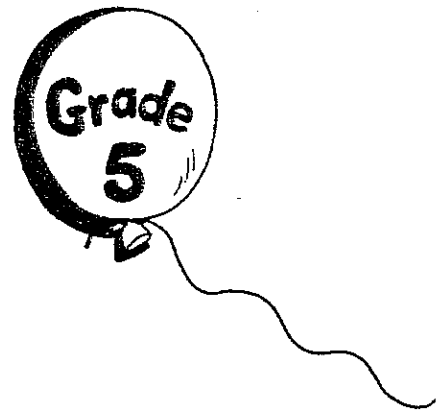


Life Skills

and Hiv/Aids education



Activity

Book

DIFD Department for International Development

British Development Co-operation



DEPARTMENT OF HEALTH



DEPARTMENT OF EDUCATION

LIFE SKILLS AND HIV/AIDS EDUCATION:

PRIMARY SCHOOL PROGRAMME

GRADE FIVE

LEARNER'S ACTIVITY BOOK

DEVELOPED BY:

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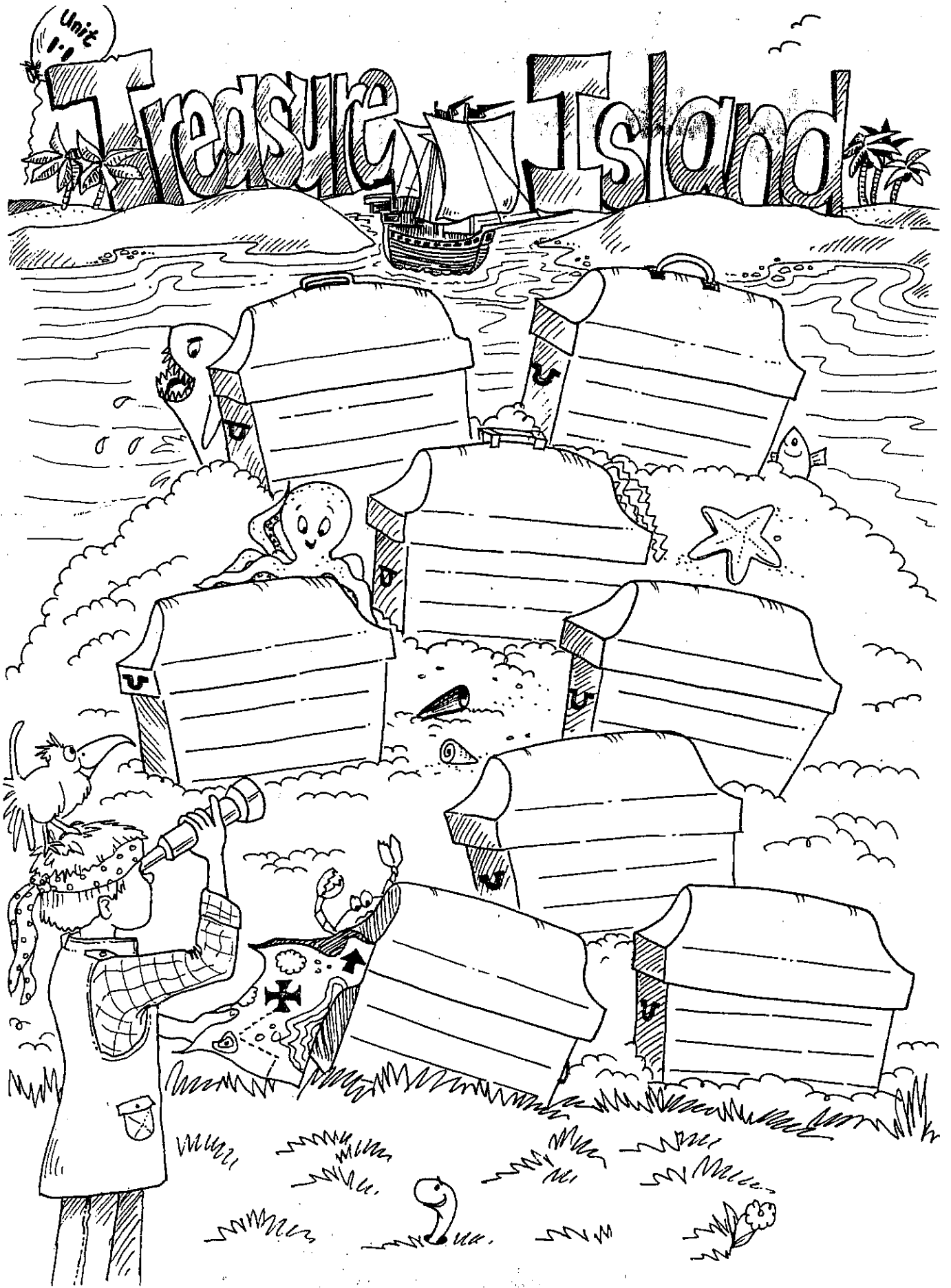
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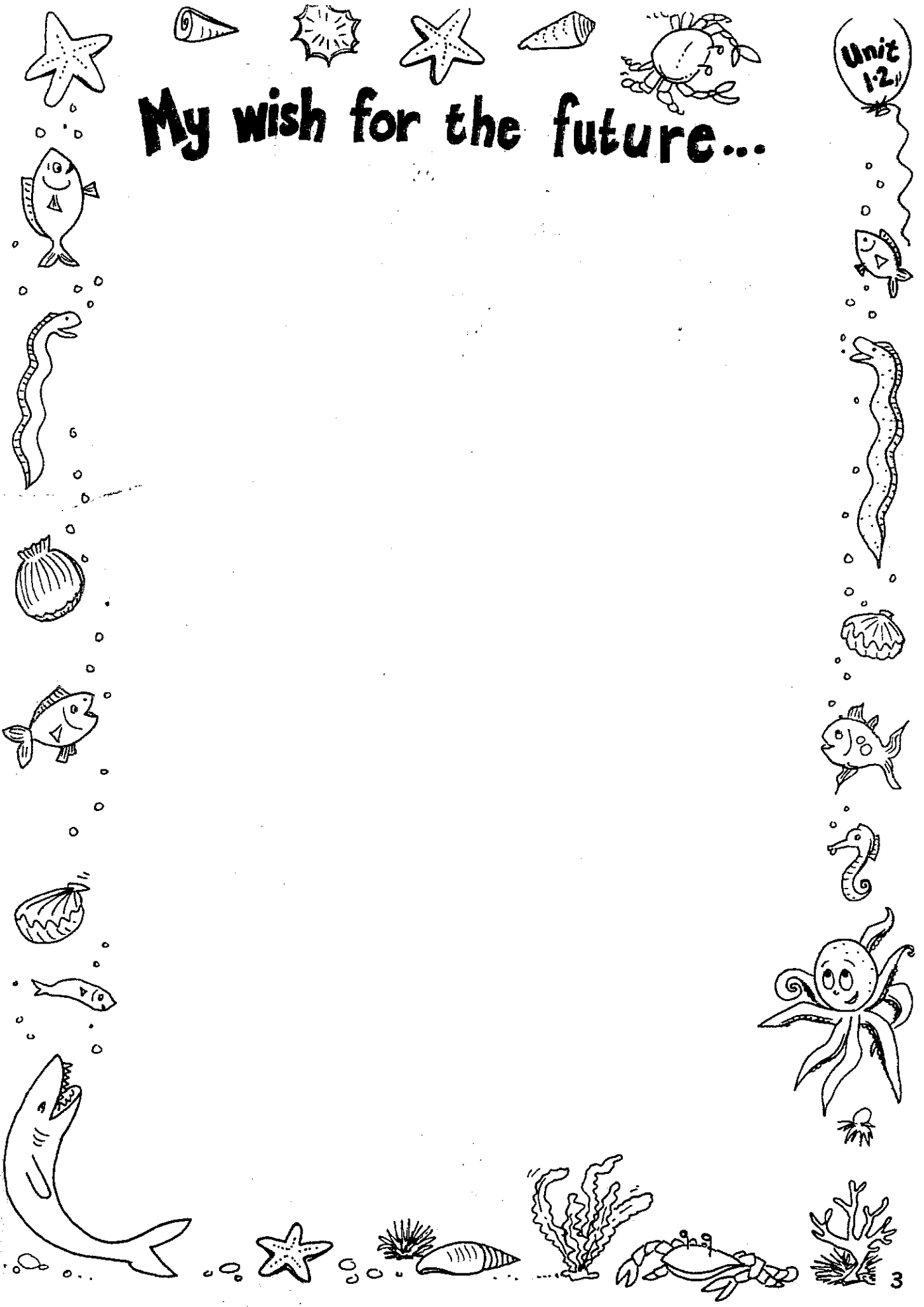
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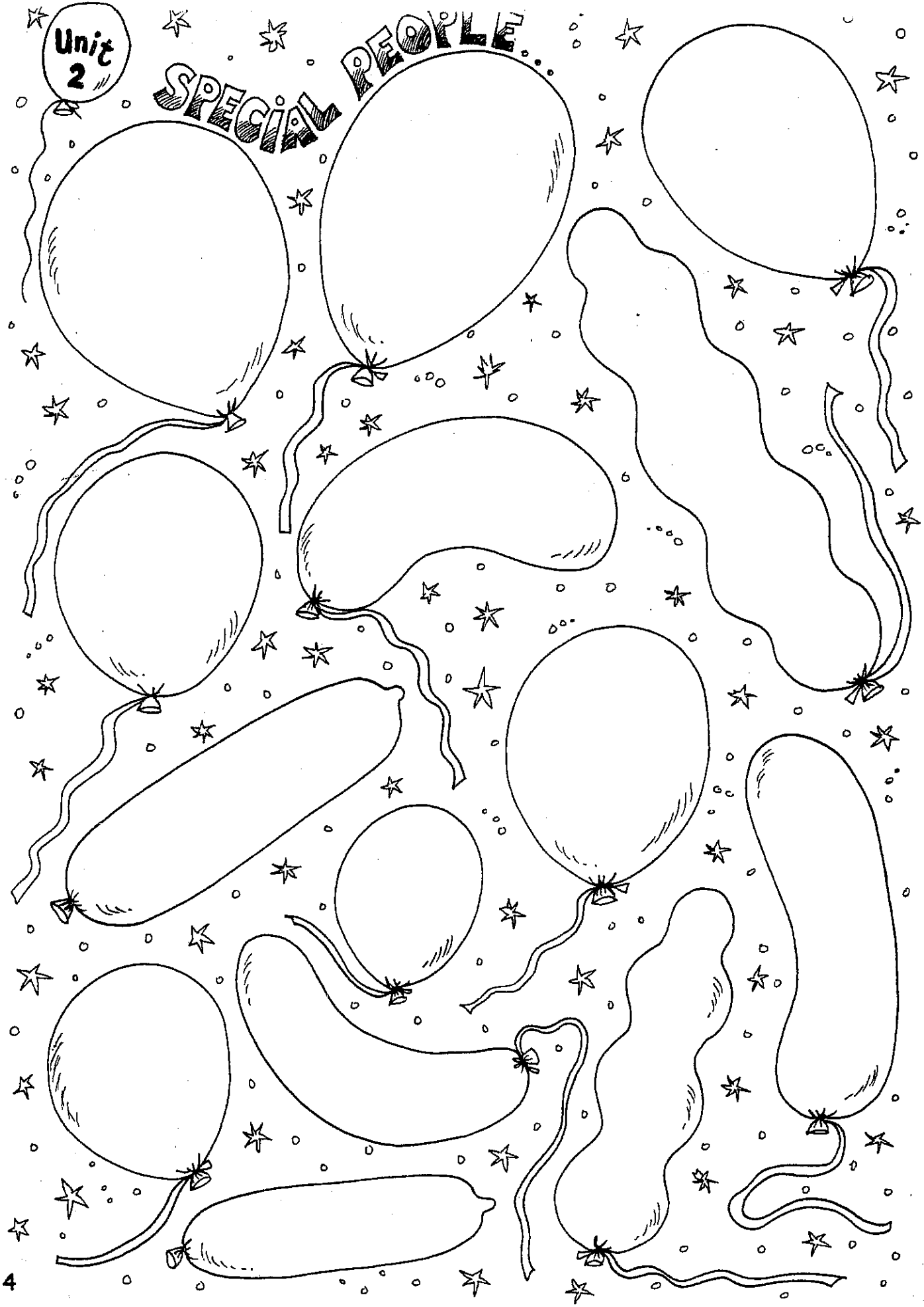


My wish for the future...



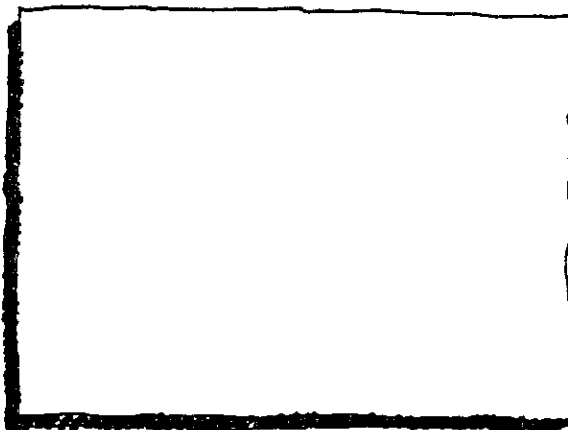
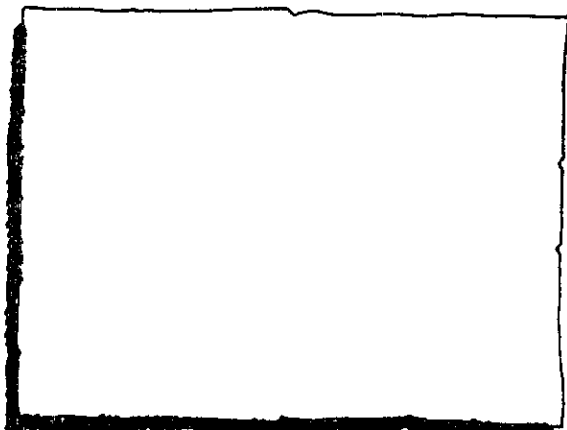
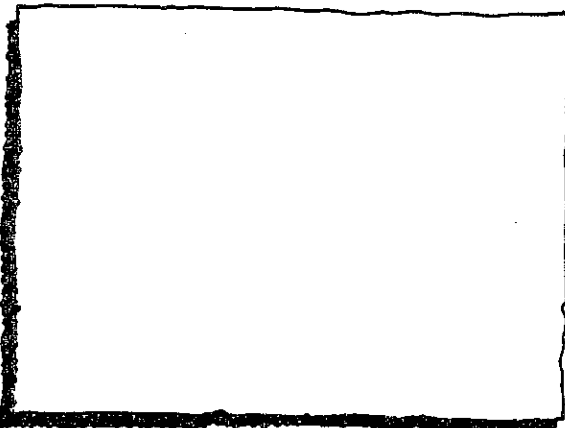
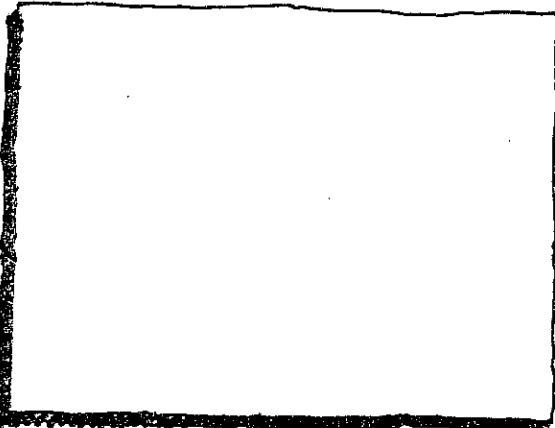
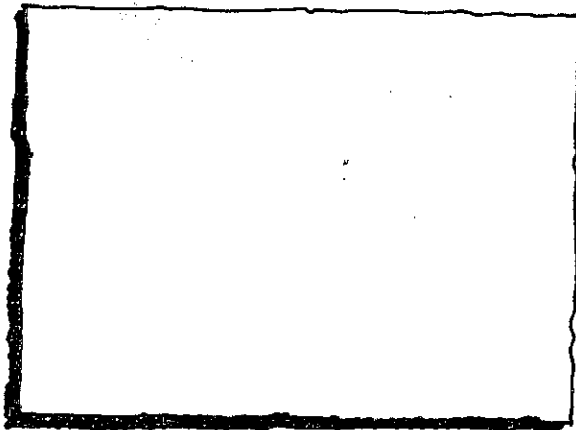
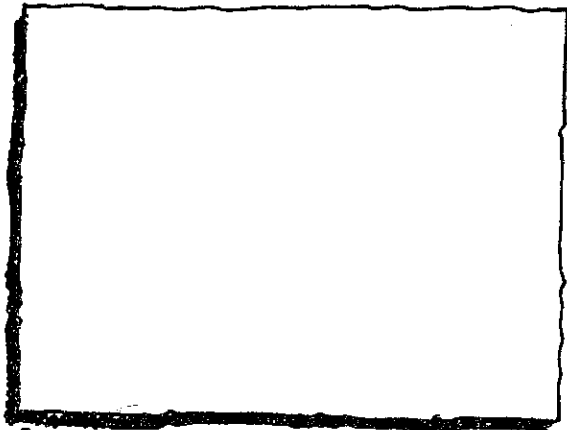
Unit
2

SPECIAL PEOPLE



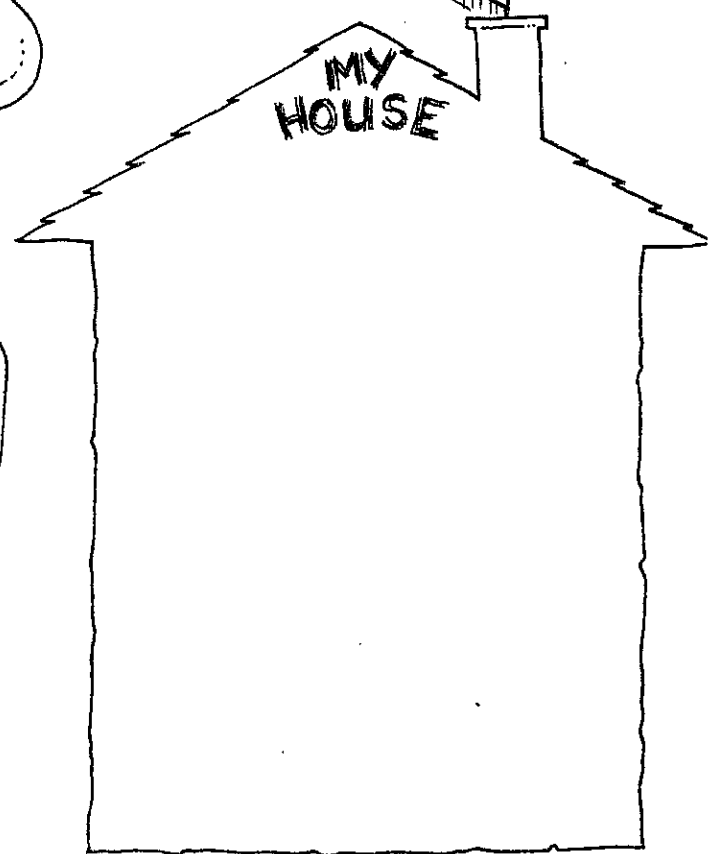
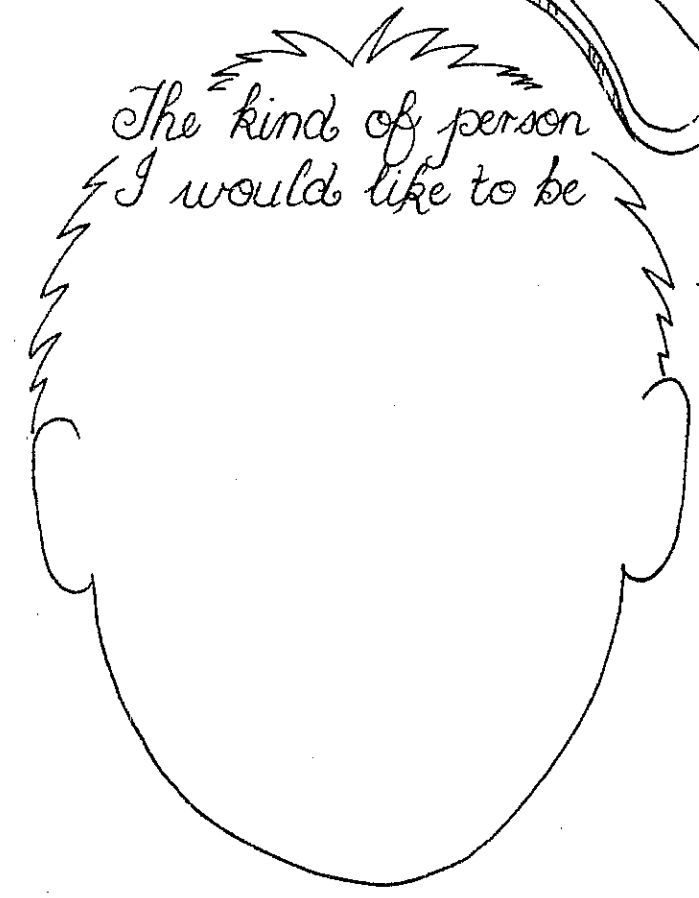
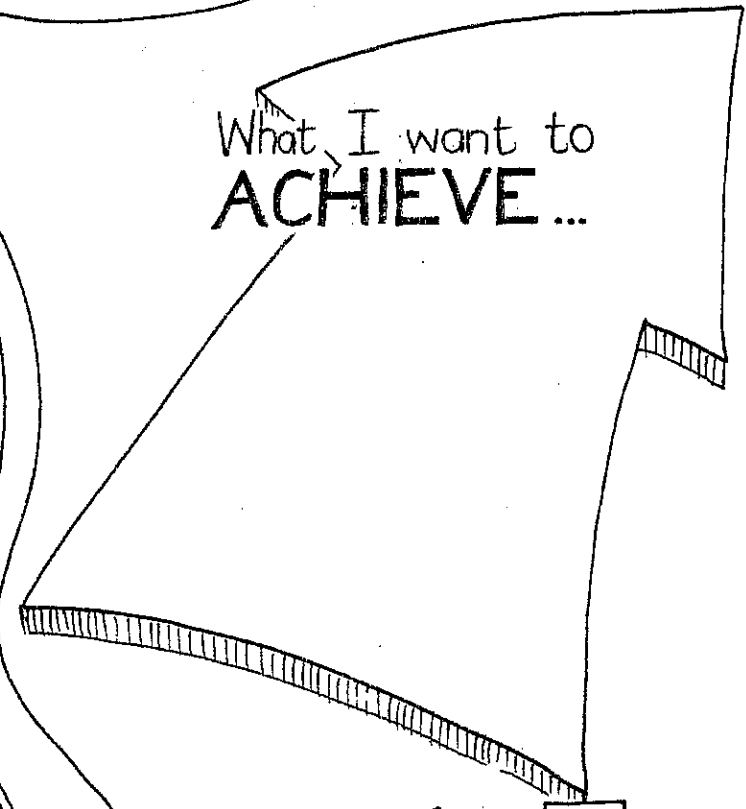
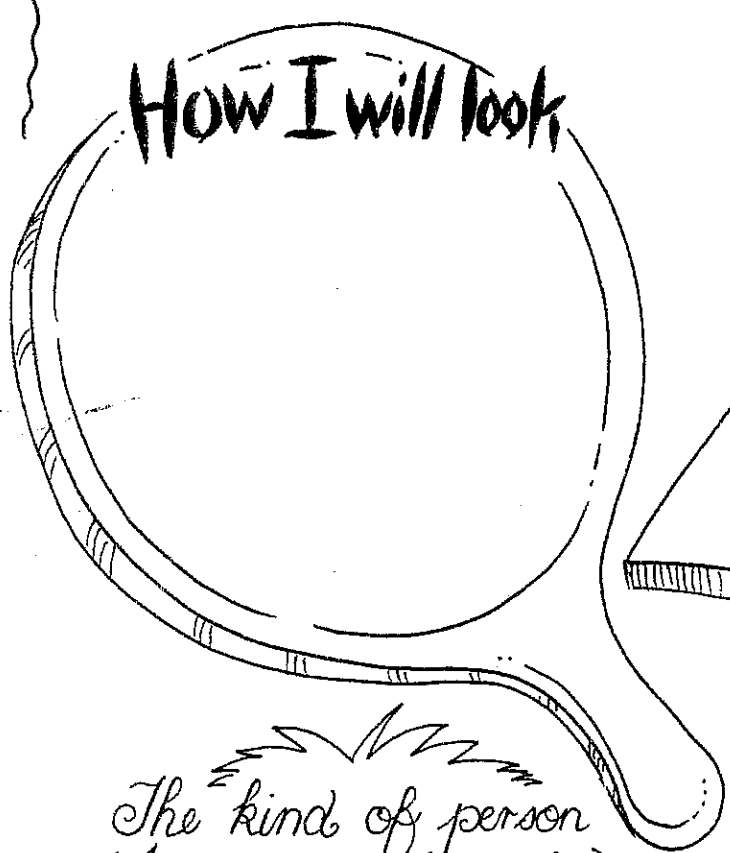
I am growing...

Unit
31



Unit
3.2

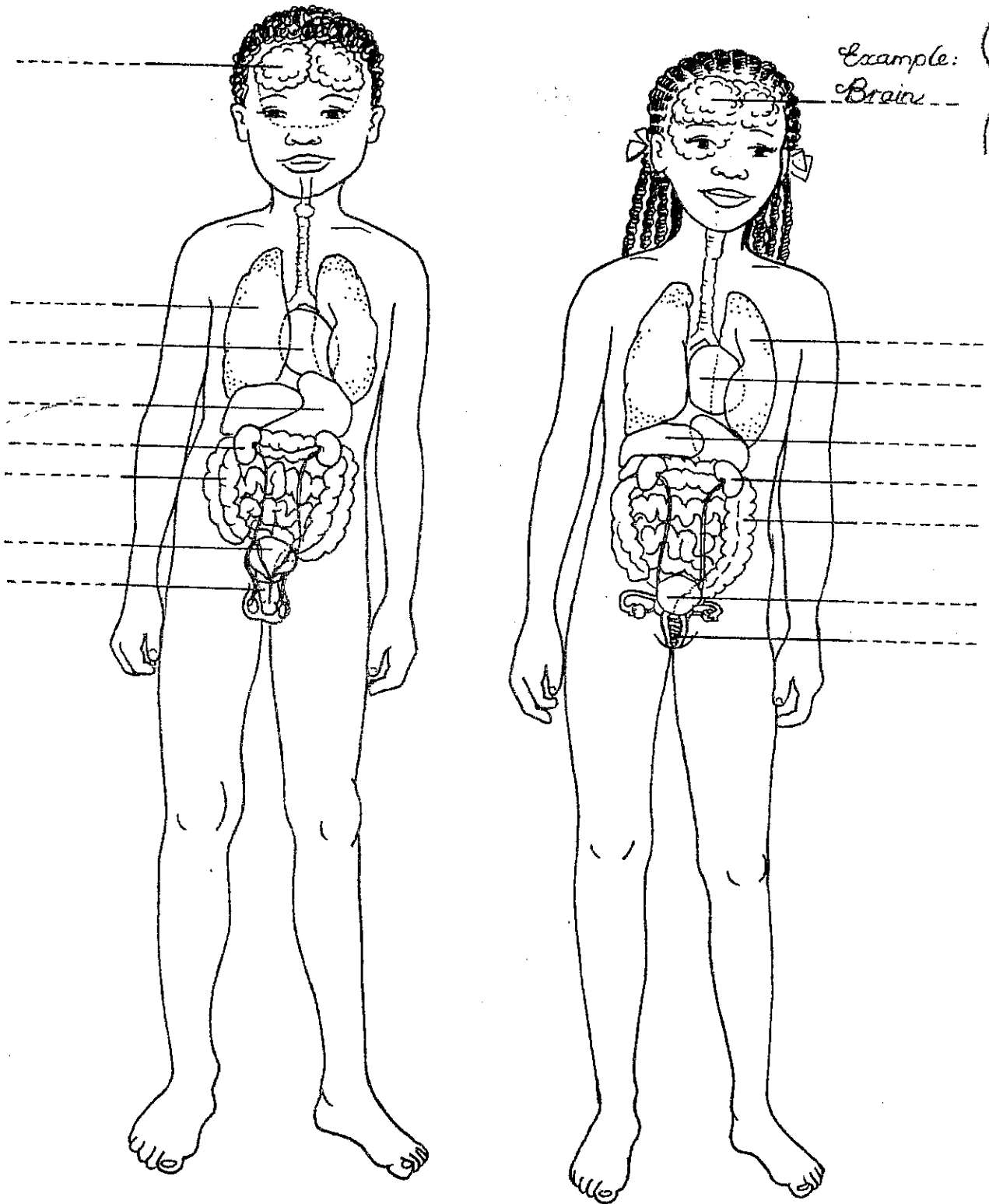
4 wishes for the FUTURE



Important organs in the body

Unit
4:1

Example:
Brain



Changes IN boys & girls

Unit 5

Write down the main changes that a boy and girl can expect to happen to them during the next few months and years.





Write down those changes that you are looking forward to most and those that you are not looking forward to. Write down a reason (s) for your answer.

★ I am looking forward to.....
because.....

★ I am not looking forward to
because

FEELINGS

1. What is it that I feel?

2. Why am I feeling like this?


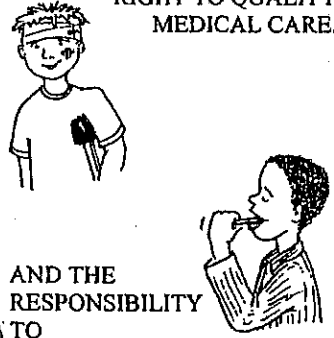
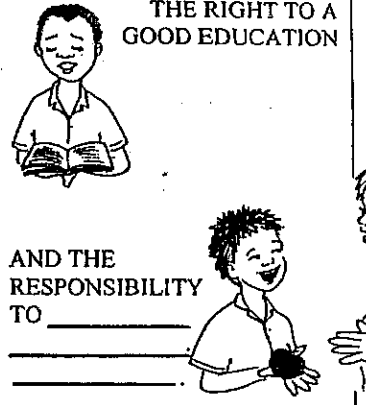



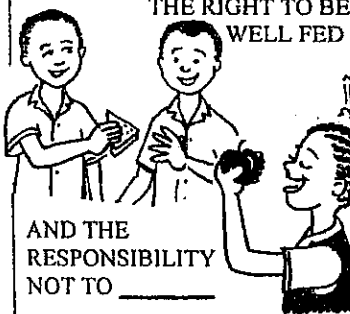

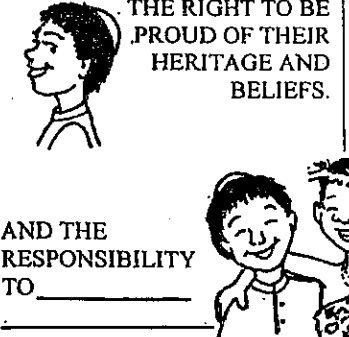
3. Is it OK to feel like this?

4. What can I do about it?



CHILDREN'S

Bill of Rights and Responsibilities

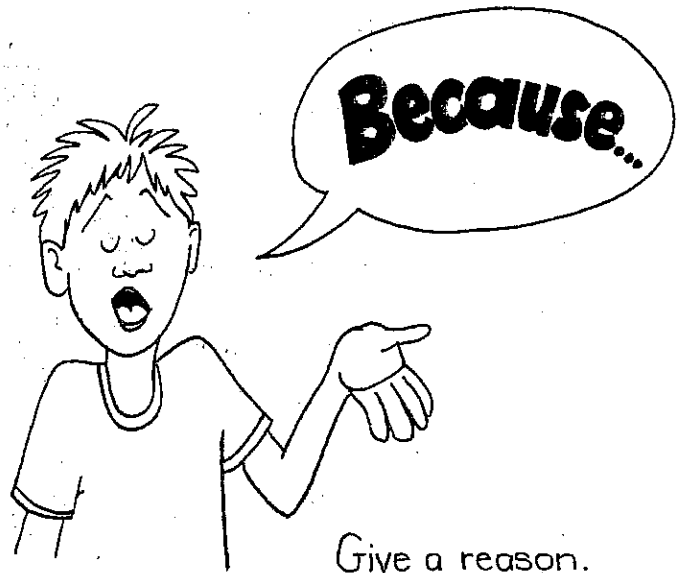
<p>CHILDREN HAVE THE RIGHT TO BE TAKEN SERIOUSLY.</p>  <p>AND THE RESPONSIBILITY TO _____</p>	<p>CHILDREN HAVE THE RIGHT TO QUALITY MEDICAL CARE.</p>  <p>AND THE RESPONSIBILITY TO _____</p>	<p>CHILDREN HAVE THE RIGHT TO A GOOD EDUCATION</p>  <p>AND THE RESPONSIBILITY TO _____</p>
<p>CHILDREN HAVE THE RIGHT TO BE LOVED AND PROTECTED FROM HARM.</p>  <p>AND THE RESPONSIBILITY TO _____</p>	<p>CHILDREN HAVE THE RIGHT TO GET SPECIAL CARE FOR SPECIAL NEEDS.</p>  <p>AND THE RESPONSIBILITY TO _____</p>	<p>CHILDREN HAVE THE RIGHT TO MAKE MISTAKES.</p>  <p>AND THE RESPONSIBILITY TO _____</p>
<p>CHILDREN HAVE THE RIGHT TO BE WELL FED</p>  <p>AND THE RESPONSIBILITY NOT TO _____</p>	<p>CHILDREN HAVE THE RIGHT TO A SAFE AND COMFORTABLE HOME.</p>  <p>AND THE RESPONSIBILITY TO _____</p>	<p>CHILDREN HAVE THE RIGHT TO BE PROUD OF THEIR HERITAGE AND BELIEFS.</p>  <p>AND THE RESPONSIBILITY TO _____</p>

Unit
7.2

STEPS TO SAYING NO!



Say **No** clearly.



Give a reason.



Say **No** firmly. Use tone of voice, body language and facial expressions.



Suggest something else to do.

Say **NO** SCENARIO



Directions: Choose a student volunteer to read the part of the student while you read the part of the teen.

Part 1

An eleven-year-old student is walking down the street after school. A friend of the student's older brother pulls over in his new car and asks if the student would like a ride.

Teen: Hi there, Chris.

Student: Oh, hi!

Teen: How do you like my car?

Student: Wow, it's really awesome!

Teen: Want a ride?

Student (hesitates): Well ...

Teen (leans over to open door): Hop in.

Student: Where would we go?

Teen: I don't know. I'll show you what it can do.

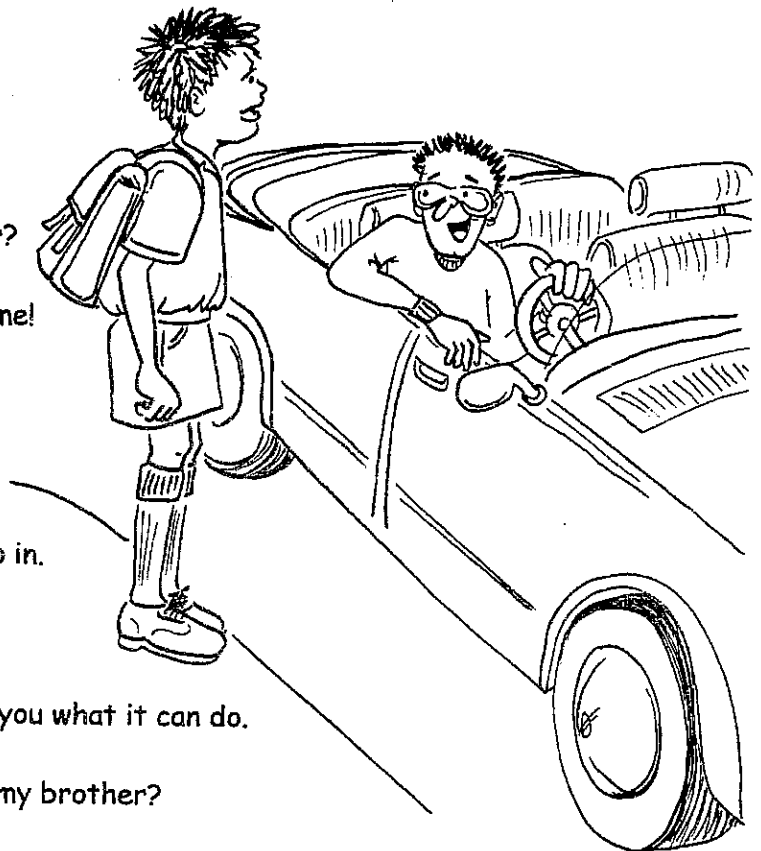
Student (backs up): Have you seen my brother?

Teen: Not today. Are you coming or not?

Student: Maybe some other time. I would like to see how you fixed it up though.

Teen: OK. Hop in and I'll show you.

Student gets in car.



Unit
8.2

Part 2

Teen: Hi there, Chris.

Student: Oh, hi!

Teen: How do you like my car?

Student: Wow, it's really awesome!

Teen: Want a ride?

Student (hesitates): No, thanks.

Teen (leans over to open door): Oh, come on. Hop in.

Student: I don't think so.

Teen: Come for a ride. I'll show you what it can do.

Student (backs up): I don't want a ride today. Maybe later.

Teen: Aw, come on. Why not?

Student: I'm not allowed to ride with anyone outside the family.

Teen: No kidding? Your parents are strict.

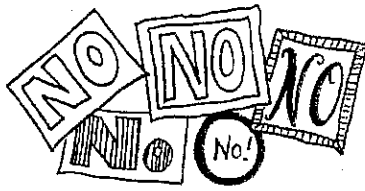
Student: Maybe I'll come with my brother sometime.

Teen: You sure you don't want to come now?

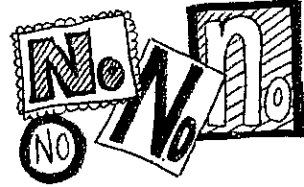
Student: Yeah.

Teen closes door and speeds off.





NO MEANS NO



Unit
8:3

Directions: With your group, take turns role playing the following situations. Use the saying-no steps to help you. When it's your turn to act as observer, keep note how the student in the role play resists pressure.

Situation 1



Your friend has offered to treat you to a candy bar after school. When you get into the grocery store, she remembers that her wallet is still in her locker. You don't have any money either. Your friend suggests that you could slip a candy bar into your backpack without anyone noticing. How do you say no?

Situation 2



Some of the popular kids in your class ask if you want to join their club. You really want to join the club, but they are not planning to ask your best friend and you know he will be really hurt. Think of a way to say no.

Situation 3



An older student has invited you to go to a party at his house. You know your parents won't let you go. How do you say no?

Situation 4



You are going to the movies with a group of your friends, boys and girls together. The boy or girl sitting next to you keeps trying to hold your hand. You are surprised and don't want to hold hands. How do you let him or her know?

DELAYING TACTICS

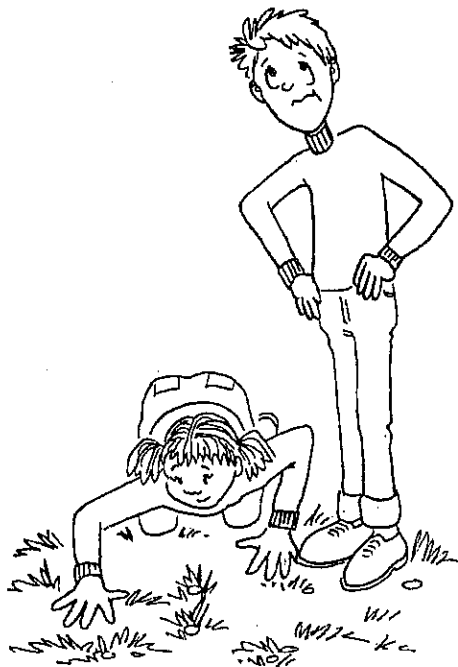
Say Something Else

- "Maybe later."
- "Not right now."
- "Sorry, I have to get home."
- "Look at that kid over there."
- "I don't like that kind."
- "I have to think about it."
- "I don't feel well."
- "I've got to get something."
- "I have a lot of homework."
- "Not now. I'm busy."



Do Something Else

- Pretend you don't hear the question.
- Drop something and spend a lot of time finding it and picking it up.
- Take whatever is offered and pass it on to someone else.
- Go to the restroom.
- Pretend you're looking for something (in your pocket or backpack).





MORE WAYS TO SAY NO



Directions: Think of ways to delay or to use the broken record technique to say no in the following stories. Fill in the blanks with your suggestions.

How can Peter use the broken record technique to say no in this story?

Peter and Jane have been practicing basketball in the driveway of Jane's house. It's a hot day, and they're getting thirsty.

Peter: I'm getting really thirsty. Do you have something cold to drink?

Jane: How about a cold wine cooler?

Peter: No, thanks. Wine coolers have alcohol in them.

Jane: They taste really good on a hot day.



Peter:

Jane: Oh, come on, don't be a baby.

Peter:

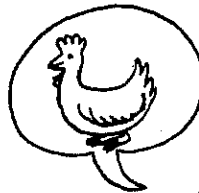
Jane: One wine cooler won't hurt you.

Peter:

Jane: What's the matter? Are you chicken?

Peter:





Unit 9

1. Three infectious illnesses are ...

a. _____

b. _____

c. _____

2. Three non-infectious illnesses are...

a. _____

b. _____

c. _____

3. What does it mean to have an infectious disease?

4. How does a non-infectious disease differ from an infectious disease?

5. If Thabo has to be in quarantine, can you explain what Thabo has to do?

What are some of the openings in the body that germs can get through?

What will happen if we do not care for these openings?

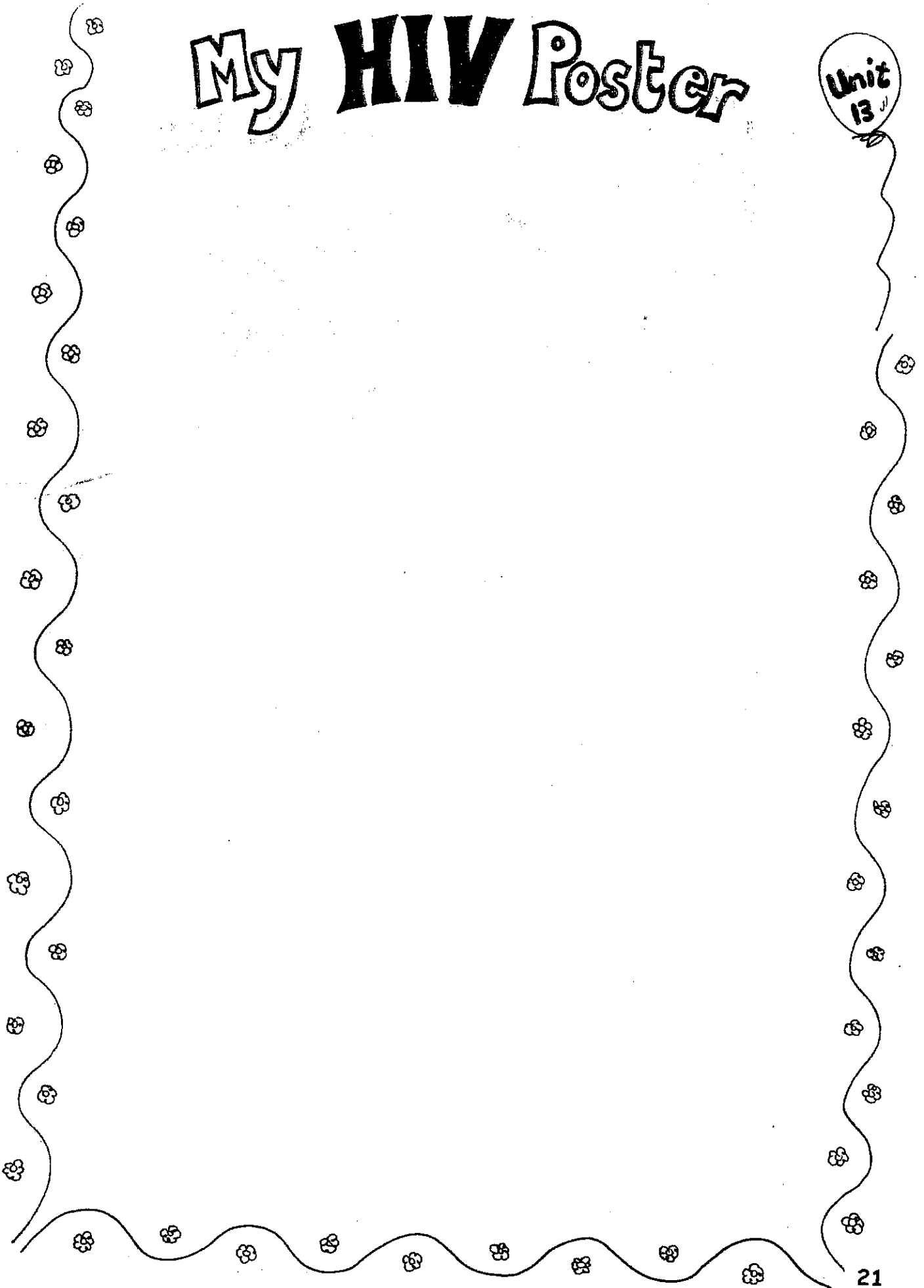
How should we care for (look after) the different openings?

Unit
12

How the HIV virus attacks the body's immune system

My HIV Poster

Unit
13



5 Steps to solving problems in Risky situations

1. What is the problem?
2. Name many options for solutions.
3. Consider the consequences of each option.
4. Choose the best solution.
5. Do it.



Doing a service-learning project

1. What do you hope to gain by doing this project?

2. What will you do to help make this project successful?

Making it Happen



To plan your service-learning project, complete this worksheet.

1. The need we chose: _____

2. A brief description of our project: _____

3. Our project goals: _____

4. My committee: _____

Jobs to be done	Who will do them	Deadline

PLANNING THE PROJECT

- Determine the tasks to be done and the supplies required.
- Group the tasks and assign responsibilities.
- Identify people or groups in the school or community who can be of help.
- Develop a time line.
- Discuss possible problems or obstacles.

