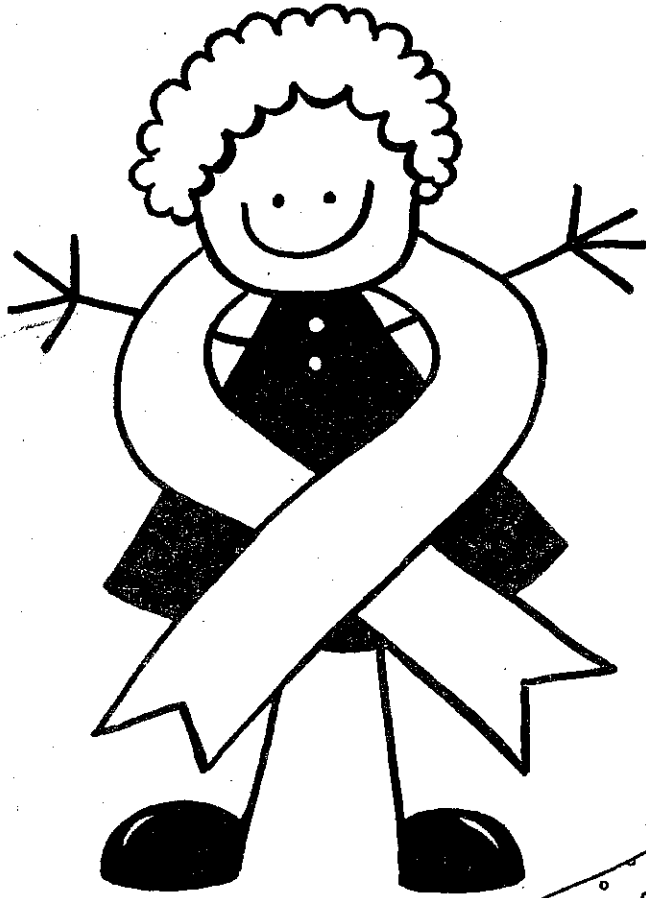


# Wife Skills

## 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 SIX**

**LEARNER'S ACTIVITY BOOK**

**DEVELOPED BY:**

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International Centre for Alcohol Policies (ICAP)

**COMMISSIONED BY:**

The HIV/AIDS and STD Directorate, Department of Health,  
as part of the Primary School Pilot Project  
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**LIFE SKILLS AND HIV/AIDS EDUCATION:  
PRIMARY SCHOOL PROGRAMME  
GRADE SIX  
LEARNER'S ACTIVITY BOOK**

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Unit

What I look like...

What I can do...

Favourite clothes...

Favourite colours...

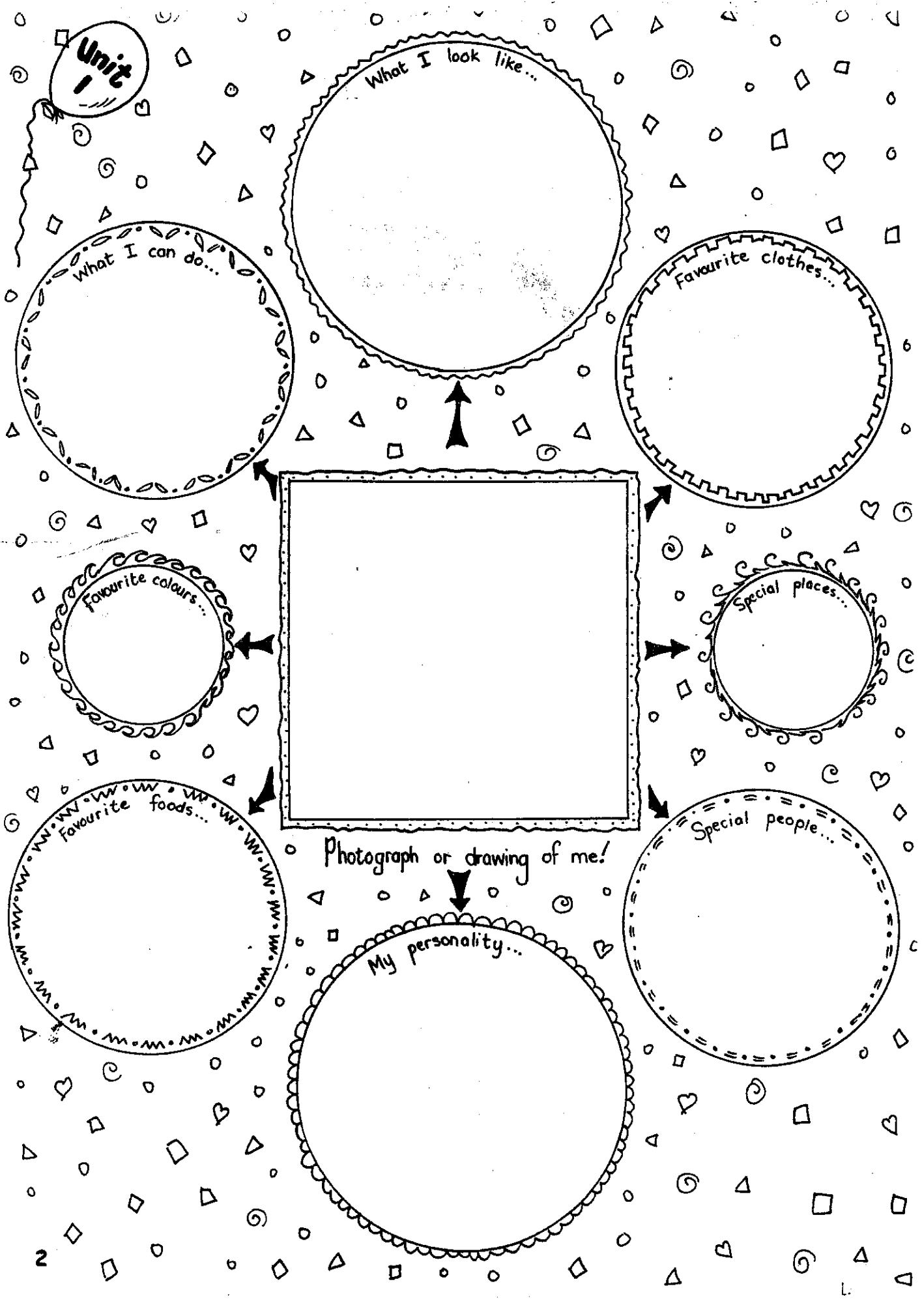
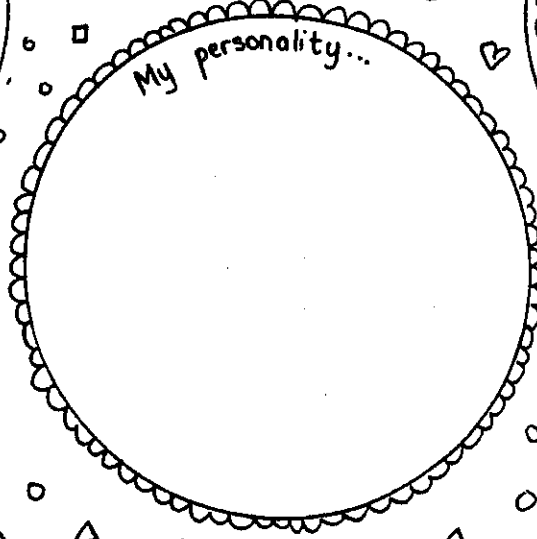
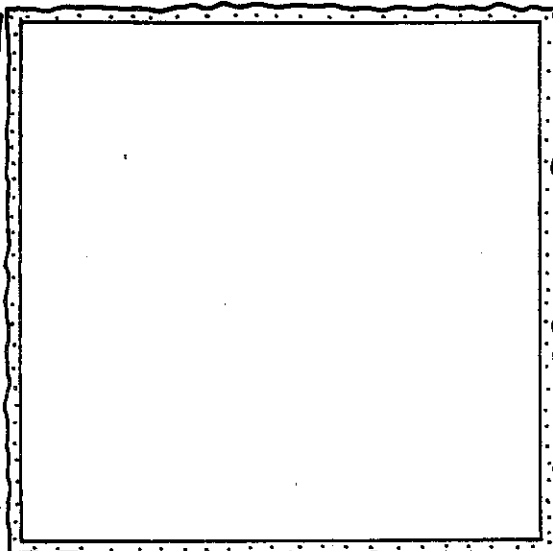
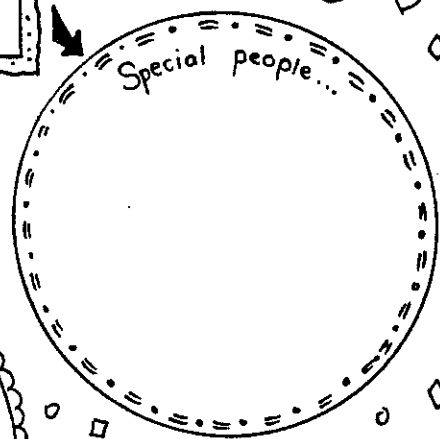
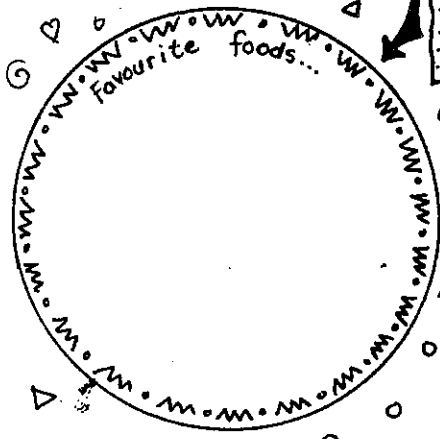
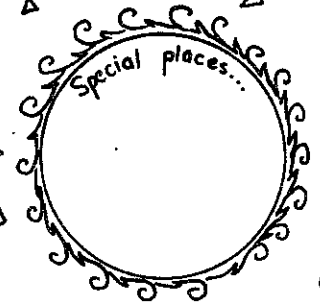
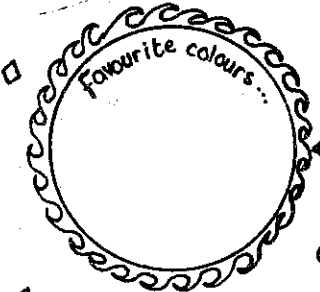
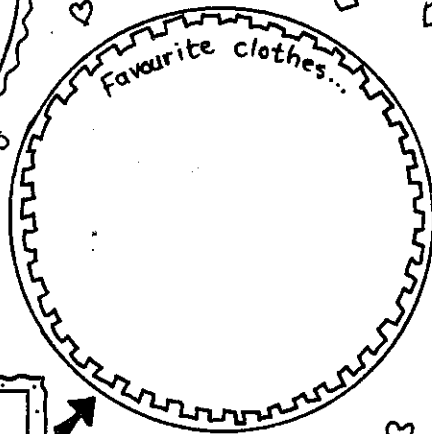
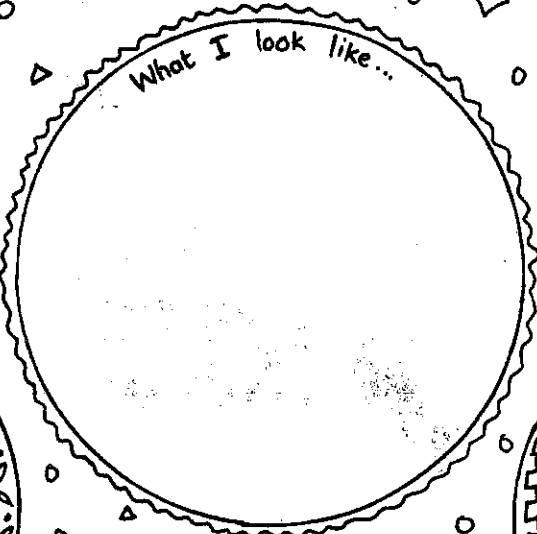
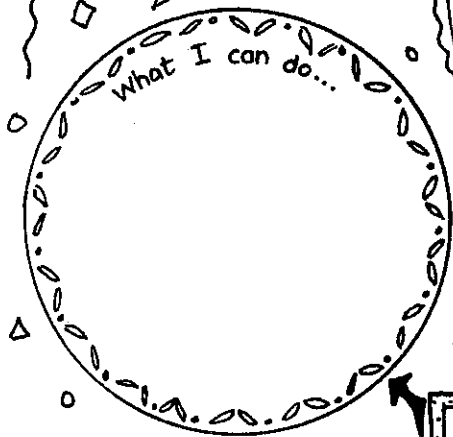
Special places...

Favourite foods...

Special people...

Photograph or drawing of me!

My personality...



# How To Solve A Problem



What Is The Problem



What Are Possible Solutions



Choose A Solution



Implement That Solution



Evaluate The Outcome

Report on solving a problem with my friend:

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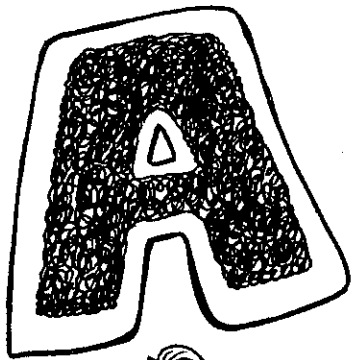
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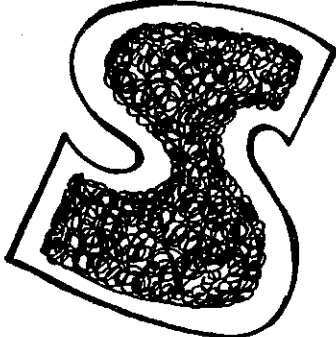
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# "ASK" To Say NO



**Ask questions**

- Is it harmful to me or others.
- Would it disappoint my parents and family.
- Is it wrong to do?
- Would I be hurt if someone did this to me?



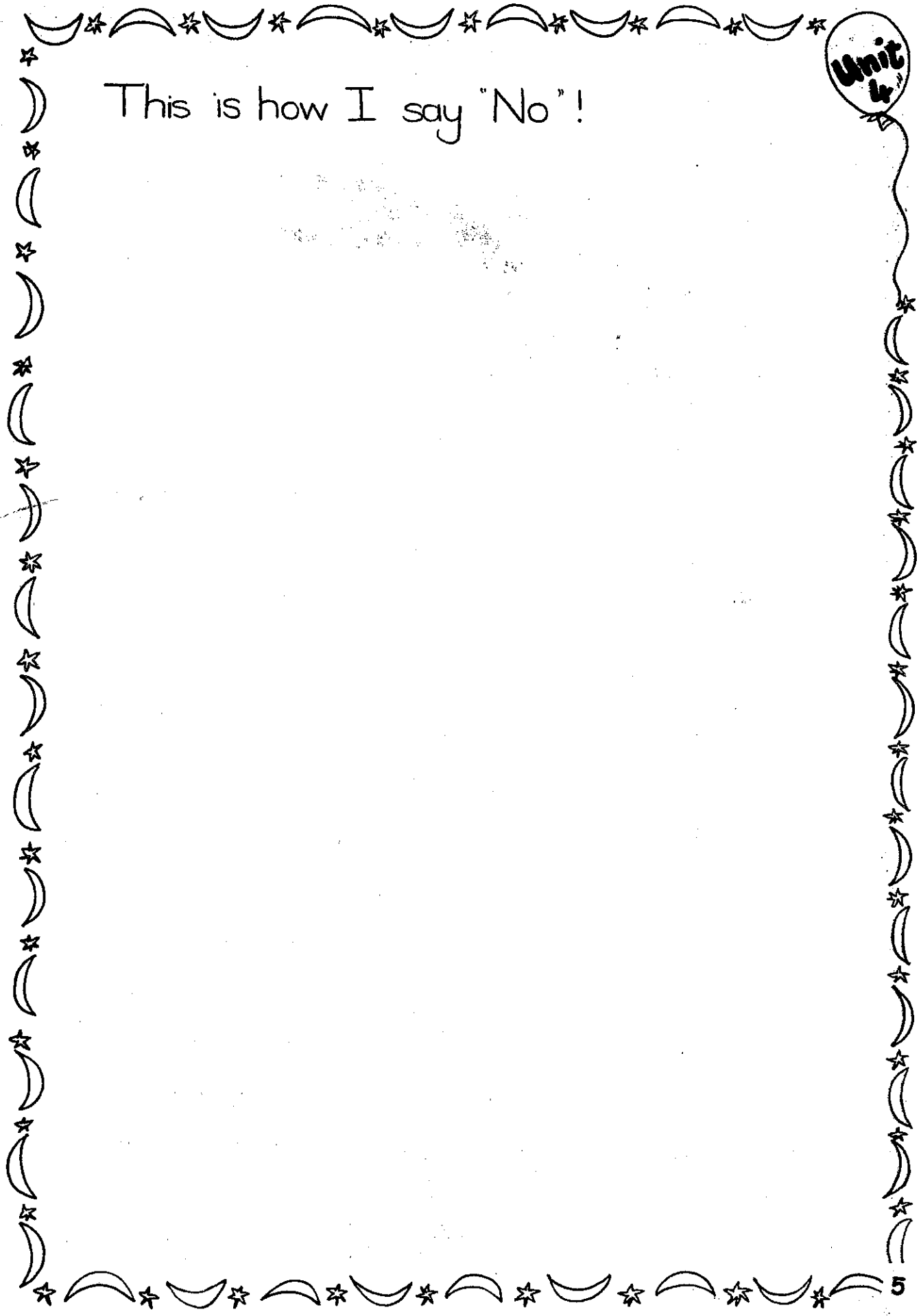
**Say "No"**



**Knowing positive options**



This is how I say "No"!



Unit  
5:1

I can move, \_\_\_\_\_

therefore I am a \_\_\_\_\_ being.

I can feel joy, \_\_\_\_\_

therefore I am a \_\_\_\_\_ being.

I can think, \_\_\_\_\_

therefore I am a \_\_\_\_\_ being.



A large, empty rectangular box with a thin black border, intended for a drawing or illustration.

I like being with my family, \_\_\_\_\_  
therefore I am a \_\_\_\_\_ being.

A large, empty rectangular box with a thin black border, intended for a drawing or illustration.

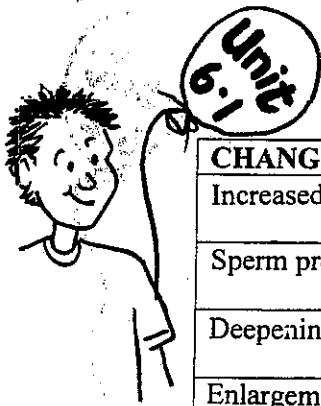
I pray to God, and/or \_\_\_\_\_  
therefore I am a \_\_\_\_\_ being.

A large, decorative oval frame with intricate scrollwork and floral patterns. Inside the frame, the text "I am an interesting and special person because" is centered above two horizontal lines for writing.

I am an  
interesting and special person because

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CHANGES IN BOYS	WHAT CAUSES THE CHANGE
Increased sweating.	The male hormone testosterone promotes muscle growth.
Sperm production begins.	The male hormone testosterone promotes the enlargement of the sex organs.
Deepening of the voice.	Testosterone influences the development of sperm cells in the testicles.
Enlargement of penis, testicles and scrotum.	The sweat glands are stimulated by the hormones to produce increased amounts of sweat.
Wet dreams.	Changing levels of hormones in the body cause the fat glands to produce more oil which plugs the pores and causes the pimples.
Broadening shoulders and strengthening muscles.	Pubic hair, then underarm hair begins to grow. Facial hair will begin to grow later, and then other body hair.
Frequent erections and ejaculation.	The vocal cords lengthen owing to testosterone. The voice will be uneven and will move up and down in pitch as the vocal cords mature.
Growth of facial and body hair.	The penis often becomes erect. When the boy is producing sperm, ejaculations can happen if he is sexually stimulated.
Pimples on face.	Semen containing many sperm cells is ejaculated from the penis while the boy is sleeping. This is common and normal.

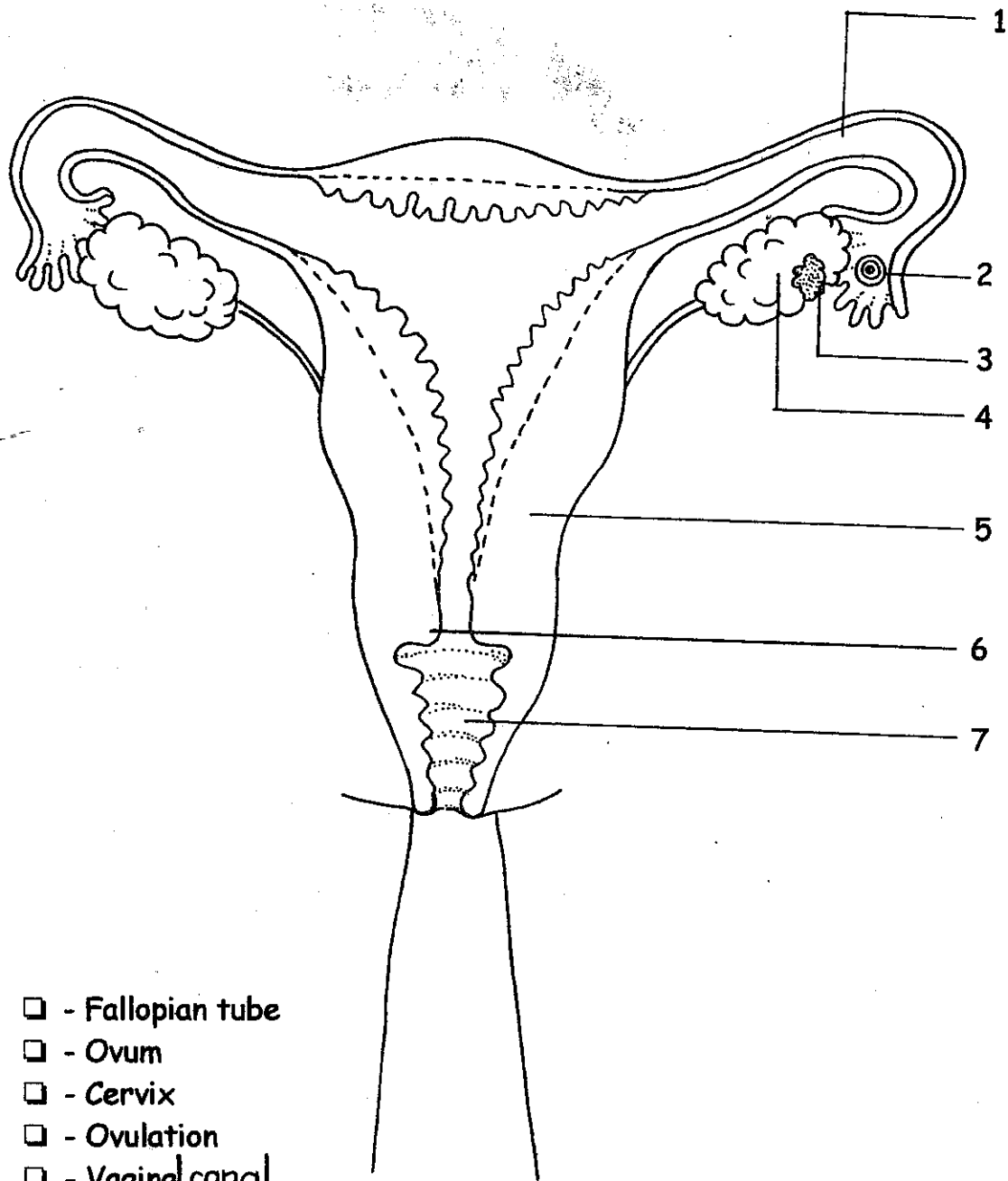
## MATCH THE **changes** WITH THE CAUSES



CHANGES IN GIRLS	WHAT CAUSES THE CHANGE
Pimples on face.	Female hormone oestrogen causes increased fat and muscle development.
Size of reproductive organs increases.	Female hormones, oestrogen and progesterone, cause increased fat deposit and development of glands and ducts for milk production.
Menstruation.	Female hormones cause growth of pubic and underarm hair.
Increased sweating.	Hormones stimulate the ovaries to produce more hormones which bring on the ripening of eggs and the menstrual cycle.
Growth of body hair.	The sweat glands are stimulated by the hormones to produce increased amounts of sweat.
Widening of hips.	Changing levels of hormones in the body cause the fat glands to produce more oil which plugs the pores and causes the pimples.
Enlargement of breasts.	The hormones cause the increase in size of the organs.

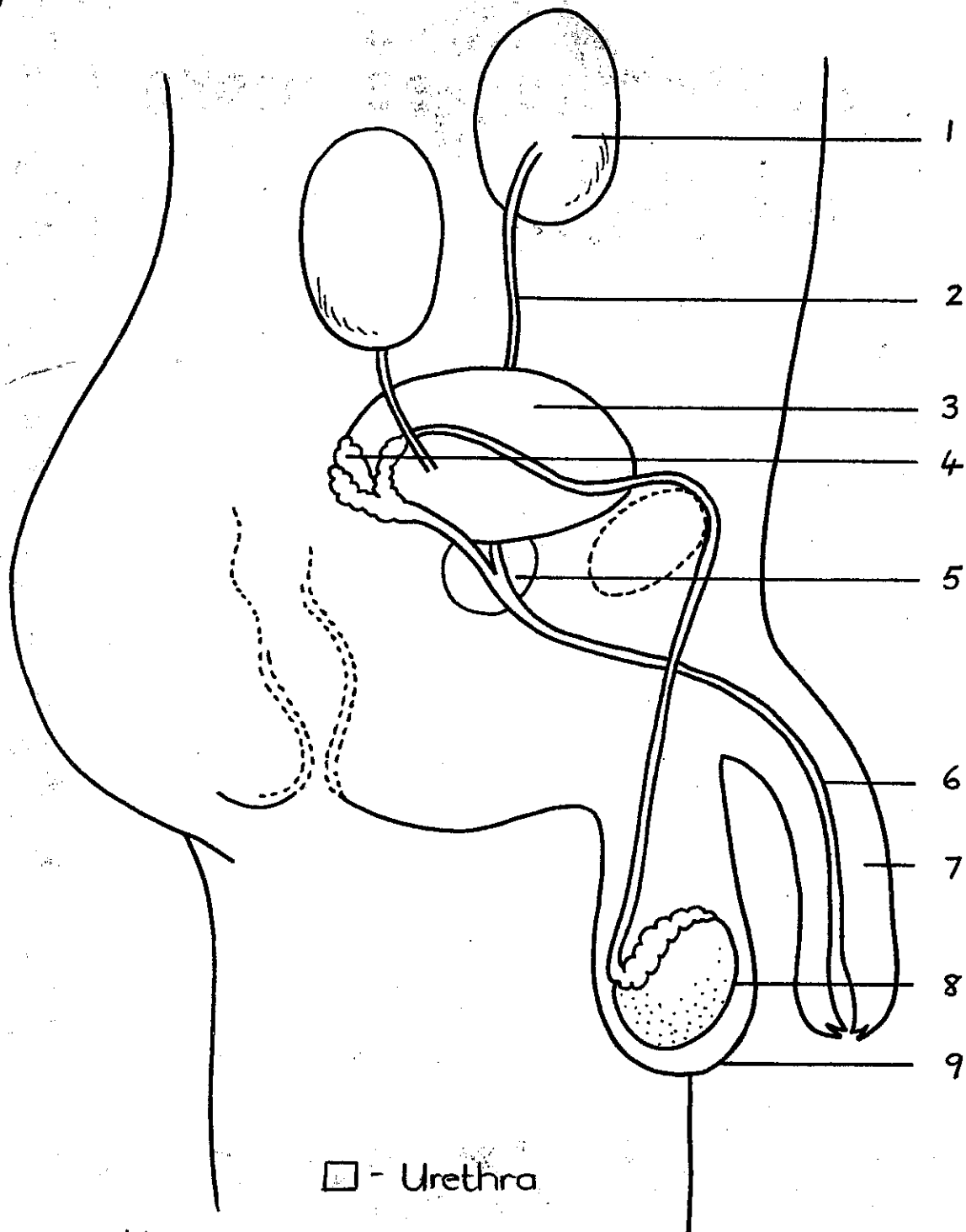
# Female Reproductive Organs - Front View

Unit  
6:2



- Fallopian tube
- Ovum
- Cervix
- Ovulation
- Vaginal canal
- Ovary
- Uterus

# Male Reproductive Organs - Side View



- |                                    |                                   |   |  |
|------------------------------------|-----------------------------------|---|--|
| <input type="checkbox"/> - Kidney  | <input type="checkbox"/> - Ureter | <input type="checkbox"/> - Bladder        | <input type="checkbox"/> - Penis           |
| <input type="checkbox"/> - Scrotum | <input type="checkbox"/> - Testis | <input type="checkbox"/> - Prostate gland | <input type="checkbox"/> - Seminal vesicle |



Unit  
6:3

All the changes make  
me feel...

Unit  
7.1

# What the future holds for me

★ My plans for the future - what I want to be one day...

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★ This is how falling pregnant, becoming HIV+ or  
fathering a child will affect my future...

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Unit  
7:2

Why it would be a good idea not to have sex until I am older

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Unit  
7:3

Write your personal pledge in the space below



## STANDING UP FOR YOURSELF

Do you let people walk all over you? Do you always give in to friends, teachers and parents without any battle at all? Try this quiz and see how good you are at sticking up for yourself. Circle a, b or c to indicate your answer.

1. Your boyfriend wants you to have sex with him. He says that all his friends are sleeping with their girlfriends. But you think that you're too young and should wait.
  - a. You tell your boyfriend that you're not ready for sex. (3)
  - b. You sleep with him because you're scared you'll lose him. (1)
  - c. You break up with him immediately. (5)
  
2. Your friend is very late to meet you. You are cross.
  - a. You shout at him when he arrives and walk away in anger. (5)
  - b. You tell him that it's not nice having to wait. (3)
  - c. You feel cross but smile and tell him it doesn't matter. (1)
  
3. You're standing in a queue at the shop and someone cuts in in front of you.
  - a. You tell her/him that she/he should move to the back of the queue. (3)
  - b. You push her/him out of the line. (5)
  - c. You quietly mumble something about her/him being very rude. (1)
  
4. You lent a book to a classmate three months ago and she has still not returned it. Your sister would like to read the book.
  - a. You tell your sister to wait. (1)
  - b. You ask your classmate to return the book. (3)
  - c. You shout at your classmate, asking her to return the book immediately. (5)



5. You want to see a film, but your friends have already seen it.
  - a. You go to the film with your brother. (3)
  - b. You refuse to talk to your friends because they don't want to go with you. (5)
  - c. You sit at home and cry in front of the TV. (1)
6. A friend has just broken up with his girlfriend and is heartbroken.
  - a. You ignore him. (5)
  - b. You only talk to him when you have to. (1)
  - c. You express your feelings, listen to him and support him. (3)
7. Your best friend has been saying nasty things about you.
  - a. You ask her why she's saying these things about you. (3)
  - b. You say nasty things about her behind her back. (5)
  - c. You say nothing to her, but at home you cry in your room. (1)
8. Your teacher makes a mistake in the class.
  - a. You jump up and laugh loudly. (5)
  - b. You tell him politely that he's made a mistake. (3)
  - c. You giggle about it with a friend. (1)



**Your score**

**30 - 40**

You tell people when they do things you don't like. But you don't care about other people's feelings at all. You must stop and think about how your behaviour can hurt others' feelings. Otherwise you may find yourself without any friends.

**20-29**

You know how to stand up for yourself, without hurting other people's feelings. You speak up when you don't like something and are not scared to express your feelings. Keep it up!

**8-19**

You must learn to speak up for yourself. Keeping quiet about things that make you unhappy won't help to solve the problem. It will only make you feel insecure and unhappy about yourself. Tell people when they do things that make you unhappy. This will make you feel better and people will learn to respect you more.



Unit  
8.2

- Could the situation be dangerous, or lead to difficulties in any way? How?
- How would you cope in each situation?

Questions:

- a. Your bicycle tyre has a puncture and you cannot fix it immediately. A stranger offers to help you by transporting you and your bicycle home.
- b. You are doing very poorly in maths. Your teacher promises to give you additional marks if you go home with him in the afternoons after school.
- c. A stranger knocks on the door asking for work. You are alone at home.
- d. A neighbour who is older than you invites you to view his new computer system at home.
- e. You are at a disco with a group of friends. A stranger approaches you and asks you to go to another place with him or her.
- f. You are at your friend's house. Her father is in the bath and has forgotten the soap. He asks you to bring the soap to him.

You've said you love me. Now I want to show you that I love you - let's make love.

You answer:

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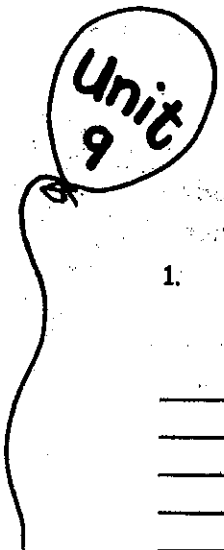
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1. What kind of illnesses usually affect children?  
Write down at least two.

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2. Name at least two illnesses you have had.

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3. What can you do for a friend who is ill?  
Indicate at least two activities.

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Unit  
11-1

## QUIZ ON HIV/AIDS

1. What is the difference between HIV and AIDS?
2. Can you get HIV from holding hands, hugging and sharing eating utensils?
3. Name three ways a person can get infected with HIV.
4. How long can a person remain healthy with HIV?
5. If you decide to have sex, what is the best protection from HIV?
6. What age group has the highest HIV infection rate?
7. Is there a cure for HIV?
8. What is the AIDS HELPLINE telephone number?
9. Name 3 Sexually Transmitted Diseases other than HIV.
10. Can you tell by looking at a person that they are HIV+?





This IS how HIV IS SPREAD.

Unit 12-1

1.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_





# 5 steps to solving PROBLEMS

in risky situations...

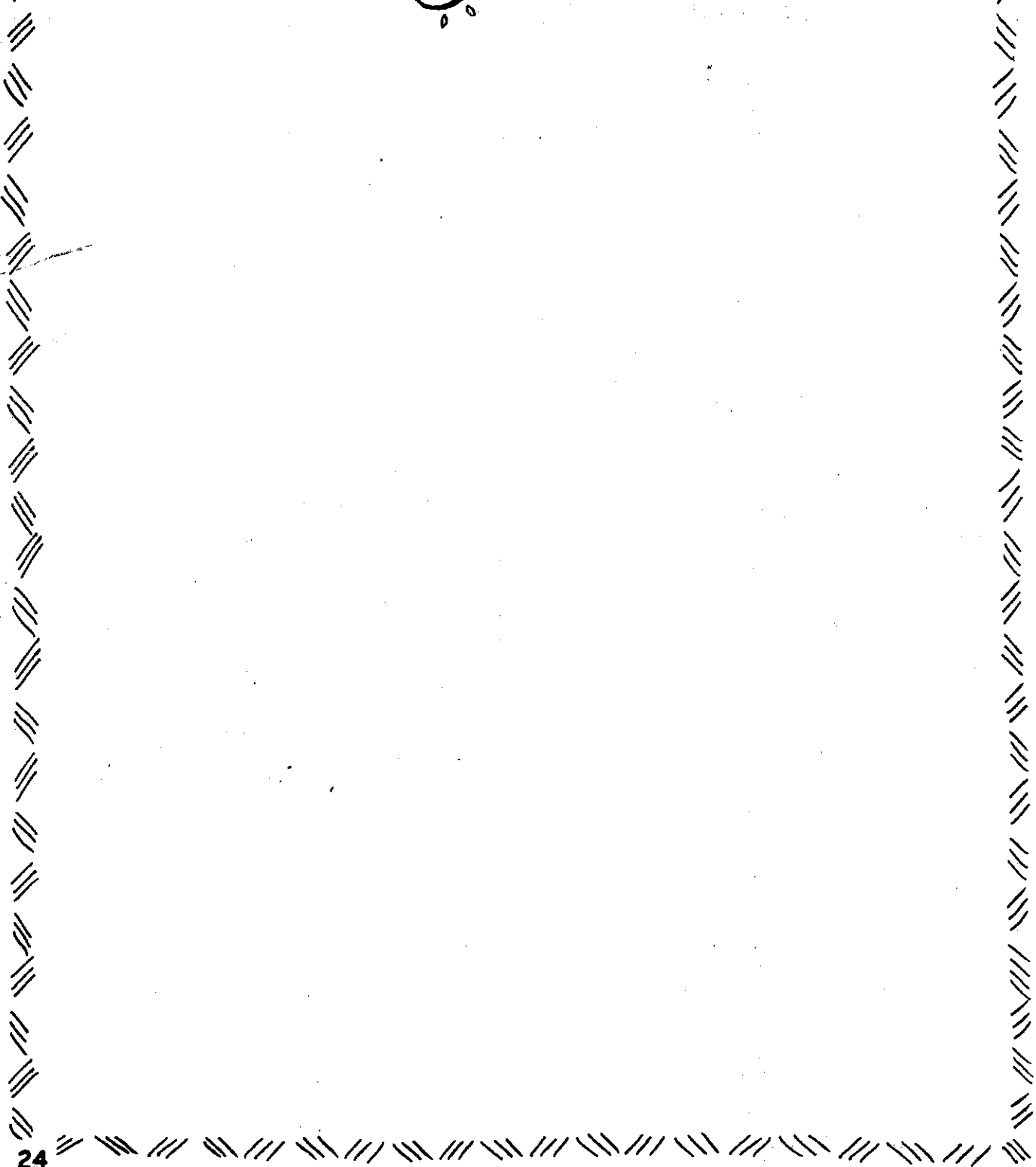
Unit  
13

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

Unit  
14

# HIV/Aids information

... Le afset: ...



# 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: \_\_\_\_\_  
\_\_\_\_\_

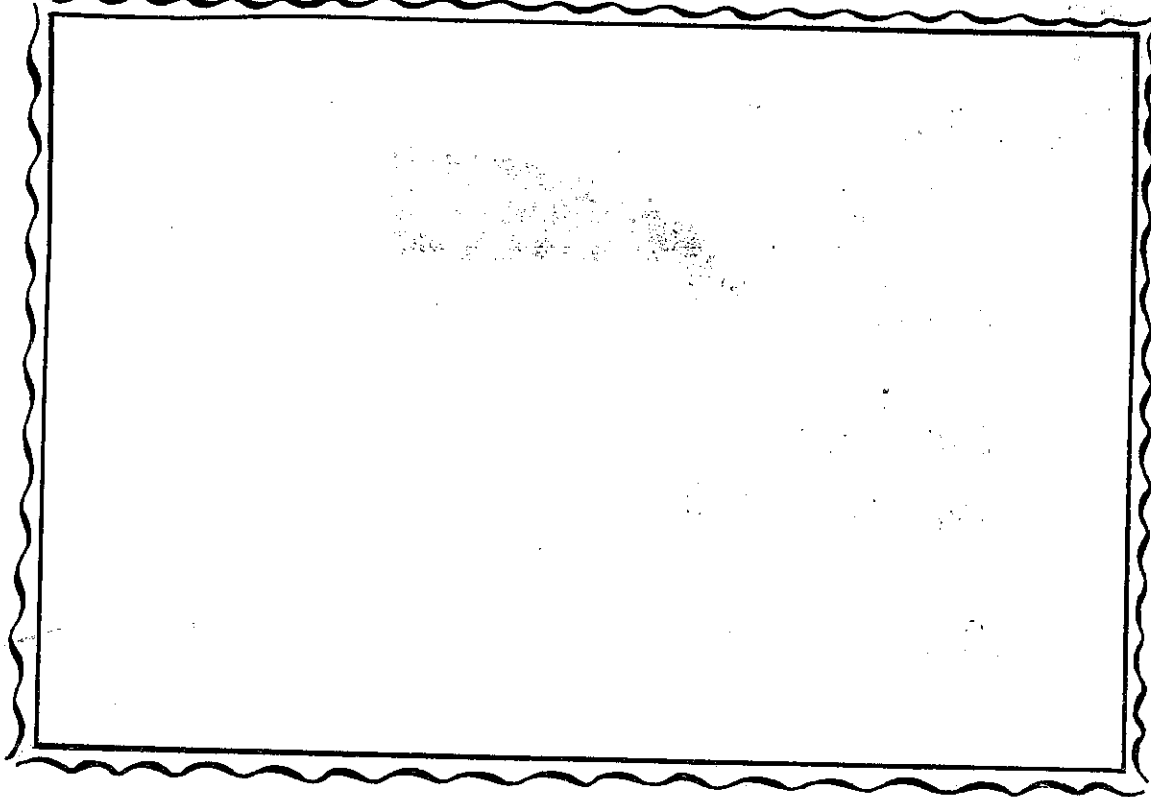
Jobs to be done	Who will do them	Deadline

## 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.



Draw a picture or paste a photo of a friend here:



1. How could you lose a friend?  
.....  
.....
  
2. How would your life change if you lost a particular friend?  
.....  
.....
  
3. If you knew you were going to lose a friend, how would you prepare yourself for the loss?  
.....  
.....



Unit  
16

4. What would you do if you were to lose a particular friend?

.....  
.....

5. How would you feel if you were to lose a particular friend?

.....  
.....

6. What could you do to deal with the loss?

.....  
.....

7. Do you think that some good things could result from such a loss?

.....  
.....

8. What could you do to help someone who has lost a friend?

.....  
.....