDS.



**"We are going to learn about diseases which are caused by small organisms called germs. What types of germs do we get?"**

**uses, bacteria and other germs such as protozoa are examples of different types of germs - like cars have different models and makes. Colds for instance, are caused by one type of germ, measles by another type and tuberculosis (TB) by yet another."**



## NEW WORDS:

- Menstruation:** Starts in girls between ages of 9 and 17. Hormones stimulate the maturing of eggs(ova) menstruation indicates capability to fall pregnant and the menstrual cycle.
- Masturbation:** The pleasurable stimulation of the sex organs that results in sexual arousal. Masturbation includes an individual stimulating his or her own sex organs or another person's. Masturbation is natural and it helps release sexual tension. The decision to masturbate is based on personal value, beliefs and preferences.
- Syndrome:** Group of concurrent symptoms (signs) of disease.



## QUESTIONS:

1. How do "germs" (viruses) get into our bodies?
2. How can we prevent getting diseases?
3. What happens to the germs after they enter our bodies?
4. Are there other types of germs and diseases that can be transmitted in other ways?
5. Do you know what STIs stand for?
6. Can you name some STIs?
7. All of these STIs are potentially harmful, which one of the mentioned STIs is most harmful and why?
8. What does syndromic management mean?
9. What are the signs and symptoms of STIs?
10. What should someone do if he or she thinks they have a STI?
11. How can STIs or HIV infection be prevented?

## ANSWERS TO QUESTIONS:

### **1. How do "germs" (viruses) get into our bodies?**

Germs/viruses have been around for thousands of years. A virus can't live on its own. It needs human cells to live and grow. Usually your immune system is able to protect you by keeping viruses under control so that you do not become sick. Germs get into our bodies by passing through any opening, for example, our nose, mouth, cut on hand or foot, putting an object in your mouth, touching objects like door knobs, handling money, rubbing your eyes, shaking hands, breathing in air to name a few.

### **2. How can we prevent getting diseases?**

By washing our hands and bodies regularly with soap and water, avoiding close contact with people who are sick like coughing or sneezing, keeping our fingers and other objects out of our mouths, we can prevent some germs from entering our bodies. When you are sick try not to pass germs to others, rather use a tissue when you cough/turn your head away, and avoid close contact with others.

### **3. What is the link between HIV and TB?**

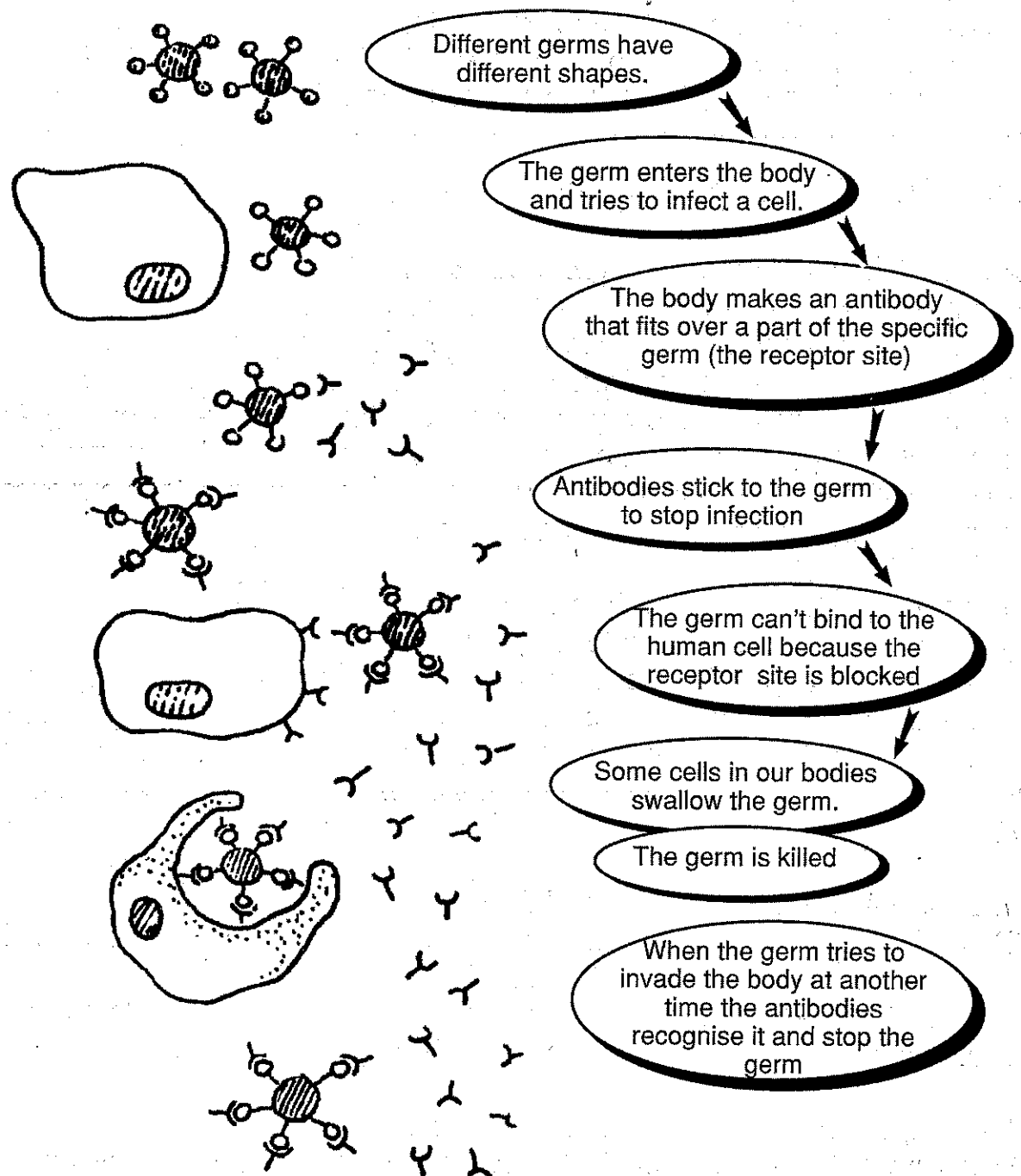
TB is a disease that is often seen together with people who have HIV. TB is transmitted from person to person through close contact like coughing or sneezing it causes lots complications when both TB and HIV affects a person. TB can be cured even when someone is HIV-positive.

### **4. What happens to the germs after they enter our bodies?**

When germs, that cause a particular disease, enter our body, we say you have been exposed to that disease. Whether the germs actually cause the disease depends on the number of germs, strength of the germs and the body's ability to fight off the germs. Our immune system fights the germs and frequently

works so well that it kills most germs before they can make you sick. When you do get sick, the immune system fights the germs and helps you get well. Particularly our white blood cells as part of our immune system are the ones which fight disease. Like body soldiers they respond to the T-helper cells that act as the generals of the soldiers telling them when to start the attack and when to stop. The immune system also forms "antibodies" like special soldiers to fight those particular germs and disease.

## HOW OUR BODIES PRODUCE ANTIBODIES THAT FIGHT GERMS/VIRUSES



(Source: HIV / Your Immune System an Illustrated Guide)

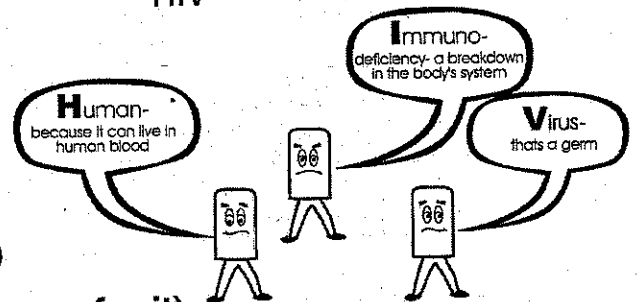
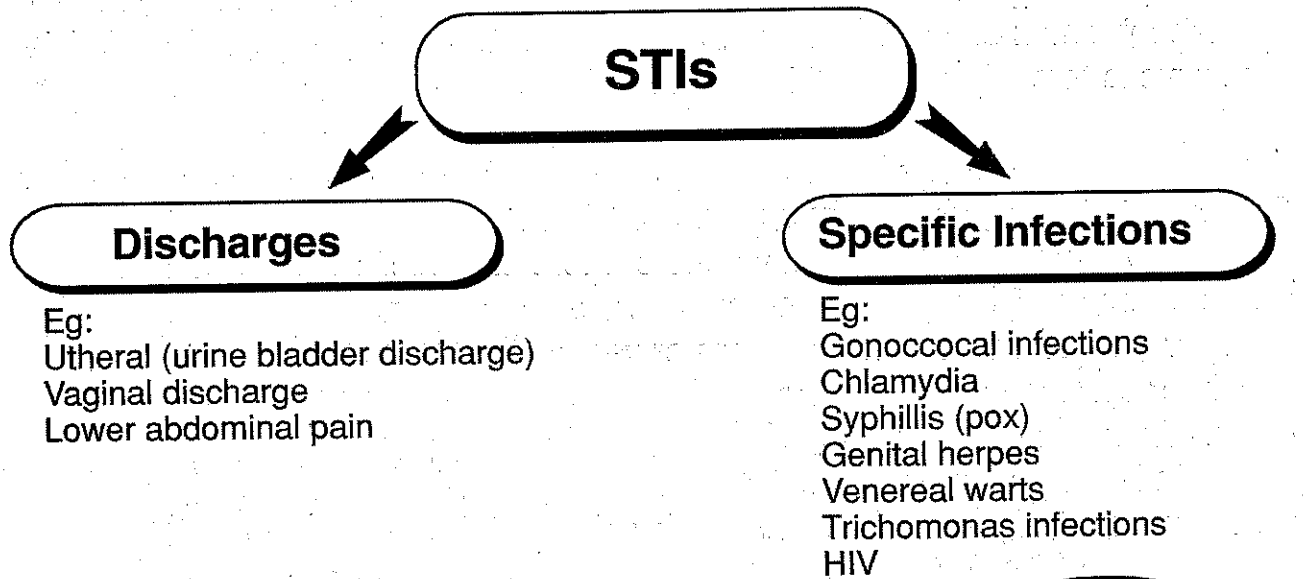
**5. Are there other types of germs and diseases that can be transmitted in other ways?**

YES, there are germs that are not passed by coughing, sneezing or shaking hands. These germs live in blood or certain body fluids such as blood, semen or vaginal secretions. They are passed from one person to another through an exchange of certain body fluids such as blood, semen or vaginal secretions. These infections are called sexually transmitted infections (STI's) because sexual intercourse is a major way in which the infections are transmitted from one person to another.

**6. Do you know what STI's stand for?**

It stands for Sexually Transmitted Infections. STI's are infections caused by germs that can be passed from one person to another during sex. As we get different types of childhood diseases, like measles, chicken pox etc. in the same way we get different types of STI's. Although the methods of transmission is different.

**STI'S CAN BE DIVIDED INTO 2 GROUPS**



**7. Can you name some STI's?**

- Syphilis (pox is another name for it)
- Gonorrhea (clap or drop are other names for it)
- Genital
- Herpes
- Chlamydia
- Chancroid
- HIV/AIDS

**8. All of these STIs are potentially harmful, which one of the mentioned STIs is most harmful and why?**

It is HIV/AIDS, because there is no cure for HIV the Human Immune Deficiency Virus that causes AIDS. The other STIs can be treated and cured we will discuss this later. HIV destroys the body's immune system, the system that fights off germs. When the immune system is weakened, the body gets sick more easily and has more difficulty getting well. The immune system of someone who has HIV becomes so weakened over time that the person finally dies from other illnesses caused by germs that a person without AIDS would have been able to fight off quite easily. HIV causes AIDS, as mentioned, AIDS stands for Acquired Immune Deficiency Syndrome. Syndrome means a collection of diseases, because HIV opens the door for other germs and illnesses that the immune system then can not fight.

There is no cure for HIV - it can take between three and seven years and sometimes longer for a person to develop AIDS. During this time, the person can be in good health, with no or few symptoms; therefore we call it the "asymptomatic phase". The person can look healthy like you and me, you can not "see" if somebody is HIV positive. The only way to know if someone is HIV positive is through having a blood test.

**9. What are the signs and symptoms of STI's?**

You may have an STI if you have one or more of the following symptoms:

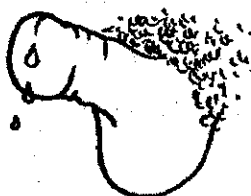
- Pus or smelly discharge coming out of the vagina or penis
- Blisters, sores or warts on the penis or vagina
- Pain or burning when urinating
- Pain during sex
- Pain in lower abdomen
- Unusual swelling near the penis or vagina
- Itching on or near your genitals

**10. What does syndromic management mean?**

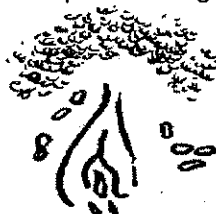
See Educators for info!

**11. What should someone do if he or she thinks they have a STI?**

Pus or smelly fluids coming out of the vagina or penis



Blisters, sores or warts on the penis or vagina



Unusual swelling near the penis or vagina



Blisters, sores or warts on the penis or vagina



- Go to the nearest clinic, doctor or hospital for treatment
- Get the necessary treatment, which can be pills, creams and sometimes an injection
- Inform sexual partner of the STI because the sexual partner also needs treatment
- Finish the treatment
- Not having sex during treatment
- Attend follow-up visits to clinic or doctor or hospital until cured
- Avoid becoming infected in future, through prevention, as STIs can be prevented
- Most STI's are treatable but not all are curable. HIV is an STI that cannot be cured.

**12. How can STIs or HIV infection be prevented?**

The only two sure ways of preventing a STI or HIV infection is through:

1. **Abstinence:** not having penetrative sex at all (When sexual organs penetrate a partners body) or
2. **Safer sexual behaviour** (e.g. using condoms - but we will discuss prevention in more depth in later sessions). If we can understand how we get sick (infected) then we can know how to protect ourselves from disease.

**QUESTIONS:**

◆ **HIV and AIDS**

1. What is the difference between HIV and AIDS?.....
2. What are the symptoms of AIDS?.....
3. How can one know if someone is HIV positive?.....
4. What do we need to know about HIV testing?.....
5. What is advantages of Rapid HIV testing?.....

**ANSWERS TO QUESTIONS:**

**1. What is the difference between HIV and AIDS?**

HIV is a special virus because it uses the cells in your body to make more viruses.

HIV-positive means you have the Human Immune Deficiency Virus in your body, HIV develops into AIDS over time, we call it stages. AIDS means when you become sick and die due to a collection of diseases because HIV has affected your immune system so much it can not fight diseases anymore.

# THE IMMUNE SYSTEM

The immune system defends the body against disease. The immune system is responsible for production of antibodies that help fight germs and diseases that enter the body. Antibodies are special fighter cells that are produced to fight specific disease. The immune system involves a number of organs in the body each with a specific important function.

## THYMUS GLAND

The thymus gland is one of the most important organs in the immune system. It teaches the different cells of the immune system their work.

## BONE MARROW

The bone marrow produces red blood cells that is important for the transport of oxygen and white blood cells for the immune system.

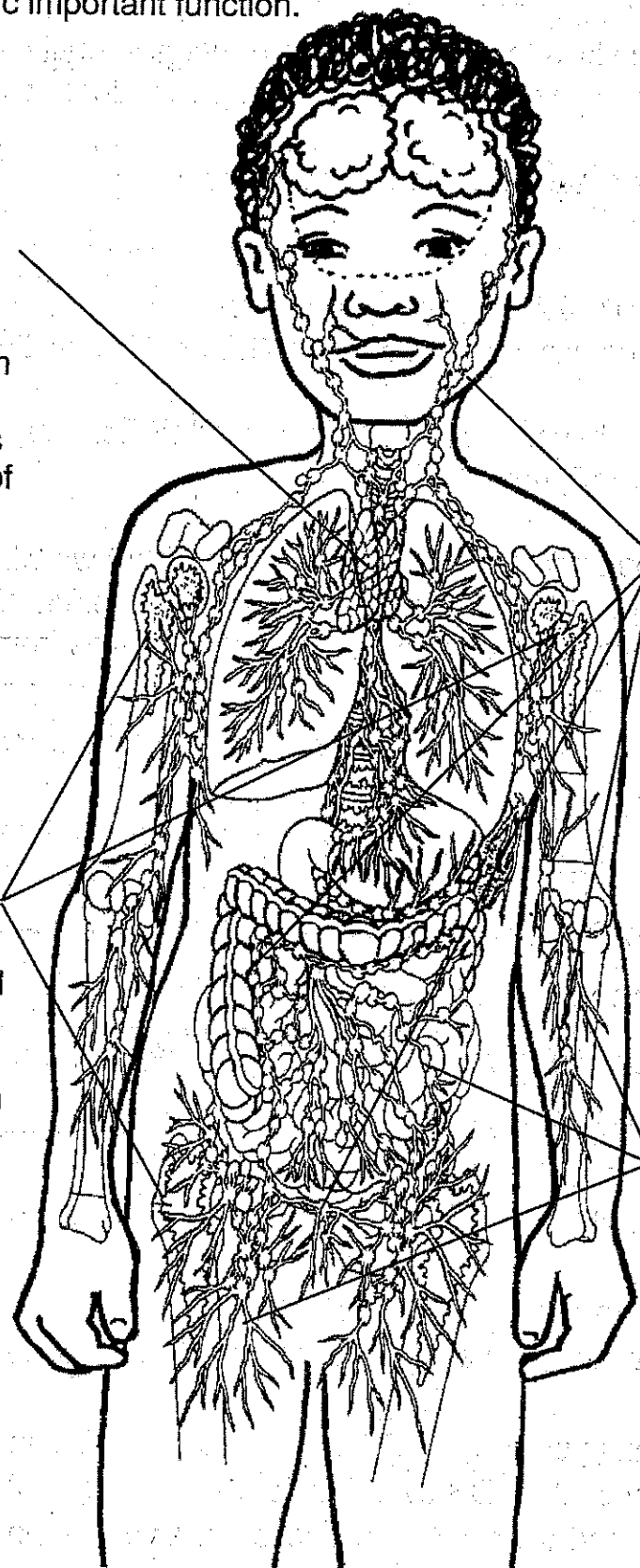
## LYMPH NODES

Lymph Nodes are pea shaped structures situated in the lymphatic system. Germs such as bacteria and HIV are trapped in the lymph nodes, and other cells of the immune system which try and defend the body unsuccessfully.

## LYMPH SYSTEM

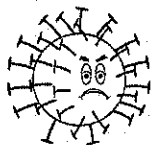
## SPLEEN

The spleen is a large blood filter, removing cells and bacteria from the body.



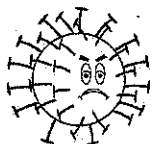
## Stages of AIDS

There are 3 stages that people infected with HIV experience over some time it is important to remember that this may be different in each person.



### **FIRST STAGE: Infected, but no symptoms, feeling healthy:**

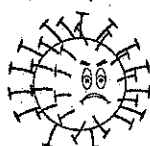
- ◆ The person looks well as usual, doesn't look or feel sick. Is called it the asymptomatic period (no symptoms)
- ◆ The virus enters the body and starts attacking the immune system
- ◆ The virus attacks the immune system cells (they are like the chief of the immune system)
- ◆ The immune system cannot produce effective antibodies to fight the virus
- ◆ HIV destroys the T4 -helper cells and in the process reproduces more HIV into the body over a period of time even years.



### **SECOND STAGE: Start becoming sick**

- ◆ A lot of T4- helper cells have now been destroyed (this takes about five years)
- ◆ The immune system is now weakened so that it can not fight other diseases or germs that enter the body.
- ◆ The body starts suffering from different illnesses and the person feels tired and is sick more often

**Remember many of these symptoms can also be true of flu or colds and does not mean you are HIV infected**



### **THIRD/FINAL STAGE: Seriously ill and dying**

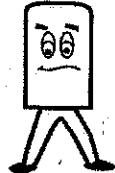
- ◆ In this stage most of the immune system cells have been destroyed and the immune system is no longer effective
- ◆ The body has no defense against diseases so all kinds of infections and cancers start in the body
- ◆ HIV has now turned into full-blown AIDS:

## AIDS stands for:

**Something Acquired**=get from someone else **Immune Deficiency**= when the Immune system is weakened, **Syndrome**=a collection of diseases

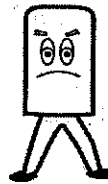
**A** is for **Acquired** -

That is a disease that you can catch from someone who has that disease already



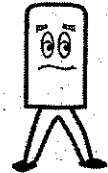
**I** and **D** are for **Immune Deficiency**

When your body is unable to fight off diseases and infections



**S** is for **Syndrome**

a collection of complaints or illnesses that can happen at the same time



## 2. What are the symptoms of AIDS?

(This is why the S in AIDS stands for syndrome - a collection of diseases that affects the body at the same time.)

- ◆ Treatment can only relieve the symptoms of AIDS and control infections and pain.
- ◆ There is NO CURE for AIDS but some medications can help prolong life
- ◆ In the end people with AIDS become weaker and weaker and eventually die of any of the mentioned illnesses.
- ◆ Different people get different collections of the diseases of AIDS at different times.

**People having STIs are at higher risk of getting HIV because the virus is sexually transmitted and can easily pass into their bloodstream through openings created in the skin by sores, rashes or ulcers.**



## SOME AIDS SYMPTOMS

### Eye conditions

- poor vision

### Mouth conditions

- cold sore
- thrush
- tongue
- gum infections
- gland enlargement
- difficulty eating

### Respiratory conditions

- pneumonia
- coughing
- short of breath
- chest pains
- tuberculosis
- blocked nose

### Enlarged spleen/liver

### Stomach conditions

- diarrhoea
- pain
- difficulty swallowing

### Muscle problems

- wasting of muscles

### Central nervous system problems

- memory loss
- personality changes
- severe weakness
- fits
- meningitis
- headaches
- depression

### Lymph nodes

- swelling in neck, armpits

### Skin condition

- skin rashes
- itching
- warts
- eczema
- shingles
- fungal infections
- sepsis
- skin cancer

### Genital problems

- thrush
- abscess/discharges
- swelling of lymph glands in groin

### Hands and Feet

- Pins and needles/numbness
- shooting pains in hands and feet

### Key

☼	Lymph system
●	sweat
*	Skin - blue spots on the skin, especially legs & arms
★	Skin - blue spots on the skin, especially legs & arms
●	skin - severe skin rashes

### General problems

- weight loss (greater than 10% body weight)
- persistent unexplained fever and night sweats
- lack of energy: weakness, tiredness
- cancer
- chronic infection

### **3. How can one know if someone is HIV positive?**

#### **HIV TESTING:**

- ◆ Because one cannot see the virus or might not have any symptoms for many years, there is only one way to know if a person has the AIDS virus, it is to have a blood test done.
- ◆ When HIV enters the body, the body starts producing anti-bodies. It takes the body between six to twelve weeks to produce enough antibodies that can be detected in the blood to show that you are HIV positive (we call this 3 month period the window period).
- ◆ The antibodies unfortunately cannot fight off the virus, but the antibodies remain in your bloodstream for the rest of your life.
- ◆ If you have HIV antibodies in your blood, the test will show you are HIV POSITIVE. It means you have the HIV-virus in your body and your status is HIV positive.
- ◆ If you have NO HIV antibodies in your blood, the test will show you are HIV NEGATIVE, you do not have HIV and your status is HIV negative.
- ◆ During the "window period" the test might be negative although the person is HIV infected. If a person feels worried and wants a test soon after having unprotected sex, it is better to wait three months before having the test done. You are still able to transmit the HIV-virus.
- ◆ The test can be done at some hospitals, doctors or clinics. AIDS Training, Information and Counselling Centres (ATICC) are found throughout South Africa in about 20 major cities.
- ◆ It is important to talk to a trained person (have counselling) before having a HIV test to help you plan how to cope if you have HIV. After having the test, counselling is important to deal with the test result. If you are HIV positive ongoing counselling is recommended to help you cope with living with HIV.

### **4. What do we need to know about HIV testing?**

#### **4.1 Type of HIV tests:**

There are three tests available to test if you have HIV antibodies in your bloodstream. The ELISA test, the WESTERN BLOT test and the Rapid HIV test.

#### **4.2 All HIV testing must include:**

- Informed consent– this means that the person understands and agrees to an HIV test.
- Pre-counselling to inform the person what the test is, why it is necessary, the benefits, risk, alternatives
- Post-counselling is the counselling provided when a person receives his/her HIV test results and will address things such as the window period. If positive, the persons feelings, fears, who to share the results with etc., can be discussed with the HIV counsellor.

#### **4.3 Legal rights and HIV testing:**

- No person may undergo any medical testing or treatment without their informed consent. This means that the person is entitled to information on the test before they give their consent to the test. Pre-test counselling should be done before HIV testing
- A parent or guardian must consent on behalf of a child under the age of 14.
- A person who is 14 years of age or older may consent to HIV testing. Where children are able to consent on their own they must be given the test results and this information may not be given to their parents without consent.
- Every person is entitled to confidentiality regarding medical treatment or testing. HIV results may not be disclosed to any other person without the consent of the patient.
- HIV test results may not be used to determine a person's HIV status if this information is to be used to discriminate against him/her.
- There are legal consequences if a person's rights to confidentiality are violated.

#### **5. What are the advantages of Rapid HIV testing?**

##### The Rapid HIV testing

- Provide a result within 10-30minutes compared to 1 to 2 weeks for the other tests.
- It is an accurate test if done at an official site.
- Must be done according to the same legal procedures.
- Enables a person to receive their test results and counselling and to learn their HIV status in a single visit.
- Enables more people to undergo HIV testing and is done at clinics and not laboratories.



# BEYOND THE CLASSROOM:

Do the following columns match and fill in the missing words:

1. Some diseases are caused by ..... e.g. like AIDS	IMMUNE, OXYGEN, BLOOD AND BODY FLUIDS ANTIBODIES, INFECTIOUS, NON- INFECTIOUS, VIRUSES, AIDS, TREAT, OUTCOMES, STI, CURED,
2. When we can get an illness from someone else - we say it is an ..... disease like measles	
3. When we cannot get a disease from someone else - we say it is an ..... disease like cancer	
4. .... is an infectious disease	
5. Most diseases can be ..... and the person will recover	
6. Most child diseases like measles etc. are easy to treat and do not have serious .....	
7. .... is short for Sexually Transmitted Infection	
8. Our ..... system helps us fight diseases	
9. Red blood cells carry ..... and give blood its red colour	
10. White blood cells fight germs that get into our bodies and make .....	
11. AIDS cannot be .....	
12. The virus causing AIDS is in the ..... of the infected person	

Discuss the following with parents/significant others and or friends and write your own conclusions:

"There are many ways you can get a cold. You can do things to reduce your risk, but chances are you will still on occasion, get a cold. It will be uncomfortable but you will get well soon. It is much harder to get HIV/AIDS or other STDs than a cold and you can avoid becoming infected with HIV. You can not catch a STI or HIV, the virus is transmitted from person to person. By learning about and practicing ways to avoid getting STIs, you can make prevention part of your life. In following sessions we are going to learn ways that HIV is transmitted and NOT transmitted

• *What behaviours will put me at risk of getting STIs/HIV infected?*

.....  
.....

• *How can you protect yourself from infectious diseases like STIs and HIV?*

.....  
.....

• *Where and who would I go to for help?*

.....  
.....

**(Discuss this with parents/significant others/friend as well)**



# Risk behaviour



## OUTCOMES:

At the end of this session you'll be able to identify situations and behaviours which can place you at risk as you'll have more information about how STIs and HIV/AIDS are transmitted.



## NEW WORDS:

**Risk behaviour:** Refers to behaviour that might lead to danger, getting hurt or hurting others and causing problems or unhappiness.

**Safe Sex:** "Safe" means no risk or negative consequences. "Safer" means the reduction of risk or negative consequences. Safer sex means preventing unwanted pregnancy, STIs etc. Safer sex can be practised by:

- using condoms,
- both partners remain faithful to one sexual partner,



**This session is aimed at helping you identify behaviours that can increase your risk of getting HIV/AIDS or other STIs. First you need to know the three major ways that HIV can be transmitted. There are a lot of beliefs/myths about HIV and ways you can or can not get HIV we should clarify".**

"How does a person get HIV infected?"

- 1.....
- 2.....
- 3.....

## **HIV CAN ONLY BE TRANSMITTED IN THREE WAYS:**

1. Having unprotected sex with an infected person
2. Mother HIV positive transmits to child
3. Blood and blood products - ways where a person is in contact with an infected person's blood (e.g. touching infected blood with bare hands/shared HIV infected blades/needles e.g. tattooing needles/drug injection/acupuncture needles/piercing instruments/circumcision knives/hairdresser and barber's instruments)

## **RISK QUESTIONNAIRE**

Please circle your answer **DOES** or **DOES NOT** for each statement:

1. Sitting beside a person with HIV/AIDS (**does/does not**) increase risk
2. Being bitten by a mosquito (**does/does not**) increase risk
3. Becoming a "blood brother or sister" with a close friend (**does/does not**) increase risk
4. Having sexual intercourse (**does/does not**) increase risk
5. Hugging someone (**does/does not**) increase risk
6. Swimming in a public pool (**does/does not**) increase risk
7. Sitting on a toilet seat (**does/does not**) increase risk
8. Donating blood (**does/does not**) increase risk
9. Kissing someone on the cheek (**does/does not**) increase risk
10. Using alcohol or other drugs (**does/does not**) increase risk

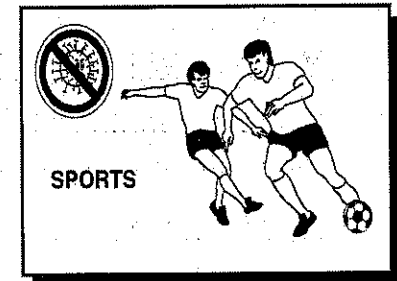
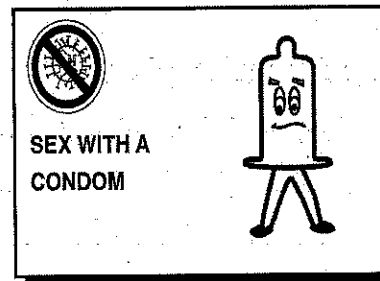
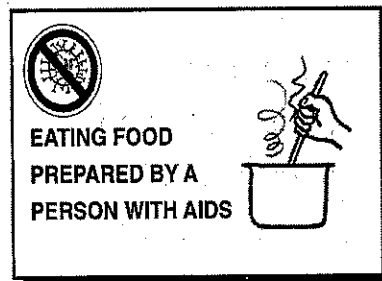
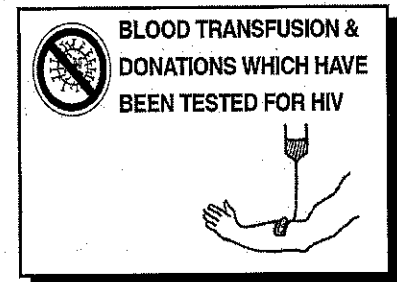
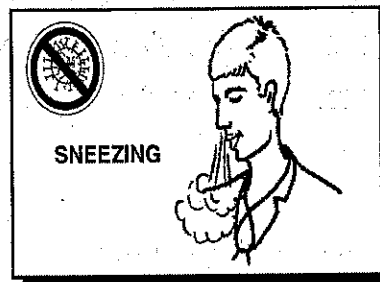
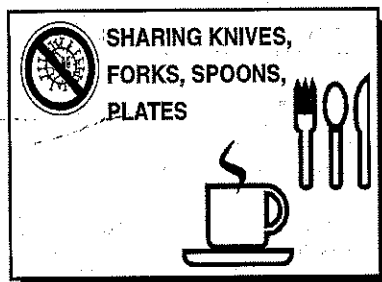
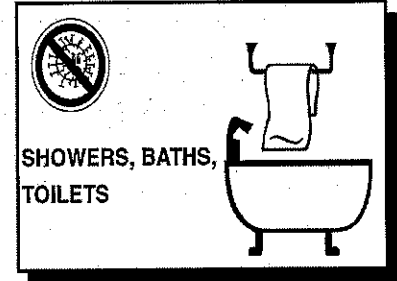
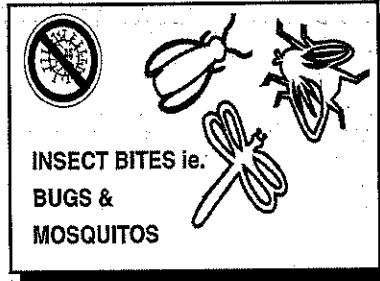
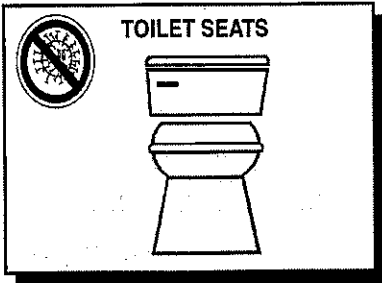
## **BEHAVIOUR THAT PUTS YOU AT RISK**

1. Unprotected Sexual Intercourse: Having sex with an HIV positive person, not using a condom when having sex, especially when you already have a STI
2. Blood to blood: Unsterilised or shared needles and blades from a HIV positive person e.g. medical use, drug injection, acupuncture, tattoo, ear piercing, circumcision, traditional practices, hairdresser and barber's instruments
3. Mother to baby: HIV positive mother can transmit the virus to the baby while in the womb, during birth or while breastfeeding (30% chance)

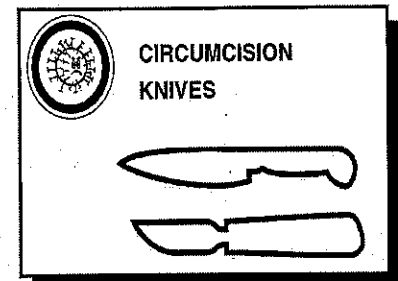
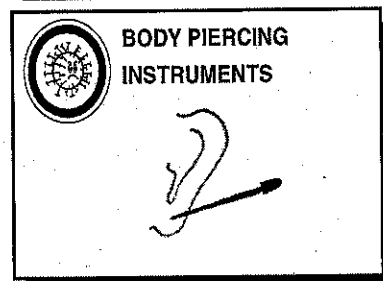
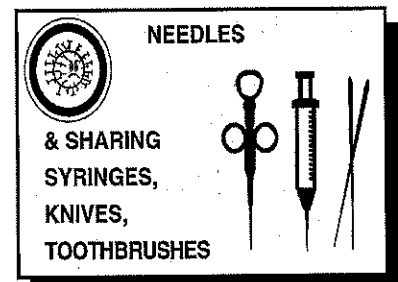
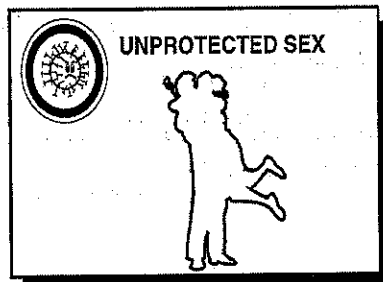
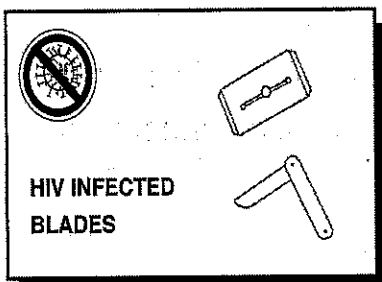
**Because we cannot see if someone is HIV positive it is better to protect yourself as if everybody could be HIV positive**

1.

You can NOT get AIDS from.....



2. You CAN get AIDS from...



## **ANSWERS TO RISK QUESTIONNAIRE:**

### **1. Sitting beside a person with HIV/AIDS does not increase risk**

In all the years HIV/AIDS has been around, no one has ever been infected this way. Researchers have conducted studies of thousands of doctors, nurses, friends and family members who have cared for, lived with and associated with people with AIDS and none of them has ever become infected by simply touching or being with someone who is infected with the virus

### **2. Being bitten by a mosquito does not increase risk**

Mosquitos can not reproduce HIV, the virus that causes AIDS, and therefore they can not pass it on to someone they bite

### **3. Becoming a "blood brother or sister" with a close friend does increase risk**

You are risking possible infection with HIV when you exchange blood in this way with someone. Essentially, you are getting their blood, which may be contaminated with the virus creating a pathway directly into your bloodstream. Never share razors, toothbrushes, needles for injection or piercing or touch blood with your bare hands

### **4. Having sexual intercourse does increase risk**

Vaginal, anal and oral sexual intercourse increase the risk of becoming infected with HIV because all those activities involve the possible exchange of body fluids (semen, vaginal fluids and blood)

### **5. Hugging someone does not increase risk**

HIV has to get into your blood, it cannot pass through intact skin. There is little or no risk from hugging or shaking hands, even with someone who is infected



**6. Swimming in a public pool does not increase risk**

For you to get infected, HIV must get into your bloodstream through blood, semen or vaginal fluids. If any of these fluids got into a swimming pool, any virus in it will be killed quickly by the chlorine in the water. Good practice to throw bleach like JIK onto blood spills on the ground to kill HIV very fragile and vulnerable outside the human body

**7. Sitting on a toilet seat does not increase risk**

Remember HIV is very fragile and can not live outside the human body. Any virus in blood or in urine on a toilet seat would die quickly. Also HIV cannot pass through unbroken skin. To infect a person it must enter the bloodstream

**8. Donating blood does not increase risk**

When you give blood, the blood goes out of your body into a bag. Blood does not go into your body and you are not exposed to anyone else's blood. The needle used to draw blood is always new and sterile, therefore you cannot get infected by donating blood. Receiving blood is also safe as all blood is tested for the HIV virus since 1984/5?

**9. Kissing someone on the cheek does not increase risk**

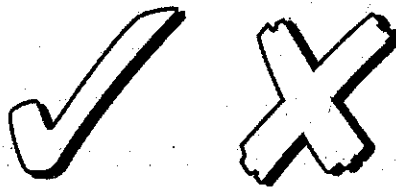
You cannot get infected by kissing someone on the cheek. Researchers are not 100% sure of deep kissing or French kissing with someone who is infected by HIV. There might be a low risk if you have bleeding sores in your mouth, and you kiss an infected person who also has bleeding sores in his/her mouth. But there are no reported cases of HIV being passed onto another person from kissing

**10. Using alcohol or other drugs does increase risk**

Alcohol or drug use contributes to risk taking because they impair a person's ability to think clearly and make good decisions is impaired. Research has shown that when people use drugs or alcohol, they are less effective at refusing unwanted sexual advances and are more likely to engage in sexual activity and unprotected sex (not use condoms). Sharing injection needles for drugs puts a person at very high risk for HIV infection as infected blood remaining in the needle is directly injected into your bloodstream.

# REASONS FOR YOUTH TO BE AT RISK

Make a tick if you **AGREE** or a cross if you **DISAGREE** for each statement for yourself and how your friends might feel.



Myself	My friends	OFTEN YOUTH....
		<ul style="list-style-type: none"> <li>❖ Don't like talking about sex to adults</li> <li>❖ Don't stay with one sexual partner</li> <li>❖ Don't know everything about sex and their sexual feelings</li> <li>❖ Don't know about contraceptives to avoid pregnancy</li> <li>❖ Don't have the skills to say NO to pressure for sex</li> <li>❖ Don't plan to protect themselves from sex</li> <li>❖ Don't know how to use condoms</li> <li>❖ Don't feel confident to get and carry condoms</li> <li>❖ Don't realise how serious STIs are</li> <li>❖ Don't believe they are at risk if someone is HIV infected</li> <li>❖ Don't know enough about rape and the myths about rape</li> <li>❖ Don't stay away from alcohol and drugs that can lead to poor decision-making</li> <li>❖ Don't have proper books, videos and information on how to protect them against STI/HIV and unwanted pregnancy</li> <li>❖ Don't know how to deal with the pressure to become sexually active</li> </ul>

**REMINDER:** Remember that each of the seven groups will present their "wall puzzle" at the next session as part of the "WORLD CHANGES AND MOVES SO FAST" wall puzzle (Refer to session 2.2 beyond the class room tasks)



# BEYOND THE CLASSROOM:

## H (EYE) V – QUIZZ

**Question 1:** It is my ..... to ask questions about HIV and know my status

**Clues:** THE OPPOSITE OF LEFT OR CORRECT

**Question 2:** The two HIV tests are called the ..... and the .....

**Clues:** MELISSA or ELISA TEST and the EASTERN BLOT or WESTERN BLOT TEST

**Question 3:** The HIV virus and antibodies can be found in a person's .....

**Clues:** RED COLOUR, SIMILAR TO RIVER

**Question 4:** If your are HIV .....the test shows you have HIV antibodies in your blood

**Clues:** POSITIVE or NEGATIVE

**Question 5:** Having .....sex with a ..... partner put me at very high risk of becoming HIV infected

**Clues:** NOT SAFE/DEFENDING/SECURE and H/EYE/V + OR H/EYE/V -

**Question 6:** Having a HIV blood test done in the ..... period will give a false result, because the body did not have enough time to form .....showing in the blood

**Clues:** NOT DOOR/SEE TROUGH and PRO-BODIES/ANTIBODIES

**Question 7:** If you have .....or ..... you should inform your sexual partner as soon as possible to prevent

**Clues:** further spread of the disease  
COLDS or FLU/STDs or HIV/TB or LUNG INFECTION

**Question 8:** Before having a HIV blood test done, one should have  
.....by .....

**Clues:** TALK WITH FRIEND/ COUNSELLING/TALK WITH FAMILY by  
FRIEND/ DOCTOR/ TRAINED PERSON DOING THE TEST

**Question 9:** HIV infection can be prevented by .....: and  
or.....

**Clues:** WASHING YOURSELF AFTER SEX/HAVING SAFER SEX  
e.g. USING CONDOMS/DRINKING THE PILL AS CONTRA-  
CEPTIVE and or ABSTAINING FROM SEX/ONLY HAVE SEX  
WITH PEOPLE YOU KNOW/USING CONTRACEPTIVES LIKE  
THE INJECTION

**Question 10:** Women can get HIV infected more easily than men because of  
.....

**Clues:** THEIR CARELESS LIFESTYLE E.G. PROSTITUTION or THE  
WAY THEY ARE PHYSICALLY BUILD (THE FEMALE SEXU-  
AL ORGANS RECEIVING MALE SEXUAL FLUIDS) or  
WOMEN BEING MORE BEAUTIFUL THAN MEN or WOMEN  
NOT BEING ABLE TO PUT ON A CONDOM

**Question 11:** HIV/AIDS is a disease affecting  
.....

**Clues:** ONLY WOMEN/ ONLY MEN/ ONLY WHITE PEOPLE/ ONLY  
BLACK PEOPLE/ ANYONE/ ONLY HOMOSEXUAL OR LES-  
BIAN PEOPLE

**Question 12:** If I know someone who is HIV positive, I should  
.....

**Clues:** RUN AWAY AS QUICKLY AS I CAN/ GIVE THE PERSON  
SUPPORT AND ACCEPTANCE/TELL EVERYBODY ELSE TO  
WARN THEM/ NOT EVER TOUCH THE PERSON

- **Worry letters:** Is there anything you feel worried about? Do you have any questions? It helps to write an anonymous worry letter for example. Write your own **WORRY LETTER** to the "LETS TALK ABOUT BOX" in not more than three lines.

**Example:**

**DEAR EDUCATOR**

I played soccer the other day at school. Someone in our team's knee got injured and there was blood on him. How will I know if he is HIV positive? Could I now be infected if his blood touched me?

Answer: First of all you can not see if someone is infected, only a blood test can tell. Only if infected blood was able to enter an open wound, could infection be possible. Nobody in the world is known to be infected through a sport injury and normally if there is a lot of bleeding the person leaves the field. A famous basketball player in America who is HIV positive is still allowed to play although he is HIV positive, because of no risk to the other players. **UNIVERSAL SAFETY PRECAUTIONS:** Don't touch other people's blood with your bare hands and don't have unprotected sex.

**Example:**

**DEAR EDUCATOR**

One of my family members has AIDS. What should I do? Should I feel ashamed and ignore her like the rest of the family?

Answer: She might need medical care of course, but she needs your support even more as well as support from the rest of the family. AIDS is a disease, there is nothing to be ashamed of. Your acceptance and support is very important.

**Have you found the answers for the following questions?**

**SELF-ASSESSMENT:** I have learned.....

I thought HIV .....

The difference between HIV and AIDS is .....

I have learned that HIV can be transmitted by.....

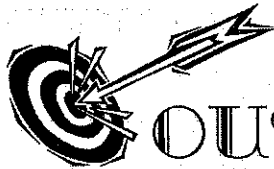
I never knew that HIV can not be transmitted by .....

I have learned that risk behaviour means .....

I plan to.....



# Sexuality Game Board



## OUTCOMES:

After this session you'll have more knowledge about STIs and HIV/AIDS and how to deal with your own sexuality. You'll be able to identify risky behaviour and make more responsible decisions about sex and sexuality.



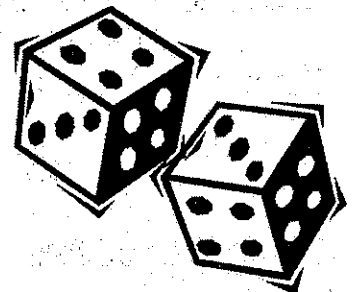
Up to now we have learned a lot about STIs and HIV/AIDS. But there might still be a lot of questions in your own mind about how to deal with STIs and HIV/AIDS and how it affects each one of us. We hear a lot of things about HIV/AIDS and we are not always sure what is truth and what are myths. Most importantly we need to know how to respond and what to do to protect us. Correct information is a good starting point on which to base our own decisions.

- ◆ **"THE WORLD MOVES AND CHANGES SO FAST"** group wall puzzle:  
What have you learned about your own sexual beliefs and what influence your values, beliefs and attitudes with regard to sexuality ?
- 
- 

## SEXUALITY GAME BOARD:

### Rules of play:

- Use the seven groups to play the sexuality game board. Use one game board with one dice and seven tokens representing each group. Each group should nominate a group leader. The group leaders' tasks will be to throw the dice, move the token, lead the group discussion and present the final group answer. The leader will also choose the next question at random from his/her workbook to ask another group. Only the group leaders will have their workbooks at hand to avoid peeping by the group.



- The educator will observe and commend groups on their teamwork, cooperation, accuracy of answers and team spirit. Educator and learners' can decide jointly on incentives for the game to enhance a climate of positive competition.

### **Start of the game:**

- Group one starts, the group header throws the dice and moves their token on the board according to the number thrown. They then get asked a question by the educator from the list provided which they have to answer correctly to stay there. If they cannot answer correctly they should move back to where they started before the throw of the dice. The next group's leader throws the dice, moves the token of the group according to the number on the dice and get asked a question by the previous group's leader. The leader has to answer after having a short discussion in the group. If the group cannot answer correctly they should move back to where they started before the throw of the dice. The game continues in the same way as long as time permits. The group that has progressed the furthest on the game board when the time has lapsed, is the winning team. The educator will give feedback on observations made and commend groups on their team work, cooperation, accuracy of answers and team spirit. The agreed incentives also have to be carried out by the educator.

## **SEXUALITY GAME BOARD QUESTIONS AND ANSWERS:**

- 1. Name three body fluids that are known to spread the AIDS virus, HIV.**
  - ◇ Male semen; vaginal secretions; blood
- 2. Name two ways in which blood-to-blood transmission of the AIDS virus, HIV, can occur.**
  - ◇ Sharing injection needles and syringes; sharing, - knives, razor blades, tattooing and body-piercing instruments and possibly toothbrushes; blood transfusions
- 3. What are three ways HIV is spread?**
  - ◇ Sexual intercourse; sharing injection needles and syringes and other cutting instructions (e.g. knives); mother to baby; blood transfusion
- 4. Give two reasons why AIDS is so serious.**
  - ◇ No cure for AIDS
  - ◇ Causes death
  - ◇ Discrimination and intolerance
  - ◇ No vaccine to prevent HIV

**5. List five ways by which HIV is not spread.**

- ◇ Insects, hugging or touching, towels, spitting, coughing, sneezing; kissing; sharing a bus, house, room; animals; wearing old clothes; swimming pools (hot tubs); telephones; shaking hands; food, dishes; toilet seats; giving blood; water fountains

**6. List four ways that you can protect yourself from HIV and other infections.**

- ◇ Not have sexual intercourse
- ◇ Delay sex
- ◇ Use a condom properly
- ◇ Do not use dirty injection needles or syringes
- ◇ Injections at hospitals or health centres are safe
- ◇ Have only one sexual partner who is not infected with HIV/AIDS and has no other sexual partners

**7. Describe what happens from the time a person is infected with HIV to the time he/she dies from AIDS.**

- ◇ Infected with HIV; 6 to 12 weeks: antibodies develop; about 6 months to 10 years or more: symptoms start to appear, AIDS; about 6 months to 2 years or more: death

**8. What is meant by the "window period?" Why is this period so important?**

- ◇ "Window period" is the period of time from when a person is infected until antibodies (germ fighters) develop in the blood. This is usually 6 to 12 weeks. It is important because if one is tested during this period, the test will be negative since the test looks for antibodies against HIV, which have not formed yet. However, the person can infect others.

**9. How do people look and feel from the time they are infected with HIV to the time they die from AIDS?**

- ◇ The person may look healthy and feel fine for a long time after she/he gets infected
- ◇ Then, she/he starts having swollen glands, fever, night sweats, fatigue, cough
- ◇ Then serious diseases may occur - T.B., cancer, lung disease, brain illnesses, fungal infections. This eventually, results in death.

**10. Give three reasons why a person might want to get tested.**

- ◇ Not to infect others
- ◇ Not to pass HIV on to her baby
- ◇ Not to give infected blood
- ◇ To tell her/his sexual partners
- ◇ To get treatment which may help to prevent opportunistic infections such as pneumonia



**11. What two pieces of advice could you give to a person who injects drugs?**

- ◇ Never share needles or syringes with anyone else
- ◇ Stop using injecting drugs
- ◇ Turn used needles in for clean ones
- ◇ Seek help from professionals
- ◇ Clean used needles with bleach (1 part bleach to 10 parts water)

**12. List three sources of help that a person could use if they were worried about HIV/AIDS.**

- ◇ Parents; doctors; teachers; counsellor; social worker; STI clinic; nurse; religious leaders; health centre; AIDS hotline.

**13. Can sitting beside a person with HIV/AIDS increase risk? Why or why not?**

- ◇ NO. In all the years HIV/AIDS has been around, no one has ever been infected this way. Researchers have conducted studies of thousands of doctors, nurses, friends and family members who have cared for, lived with and associated with people with AIDS and none of them has ever become infected by simply touching or being with someone who was infected with the virus.

**14. Can being bitten by a mosquito increase risk? Why or why not?**

- ◇ NO. Mosquitos cannot reproduce HIV, the virus that causes AIDS, and therefore they cannot pass it on to someone they bite.

**15. Can becoming a "blood brother or sister" with a close friend increase risk? Why or why not?**

- ◇ YES. You are risking possible infection with HIV when you exchange blood in this way with someone. Essentially, you are getting their blood, which may be contaminated with the virus creating a pathway directly into your bloodstream. Never share razors, toothbrushes, needles for injection or piercing or touch blood with your bare hands.

**16. Can having sexual intercourse increase risk? Why or why not?**

- ◇ YES. Vaginal, anal and oral sexual intercourse increase the risk of becoming infected with HIV because all those activities involve the possible exchange of body fluids (semen, vaginal fluids and blood).

**17. Can hugging someone increase risk? Why or why not?**

- ◇ NO. HIV has to get into your blood, it cannot pass through intact skin. There is little or no risk from hugging or shaking hands, even with someone who is infected.

**18. Can swimming in a public pool increase risk? Why or why not?**

- ◇ NO. For you to get infected, HIV must get into your bloodstream through blood, semen or vaginal fluids. If any of these fluids got into a swimming pool, any virus in it will be killed quickly by the chlorine in the water. It is good practice to throw bleach like JIK onto blood spills on the ground to kill HIV, HIV is very fragile and vulnerable outside the human body.

**19. Can sitting on a toilet seat increase risk? Why or why not?**

- ◇ NO. Remember HIV is very fragile and cannot live outside the human body. Any virus in blood or in urine on a toilet seat would die quickly. Also HIV can not pass through unbroken skin. To infect a person it must enter the bloodstream.

**20. Can donating blood increase risk? Why or why not?**

- ◇ NO. When you give blood, the blood goes out of your body into a bag. Blood does not go into your body and you are not exposed to anyone else's blood. The needle used to draw blood is always a new one and sterile, therefore you cannot get infected by donating blood. Receiving blood is also safe as all blood, is being tested for the HIV virus since 1984/5.

**21. Can kissing someone on the cheek increase risk? Why or why not?**

- ◇ NO. You can not get infected by kissing someone on the cheek. Researchers are not 100% sure of deep kissing or French kissing with someone who is infected by HIV. There might be a low risk if you have bleeding sores in your mouth, and you kiss an infected person who had also bleeding sores in his/her mouth. But there are no reported cases of HIV being passed onto another person from kissing.

**22. Can using alcohol or other drugs increase risk? Why or why not?**

- ◇ YES. Alcohol or drug use contributes to risk taking because a person's ability to think clearly and make good decisions is impaired. Research has shown that when people use drugs or alcohol, they are less effective at refusing unwanted sexual advances and are more likely to engage in sexual activity and unprotected sex (not use condoms). Sharing drug injection needles puts a person at very high risk for HIV infection as infected blood remaining in the needle, is directly injected into your bloodstream.

**23. Name some rights you have with regard to HIV/AIDS**

- ◇ It is my right to protect myself against HIV infection.
- ◇ It is my right to ask questions about HIV
- ◇ It is my right to know my HIV status
- ◇ It is my right to keep my HIV status confidential

**24. What are the three HIV blood tests called?**

- ◇ The Elisa test and
- ◇ The Western blot test
- ◇ Rapid HIV test

**25. Where can the HIV virus and antibodies be found?**

- ◇ The HIV virus and antibodies can be found in an infected person's blood stream, the virus can also be found in the infected person's body fluids e.g. semen and vaginal fluids

**26. When the test shows you have HIV antibodies in your blood, are you HIV positive or HIV negative?**

- ◇ You are HIV POSITIVE if the blood test is positive

**27. What does having unprotected sex mean?**

- ◇ It means not using condoms when having sex - also called unsafe sex

**28. When will the HIV blood test give a false negative? Why?**

- ◇ When the HIV blood test is done in the window period it will give a false result. Because the body takes up to 6 weeks to form antibodies from the date of infection (window period). It did not have enough time to form enough antibodies showing in the blood to make the test positive

**29. When should you inform sexual partner of infection?**

- ◇ When you have STI symptoms or know that you are HIV positive you should inform your sexual partner as soon as possible to prevent further spread of the disease

**30. What should a person do before having a HIV blood test done?**

- ◇ A person should undergo counselling by a professional to understand the impact and consequences of a positive test result

**31. How can HIV infection be prevented?**

- ◇ By abstaining from sex
- ◇ having safer sex e.g. using condoms

**32. Why can women get HIV infected more easily than men?**

- ◇ Because of the way they are physically built (the female sexual organs receiving male sexual fluids)

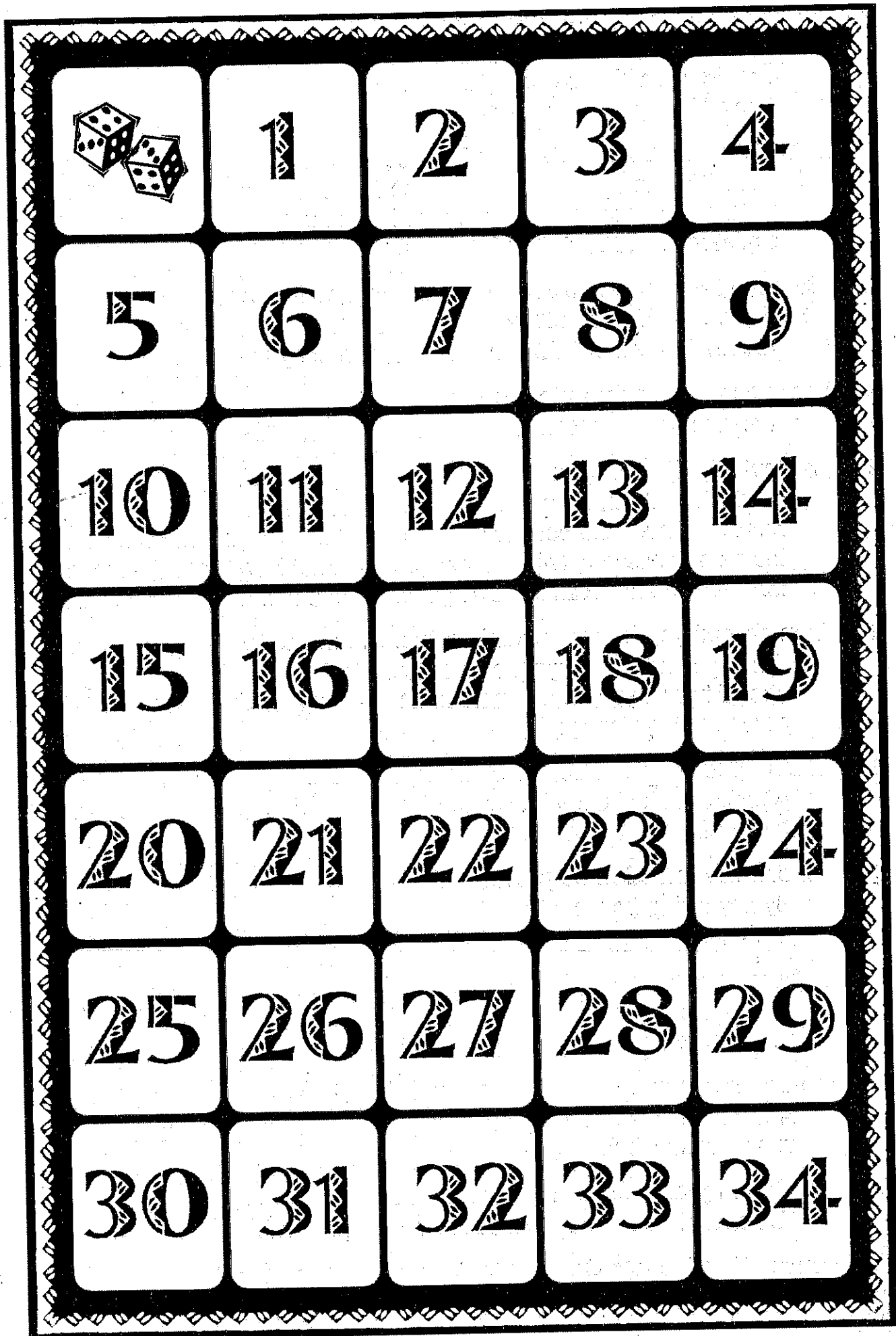
**33. Who are the people being affected by HIV/AIDS?**

- ◇ Anyone putting themselves at risk to be HIV infected due to their own unsafe sexual behaviours

**34. How should you respond to someone who is HIV positive?**

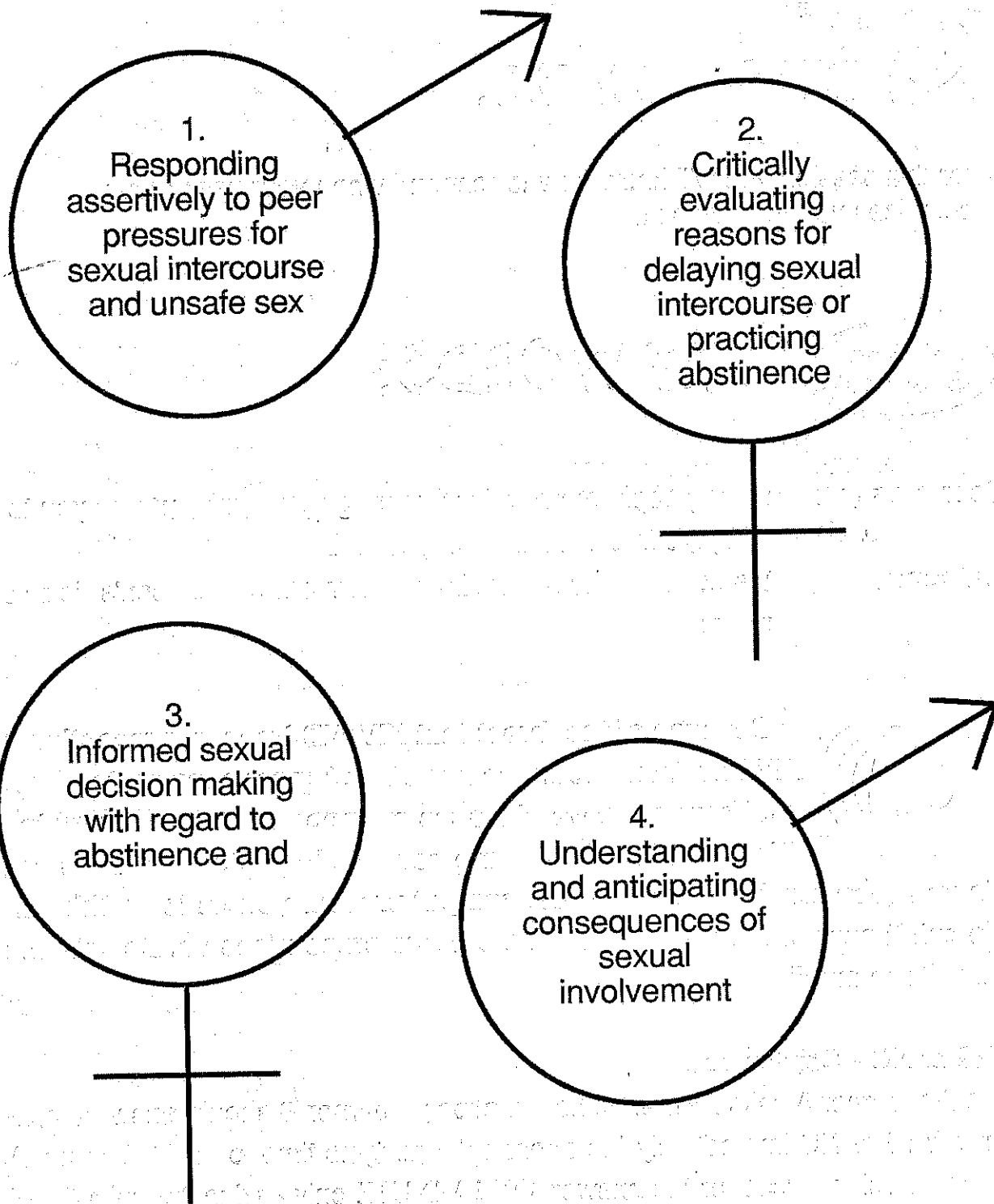
- ◇ You should give the person support and acceptance

**(Reference: World Health Organisation, United Nations Educational Scientific and Cultural Organisation, 1994, School Health Education to Prevent AIDS and STD.)**



# Responsible sexual behaviour

## Outcomes:





# IF YOU CARE ABOUT ME YOU WOULD ....



## OUTCOMES:

After this session you will know how to respond when your peer group pressurizes you to have sex.



## NEW WORDS:

**Peer pressure:** when people more or less your age puts pressure on you to do things, sometimes against your will

**Outcome:** the consequences, results or aftermath of a person's decision or act



**“ Because of the threat that HIV/AIDS poses, prevention of HIV infection should be a matter of great concern to all of us. There are several issues of importance with regard to HIV prevention that we are going to look at. Sometimes people and even our friends and family can put pressure on us to do things. We call it peer pressure when people our age pressurises us. Do you know what it means?”**

YES or NO - Opinion poll:

In pairs learner A asks learner B the questions. Learner B should answers honestly, YES or NO immediately (no debating/arguing/no time to think). Learner A makes a tick or cross for the answer. ONE MINUTE only - educator calls START and STOP after one minute.

**LET US BE HONEST (10 QUESTIONS PAIRS INTERVIEW) Tick = YES,  
Cross = NO**

- Can people with HIV look healthy?
- Can mosquitoes infect someone with HIV?
- Is it very dangerous for young people to have sex with someone older?
- Are people on farms and small villages safe from HIV/AIDS?
- Do you think someone your age is too young to get HIV?
- Do you think boys are more clever than girls?
- Do you feel capable of dealing with peer pressure?
- Would you be able to talk to your parent(s) about HIV/AIDS and sex?
- Would you feel comfortable to talk to your friends about love and sex?
- Would you sit next to someone in class who is HIV positive?

**Reflection:**

- Did you feel pressurised? .....
- If your responses differed from the big group, how did you feel? .....
- What were your opinions and did it differ in any way from your partner's?  
.....
- What have you learned from this?.....

As adolescents we experience a lot of pressure from a lot of people not only our peers. Let us brainstorm some examples, e.g. pressure to start dating, to be good at school work (education), pressure to become sexually active, to use alcohol/drugs. Pressure to look good, wear the right clothes, go to the right places, not to disappoint my family, be good at sport, etc.

- I feel pressurised to  
.....  
.....

◆ **COPING WITH PEER PRESSURE:**

"I don't want to be "pushed" around by my peers. How can a person who is pushed around resist peer pressure?" Add your own ideas to the following:

**COPING SKILLS TO DEAL WITH PEER PRESSURE:**

1. How to say "NO" skills (ASK principle)
2. Problem-solving skills
3. Decision-making skills
4. Communication skills
5. Refusal skills



## 1. HOW TO SAY "NO" SKILLS



### *How to say NO using "ASK principle":*

1. **ASK QUESTIONS** (e.g is it against my beliefs, religion, the law, rules? Can it be harmful to me or others? How will I feel afterwards? How will other people (family/friends, etc) feel about me afterwards?)
2. **SAY "NO" TO NEGATIVE PRESSURES** (NO- I have thought about it, I don't want to do it)
3. **KNOW POSITIVE OPTIONS** (I would rather listen to music/take a walk instead/go to my place)



## 2. PROBLEM SOLVING SKILLS



### *Problem solving steps:*

1. What is the problem? (**Define problem**)
2. What possible solutions can you think of? (**Alternatives**)
3. What are the consequences? (**Outcomes be**)
4. Choose a suitable solution (**Ruling out**)
5. DO IT, implement the solution chosen (**Take action**)
6. Is the problem solved? (**Evaluate if it was a good outcome?**)



## 3. DECISION-MAKING SKILLS



*To make a decision and predict outcomes: (If I do this ...this will happen- bad/good outcomes)*

### **DECISION- MAKING STEPS:**

1. Identify the problem
2. Gather information related to the problem
3. List possible ways to solve the problem (decisions)
4. List possible outcomes for each possible decision
5. Apply my values (do these decisions fit my values?)
6. Choose the best decision
7. List the steps I will take in carrying out my decision
8. Do what is needed to carry out my decision





## 4. COMMUNICATION SKILLS



### ASSERTIVENESS COMMUNICATION USING I-MESSAGES

This is communicating in a way to stand up for myself and accept responsibility for my own thoughts and feelings without blaming or putting down others  
 I feel .....when .....I want .....

### MIRRORING/REFLECTION

One person states his/her thoughts and feelings and the second person restates person one's feelings by correctly reflecting the other person's feelings. This is called mirroring or reflection to give a person's feelings back to him/her correctly to show/make sure the feeling is understood

### LISTENING SKILLS

Good listening involves maintaining eye contact, indicating interest, keeping an open mind, avoiding interrupting and not being defensive. It also involves refraining from judging and listening in a way that I would like others to listen to me.



## 5. REFUSAL SKILLS



### TIPS on REFUSAL SKILLS

- ◆ Give a firm refusal, say "NO" - be confident, strong and certain. After hearing your clear assertive "NO", there should be no question about it that you really mean it, voice strong and clear to support the verbal message
- ◆ Say "NO" with your body too: Make sure your body language communicates a confident, and firm refusal too! Your facial expression, hands and arms and your posture should support the message of "absolutely not". If your voices says "NO" but your body language says "YES" you are giving a mixed message (For example and demonstrate: Laugh or smile while saying "I am so sorry your dog has died" - ask them which message do they rather believe? 70% of the message is in the body language)
- ◆ Offer an alternative: If this is a person who always tries to get you to do things that can be bad for you (we call it negative peer pressure), walk away and find yourself a REAL FRIEND. But if this person is worthy of your friendship, explain your feelings and suggest another activity that the two of you can rather do.
- ◆ **ANALYSE THE FOLLOWING FOUR SITUATIONS. HOW WOULD YOU RESPOND TO IT?**  
 Discuss these situations with your parents/significant other and or a close friend as well.



### SITUATION 1



One of the things we have to deal with is peer pressure. One of your friends is experiencing a lot of pressure to have sex. What advice would you give your friend that will encourage your friend to postpone sex?

.....  
.....



### SITUATION 2



As a grade 8 learner you are concerned your older brother or sister is becoming sexually involved. You know there are a number of risks in this behaviour including HIV/AIDS. When you try and talk about it you get a response "It is none of your business" and also "I am smart enough to know when somebody has AIDS and I wouldn't be with anyone like that" How do you respond?

.....  
.....



### SITUATION 2



Your parents are worried when they heard the news that a new learner joining your class is HIV positive. You heard at school from a teacher that you and your classmates would be more of a health threat to the boy with HIV than he could possibly be to anyone of you. What does it mean? What would you say to your parents?

.....  
.....



### SITUATION 2



Your good friend lives only a few streets away from you. You visit your friend regularly to play ball, watch TV, do homework and just talk. You have just find out that your friend's older brother, James tested HIV positive. Other children have now said they won't visit them anymore and that their parents don't want them to have anything to do with them. How would feel and what would you say to your friend? What would your parents say and how would you respond?

.....  
.....

Compare your opinion and suggestions with the discussion pointers below  
**DISCUSSION POINTERS:**



### SITUATION 1:



Pressure to be involved in sex is real. If you have not experienced that type of pressure yet, you certainly have experienced peer pressure in other forms. You are almost certain to experience pressure to engage in sexual activities as you get older. You can resist pressure to be sexually involved and can help friends resist this type of pressure too. Not being involved sexually is called abstinence, you can choose not become sexually involved. It is especially important in avoiding STDs and AIDS. You can explain that to your friend as a way to help your friend postpone sex.



### SITUATION 2:



While you can't make someone else's decisions for him/her to have sex, you can respond in the following ways:

1. It is your business: You love him/her and don't want the person to make mistakes with his/her life
2. A person with HIV looks just like anyone else: Most people with HIV don't even know they have got it.



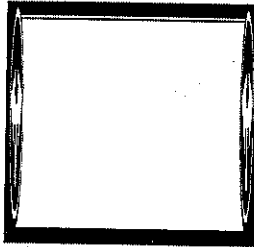
### SITUATION 3:



Friendship is for good times as well as bad times or not? It must be a difficult time for your friend because of the HIV positive brother and he/she probably need some support. You cannot become infected with HIV by simply touching or being near someone who is infected with HIV. People who are infected still need love, support and compassion, can you imagine how you would feel if it was you? Discuss your views with your parents and tell them not to worry about your friendship and contact with your friend's brother.

**What do you think about the following?**

***"I WANT TO BE ACCEPTED, I would rather give in to do things like smoking than not to be accepted and be pushed aside without friends ending up lonely"***



“Sometimes young people are so worried about not being accepted that they would do almost anything to get their friends and peers’ acceptance. It is not necessarily their peers forcing or pressurising them to do things, sometimes it can be more their own need for acceptance and fear of rejection. Is it just by chance that all the group members smoke once they join in a group of smokers?”

◆ **SKILLS PRACTICE SITUATIONS - I SAY...YOU SAY:**

Example: I SAY: “Let us have some beers”. YOU SAY: “ No thanks, can I have a COKE please”

◆ I SAY: “Smoking is really nice! Just try it once, here” YOU SAY .....

◆ I SAY: “Your parents won’t find out, I promise” YOU SAY.....

◆ I SAY: “You have to come to my party, everyone is coming, don’t be a nerd!”  
YOU SAY.....

◆ I SAY: “You don’t love me, that is why you don’t want to sleep with me”  
YOU SAY.....



## BEYOND THE CLASSROOM:

- Discuss the four situations dealt with in the session with your parents and how you feel about it after deciding what your response would be.
- Conduct an interview with a parent/guardian/friend on the following:

### Family communication : Interview with parent/guardian/friend adult family member

1. How do you feel about young people dating before they are sixteen?  
.....

2. How important is education and why?  
.....

3. What rules do you feel families should set for their teenage children regarding dating? Why?  
.....

4. What are the disadvantages of getting married in your teens?  
.....

5. How do you feel about sex before marriage?  
.....

6. What do you think about young people using alcohol or other drugs?  
.....

7. How do you define true love?  
.....

8. What are some safe ways for young people to satisfy their personal needs for love, attention and excitement?  
.....

9. Do you think it is important for people to believe in their ability to make a positive future possible?  
.....

10. What does being a family mean? What role does each member of the family play?  
.....

- Predict the outcomes:

**CHOOSE A BAD AND GOOD OUTCOME FOR THE FOLLOWING DECISIONS:**

Take illegal drugs  
.....

Friends put pressure on you to smoke  
.....

Get involved in a sexual relationship  
.....

Continue further studies  
.....

Not do a task assigned to you  
.....

Join a group or gang  
.....



# I can wait and sex can too!



## OUTCOMES:

After this session you will be aware of your own sexuality and be able to decide whether or not you want to be sexually involved or choose to abstain.



As human beings we are also sexual beings. Therefore it is perfectly normal to have sexual thoughts and feelings. It is very important that all of us recognize and accept that our sexuality is a normal part of ourselves. We also need to understand how our sexuality affects the way we relate to other people and our choices to have sex or not



## NEW WORDS:

- Virgin:** person who has never had sexual intercourse  
**Abstinence:** refraining from sexual intercourse.  
**Unfulfilled needs:** wants, wishes, desires that are not met.

### WHY DO SOME YOUNG PEOPLE CHOOSE TO HAVE SEX?

- To seek love
- Because "everyone is doing it"
- Because of peer pressure
- To prove love
- Because they are drunk or high
- Because of curiosity
- To prove maturity
- To get attention
- Because it feels good
- To satisfy sexual arousal



Add

.....

.....

.....

## “ WHY DO SOME YOUNG PEOPLE CHOOSE TO WAIT TO HAVE SEX?”

- To avoid pregnancy
- To avoid getting STIs
- To avoid getting HIV
- To seek true love first
- To wait for marriage
- Not to disappoint parents or guardians
- Not to become a parent too young
- To avoid being gossiped about or called bad names
- Can cause one not to achieve long-term goals if something goes wrong
- It is against some people's religious beliefs
- Save youth for fun and games, don't want to become seriously involved
- Avoid complicated relationships
- Remain true to own values and personal standards
- Wait and prepare for adulthood first - too young still
- Prevent comparisons with other sexual partners and jealousy
- Protect body and feelings



Add

.....

.....



## BEYOND THE CLASSROOM:

“Your sexuality is a wonderful thing - what do you think would be a good choice for you? To have sex in your teens or wait until you are developmentally and financially ready for adulthood and emotionally ready for a committed, loving relationship? Write down in your own time your expectations about relationships and sex. Identify ways to keep yourself busy and build your self-esteem.

### WHAT ARE YOUR EXPECTATIONS ABOUT RELATIONSHIPS AND SEX?

1. What type of person would you like to fall in love with?

.....

2. Where would you like to go to on dates, doing what?

.....

3. How would you know whether it is love or only infatuation?

.....

4. When would you want to have sex with someone?

.....

5. Would you like to get married? Why or why not?

.....

6. If you would like to get married, at what age would it be right for you?

.....

7. How would you go about to end a relationship with someone if it doesn't work out?

8. How do you like to keep yourself busy - when bored/lonely/built-up energy?  
(add to list)

**Tick some ideas of how to keep yourself busy and boost your self-esteem.  
Add some more to the list:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Start a new sport e.g. running</li> <li><input type="checkbox"/> Start a pet sitting service while people are on holiday</li> <li><input type="checkbox"/> Start your own flower or vegetable garden (small patch)</li> <li><input type="checkbox"/> Produce a neighbourhood play with your friend for all the parents</li> <li><input type="checkbox"/> Create your own personalized stationery</li> <li><input type="checkbox"/> Start writing to a pen pal</li> <li><input type="checkbox"/> Start a collection e.g. stamps, coins, tokens</li> <li><input type="checkbox"/> Care for animals at the local SPCA</li> <li><input type="checkbox"/> Learn some form of art e. g. clay modeling, wire, paint, draw, wood, ceramic, pottery</li> <li><input type="checkbox"/> Learn how to do first aid</li> <li><input type="checkbox"/> Visit patients at a local hospital</li> <li><input type="checkbox"/> Read to people at the old age home</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Start entertaining young children/help at parties e.g. magic, clowning</li> <li><input type="checkbox"/> Take long walks in parks or in nature</li> <li><input type="checkbox"/> Visit family and friends</li> <li><input type="checkbox"/> Learn new games - card or board games</li> <li><input type="checkbox"/> Learn how to repair or restore things, eg, bicycles/cars/furniture</li> </ul> |
|---|---|

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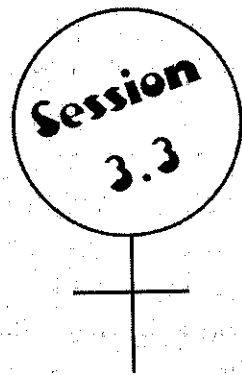
.....

**Words** - describing your feelings about the session. Feelings can range from negative to positive with neutral in the middle - **indicate with a cross on the line the degree of feelings experienced:**



- |                     |       |                   |
|---------------------|-------|-------------------|
| Bored               | ..... | Very interested   |
| Learned nothing new | ..... | Learned a lot     |
| Angry               | ..... | Happy             |
| Upset               | ..... | OK/fine           |
| Frustrated          | ..... | Enjoy it a lot    |
| No participating    | ..... | Everyone involved |





# INFORMED SEXUAL DECISION MAKING



## OUTCOMES:

At the end of this session you'll know more about and be able to show that you understand the values of making your own informed sexual decisions and the implications of living with HIV/AIDS.



**“The following is a true story, it was a newspaper article, published in the Sunday Times paper of 12 November, 2000. It can be upsetting to us when we read it, but we have to face up to reality. This is why we are here, to prevent something like this happening to one of us here. Also to help us understand better and show compassion for someone that it has happened to, instead of blaming or judging. Let us analyse the story of what happened to Busi”**



## NEW WORDS:

- Rejection:** an emotion of feeling discarded, not accepted by another person
- Taxi Queen:** a young girl exchanging sex with a specific taxi driver for privileges such as free transport, money, clothing, gifts and status among friends
- Abortion:** termination of pregnancy.
- AZT:** an anti-viral drug that possibly reduces the risk of the HIV virus being transmitted from mother to unborn child or that might protect the rape victim from contracting the HIV virus if received within hours after being raped.
- Safe sex:** the reduction of risk or negative consequences such as pregnancy, STIs, emotional hurt. Safe sex can include being faithful to one sexual partner, using of condoms.
- Contraceptives:** methods to decrease the risk of pregnancy and sexual transmitted disease, e.g. condoms, the pill, injections, etc.
- Pregnancy:** occurs when during sexual intercourse the male sperm cell enters the female's ripe egg cell, they unite and a human life begins

Sunday Times  
**Insight**

A girl's first relationship traditionally marks her passage into maturity. For Soweto teenager BUSI ZULU, it brought a baby, HIV and rejection. This is her story.

I'm 15 years old, I've got a five-month-old daughter, and I've just turned out to be HIV-positive. I'm coping with it, although it's too much for me. My mother went missing last December, and I moved in with my aunt. We've got a lot of problems to deal with right now. Because I don't have a home, I thought I'd better give Ntokozo for adoption - Ntokozo is my daughter.

My father died when I was young; my mother was a teacher. She was always kind to me. We were always open.

I thought at the age of 17 I would finish school. I thought I would do a course to be an airhostess,

or maybe a social worker. I like to travel, to see the world. I don't want to

have kids, but (I wanted to) have my own house.

At the beginning of last year, my mother took a package. But the money didn't come, so the bank took our house. We moved into my aunt's house. I left school because my mother could no longer pay the fees.

I met my boyfriend at my friend's party when I was 13. He was 16, and he said he was a taxi driver. We were there drinking cold drinks - not alcohol - when he and his friends arrived. He said, I want to talk to you. We went outside. He wanted to know, when you see me what do you feel? I'm like, what do you mean? He said, me, when I see you I feel love. Love!

Really, that I didn't know. Why? I love you the way you are. So I said that's interesting, but I don't love you. After 15 minutes I called him again and said no, I was joking. So he said that means you love me? I said mmm. But he wanted to hear me say the words. So I said I love you too.

I didn't love him then, but I said it because I wanted to date him. But after two

or three months, I started loving him really seriously. He's a kind person, loyal and very gentle. He used to help me a lot; he used to take me to school sometimes. He was loyal. Even now, I do still love him, but he has moved on with his life. He has another girlfriend right now.

When you love somebody, you have to be faithful to him or her, trust them, share secrets, share your life, your background, your childhood.

We saw each other almost every day. My mother didn't know. On our one-year anniversary, he gave me a card, and a pair of jeans, and a teddy bear. So she saw those things; the cards said happy anniversary, I love you, hope our love lasts. And she wanted to know, do you have a boyfriend. Then I told her. She was so understanding. But she said be careful. I asked her what do you mean be careful, but she didn't want to say.

He talked about sex a lot. He said his favourite hobby is sex. He was sleeping with other girls. Every time I came from school, a girl would come out of his house. I used to

say he must stop, or I will  
 break up with him. He  
 said I can't break up with  
 you; those girls, I'm just  
 playing with them. I had  
 the feeling I can't break up  
 with him right now.  
 I didn't think HIV is there;  
 no man, not here in South  
 Africa; maybe in America.  
 Because I've never seen  
 someone with HIV before.  
 I didn't take the ads per-  
 sonally. Every time they  
 say use a condom, because  
 of AIDS, I thought no,  
 man, AIDS doesn't exist. I  
 didn't think it's real. I did-  
 n't talk about it with my  
 boyfriend.  
 For a long time, we didn't  
 sleep together. We were  
 just going together, but he  
 was begging me to have  
 sex, saying please if you  
 don't, it means you don't  
 love me. So then I decided  
 to try it. I thought maybe I  
 would gain something, I  
 would learn something.  
 You learn from experience.  
 I said if that's what you  
 really want, then we can  
 do it. We did it once, and  
 then again, and then the  
 third time was when I fell  
 pregnant. It was July last  
 year. I didn't really enjoy  
 it. It was disappointing.  
 From there, when I went to  
 his place he said I'm busy.  
 I think he didn't love me,  
 he was playing with me.

I found out in December I  
 was pregnant. My mother  
 told me. She was very dis-  
 appointed and very hurt.  
 She wouldn't say anything,  
 but I could see. We never  
 talked any more like we  
 used to. She said I should  
 have an abortion, and I  
 said okay, if you think  
 that's best. But then she  
 disappeared.  
 She was teaching for three  
 months at a private school  
 in Orlando East (in  
 Soweto). On the last day  
 of school, she came home  
 and said okay, Busi, I'm  
 going to town, I'll be back.  
 Can I go with you? No,  
 she said you can't. I took  
 her to the taxi rank. It  
 happened so fast. I said  
 don't take that taxi - let's  
 talk for a bit. She said no,  
 I have to go, I'll be back  
 now now. But she never  
 came back. She didn't  
 even take any luggage.  
 We looked for her in case  
 she was hurt; somebody  
 said they saw her in  
 Johannesburg General  
 Hospital and we went to  
 see. Somebody told us  
 they'd seen her in  
 Kliptown (in Soweto). We  
 went to see, but we never  
 found her. I can't say she  
 ran away from me because  
 she was disappointed in  
 me.  
 I went to my boyfriend's

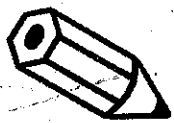
place to tell him I was  
 pregnant. I hadn't seen  
 him for a long time, and he  
 was shocked to see me.  
 He was busy fixing the  
 radio, and he said talk. I  
 told him I was pregnant,  
 and he said oh really, with  
 my child, is that what  
 you're saying. I said ja,  
 this is your child. He said  
 I'm busy, when I'm fin-  
 ished here I have to pack  
 my bags and then I need to  
 go. I'll call you when I get  
 back. But he hasn't called.  
 It was like it was a joke to  
 him, or I'm just a fool.  
 Then, in February, I went  
 to Baragwanath for a  
 check-up, and they did a  
 blood test. They told me  
 I'm HIV-positive. I was  
 sad, hopeless. Feelings  
 like I'm in the middle of  
 nowhere, with no one, as  
 I've got nothing to gain, no  
 one loves me any longer.  
 What made me loose faith  
 is my mother used to say  
 I'll be there for you no  
 matter what happens, don't  
 worry, I'll be here for you,  
 things like that. So then at  
 this stage she's not here, I  
 don't know what to do.  
 Then the baby came in  
 March, Ntokoza - happi-  
 ness. They gave me the  
 tablets, AZT, for four  
 weeks. I don't feel too  
 sick, just OK. Now  
 Ntokoza is HIV negative,

<p>because of AZT. I was so happy, very excited when I found out. Happiness, that's what I want for her. Love can make her happy; that's the thing I didn't get.</p> <p>I decided to give her up for adoption to my other aunt because I want the best for her. Seeing my future, it's like if she grows up in front of me she will do the wrong things. I've turned out to be HIV-positive and I don't have faith in myself. So I thought if I really want what's best for her I'd better give her up for adoption. She is HIV-negative, so she has a great future. I still want to do something for my daughter although I'm giving her up for adoption. I still want</p>	<p>to do something big for her. She's a gift to me from God. I don't know what, though - I'm still planning.</p> <p>My boyfriend? To this day he doesn't know he's HIV-positive. The other day he saw me when I was coming from the hospital. He wanted to know how old is the baby. I said five months. Can we go and see her? Then he did. He was, like, she's really mine, she looks like me. He said he'd come and talk to me. I waited but he never pitched. I'm angry with myself because I didn't take care of myself.</p> <p>I should have said no to my boyfriend. He's not</p>	<p>responsible for this. I don't need nothing from him. I don't want to see him.</p> <p>I don't have hope for the future. Maybe I'll go back to school next year, but on the other hand I'm planning to go and work, to be myself. And in future, I want to work for myself, be a nice lady, respect myself so the next person can respect me. My counsellor, Florence, wants me to become a counsellor too. I'd like that a lot, to talk to other people. I'd like to help other people like she helped me. But I don't want a boyfriend again or anything. I just want to stay on my own.</p>
---	--	---

**QUESTIONS:**

1. Did Busi plan to have a baby or to have sex or to become HIV positive?
2. What were Busi's dreams and hopes for her future?
3. What problems did Busi have in her life and with regard to her family?
4. What made Busi feel interested or attracted to her boyfriend?
5. Did Busi's boyfriend put pressure on here to have sex? If so, how?
6. Why did Busi decide to have sex?
7. Did Busi's boyfriend really love her?
8. How does Busi describe love in her own words?
9. When and how did Busi find out that she was pregnant?
10. What are the signs that someone is pregnant?
11. How long does a pregnancy take until the baby is born?
12. Where did Busi get the HIV from?
13. Does the boy friend know he is HIV positive?
14. What does rape mean and was Busi raped?
15. What does abortion mean?
16. Could Busi have had a legal abortion after she found out that she is HIV positive?
17. How is it possible that Ntokozo is HIV negative - coming from a HIV positive mother?

18. What is AZT?
19. Can Busi become HIV negative again?
20. Could Busi have prevented the pregnancy and or HIV infection? If so, how?
21. What does safer sex means?
22. What does contraceptives mean?
23. Did Busi drink or use drugs at the time?
24. Do you think Busi was a Taxi Queen?
25. Is there a link between alcohol and drugs and having sex or getting HIV infected?
26. How does Busi plan to live with HIV?
27. Can Busi infect someone with HIV? If so, how?
28. What would you do if Busi start school next year and you are in the same class?
29. What can you do to prevent this from happening to you or someone you know?



## BEYOND THE CLASSROOM:

Have learners answer in their own words the following questions:

### IDENTIFY RISK BEHAVIOUR:

Which risk behaviours of Busi:

- ❖ made her have sex?.....
- ❖ made her become pregnant?.....
- ❖ made her become HIV positive?.....

### IDENTIFY PREVENTION METHODS:

How could Busi possibly have prevented:

- ❖ Having sex?.....
- ❖ Becoming pregnant?.....
- ❖ Becoming HIV positive?.....

### LIVING OR COPING WITH HIV:

- ❖ What risk behaviour of the boyfriend could have caused him to become HIV positive?  
.....

- ❖ Do you think Busi should have told the boyfriend that she is HIV positive? Why?  
.....

- ❖ Should someone tell his or her HIV status to other people? Why or why not?  
.....

- ❖ What are the rights of someone who is HIV positive?  
.....

**Discuss the story and your answers with your parents/significant others or someone very close to you**



# PROBLEM PEERS OR PEER PROBLEMS?



## OUTCOMES:

At the end of this session you'll understand and be able to show how to refuse peer pressure.



## NEW WORDS:

**Assertive:**

standing on your rights without violating other people's rights

**Rape:**

an act of violence in which sexual activity is forced upon a person by another as a means of humiliating degrading, frightening and violating that person.

**Incest:**

sexual intercourse between particular blood relatives (father - daughter, brother - sister)

**sexual abuse:**

forcing a person into sexual activeness against their will. It includes rape, incest, molestation, oral sex, fondling, masturbation and anal intercourse. It can also include sexual abuse without touch by forcing, tricking or manipulating a child or person for instance obscene phone calls, showing or making pornography, unsuitable sexual comments.



**"We need to know how to deal with peer pressure to prevent running risks of doing things we would not like to do - like getting involved with drugs or becoming sexually active against our will. We also need to learn how to be assertive to deal with possible rape, incest or sexual abuse and know how to ask for help"**

### ◆ Problem peers or peer problems? (Individual activity)

1. Tick the reasons where there is some form of "pressure" involved to have sex
2. Read the lists a second time and tick the "own choice" reasons for both boys and girls.

The following reasons for teenage sexual activity were given by boys and girls respectively:

GIRLS' "REASONS" for having sex	BOYS' "REASONS" for having sex
<ul style="list-style-type: none"> <li><input type="checkbox"/> To please the boy</li> <li><input type="checkbox"/> Wanting to be fashionable</li> <li><input type="checkbox"/> Unable to say NO when pressured</li> <li><input type="checkbox"/> Afraid of losing boyfriend</li> <li><input type="checkbox"/> Sense of being obligated (pay-back of cost)</li> <li><input type="checkbox"/> To prove love</li> <li><input type="checkbox"/> Being high on alcohol or drugs</li> <li><input type="checkbox"/> Because it means a lot to the boy</li> <li><input type="checkbox"/> Because the girl led the boy on and doesn't want to be a tease</li> <li><input type="checkbox"/> Being part of a group which values sexual activity (everyone is doing it)</li> <li><input type="checkbox"/> Giving in to persistent demands</li> <li><input type="checkbox"/> To avoid conflict with boyfriend</li> <li><input type="checkbox"/> Curiosity - wanting to know what it is about</li> <li><input type="checkbox"/> Rebellion against parents or religion</li> <li><input type="checkbox"/> To boost poor body image - feel wanted</li> <li><input type="checkbox"/> Desire for affection and love</li> <li><input type="checkbox"/> Got carried away - couldn't stop in time</li> <li><input type="checkbox"/> Escape from loneliness</li> <li><input type="checkbox"/> Look for new experience and excitement</li> <li><input type="checkbox"/> Due to ignorance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Afraid girl might think he doesn't like her</li> <li><input type="checkbox"/> To prove manhood</li> <li><input type="checkbox"/> Because it is expected</li> <li><input type="checkbox"/> Being in a group where everyone is doing it</li> <li><input type="checkbox"/> To have experience</li> <li><input type="checkbox"/> Curiosity - to see what it is like</li> <li><input type="checkbox"/> Being high on alcohol or drugs</li> <li><input type="checkbox"/> Rebellion against parents or religion</li> <li><input type="checkbox"/> Not to hurt the girl's feelings</li> <li><input type="checkbox"/> Because the girl wants it</li> <li><input type="checkbox"/> Nothing else to do on the date</li> <li><input type="checkbox"/> To discover what all the excitement is about as shown in the media</li> <li><input type="checkbox"/> Increased opportunity for sexual contacts</li> <li><input type="checkbox"/> Boredom or attempt to win approval</li> <li><input type="checkbox"/> Talked into it by partner</li> <li><input type="checkbox"/> Due to ignorance</li> <li><input type="checkbox"/> Got carried away, overwhelmed</li> <li><input type="checkbox"/> To boost own self-image</li> <li><input type="checkbox"/> Looking for excitement</li> <li><input type="checkbox"/> Express sexual feelings</li> </ul>

**Reflection:**

1. Tick the reasons given by both girls and boys that indicate some form of pressure put on them for HAVING sex
2. Mark with a cross the reasons given by both boys and girls where it was their own choice or decision for HAVING sex
3. What is your conclusion?.....

1. Tick the reasons where there is some form of "pressure" involved NOT to have sex.  
 2. Read the lists a second time and tick the "own choice" reasons for both boys and girls

## REASONS GIVEN WHY YOUNG PEOPLE DON'T HAVE SEX:

<input type="radio"/> Not being in love	<input type="radio"/> Feel they are too young still	<input type="radio"/> Not feeling confident to have sex yet
<input type="radio"/> Fear of pregnancy	<input type="radio"/> Cultural values	<input type="radio"/> Wish to wait until married
<input type="radio"/> Fear of STDs and HIV	<input type="radio"/> Scared of consequences - feelings and what will happen to relationship	
<input type="radio"/> Religious values	<input type="radio"/> Not feeling emotionally ready	<input type="radio"/> Own personal values
<input type="radio"/> Not want sex to influence school work/ studies or future	<input type="radio"/> Scared of complicated relationships	<input type="radio"/> Don't want to disappoint parents/ family
<input type="radio"/> Worried will be dumped after having sex	<input type="radio"/> Not want to lose friendship	<input type="radio"/> Choose abstinence
<input type="radio"/> Haven't met the right person yet	<input type="radio"/> Scared, don't know what sex is all about	
<input type="radio"/> Don't know how to prevent oneself from getting pregnant or getting STDs/HIV	<input type="radio"/> Don't want to be stigmatized ("easy, available or cheap")	

Adapted from responsible teenage sexuality, 1994; pp. 111-112

### Questions:

1. Tick the reasons given by young people that indicate some form of **pressure** put on them for **NOT HAVING** sex
2. Mark with a cross the reasons given by young people where it was their **own choice or decision** for **NOT HAVING** sex
3. What is your conclusion.....

◆ **Resistance and refusal skills:** Each group has to come up with effective "refusals" for one of the following situations using basic communication skills and build their own story from this one line.

### PRESSURE STATEMENTS FOR REFUSAL SKILLS ROLE-PLAYS

#### Group 1:

Friend: "If you really love me you will do it. Lets do it"

You: .....

#### Group 2:

Friend: "Try this, don't you want to be cool?"

You: .....

#### Group 3:

Friend: "Are you chicken or just a baby?"

You: .....

#### Group 4:

Friend: "Mommy's little girl/boy? Your parents won't find out"

You: .....



Do the following questionnaire for yourself - discuss it in your group and reach consensus on the answers.

<b>GROUP 1:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Unsure</b>
1. A person who is strong and healthy can be infected with the HIV virus			
2. People who rape children are often relatives			
3. People with HIV/AIDS should not come near other people			
4. Boys are more clever than girls at school			
5. A girl who is in love should always do what her boyfriend wants her to do			
6. Parents should talk about HIV/AIDS with their children			
7. I can talk easily with an adult in my family about love affairs			

<b>GROUP 2:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Unsure</b>
1. The HIV virus can be spread by mosquitoes or other insects			
2. People of my age are too young to get HIV virus			
3. I am willing to eat from the same plate as someone with HIV/AIDS			
4. It is alright for boys to have many girlfriends			
5. A boy who is in love should always do what his girlfriend wants him to do			
6. Parents should talk about sex with their children			
7. I am still too young to fall in love			

<b>GROUP 3:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Unsure</b>
1. Many people who carry the HIV virus look healthy and normal			
2. It is very dangerous for young people to have sex with someone older			
3. People with HIV/AIDS have only themselves to blame			
4. When a school girl gets pregnant it is her own fault			
5. If you love someone you should have sex with that person			
6. I can talk to my friend about HIV/AIDS and sex			
7. My classmates are still too young to fall in love			

<b>GROUP 4:</b>	<b>Agree</b>	<b>Disagree</b>	<b>Unsure</b>
1. Condoms are a good way to prevent infection with the HIV virus			
2. People on farms and small villages are safe from HIV/AIDS			
3. People with HIV/AIDS deserve our love and support			
4. It is wrong for a girl to have many boyfriends			
5. A good friend should do whatever I tell or advise him to do			
6. I can talk to my parents/family about HIV/AIDS and sex			
7. I find it difficult to talk about love and sex			

(Adapted from: UNICEF questionnaire adapted by A.M. Educational Consultants, Pilot Project, December 1999, pp 116-117)

### Reflection:

1. How did you feel when your answers/other learner's answers differed in the group?

.....

2. Did you experience any form of pressure in the group?

.....

3. How did you manage to reach consensus in the group?

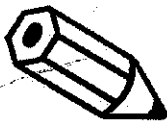
.....

4. What skills were used to try and reach consensus?

.....

5. Was it easy or difficult for the group to reach consensus? And for you? Why?

.....



## BEYOND THE CLASSROOM:

- **How assertive are you? How well do you feel you cope with peer pressure?**  
rite a known problem/situation of peer pressure for a role-play for you and a partner
- .....
- .....

- Things to think about when deciding to have sex:

### 13 IMPORTANT QUESTIONS TO THINK ABOUT ON HAVING SEX

1. Why do I want to/am having sex?
2. Do I believe teenage sex is right or wrong? Why?
3. How would/do I feel the next day?
4. How do I feel about my parents/significant others knowing?
5. How would my parents/significant others react if they know?
6. How well do I know my partner?
7. How long have we had this relationship?
8. Have my partner and I discussed having sex?
9. Have my partner and I discussed using contraceptives?
10. Have my partner and I discussed what the possible consequences of having sex can be?
11. Do my partner and I have accurate information about sex?
12. How can I be sure my partner does not have a STI or is HIV infected?
13. Is it really my own decision to have sex or do I feel pressurised?

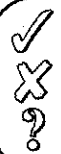
• **How assertive are you?**

Assertiveness means standing on your rights without violating other people's rights

It is your right and choice not to have sex with someone. Assertiveness is a skill to be acquired - readiness to act on your beliefs and standing up for yourself. It is not who you are - but what you do. A child has the same right to be assertive as an adult or a younger person towards and older person.

**STATEMENT QUIZZ:**

Mark each of the sentences in the following way: **YES** or **NO** or **UNSURE**

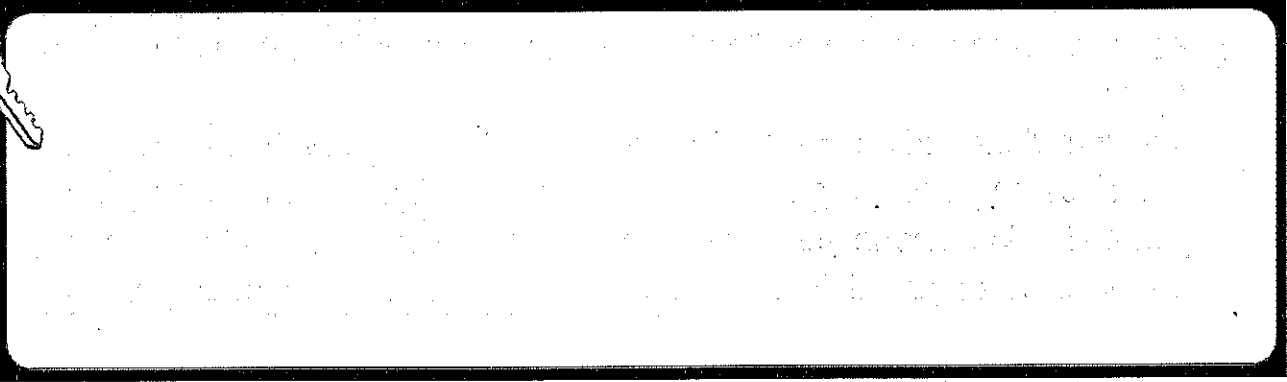


**YES** or tick

**NO** or a cross

**UNSURE** or a question mark

- If I become sexually involved I will be able to make sure that we are using condoms
- I would rather masturbate than have unprotected sex with someone
- I can say no to my date when offered alcohol on a date
- I would definitely want to be kissed and touched on my first date
- I would only have sex with someone when it is my decision
- A person should always listen to his/her date and do whatever the date wants
- I can talk to my parents or family about love and sex
- I can talk to my partner about my beliefs about love and sex
- My partner respects my views about sex
- I am very shy and rather keep quiet in company
- A relationship cannot grow without becoming sexually involved
- I know where to go to get help or ask for condoms
- If I have a smelly or painful discharge I will ask for help immediately e.g. go to the clinic
- Drinking alcohol can influence my sexual feelings and decision-making ability
- I am happy with who I am and can express myself
- I have good communication skills and can talk to people
- I feel it is my responsibility to please other people all the time
- When my date ask me to go to his/her house alone I will say no
- Sex is the only way to show true love
- It not impossible for a family member to rape someone
- I feel it is my responsibility to please other people all the time
- When my date ask me to go to his/her house alone I will say no
- Sex is the only way to show true love
- It not impossible for a family member to rape someone

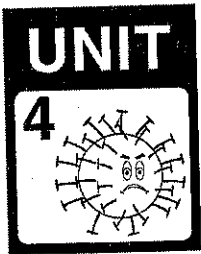


- Write your own **RAP SONG - UNDER PRESSURE I WILL ...** (continue or write own song and words e.g.) Think of creative ways to deal with peer pressure - slogans, drawings or graffiti.

**UNDER  
PRESSURE I WILL ....**

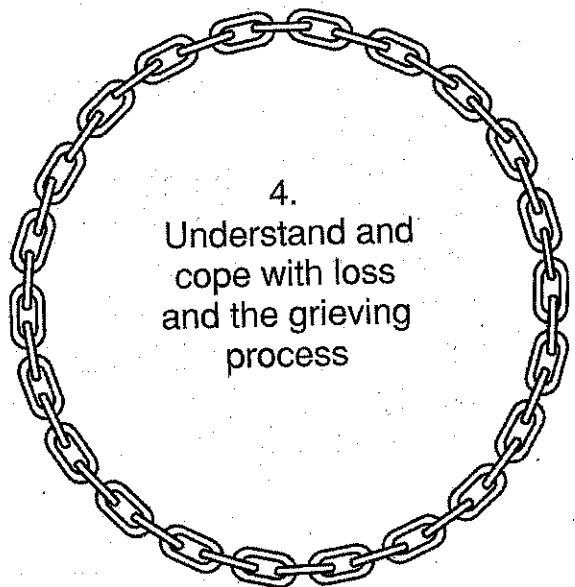
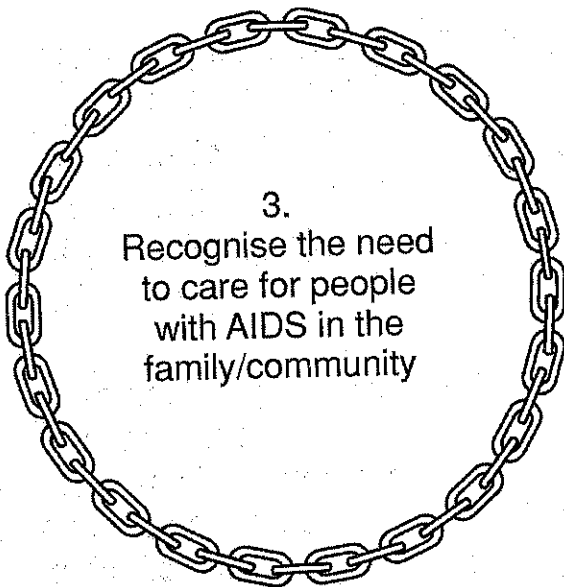
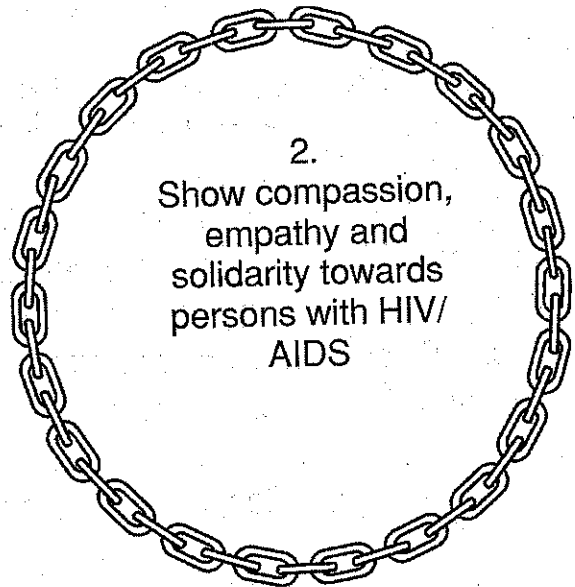
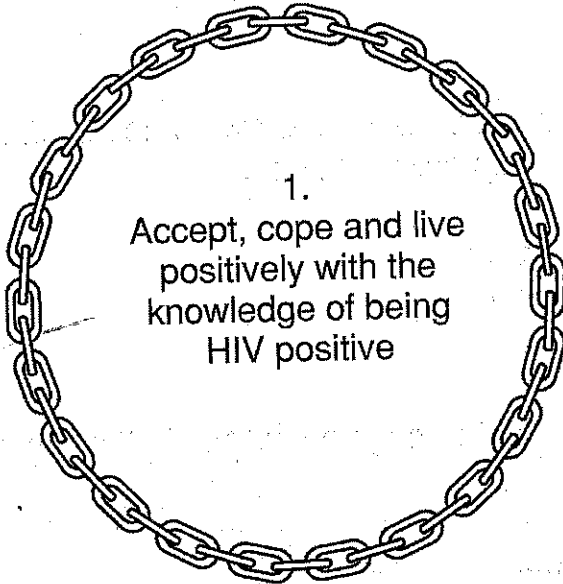
ASK some question too  
And I can say **NO** to you and  
**DECIDE** for myself what I want to do...  
*(continue or write own song and words)*

*Cantus.*  
*Tenor.*  
*Alto.*  
*Quintus.*



# Living positively with HIV and respecting people living with AIDS

## Outcomes:





# Positive living in the face of HIV/AIDS



## OUTCOMES:

At the end of this session you'll understand how and why to show compassion for People Living with AIDS (PLWA) and how to help care for them.



## NEW WORDS:

- PLWA:** people living with AIDS
- Empathy:** having understanding by trying to imagine yourself in the other person's situation
- Compassion:** showing that you care and would like to be of help
- Tolerance:** broadmindedness, open-minded, acceptance
- Discrimination:** when someone is unjustly/unfavourably treated, based on prejudice, especially because race, colour, sex, religion or an illness.
- Judgmental:** subjective, negative and critical opinion of another person or situation influencing one's attitude towards the person



**“ Have you ever had a big secret that you did not want to share with anybody? Maybe you would feel comfortable to tell your best friend but then you would not like him/her to tell everybody else.”**

Keeping a secret can be harmful to the person like sexual abuse - sometimes one is scared to tell other people about these things. People that are HIV positive sometimes also feel scared of telling other people. We cannot force them to tell because we all have a right to privacy. If someone tells us something in confidence, it is our duty to keep it between us and not tell others.

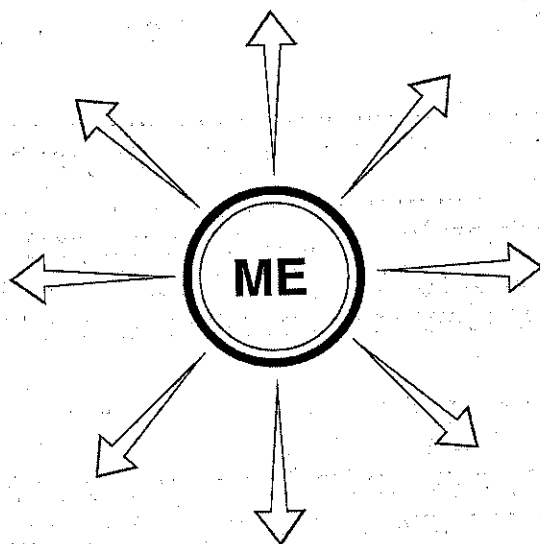
When to keep a secret, when to share?

Often we feel scared to share secrets because it might:

- start gossip
- open us up for rejection

The sharing of secrets with a person that loves and cares can also open up an opportunity to receive: support, love, encouragement and advice.

- ◆ Refer back to unit 1 in your workbooks, session 1.3 where you made a relationship map. Look at the map with the circle in the middle with ME written in it. Draw lines to all the important people's names you have indicated - use people's names in the map and add other people if you have started new relationships since then.



**Answer the following:**

- ◆ How would your relationship change with each person if this person tells you he/she is HIV positive?
- ◆ Who would you still continue to have a relationship with and who not?
- ◆ How would your relationship with each of these people be affected if it is you who are HIV positive?



## BEYOND THE CLASSROOM:

- ◆ We all hear through the media of people dying from AIDS. Even newspapers tell the stories e.g. Busi an innocent youth becoming HIV positive. HIV/AIDS is a reality and a killer disease with no cure. Think of all the people you know. Do you know somebody that is HIV positive? Do you know someone who has died of AIDS? It is confidential - no sharing of names or identities. Do you think they could have prevented themselves from getting the virus and why do you say so?

- ◆ How can you protect yourself from getting AIDS?

.....

.....

- ◆ **HIV testing and prejudice:**

*In what situation would you want to have a HIV blood test?*

.....

*In what situation would you not want to have a HIV blood test?*

.....

Your best friend shares with you in confidence that he/she is HIV positive.

1. How would you react?

.....

2. What would you say to your friend?

.....

3. What things would change in your relationship (things that will not stay the same)

.....

4. What needs might your friend have and how can you help?

.....

- ◆ **Role-play with partner:** You and your partner pretend to be best friends. The one friend starts off by telling the friend that he/she has a secret to share (use your own ideas and creativity to expand the role-play)

**Things to discuss:**

- ◆ *How would you like people to treat you if you were HIV positive?*
- ◆ *What needs would you have with regard to help and care?*
- ◆ *What resources would you make use of for finding out whether you are HIV positive and how to live with HIV?*



## BEYOND THE CLASSROOM:

- ◆ Make a list of needs that a HIV positive person might have

.....

- ◆ Make a list of resources or support systems in your own community for HIV positive people or people with AIDS

.....

- ◆ What should the family of a HIV positive person do and how?

.....

- ◆ Whose responsibility do you think it is take care of people with AIDS?

.....

- ◆ Think of ways that a person who is HIV infected can live positively with HIV

.....





# Dealing with loss and showing compassion for PLWA



## OUTCOMES:

At the end of this session you'll have more understanding about death, loss and coping with loss.



**"Have you ever lost something like money or a pen or clothing? Do you remember how you felt? Were you upset, angry or sorry? Did you keep worrying about it or did you accept it is gone for ever and you won't find it again?"**



## NEW WORDS:

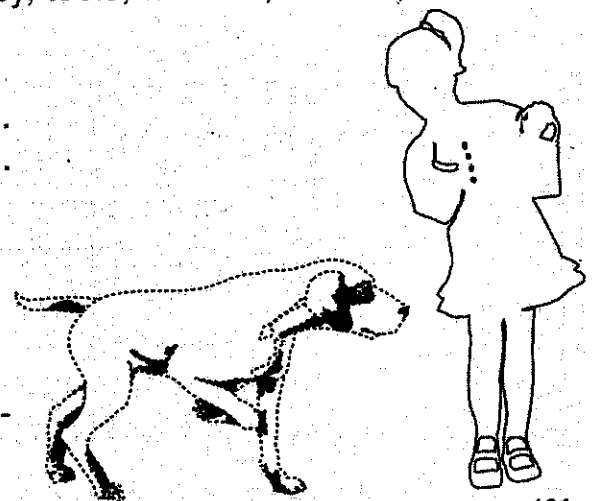
- Loss:** an emotion as a result of change such as death or divorce, etc. Something or somebody who was there has gone.  
Grief: to be in a state of sorrow, pain, unhappiness and misery.
- Bereavement:** to be in mourning, in a state of sorrow, sadness and remembrance.
- Mourning:** to be in a state of bereavement.

◆ When you lose something or something in your life change, we say you had a loss. Loss is part of life and a reality and can take on many forms. Think of something you have lost up to now e.g. money, tools, animals, clothes, friends, housing, transport and people through death

.....  
.....

◆ How did you feel when you lost your.....?  
(fill in the thing you have lost above)

We may have different types of losses and different reactions to losses. Some of the things we



have lost can be replaced, e.g. get new shoes, get some money again, make new friends but losing someone through death is a permanent loss and very difficult.

**“Death and bereavement are universal but are handled differently in different cultures. In some cultures the subject of death is taboo and often mourners are left feeling isolated and guilty about their grief. Sometimes, if mourning is avoided or incomplete, the person may not be able to live life fully”**

## STAGES OF MOURNING:

There are five main stages or feelings that people experience losing someone close.

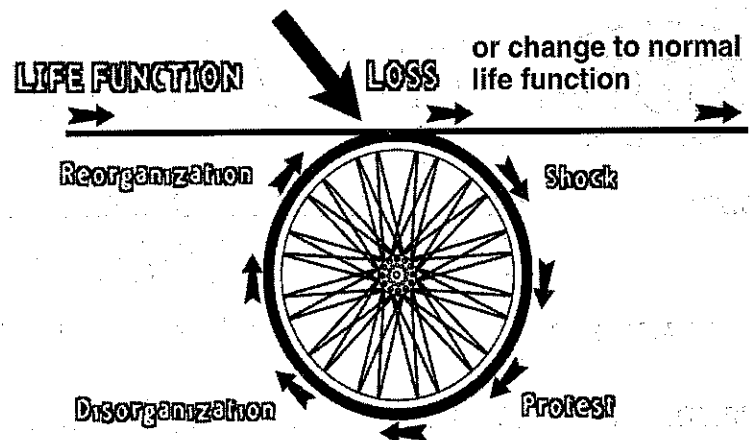
These are:

1. **ANGER**
2. **DENIAL**
3. **BARGAINING**
4. **DEPRESSION**
5. **ACCEPTANCE**

Most people go through these feelings after losing someone close. However, they experience these feelings to **different degrees** and **different lengths of time**. The sequence of feelings can also differ and people can move forward or backwards to other feelings or go through a stage more than once.

## THE GRIEF WHEEL:

The grief wheel visually shows how loss impacts on a person's **life functioning** and the **process of grieving** to be able to carry on with one's life after suffering some form of loss (e.g. death or change)



## PHASES OF THE GRIEF WHEEL:

- Shock:** the reality of the loss has not yet sunk in. Often the person experiences numbness, denial, disbelief and slow thinking. Suicidal thoughts are also possible
- Protest:** strong and powerful feelings are common in the struggle to come to terms with the reality of the loss, like sadness, guilt, fear, relief, longing, and searching poor sleeping can be experienced
- Disorganisation:** when the reality of the loss becomes too real, the bereaved person feels confused, restless and depressed. This phase is marked by low self-esteem, loneliness and anxiety as well as poor concentration and memory. An overall feeling of loss of meaning in life is often felt.
- Reorganisation:** a slow process that begins when the bereaved person starts rebuilding his/her life in a meaningful way. They begin to do things they had done before losing someone to death. The person starts developing a new sense of purpose and direction in their life

(Resources: Talking about life HIV/AIDS and life skill training manual for primary schools, Gauteng Provincial Departments of Health and Education, pp 63-67 and Goodal, A et al, (1994) The bereavement and loss training manual, Winslow Press Ltd, UK)

- ◆ What words or phrases do you think of when you hear the word DEATH?

.....  
.....  
.....

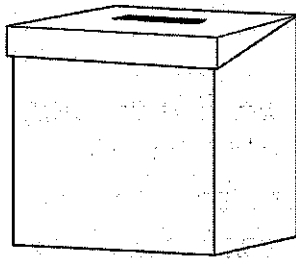
**Words generally used for death:**

*Passed away, deceased, gone to heaven, moved on, passed on, gone to a better place, with God, with ancestors, lost, gone away permanently etc. It is not easy to talk about death, people tend to make it softer, or use other phrases to describe it. Some cultures also use different words or terms but death applies to all people - it doesn't matter what age or race or culture or religion we have to learn how to cope with death. Death also normally causes grief (crying or sadness) for the family and loved ones, so we don't find it easy to talk about it. It is important to learn to talk about death, because it is important for us to be able to carry on with our lives even if we have lost a person close to us as a result of death.*

- ◆ In the previous session we have talked about how our relationships will be affected if someone is HIV positive. Take an A4 size paper and fold it in three sections Think of one of the people closest to you and write the following on the front of the paper:

FRONT	BACK
Section 1 The one thing about this person's <b>PERSONALITY</b> I like the <b>MOST</b>	Section 1 The one thing about this person's <b>PERSONALITY</b> I like the <b>LEAST</b>
Section 2 The one thing about your <b>RELATIONSHIP</b> I like the <b>MOST</b>	Section 2 The one thing about your <b>RELATIONSHIP</b> I like the <b>LEAST</b>
Section 3 The <b>MOST DIFFICULT</b> thing I have to face in the event of this person's death	Section 3 <b>ONE THING</b> I would now be able to do in the event of this person's death

After writing on the front and back. Fold the A4 paper on the dotted lines (three sections) and let it stand upright on the table with the front section facing on the outside of your tower. Share it if you feel comfortable or keep it to remind you of what this person means to you.

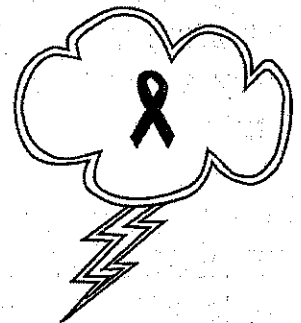


## **"LET'S TALK ABOUT ..." BOX**

Feel free to use the LETS TALK ABOUT BOX for sharing too or contact the educator if you need to talk privately after this session.



## **BEYOND THE CLASSROOM:**



### **FOR A GROUP OR INDIVIDUAL PROJECT:**

List ideas and brainstorm additional ideas with other people e.g. friends, neighbours, family and teachers, people in the community, at church on how we can become involved in helping and supporting people with HIV/AIDS in the following ways:

In person.....

At school.....

In the community.....

At Church.....

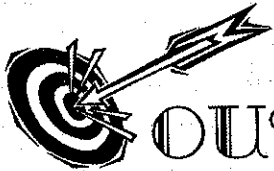
At Social level.....

Within Organizations.....

In the Media.....



# ITS MY LIFE I can choose



## OUTCOMES:

At the end of this session you will understand the value of making choices and setting goals in a world faced with HIV/AIDS.



## NEW WORDS:

Goal setting: Plan to do or achieve something that is possible and realistic and can be measured by a certain time and the outcome will be good for you and others.

- ◆ **Measurable:** being able to see the results.
- ◆ **Realistic:** can be done by you (e.g. you want to be an Olympic runner, but have never run in your life would be unrealistic achievable).
- ◆ **Achievable:** within your reach e.g. plan to improve marks from 60% to 70% and not 90%
- ◆ **Time limit:** set over time e.g. by the end of the year.
- ◆ **Controlled:** dependant on your inputs, something you can do e.g. skill/practice/learn/behaviour you can control e.g. study harder.
- ◆ **Healthy lifestyle:** involves personal responsibility for own health and wellness. Means taking positive steps to avoid disease, injury and live a lifestyle that promotes health and energy.



**“ Life is really one big choice. We can choose to be happy and healthy people or we can choose not take responsibility for ourselves and blame everybody else except ourselves. Now is the time to decide, when we are still young - and I hope you will choose LIFE!”**

◆ **What choices do we have?**

As adolescents we hear mixed messages every day and feel pulled apart (remember the picture of being pulled/torn apart?) Here is an example of the mixed messages we get where, in a fun way, jokes are made about the things we are taught about in life by our parents (in this case "my mother" )

There are things you cannot change and you do not have a choice about e.g. like who your parents/brothers and sisters are, the colour of your eyes/hair and your length and .....

There are things you can change and you do have a choice about e.g. who you want to be friends with, what job you want to do one day and .....

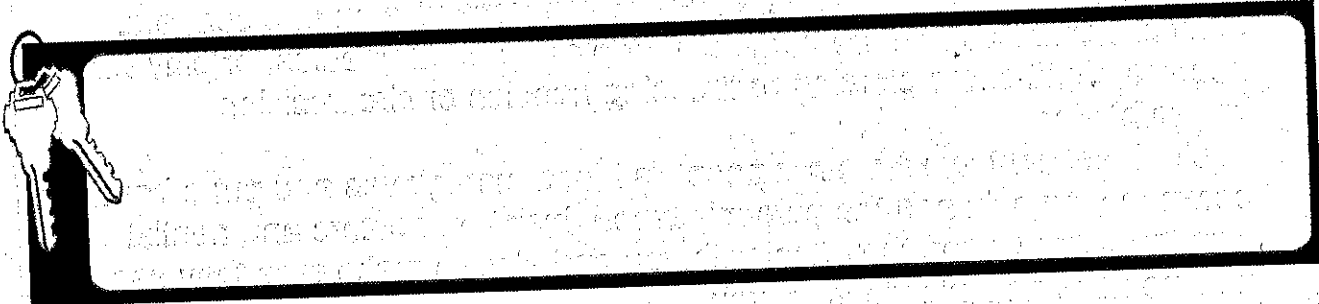
◆ **A HEALTHY LIFESTYLE IS A CHOICE:**

Choose the most relevant answer for each statement and circle or mark it for yourself

**HOW HEALTHY IS MY LIFESTYLE?**

1. After using the toilet I ...(always wash my hands/never wash my hands/sometimes wash my hands)
2. I wash myself .... (everyday/sometimes/only every second day or so)
3. I eat... (healthy food everyday/very little and unhealthy foods/only certain foods, don't like fruit and vegetables)
4. I smoke.... (not at all/three or more cigarettes a day/only on a social occasion)
5. I drink..... (not at all/three or more drinks a day/only on a social occasion)
6. I exercise..... (never/very regularly/only once a month or so)
7. My weight is ..... (too little/too much/average)
8. I use the following drugs (medication, only when very sick/dagga and other drugs regularly/Pills, e.g. painkillers, diet pills, cough mixtures occasionally)
9. When my friend had some drinks....(I will not let my friend drive at all/I will let my friend drive but check the driving/I will give my friend strong black coffee, but let someone else drive)
10. When I drive in a car I ... (always wear my safety belt/never wear a safety belt/sometimes, when there is space)
11. If I have a painful discharge from my vagina/penis, I .. (will go to the clinic or doctor immediately/leave it to clear away by itself/use painkillers and wait before deciding to tell someone)

12. Up to now I .... (have abstained from sex/had unprotected sex with different people/had protected sex with different people)
13. If someone at school is bleeding, I will... (call for help and not touch the blood with my bare hands/put pressure on the wound with my bare hands to stop the bleeding/press a cloth on the wound with my bare hands)
14. If someone in my class is HIV positive, I will .. (treat the person the same as before/avoid the person in total/talk to person but avoid touching)
15. My risk of getting HIV is very low because... (I know how to protect myself from HIV/I am too young/I will avoid HIV positive people)



- ◆ What choices do I have e.g. doing school work or being a friend or having a relationships or having/abstaining from sex? .....

**Use your own choices/examples or use examples given by other learners if preferred for the next part of the activity for your group discussion.**

1. Choose to become a good friend to someone, what should I do?  
.....
2. Choose to have a relationship with a boy/girl, but not have sex, what should I do?  
.....
3. Choose not to become pregnant, what should I do?  
.....
4. Choose not become infected with HIV, what should I do?  
.....
5. Choose to have a good job and a bright future, what should I do?  
.....

### Examples of choosing ways to prevent HIV infection

- Make a decision not to have sex as a teenager and wait for adulthood, as sex is a major way of transmitting STIs and HIV/AIDS and therefore greatly reduces risk.
- Don't use drugs and alcohol. People who share needles for injectable drugs are at high risk of getting HIV. People who drink and or use drugs and or smoke dagga, often place themselves at high risk by making poor decisions while under the influence of alcohol or the drug. (Have sex when they didn't really want to have sex, because drugs affect your mind, feelings and decisions)
- Avoid sharing personal items that can cause transmission of blood, e.g. don't share razors and toothbrushes, or pick up used needles, or play with needles, don't share piercing or tattooing needles or circumcision knives/blades
- Avoid direct contact with other people's blood, use gloves and put a barrier between your skin and the person's blood. Insist on doctors and dentist wearing gloves when they deal with you and always make sure they use new needles and injections on you.



Examples of choosing not to become pregnant is abstinence or protected sex and use of contraceptives e.g. the condom, the femidom, the pill, the injection etc.

### ◆ THE CONSEQUENCES OF BAD CHOICES:

I can make a bad choice, like.....  
..... (action/verb e.g. not study/eat)

If I do not make the right choices there will be negative consequences, like?  
.....

**Consequences:** e.g. *If I choose not to study, I might fail my test or exam. If I choose to have unprotected/unsafe sex, I can get HIV infected can lead to AIDS lead to death/ become pregnant or get an STI infection*

### ◆ WHOSE FAULT IS BAD CHOICES?

I normally blame.....when things go wrong for me.

Sometimes we blame ourselves, but a lot of times we blame others(family/friends/parents/teachers/God/economy/government)

Stop playing the blame game and make the right choice:



## I can turn the "blame" game into the "I can choose for myself" game

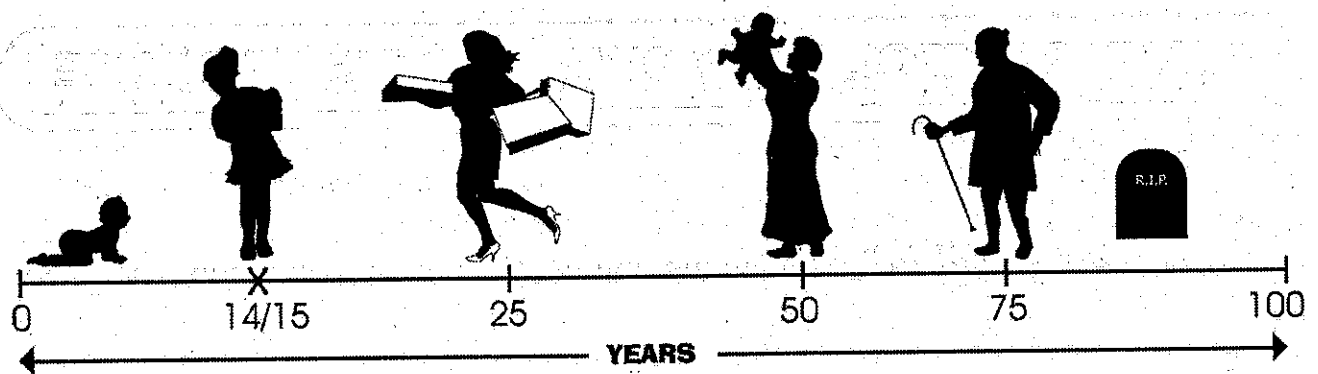
For you to be able to change something in your life over which you have control, you have to plan for it, we also call it goal setting

### ◆ WHAT IS GOAL SETTING?

- ◆ **Goal setting:** Plan to do or achieve something that is possible and realistic and can be measured by a certain time and the outcome will be good for you and others.
- ◆ **Measurable:** will know when it is accomplished/ see results or outcomes
- ◆ **Realistic:** can be done by you (e.g. you want to be an olympic runner, but have never run in your life would be unrealistic)
- ◆ **Achievable:** within your reach e.g. plan to improve marks from 60% to 70% and not 90%
- ◆ **Time limit:** set over time, improve marks from 60% to 70% by the end of the year
- ◆ **Controlled:** Dependant on your inputs, can't say goal is for my father to be rich by end of year, something you can do e.g. skill/practice/learn/behaviour you can control e.g. study harder.

### ◆ PLANNING FOR LIFE:

This is your life over time from the day you were born up to the day you would possibly die:



Think about the following **LIFE PLANNING QUESTIONS:**

1. *Who am I?*
2. *What do I want for myself in the future?*
3. *What am I willing to do to get there?*

Think of your life 2 or 3 years ago and think what has changed since then. Think about and do the following goal setting.

I am now .....years old (mark it on the graph - write your name there)

What would I like to achieve in my life...

- ◆ ONE WEEK FROM TODAY.....
- ◆ ONE MONTH FROM TODAY.....
- ◆ ONE YEAR FROM TODAY.....
- ◆ FIVE YEARS FROM TODAY.....
- ◆ TEN YEARS FROM TODAY.....

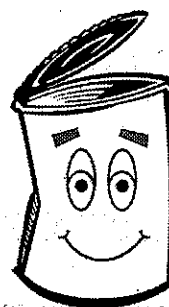
**Complete your own I CAN statements:**

**I CAN** turn the "blame" game into the "I can choose for myself" game

**I CAN** be accountable for my own choices

**I CAN** choose how I am being influenced by role models/friends/parents

**I CAN** stand up for myself and be assertive



**I AM IN CONTROL OF MY OWN LIFE! IT IS MY CHOICE**

**Final Conclusion:**

Do you agree? Why or why not?.....



**BEYOND THE CLASSROOM:**

**Implement everything you have learned from the program and achieve your goals for a happy and healthy future. Good luck!**