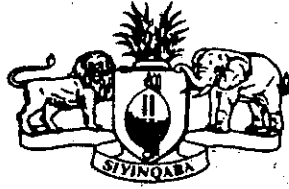


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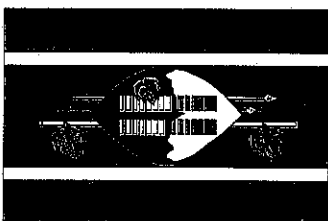
*Life skills education  
Teacher's Guide for Schools in Swaziland*

".....get ready  
and realistic to  
cope with  
challenges in  
life."



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(ETGPS)**



2003



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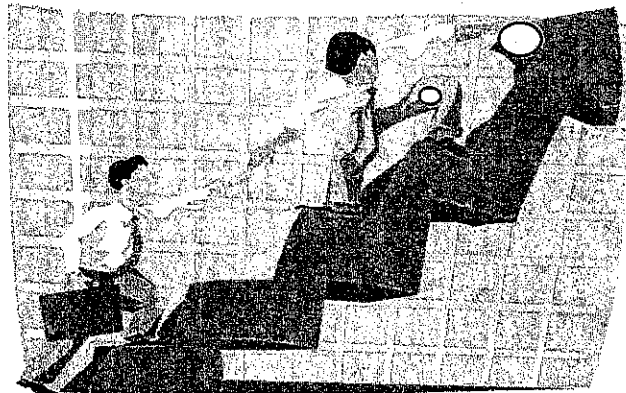


Swaziland

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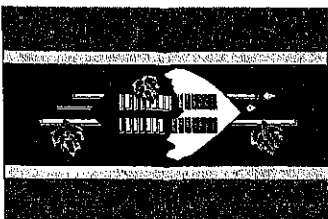
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PART I

OVERVIEW OF LIFE SKILLS EDUCATION

## INTRODUCTION

This guide has been prepared for all teachers in our schools to provide children with skills that will help them face and cope with difficult circumstances. The guide is divided into two sections. Part one of the guide presents an overview of the concept of life skills in general, the objectives of life skills education and why life skills education is necessary in the schools. Also included is the methodology that is mostly recommended for life skills education. The second section looks at the core life skills. Each life skill is first defined and discussed in detail. The discussion is broken down into lesson plans and activities. This is only a guide that teachers can use together with their experiences to strengthen these lessons and activities.

The lessons and activities prepared here should help the teacher get through to the children. It is expected that while the children go through these exercises they will develop the necessary skills that will help them throughout in their lives. Teachers will select lesson plans and activities as they see fit to address an existing problem in their school or community.

### *What is Life Skills Education?*

Life skills education is the development of abilities for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (WHO, 1993). The acquisition of life skills can positively affect a persons' overall physical, emotional, social and spiritual health, which in turn is linked to his or her ability to maximize upon life opportunities. The success of life skills education centres around three factors. These are:

- The recognition of the developmental stages that the youth pass through and the skills they need as they progress to adulthood.
- A participatory and interactive method of teaching.
- The use of culturally relevant and gender sensitive learning activities.

Life skills education aims at helping people:

- Make positive health choices
- Make informed decisions
- Practise healthy behaviours
- Recognise and avoid health risky situations and behaviours

When people turn their abilities into skills they learn to cope with challenges and become competent in life. It takes drive to do that. Competent people take responsibility of their own development. They begin to have control of their lives as they make informed choices. The primary goal of life skills education therefore is not only to raise the level of knowledge but also to enhance ability to translate that knowledge into specific positive behaviour.

# *What are life skills?*

Life skills are techniques required by an individual to function effectively, confidently and competently in a constructive way with oneself and others in the community both locally internationally.

## *Categories of Life skills*

There are four categories of life skills.

1. Livelihood or vocational skills

2. Practical health related skills

3. Physical skills

4. Behaviour and interaction related skills

### *1. Livelihood or vocational skills*

These are obtained through hands on training in the home, school and through community projects. They are more related to career development. These are basic "making a living" and survival skills. They include household gardening and animal husbandry, subsistence agriculture, managing personal and household finances, basic entrepreneurial skills and job hunting and interviewing skills.

### *2. Practical health related skills*

These are skills that help pupils deal with challenges of improving and maintaining their health. They include infection and disease prevention practices, first aid practices, nutrition and general hygiene practices. Given the realities faced by children, they need such skill from the earliest ages possible, skills to take care of themselves, and to help to take care of other younger children who depend on them.

### *3. Physical skills*

These are skills that help to improve circulation and fitness in the body. If circulation is improved, there will be elimination of waste products/toxins and transportation of nutrients to all part of the body. If this happens then the health of the children will be improved.

### *4. Behaviour and interaction related skills*

These skills help in behaviour change and interaction. In general, these skills are divided into three broad classes namely:

1. Social skills

2. Emotional coping skills

3. Cognitive skills

The information content under skills related to behaviour and interaction include the following classes.

<i>Social Skills</i>	<i>Reasoning/Cognitive Skills</i>	<i>Emotional Coping Skill</i>
Communication	Understanding the consequences of actions	Managing stress
Cooperation	Problem solving	Coping with emotions
Assertiveness	Decision Making	Managing feelings
Negotiation	Critical thinking to analyse peer and media influences	Skills of increasing internal locus of control i.e. Self management and self monitoring
Friendship formation	Determining alternative solutions to problems	
Conflict management		
Resisting unhealthy pressure		
Interpersonal skill for developing healthy relationships		

These three classes of skills are not mutually exclusive, but rather complement and reinforce each other. For example, a program aimed at promoting social competence in children would teach ways to:

- Think about and determine alternatives for handling a potentially violent situation (cognitive skills).
- Manage personal reactions to conflict (emotional coping skills).
- Managing interactions with oneself and others in the community (social skills)

## *Effective use of life skills education*

To be effective in supporting quality in learning outcomes, life skills education must be used in conjunction with a specific subject or content area. Learning about decision-making, for example, is more meaningful if it is addressed in the context of a particular issue such as the decisions we make about tobacco use. While life skills education focuses somewhat on behaviour change, it is unlikely that a learning activity will affect behaviour change if knowledge and attitudinal aspects are not addressed. For example, a student will not try to negotiate for effective condom use if he/she doesn't know that they can prevent disease transmission or doesn't believe that condoms are necessary. Therefore, it is important for life skills education approaches to be accompanied by activities that focus on students' knowledge and attitude.

Life skills education emphasizes the use of learning activities that are culturally relevant and gender-sensitive. To achieve this, the learning activities offer numerous opportunities for participants to provide their own input into the nature and content of the situations addressed.



during the learning activities, for example creating their own case studies, brainstorming, etc. This approach ensures that the situations are realistic and relevant to the everyday lives of students. It is critical that the skills youth build and practice in the classroom are easily transferable to their lives outside the classroom.

## *The importance of Life skills*

Human beings are a complex mixture of knowledge, attitudes and behaviour. People constantly interact with the inner selves, other people, and with the environment as a whole. Thus, as children grow up into adolescence and adulthood they need to acquire the knowledge, skills and attitudes that will enable them to handle themselves and their environment successfully.

Traditional education attempted to address this holistic view of human personality through the informal education system. The formal education system, on the other hand, tended to prioritise knowledge at the expense of other aspects of our personalities, believing that an increase in knowledge will automatically lead to positive changes in attitudes and behaviours

At the same time, it was generally assumed that life skills and attitudes would continue to be imparted through the family and community. However, what has happened is that such traditional structures have largely broken down thereby leaving young people more vulnerable. The challenges and threats facing young people have increased for historical reasons. Thus, it has become increasingly clear that such prioritisation of knowledge at the expense of other aspects of the human personality is a very inadequate way of preparing young people for the complex nature and challenges of our world today. Maybe this has been brought into sharpest focus by the HIV/AIDS pandemic but it refers to the way we live our lives in general

Over the last decade, a growing body of research has documented that skills-based interventions can promote numerous positive attitudes and behaviours, including greater sociability, improved communication, healthy decision-making and effective conflict resolution. Studies demonstrate that these interventions are also effective in preventing negative or high-risk behaviors, such as use of tobacco, alcohol and other drugs, unsafe sex, and violence. It is important to note that research has also found that programmes that incorporate skills development in their curricular are more effective than programmes that focus only on the transfer of information. (EI, 1999)

Research shows that life skills education programmes can;

- Help develop emotional control.
- Improve health-related behaviours and self-esteem.
- Improve academic performance.
- Prevent peer rejection.
- Prevent delinquency and promote positive social adjustment.
- Prevent high risks sexual behaviour
- Delay the onset age sexual contact, abuse of tobacco, alcohol, and marijuana. (EI, 1999)

# *Life skills Methodology*

Participatory, interactive teaching and learning methods are critical components of this type of education. These methods include role play, games, debates, situation analysis, and small group work. It is through their participation in learning activities that use these methods that young people learn how to better manage themselves, their relationships and their health decisions.

The foundation of this teaching concept is derived from a wide body of theory-based research, which has found that people learn what to do and how to act by observing others. People's behaviours are reinforced by the positive or negative consequences that result during these observations. Many examples from educational and behavioural research show that retention of behaviour can be enhanced by rehearsal. According to Bandura, (1977) when people mentally rehearse or actually perform modelled response patterns they are less likely to forget them than if they neither think about them nor practice what they have seen.

Cooperative learning or group learning is another important aspect of life skills education programs. Many of these programs capitalize on the power of peers to influence the acquisition and subsequent maintenance of positive behaviour. By working cooperatively with peers to develop pro-social behaviours, students change the normative peer environment to support positive behaviours. As an educational strategy, therefore, life skills education relies on the presence of a group of people to be effective. The interactions that take place between students and among students and the teachers are essential to the learning process.

In addition to the use of participatory interactive teaching methods, life skill education also considers the development stages (physical, emotional and cognitive) of a person at the time of learning. Participatory activities provide the opportunity for students to learn from one another and appreciate the differences, as well as similarities, among individuals in the classroom setting.

## *How we learn*

Learning is done in a number of ways. For example:

- 1% through taste
- 2% through touch
- 3% through smell
- 11% through hearing
- 83% through sight

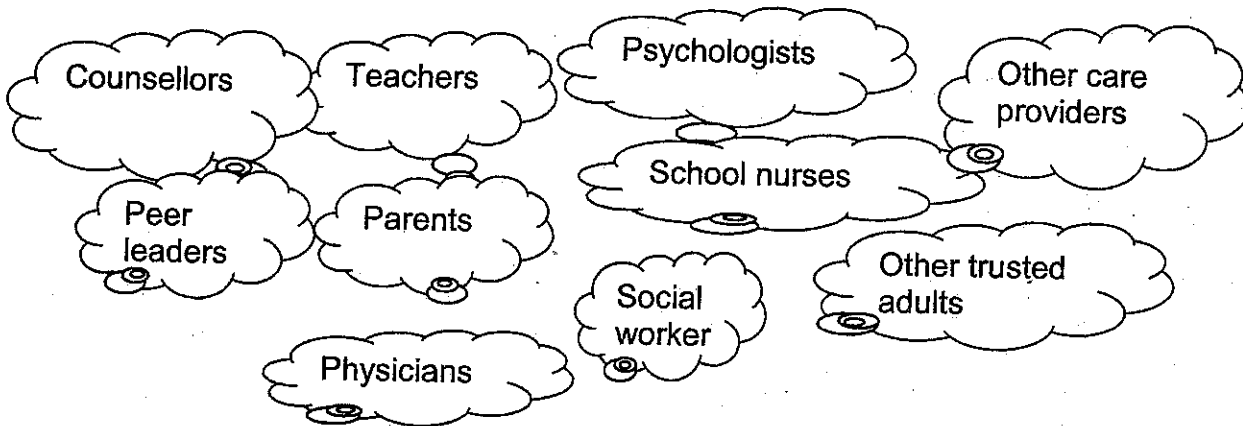
## *How we remember*

Remembering is effected in many ways. For example:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of what we say and do

(Report on life skills workshop facilitated by Helen Chedi July 1999)

## Who Can Teach Life-Skills



## People who can teach life skills

Should be perceived as...	Should have these qualities
<ul style="list-style-type: none"> <li>• Credible</li> <li>• Trustworthy</li> <li>• High status</li> <li>• Positive role model</li> <li>• Successful</li> <li>• Competent</li> </ul>	<ul style="list-style-type: none"> <li>• Competent in group process</li> <li>• Able to guide and facilitate</li> <li>• Respectful of children and adolescents</li> <li>• Warm, supportive, enthusiastic</li> <li>• Knowledgeable about specific content areas relevant to adolescence</li> <li>• Knowledgeable about community resources.</li> </ul>

## Effective training of life skills education providers

Key to the success of teaching life skills is training of programme providers in Life Skills education. The aim of such training is to;

- Increase providers' knowledge around the content.
- Increase providers' familiarity and level of comfort with the use of participatory and interactive teaching methodology in the classroom;
- Increase providers' understanding of development issues in learning
- Strengthen providers' skills in the management of classroom behaviour, given that skills-based education is used primarily in a large group setting and often deals with sensitive topics.

## *Effective Training On Life Skills Education Enables Providers to:*

- Establish an effective, safe and supportive program environment
- Access resources for information and referral
- Address sensitive issues
- Model the skills addressed in the program
- Apply interactive teaching methodologies in the classroom
- Provide constructive criticism, positive reinforcement and feedback
- Manage group process

Whichever agency plays the primary role in the implementation of life skills education, it is important for program providers to collaborate with other local stakeholders and community members in all stages of planning and delivery. For example, providers may want to invite parents to attend training programs to enhance their own skills for communicating with their children or for coping with difficult personal circumstances. Likewise, other community members (e.g., health care workers or police officers) might be invited to participate in specific learning activities both in and outside the classroom.

## *Challenges of implementing Life skills education*

Some of the major challenges associated with implementing life skills education are:

### ➤ *Lack of relevant life skills among providers.*

Health care providers, youth workers and teachers are often expected to help adolescents develop skills that they themselves may not possess. Program providers need help in building assertiveness, stress-management, and/or problem-solving skills for themselves before being able to teach these skills in the classroom. Therefore, an important component of any training program is the inclusion of activities in which potential providers can also address their own personal needs.

### ➤ *Inability to use active teaching methods.*

There is a need to train adults in using active teaching methodologies. Life skills education encourages participation by all students, and as a result, can create classroom dynamics with which some teachers are not familiar. Research, however, has found that teachers who are initially uncomfortable with the idea of using participatory methodologies in their classrooms overcame their reluctance after practicing these methods during training sessions. Provider confidence is essential to the success of skills-based education.

### ➤ *Discomfort in addressing sensitive issues.*

Program providers may feel uncomfortable addressing the sensitive issues and questions that may arise. Some providers may feel unprepared to communicate with their students about sensitive topics such as sexual and reproductive health, violence, and relationships. They also may not know where to go to access additional information on these topics. Again, training teachers prior to implementation on how to best address and respond to questions or comments about sensitive topics is key to overcoming this

challenge. Providers should also be encouraged to interact and meet with one another throughout the school year to share ideas and suggestions.

➤ *Lack of motivation*

Program providers are underpaid and overworked. Program providers may not have the morale or energy to learn new teaching methodologies. Therefore, providers need to understand how skills-based education can have immediate and long-lasting benefits not only on their students' lives but also on their own personal and professional lives. Training programs should include activities which help teachers build skills that they can use in their daily lives, e.g., to improve relationships, avoid sexual violence or harassment, or overcome alcohol or drug use. Studies have shown that skills-based education programs can indeed improve attendance and morale among providers. (Allegrante, 1998)

➤ *Lack of coordination*

Teachers are often asked to implement many different curricula and instructional efforts, without a clear understanding of the relationships among them and the relative benefits of each. A lack of coordination between school administrators, curriculum coordinators and health and education sectors can result in a number of competing curricula. This can prove to be frustrating to overworked teachers who may start to view new programs as just another addition to their existing workload. Key to overcoming this challenge is a close collaboration between all involved, including teachers, so that there is a clear understanding of how new curricula can realistically be used to complement what is already being implemented.

## *Some key to success when implementing Life Skills Education*

At the heart of implementation is a planning process that begins with the end in mind. Ensuring a fit between the programs, the interests and needs of providers and young people, local conditions and resources are essential. As the challenges suggest, nothing can be implemented without the enthusiasm, buy-in and involvement of the providers. Providers, i.e., teachers, health workers, counsellors, and volunteers, are perhaps the most critical component to the implementation process. In fact, many programs have been successful, even in the absence of any national policies, due to the talent and commitment of local level people. Examining, taking into account, and responding to the concerns, interests and needs of providers' personal and professional working conditions is a major factor in program success.

Despite the challenges that may accompany the implementation of life skills education, the rewards and positive outcomes that may result from such programs are immeasurable. By creating a coordinated effort between stakeholders, both local and national, program planners and advocates can help to ensure an educational program that is both effective and sustainable.

PART II

***SOME CORE LIFE SKILLS***

- ❖ *Self awareness*
- ❖ *Building self esteem*
- ❖ *Assertiveness*
- ❖ *Value clarification*
- ❖ *Effective communication*
- ❖ *Decision making*
- ❖ *Coping with stress and emotions*
- ❖ *Coping with peer pressure*

## *Self awareness*

*Self awareness is knowing and understanding oneself.*



# SELF-AWARENESS

## *What is self awareness?*

Self-awareness is the knowing and understanding oneself. People need to know themselves in order to cope with their problems and to succeed in life. The better you know yourself, the less likely you will be persuaded to do something for which you are not ready.

Young people need to know and understand themselves first, their potential, their feelings and emotions, their position in life and in society and their strengths and weaknesses. They need to have a clear sense of their own identity and where they come from and the culture into which they have been born which has shaped them. It is assumed that the more individuals are aware of their own capabilities, the more able they are of using the other life skills effectively. Self-awareness also enables people to make choices that are consistent with the opportunities available to them and the society in which they live.

## *How to know and understand oneself?*

To know yourself begin by asking yourself the following questions and give your own genuine answers to them.

- Who am I?
- How do I look like?
- What do I like or want?
- What is it that I don't like?
- What kind of life do I want to live?
- Where do I come from?
- What kind of job would I like to have?
- What kind of education would get me a job I would love doing?
- What should I do to get the education I need for the job?
- What expectations do members of my family have of me?
- What am I able to do?
- What am I not able to do?

*This list of questions is not exhaustive.*

## Aspects of self awareness

Physical  
makeup;  
how are  
the body  
features

Emotional; how  
one feel and  
behaves under  
different  
circumstances

Economical;  
the financial  
status and  
resources one  
have.

Values; the things one  
wants most from life

Abilities; the things  
one can do

Social; where does  
one come from and  
with whom does s/he  
interacts.

Interests; the things  
one likes to do

## "Myself"

I am  
...(name)

I am a girl/boy and I  
am pretty/handsome  
to myself. Whoever  
sees me differently  
is their opinion of  
me.

I don't like  
destructive  
things

I like who  
I am

I come from a ---  
Family and my  
background is not  
my responsibility. I  
will do my best in  
spite of where ever  
I come from

I want an  
independent and  
responsible life

I will further my  
education in order to  
get the job I want. I  
won't end here.

I'd like to get  
the job I want.

My family and the  
people around me  
have high  
expectations of  
me.

I will work  
hard at school  
to achieve my  
dreams.





Ooh! I love it  
and it suits me  
so well.

## *Lessons and activities*

### **Lesson 1**

**Topic:** Self awareness (physical attributes)

**Objectives:**

- To describe and list their physical features

**Teaching Aids:**

Pictures of people

**Introduction:**

The teacher should hand out pictures to a few students in class and ask them to describe the people in the picture. Or tell pupils to draw themselves on a piece of paper.

**Presentation:**

- Tell pupils about physical attributes that is, what they are and their importance.
- Break class into small groups
- Give each group a picture chart and let them describe the physical features of the person on the chart or give pupils a blank sheet of paper and let them draw themselves.
- Let each group present their descriptions to the whole class
- Consolidate by emphasizing the importance of knowing oneself

**Evaluation:**

Let pupils exchange pictures, write descriptions of the people in their pictures and discuss what they have written. Also allow pupils to give names to the body parts both in English and Siswati. Then consolidate by emphasizing the importance of our body parts and Siswati names of our body parts are **not** an insult.

## Lesson 2

**Topic:** Self awareness

**Objectives:**

- To give a brief description of themselves
- To state the importance of self awareness

**Teaching Aids:**

Mirrors,

**Introduction:**

The teacher will give a full description of him/herself in terms of physical appearance, feeling and behaviour under different circumstances, economic status, abilities, interests and what is important to him/her.

**Presentation:**

- The teacher should link the activity of self-description to the concept of self awareness
- Ask for volunteers in the classroom to give a brief description of themselves
- The teacher should draw attention to differences in descriptions and will talk about uniqueness.
- Explain the importance of self awareness. For example "You are not going to be easily taken in by people who admire you because you will be admiring yourself too and you also easily relate to other people because you are not bothered much by comments made on what you know about yourself".

**Evaluation:**

- Give mirrors to individual pupils and tell them to write a full description of themselves as portrayed by the mirror.
- Ask pupils to each write down a story about the person they see in the mirror (themselves) imagining what role the individual will play in life in future.
- Ask pupils to explain what they are presently doing to prepare for their future dreams.

## Lesson 3

**Topic:** Self awareness ( Strengths and Weaknesses)

**Objectives:**

- To list their strengths and weaknesses
- To list ways of improving on their weaknesses.

**Teaching Aids:**

Chalk board

**Introduction:**

Ask pupils to give a brief overview of the importance of having a good knowledge and understanding of oneself.

**Presentation:**

- Draw a table on the board with two columns, one for "things I can do best" and the other for "things I cannot do well"

I can do well

I cannot do well

- Tell pupils to use the given table on the board as an example and write the things they can and cannot do best.
- Consolidate by highlighting that each person is an individual and has his/her strengths and weaknesses. Tell them that it is important for every individual to know his/her strengths and weaknesses and accept the reality so that they can improve on their weaknesses.
- Discuss possible ways of improving on their weaknesses

**Activity 1**

**How well do you know yourself.**

Use this checklist to find out more about yourself. There are no right or wrong answers.

	Yes	No	Don't know
I like the way I look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am happy most of the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I cannot get along with people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other people find me interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I give in very easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always try my best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I get angry quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not finish most things I start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criticism upsets me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a friend is in trouble I would always try to help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to be all by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to tease other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you have more than six of "don't knows" please work on knowing yourself.**

## Activity 2

### Self awareness (likes and dislikes)

Pupils will read through the statements and place a tick if they agree with the statement and a cross if they disagree.

	Agree	disagree
I would like to become a well known athlete	<input type="checkbox"/>	<input type="checkbox"/>
I value friends more than money	<input type="checkbox"/>	<input type="checkbox"/>
I would like to be a famous movie or T.V. star	<input type="checkbox"/>	<input type="checkbox"/>
I like taking risks	<input type="checkbox"/>	<input type="checkbox"/>
I like praising someone for a job well done	<input type="checkbox"/>	<input type="checkbox"/>
I like sending cards for my friends for each and every occasion	<input type="checkbox"/>	<input type="checkbox"/>
I prefer to fight than to quit	<input type="checkbox"/>	<input type="checkbox"/>
I wouldn't like to have friends who use drugs	<input type="checkbox"/>	<input type="checkbox"/>
I would like to drive a posh car	<input type="checkbox"/>	<input type="checkbox"/>
I like to be free	<input type="checkbox"/>	<input type="checkbox"/>

Allow pupils to compare their responses and consolidate by emphasising the differences in interests

## Activity 3

### I am wonderfully made

Tell pupils to write a private letter to God thanking him for the way that they are made. Ask them to exchange their letters and select a few to read the letters that are in their hands.

Summarise the activity by explaining to pupils that the value of a person is not measured by whether they are boys or girls; what they look like? how clever they are? where they come from? or how much money they have but on the fact that they are made by God to be the way they are. Boys and girls are equally valuable and special. Let them point at themselves and say "I am valuable and special". For boys, "it's marvellous to be a boy - and I am glad God made girls as well." For girls, "it's wonderful to be a girl - I am glad God made boys as well."

### Activity 4

#### My family

Tell pupils that families (the people they live with and rely on) are good and they are the best environment for people of all ages to live and grow. What ever their families are like today they can help to make them better. In our families we learn so much about human relationships and we should find the love, support and security we all need.

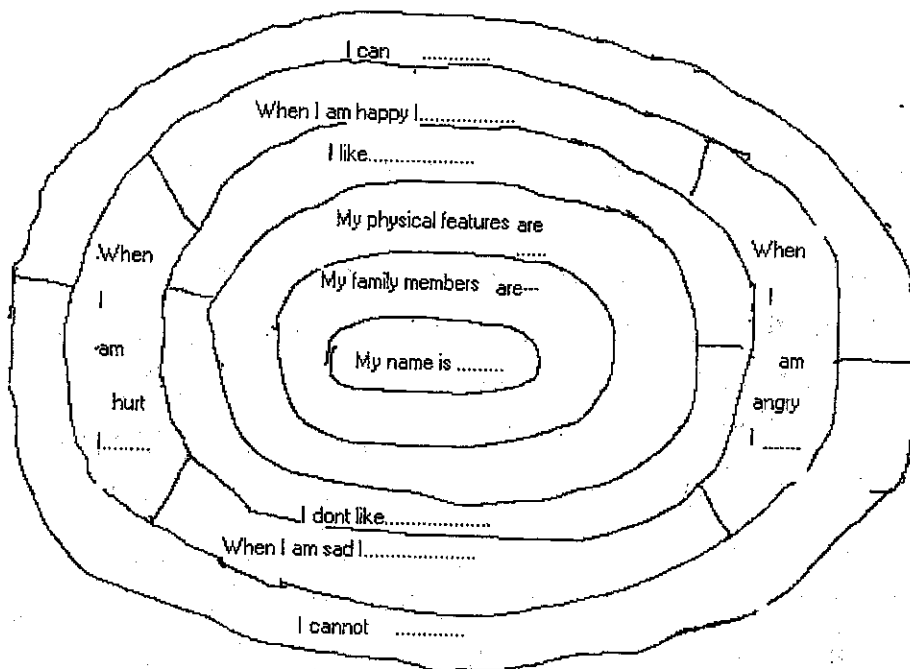
However because of certain reasons our families have things that are good about them and those that are not so good. Then ask them to write the names of members of their families. Ask them to list what is good and what is not so good about their families.

Consolidate the activity by telling them that whatever family they have it is not their choice therefore they will need to make the best of themselves in spite of the type of family they come from, that is, living in a good and loving way. Also God made us all in his image for a purpose.

### Activity 5

#### The real me

Let pupils copy the circle and fill in the information required. As the pupils are doing this activity go around to help them fill in the real information about themselves.



## Activity 6

### The real me

Let pupils answer the following questions as genuine as possible.

- Who am I?
- How do I look like?
- What do I like or want?
- What is it that I don't like?
- What kind of life do I want to live?
- Where do I come from?
- What kind of job would I like to have?
- What kind of education would get me a job I would love doing?
- What should I do to get the education I need for the job?
- What expectations do members of my family have of me?
- What am I able to do?
- What am I not able to do?

Allow them to present their answers individually and help them where they were not able to come up with answers.

## Summary

*The teacher may tie up the section on self awareness by saying the following:*

*"We have had a number of lessons in this section (Self awareness). In these lessons you have been learning about knowing and understanding yourself. Remember, we pointed out that it is important to know yourself accurately in order to face the many challenges of life. We also said that if you know yourself better you are less likely to be influenced by people into doing something that you may not want to do. Lessons in the next section will help you learn to love and accept yourselves the way you are, without wishing you were somebody else. The ability to love and accept your self is called self esteem"*



## *Building self esteem*

*Building self esteem is the process of developing the ability to think and feel positively about oneself*

# BUILDING SELF ESTEEM

## *What is self esteem?*

Self esteem is the way you think and feel about yourself. It can be high or low, and may be influenced by thoughts and feelings which maybe positive or negative. Personal aspects such as appearance, abilities and behaviour may contribute to the level of self esteem. Self esteem grows on the basis of the experiences of being competent and successful in what one attempts.

Children need to feel good about themselves to be able to achieve more. They also need to know that they are persons of worth. This will help them to develop a high self-esteem, which will lead to feelings of self- confidence. As children become aware of their own capabilities and position in their community, the awareness of the good in themselves is enhanced.

Self-esteem is strongly influenced by an individual's relationships with oneself and others. Significant adults, such as parents, family members, teachers, and peers can help to develop or destroy a person's self esteem by the way in which they interact with him/her. Therefore, the encouragement of positive relationships is essential to building a high self esteem.

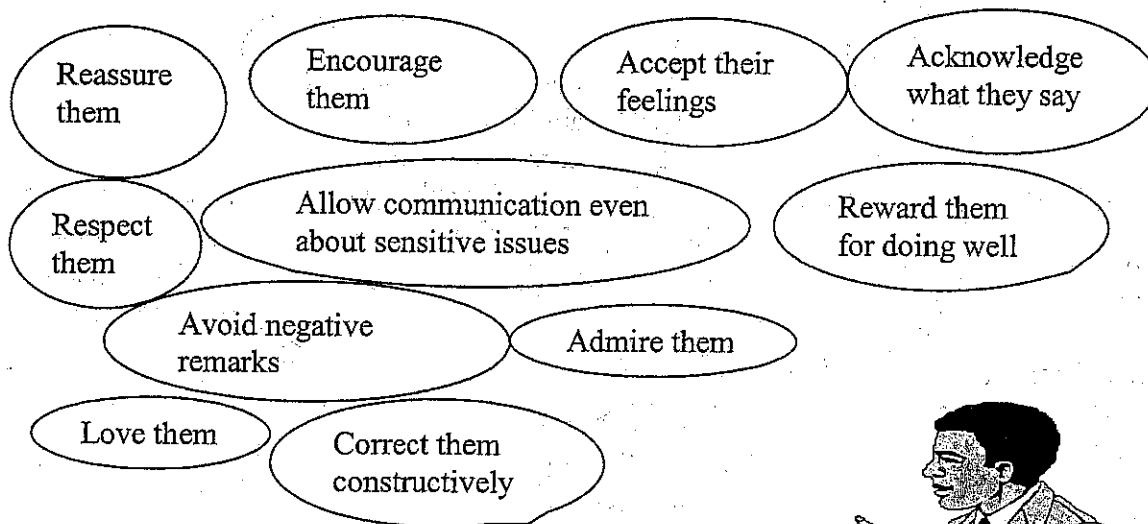
## *Why do we need to build self esteem?*

Children who feel and think good about themselves and their bodies are less likely to be easily influenced by peers, the media etc. They will respect themselves and others and will not allow themselves to be abused or taken advantage of. Also because self esteem affects the way people live, think, act and feel about oneself and others it becomes essential to keep it high for a satisfying life.

## *How to build a high self esteem?*

- Think positively. An " I can do " attitude is the first step towards reaching your goals.
- Accept your strength and weaknesses. Nobody is perfect. Build on your strengths
- Praise yourself. Give yourself credit for trying your best, even if you don't succeed
- Love yourself. There is no one else like you that is, accept yourself as you are and do not wish that you were someone else.
- Trust in what you know, think and do.

## *How can we help children develop high self esteem?*



## *Conditions for developing positive self esteem*

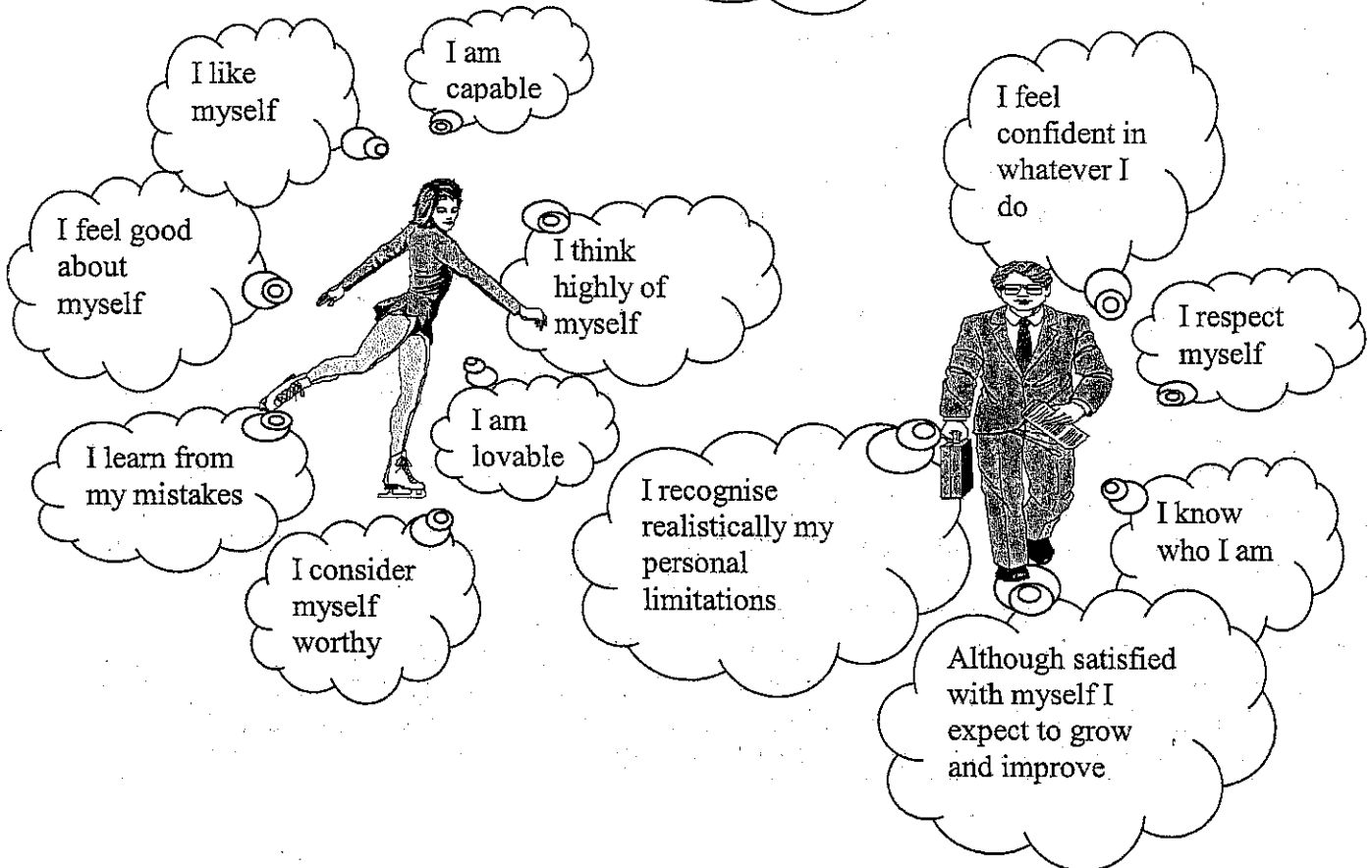
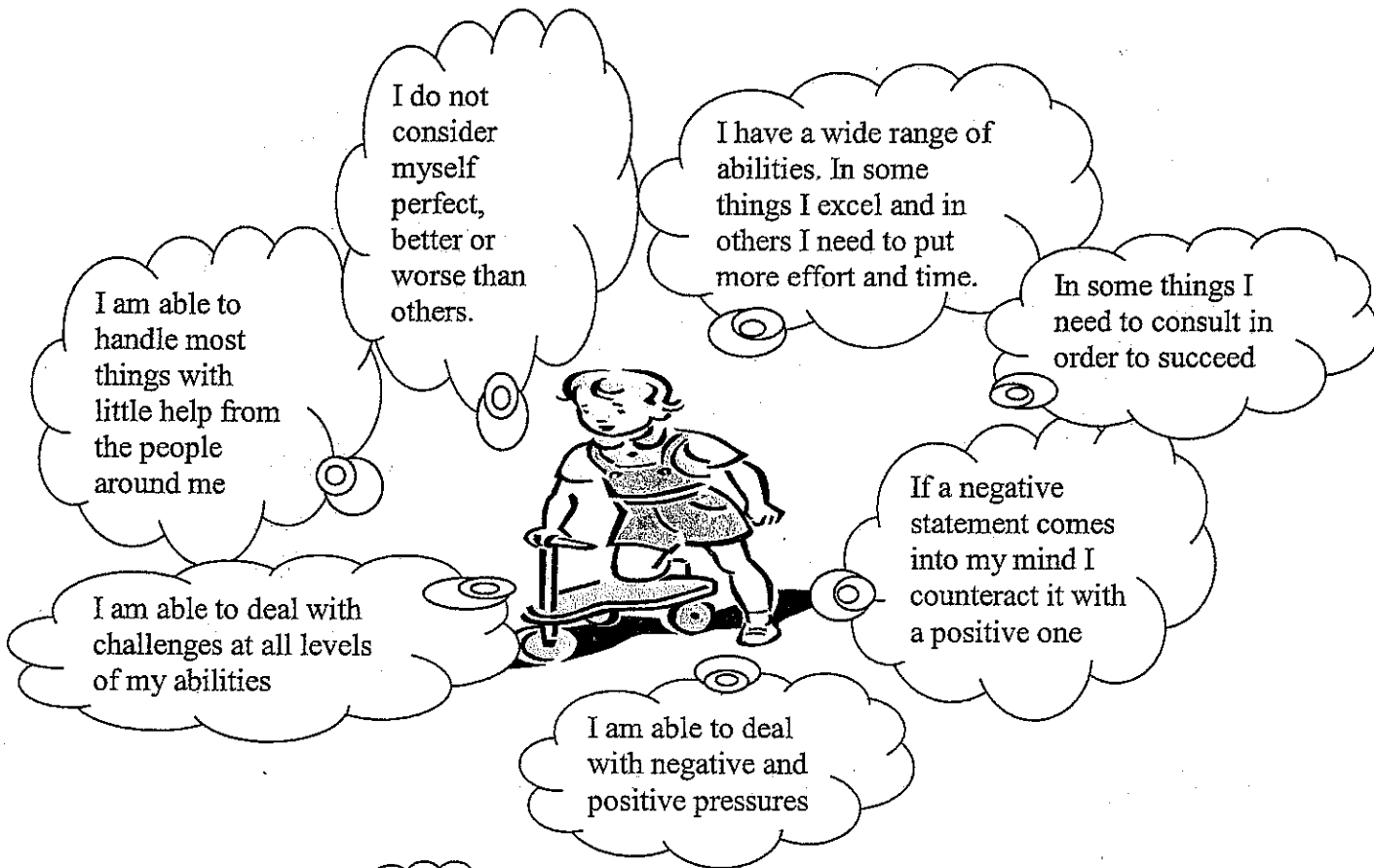
Building self esteem is not entirely dependent on the individual, there are external forces that affect the process of building self esteem these include:

- Attitude of acceptance by parents
- Clearly defined and enforced limits
- Respect and latitude for individual action within the defined limits

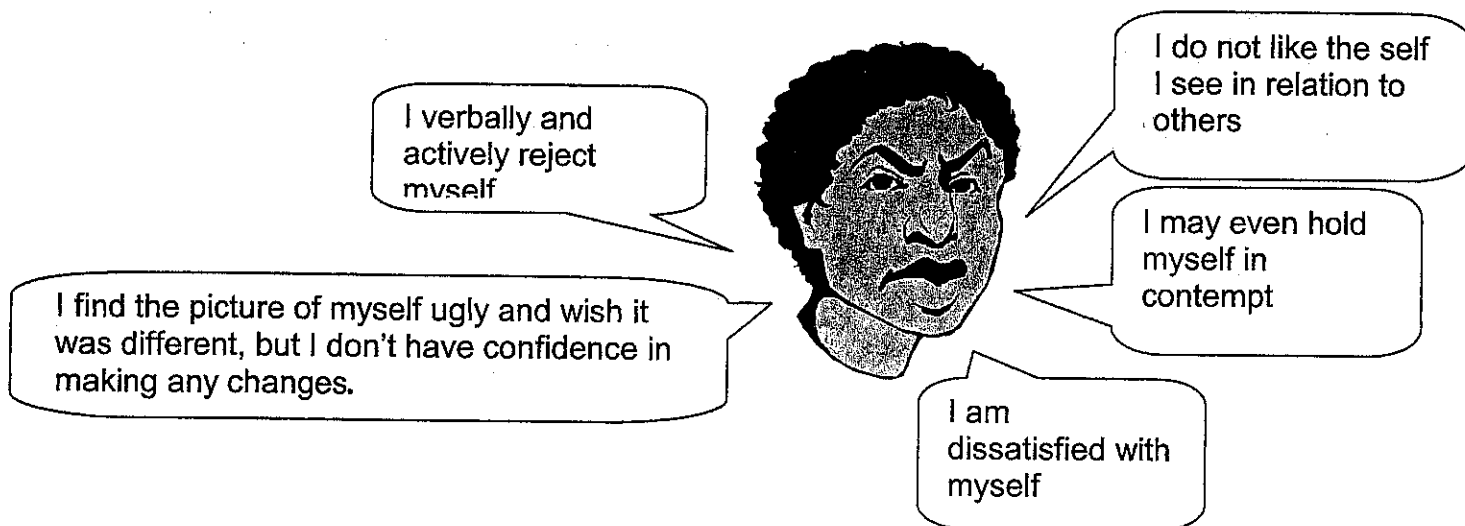
## *What happens when your self esteem is high?*

- You feel confident i.e. you can handle anything with little help from your friends. You have an "I can do" attitude.
- You feel lovable. You feel good about yourself. You know who you are and you like yourself. You feel accepted by others.
- You are capable. You think highly of yourself. You understand that you have a range of abilities. In some things you excel and in others you need to put more effort, more time and consult more in order to succeed.
- You are able to deal with negative pressures. If a negative statement comes to your mind you are able to counteract it with a positive one for example, "to be able to mix with other people I have to take a bit of some alcohol" counter statement: "I don't have to get tipsy in order to be able to mix with others"

## When I have a high self esteem!



## *When I have a low self esteem!*



## *LESSONS AND ACTIVITIES*

### **Lesson 1**

**Topic:** Self esteem (thoughts and feeling about self)

#### **Objectives:**

- To list things they like and dislike about self

#### **Introduction:**

Ask a few of the pupils in class to talk about what they like and dislike about themselves to the class. Then let them state how they generally felt about themselves as they were presenting their likes and dislikes.

#### **Presentation:**

- Tell pupils to make a list of the things they like about themselves and those they don't like. When doing this emphasise that it should be how they think or feel not what others say about them.
- Ask volunteers to present their lists to the class.
- Ask pupils to state how they felt about themselves as they were presenting
- Then introduce the concept of self esteem. In doing this emphasise that self esteem determines the manner in which a person deals with people and scenarios around him/her. Also state that there are positive/good thoughts and feeling about self and negative/bad thoughts and feeling about self. Mention at this point that the thoughts and feelings about self are called self esteem. It may be high or low.

#### **Evaluation:**

Ask pupils how they would feel if they found themselves in the following situations

- Acting head girl/boy yet you are in a junior class
- Being asked to deliver a speech in front of the school
- Leading a class discussion in the absence of your teacher on her/his behalf

- You are wearing your best item and you feel your best. Suddenly your friend tell you that s/he does not like what you are wearing or s/he admires your attire. How would you feel?
  - You come from a family with grass thatched roof and stick and mud walls. Your friend invites you to meet her/his family and you find that they have a big brick house with tiled roofing and floor.
- Summarise the discussion by telling pupils to accept and appreciate who they are

## Lesson 2

**Topic:** Self esteem

### Objectives:

- To distinguish between high and low self esteem
- To list steps towards developing high self esteem
- To list disadvantages of low self esteem
- To list characteristics of high self esteem

### Introduction:

Let pupils do the following activity to measure their self esteem.

	Yes	No
Do you accept constructive criticism	<input type="checkbox"/>	<input type="checkbox"/>
Are you at ease meeting new people	<input type="checkbox"/>	<input type="checkbox"/>
Are you honest and open about your feelings	<input type="checkbox"/>	<input type="checkbox"/>
Do you value your closest relationship	<input type="checkbox"/>	<input type="checkbox"/>
Are you able to learn from your mistakes	<input type="checkbox"/>	<input type="checkbox"/>
Do you notice and accept changes in yourself as they occur	<input type="checkbox"/>	<input type="checkbox"/>
Do you look for and tackle new challenges	<input type="checkbox"/>	<input type="checkbox"/>
Are you confident about your physical appearance	<input type="checkbox"/>	<input type="checkbox"/>
Do you give yourself credit when it is due	<input type="checkbox"/>	<input type="checkbox"/>
Are you happy for others when they succeed	<input type="checkbox"/>	<input type="checkbox"/>

More 'yes' means high self esteem and more 'no' means low self esteem

Tell them what ever the level of their self esteem now, they can take positive steps to improve it.

### Presentation:

- Tell pupils about the characteristic of a high self esteem and those of a low self esteem.
- Discuss ways of developing a high self esteem
- Discuss disadvantages of a low self esteem
- Discuss advantages of a high self esteem (refer to background information)

### **Evaluation:**

Give pupils scenarios to role play. In each the person thinks negatively about self. They are expected to provide a statement that shows how to overcome the negative thought. Read the scenario and the negative thought. Ask pupils to give possible positive statement without giving them a clue. Then give them the suggested positive statements if they haven't said them.

1. A pupil fails 3 tests in succession (use any subject)

Negative thought " I can never pass"

Positive statement " I need to work hard" or " I need to see my subject teacher for help" or " let me ask my fellow pupils to help me "

2. You are a member of -----choir. You have been joining music competitions but have never won a single trophy.

Negative thought " I cannot sing"

Positive statement " The competition was high" or " although we have lost but we have improved" or " we are gaining experience".

3. Each time you answer a question in class, others laugh at you.

Negative thought " I know nothing"

Positive statement " I will keep trying and ignore them" or " I made a mistake, I need to correct it next time" or " I will do better next time".

### **Activity 1**

#### **Negative and positive thoughts**

Formulate some of the negative statements that may come into your mind to bring down your self esteem. Design positive counter statements.

### **Activity 2**

#### **Building self worth**

Self evaluation for children

It is intended to give you a better idea how a child feels about self

- > The thing I can do best is -----
- > The thing I do worst is -----
- > I am most proud of my ability to ----- . Because -----
- > One thing my friends do not like about me is -----
- > The thing I dislike most about my looks is ----- . Because -----
- > When it comes to sports, I -----
- > I feel important when -----

- If I can change one thing about myself and make myself different than I am now, it would be \_\_\_\_\_
- Three words that describe me are \_\_\_\_\_
- The best thing about me is \_\_\_\_\_
- The people I dislike most are \_\_\_\_\_ Because \_\_\_\_\_
- It really worries me when \_\_\_\_\_
- I could have more friends if \_\_\_\_\_
- In order to be popular with other children I \_\_\_\_\_
- I feel awful when \_\_\_\_\_
- If I could make one wish and my wish could come true, I would you wish for \_\_\_\_\_
- If I had a hundred Emalangenzi and I could do anything with it, I would you \_\_\_\_\_
- The three things I like best about myself are \_\_\_\_\_
- The three things I don't like about myself are \_\_\_\_\_

### Activity 3

Let pupil's role play the following scenario:

You are walking past a group of boys or girls. They call you and you don't respond. They start harassing you. What do you do to show that you have a high self esteem.

## Summary

*The teacher may end this section by saying:*

*"It is important that you develop a positive kind of self-esteem. The people who get ahead are those who believe in themselves, don't let their past failures hold them back and know that they are good at whatever they are doing. This is how they succeed. To keep thinking and feeling good about yourself you need to always consider the following before doing anything.*

*If I do this:*

- *Will I not get into trouble*
- *Wouldn't I be breaking the law*
- *Wouldn't it hurt me or my family or anybody else"*



## *Assertiveness*

*Assertiveness is the ability to stand your ground and honestly express your thoughts and feelings.*

# ASSERTIVENESS

## What is Assertiveness?

Assertiveness is being able to say what you want to say as clearly and precisely as possible. In other words it is the ability to respond confidently to any situation without feeling guilty.

Assertiveness involves knowing what you want and why you want it and being able to take the necessary steps to achieve what you want within specific contexts. It may be applied in different situations, for example;

- A girl rejecting the sexual advances of a fellow student or older man
- Children convincing their parents that they need to continue with their education
- Adolescents taking the lead on bringing people together for some beneficial act in the community such as protecting or developing the environment.

However being assertive should be differentiated from the two extremes, which are being aggressive and being passive. When a person is aggressive s/he may know what s/he wants but does not care for the rights or feelings of the next person. A passive person on the other hand may know what s/he wants but does not speak out. Listening and valuing what others feel and want is an essential part of assertiveness.

Assertiveness can be influenced by culture. For example, a Swazi child may find it difficult to say 'no' to an adult. Because of that, some children may end up being abused because by some adults. It is important that children and adolescents know how to be assertive with parents, teachers, peers and the abusive adults.

## Comparing passive, assertive and aggressive behaviours

Passive	Assertive	Aggressive
<ul style="list-style-type: none"> <li>• Take no action to assert his/her own rights</li> <li>• Put others first at own expense.</li> <li>• Give in to what others want</li> <li>• Remain silent when something bothers them</li> <li>• Apologise a lot</li> </ul>	<ul style="list-style-type: none"> <li>• Stand up for their own rights without putting down the rights of others</li> <li>• Respect themselves as well as other people</li> <li>• Listen and talk</li> <li>• Express positive and negative feelings</li> <li>• They are confident but not pushy</li> </ul>	<ul style="list-style-type: none"> <li>• Stand up for their own rights with no thoughts about other people</li> <li>• Put themselves first at the expense of others</li> <li>• Overpower others</li> <li>• Reach their own goals at the expense of others</li> </ul>

## *How to be assertive?*

- Use 'I' statement because it is you and it is about you. For example, "I don't feel comfortable ... or I won't do it".
- Use body language, that is, look confident, stand up straight and tall. Look others in the eyes, stay calm, don't act nervous or fidget or smile unnecessarily
- Be firm, that is, speak in a steady voice, try not to yell, whisper or cry. Use decisive language.
- Try as much as possible to avoid mentioning or involving a third person.
- Never suggest that you are afraid of some one else because that will give an impression that had it not been for that person you would otherwise do it. For example, "I am afraid of my mother"
- Avoid unnecessary excuses. For example, "I don't have money"

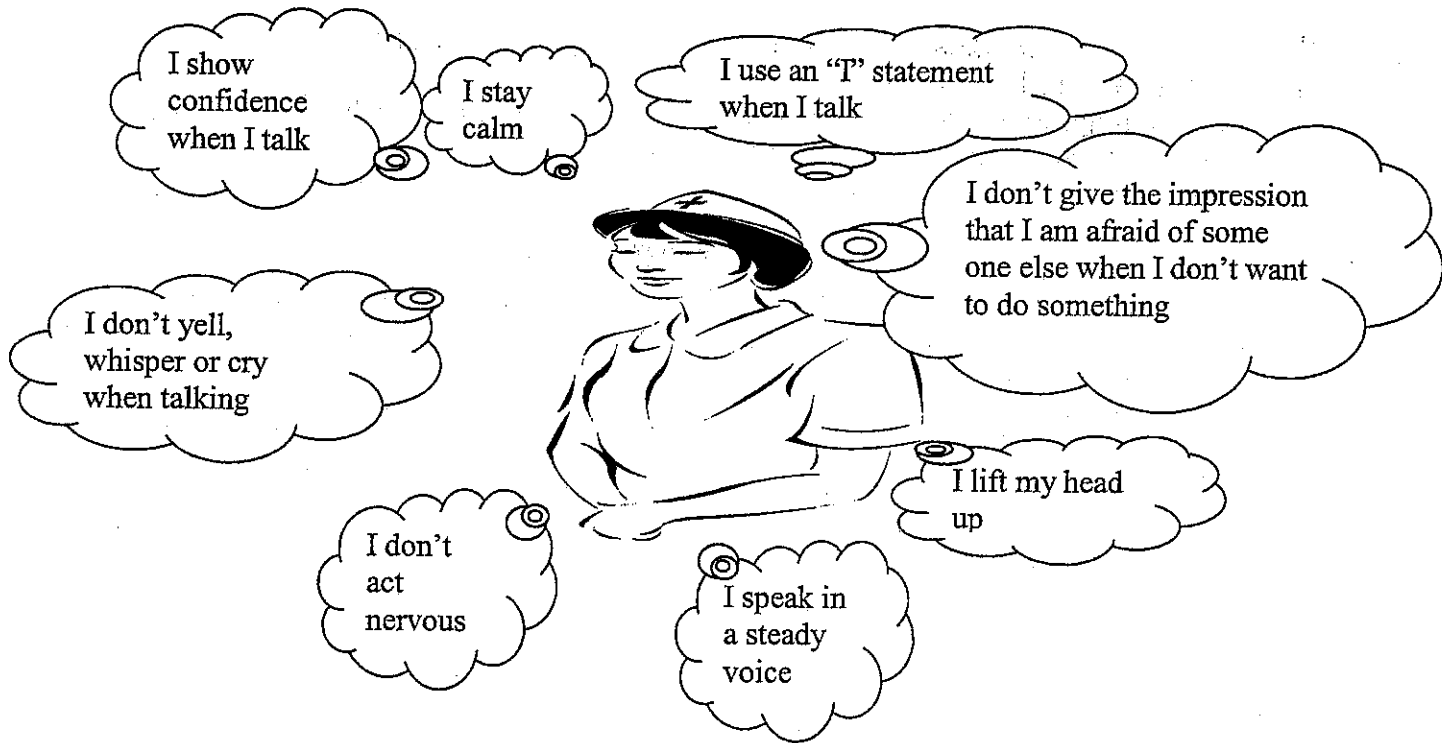
It is not difficult to say 'no' if you are honest with yourself. You should always have a clear mind why you don't want to be involved. The most important thing to remember is that you must learn how to express yourself fluently and clearly, without any fears whatsoever. To whoever approaches you state it clearly without fear why you do not want to do it.

Before saying yes to any situation ask yourself the following questions:

- Do I truly want to do that?
- Am I sure that I am not pushed into doing it?
- Am I sure that the results won't ruin my life plans
- Can I handle the consequences of doing that?
- Is doing it in agreement with my own values?
- Am I certain that I am ready to do it?

***If any of your answers are no then stop and think***

## When I am assertive



## Steps to deliver an assertive message

Step	What you might say	Example
<ul style="list-style-type: none"> <li>• Explain your feeling, thoughts and the problem. That is, state how you feel about the behaviour/problem</li> <li>• Make you request that is, state it clearly what you would like to happen</li> </ul>	<ul style="list-style-type: none"> <li>• I feel frustrated when-----</li> <li>• I feel unhappy when-----</li> <li>• I feel---- when -----</li> <li>• It hurts me when-----</li> <li>• I don't like it when-----</li> </ul>	<ul style="list-style-type: none"> <li>• I feel as if I am used when I lend you something and you don't return it right away.</li> </ul>
	<ul style="list-style-type: none"> <li>• I would like it better if -----</li> <li>• I would like you to-----</li> <li>• Could you please-----</li> <li>• Please don't--- -----</li> <li>• I wish you would -----</li> </ul>	<ul style="list-style-type: none"> <li>• I would like it better if when you borrow something you give it back as soon as possible</li> </ul>

<ul style="list-style-type: none"> <li>• Invite the other person to express his/her feelings or thoughts about your request</li> </ul>	<ul style="list-style-type: none"> <li>• How do you feel about ----</li> <li>• Is that OK with you if -----</li> <li>• What do you think if-----</li> <li>• Is that alright with you if-----</li> <li>• What are your thoughts on ---</li> </ul>	
<ul style="list-style-type: none"> <li>• Accept the outcome politely</li> <li>• If the other person agrees with your request, saying thanks is a good way to end the discussion. If the other person does not agree you stick to what you think and feel is right for you.</li> </ul>	<ul style="list-style-type: none"> <li>• Thanks</li> <li>• Great, I appreciate that</li> <li>• I 'm happy that's OK with you</li> <li>• Great.</li> </ul>	<ul style="list-style-type: none"> <li>• Thanks for understanding.</li> </ul>

## *Lessons and activities*

### **Lesson 1**

**Topic:** Assertiveness

**Objectives:**

- > To explain what assertiveness is
- > To give examples of how assertiveness can be useful in their lives
- > To differentiate between being assertive, aggressive and passive

**Introduction:**

Ask pupils to tell how they would respond if a friend borrowed from them the only pencil they had. The possible responses would be: "I would give him/her" or "I wouldn't give him/her". Ask the pupils to support whichever answer they have given telling the friend. Allow a few of the pupils to present to the class, then, tell them that the lesson is about assertiveness.

**Presentation:**

- > Explain to pupils what assertiveness is (see background information)
- > Explain assertiveness as opposed to aggressiveness and passiveness

- Refer to the situation above and give examples of responses that illustrate aggressiveness, passiveness and assertiveness  
e.g. Aggressive: "You are crazy, this is the only pen I have"  
Assertive: " I cannot give you because it is the only pen I have"  
Submissive: " Okay, you can have it. I will see what to do"
- Divide the class into groups and tell them to role-play situations of their choice and let them present their role plays to the class.
- Discuss with pupils scenarios where they can show assertiveness in real life: e.g. when people offer you drugs or negotiating sexual intercourse with you.

### **Evaluation:**

Present the following scenario to the pupils and let them brainstorm on how they would respond to the sales person.

### **Scenario:**

*You have gone to a shop to buy shoes and feel that they are quite small for your feet. The sales person insists that they look good on you. What do you say?*

From the responses discuss which ones displays aggressiveness, passiveness and assertiveness. Wind up the discussion by giving the following possible responses under the three categories.

- OK, I will buy them (passiveness)
- Why am I forced to buy them (in a raised voice) (aggressiveness)
- No, I will not buy them because I know what I want (assertiveness)
- No I cannot buy these shoes because I am not comfortable in them (assertiveness)

- Lastly discuss how can assertiveness help pupils in life?

## **Activity 1**

### **Lets take care of ourselves**

**This activity can be used as a Role play to display how pupils may respond assertively when persuaded or used as a class discussion in which the teacher acts the role of Thando and solicit responses from the whole class after which s/he presents the suggested response.**

**Thando:** what about spending a quiet romantic weekend with me

**Thandi:** I would like that very much

**( At Thando's house)**

**Thandi:** Thando, it's so wonderful to be with you. I've been longing for this moment for a long time.

**In the bedroom, Thando is now proposing to have sex with Thandi**

**Thandi:** I also feel like having sex with you but on condition that we use a condom.

**Thando:** Hey Thandi, a condom? Why do you want to spoil our sexy evening?

**Thandi:** But, Thando, I don't want to get sick or infected with HIV

**Thando:** But you know that I don't have a disease. Look at me! Do I look sick to you?

**Thandi:** Not at all. But we both could be sick and not even knowing it.

**Thando:** I can't believe it! I thought you trusted me!

**Thandi:** it's not about trust. Its about making sure we take care of ourselves.

**Thando:** But if we use a condom, our sex taste won't be natural.

**Thandi:** Thando, be clear, it is not a matter of experiencing a natural taste, but rather enjoying ourselves and also surviving.

**Ask the group to add any additional dialogue.**

What else might Thando say? How would he say it?

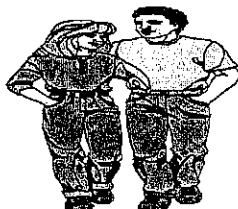
What else might Thandi say? How could she say it?

## Activity 2

### Who is assertive?

Since you now know the differences between being passive, aggressive and assertive, it is important to see if you can identify these differences in real life stories. Read the two stories below and identify the type of behaviour of each person in the story. Explain how you identified the type of behaviour by describing the content of what they said, the way they spoke and their body position.

Khosi has been seeing Muzi for about one month now. She wants him to come to her house since her parents are not at home.



He tries to speak about his feelings a few times but Khosi keeps interrupting him. Muzi, finally says to Khosi in a soft voice



I know you will think I am crazy but .....

Khosi interrupts again and says in a loud voice.



You are crazy, and not only that but you are stupid too.


Well, OK, I will go.



Why \_\_\_\_\_  
What he said \_\_\_\_\_  
How he said it \_\_\_\_\_  
Body position \_\_\_\_\_


Khosi's behaviour \_\_\_\_\_  
Why \_\_\_\_\_  
What she said \_\_\_\_\_  
How she said it \_\_\_\_\_  
Body position \_\_\_\_\_

Sonto has been upset with Bafana and when she saw him she said:

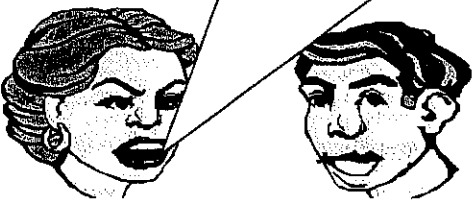


Bafana, I need to talk to you right now. Could we talk where no one is around

Moving to another room, she says in a calm and firm voice:



I have thought about your suggestion for our date, but I feel uncomfortable about it



I think we need more time to be close friends before being alone. I really like you and I know you would like us to be alone but I am not ready for that yet. Is that OK with you?

Sonto's behaviour is \_\_\_\_\_  
Why? \_\_\_\_\_  
What she said \_\_\_\_\_  
How she said it \_\_\_\_\_  
Body position \_\_\_\_\_



### Activity 3

#### Standing up for yourself without putting others down

Zandile was so glad, school was over for the day. She has had two tests that morning, and now she is looking forward to meeting her friends at the tuck shop. She had just enough money for a packet of chips. She bought it and went to sit with her friends. Just as she was about to start on her chips Themba came up behind her and took one. "Mmm, good chips", he said. "Can I have another?" Before she could answer, her friend Zodwa said, "oh, can I have one too? I am still so hungry", and took some before Zandile could reply. "Hey, Zandile" said Phumlani, "if you sit here you have to share them with us". Phumlani proceeded to take several.

If you were Zandile, what would you do? Tick beside the answer you would probably give in this situation.

	Yes	No
Apologise to your friends for not sharing your chips and let them eat all of them while you think to yourself "it is my fault for buying them I will just have to wait until later to have some".	<input type="checkbox"/>	<input type="checkbox"/>
Grab the chips and announce that you have had a hard morning and that you are going to eat all of them yourself.	<input type="checkbox"/>	<input type="checkbox"/>
Silently pass the chips to your friends, then ignore them so they will get the message that you are angry with them	<input type="checkbox"/>	<input type="checkbox"/>
Explain to your friends that you have been looking forward to having these chips all morning and that you would be glad to share some with them as long as they leave enough for you.	<input type="checkbox"/>	<input type="checkbox"/>

**Discuss the responses to each statement in relation to assertiveness, aggressiveness and passiveness.**

### Activity 4

#### Testing your assertiveness

Let pupils tick the box appearing by each statement that applies to them and tell them to count their response under each option.

Almost never (0)    some of the time(1)    most of the time(2)

I can express my feeling Honestly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------------------	--------------------------	--------------------------	--------------------------

I can say "no" without apologising or feeling guilty

I can admit when I am angry

I try to find out the cause of my anger

I wait to have all the facts before I make decisions

I criticise a person's behaviour, not the person

I take responsibility for my own feelings instead of blaming others

I make it a point to express good feelings as well as bad

When I say how I feel, it is not at someone else's expense

If I disagree with someone I do not use verbal or physical abuse

I offer solutions to problems instead of just complaining

I respect others' rights while standing up for my own.

For every 'almost never' no points, 'some of the time' one and 'most of the time' two points. Add up your points and analyse your scores as follows.

### Key

0-8 not too good at being assertive

9-16 OK

17-24 very good! keep it up

### Discussion points:

How does it make pupils feel when they speak assertively (e.g. in the ways described on the worksheet)

Why is it sometimes very hard to be assertive?

How can being assertive help in the following relationships? In a family? At school? and with friends?

Which of the things in the list would be the hardest to do ? the easiest?  
Who do you know that is good at being assertive?  
What are the differences between being " assertive" and being " aggressive"

## **Activity 5**

### **Your assertive message**

Divide pupils into four groups and give each group one of the following situations. Tell them to discuss and write their assertive responses.

#### **Situation 1**

You are talking to a number of your friends. Most of them have had sex and are teasing you about the fact that you have not. One of the group members hurts you by what they have said. You decide to make an assertive reply. What do you say?

#### **Situation 2**

A person of the other sex has asked you to go to a party with him/her. You don't know anyone who is going, which makes you feel a little uncomfortable. You have also heard that this person uses drugs and does not have a very good reputation at school. You decide to be assertive and say no to him/her. How do you say it?

#### **Situation 3**

You have decided to get a tattoo or your ears pierced. Your friend has told you that you can get it done at a place out of town. You arrive but it doesn't look very clean. You have heard about HIV/AIDS and unclean needles. You decide to ask the person if the needles are clean and to see the equipment they use for cleaning. When the person can't show you, you decide to say no assertively. What do you say?

#### **Situation 4**

A friend of your family asks if you want a ride home after school. You don't feel very good about this person and you feel uncomfortable about the situation. You decide to be assertive and refuse the ride. What do you say?

**Consolidate the activity by explaining to pupils that it is important to give assertive statements relevant to the situation.**

## *Summary*

*The teacher may end this section by saying:*

*"You are assertive when you stand up for your personal rights without putting down the rights of others. If you can do this you will be able to;*

- Say "no" without feeling guilty*
- Disagree without becoming angry*
- Ask for help when you need it.*

*As a result you will feel better about yourself and have more honest friends and relationships."*

*Value clarification*

*The ability to choose the principles by which to live.*

# Value Clarification

## *What are values?*

Values are principles people choose to live by. It is what is important to you and what matters to you as a person. They are also defined as "those elements that show how a person has decided to use his or her life (Smith & Peterson in Gibson & Mitchel, 1981). They include what people believe in, what they stand for and what is important to them in life. Values act as indicators, in that, it is through understanding one's values that a person is able to plan and act. The less we understand about values, the more confused our lives. The more we understand about values, the more able we are to make satisfactory choices and take appropriate action.

A person also judges one's self basing on one's values. This may include one's judgement of the worth of one's activities and achievements. On the whole values are said to be those elements that give directions to one's life, hence directing one's behaviour since they mould and dominate the decision making power of that person. It may be assumed therefore, that if a person lacks values or has not clarified his/her values, then one may find him/herself in frustrating behaviours.

Setting your own values helps you to reach your potentials and to improve relationships in families and in society. Having values does not mean that you won't have challenges along your way, but they are going to help you counteract those challenges.

Having defined values, it is also important that one notes those things that may be mistaken as values yet they are not. These are needs, goals, beliefs attitudes and preferences.

## *How to develop values?*

The process of developing values is called value clarification. This involves

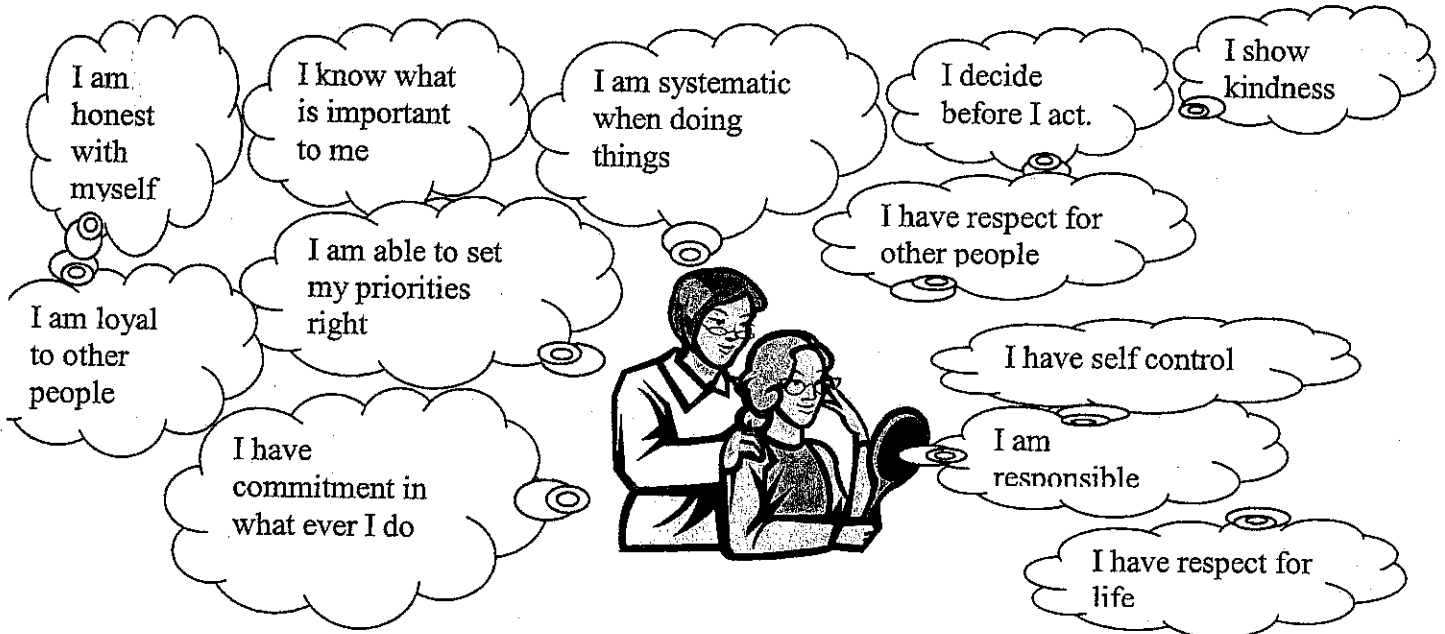
- Exploring what you want out of life. This will help you figure out what is really important to you.
- Making plans. When you set your values you will see what it takes to live up to them.
- Taking action because your success in living up to your standard is built into your efforts.

## *Criteria of choosing values*

Before something can be a full value it must be:

- Chosen freely
- Chosen from alternatives
- Chosen after due reflection
- Prized and cherished
- Publicly affirmed
- Acted upon
- Part of a pattern that is repeated action

## *When I have values.*



## *What influence values?*



# Lessons and activities

## Lesson 1

**Topic:** Identifying your values

**Objectives:**

- To make a list of things they value

**Introduction:**

Tell pupils that a clear picture of their values helps when it comes to making decisions and dealing with challenges along their lives, therefore it is important that they identify their values. In doing this activity they have to list what is truly important to them as individuals.

**Presentation:** Give pupils the following list of values and let them pick what they value. Rank them 1 to 16

- Helping my family
- Preparing for my future
- Getting married
- Being artistic or creative
- Being popular with my friends
- Being good in sports
- Making new friends
- Staying healthy and alive
- Finishing school
- Respecting my parents
- Living by my religion
- Making money
- Getting a good job
- Having children
- Having my own car
- Remaining a virgin until I get married

**Evaluation:**

- Tell pupils to make a list of ten things that are important to them as individuals (mention to pupils that in the above exercise not all the values have been mentioned)
- Tell them to rank these things according to priority

Value	Rank
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



- Ask for volunteers to present their lists that they have prioritised.
- Consolidate by telling pupils that all their values are important, but when it comes to decision making, it helps to know which ones are most important

## Lesson 2

### Topic: Values

#### Objectives:

- To define values
- To list factors that influence values
- To list their own values
- To show the relationship between values and behaviour
- To show the importance of respecting other people's values

#### Introduction:

Give pupils the following statements and ask them to say if they would or would not do any of these things.

"I will choose to leave school than to receive punishment"

"I would go to school even if my parents have not given me pocket money "

Ask them to justify their responses.

#### Presentation:

- Introduce the concept of values by emphasising that people differ in what they think is important to them.
- Define values
- Discuss factors influencing values and let them isolate those that are particular to them as individuals.
- Explain the relationship between values and behaviour.
- Discuss the importance of respecting other people's values

The teacher may consolidate the lesson by highlighting the following points

- All people have the same values
- Your values never change
- Our family, friends and experiences affect our values
- A good decision is one based on your values
- Understanding your values is easy.

#### Evaluation:

Ask the following question to evaluate the lesson

1. What are values?
2. List two factors that influence values
3. List five of your own values
4. Why is it important to respect other people's values

## Activity 1

### Value test

Here is a list of ten reasons to avoid sex before marriage. Put a number from 1 to 10 besides each one to indicate how important it is to you. The most important reason is no.1 and the least important is no. 10.

- I would feel guilty when I have had sex before marriage
- I am afraid of getting pregnant
- Sex is special to me I would like to give it to some one special at a special time.
- I might get some disease or infection
- I worry that others might find out
- I know that God says it is wrong
- I want to remain a virgin until I get married
- I think it will hurt us both emotionally and spiritually
- I am afraid as soon as I say "yes" he will leave me
- I would lose my self respect

The teacher can have pupils compare the ranking of their individual values. Point out that there is no right or wrong answer.

Adapted from J. and A. Gallagner "Young women" 1996. Harpes Collin Publishers Ltd UK.

## Activity 2

### The values balloon game

Ask your pupils to imagine that they are on their own drifting in a giant hot air balloon. On board are the 40 values listed below each weighing five kilos. Suddenly the balloon gets a puncture and begins to lose height. To stop its descent they must throw a value overboard. The balloon then levels out for a while before it loses height again. Another value must be thrown out. Continue with this until they have ten values left.

Pupils should read the list carefully and decide which value they will give up first and which they will keep till last( pupils may use a dictionary if there is a need). Without any discussion they should put a 1 against the first value to be thrown overboard, 2 against the second and so on.

My value	No	My value	No
Ambition		Friendship	
Appearance		Fun	
Approval		Good Job	
Being Alone		Happiness	
Being Careful		Health	
Being Different		Helping Others	
Being Like Others		Honesty	
Being On Time		Independence	
Being Proud Of Myself		Spending Money Wisely	
Being With Others		Kindness	
Change		Love	
Creativity		Meeting New People	
Dependability		Money	
Developing Skills		Neatness	
Education		Not Quitting	
Fame		Obedience	
Family		Prestige	
Religion		Security	
Success		Thoughtfulness	
Travel		Working Hard	

Collect the forms and then from them make a class chart so that everyone can see the priority given to each value by the class as a whole. Discuss the relative importance of these values. Which values are considered more important than others? Why? Which values are surrendered first? Why? Are there any values which your pupils consider more important than those on the list-even the ones they kept till last?

The words can also be written on VIPP card (coloured cards of different sizes) and stuck on the wall. The groups can remove them one by one as per agreement with members.

### Activity 3

#### Values and related behaviour

Give pupils the following worksheet and let them fill the missing spaces. NB. When giving pupils leave out the bolded and italic.

Value	Related behaviour
Example: staying physically fit	I run 2 km every day
Keeping your word	<b><i>Honour an appointment</i></b>
Being polite	<b><i>Use words such as please and thank you</i></b>
Being on time	<b><i>Arriving at school at starting time</i></b>
Being kind	<b><i>Sharing for example food</i></b>
Helping others/ saving lives	<b><i>You donate blood at the blood bank</i></b>

<b>Honesty</b>	You return a wallet you found to the owner
<b>Hard working</b>	You study seriously for a test
<b>Having money</b>	You work in a job you dislike because the pay is high
<b>Finishing school</b>	You refuse a high paying job just for finishing school
<b>Remaining a virgin</b>	Refuse to engage in sexual intercourse even with a condom.

Consolidate by stating that people's behaviours are influenced by the values they hold.

## *Effective Communication*

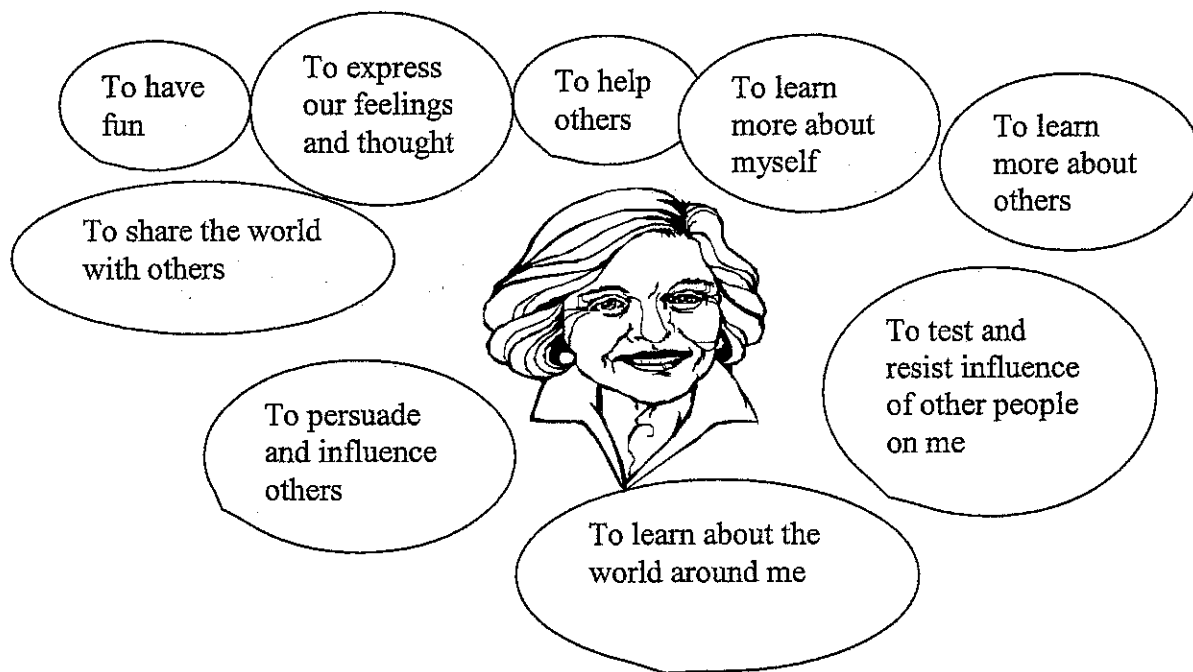
*Effective Communication is the ability to interact successfully  
with others*

# Effective communication

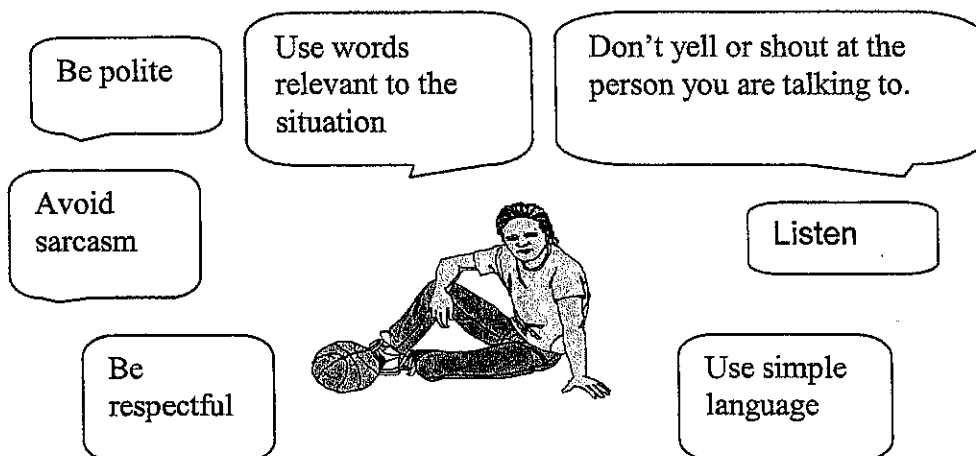
## What is effective communication?

This is how you interact successfully with others. Communication with others is a basic human need, for it is through communication that relationships are formed, maintained and expressed. It involves learning to listen, to carry on a conversation, to express and understand your feelings. In this way you can form relationships you want. In attempting to establish relationships, individuals engage in behaviour which involves the formulation of messages either verbally or non verbally. The quality of communication often determines the quality of a relationship.

## Why communicate?



## How to effectively communicate?



# *Components of effective communication*

- **Communicate your feelings:** Expressing your feelings about something or someone can be difficult. To overcome the difficulty, always use the pronoun "I" to express your feelings.
- **Accept feelings:** Respecting the right of a person to express emotions in an appropriate way. For example, if anger is expressed one may say, "I am very angry about what you did."
- **Be a good listener:** Acknowledge other people's feelings irrespective of how they have been communicated.
- **Communicate clearly:** This is essential, especially when you are passing on information. It will help you to be understood, for example, in giving instructions.
- **Be assertive:** Stand up for what you believe or want. Make sure that you do it without hurting others.

## *The Importance of Effective Communication in Relationships*

Within every relationship, communication is important for maintaining the relationship. It is a means of sharing ideas through all forms of media and involves the sending and receiving of messages. Boys and girls must know which words and mannerisms to use when communicating with peers or with elders. The use of abusive language should be discouraged. A number of problems arise in social relationship due to a lack of proper communication.

Young people should be encouraged to open up communication channel to air problems, needs and concerns with their parents, relatives, peers and teachers. Parents and teachers should be prepared to listen and assist the child. The child-parent or child-teacher relationship can be greatly improved if there is good communication between them.

## *Types of Relationships*

Relationships are the essence of life. Every young person needs to know how to react appropriately in each relationship. This will help them develop to their maximum potential in their own environment.

Young people grow up in an environment where they interact with others. They interact among themselves or with elders at school, church, home, marketplace, water-points and other places. In order to function effectively in these different settings, young people need to acquire effective communication skills. The acquisition of such skills facilitates good interaction with different groups within their communities. Aspects of communication skills that promote good interaction with different groups of individuals include the following:

Obedience  
Honesty  
Kindness  
Loving  
Respect for others  
Respect for property

Friendliness  
Dependability  
Tolerance  
Patience  
Humility  
Forgiveness

Cleanliness  
Hard work

No gossiping

## ***Interpersonal relationships***

There are different types of interpersonal relationships that an individual develops in life. These relationships are:

- Parent to child relationship
- Teacher to pupils relationship
- Boy to girl relationship
- Girl to girl relationship
- Boy to boy relationship
- Husband to wife relationship
- Young to elders relationship
- Grandchildren to grandparents relationship

Some of the interpersonal relationships shall be discussed below.

## ***Family Relationships***

People are born within a family. They need to interact with their family members and significant others. For them to successfully do this, they should have good interpersonal communication skills. These skills are essential in establishing good relationships in the family and creating harmony and unity. This relationship extends to the school, work place and social settings

The family is the basic unit of any society. This is because it is in the family that basic needs are satisfied. Furthermore, the family is the place where character-building and values are transmitted and acquired. Strong family units make good societies. Here, the relationships are:

- Parents-daughters/sons
- Brothers-sisters
- Wife-husband

In the family, each member has roles to play and obligations to fulfil. Parents have obligations to provide their daughters and sons with food, clothing, shelter, education and love. They should also provide guidance to their children so that they will grow up into responsible and resourceful citizens. Boys and girls should share the house work, be obedient and respectful to their parents, and acquire skills. Wives and husbands have the following obligations:

- Sexual obligations
- Faithfulness
- Respectful for each other



## *Friendship formation*

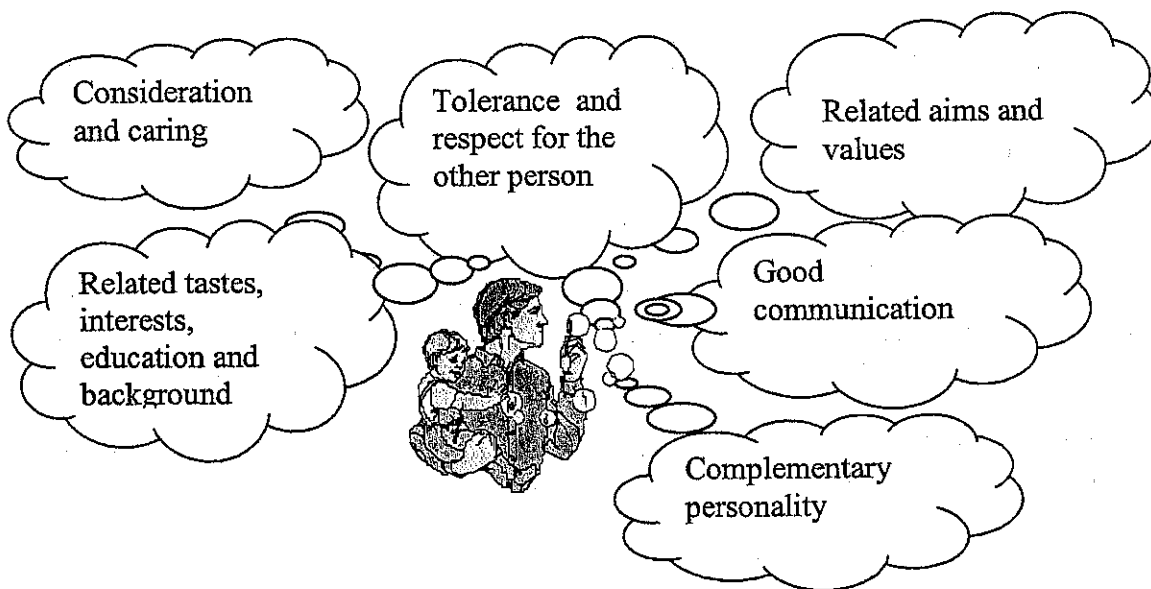
Interpersonal relationship skills are required in the formation of positive friendship. Friendship is important because it brings with it status, companionship, support, identity, a sense of belonging and the opportunity of sharing among people of the same age group. In forming friends, it is important to know how you select a good friend. Every individual needs friends with whom to share life activities, hopes, fears and ambitions. Young people need to know how friendships are formed.

When a person lacks the understanding of one's needs and identity then they stand the risks of being involved in problematic friendships. Problematic relationships are those that expose the person to the likelihood of taking drugs, engaging in criminal behaviour, suicide, teen sex and other behaviours that may be non-desirable to a young person or teenager.

When people enjoy being together, share thoughts and feelings and help each other, that is a great relationship.



## *Some ingredients for a successful friendship*



## ***Boy-Girl Relation***

In this type of relationship, boys should be encouraged to interact with as many girls as possible, and similarly girls should interact with as many boys as possible. Girls and boys expected to help each other in academic development and the acquisition of social skills. This should be kept at a friendship level and not go beyond it:

- Boys and girls should know that they should not be exploited as sex objects.
- Early sex can have lifelong negative effects for both boys and girls.
- Girls also have a right to make choices and their decisions should be respected.
- Brothers should not exploit their sisters as labourers, i.e., to do work such as washing their clothes, cooking for them, etc.
- Boys should not abuse girls.

The relationship between boys and girls may influence the kind of relationships they will have later on, especially when they are married. This may also influence their choice of marriage partners. Although there is no rule of thumb on how to choose a partner, certain factors may influence the choice. However, there are some basic factors that may assist in the choice of a partner. Some of these are:

- Attractiveness
- Health
- Hard-working
- Good character
- Age
- Religion
- Ethnicity
- Interests
- Values

The teacher should encourage girls and boys to develop good interpersonal relationships.

## ***Dating relationship***

Dating relationship are important. Young people need to know how to communicate in a dating relationship. When children grow up there comes a stage where they feel attracted to the opposite sex. Often they mistake this with falling in love yet it is just a 'crush'. A 'crush' (intense temporary attraction to the opposite sex) in a date can be dangerous if you are not able to communicate with your date.

A date is not a sexual contact invitation, therefore it is important to be assertive, to stand for your rights, be polite and be alert of non verbal actions that are meant to take advantage of you.

# *Lessons and activities*

## Lesson 1

**Topic:** Effective communication

**Objectives:**

- Define effective communication
- List elements of effective communication
- Give reasons why people communicate

**Introduction:**

Divide the class into two groups. Send one group out and leave one group inside the class. Tell the group outside the classroom to think of a short story individually that can be related in three minutes to someone inside the classroom. Tell the group inside that they have to listen attentively while the group outside is telling them their stories, look at other directions, yawn, sleep on the desk, read something and be scribbling something to show that they are not listening. Then bring the group from outside and let them pick a partner and start telling their stories, while the others interrupt them. After three minutes ask the pupils who were telling their stories how they felt.

**Presentation:**

- Define communication
- Discuss the elements and components of effective communication
- Discuss the reasons why we communicate
- Discuss how to effectively communicate with others. That is using direct statements when communicating. For example, do not say "I think I will ....", but say "I will...." or "I will not .....".

**Evaluation**

Give pupils the following activity and let them formulate positive statements to the ones given. Examples of the responses have been given in bold for your reference but do not give the pupils before they try themselves.

Original	Positive response
You never call	<b><i>I wish you'd call me more often</i></b>
You are always late	<b><i>I wish you could come earlier more often or I wish you could make it a habit to be early</i></b>
That's a stupid idea	<b><i>I do not agree with what you say</i></b>
Nobody in this place cares about my work	<b><i>I wish people in this place would take my work seriously</i></b>
You always ignore me when we go out	<b><i>I wish you could pay more attention to me when we go out</i></b>
Don't yell at me	<b><i>I feel uncomfortable when you yell at me or I do not like it when you yell at me</i></b>
You shouldn't do that	<b><i>I feel hurt by what you are doing or I feel uncomfortable about what you are doing</i></b>

It's not really important, but I wanted to talk to you	<i>I would like to talk to you</i>
You probably won't have time, but I need help with my homework	<i>Would you have time to help me with my homework</i>
I just know you are going to go back with your old girl friend	<i>I have a feeling that you will go back with your old girl friend</i>

## Lesson 2

**Topic:** Effective Communication

### Objectives:

- To talk about sensitive issues.

### Material:

Worksheet:

### Introduction:

- Give each pupil a piece of paper.
- Have each pupil write down what s/he is uncomfortable talking about without putting their names on the paper.
- Tell them to fold the papers so that their classmates would not see what they have written and let them pass the papers to you.

### Presentation:

- On the board list a few of the most common responses.
- Discuss the popular responses with the pupils.
- Tell pupils that there is nothing that should never be discussed. The important thing is that they should pick the correct time, the right person and the right place. For example when the person is not busy, not tired, not rushing somewhere and ready to talk about the issue. A place that is comfortable to both of you. The person can be a teacher, friend, colleague, parent, relative or a professional counsellor in the MOE, MOHSW, FLAS, SWAGAA and TASC.
- Stress the importance of talking about all issues including sensitive ones.

### Evaluation:

Tell them to role play a situation where one child is talking to the other on a very sensitive issue and make sure that all the pupils have had a chance to role play. For example

***Nombulelo** is invited to a soccer match by her boyfriend **Sibusiso**. At the end of the game, **Sibusiso** decides that they go to his place first to collect money before he takes her home. **Sibusiso** found his parents not home and they were now alone in the house. He asked her if they could have sex. She refused. He then became violent and he started forcing himself on to her, but she was able to free herself before he could rape her. Starting the role play, **Nombulelo** narrates the incident to her friend **Thabsile**. She states clearly how she felt and how she feels after about the situation. She describes exactly what happened not leaving out anything.*

### Lesson 3

**Topic:** Effective communication – Dealing with persuasion

**Objectives:**

- To give assertive responses to persuasive situations.

**Introduction:**

- Ask pupils to give example of cases where they have been persuaded to do something. (e.g. having sex, smoking, drinking alcohol, skipping classes).
- Ask pupils to give reasons why engaging in any activities they will have mentioned is not right. Using the reasons given by students, ask students to think of something else that someone might say to pressure anyone.

Mention at this point that communication is effective if it is direct and the person shows confidence in what one is saying or doing (being assertive)

**Presentation:**

- Divide pupils into groups.
- Give them a list of persuasive statements and tell them to formulate their responses. For example: NB the bolded statements are responses, which you can give them later after they have tried to formulate their own.

What someone might say to try and persuade you to have sex	What you could say or do in response
You can't get pregnant the first time you have sex	<b>Yes I can. Once is all it takes. This isn't a joke I may even get an STI.</b>
I'm sure I don't have a disease! Do I look sick to you?	<b>No, you look good, but sometimes you can have a disease and not even know it. I want to take care of myself and not take any risks.</b>
Your parents will never know	<b>Maybe not, but that doesn't matter because I will know. I'm not ready to have sex.</b>
Everyone else is doing it! Do you want to be the last one?	<b>I know that not everyone is having sex. Besides, I am not everyone and I really just don't want sex right now.</b>
Come on, have a drink. It will get you in the mood	<b>I don't need a drink I just don't want to have sex.</b>
You're my girlfriend, so you have to do what I say	<b>No I don't! I don't feel good when I am pressured, so I am leaving</b>
No one will ever know, so it doesn't matter	<b>No, but I will know about it, and I know I don't want to have sex.</b>
You won't get another chance like this	<b>Look, I am not having sex until I am older. There will be other chances when I am ready</b>
You should listen to what I say	<b>I feel OK about myself without sex. I don't need to listen to you to know what I want. I trust myself and I don't want sex.</b>

- Let them design their own statements and responses out of their experiences in life for more practice.

### **Evaluation:**

Let pupils role play a situation where their best friend persuades them to smoke and they don't want to do it. For example:

### **Dialogue:**

**Sipho:** let's smoke

**Mduduzi:** I do not want to smoke

**Sipho:** Mhm! What's the problem

**Mduduzi:** I hate smoking

**Sipho:** But everybody smokes at your home!

**Mduduzi:** Even though I live with people that smoke, it does not mean that I have to like smoking

**Sipho:** Why do you hate smoking

**Mduduzi:** I do not need to explain it to you, but I won't smoke.

Pupils may add to the dialogue.

### **Other issues they may role play include:**

- Refusing to skip classes
- Refusing to quit school because you have been ill treated
- Refusing to go to town with your friends
- Refusing to be involved in a criminal activity etc.

## **Lesson 4**

**Topic:** Communicating with our family and friends

### **Objectives:**

- To state the importance of communicating with friends and family in a positive way
- To demonstrate the importance of communicating with an adult if something or someone makes them nervous, frightened or uncomfortable.
- To demonstrate ways in which what they say, and how they say it, can make a difference in how another person feels already

### **Introduction:**

Give four stories about boys and girls under different situations to four pupils. Tell the pupils to read them one by one in turns. Tell the class to listen to each story carefully and identify the feelings and thoughts that the boys and girls in the stories might have. In doing this let them follow the guide questions at the end of each story.

### **Presentation:**

- Let pupils read the following stories in turns to the class.

*Nokwanda is waiting for her aunt to pick her up from school. A man that she does not know comes over to her. He is as old as her father. He asks her who she is waiting for, and she tells him she is*

waiting for her aunt. "Oh, I know your aunt, he says. "We are good friends. Why don't you come with me, and we can meet her down near the market." He is smiling and looks friendly.

#### Guide questions:

- What do you think Nokwanda should do? Why? (Explain the importance of not going anywhere with strangers, etc).
- What can she say to this man?
- When she sees her aunt, do you think she should tell her about this man? What do you think she can say?
- Who else do you think she should tell about this man?

Vusi and Sandile are sitting outside the steps of Vusi's house. Sandile says, "I'm bored; there's nothing to do here. Maybe I'll just go home." Vusi says, "I know what we can do...I took a cigarette from my uncle's jacket yesterday. Want to try it with me? Sandile is not sure what he should do because he heard from his mother that cigarettes are not good for him. Sandile doesn't say anything, so Vusi says, "Don't be boring! Are you scared?"

#### Guide questions:

- Do you think Sandile should smoke the cigarette? Why or why not?
- How do you think Sandile is feeling?
- What do you think Sandile should say to Vusi?

Thabani is walking with his friend Bongani when they see Siphso, another boy in their class, walking towards them. Siphso has been sick lately, so he is coughing and sneezing. As he gets closer to them, Siphso begins to say "Hi, Bongani and Tha-", but before Siphso can finish, Bongani says loudly so Siphso can hear, "Hmmp, I don't want to get sick. Quick, Thabani, let's get out of here before he gets too close."

#### Guide questions:

- How do you think Siphso felt when he heard Bongani say that? Why?
- What do you think Thabani can do or say to Siphso to make him feel better?
- What could Thabani do or say that would make Siphso feel even worse?
- What do you think Thabani can say to Bongani to try to make sure he doesn't say something like that to someone else?

Dumsile is with her friend Themba. They are outside their school when two other boys, Molefe and Thabo, ask Themba if he wants to play football with them. Themba says "yes! yes" and looks at Dumsile. Dumsile says, "I want to play too! My brother taught me how." But Mandla laughs and says, "You? You're just a girl! You can't do anything as well as us boys!"

#### Guide questions:

- How do you think Dumsile felt when Mandla said that?
- Do you think what he said about girls is true? Why or why not?
- What do you think Themba could do or say to Mandla to make Dumsile feel better?
- What could Dumsile say to Mandla?

Summarise by telling pupils about the importance of thinking about what they are saying and how they say it before they actually speak. Emphasise the importance of considering what the next person will feel about what they do or say, because they may say something that might make other people feel bad or angry even though they might not have meant to do that.

#### Evaluation:

Ask pupils the following questions

1. Why is it important to communicate with friends and family members in a positive way?

## Activity 1

### Negotiation

Your parents have grounded you because you came home late last night. Role play negotiating with them for permission to attend a graduation ceremony for your elder sister.

**Conclude the activity by saying** "Sometimes in life you will need to negotiate your way through. You must understand that when negotiating you may win or lose. Learn to accept all circumstances".

## Activity 2

### Communicating clearly

The exercise demonstrates what clear communication entails

- Ask pupils to each take a piece of paper and write their own directions on "how to make a jam and margarine sandwich". Collect the paper, fold them and put them together.
- Ask for two volunteers. Let one volunteer choose a set of directions from the pile and give it to the second volunteer. Then read the following to the second volunteer who now has the set of directions. "Imagine that you have never before in your life made a jam and margarine sandwich. You must follow the written directions to make the sandwich as they are. You can only do what the directions say. For example if the directions say "spread the jam on the bread" and they forgot the part about picking up a knife, then what do you do? Can you get the jam out of the jar if the directions don't include "open and remove the lid of the jar". If the volunteer finds that the first set of directions is unclear, let the class discuss it and make it clear. After the discussion let another volunteer choose another set of directions. Get another person to try these directions. Try as many directions as possible.

Emphasize to pupils the need to state clearly what you want the person to know without taking things for granted.



### Activity 3

#### Sending the message across

The whole class can participate in this activity. Tell one pupil to whisper something (a phrase) to the pupil next to him/her. That pupil should tell the next one and so on. The last pupil should stand up and tell the rest of the class what s/he was told. The first pupil should then tell the class the initial message. This will indicate whether the message has been sent accurately or not.

Discuss with pupils the importance of listening carefully and asking for clarification when you haven't heard. Further more, make it clear to pupils that as a message moves from one person to the another it might change slightly therefore, they should be careful how they handle gossip issues.

### Activity 4

#### What I heard

In this exercise pupils are tested how much they listen when someone speaks. Ask five volunteer to sit in front of the class in a row.



Let pupil "A" tell the class his/her name, where s/he lives and what s/he likes; for example "I am Thokozani Zwane. I live at Mbangweni and I like cooking"

Pupil "B" about what "A" has said and self; for example, " This is Thokozani Zwane. He lives at Mbangweni and He likes cooking. I am Thobeka Dlamini. I live at Mambane and I like drawing"

Pupil "C" about "A", "B" and self;

Pupils "D" about "A", "B", "C" and self;

Pupil "E" about "A", "B", "C", "D" and self.

Emphasize that listening does not only involve being quiet when someone is speaking but it also require one to pay attention. Relate this to learning in the classroom and communicating to other. Tell pupils it is important to listen carefully to avoid reacting irrelevantly to a situation.

## Activity 5

### My good friend

Tell pupils to take five minutes in pairs to write down an advertisement for a friend, that is, what kind of a person do they want for a friend. Then let them compare their list in groups of five pairs. From their advertisement make up a list of the things they look for in a good friend as a class. Probably their list of qualities may have the following:

Friendly, Helpful, Trustworthy, Understanding, Honest, Forgiving, Sharing, Listening, Joyful, Encouraging and Good looking etc

Ask pupils as individuals to think about which qualities are important to them. (Pick up a few to tell the class so that you are able to tell if they have been able to identify what applies to them as unique individual people). Point out to pupils that **"A good friend is one they are happy to introduce to parents or don't feel ashamed to be with"**.

Summarise the activity by telling pupils that friends are important to all of us. If we want to have good friends we need to be good friends ourselves. Ask them, what kind of a person they are? And let them think about this question.

## Activity 6

### Effective Communication

1. Organize a small group discussion on healthy boy and girl relationships and how they can be maintained.
2. Identify some of the barriers to effective communication in relationships between the following
  - a) Boys and girls
  - b) Husband and wife
  - c) Student and teacher
  - d) Parent and child
  - e) Senior and junior pupil
3. List and discuss ways in which you could help boys and girls develop effective skills for communicating.

## *Summary*

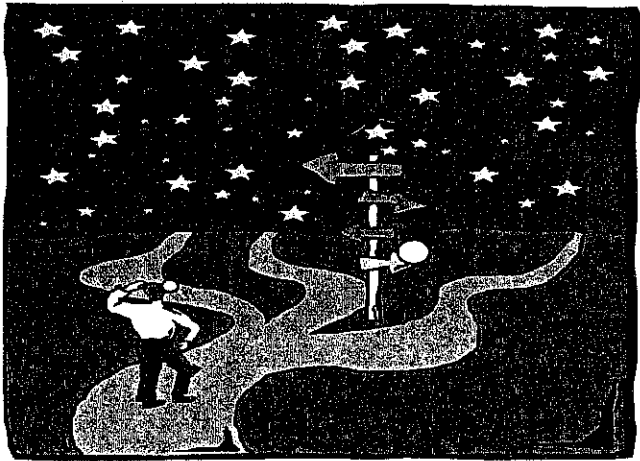
*The teacher may rap up the section by saying*

*“Good communication skills include listening, using an “ I ” statement to express your feelings, being aware of the message you are communicating non-verbally and responding to others without putting them down. It takes effort, patience and practice to do this”*

## *Decision making*

*Decision making is a process of making an informed choice.*

# Decision making



Which option suits me?

## *What is decision making?*

This is a process of choosing where there exist a number of options. Decision making is important because every decision you make can influence your life. Young people are encouraged to take decisions that are suitable to them not because someone else has taken the same decision under the same circumstances. Values and resources can influence decisions. A high self esteem enables one to think independently and make wise decisions.

## *Types of decisions*

There are six types of decisions that are widely known. These are:

**Habitual decisions:** These are made repeatedly with little or no thought. For example saying "hello" when answering the phone. They seem to happen almost automatically

**Daily decisions:** These are made frequently without much thought on a daily basis. For example "which outfit to wear today"

**Policy decisions:** These have a long term range effect on one's future plans or lifestyle. For example "which subjects to take in Form Four. They often become the decisions you regret if not well thought out later.

**Social decisions:** These are centred on one's values. For example, 'reporting a cheating classmate on a test'. They are often difficult to make because they can challenge or upset innermost beliefs for example, choosing a career and getting married.

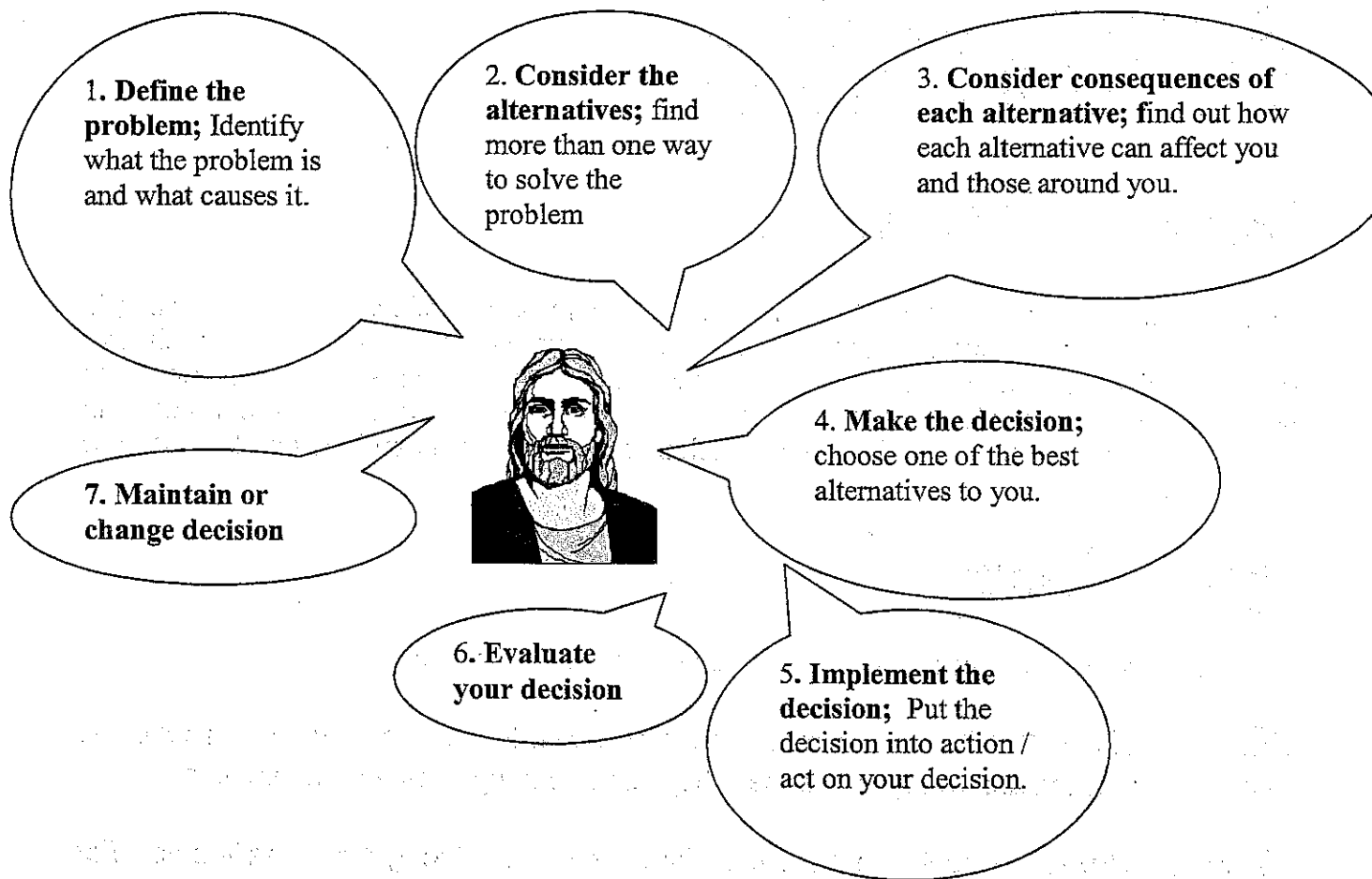
**Technical decisions:** these require a collection of information or data to make. For example, 'where to go for a holiday'.

**Economic decision:** These require one to choose among one or more courses of actions. For example, 'which present to buy for a birthday'. For example should I buy a car or not?

However, a decision may fall in more than one category.

## Steps in making a decision

It is not very easy to make a decision. However following this steps could help.



The **POWER** model can also be used to simplify the above steps. In this model each letter in the word power stands for each step in the decision making process and the sequence is as follows:

- 1. Problem:** Stop and state (or identify) the problem
- 2. Options:** think of different things you can do and use them. The more options the better.
- 3. Weigh "the options":** look at the good things and weigh them against the bad things of every option you thought of to solve the problem.

4. Elect "the best option": choose the best option and take action. Make sure that you elect the option that obtains what is important to you.

5. Reflect: think or reflect about what happened because of your decision. Was it the best choice? Did you learn something for the next time you have to make a decision?

*When I make decisions:*

I examine my beliefs, values, past experiences and resources

I get the facts

I think of options

I weigh the pros and cons of each option

I make the decision from the alternative that has more pros than cons for me

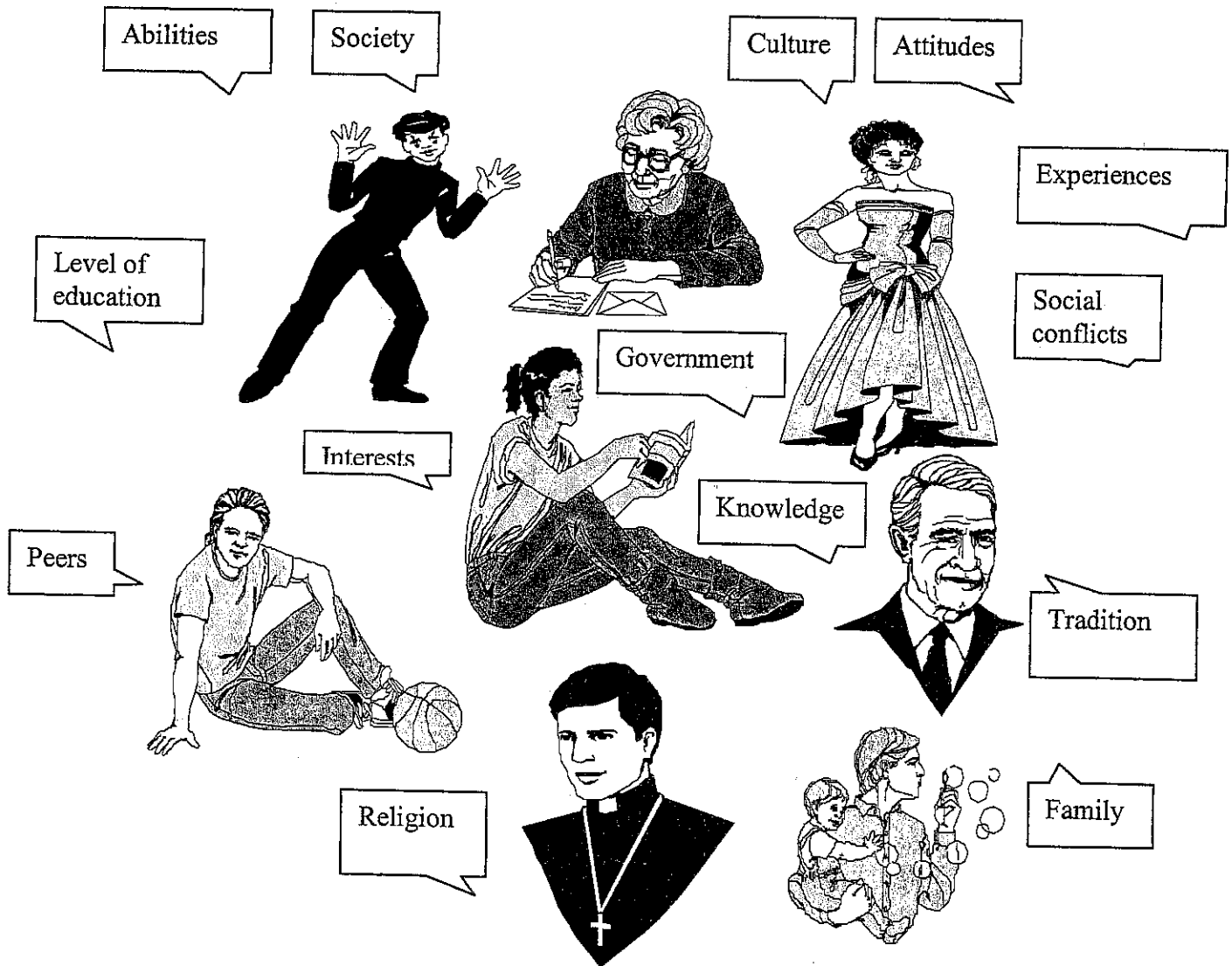
I don't let anybody to make the choices for you



I maintain the decision if it is good for me and change or modify it if necessary

# Factors influencing the decision making process

There are a variety of factors that may influence the decision making process. These are illustrated below.



Many of these factors relate to one's previous experiences. Below is a brief explanation of how each factor above may influence the decision making process.

**Abilities:** The decisions you make may be influenced by what you can do and what you cannot do. For an example, if you want to do journalism, you will need to be fluent in languages. If you are not, you might have to choose another occupation.

**Society:** Some decisions may be influenced by the type of society you live in. For an example, in a society where both boys and girls cook or do the same kind of jobs, both of them will be comfortable to decide to choose catering as a career because the society will not frown at their choice.

**Culture and tradition:** Some decisions may be influenced by culture and tradition. For example, culturally, it is expected that girls and boys must get married at some point and age. This may influence your decisions towards continuing with your education. However it is important to decide on what is best for you regardless of cultural beliefs and traditions.



**Attitudes:** Attitudes are tied to beliefs and experiences. If you have a negative attitude towards someone, you may decide not to take their advice even if they are worthwhile. You may need to work on your attitudes before you make a decision.

**Experiences:** In many instances we react to situations because of our previous experiences. For an example, a girl who was sexually molested is likely to have difficulty in maintaining intimate relationships. Her previous experience may haunt her and make her decide not to have an intimate relationship.

**Social Conflicts:** Social conflicts may lead to temporary or sometimes permanent changes in relationships among members of society. For example, chieftain dispute is a social conflict. Under these circumstances you may be required to make a choice of whether the chief in dispute should sign your scholarship forms or not. Your decision here may influence your future education plans.

**Level of Education:** This influences our aspirations and hopes for better life. For an example, educated parents may look at their resources before they decide how many children they will have and when. This may result into a quality lifestyle.

**Interests:** Our interests may influence our decisions to participate in some activities and not in others. For instance, if you are interested in school, you may decide to continue with your education despite all odds. Your interest in getting education helps you decide to go to school everyday and learn. On the other hand, your friends may offer you drugs and alcohol to drink. If you are interested you may take the offer. Sometimes you may have to choose between school and alcohol. Your interests will tell which decision you make.

**Government:** The way a country is governed influences the way of life of the people. Our decisions have to take into account the laws and systems around us. For an example, if a country does not respect the rule of law, people may decide to do right or wrong because they know that they will not be punished. This may lead to anarchy.

**Peers:** Peers are mirrors we use to regulate our behaviour. More often, we comply with the expectations of our peers. For an example, our peers may invite us to go for a party while we know we will be writing a test at school. Even though we know we should be using that time for studying, but, because of peer influence, we may decide to go for the party.

**Family:** Family relations are usually party to the decision making process. In many cases, people consult their friends and relatives in order to make decisions wisely. Family input may influence your decision. Can you think of instances where your family or friends influenced the kind of decision that you made?

**Knowledge:** They say knowledge is power. What we know affects how we perceive issues. Your knowledge of facts and options may influence your decisions. For an example, if you have been educated about HIV and AIDS, you may decide not to participate in those behaviours that will result into being infected with HIV.

**Religion:** Religion may influence the way we think and feel. "Forgive and forget, so the saying goes". You may not be the forgiving person. However, if you may convert and decide to be religious, you may follow the religious ethics, that is, "Forgive them, for they know not what they are doing" or "Forgive everyone who is indebted to us".

**NB**

*The teacher is free to make his/her own examples or additions to help children understand how all these factors above may influence the decision making process. The examples given above are only a guide.*

# Lessons and activities

## Lesson 1

### Topic: Decision Making

#### Objectives:

- To explain what decision making is
- To list decision making steps

#### Introduction:

Bring to class two or more types of pens. Pick a student that is not shy and ask "Lindiwe if I were to offer to give you a pen to use today, which one would you take?" Let the student respond and ask him/her to state why s/he chose that pen?

#### Presentation:

- Tell pupils about the importance of making good choices and relate choices to decisions then give pupils the definition of decision making
- Tell pupils to list situations where they will need to make decisions. Highlight through discussions that we make decisions every now and then.
- Discuss the decision making steps (see background information)
- Read the following story to the class

*One day Sibongile, a fifteen year old girl, went to the shop to buy some material for a dress. She really didn't have much money, but she hoped to find what she wanted anyway. On her way there, she passed a shop selling materials in which she recognised a neighbourhood boy, Themba, working there. It was his father's shop. She thought Themba was handsome and noticed that he was smiling and beckoning her. So she decided to go in and look through all the materials on display.*

*After a minute, Themba came over with a beautiful piece of cloth and said "Sibongile, I have this fine piece of cloth and I would like to give it to you." Sibongile was astonished. She didn't know what to say. The cloth was so beautiful. With birds gracing the border of the material. "Thank you, Themba, but I don't think I can accept it." "But you must Sibongile, I insist. It is only for you." Sibongile didn't have enough money to buy it, so she thought she might as well accept the gift. As she was saying thank you, Themba took her arm and asked her if they could meet later that night. Sibongile had a strange feeling about it, but she since he had been so nice in giving her the cloth, she said "sure".*

- Discuss the steps that were taken in the story and those that were not considered. For example. What was the problem? What were the alternatives she had? What consequences were related to each alternatives etc.

#### Evaluation:

Ask pupils the following:

1. What is decision making
2. List the steps involved in making a decision.

## Lesson 2

### Topic: Making choices

#### Objectives:

- To use factual information in making a decision

#### Introduction:

The teacher will start the lesson by noting that in order to make the right decisions to keep ourselves healthy and reduce our own risk for infections it is important for all of us to have accurate information about that infection, how people get it and can avoid getting it. In this lesson HIV/AIDS has been used as an example. As a teacher you have the liberty to use any other infection or disease that is mostly common in your area for relevance or any other situation that will need facts for one to decide.

#### Presentation:

- Read the following story to the pupils.

*Mzwandile is well informed about HIV/AIDS. His friend Satiso is not well informed because he always leave his friends when they start discussing HIV/AIDS issues. They both do not know their HIV status but they suspect they are positive. On one particular day when Satiso had visited his uncle's homestead, which is also a drinking spot, he overheard a drunk man talking about a cure for HIV infection.*

*They were talking about having sexual intercourse with a virgin as the easiest cure. Satiso got interested, listened and became convinced that what they were saying was true. He became excited. The next day he searched for two girls whom he knew were virgin and invited them over to his place. He goes to Mzwandile to tell him of his discovery. Satiso tell Mzwandile that he has already organised two virgins with whom they could have sex in order to cure HIV/AIDS. Mzwandile refuses and Satiso gets disappointed that his friend does not want to be cured. Mzwandile then explained to Satiso how HIV transmission occurs and that there is nothing that comes out of the virgin during sexual intercourse that will enter the man's body and destroy the virus. He went on to explain how a chemical to cure HIV would have to behave in the human body. Satiso thanked his friend for the information and changed his decision. He counselled the appointment with the virgins.*

- Discuss with the pupils why Satiso changed his decision? And if he would have made the first decision of having sex with a virgin had he already had the information from Mzwandile?

#### Evaluation:

Consolidate by emphasizing that he change his decision because he got convincing information. Also highlight the importance of getting accurate information so the decisions they make are informed.

### Lesson 3

**Topic:** Decision making

**Objectives:**

- To make informed decisions

**Introduction:**

Ask pupils to name fruits and colours they like

**Presentation:**

- Ask pupils why they chose those colours and fruits
- After they have given you their reasons take them through the steps of the decision making process

**Evaluation:**

Consolidate by encouraging pupils to be always sure of what they have chosen not to copy from friends because a decision that is good is one that is suitable for you not the one that has been taken by your friend under the same circumstances. Also emphasize that pupils must make their own decisions for their brighter future for example choosing good friends, to finish school, to keep healthy etc.

### Activity 1

#### Role plays

Let pupil role play the following scenarios:

- You have indulged into sexual intercourse for the first time and you feel uncomfortable. You don't know whether to stop or continue
- You have been taking drugs and trafficking them for over a year now. Your friends and your parents are suspicious of where you get the money. What do you do?
- Your best friend is throwing a birthday party tonight yet tomorrow you are writing a test. Decide on what to do.
- Your boyfriend/girlfriend is pressurising you to visit him/her home just to be alone together because his/her parents are away for the night. What do you do?

### Activity 2

#### My decision

Give pupils the following pairs of statements in groups and let them discuss which one they would take and why. In doing these they should consider all the stages of making a decision.

1. "Shall I stay home tonight and watch TV or go to a friend's house for the evening"

2. "Shall I read a popular novel or read a school text book"
3. "Shall I smoke to keep my friends or refuse and loose them"
4. "Shall I have sexual intercourse to maintain the relationship or refuse and loose the relationship"
5. "Shall I have a boyfriend while at school or finish school then have a boyfriend"
6. "Shall I report my abusive parents and lose them or should I keep quiet and keep them"
7. "Shall I put on umcwasho and stop wearing pants or refuse umcwasho and enjoy my freedom of wearing pants"
8. "Shall I help my bleeding classmate or I should not because s/he give me HIV"

### Activity 3

#### At the farewell function

Let pupils read the following story and discuss the questions there after.

Themba who is eighteen years old lives with his parents, two brothers and three sisters and a helper. He is a student in one of the high schools in Swaziland. He is excited to attend an end of year farewell function for completing students at his school. He has been looking forward to it. The function was scheduled for the period from 7:00 P.M to 12:00 midnight.

When Themba got to the function he was good looking as everyone else, his friends welcomed him in style: Themba, tjo! How is it men? Today is the day of happiness Mzwakhe said. They all nodded in agreement. Music and dancing began. Everybody had a partner and it was all fun.

In hardly ten minutes Themba heard a voice: Themba come yee! Who is et? Catch. It was a tin of beer. He caught it and said guys I am not going to drink this. Why? Grow up! it's your day today. No! Themba said, growing up does not mean beer drinking. Aaa! Uyibhari man. Themba left them and went back to dance with Nokthula who had been waiting for him. I am sorry Nokthula these guys are nuts you know. Nokthula just smiled and wrapped her hands around his waist.

Mzwakhe! Whispering at Themba's ear, "Don't lose it". See I am out of here. When Themba glanced at him he was with Sibongile and leading her out of the hall. After an hour he came back and said I am through! When—? Themba looked at him straight in the eye and said Mzwakhe get it clear I am not up to mischief today' right! Why you seem not interested? You mean your helper at home has not shown you? Themba! Stunned by Mzwakhe's statement. Look here' I am not having sex today nor with my helper at home. I know what I want.

#### Discussion questions

1. Which Life Skills did Themba display in this story? Discuss
2. Discuss what alternatives Themba had when he was offered a tin of beer to drink?
3. List the decisions that Themba had to make on the night of the function
4. What risks could have Themba put himself had he agreed to go out with Nok'thula like Mzwakhe
5. How would you feel if somebody said to you "Uyibhari"

### *Coping with stress and emotions*

*Stress is a non-specific response of the body to any demand made upon it and emotions are strong inner feelings*

# COPING WITH STRESS AND EMOTIONS

## What is stress?

Stress is a non-specific response of the body to any demand made upon it, for examples a reaction to physical and mental demands. It is a situation that someone regards as threatening and as possibly exceeding his or her abilities. Stress can be a result of many unforeseen circumstances such as family and personal problems, broken relationships and pressures of work. Young people need to recognise stress, its causes, its effects and should be able to deal with it. The causes of stress may be categorised into three. These are;

**People:** Conflicts with members of our family, friends, colleagues at school and at work place and our associates often time leads to stress

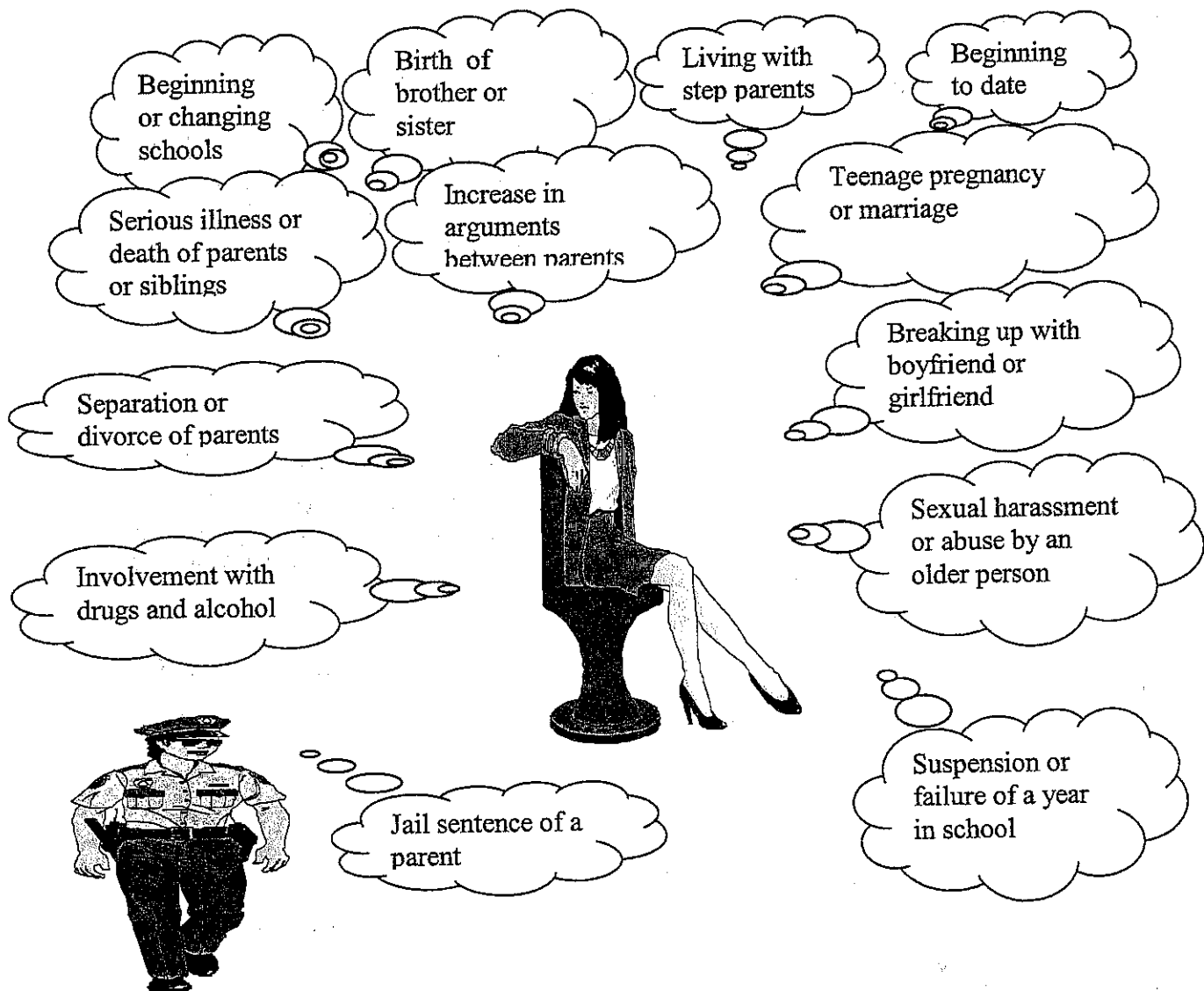
**Situations:** The conflicting situations in which we find ourselves are another source of stress. For instance, having to make a decision on whether to go to a soccer match or do some serious study on a Sunday afternoon; choosing between taking a lowly paid job or remaining unemployed; having a big desire to be independent but at the same time feeling safe under the wings of your parents.

**Environment:** Conflicting with your environment. For example, bad working conditions- noise, dirt and heat; change in eating habit; change of residence, marriage, pregnancy, illness, death of relative/friend.



Whoo! Ishsh!  
What a hectic  
day?

## Potential causes of stress amongst children



## How to deal with stress

Dealing with stress depends on its source. There are two forms of coping with stress. Emotion focused (this involves the individual's attempts to reduce negative emotions) and problem focused (where the individual attempts to solve a particular form of a problem).

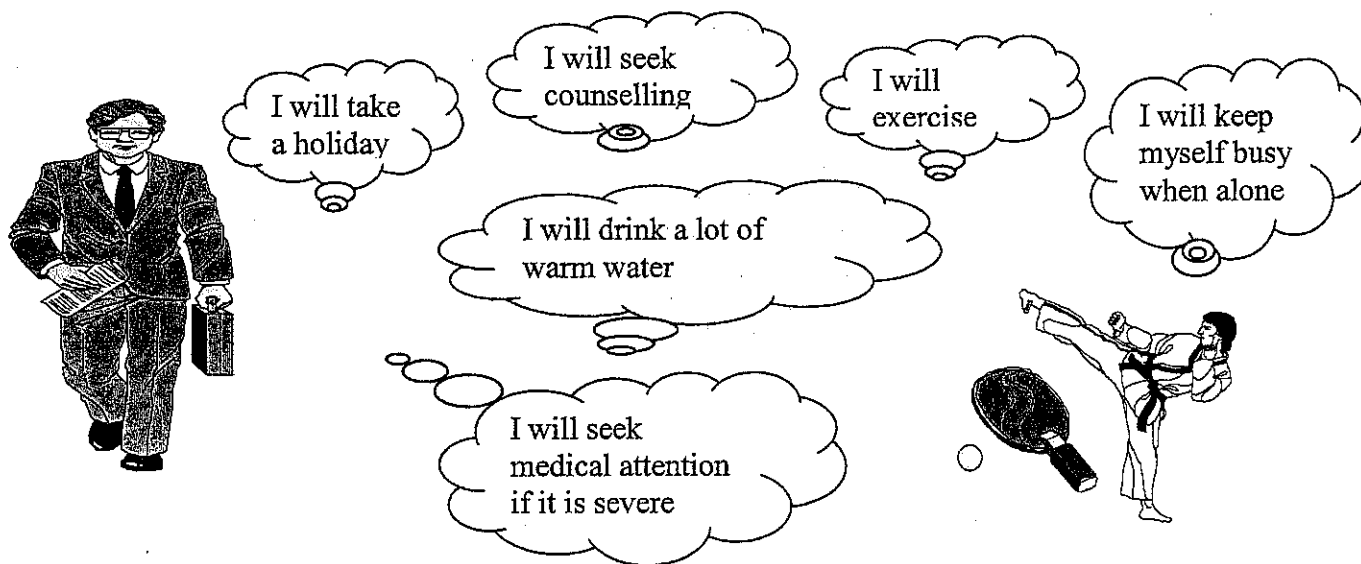
Some ways of coping with stress may include the following:

- Exercise
- Taking a holiday to rest
- Talking to a friend
- Seeking counselling
- Medication prescribed by a doctor
- Avoiding being alone and if it happens so: do something like cleaning your house, cooking, singing



- > Reading
- > Taking a walk
- > Taking a ride
- > Watching TV

## *When I am stressed*



## *What are emotions?*

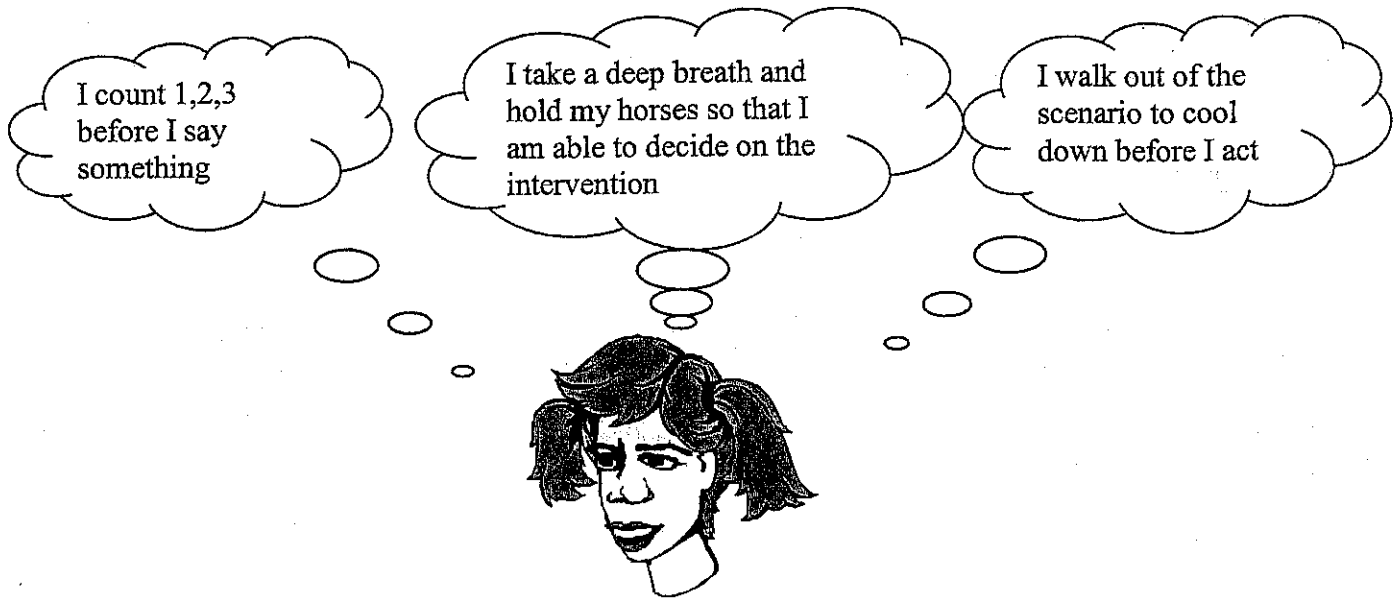
Emotions are strong inner feelings that could manifest itself in a form of joy, sadness, anger, hate, hurt, laughter, crying, happiness etc. Emotions affect the basic process of perception and influence the way we conceive and interpret the world around us.

There is nothing wrong with having emotions and displaying them. What is important is to be in control of our emotions instead of letting our emotions control us. To avoid having to apologise all the time, feel guilty or ashamed, it is important for people to learn to control their emotions. Always consider the consequences before acting. Young people should find suitable ways of expressing emotions. These should be ways that are acceptable to other people, ways that will solve the problem not create additional ones. Channelling the energy released by your emotions into constructive avenues can lead to positive results, for example, exercise.

## *How to cope with emotions?*

- > Accept responsibility: criticise yourself
- > Control yourself: keep your feelings to yourself
- > Plan your problem solving strategy: changing or growing as a person
- > Confront the situation: stand your ground and fight
- > Seeking social support: talk to someone
- > Faces the problem: deal with the situation instead of wishing it to go away
- > Praise yourself
- > Distance yourself from the situation/problem: do not let it get to you.

## *When dealing with emotions*



## *Lessons and activities*

### **Lesson 1**

**Topic:** Coping with stress

#### **Objectives:**

- To define stress
- To list causes of stress
- To discuss ways of dealing with stress
- To identify improper ways of dealing with stress

#### **Introduction:**

Tell pupils one stressful moment in your life in a form of a story. It may be about failing an exam or being annoyed by someone you can't tell off.

#### **Presentation:**

- Tell pupils to identify actions or behaviours that came up from the story
- Let them tell what could have lead to those actions
- Then introduce the concept of stress and define it
- Tell pupils to list possible causes of stress
- Summarise by highlighting some of the improper ways of dealing with stress, therefore, pupils should be cautious of what they do in coping with stress.

#### **Evaluation:**

Tell pupils to list some constructive and destructive ways of dealing with stress.

## Lesson 2

**Topic:** Coping with emotions

### **Objectives:**

- To define emotions and obsession
- To list manifestations of emotions
- To classify the manifestations of emotions into positive and negative ones
- To list sources of emotions

### **Introduction:**

Ask a pupil before class to enter the class at the beginning of the lesson pretending to be crying. Ask pupils what came to their mind when they saw their colleague crying. At this point state that crying is a response to an emotion and then define 'emotion'. Then emphasise the difference between emotion and obsession.

### **Presentation:**

- Divide pupils into groups and give them pictures with people in different emotional states.
- Tell pupils to brainstorm and draw up a list of manifestations of emotions guided by the pictures
- In the same groups give pupils flash cards with different manifestations of emotions and tell them to classify these into positive and negative manifestations.
- Tell pupils to list sources of emotions and classify them into internal and external
- Explain to pupils the difference between external and internal sources. Then emphasise on those that are hormonal driven.

### **Evaluation:**

Tell pupils to write down their manifestations of emotions as individuals under different circumstances they have come across.

## Lesson 3

**Topic:** Coping with emotions

### **Objectives:**

- To identify ways that work in dealing with emotions

### **Introduction:**

Let the pupils brainstorm on what they think emotions are, with examples of behaviours associated with them. Introduce the concept that it is important that for every emotional experience people should think of constructive behaviour.

### **Presentation:**

- Divide pupils into manageable groups and give them cases that reflect different manifestations of emotions e.g. happiness, anger, love and hate.

- Tell pupils to read the cases and identify the behaviours associated with those manifestations, the causes of those emotions and how they would deal with such.
- Let each group present their suggestions
- After each presentation lead a discussion on some of the constructive alternatives that may be used by pupils in coping with a particular emotion
- In summarising emphasise that pupils need to be able to control their emotions and state the importance of dealing with them constructively.

**Evaluation:**

Tell pupils to make a list of acceptable action under different circumstances and that of improper actions that may be taken by somebody in trying to cope with emotions.

**Activity 1**

**Am I friendly or not?**

Give pupils the friendly statements and ask them to come up with the unfriendly ones NB. Do not tell them before they give you their responses.

FRIENDLY	UNFRIENDLY
Greeting everybody in a friendly manner	<i>Sour and unfriendly face</i>
Always helpful and willing to assist others	<i>Always grumbles when given work to do</i>
Always friendly	<i>Likes quarrelling and fighting</i>
Obeys rules and respect others	<i>Often breaks rules and respect nobody</i>
Courteous to people around her/him	<i>Often rude and ill mannered and uses foul language</i>
Never messes the environment	<i>Does not care and will never clean up his/her environment</i>
Participates in most activities	<i>Never participates in any activity</i>

Summarise by telling pupils to state the disadvantages and advantages of being friendly or unfriendly and let them look at themselves as individuals as to where they fit in these categories. If unfriendly they should try to do something about it so that they improve their relationships with others.

### *Coping with peer pressure*

*Peer pressure is the influence of age mates on how you think, feel and act. Coping with peer pressure is the ability to stand for one's values and beliefs in dealing with influences of age mates*

# **coping with peer pressure**

## *What is peer pressure?*

Peer pressure is the influence of age mates on how you think, feel and act. The pressure can be direct or indirect. Direct peer pressure is when people talk you into doing something and when it is indirect, it is when you observe and you feel like doing likewise. The influence can be negative or positive. Negative influence is when it leads you into doing something that is not good for you. When it is positive it leads you into doing something that is good for you.

Coping with peer pressure means standing up for one's values and beliefs in the case of conflicting ideas or practices from peers. Friends or colleagues may come up with acceptable ideas but not a priority to you, unacceptable or dangerous suggestions and may put pressure on you to accept. One needs to avoid doing things that s/he believes are wrong or not a priority and be able to defend one's decision, even if it means being threatened with ridicule or exclusion from group membership.

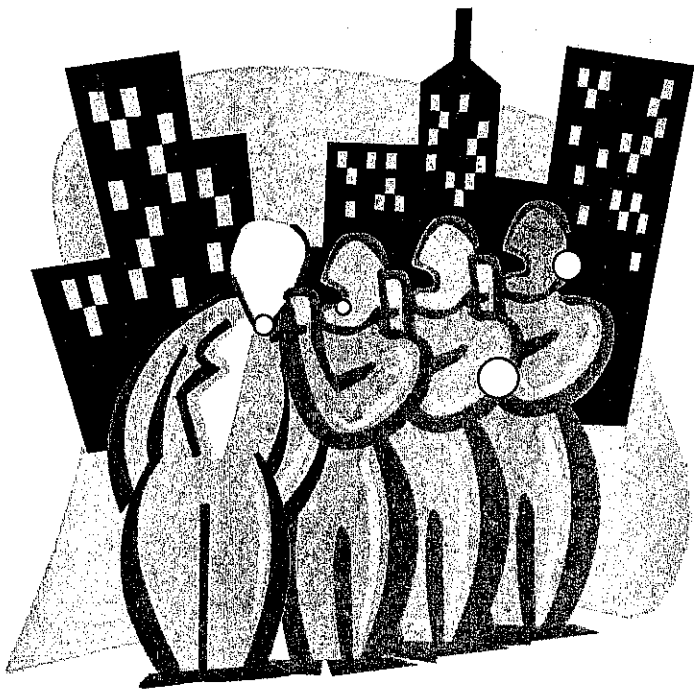
With young people in particular, the pressure to be like other group members is great. Thus, if the group is turning to negative influences and habits, coping with peer pressure is a very important skill.

## *How to handle peer pressure*

Most young people are influenced by their friends to do things against their will. Sometimes friends encourage or challenge you to do things that you would not normally do. Such influences can affect the way you make decisions. Remember:

- Do what you want
- Depend on yourself and consult your peers
- Share thoughts, ideas, feelings, beliefs
- Respect is what makes a relationship strong
- You should not be pressured into doing what you do not want to do.
- Peer pressure can be dangerous. It can force you into doing terrible things. Always stop and think. Ask yourself whether doing that makes you popular, more mature or more desirable?
- Standing your ground may cause some friends to stay away from you.
- Friends may come up with acceptable ideas which are not a priority to you

To avoid peer pressure avoid accepting favours from your peers because if you do your peers might force you or threaten you or use money to entice you into doing something that you are not ready to do. Be free to speak up your mind and do not be influenced by anybody regardless of the status of that person. Be content with what you and your family have and what they give you.



Hey! How about bogging today.

Much as I would like to guys! I can't today. I have some homework to.

### *When coping with peer pressure*

I stand up for my values and beliefs in cases of conflicting ideas or practices from people of my age group

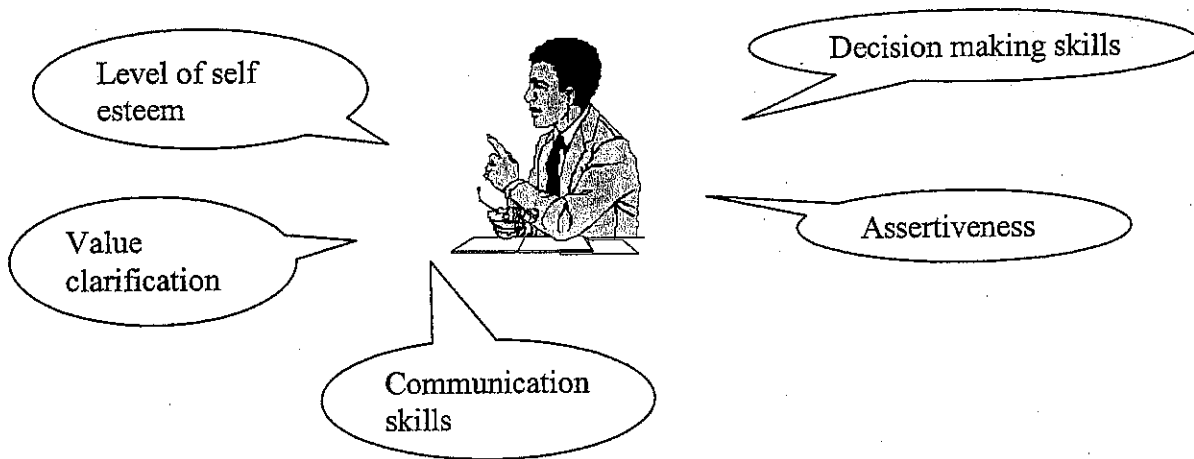
I do what I want not because some one else has said so

I depend on myself and consult my peers

I use what my peers say as a guide to choose what is suitable for me



# Factors influencing coping with peer pressure



## Steps to resist peer pressure

**1. Find out what's really going on** i. e. 1.C consider the situation e.g. where are you? with who? What are they doing? And how you feel about what's happening 2. Trust your senses i.e what you see and hear because it is real.



**2. Think about the consequences:** how will you feel? Could you get in trouble? Could you harm yourself? Will you disappoint those who care about you? **NB.** It all depends on what you decide to do and how you handle the situations.



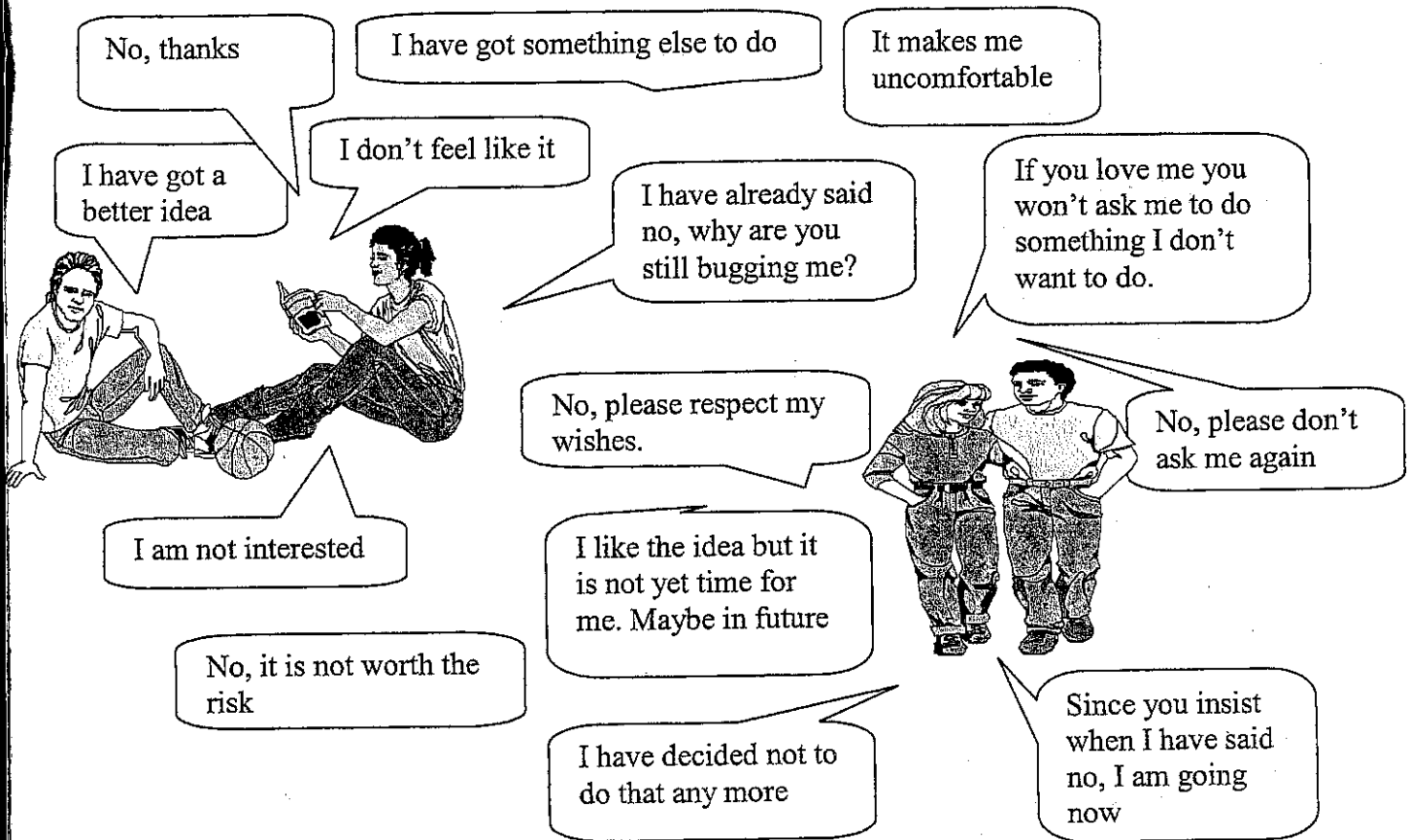
**4. Tell other your decision or act on your decision:** stand or sit up straight, look at the person right in the eye and speak firmly and clearly in your normal voice



**3. Make your own decisions:** don't let your peers decide for you because it is your life, your body and you are in charge.



*When resisting peer pressure I say!*



No, thanks

I have got something else to do

It makes me uncomfortable

I don't feel like it

I have got a better idea

I have already said no, why are you still bugging me?

If you love me you won't ask me to do something I don't want to do.

No, please respect my wishes.

No, please don't ask me again

I am not interested

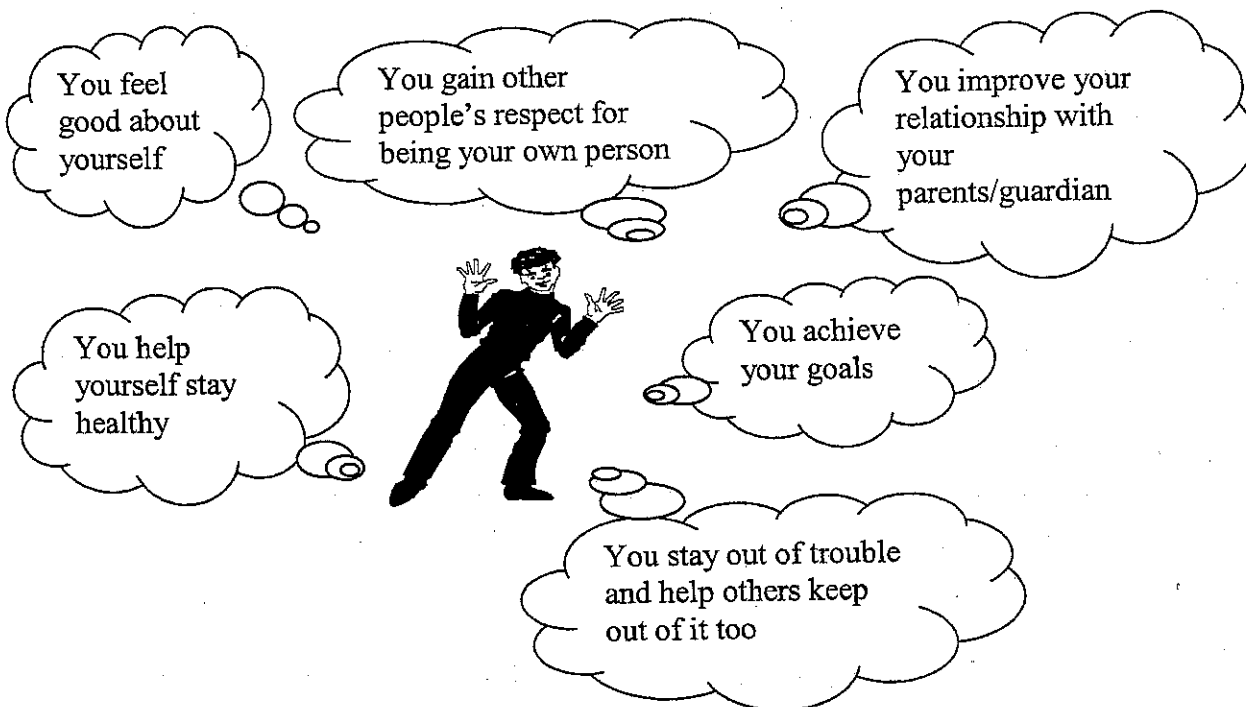
I like the idea but it is not yet time for me. Maybe in future

No, it is not worth the risk

I have decided not to do that any more

Since you insist when I have said no, I am going now

*What happens when you have resisted peer pressure?*



You feel good about yourself

You gain other people's respect for being your own person

You improve your relationship with your parents/guardian

You help yourself stay healthy

You achieve your goals

You stay out of trouble and help others keep out of it too

# *Lessons and activities*

## **Lesson 1**

**Topic:** peer pressure

### **Objectives:**

- To state what peer pressure is
- To explain how peer pressure can affect pupils' lives now at present and in future
- To differentiate between positive and negative peer pressure

### **Introduction:**

Ask pupils the following questions:

- Do you have a friend
- Name your friend
- Have you ever done something because your friends are doing it or they have said you must do it?
- If yes what?

### **Presentation:**

- Tell pupils the definition of peer pressure as "the influence of people about your age on how you think, feel and act". Further explain that "it can be direct or indirect" that is, you can be talked into doing something or just observe others and feel like doing it (kuhawukela).
- Highlight to pupils that peers are not necessarily their friends but people of their age. These maybe in their community, in school, on TV, in the radio, people they read about, in posters and characters in stories.
- Tell pupils that peer pressure can be either negative 'bad for you' or positive 'good for you' (for primary school pupils refer to "good and bad") but it is important to cope with both.
- Ask pupils to give examples of negative and positive peer pressure list these on the board.
- Lead a discussion on the effects of giving in to peer pressure

### **Evaluation**

Consolidate by highlighting that pupils have learnt in this lesson that people of their age can affect them positively (in a good way) or negatively (in a bad way) by the things they say or do. Ask pupils the following questions:

1. Who can be your peers
2. How can they affect you
3. Identify positive and negative peer pressures in the following scenarios.
  - A friend of yours always comes to fetch you for studying
  - Your classmates say you should boycott classes
  - Your boy/girlfriend says you should have sexual intercourse because every one else in the community is doing it.
  - Your cousin joins an extra curricular school activity (e.g debate, health club, drama society etc.)
  - In your community most of your age mates go to university.

## Lesson 2

**Topic:** coping with peer pressure

### Objectives:

- To state what peer pressure is
- To explain how peer pressure can affect pupils' lives and their future
- To identify positive and negative peer pressure

### Introduction:

Introduce the lesson by drawing the following three lines on the board and make them unequal.

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

Send out one child whom you think is easily influenced by peer pressure to fetch you something. In his/her absence coach the class that the shortest line is line C. After the child has come back and settled ask the class which line is the shortest in progression until you get to the one who was absent when you coached them. If this child responds that it is line C like the others then ask everyone to look again carefully and state which one is the shortest. Having got their correct responses then ask them why their colleague gave the wrong answer when it was obvious that the answer was B. ***in case the child whom you have sent out does not follow the class in saying the wrong answer then tell them that it shows that s/he does not get influenced easily by what other people say and then move on with the lesson***

### Presentation:

- Tell pupils that this lesson is about peer pressure and explain to them what you mean by peer pressure.
- Let pupils list some of the pressures they have had in their lives and what were their sources
- Summarise by telling pupils that peer pressure can be negative or positive. Then give examples of positive and negative peer pressure. Further discuss with them the effects of giving in to peer pressure. Also emphasise that peers are not necessarily their friends but people of their age and they can influence them positively (in a good way) or negatively (in a bad way) by the things they say or do.

### Evaluation:

Ask pupils as to who are their peers and how can they influence their lives. Give them the following scenarios and let them identify positive and negative peer pressure.

- A friend of yours always comes to fetch you for studying
- Your friend says you should skip classes
- Your boyfriend/girlfriend says you should have sex, condom or no condom
- In your community most of your age mates take drugs and alcohol
- Your friends always brings some sweets to class
- Your friends join an extra curricular school activity (e.g. debate, anti-AIDS, anti-drugs, drama society).

## Activity 1

### How can I be persuaded

Let pupils discuss in groups statements that might have been said to persuade them to take drugs, to engage in sexual intercourse and to bunk classes and state their responses to show resistance to peer pressure.

## Activity 2

### How well can you handle peer pressure?

Tell pupils to answer the following questions as honestly as possible.

	Y	N
1. Do you like and respect yourself	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you know your strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you trust yourself	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you know what values are really important to you	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you know how to make your own decision	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you hang out with friends who accept you for yourself	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you know how to say "NO" to peer pressure	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you know how to handle different kinds of pressure situations	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you take responsibility for your decisions	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you take time to think before you act	<input type="checkbox"/>	<input type="checkbox"/>

If all responses are "yes" then you can handle peer pressure well while if all the responses are "no" then you need to work hard towards improving your peer pressure coping skills. However if some of the responses are "yes" and others are "no" it means that you have some skills of coping with peer pressure and you need to develop others to increase the ability to cope.

### **NB**

*The above statements have been developed to embrace the factors that influence coping with peer pressure skill which are : self awareness (2), self esteem ( 1,3 and 6), value clarification (4 and 10), decision making*

*skills (5 and 9) and effective communication (7 and 8). Therefore on the "no" responses find out to which aspect is it related and deal with that to improve your coping skills.*

### Activity 3

#### So and so said!

Tell pupils to do the following:

- ❖ Recall and write down not more than five occasions on which your schoolmate(s) tried to influence you to do what you regard as 'bad' conduct at school (not the names, only the incidents).
- ❖ Thinking back, were your reasons for 'bad' conduct their reasons too or yours?
- ❖ What sort of reasons did your mate give for wanting you to behave 'badly'?
- ❖ Thinking back, are those reasons acceptable to you?

Consolidate the activity by explaining to pupils that people have different reasons for doing different things that is why they should trust their instincts and do what suits them.

### Activity 4

#### My responses

Ask pupils to give responses to the following persuasive statements. Note that some examples of responses are given but it is expected that pupils formulate theirs first before you help them with the examples.

1. Everyone is doing it (*No, not true, I am not*)
2. You would if you loved me (*No, if you loved me you wouldn't pressure me*)
3. It makes you mature (*No, maturity means making wise decisions*)
4. It's fun because you are not supposed to (*No, it's not fun to hurt your family, if you get caught*)
5. If you don't say 'yes' I'm leaving! (*O.K. if that's all you want then go*)
6. Why do you say no? (*It's my right to say no even if I said yes in the past*)

# Games and Puzzles

## Word puzzle

Let pupils find the following words from the grid.

Peer pressure  
Capable  
Attitude  
Say  
Option  
Life  
Communication  
Travel  
And  
Listening  
Early  
Happy  
Reach  
Wish  
Ambition

Aids  
Open  
Parent  
Good  
Yell  
No  
Do  
Quit  
Family  
Ability  
Safe  
Society  
Experiences  
Self-esteem  
Health

Self-awareness  
Goal-setting  
Girl  
Encourage  
Achieve  
Assertive  
Great  
Joy  
Skill  
Facts  
Won  
Open  
Admire  
Hikes  
Decision

Experiences  
Relevant  
Opinion  
Acquire  
Interest  
Stress  
Clearly  
Emotion

P	E	E	R	P	R	E	S	S	U	R	E	A	C	A	P	A	B	L	E	A	T	T	I	T	U	D	E
S	M	A	B	U	S	E	T	E	N	E	A	T	L	O	V	A	B	L	E	E	G	D	E	L	W	O	N
A	O	P	T	I	O	N	R	L	S	L	I	F	E	C	O	M	M	U	N	I	C	A	T	E	X	E	R
Y	T	R	A	V	E	L	E	F	A	A	A	R	A	M	B	I	T	I	O	N	H	I	G	H	O	U	S
R	I	S	K	A	I	D	S	E	F	T	M	I	R	O	O	P	E	N	P	T	O	P	A	R	E	N	T
G	O	O	D	L	A	E	S	S	E	E	U	E	L	E	Y	E	L	L	I	E	I	O	N	E	S	E	L
U	N	D	O	U	S	C	O	T	H	I	V	N	Y	S	K	I	L	L	N	R	C	R	E	Q	U	E	S
E	P	O	C	E	S	I	C	E	E	N	D	D	E	S	I	R	E	S	I	E	E	N	J	O	Y	U	S
Q	U	I	T	S	E	S	I	E	A	B	I	L	I	T	Y	E	V	L	O	S	G	R	E	A	T	A	L
S	T	C	A	F	N	I	E	M	L	R	E	S	P	E	C	T	I	E	N	T	R	A	D	I	T	I	O
L	I	K	E	S	K	O	T	E	T	F	A	M	I	L	Y	S	T	C	A	S	S	E	R	T	I	V	E
E	R	I	U	Q	A	N	Y	E	H	A	P	P	Y	O	E	X	P	E	R	I	E	N	C	E	S	A	W
A	D	M	I	R	E	A	C	H	I	E	V	E	O	W	R	E	L	E	V	A	N	T	G	N	I	K	A
S	E	L	F	A	W	A	R	E	N	E	S	S	U	L	I	S	T	E	R	N	I	N	G	W	I	S	H
G	O	A	L	S	E	T	T	I	N	G	G	I	R	L	E	N	C	O	U	R	A	G	E	E	X	C	E

## Word Scramble

Let pupils unscramble the following words. NB. The words have been done for you.

Eionscid	<b>Decision</b>
Lilifecls	<b>Lifeskills</b>
Eastvirstsees	<b>Assesritveness</b>
Saulve	<b>Values</b>
Etemelfse	<b>Self-esteem</b>
Mcomucanitino	<b>Communication</b>
Ggssraever	<b>Aggressive</b>
Rests	<b>Stress</b>
Ssrepreu	<b>Pressure</b>
Etimoins	<b>Emotions</b>
Ntestrei	<b>Interest</b>
Saidvhi	<b>HIV/AIDS</b>

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