

# Think about it!

An AIDS Action Programme for Schools

## Form 3 Teachers Book



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**An AIDS Action Programme for Schools  
Form 3 Teachers Book**

**Developed by the Curriculum Development Unit  
Ministry of Education**  
with assistance from UNICEF



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# Introduction

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## The aims of the programme

Our goal in the AIDS Education programme in the school curriculum is to develop the knowledge, attitudes and emotional support to maximise individuals' and their communities' commitment to the safest protective behaviour possible. In helping students develop acceptable modes of behaviour, we hope that families and communities will also benefit. In particular the programme aims to introduce a comprehensive AIDS Education programme in schools that will:

- 1 develop in students knowledge and understanding of AIDS issues and problems.
- 2 develop desirable attitudes in students to health both through what they learn and how they learn it.
- 3 help students develop positive attitudes to people with HIV/AIDS.
- 4 enable students to understand and deal with their own health problems, fears and anxieties wherever possible.
- 5 develop in students values and life-skills such as problem-solving, analysis, evaluation and prediction that are conducive to positive, responsible and healthy life-styles.
- 6 promote responsible behaviour in students that maximises protection from sexually-transmitted diseases including AIDS.
- 7 increase self-assertiveness and self-confidence in students in their relationships with peers and adults.
- 8 enable students to recognise physical, emotional and sexual abuse and deal with it.
- 9 develop appreciation of girls and women as equal partners to boys and men in society.
- 10 foster a new youth identity and students' consciousness of themselves as members of a relatively HIV-uninfected group.
- 11 enable students to make better use of available resources to improve health care.
- 12 develop an appreciation by students of the socio-economic, cultural and historical factors in the transmission of HIV.

## The structure of the programme

In the twenty units in the course there is sufficient material for more than two school terms' work. One unit or part of a unit should be covered each week in one thirty-minute period, but a number of activities, including those in the 'Follow-up' sections of the units may need to be completed for homework or in free time that becomes available on the timetable. Periodically, students may demonstrate an intense interest in particular topics related to their own experiences or to their fears and uncertainties about some matter. This may occur in the case of 'caring for people with AIDS', for example. When this happens, make more time available for students to explore issues of immediate interest. Coverage of the units can easily be extended into the beginning of the third school term.

In the third school term students use the knowledge and skills they have developed during the first two terms to work on projects of their choice. However, if you feel the time could be better spent on the units themselves, projects could be done in free time throughout the year instead. Students work in groups on any one of the four projects outlined. Work on the projects will help students to consolidate their understanding of the issues studied in the units, and will enable them to use their knowledge and skills for their own benefit and for that of others in the school and the community.

## The scope of the programme

The programme has a wide focus encompassing not only factual information but also issues in such areas of students' experiences as follows:

### RELATIONSHIPS

Influence and pressure of friends and peers, family members and other members of society. Influence of current community perceptions of stereotypes and in particular of gender-roles in shaping behaviour of students in their relationships

with other people. The course also anticipates current sexual attitudes and practices that represent danger for adolescents.

## LIFE-SKILLS

Problem-solving, self-awareness and assertiveness, risk-taking and decision-making, communication, critical thinking, handling peer pressure, coping with emotions and stress and anxiety, social adjustment.

## HUMAN GROWTH AND DEVELOPMENT

Anticipating and understanding physical changes at puberty and concomitant psycho-social and emotional development, and the challenges these will present to the adolescent in adopting responsible and healthy life-styles.

## HEALTH

The influence of healthy life-styles on the development of a positive self-image, and avoidance of diseases, especially HIV-infection and AIDS.

In the programme there is considerable overlap and cross-referencing between the four areas above. The rationale for the wide focus is that we believe a holistic approach to the development of positive attitudes and behaviour will better equip students to avoid HIV-infection and AIDS.

The approach will be far more effective than a narrow information-based programme.

## Essential knowledge, skills and attitudes for the teacher

To be effective, you will need to:

- understand what is known about HIV and AIDS. Accurate and comprehensive knowledge about the disease and its transmission will enable you to give reliable information about it to your students and community. You will find this information in the section 'Basic Information about HIV and AIDS'.
- confront your own feelings, especially your fears about HIV and AIDS, and about people with AIDS. You must feel comfortable with the issues raised in the course, particularly those related to human sexuality and sexual behaviour so you can discuss them with confidence in the classroom.

- recognise the range of sexual development that your students may have undergone. Some of them may be in the early stages of puberty whilst others will not yet know what this means. So you will need to be sensitive in dealing with issues relating to sexuality and sexual development in the materials.
- give support to students whose fears about AIDS and about relatives contracting the disease may be aroused by some of the information given in the programme. Some students may already have contact with people with AIDS in their families and may be concerned about them. Be sensitive and supportive in helping to allay their fears and to enable them to deal with their situation positively.
- reassure students by stressing that they can prevent AIDS by adopting and maintaining lifestyles to ensure they avoid HIV infection.
- correct misinformation about AIDS and HIV transmission. It is impossible to become infected through casual and social contact.
- help students develop compassion for people with AIDS and their families.

## Teaching methods for the programme

The central concern of the programme is with behaviour and behavioural change. Students are invited to examine their own behaviour and that of others, and to decide to adopt behaviour patterns that will enable them to lead happy, healthy and productive lives, and in particular help them to avoid infection with HIV. We hope students will also act as a positive force in influencing other young people to adopt constructive life-styles.

To empower students to effect behavioural change in themselves wherever necessary, and to influence behavioural change in other young people, they need to participate actively in the learning process. Knowledge of accurate information is essential, but this is only the starting point. Information such as that included in the reference section of the students' book and in this teacher's book provides the factual information that is the basis of the course. The learning experiences themselves, however, are designed to en-

courage students to evaluate their own and others' current patterns of behaviour and to adopt and maintain positive life-styles themselves.

In conducting the programme, your major role is that of facilitator for the various participatory activities. Information-giving on your part is reduced to a minimum, and your views on issues raised are recognised as only the opinions of one person, although admittedly a person who has considerably more relevant real life experience and specialist knowledge of the subject. Treat the views and opinions of students with respect, and acknowledge that they all have important experience to draw from.

A variety of participatory activities are included in the lesson units. The major types are described in this section, together with a number of other techniques and materials that can be used to stimulate thinking and interaction among students as they reflect on issues of concern to themselves, and as they try to determine behaviour they can adopt.

## DISCUSSION

Discussion is suggested in 'Let's talk', 'Think about it' and within other activities throughout the programme. This technique allows members of a group to openly express opinions on a subject and listen to the opinions of others. Discussions can be with a whole class but using group discussion creates a more informal atmosphere and promotes participation by all.

### *What you do*

Organise participants in groups of six to eight to ensure that everyone gets a chance to speak and feels able to contribute.

Arrange the seating in circles or around a table to promote good interaction. Tell each group to elect one member to feed back the main points of discussion to the class group. Give the groups their discussion topic.

For example, from Unit 1:

---

### Let's talk

Do you agree with what the poem is saying?

Do you know of any young people who have been affected in the way the poem describes? etc.

---

Leave the groups to get on with the discussion unless you really need to intervene or you are asked for help or advice.

When groups have had sufficient time to discuss the issue, ask a member of each group to summarise the main points that have arisen. List important findings and conclusions on the board.

Together with the students, draw conclusions to guide attitude and behaviour in the future.

### *Why we use group discussion*

Group discussion stimulates free exchange of ideas. Group members have the freedom to discuss their feelings among a small group. The intimacy created when a small group of peers discuss an issue helps remove inhibition. This is very important when discussing issues related to HIV and AIDS.

Later, share ideas with the class group so participants also hear the opinions of others. This may help individuals to clarify their own ideas, values and attitudes. Group work can build good relationships between group members. Encourage this as peer groups have such an important role to play in forming values for young people.

### *What to expect*

Discussion may be difficult and even chaotic at first. But as students get used to the technique it should become easier and more successful. One of the most difficult things to achieve in group discussion is participation from all members. We always find those who tend to monopolise. Encourage all members to contribute.

Discussion works very well if it follows some kind of 'trigger' e.g. role play, a case study, presentation of a problem, brainstorming.

## BRAINSTORMING

Brainstorming involves inviting spontaneous responses from participants on a certain subject.

### *What you do*

All students think of as many different suggestions, feelings and ideas on the chosen topic as possible. The teacher writes down all the ideas on a board or large piece of paper, without commenting on the ideas, but seeking clarification if the point being made is unclear.

It is important to write down everyone's



ideas. If a student has plucked up courage to make a suggestion, it should appear, otherwise that student may not speak again. Once all contributions have been made, the suggestions are discussed with the groups.

#### *Why we use Brainstorming*

Brainstorming helps ideas to flow and so generates ideas quickly. The ideas are put down in writing and can be used as a basis for discussion later. The technique allows students freedom to express ideas they might normally withhold because they fear judgement.

When approaching a difficult topic such as sex, which usually makes people nervous and shy, you may find brainstorming invaluable in loosening up a group. It can be very enjoyable at the same time.

#### *What to expect*

Brainstorming with a large group, such as a class, may be difficult as individuals will shout to be heard. Once the technique has been demonstrated, a large group can be sub-divided and each small group can select someone to write down suggestions.

### DEVIL'S ADVOCATE

A 'devil's advocate' is a person in a discussion who puts forward an undesirable or dangerous point of view. The technique involves a 'devil' who advocates risky behaviour or undesirable attitudes. The other students question and argue to try to defeat the argument. The 'devil' must be a capable speaker and have a strong character.

#### *What you do*

Ask students to identify some of the temptations which face them. In pairs one student pretends to be a 'bad' friend who is trying to make the other succumb to the temptation. They think of all the arguments as to why it is alright and try very hard to tempt the others. The other student argues to avoid the temptation. For example, students might imagine themselves in a scene like John in Unit 10: *Act it out (John's dilemma)* :

---

John doesn't know whether to tell Janet about his worry

Devil: What are you worrying about, John?

We've all had lots of girlfriends! It's normal!  
John's better side : But I don't want to put Janet at any risk, do I?

Devil : Of course not — she can get run down by a car tomorrow and there is nothing you can do about it!

John's better side : I know but I could do something positive here — I could make sure we are safe!

Devil : Ah! Come on. You'll just make her unhappy about your past. She might even leave you!

John's better side : I feel I must protect her . . .

---

The exchange between the devil and the individual should not go on too long. There need not be a winner or loser, the purpose of the activity is to raise questions and set students thinking.

Allocate some time for small groups to report back to the class what happened in their conversations. The teacher can summarise any helpful points students outline for resisting temptations.

#### *Why we use Devil's advocate*

Devil's advocate is most often used when dealing with areas of temptation for participants. In this respect it helps them to judge some of the choices they have to make related to modes of behaviour, and think up alternatives where necessary.

In arguing with the 'devil', skills of reasoning as to why or why not you want to behave in a particular way are developed.

In this way students are introduced to the difficulties of clarifying values and will start developing their own beliefs.

#### *What to expect*

Point out to students that the people taking the role of the 'devil' are not necessarily speaking their own opinion but are only playing a role.

The technique of devil's advocate is not restricted to one 'devil' arguing with a group. The devil's advocate could actually be the peer group exerting pressure on an individual. Peer group pressure is often the reason young people engage in risky behaviour, this is an important option.

### PAIR AND SMALL GROUP WORK

By small group work we mean a structured group activity such as:

- an exercise in problem solving
- a questionnaire or table to fill in or complete
- a decision-making task
- a letter to write.

The activity should be relevant to the students themselves if they are to carry it out enthusiastically. Small group activities related to the needs and interests of young people are found throughout the materials on the programme.

#### *What you do*

An example of a problem-solving exercise is found in Unit 6: Conflicts of interests *Act it out!*

Here is what the students are asked to do:

In groups be David and his friends. Decide what David is going to do and show the reactions of everyone concerned.

Present the court case of the doctor and his patient. Present the patient's case and then allow the girlfriends to take the stand. Appoint someone as judge who has to decide the verdict, etc.

#### *Why we use pair and small-group work*

Many students respond well to a set task. For younger students especially, getting them to think around a set task can be the easiest way to get a meaningful discussion going. Students who may not feel confident enough to participate actively in tasks involving big groups or the whole class will often contribute very significantly to smaller group activities.

## LETTERS TO THE EDITOR

The letters which appear on problem pages of magazines are very popular. Use relevant letters from these pages as case studies. Generally people write to problem pages because they cannot approach anyone about their problem or because they find it easier to write down their problem than they would to talk about it. Many of the letters submitted to problem pages are from young people. Unit 6 is an example.

#### *What you do*

Groups can discuss the letters, the possible courses of action for the letter-writers to take and even compose replies to the letter.

#### *What to expect*

If the letters to the editor or case studies present problems to which one or more participants relate closely, you may encounter a strong reaction during the activity, or you may have a group member approaching you after the lesson.

If the group you are working with is a caring and open group, they can probably handle such a case and offer support to the individual in question. But if the group cannot be trusted to react in a supportive way, it is up to you to protect the individual. This may mean interrupting the session. The most important thing to remember if you are approached personally by a young person who has a problem is to listen and show that you believe them.

## ROLE PLAY

Role play involves presenting small spontaneous plays which describe possible real life situations.

#### *What you do*

Give a situation or problem to a group of students and they take on the roles of the people involved. The role play or situation must have enough in it to stimulate them. The situation must be clearly outlined, important and relevant to the students. Volunteers act out what the people would say or do in a given situation. Other members of the group watch carefully and after the play they all discuss their reactions to it.

#### *Why we use role play*

Role play allows us to practise situations before we meet them in real life. For example, a role play may be like that in Unit 10. This preparation will help develop skills of communication needed in situations which are fraught with emotion.

In role play, we take on someone else's character. This allows us to express our own ideas and emotions through the character we play. This is a less intimidating way of expressing ourselves and may allow us to express feelings we might otherwise keep bottled up. Also, asking students to play someone of the opposite sex may give them an extra insight into the problems faced by other people and may also reveal some of their preconceived ideas about the opposite sex.

Finally, role play provides a good basis for discussion and review of a topic and the issues associated with that topic.

#### *What to expect*

If students have never tried role play before, it will take them a while to lose their inhibitions and allow them to take on someone else's character. Young children are very good at role play as they generally have few inhibitions.

Students may become very involved in the role play and this is good but it is important to 'de-role' them — to ensure they stop pretending to be someone else and return to reality.

The concept of role play must be fully understood by the students. If students who are asked to play 'bad' characters feel that others will mistake them for their role-play character, they will be reluctant to participate.

## POETRY

Poetry is a vital and meaningful form of expression through which a poet conveys his thoughts and feelings. We may use poems that are written on a topic to provoke discussion or we may encourage students to express their own thoughts and feelings in a poem.

#### *What you do*

Ask one of the participants to read out the poem after carefully preparing it, for example the poem in Unit 1 or Unit 4 and those they write themselves like in Unit 7 *Follow-up* can be used in the same way. You can even invite students to bring in their own poems to be read.

Divide students into groups of three and ask them to appoint one group member to report back to the main group. The groups talk about the poem to raise the pertinent issues.

Once small groups have discussed the task, re-convene the class. Discuss the new songs or poems in the large group making sure that each group has the opportunity to contribute.

In summing up, ask the students to talk about the most important lesson for themselves in the experience related in the poem or saying.

#### *Why we use poetry*

Many young people enjoy reading poetry, especially if it relates to situations they can relate to themselves. It can offer reassurance that they are

not the only ones with a certain problem.

Poetry is often a popular form of expression among adolescents who can express feelings in poems that are difficult to express otherwise.

## SONG

Songs can be used to give people ideas or messages about health. If the tune is catchy, people will remember the song and the information it contains. Songs can put people at ease and encourage group participation so use it this way during the programme. Young people love to write and perform songs or 'raps' (speaking out the message rhythmically).

#### *Why we use song*

Young people can use songs very effectively to spread ideas and messages about HIV/AIDS into their local communities. Use a catchy tune and make sure the message is clear.

#### *What you do*

Put a poem to music or make up words for a song that will stay in people's minds and help them to protect themselves. It can be in English, Shona or Ndebele. You may put actions to the words, add different choruses and even turn the song into a dance-drama! If you can't make up new tunes, use well-known tunes with new words so that the students enjoy singing the old song with a new message!

## PROVERBS

Proverbs express the traditional wisdom of a people, and often convey positive messages about behaviour and relationships. Students will have a fund of proverbs that have been passed down from generation to generation, and many of these can be discussed in relation to target attitudes and behaviour patterns which the AIDS education programme seeks to develop.

## STORIES AND FABLES

Stories are an attractive means of communicating important messages. Traditional folk stories, like those in which animal characters, for example, Kalulu, represent human beings, may be adapted to express ideas about risky behaviour and attitudes and activities that should be cultivated in the fight against AIDS.

## PICTURES AND PHOTOGRAPHS

Pictures, photographs and other graphic materials (like flow-charts, graphs, tables and so on) are useful in gaining attention. They can focus attention on a topic, for example, charting the spread of AIDS, and provide a stimulus for discussion or practical activity (like designing a poster).

Make sure that the pictures and photographs you use are relevant to your students' interests and depict people and situations they can relate to. Also use students' own pictures. These will attract a lot of interest from the class. Ensure that your pictures are clearly visible and the main idea you want to focus on is not obscured by distracting images.

## FLIP-CHARTS

You can make a flip-chart quite simply by attaching a number of sheets of blank paper together at one end with string, a clothes' peg or staples, etc. If the sheets of paper are attached to a piece of thick card, they will be more durable and you will find it easy to rest your flip-chart on a chair on top of a table where it will be seen by the whole class.

Use coloured chalk or felt-tipped pens to write or draw on the pages. You may use your flip-chart to present a series of tables or graphs, one on each page, to show, for example, the increase in the number of AIDS cases. Or you may wish to present a story in pictures, one scene or episode on each page. No doubt you will have other ideas, too, about using the flip-chart.

## VIDEOS

Videos are useful in engaging students' attention and interest. You should pre-view any video you plan to show your class to ensure that the material is suitable and to plan your teaching strategy. A number of videos will be suitable for the Form three age group and you may find the videos interesting to look at yourself in the context of your task as AIDS programme facilitator.

If you are fortunate enough to have a video or access to one, the following video cassettes are currently available in various health education libraries in Zimbabwe. You can write to NACP, Ministry of Health, P.O. Box 8204, Causeway, Harare, for more information about them.

**Facing the challenge** 15 minutes  
A true life story of a person with AIDS in Kenya who went public on AIDS day.

**AIDS is not only for others** 51 minutes  
A portrait of an epidemic in Zimbabwe. Through interviews with people from all walks of life, the film gives a picture of a society where the traditional moral system is disintegrating, and sexually transmitted diseases are flourishing.

**TASO: Living positively with AIDS** 55 minutes  
A video about the care, support and counselling of people with HIV infection and AIDS.

**Blue pigeon** 13 minutes  
Focusing on the sexual changes that take place in the minds and bodies of teenage boys and girls, this animated film explains the process of sexual intercourse and conception through to childbirth.

**Music for two** 11 minutes  
Features a girl in pursuit of true love who imagines a variety of male/female relationships. This animated film is supported by an impressive musical score and vivid colours.

**The orphan generation**  
Focuses on the struggle of one Ugandan village to cope with the deepening orphan crisis and suggestions by community workers on how problems may be redressed by community-based as opposed to institutional care.

**It's not easy** 48 minutes  
Ugandan story of a businessman through whom his family become infected with HIV.

**Consequences** 54 minutes  
Explores the problem of teenage pregnancy and the use of safe sex practices to prevent it and to protect against STD and AIDS.

**Born in Africa** 90 minutes  
The story of a Ugandan musician Philly Bongoley Lutaaya who had the courage to go public about his own HIV status at a time when AIDS was little known or understood by the people of his country.

**No need to blame** 35 minutes  
Presents the life stories of five young Zimbabweans who are living with HIV and AIDS.

## Mashambanzou

24 minutes

Mashambanzou is a drop-in centre in Harare for people with HIV and AIDS. Through the voices of the people who go there, this video explores their needs, their problems and the relief and support that Mashambanzou gives them.

## Projects

There are four project topics outlined in the students' book. In addition, there is an introductory section and a section on principles for conducting interviews. Please refer to these sections in the students' book before they start their projects.

### OBJECTIVES

Students will:

Topic 1—find out all about HIV and AIDS: the causes and how to avoid it; examine statistics and look at attitudes to people with AIDS in their communities and so develop an empathy for those families who have to deal with the disease.

Topic 2 —investigate attitudes to talking about sex in their community and learn to appreciate the value of openness and honesty in dealing with matters of sex.

Topic 3 — examine gender issues and the ramifications of society's attitude to the different roles of men and women and develop some strategies to deal with these problems within their own communities.

Topic 4 — examine the problems of self-image amongst young people and understand through research how this can lead to unwise decisions.

Students will also develop skills of planning, investigating, collecting information and studying it to find out important facts, and presenting information collected, in ways that will be useful to other people at school and in the community.

### PROJECT TOPICS

Students in groups of four or five should choose one of the following topics. Make sure each topic is done by at least one group but different groups will also be working on the same topics.

- 1 HIV and AIDS
- 2 Talking about sex
- 3 Gender issues
- 4 Self-image

### SCHEDULING WORK ON THE PROJECTS

Projects will normally be scheduled for the third school term, after students have completed the twenty lesson units in the programme. This will enable groups to participate effectively in the annual World AIDS Day activities ( December 1) in their communities. Some teachers and schools may, however, wish to schedule work on the projects earlier in the year, perhaps as part of the preparations for the school's Open Day or Prize-giving Ceremony. Schools should exercise their own discretion in making this decision.

### ORGANISING AND CONDUCTING THE PROJECTS

Refer to the section ' What you need to do to succeed' in the students' book (pages 46-47) for an account of the activities all groups should carry out. In particular, it is important that you:

- give students support and encouragement in their work on the project
- assist with suggestions about how they may proceed at each stage
- ensure that all the students in each group participate actively in the work
- keep a weekly record of the progress of each group. (A separate page in a notebook for each group should suffice for this.)
- arrange visits and interviews for the groups, where necessary
- assist students in preparing questions for interviews and questionnaires, and in helping them to rehearse in preparation for interviews
- help students to collect information and suggest sources which they can approach for information
- provide materials (like card, felt pens, and so on) that students may need, where possible
- arrange for the storage of project materials at the end of each work session
- arrange for the display and presentation of the finished project materials.

# Basic information about HIV and AIDS

Whilst it is acknowledged that in HIV and AIDS education giving out information is not enough on its own, a clear understanding of the basic facts is essential. AIDS is a relatively new phenomenon and there is a lot about it that we don't know. But we do have a basic picture of HIV, the virus which causes AIDS, how it is spread and how it affects the human body. This information is unlikely to change in the future. Getting a firm grasp of the basic facts will enable you to give a sensible response to questions that may be asked and to counteract misinformation. You must also be prepared to challenge prejudices and offer reassurances against unwarranted fears and anxieties.

No one is expected to become a medical expert. However it is important that you as a teacher have the confidence to admit that you don't have all the answers and that you are willing to help pupils to find out more if they want to. We hope this section will provide a sound base of knowledge and understanding for the Schools' AIDS Education Programme.

## WHAT IS AIDS?

AIDS stands for

- |   |           |   |
|---|-----------|---|
| A | quired:   | not genetically inherited but you get it from somebody                            |
| I | mmune     | } weakness or inadequacy of the body's main fighting mechanism, the immune system |
| D | eficiency |   |
| S | yndrome:  | group of diseases, not just one disease   |

AIDS is a sexually transmitted disease syndrome caused by a virus. A closer look at the term itself tells us a lot about what AIDS is. AIDS arises from damage to the immune system acquired as a result of infection with HIV. There are many conditions which can result in someone being diagnosed as having AIDS but what links them all is a **Deficiency** or a weakness of the **Immune** system. The word **Syndrome** is used to emphasise that AIDS is a group of signs and symptoms and not a single disease.

The virus which causes AIDS is known as the Human Immunodeficiency Virus (HIV). This virus eventually causes such extensive damage to the body's immune system that the body is attacked by life threatening diseases. These diseases vary in different countries, depending on which virus, bacteria and fungi exist there.

AIDS cannot be diagnosed on the existence of one sign or symptom. Only well qualified and experienced health workers can diagnose AIDS. All the symptoms of AIDS can be symptoms of other diseases too. Therefore you cannot tell whether you have AIDS or not unless you have been examined at a hospital or health centre and diagnosed as such.

## WHAT IS HIV?

HIV stands for:

- H uman
- I mmuno deficiency
- V irus

This means that it is a virus which causes a failure of part of the immune system in humans. Viruses are tiny organisms that cause many diseases in humans and other animals and even in plants. Viruses are among the smallest and simplest living things. There are numerous types of viruses which cause all sorts of diseases. Human diseases caused by viruses include measles, polio, mumps, common cold and flu.

## WHAT DOES HIV DO IN THE BODY?

Viruses cannot multiply on their own. They can only reproduce themselves by using the genetic materials of the cells of the host animal or plant. In order to reproduce, HIV attaches itself to the genetic material of the cell it has infected. This makes it very hard for either the body or drugs to deal with it, without destroying the cell itself. This is why it is so difficult to develop a 'cure' for HIV, since anything which damages the virus is likely also to damage the cell it has infected.

The destruction of the immune system by the virus means that infectious organisms can invade the body unchallenged and multiply to cause disease.

HIV causes damage to part of the immune system. The immune system is the means by which the body protects itself from infection and disease. The skin serves as a physical barrier and the white cells in our blood deal with potentially harmful organisms such as viruses. HIV is attracted to certain white blood cells. These cells are among the most important in the working of the body's immune system. They cause special cells to produce chemicals called antibodies which neutralise infection.

After being infected with HIV the body produces the antibodies to HIV in an effort to protect itself. These antibodies tend not to be powerful enough to neutralise the virus and by this time the HIV will have already attached itself to the genetic material of some white blood cells, ready to reproduce itself some time in the future.

Some people with HIV show no symptoms of disease and may be asymptomatic for months and even years. These people may remain completely healthy and free from symptoms of HIV but they have the virus in their blood and are at risk of developing AIDS at some time in the future. Once you are infected with HIV, you can transmit the virus to other people even though you may appear perfectly healthy and may not know that you have been infected with HIV.

If you are healthy there is no real way of knowing whether you are infected with HIV except by considering how much you have been at risk and therefore how likely it is that you could be infected or by having a blood test.

Some people with the HIV virus infection develop one or more of the signs and symptoms which make up HIV. These can be easily mistaken for those of many other illnesses. They include: persistent fatigue; severe weight loss; night sweats or fevers lasting several weeks; persistent diarrhoea lasting over one month.

A common complaint is painless swollen glands, usually in the neck and armpits, which last for at least three months. Some people develop recurrent infections such as oral thrush (candida), herpes zoster (shingles) or genital herpes. A common presentation in children is failure to thrive, prolonged diarrhoea and pneumonia which does not respond to treatment. All these symptoms are thought to be caused by the direct effects of HIV on particular organs in the body.

These symptoms are also common in people who do not have HIV infection. However, when several of these occur at the same time and they are persistent, this may indicate HIV infection. As the immune system is

increasingly damaged, these health problems become more serious and more difficult to treat. The most serious consequence of HIV is AIDS.

It is not yet understood why the length of time it takes for people with HIV to develop AIDS varies so widely from person to person. The following factors are thought to contribute:

- the amount or concentration of the virus in the blood and infection with different strains of virus.
- individual differences in immune responses.
- stress on the immune system through general lack of fitness and exposure to repeated or severe infections.
- state of mind — anxiety, depression and generally feeling low may increase the risk of other infections and so add stress to the immune system.
- other health risks such as smoking, overtiredness, bad diet and heavy drinking of alcohol.

## HOW IS HIV TRANSMITTED?

It is now quite clear that HIV can be transmitted through semen, vaginal and cervical fluids and through blood.

### **Sexual intercourse**

The most common route of transmission is sexual intercourse with an infected partner. HIV is present in semen and in cervical and vaginal fluids and the vagina and penis provide entry points to the body. The rapid spread of AIDS in the world today is attributed to transmission through sex.

HIV has been described as one of the 'latest' Sexually Transmitted Diseases. The transmission of HIV is made easier by the presence of other STDs, particularly genital ulcer disease such as chancroid. With an STD the risk of contracting HIV during sex with an infected person is very high.

### **Infected mother to new-born child**

HIV can be transmitted from a woman with HIV to her child before or during birth. Before birth, it may be transmitted across the placenta to the foetus; during birth it may be transmitted through the mother's blood. The chance of a mother infected with HIV passing on HIV to her child is estimated at 30% to 50% in Zimbabwe.

### **Blood**

As a virus which lives in the blood, HIV may be transmitted by the transfusion of blood from an infected donor.

In Zimbabwe, all blood which is donated to the National Blood Transfusion Service and the Red Cross for transfusions is routinely screened for HIV anti-bodies. This means that blood which is given to patients in health centres and hospitals is safe.

HIV can also be transmitted through the use of needles, syringes, blades, knives, surgical instruments and other piercing instruments that have been used on an infected person and not been properly sterilised. This includes instruments used for circumcision, tattooing, acupuncture, earpiercing and traditional healing practices.



## HOW HIV IS NOT TRANSMITTED

In Zimbabwe, the main means of transmission are :

- Sexual intercourse with an infected person
- Infected mother to child.

We know that HIV is not passed in these ways:

- shaking hands
- social kissing and hugging
- sharing cups, plates and other eating utensils
- sleeping in the same room as an infected person
- sharing toilet and bathroom facilities
- through coughing or sneezing or through the air we breathe
- sharing work instruments or machinery
- swimming together
- donating blood to the Blood Transfusion Service or the Red Cross
- bites by insects e.g. mosquitoes, bed bugs, etc.

You cannot get AIDS through everyday social contact with an infected person. There are no known cases of people becoming infected with HIV through normal living with an infected person.

## HOW TO PREVENT HIV INFECTION

### Sex

The majority of people infected with HIV were infected during sexual intercourse. The only way to be absolutely sure that you are not going to get infected through sex is by not having sexual intercourse. However there are a number of measures which sexually active people can take to ensure that the risks they take are minimised.

There is no risk of infection through sex if you and your partner have sex only with each other and neither of you has previously been exposed to the AIDS virus. By sticking to one faithful lifelong partner you can avoid infection with HIV.

If you are not in a mutually faithful lifelong relationship then practising safer sex can lower your risk of infection. Safer sex means avoiding sex that allows your partner's blood or body fluids (semen or vaginal fluids) to enter your body. Having a sexual relationship needn't just mean vaginal intercourse. Things that you can do together which are very low risk include:

- Hugging and kissing — wet kissing where the tongue of one partner enters the other person's mouth should be avoided if either of you have cuts, sores and ulcers in or around the mouth. Caressing and fondling each other and massaging and body rubbing are safe, provided that no semen or vaginal fluids come into contact with broken skin or sores.
- using condoms— if condoms are used correctly they can reduce the risk of getting or passing on HIV or other STDs. It is very important to use a condom properly. The decision to use condoms must be discussed between partners. It is not fair to force one partner to do what the other partner wants. It is better to discuss the risks and advantages together. You can buy condoms in supermarkets. Clinics, hospitals and health workers distribute them free.

If you already have HIV it is risky for you to be exposed to it again. Used correctly, condoms help protect both partners from re-infection and new infections. The risk of infection with HIV is greater if either partner has another sexually transmitted disease, particularly where a sore is present. This is because semen or vaginal secretions of an HIV infected person can come in contact with open sores easily. Although there is no cure for HIV infection, most other sexually transmitted diseases can be treated or controlled.

**If you have a sexually transmitted disease, you should seek treatment immediately and notify your partner(s) and encourage them to get treated.**

#### **Mother to child**

Avoid pregnancy if you are infected with HIV. If a woman infected with HIV gets pregnant there is a 30% to 50% chance that her baby will be infected with HIV and die within the first few years of life.

## WHY MOSQUITOES DO NOT SPREAD AIDS

by Jonathan Mann

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Probably the most commonly asked question about AIDS is whether the virus spreads through mosquitoes or other blood-sucking insects. Fortunately, the answer is no. Here is why:

Malaria is biologically transmitted when the malaria parasite enters the mosquito, thrives and then makes its way to the insect's salivary glands, from which it is injected into another person. This sequence of events is unlikely for HIV because the virus appears to replicate in a narrow range of mammalian cells. The second hypothesis is mechanical transmission, with the virus spreading on the insect's mouthparts which might become contaminated with blood containing HIV. If a mosquito bit a person infected with the virus and was then disturbed, so that it interrupted its feeding, the insect could then fly off to bite another person and perhaps the virus on its mouth parts could be injected into the second person. According to this theory, the insect would then operate like a very tiny contaminated needle.

The evidence against mechanical transmission comes from several sources. First, the age and sex distribution of people infected with HIV in Africa is typical of a sexually transmitted disease. If insects spread HIV, there should be just as much, possibly more, infection among young children and old people as among people between 20 and 40 years old. Thus, for example, malaria is common among infants and children in these areas.

Several studies among families of AIDS patients in Africa show that people who live in the same household as AIDS patients are no more likely to be infected with HIV than members of households without an AIDS patient. The exception to this was if they were the sexual partner (spouse) or child of the AIDS patient. Thus, in Africa as in the US and Europe, researchers have not found that the virus spreads among people living together, except for sexual partners and transmission between mothers and children. If mosquitoes, bedbugs, lice or other insects living in a crowded African home could spread the virus, we

would have expected to find more infected people in the households of AIDS patients.

Another reason why transmission by insects is unlikely is the tiny amount of blood on an insect's mouthparts, together with the small quantity of the HIV that seems to be present in the blood of infected persons. These combine to make mechanical transmission even less likely.

The studies of families of people with AIDS also allow us to discount theories about casual spread of AIDS by contact. Also, studies of hospital workers showed that HIV was no more contagious from hospital patients to hospital staff in Africa than in the Western world. All the evidence leads us to conclude that the virus is transmitted everywhere in the world in the same basic ways (sex, blood and mother-to-child), although there are important geographical and social variations.

## LANGUAGE IS IMPORTANT

### Blood

Great care should be taken that instruments which draw blood and are used in activities such as circumcision, tattooing or ear piercing, are sterilised after use if they are to be used again.

Instruments can be cleaned by leaving them in a solution of one part bleach to nine parts water (1:9) for 30 minutes or boiling them in water for 20 minutes.

Do not get back street 'injections'. The needles and syringes used by the back street practitioners are not sterile.

Although doctors and scientists are searching for a cure for HIV and AIDS and a vaccine to protect against infection, they have not yet succeeded. In the absence of an effective vaccine, or cure, education on how HIV is transmitted and how people can protect themselves is the most important means of reducing the spread of HIV.

It is very important to use accurate language when talking about HIV and AIDS and the issues which surround them. A lot of confusion is created by the use of inaccurate language and many incorrect assumptions are drawn. As teachers we must be aware that the people we teach will adopt the language they hear us use. We must be very careful to choose our words carefully.

It is important for us to understand what AIDS is, what HIV infection is and to be able to distinguish between the two different terms. Commonly people mistake HIV and AIDS or use the wrong term for the wrong condition. As we have seen, being infected with HIV and being diagnosed as having AIDS are two very different things.

It is not unusual to read about the 'AIDS virus' when in fact there is no such thing. When this term is used reference is being made to HIV, the virus which causes AIDS. The use of the term 'AIDS virus' confuses a virus with a syndrome of many different conditions.

Similarly people talk of the 'AIDS test' when they mean a test for HIV. The HIV test detects antibodies to the virus which the body produces after infection. Most people who test HIV positive do not have AIDS. Therefore it is important not to use the term 'AIDS test'. The term 'HIV test' should be used instead.

Most important of all for health educators is the language they use when talking about people with HIV and AIDS. A phrase in everyday use is 'AIDS victims'. This implies that the people concerned are powerless to do anything about their condition when in fact many people with AIDS are fighting hard to remain healthy as long as possible. Another phrase we hear used is 'AIDS patients'. This immediately conjures up the image of sick people. This may not be the case at all. 'People with AIDS' is a more straightforward and appropriate term to use. Another phrase used is 'AIDS carrier'. This is often applied to someone with HIV infection but who has not developed AIDS. The term 'carrier' gives the impression that HIV or AIDS can be easily caught by casual contact. This is not true and it is up to health educators to convince people this is so.

You may come across other terms peculiar to your own area which you may wish to think about before adopting. Be sure that you know the

## THE HIV TEST

meanings of the words you use and that you do not use words which might cause confusion or offend people with AIDS.

Most people with HIV feel healthy. They don't know that they have HIV. If a person is healthy, but they know that they have been at risk, the only way to know if they have HIV is to have a special blood test.

This is a blood test on a small amount of blood. It is drawn by needle from the arm. The test shows the presence of antibodies (a blood reaction to HIV), not the virus itself.

It may take the body up to three months to produce antibodies so people should not take a test too soon after risk—recently infected people may test negative.

If a person takes this blood test, they may be told that they are HIV positive. This means that they have the HIV virus in their blood. If they are not sure of the results, they may ask for another test.

Finding out that you are HIV positive is distressing and may come as a shock. A person in this situation needs someone they trust to talk to.

They may know someone else HIV positive with whom they can discuss their fears. They should never sit and go over their worries and fears alone. They must talk about their fears as often as they need to.

If the test cannot find any signs of HIV in the blood, the person will be told they are HIV negative. It may take time for the signs of HIV to show in the blood so they may need to be tested more than once to be sure.

### **It is only wise to get a test:**

- if someone is thinking about getting married and has been involved in risky behaviour
- before someone decides to have a baby if she or her partner has been involved in risky behaviour
- if someone took a risk and wants to protect themselves against re-infection.
- if someone took a risk and wants to protect their faithful partner.

### **When someone has a test:**

- a small amount of blood is taken from the person
- the result usually takes two weeks to come
- the result is private (confidential)
- there will be someone to help them to cope with the result of the test.

NOTE : an AIDS test is costly so will not given unless it is considered essential by the doctor

## TREATMENT

At present there is no cure for AIDS. There is no treatment that can fully repair the damage caused to the body's defence system or completely remove the virus from the person's body. But there are several ways of reducing symptoms and of treating the many conditions associated with HIV and AIDS.

One drug which is being used against HIV itself is Zidovudine (AZT). Because of AZT the life expectancy of people with AIDS who have been treated with the drug has increased. It works by slowing down and interfering with HIV's capacity to reproduce itself, but does not eliminate the

virus from the body. Unfortunately AZT is expensive and not easily available in Zimbabwe.

Despite the fact that there is no cure for HIV there are various steps people with HIV can take to safeguard their health. In order to maintain good health and delay the onset of disease, it is important for people with HIV to:

- seek early medical treatment for health problems
- eat a varied balanced diet
- have regular exercise
- have enough sleep and rest
- relax and enjoy leisure time
- take good physical care of the body
- practise good hygiene
- maintain morale and a positive self image.

It is also important for people with HIV to:

- avoid further HIV infection through unprotected sex
- avoid smoking
- avoid becoming overtired
- reduce stress and worry
- avoid other infections.

These are all practical steps that people can take as individuals.

## **Living with HIV and AIDS**

The incidence of HIV/AIDS in Zimbabwe is such that very soon, every one of us will have to address the issues that surround living with HIV and AIDS. Whether you yourself are HIV positive, whether it is a partner, a family member, a friend, a workmate or a neighbour, AIDS is a problem which you will be asked to share.

We know that HIV is not contagious. It is not transmitted through normal everyday contact, so there should be no stigma attached to the disease. But perhaps because the sensitive issues of sex and death are interwoven around AIDS, the negative reaction from the general public to the AIDS epidemic has been unprecedented.

AIDS has produced reactions of fear, hostility and prejudice. It has been suggested that people with AIDS should be isolated. There have been calls for compulsory testing. Many people with HIV/AIDS have been evicted from their lodgings, rejected by their families and friends and lost their jobs. Consequently people with AIDS are afraid to tell others about their condition for fear of victimisation.

Reactions such as these are often the result of ignorance of the facts. The introduction of education about HIV/AIDS should help dispel such reactions and produce a higher degree of understanding for those affected by the epidemic. You have a role to play.

## **AIDS IN THE HOME**

The home is a very important place for a person with AIDS. If a person with AIDS is assured of a caring and understanding family, he/she will be much better able to cope, emotionally and practically, with the illness.

A person with AIDS will need both moral support and physical care. As there is no cure that the health services can provide, the best care can

## HIV and AIDS in the workplace

often be given by the relatives. The patient will feel more secure at home where he or she is amongst loved ones.

There is no risk attached to caring for a person with AIDS at home provided that sensible household hygiene measures are taken. Helen Jackson, the author of *AIDS: Action Now* has the following advice to offer:

- Avoid skin contact with blood; if blood gets on to your hands, wash as soon as possible in soapy water. Do the same for other body secretions such as urine or faeces.
- Cover any cuts or sores on your hands with a waterproof plaster.
- If plastic or rubber gloves are available, use these to cover your hands when dealing with blood or soiled linen; you could also use plastic bags to cover your hands.
- Boil soiled laundry for twenty minutes and/or use bleach (one part bleach to nine parts of water) to kill any virus present.

Providing physical care to someone with AIDS is a very sure way of showing them you love them. It's also important to be ready to listen and to talk to them. The same author suggests that we:

- sit and talk with patients, giving them the opportunity to chat or remember old times if they want to
- find out what patients need and want, e.g. to eat, to pass the time, or who they would like to see
- ask patients how they are feeling, and help them to tell about any worries or concerns they have
- help to reduce loneliness by being there, sharing the day's events, including patients in discussion and decisions, making them feel part of the family.

A look at the current statistics for AIDS cases in Zimbabwe indicate that the majority of people with HIV/AIDS are in the economically productive age group, 20-39. Implications for the workplace must therefore be given the consideration due to it.

We must first recognise that the majority of HIV infected people are healthy. As time passes, they may develop AIDS or other HIV related conditions or they may remain healthy. We should also consider that the majority of workplaces do not hold any risk of acquiring or transmitting HIV between workers, from worker to client or from client to worker.

The Zimbabwe Congress of Trade Unions convened a national workshop on AIDS in August 1989 and put forward the following recommendations:

- 1 Compulsory HIV screening (at workplace or beyond), whether direct or indirect should NOT be required. No other blood test should be used for HIV screening without the worker's consent.
- 2 Confidentiality on HIV status must be maintained and there should be no obligation to inform any employer of an employee's HIV status.
- 3 Employees must be protected from stigmatisation, discrimination and unfair dismissal due to real or suspected HIV/AIDS.
- 4 HIV infected employees should not be discriminated against in benefits, including pensions, social security, housing, etc.

- 5 HIV infection does not impair fitness for work and is not a cause for termination of employment.
- 6 AIDS cannot be spread through normal workplace contact. Workers with AIDS should work for as long as medically fit, with suitable work arrangements made where possible.
- 7 Precautions (such as availability and use of rubber gloves) should be made in first aid procedures and other changes should be made to the work environments of those occupationally at risk of infection.

How can these recommendations guide school policy on the way the school treats HIV infected people?

## Counselling

As an AIDS educator, you may find that pupils and other people concerned about AIDS approach you for advice or counselling. People may come to you with different problems. They may have HIV or AIDS themselves, their spouse or a family member may have AIDS, they may just feel that they or someone close to them is at risk and need advice on how to protect themselves.

Health workers are trained in counselling but they may not always be available or people may prefer to approach someone outside the health sector. It is good to be prepared to assist people if you are approached.

Counselling is a process through which a person is helped to cope with some aspect of their life. It may mean helping them to see problems in perspective, to work out possible courses of action, to make decisions and to implement them.

When we are approached for help with a problem we are often tempted to take the problem as our own, and as a result take away responsibility and create dependency. This is not the solution. When involved in counselling we should not make decisions for anyone or try to tell them what to do. We should not try to convince the person to see things our way. Instead we should offer the person a trusting relationship so that they can talk about their problem and express their emotions freely. We should be able to offer information where needed and suggest practical solutions.

In relation to counselling for HIV and AIDS we may need to:

- find out the person's level of understanding of HIV and AIDS, their beliefs about it, their attitudes and their misconceptions
- correct wrong information, and check that a person has gained a more accurate understanding of the virus and the disease and its transmission
- identify risk factors for HIV by taking a detailed personal history
- help the person to understand what aspects of their behaviour they need to change to safeguard themselves and others, and help to motivate them to achieve these changes
- assist the person to adjust emotionally to HIV or AIDS, assist other family members, in particular sexual partners, to cope with the information and to support the affected persons as well as considering their own risk
- assist in different ways with the many practical problems that may arise, informing the person of other sources of help, and helping to mobilise these resources if necessary

# Lesson by lesson guide

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# 1 Who am I?

## Rationale

The way children, and young adults, view themselves is largely influenced by the way they live. They learn to be what they are from the things that happen to them in their daily lives at home, at school, with friends with relatives and so on. In this unit students think seriously about the consequences of a child's upbringing in relation to the development of a positive or negative self-image.

## Objectives Students will:

- 1 analyse the relationship between the way people live and the way they develop;
- 2 discuss how choices or decisions that young people make are quite often determined by the way they view themselves;
- 3 list some things that happen to them in their daily lives which might result in a negative self-image.

## BEFORE THE LESSON

Ask students to think about young people/children they know who have grown up or are growing up in a negative environment — where there is poverty, where a parent is an alcoholic, where the child is being brought up by uncaring/cruel guardians, and so on. They should analyse the characters /behaviour /self-esteem of these young people and say whether they think there is a relationship between the lives they lead and the way they are developing.

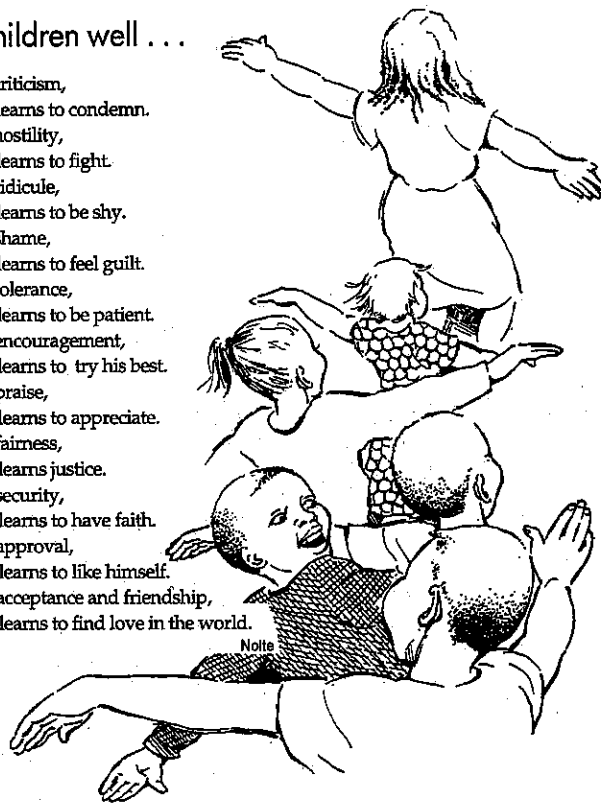
## INTRODUCTION

*Teacher:* Tell the class a brief story about a person you know who developed very positive self-esteem from the way he or she was brought up. Highlight the issues

# 1 Who am I?

Teach your children well . . .

- If a child lives with criticism,  
he learns to condemn.
- If a child lives with hostility,  
he learns to fight.
- If a child lives with ridicule,  
he learns to be shy.
- If a child lives with shame,  
he learns to feel guilt.
- If a child lives with tolerance,  
he learns to be patient.
- If a child lives with encouragement,  
he learns to try his best.
- If a child lives with praise,  
he learns to appreciate.
- If a child lives with fairness,  
he learns justice.
- If a child lives with security,  
he learns to have faith.
- If a child lives with approval,  
he learns to like himself.
- If a child lives with acceptance and friendship,  
he learns to find love in the world.



Note: 'He' in this poem means 'he or she' which would be too clumsy in a piece of writing like this.

in this person's upbringing which you feel helped this positive image. Invite students to talk about young people they know who also have positive self-images from the way they live.

### LET'S TALK

*Class:* Ask the students to express their views honestly about what the poem is saying. Encourage them to talk about young people they know who have been affected in the way the poem describes. Treat each student's contribution with sympathy and

understanding as they might be talking about themselves. Try to help students analyse intelligently issues that might make children/young people develop a negative self-image.

### THINK ABOUT IT!

### Making a choice!

*Groups:* Students consider the sample problems that are found in relationships. In thinking about constructive choices or decisions, students should be able to adopt a more positive, objective and reasoned approach in the choices they make. They need to understand the relationship between the decisions they make and the way they view themselves.

### FOLLOW-UP

Ensure that the debate brings up pertinent issues that contribute to low self-esteem in girls. Divide the class into two equal groups composed of both sexes so that the debate does not degenerate into a war of the sexes!

#### Let's talk

Do you agree with what the poem is saying? Why or why not?

Do you know of anyone who has been affected negatively or positively in the way the poem describes? If you do, talk about it.

How can children come to think highly of themselves? What might happen at home, at school and in the community which might make children like or dislike who they are?

#### Think about it!

Your identity and your self-image (the way you think of yourself) are developed through mixing with family, friends, teachers and so on. Their ideas, their way of life and how they behave towards you influence your view of yourself.

If you think well of yourself, you have high self-esteem but if you think you're 'nothing' or 'nobody', you have low self-esteem.

Think about your own self-image — do you have faith in yourself?

Why or why not? How can you improve your own self-esteem?

#### Making a choice

Problems in relationships can arise from the way people see themselves. Look at the sample problems that follow. In groups discuss what choices or decisions you would make in each situation. Decide why you have made the decisions. Is it because of your self-image?

##### PROBLEM 1

Suppose you never have had a friend of the opposite sex because you think you are not clever or good-looking. At school there is a very popular person who now seems to be interested in you and who has asked you to go to a party. Your classmates laugh at you and tell you that all this person wants is sex. What will your reaction be?

##### PROBLEM 2

You have a friend of the opposite sex who you have been friends with for nearly a year. However, this friend is always criticising you and making you feel small. Whenever you say something or try to do something the friend says you're stupid. Your other friends tell you that you should do something about it. What action are you going to take? Why?

##### PROBLEM 3

You are an average pupil at school and there are one or two subjects you're not very good at. Your uncle works for a big company and he has got you a scholarship to study in a neighbouring country. Your brothers and sisters, as well as your parents, think it will be a waste of time because they don't believe you have the ability to do well academically. What will you tell your uncle? Will you accept his offer or not? Why?



#### Follow up

Debate: Some aspects of our traditional culture foster the development of low self-esteem in girls.

# 2 Close ties

## Rationale

Children learn about relationships from within the family so the way parents and other family members relate to each other, to their children, to their own parents and to relatives, usually has a lifelong effect on the children within that family. In this unit, students accept that all families have problems — there is no such thing as a 'perfect' family. They realise that their families have helped to shape their attitudes and

behaviour. The family helps us to form a sense of self-worth; it also gives us a sense of security.

## Objectives Students will:

- 1 examine how families contribute to the development of self-worth, positive attitudes and behaviour in their children.
- 2 explore various situations within the family which may contribute to undesirable attitudes and behaviour in young people.

## BEFORE THE LESSON

Ask students to think about relationships between family members in some families they know. They should think about a variety of family relationships — close, difficult, unhappy, and so on, and try to analyse what makes some families happy and others unhappy or troubled.

## INTRODUCTION

*Teacher:* Can we ever avoid conflicts within our families? What are some of the conflicts that family members have? How do families deal with these conflicts? In this unit, we are going to consider some difficult family situations and analyse how some of the relationships can have serious consequences for us.

# 2 Close ties . . .

## Act it out!

In groups, prepare role plays of one of the families shown in 'Family feuds'. Use these steps before you begin:

### STEP 1

Discuss the role play and decide who is to take which part.

### STEP 2

Decide what each character will say or do. Remember that there are always two sides to a story and make sure each character knows their own reasons for doing things.

### STEP 3

Practise in your group, then perform the role play in front of the whole class.

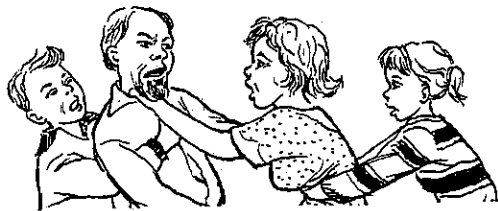
### STEP 4

Discuss each role play as a class and comment on how the situation portrayed could affect the way the children in each family feel and act as they grow up.

## Family feuds . . .

### THE MARTIN FAMILY

Mr and Mrs Martin are having a bitter quarrel. Mr Martin is having extra-marital affairs. His wife knows about it and so do his children. Sometimes he doesn't come home in the evening at all. He rarely gives his wife enough money to look after the children and he has no time for them. Their three children, John, Amanda and Robert are trying to stop their parents fighting.



### THE MOYO FAMILY

Mrs Moyo, a mother of two children, comes home drunk after 6pm. The children have been alone the whole day and there is no food in the house for them to eat. Mr Moyo comes home and, seeing the state of the children and the house, asks his wife what is happening. She breaks down, saying she is so unhappy about their finances. A long discussion starts about how they could improve their situation.



## Family feuds

**Groups:** In groups students read through the four family situations given and choose one to act out. When the students act out the role play, encourage them to make constructive suggestions about resolving conflicts. Also encourage them to point out the positive aspects evident in some of the situations. If they wish to discuss this more, allow them to talk about conflict situations they know of and invite suggestions from the class about trying to resolve them.

**NOTE:** If anyone is obviously distressed about a situation of their own at home, try to talk to them after the class to see if they need any outside help.

## Quick Brainstorm

Students quickly come up with a list of 20 important things they have learnt from their families. Write their contributions on the board. Students pick out those things that have helped them shape their attitudes and behaviour. They must give well-thought out reasons for their answers.

### THE CHOTO FAMILY

Mr and Mrs Choto do not communicate at all well with their 16 year old son, Matthew. Decisions which affect the boy are made for him and he is never consulted. They even make decisions about the son's lifestyle — the clothes he must wear, the kinds of friends to have and when to go to bed. One Sunday morning his parents tell Matthew that he can't go to watch soccer that afternoon but must remain at home to receive his parents' visitors. The boy lashes out at his parents and a very fierce quarrel ensues.



### Quick brainstorm

As a class quickly make a list of 20 important things that you have learnt from your families. Which of them have helped in shaping your attitudes and behaviour? Why or why not?

### Think about it!

Sit in single-sex groups and do the following:

List some of the situations within the family in which your sex (male or female) might develop undesirable attitudes and behaviour later on in life. For example, favouritism towards one child over the others.

Give examples of behaviour and attitudes at home which, although generally good, could develop into problems later. For example, a child who always does the work for her brothers and sisters without complaining might end up always being used by others.

### Follow up

Talk to young people in your school and community and find out how they cope with stressful family relationships.

### THE MACHAYA FAMILY

A 17 year old girl, Maggie, has three elder brothers — John, Tendai and Lovemore. One day Maggie's father asks her not to go to school because her mother is sick. Maggie asks if they can discuss the issue. She points out that she's always the one who misses classes when there is a family crisis. A serious discussion takes place between Maggie and her father and she manages to present her case very well. Even Mrs Machaya and Maggie's three brothers are beginning to see that she has a point.



## THINK ABOUT IT!

**Groups:** For honest and frank views, make them single-sex groups. Encourage students to say what they have experienced directly or indirectly which might lead to undesirable attitudes and behaviour later on. Guide them, especially the boys, to an honest and realistic appraisal of their experiences. Their treatment at home, which might seem good, can develop into problems later on in life. For example, boys might never be able to 'look after themselves' if they are looked after too much at home!

## FOLLOW-UP

Students report back on how adolescents cope with stressful family relationships. Allocate time for a fruitful discussion on their findings.

# 3 Skin deep

## Rationale

Adolescents sometimes get into trouble because they are deceived by the outward appearances of people they encounter. They also get into trouble because they deceive their parents, guardians, teachers and others. It is important to discuss how appearances can be deceptive because young people tend to be gullible and naive. They need to detect deception to protect

themselves and avoid relationships that will hurt them in the end. We also demonstrate that when people deceive others, they are actually deceiving themselves.

## Objectives Students will:

- 1 explain why it is possible to deceive and be deceived;
- 2 describe incidents when they were deceived or deceived others by their appearance or behaviour;

## BEFORE THE LESSON

Ask students to find out how young people sometimes succeed in deceiving their parents or guardians. They should also find out why these young people deceive their parents or guardians and whether they feel good doing so.

## INTRODUCTION

*Teacher:* How do young people feel about deceiving their parents or guardians or anyone in a position of authority? Why do they need to be deceptive? How do they deceive their elders? Do you feel it is necessary to deceive parents or guardians or people in positions of authority?

## Simon's Secret

### LET'S TALK

*Pairs:* Students examine the questions and agree

# 3 Skin deep!



## Simon's secret

Seventeen year old Simon lives with his parents in Zvishavane. His parents are very protective of him. They try to live his life for him. They are always doing unnecessary things for him like helping with his homework when he doesn't need their help. They give him advice on minor things when he hasn't asked for it like what to wear to church. They both think Simon is a wonderful boy — polite, respectful and well-behaved.

However, deep down Simon is resentful of his parents' behaviour towards him although he doesn't show it. They don't seem to know the real Simon and would be shocked if they knew of some of the things that Simon gets up to with his friends. Simon describes the situation like this:

'My parents think I'm a 'good' boy and I let them believe that. However, I am sick and tired of being 'good', of being an angel who is better than all the other boys on our street. My parents don't know that on Saturday afternoons my friend Bill and I walk around the neighbourhood looking for 'chicks'. If we don't have any success, we 'hang out' with other teenagers at a local bottle store. My parents take me to church every Sunday but I never listen to what the priest is saying and quite often I wish I could run away from home.'



- 3 list likely situations in which young people are deceived by others.
- 4 discuss the consequences of deception;
- 5 suggest strategies to avoid being deceived by appearances.

on the most appropriate answers.

*Class:* Discuss the ideas of the pairs and decide on correct responses for each. Students will be able to think seriously about their behaviour towards their parents. They also analyse and evaluate the issue of deceiving parents or guardians

### ACT IT OUT!

*Single-sex groups:* Students role play situations in which they deceive or are deceived by appearances. They discuss the reasons people in the role play are deceived and the consequences of this deception.

#### Let's talk

There are two sides to Simon — the Simon his parents know and the Simon his friends know. Which do you think is the real Simon? Why?

Simon's parents think he is a very well-behaved, obedient boy. Why do you think they think like this?

Are parents easily deceived by their children? Why or why not?

Why do children sometimes deceive their parents and their peers by showing them only the good side of their characters?

Why don't Simon's parents see through his behaviour?

Simon never listens when he goes to church. If he did, he may have been able to change his ways and improve things for himself and his parents. What ideas have you heard at church which would have helped Simon?

#### Act it out!

In single-sex groups, work out situations in which we might deceive others or be deceived by appearances or the way things seem to be. We can be deceived by another girl or boy and also by adults.

Act out a situation where the audience is quite aware of the deception but the 'victim' is quite unaware. Why is the person deceived?

Now act out the situation when the 'deception' is uncovered. What will happen next?

#### Think about it!

Why is it possible for us to deceive one another? Why are we so easily deceived by false appearances?

In view of the AIDS threat, what dangers could we face if we are deceived by a person we have become attracted to?

What other problems are we likely to face in this situation?

How can we avoid being deceived by appearances without becoming frightened of leaving the safety of our own rooms? Suggest a number of strategies for the class to consider.

#### Follow up

Write a letter to your best friend who is at boarding school explaining how you were deceived by someone you fell in love with. Explain in your letter how the person appeared to you and then what the truth was! Say why you allowed yourself to be taken in and how you discovered the truth in the end.

### THINK ABOUT IT!

*Class:* Students discuss the questions and come up with strategies so they are not deceived by appearances. Write the strategies down and put them where everybody can see them and continue to consider them.

### FOLLOW-UP

Students write honest letters to friends about how they were deceived by appearances of someone they fell in love with. If they have not yet experienced this, ask them to imagine themselves in such situations from what they have seen happen to other young people.

CHEATING CHARLIE



# 4 Reading between the lines

## Rationale

Communication is a two-way process which involves sending a message and responding to that message. The key to good communication is the ability to send a message as clearly as possible and to listen carefully and with understanding to what is being conveyed. In this unit students examine some problems in communication, the main

one being 'misinterpretation' of messages which can generate conflict between people.

## Objectives Students will:

- 1 discuss why sometimes messages in communication are misunderstood;
- 2 analyse some consequences of 'misinterpretations' in communication.

## BEFORE THE LESSON

Each student should think of one incident in which she or he failed to communicate — the message was misunderstood. Students should think about why this happened. Was it their fault, the fault of the listener (the receiver of the message) or the fault of the message?

## INTRODUCTION

Encourage some of the students to talk about incidents when communication failed. Try to link some of the experiences they talk about with 'Do you understand?' and 'We communicate ..' at the beginning of the unit.

## LET'S TALK

**Pairs:** Students attempt to answer the questions.

**Important:** After the discussion the whole class

# 4 Between the lines . . .

*Do you understand?*

*I know that you believe you understand*

*What you think I said*

*But I'm not sure you realise that*

*what you heard*

*Is not what I meant*

*We communicate . . .*

*not by what we are*

*but by what listeners understand*

*We communicate*

*not by what we intend to say,*

*but by what listeners see,*

*hear and are willing to accept.*

*We communicate*

*not by what we say,*

*but by what listeners hear*

## Let's talk

What is the 'message' in these words? Are the two sayings similar or different? Why?

Have you ever been 'misunderstood'? Why are we sometimes 'misunderstood'? Have you ever misunderstood someone? Why did it happen? Was it your fault or did you blame the other person?

Could you have avoided the misunderstanding? How?

## Hearing things!

Look at the following situations and say what message is being sent and received. Do you all agree? If not, why not?

### SITUATION 1

A teenage girl meets a boy she went to school with in Form 1 and says, 'Where have you been hiding yourself? I missed you at Gail's birthday party.'

### SITUATION 2

A young man says to a young woman he attends college with, 'Would you like to come with me to the disco on Saturday night?'

### SITUATION 3

A 50 year old man says to a 16 year old girl, 'I like your mini-skirt!'

### SITUATION 4

An 18 year old girl says to a 30 year old man who lives in her neighbourhood, 'That's a lovely new car you have got. Can you take me for ride?'

### SITUATION 5

A 19 year old boy in a pub is approached by a 26 year old woman who says to him, 'Can I buy you a beer?'

### SITUATION 6

A young man meets a girl he knows well and she greets him back by saying, 'Hello, darling. How have you been?'

should understand the following:

- that communication is a complex activity between two or more people;
- what you say to someone is not necessarily what they understand you said;
- understanding what is being said involves the words said, what is seen (the talker's facial expressions or gestures) and what the hearer wants to hear.

## Hearing things

This activity will help students to understand how messages can be misunderstood.

For example the girl in A might be just trying to be friendly or she may have a deeper interest in the boy. Highlight any disagreement to prove that messages are interpreted differently by different people.

THINK ABOUT IT!

## Crossed lines

*Groups:* Students read Mrs Chinoda's story and then discuss the questions. The main point of the discussion is to analyse Mr Mhlanga's actions —What made him ask 'Can I come and join you now?'

### Crossed lines?

Mrs Alice Chinoda is an attractive, well-respected 35 year old widow with two teenage children. She works for a computer company in Harare. Last year her boss asked her to attend the Bulawayo International Trade Fair to look after the company's stand. When she got there she booked into a very respectable hotel in the centre of town. On her second evening there, she decided to have dinner early; she sat alone at a corner table and ordered. A few minutes later Mr Mhlanga, the Managing Director of a company which used their computers walked in. Mrs Chinoda had met him on several occasions through their business connections.



He saw Mrs Chinoda and walked over to her table, greeted her and asked her what she was doing in Bulawayo. After she had told him that she was attending the Trade Fair, he said, 'Well, since we are both on our own, could I join you for dinner?' Mrs Chinoda said that would be fine. Mr Mhlanga ordered his dinner and the two began to talk about computers, the Trade Fair and other topical issues. After the dinner Mrs Chinoda excused herself as she had some work to do in her room.

An hour later the phone rang in her room. She picked up the phone and Mr Mhlanga was on the line. He said, 'Can I come and join you now?' ...

#### Act it out!

In pairs pretend to be Mr Mhlanga and Mrs Chinoda having dinner. Act out the scene when Mrs Chinoda leaves to go to her room. Can she make it clear that she is not interested in a relationship with him?

Don't only play the man if you are a boy or the woman if you are a girl. Try to imagine how the other sex might feel and behave. It might show you what you think about them!

Can you and your partner imagine a rural situation where a similar 'misunderstanding' might take place? Act it out, too.

#### Follow up

*My friend got into trouble because ...* Write a short story about someone being misunderstood.

#### Think about it!

What did Mr Mhlanga mean when he said, 'Can I come and join you now?'

How do you think Mrs Chinoda reacted?

What gave Mr Mhlanga the 'courage' to ask such a question?

Did Mrs Chinoda suggest in some way that she wouldn't mind Mr Mhlanga joining her in her room? How?

## ACT IT OUT!

*Pairs:* Students act out the role play in pairs. They should change roles — girls should also play the part of Mr Mhlanga and boys can act Mrs Chinoda.

**Learning Point:** Students might begin to understand how the other sex might feel and behave.

## FOLLOW-UP

The stories can be written as an out-of-class activity. They should then be displayed somewhere in the classroom for everyone to read.



# 5 Body-speak!

## Rationale

When we communicate, our body language (non-verbal communication) is as important as our words. We use body language while we talk and while someone else is talking. However, we can also communicate non-verbally without a word being spoken. In this unit students are made aware of body-language. It is very important for them to 'interpret' body language

correctly because 'misunderstanding' a non-verbal message can get them into trouble.

## Objectives Students will:

- 1 appreciate the importance of reading body-language accurately;
- 2 discuss ways in which the body — like eyes, facial expression etc. can be used to communicate;
- 3 interpret body language.

## BEFORE THE LESSON

Ask students to observe how their schoolmates use their bodies to communicate. Ask them to talk in class about this body-language that they observed and what they think it was meant to convey.

## INTRODUCTION

*Teacher:* Look at the way I'm standing. Does it convey a message to you? What do you think I am trying to say to the class? Have you ever used your body to communicate? How? Did the other person get the message?

## LET'S TALK

*Pairs:* Students discuss what they think the people in the pictures are saying and give reasons for their answers.

# 5 Body-speak!



### Think about it!

Think of two situations in which you would NOT be frightened or alarmed if a stranger stood or sat very close to you and two situations in which you would be frightened. Compare ideas.

They also identify clues that give us an idea of what is happening.

### THINK ABOUT IT!

*Pairs:* This activity tries to make students more aware of what body-language is and how effective it can be as a means of communication.

### ACT IT OUT!

*Pairs:* Students role play the situations portrayed and the whole class then discusses the questions which follow.

### Bodytalk!

Students practise using their bodies to convey certain messages. Their body-talk should leave the other person in no doubt as to the message being conveyed.

**Act it out!**

Work in pairs. In front of the class, take turns to take chairs, place them near a table and sit down as if the situations were as follows:

**A** \_\_\_\_\_

Two friends discussing how they'll spend the weekend

**B** \_\_\_\_\_

A job interview about to take place

**C** \_\_\_\_\_

A boyfriend and a girlfriend discussing when they plan to marry

**D** \_\_\_\_\_

Two friends discussing something they wanted no-one to hear

**E** \_\_\_\_\_

A son-in-law talking to his mother-in-law about his sick wife

What were the differences in the way people were sitting in each situation? Why were they different?

**Bodytalk!**

In pairs tell your partners the following without using words:

*I'm scared! / I'm bored! / I must go! / I am so excited! / I am so ashamed! / That is fascinating!*

Now try these with your partner:

A sugar daddy approaches a teenage girl and tries to persuade her to get into his car. The girl is offended.

Everybody behaved, girl tries to talk to a young man who doesn't like her. The young man is hostile.

A young girl is being asked by an uncle to allow him to fondle her breasts. The young girl is puzzled.

A young boy is being asked by an adult male stranger to come with him. The boy is suspicious.

**Making eyes at me!**

What is happening in these situations?

**1** \_\_\_\_\_

Someone you don't know looks at you continuously when you are not having a conversation with him.

**2** \_\_\_\_\_

A male stranger looks at a young girl's breasts continuously while she's talking to him.

**3** \_\_\_\_\_

A stranger approaches you with a funny look on his face.

**4** \_\_\_\_\_

Your friend is asked by the teacher to carry some books to the house and you notice fear on your friend's face.

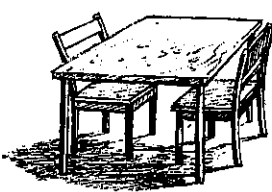
**5** \_\_\_\_\_

Your sister suddenly holds her hand to her face as your father is talking to her.

**6** \_\_\_\_\_

A young boy scratches his head as someone talks to him.

How many different ideas did you have? Why?



**Follow up**

Find out from your friends or schoolmates whether they have been saved from a dangerous situation by interpreting the body language of people correctly. Make a list of these situations as well as the body language which was used.

15

### Making eyes at me!

As a class students should discuss what they think is happening in each situation. A variety of interpretations for each situation should be accepted.

The class should then discuss the different ideas they had and why they were different.

### FOLLOW-UP

Students ask young people in their community whether correct interpretation of body language ever saved them from dangerous situations.

The lists that the students make should be displayed some where in the classroom for everyone to read.

# 6 Just between us . . .

## Rationale

Adolescence can be a time of great joy and also a time of unhappiness, worry and feeling lost. All this happens because it is a period of great physical, sexual, emotional and intellectual changes. In this unit students face some of the problems and worries adolescents experience. They also see the necessity of confiding in someone if they have problems which are worrying them.

## Objectives Students will:

- 1 list the people they talk to when they are worried or unhappy;
- 2 discuss suggested solutions to some adolescent problems and where necessary come up with their own solutions;
- 3 analyse the importance of discussing their problems with someone else.

## BEFORE THE LESSON

Ask students to find out from their other classmates or schoolmates about some of the problems they have as teenagers. They should find out whether they have discussed some of these problems with someone. If so, who?

## INTRODUCTION

Discuss students' findings from their interviews with other schoolmates on the different problems that confront young people at adolescence. List students' contributions on the board and allow time for a brief discussion of some of the problems. Make another list of people that young adolescents go to with their worries and problems.

# 6 Just between us . . .

## —HELPLINE—

### Looking for Miss Right

**Helpline** — I am aged 17 and in Form 3 at boarding school. My problem is this: I know many girls but none of them will love me. All my friends boast about their sexual experience. I am afraid I am getting so old that when I find a girl she will laugh at my failure to do it well. Also I am much occupied with thinking of loving so that my studies are suffering. I am thinking seriously about going to see a n'anga for love potions for these girls to like me very much.—  
**Frustrated, Murehwa**

**Dear Frustrated,** where have you been all this time? It seems your lady friends know more than you do. You read *Horizon*, so I guess you've heard about AIDS. Girls who fall for you are likely to fall for other guys. That puts them at risk and you, too. Your friends might boast about their conquests, and if they're just boasting, they're lucky; otherwise they're in danger of catching STDs or the AIDS virus which kills.

Be thankful you have nothing to worry about yet. Stay happy until the right girl comes along. Lack of experience won't bother you because you'll both be learning.

### Must I leave school?

**Dear Helpline** — I am a Form 4 girl at a boarding school. My problem is this. My father is a farmer with 4 hectares near Chivhu. I have two brothers and a younger sister also at school and we do well. I am the first born. This year we have many problems because of the drought. In order to pay the new fees, my father sold four cattle just before Xmas. There is no food at home so I know that while we are able to eat at school, my family goes hungry. None of our crops have even begun to grow and I know that next term my father will not be able to pay our fees.

**Helpline**, I am so embarrassed to tell my school friends or even ask for help in this matter. Must I leave school and not complete my Form 4? I cannot ask my father as he is already too worried. What should I do?—  
**SM Chivhu**

### Lover's dilemma

**Dear Helpline**, I am a guy aged 22. In 1991 I fell in love with a certain girl who was doing her O levels at Bindura. We have promised to get engaged in 1995.

Now the problem is that last year I met another girl and we fell in love without the knowledge that the two girls are related. I came to know this after a visit to my first girlfriend. She told me that she had been told by the friend of the second one. At first I denied that I knew her, but later I accepted this.

Now my first girlfriend wants to beat the second girl. Although I tried to apologise, there is no help. What can I do? I do not want to lose my first girlfriend. Please help.—  
**BG Masvingo**

### Husband won't understand

**Helpline** — Please don't write my name or where I stay. I am so afraid. I am 23 years old and I am pregnant with my third baby. My husband works in Harare and I stay with his mother.

Bearing my first and second born was no problem but this time I am sick and weak. Our village health worker advised me to go to our mission hospital last month for a check-up and they gave me a blood test. The sister told me they would do an HIV test on my blood and then I had to come back. I returned and my blood was positive. She was kind and explained to me what this means. She said my unborn could still be healthy but I must look after myself. She also said I should ask my husband to come so that they could look after him too.

When I told my husband, instead of giving kindness he beat me. He said I was no better than the prostitutes in the discos and I must go home and my father must give back the lobola. I tried to tell him that I have not had sex with another, but he will not listen. He has now gone back to the city. My mother-in-law is kind and lets me stay but she is frightened.

What can I do? Will my new baby die when he is born?—  
**Juliet**

### Breast problem

**Helpline** — Last month I discovered a small lump on the side of my right breast. A friend told me this is a third breast growing and now I am too ashamed to go to a doctor. What can I do to make it go away?—  
**LD Bulawayo**

## LET'S TALK

*Pairs:* Students answer the questions after reading the letters written to Horizon magazine. They study the answer to 'frustrated' and then they decide on answers to one or two of the other letters before reporting back to the class.

## Conflicts of interests

### ACT IT OUT!

*Groups:* Students read the two stories and then role play the two situations.

*Class:* Discuss the action that David decides to take and the verdict in the court case.

### FOLLOW-UP

Students should be encouraged to continue talking openly about their worries, fears and problems at adolescence and how and where they can find solutions to these.

### Let's talk

Who do you talk to when you are unhappy, worried, in trouble or have an embarrassing problem? The letters were written to *Horizon* — many people write in because they have no one else to talk to. Who would you talk to if you had any problems?

The person you choose would be your confidante. When do you need to talk but want things to be kept confidential?

Why do people need to discuss their problems?

### Can you help?

Look at Helpline's answer to 'Frustrated'. Do you agree with it? In pairs, try to decide on answers to the other letters and then report back to the class.

### Act it out!

Read the stories, then act them out. Be David and his friends. Decide what David is going to do and show the reactions of all concerned.

Act out the court case of the doctor and his patient. Present the patient's case and then allow the girlfriends to take the stand. Appoint someone as judge. Do you find the doctor guilty of breaking his professional code of ethics? Take a class vote on the verdict.

#### DAVID'S DILEMMA

A month before exams, George tells David he has some important information for him if he promises to keep it secret. David is curious and agrees. George says he knows how to get the History paper in advance. His brother has a friend who has a friend who works in the Ministry. This person is selling examination papers secretly. George says two classmates have already bought papers. He wants David to buy one too.

David feels frightened and angry. He does not believe in cheating. He thinks George and the others should be reported to the Head but he promised to keep it a secret. Now he doesn't know what to do.

#### A DOCTOR'S DECISION

An American doctor had a patient whom she knew well. The patient was ill and the doctor thought she might have HIV. She sent him for a blood test which proved positive. The doctor knew the patient had several girlfriends and advised him to tell them so they could protect themselves. The patient became angry and told her to mind her own business. His girlfriends mustn't know.

The doctor worried a lot about this. She knew doctors should not discuss their patients' illnesses but she knew her information could save people's lives. She decided to break the rule of confidentiality and inform the girlfriends.

The patient was very angry and took the doctor to court because she had broken her oath of confidentiality.



# 7 I'm glad to be me!

## Rationale

Some young people find it very difficult to feel good about themselves and to be glad to be who they are. This may be a result of their upbringing or how they have been treated by their peers, their teachers and others. Or perhaps they are just insecure by nature. This unit makes students aware of why they may feel unhappy with themselves and wish they were someone different. It makes them realise they are special

and they don't have to be perfect to be glad to be themselves!

## Objectives Students will:

- 1 discuss reasons why young people are sometimes not sure about themselves and have a poor self-image;
- 2 analyse things which might make them develop a poor self-image;
- 3 explain why it is important to accept who they are and learn to like themselves.

## BEFORE THE LESSON

Students list five areas in which they are not sure of themselves and give reasons why they feel that way.

## INTRODUCTION

**Teacher:** Is it natural for boys and girls of your age to have a poor image of themselves? If so, what do you think are some of the reasons for this? What do you think are the main causes of this low self-esteem? In this session we will discuss some of the issues related to the development of a poor self-image.

## Imagine

Students study the pictures next to the activity and then discuss the questions in groups. Some adolescent boys and girls have low self-

# 7 I'm glad to be me!



## Imagine!

Imagine you are the son in the picture opposite.

If someone said these things to you, how would you feel?

If they kept on saying them to you over a long period, how would you begin to feel? Would you end up believing them?

Imagine how you would reply to the accusations. (Perhaps the parent or guardian has good reason to be upset, how could you reassure them?)

Now imagine you are the daughter in the second picture. How does your father make you feel? Is he right to be so positive? What could he have said instead?

Both parents obviously care for their children even though they don't live up to their standards! Which parent will you be like when you are in that position? Why?

## Act it out!

Act out the situations in pairs. Each have a turn at being the parents and the son or daughter.

esteem because of the way they have lived.

For example:

- the way their parents/guardians always mock/deride them.
- the way that teachers sometimes ridicule them in the presence of other students.
- the way they dress — old torn clothes, unwashed/unfashionable clothes etc. compared to what others around them are wearing.
- the way that they think they look, for example, fat, ugly, short, and so on.

## A cry from the heart

A 16 year old girl called Lisa once wrote a poem to her parents. She never had the courage to give it to them but her mother came across it in Lisa's jacket pocket one day. Here it is:

*I am, me!*

*You may think me ugly — but I'm me!  
You may think me bad — but I'm me!*

*You may think me worthless — but I'm me!  
You may think me stupid — but I'm me!  
You may think me just a girl — but I'm me!*

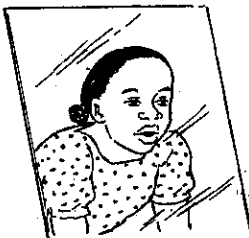
*You need to accept me — ME,  
with my somewhat thick lips and plump features.*

*You need to accept  
the way I speak  
the way I think  
the way I really am  
the sex that God gave me*

*I'm not worthless and I'm tired of feeling that way!*

*From now on I am going to be my own best friend.  
I will try always to be that way, even when I feel other people  
don't understand me.*

*You see, I have to be true to myself  
Because I am who I am  
I am ME!*



### Think about it!

What does Lisa mean when she says 'I am me'?

Why is she asking to be accepted as she is?

What things in the poem is Lisa unable to change about herself?

Is it fair for her parents not to accept these things about her?

Are there some things about Lisa that she could change if she tried hard enough? What are they?

What kinds of things about ourselves do other people dislike? Can we and should we try to change them?

If we do not accept or like ourselves, will other people be able to accept us as we are?

Have you ever tried to hide the 'real you' in order to try and please someone? Why?

Does our religion help us to accept ourselves?

### Follow up

Now write your own poem about yourself to your family. What do you want to say? Why? Are there some things you want to say but have never been able to? Say them in your poem!

## ACT IT OUT!

Students need to act out the situation in order to understand how it makes them feel when they are mocked/ridiculed or jeered at. Let the students explain how they felt when this was done to them.

## A cry from the heart

### THINK ABOUT IT!

Let students read Lisa's poem silently. Ask them to pretend they are Lisa and to try and feel the pain of rejection that Lisa felt when

she wrote the poem. Have they ever felt like Lisa? If so, why? What had happened or was happening?

**Groups:** Students talk about the questions asked and they must try to justify their answers.

### FOLLOW-UP

As an out-of-class activity, students write their own poems about themselves and their families. They should not write their names on the sheets of paper that they use. These poems should be collected and put in a box so that everyone has an opportunity to read them.

# 8 Your view of yourself

## Rationale

Young people who are happy and self-confident develop a good self-image. They usually accept themselves for who they are and accept that they are different from other people. They relate easily to others and never apologise for being who they are. But those who are unsure of themselves develop a poor self-image and waste their time and energy wishing they were someone

else. In this unit students take a good look at themselves and assess their self-worth to see how they can improve their self-image and feel better about themselves.

## Objectives Students will:

- 1 look critically at who they are to understand how they view themselves;
- 2 determine how they feel about themselves;
- 3 suggest ways of improving their self-image.

## BEFORE THE LESSON

Students find out what other students in other classes or schools think of themselves — do they like themselves or not and are there things about themselves which they don't like which they feel they could change. An equal number of boys and girls should be interviewed.

## INTRODUCTION

Students report to the rest of the class their findings. The teacher writes two lists on the board. One list covers what the girls thought of themselves, the other, the boys.

# 8 Your view of yourself

## About myself . . .

Get a sheet of paper and at the top of it write 'Who am I?' Write 10 sentences, each one beginning with the words, *I am . . .*

The sentences should say who you are and what you are like, for example, *I am a tall, strong girl.* or *I am a boy who likes to read.*

Write another 5 sentences about the important things you think. Each sentence should begin with *I believe that . . .* or *I think that . . .*

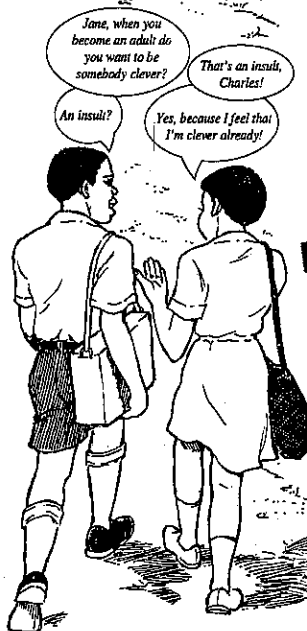
These sentences make up a picture of how you see yourself. Some of them, but perhaps not all of them, are things you are happy with about yourself. Put a tick next to the things you like about yourself. Put a question mark next to the things about yourself that you don't like and would want to change.

Count the ticks and the question marks. You will be able to see if you view yourself very positively, quite positively or negatively. If you have lots of question marks, write 5 more good things about yourself. Ask your friends for ideas if you really can't think of anything!

## Think about it!

The checklist on the next page will also help you think about your self-image. There are no right or wrong answers — just say how you really feel about yourself. The scores will tell you something about your feelings about yourself.

Read each statement and decide whether it describes how you feel about yourself. Circle the number on the scale that most nearly tells how you feel. Be sure to circle one number of each statement. The scale takes you from strongly agree to strongly disagree, as you can see!



## Who am I?

This activity helps students to assess themselves so that they have a deeper understanding of themselves. It will give them an idea of their own identity.

### LET'S FIND OUT

The checklist makes students aware of how they really feel about themselves. The activity is a personal one and students don't have to report their findings to anyone else.

## THINK ABOUT IT!

*Groups:* Students discuss their findings and come up with strategies that they can use to improve the way they view themselves.

### FOLLOW-UP

Students find out from young people in their community whether they believe that the way they view themselves influences the decisions or choices they make in boy-girl relationships. They make a list of some of the wrong choices that have been made or could be made because of poor self-image.

<i>Do you know how you really feel about yourself?</i>		AGREE	UNDETERMINE	DISAGREE
1	I like the way I look	4	2	2
2	I always think before I act	4	2	2
3	I can resist peer pressure most of the time	4	2	2
4	I'm self confident	4	2	2
5	I pretend to be what I'm not to please other people	2	4	2
6	I try to do what is right	4	2	2
7	I can make my mind up and stick to it	4	2	2
8	I don't give in very easily	4	2	2
9	I can stand up for what I think is right	4	2	2
10	I wish I had a better looking body	2	4	2
11	I don't like myself	2	4	2
12	I find it difficult to get along with people	2	4	2
13	I have difficulty in making friends with people of the opposite sex	2	4	2
14	I have trouble controlling my feelings	2	4	2

*Now add up the score using the numbers on the scale for each question.*

<p><b>over 50</b> You have got a really good image of yourself, this attitude should make you a very self-confident person who is not easily misled by others.</p> <p><b>over 30</b> You need to change your attitude in some areas. Learn to think positively about yourself. Feel proud about the good things about yourself and try to improve on those things about yourself that you don't like but think you can change!</p>	<p><b>over 40</b> You are probably like most young people, having a positive self-image but sometimes having doubts about the kind of person you are. Also sometimes not liking yourself very much.</p> <p><b>under 30</b> You have a negative self-image. You must try to like the person you are and to resist being misled by others to avoid ending up in trouble. If you do not have a positive self-image, other people won't like you either, so start thinking positive!</p>
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# 9 Anything you can do . . .

## Rationale

Although women play so many roles in society — wife, mother, politician, teacher, provider of food, doctor, manager or a business executive — society still views women as subordinate to men. Some societies have definite ideas of what activities are proper for women and deny them the right to choose for themselves. In this unit, students explore the reasons for prejudice and discrimination against girls and

women which have disadvantaged them as a gender.

## Objectives Students will:

- 1 analyse the phenomena of sexual prejudice and sexual discrimination;
- 2 distinguish between informed and uninformed opinions about the status of girls and women;
- 3 examine how sexual prejudice and sexual discrimination often lead to the belief that women are inferior to men.

## BEFORE THE LESSON

Students compile a list of important jobs done by girls/women and identify those which society views as 'men's' jobs.

## INTRODUCTION

Students report back to the class the lists of jobs they have compiled. List on the board all those jobs identified as being 'male' and suggests others that students may not have included.

## THINK ABOUT IT!

*Groups:* Students discuss the questions and find answers to these questions. A clear distinction should be made between sexual prejudice and sexual discrimination. Students must give well-reasoned arguments and not just 'parrot' what other people say and believe.

# 9 Anything you can do...

## Think about it!

As individuals women participate in all of the activities in society. They build homes, they fly aeroplanes, they fight in wars and they are heads of governments.

But as a group, women are identified with particular roles in society. What are these particular roles? Quickly brainstorm these questions as a class.

Are these roles linked to women's biological make-up? Are men's roles in our society also linked to their biological make-up?

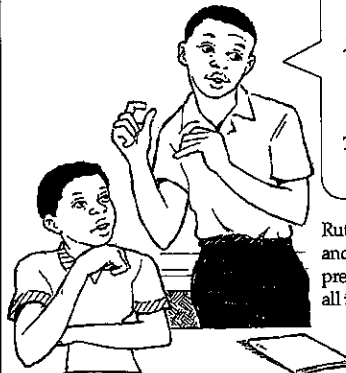
## Tongai the traitor!

Ruth was a very intelligent and lively girl and in class she sat next to Tongai. She thought Tongai was her friend because they shared jokes, did their homework together, they had the same interests and the same friends. Their parents were also friends! Ruth thought that Tongai respected her.

One morning the form teacher, Miss Phiri, walked into the classroom and announced that she wanted the class to vote for a class prefect. Ruth wanted to be one. She knew that she could do the job well.

Two girls (including Ruth) and one boy were nominated by the class for this post and then the voting was about to start. Tongai suddenly stood up and asked to speak before the voting got under way. This is what he said:

*I feel that before the class begins to vote I should say a few words. We must not let our emotions govern our actions. 3B is a very difficult class as any teacher will tell you and therefore only a boy should become class prefect. Ruth and Nomsa are my friends but I wouldn't like the class to vote for them. The class should vote for Peter instead. Girls aren't strong enough to keep up with the heavy schedule of a class prefect. They will not be able to control the boys. I also wonder if a girl can be respected by the boys in this class.*



Ruth was crushed! She thought Tongai was her friend and now this! Asking people to vote against her for class prefect because she was a girl! He had some nerve to say all the things that he did! She was going to show him!

After the groups have reported back to the rest of the class, the pertinent issues that will have been raised by the groups should be discussed by the whole class.

## Tongai the traitor

Use this story to highlight the problem of prejudice and wrong 'labelling'. Find out who agrees with Tongai and who doesn't, encouraging everyone to be honest. Then let students look at the facts of the story and note that Ruth's limitations are limitations ascribed to all girls and nothing to do with her individual abilities.

### Think about it!

Tongai was obviously prejudiced against girls. Because of his prejudice, he was discriminating against Ruth and Nomsa.

Why do people (women as well as men) regard women as inferior intellectually and physically? Are they correct?

Just because women are biologically different from men, does this mean we are incapable in activities like politics, medicine, science, and so on?

Discrimination is the active display of prejudice. When prejudiced people have the opportunity to make decisions, they are very likely to discriminate against a person or group of people. How can we stop this from happening?

How can sexual prejudice and discrimination be removed from our society?

Does our culture actually encourage sexual prejudice and discrimination?

### Follow up

Find out from your friends, relatives and other members of your community about examples of sexual prejudice and discrimination. Make a list of these examples and display it.

## ACT IT OUT!

After reading 'Two way street' the groups prepare a conversation in which there is a confrontation with either peers or parents because a young person wants to do something which is considered unusual for their sex. Encourage students to discuss strategies which they can use to fight this kind of prejudice.

## FOLLOW-UP

Students should continue to find out about cases of sexual prejudice and discrimination. The lists that students make should be displayed in the classroom.

### Two-way street

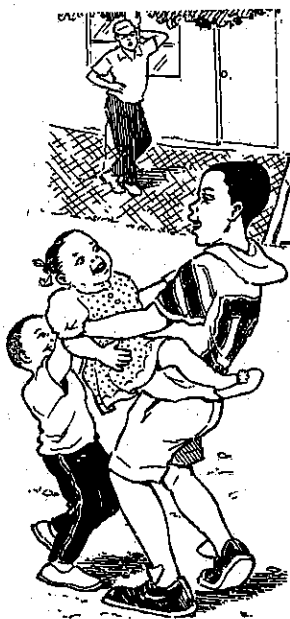
Benny was really good with children. His mother used to depend on him to take his little sister and brother out of the house while she was busy and he found he loved to look after them and make sure they were safe and happy.

It was only when Martin moved in next door that Benny's life became really difficult. 'Don't tell me you've got these two little nuisances with you again, Benny,' Martin would say, 'Does your mother think you're a nursemaid or something?'

Benny found himself saying, 'I know, it's such a drag. They really get on my nerves. How on earth can we do things we boys enjoy with girl's work to do!' when all along, he really loved looking after the children!

### Act it out!

Benny loved looking after children but everyone thought it was girls' work. Think of a situation in which you want to do something that is not considered usual for your sex. In groups, role play a confrontation with either your peers or parents. Can you think of ways to fight their prejudice?



# 10 Make up your mind

## Rationale

We make decisions every day. Some are simple and easy to make while others are more difficult, requiring careful thought and good judgement. In this unit students consider a decision-making model which they could follow in making difficult decisions or choices. This highlights how careful they should be in understanding the possible consequences of their decisions, both good and bad.

## Objectives Students will:

- 1 analyse the decisions they generally make and decide which ones are the difficult ones;
- 2 describe how to make a well thought out decisions;
- 3 appreciate the difficulties encountered in making difficult decisions/choices;
- 4 understand why it is important to make informed decisions.

## BEFORE THE LESSON

Each student should think about decisions they have made that day/week and trace the steps (if any) that they went through to reach that decision.

## INTRODUCTION

Encourage students to talk about the decisions they made and the steps they used to arrive at them. If the decisions were not well thought out, encourage discussion about whether it is a wise or unwise thing to make decisions without thinking about them seriously.

## LET'S TALK

Ask a student to read Graham's little story 'In the early morning light ....'

# 10 Make up your mind

## In the early morning light . . .

'Graham, it's time to get up now,' called Mr Adams.

'Ten more minutes please,' mumbled Graham. He rolled over and closed his eyes. Various thoughts began popping into his mind.

He thought about that day's English essay test, and his argument with Sue the day before. He also thought of the rude way he had answered his mother the previous night when she asked him why he had come home late. He thought to himself that getting up now would give him a couple of minutes to look over the notes on essay writing. Or, he could walk over to Sue's house to see how things were going. He could also go into the kitchen and straighten things out with his mother.

Graham got up, had a bath and quickly put on his white T-shirt and comfortable blue jeans. 'I'll go over to see Sue,' he thought.

## Let's talk

What decisions has Graham already made this morning? What other things will he need to make up his mind about during the day?

What decisions did you make before coming to school this morning? Which ones were easy?

Did you have any difficult decisions to make? Have you ever had any difficult decisions to make?

## Think about it!

In groups, list easy and difficult decisions you have made this week. Would you like to change any of them? How and why?



**Class discussion:** Students answer the questions that are asked. Encourage them to clarify their own ideas about easy and difficult decisions.

## THINK ABOUT IT!

In this activity encourage students to review the decisions they have made and think of their reasons for making particular decisions. They should also identify difficult decisions. If the students feel they would like to change any of the decisions they made, they should discuss fully how this could be done and

give informed reasons as to why they would like to change.

## THINK ABOUT IT!

### Opting for exercise

This activity develops from Unit 5 in 'Think about it' Form 2 Students Book. The steps that Alice followed and the decision-making procedure given helps students to make informed choices when they come face to face with potentially dangerous situations.

### Opting for exercise

One Friday after school, Mr Mawere, the Biology teacher offered Alice a lift. Alice did not know him very well as he didn't teach her, but she had heard about him from some of her friends. What she had heard gave Alice good reason not to trust him. Although many parents respected him and thought him a very good teacher, the girls at the school knew that he was too interested in young girls. So when he stopped his car to give Alice a lift a number of thoughts crossed her mind . . .

*Should I take it, it's such a long walk home?  
I've heard some funny things about Mr Mawere.  
Shall I say no or ask if a friend can come with me?  
Would it be rude to just say no?  
My parents wouldn't like it.  
I don't think girls should take lifts from men.  
What would the others think if I got into his car?  
I think I'll say no. I'd rather walk.*

'No, thanks very much, Mr Mawere, but I really do enjoy the walk!'

#### Think about it!

Look at the decision-making steps on the right. Did Alice follow them? Think of a decision you have to make — would the steps help you?

#### Follow up

Find out what influences people in your community when they make decisions, for example, peers, religion and so on. List and display the most important influences.

#### MAKING A DECISION

- ① define the problem
- ② consider alternatives
- ③ consider consequences of each alternative
- ④ consider family values and personal values
- ⑤ consider cultural practices and religious beliefs
- ⑥ consider the impact of actions on other people
- ⑦ choose best alternatives
- ⑧ make the decision and act on it

#### Act it out!

You are John, work out what you should do by using the 'steps' outline. Did you arrive at the same decision?

#### John's dilemma

John is about to marry Janet. They've known each other for two years, and are deeply in love. They agreed not to have sex until they are married. Now they're about to get married, John is worried. Janet says she's never had sex and John believes her. His worry is about himself.

Before they met, he had sex with several girlfriends. He contracted more than one sexually transmitted disease. He's afraid that he may have contracted the HIV virus. He has nightmares about it . . . He's thought of discussing the problem but he's afraid she'll reject him.

When he mentions AIDS, Janet doesn't seem concerned — it's not her problem! John thinks he should have an HIV test but he is not sure . . .

## ACT IT OUT!

**Pairs:** Students role play the characters involved in 'John's dilemma'. Boys and girls should be encouraged to exchange roles so that they understand the feelings and problems of members of the opposite sex in this predicament. If there is enough time, one or two pairs should perform for the class, and the rest of the class can discuss how the characters handled the situations.

## FOLLOW-UP

Ask students to report back to the class what their findings were. The lists they made should be displayed somewhere in the classroom for everyone to read.

# 11 The right time ...

## Rationale

In adolescence young people develop an increased sexual desire and feelings and obsessive thoughts about sex. Before students can appreciate the value of abstinence from pre-marital sex, it is essential that they express their perceptions and views about sexual norms and practices among people of their own generation in a free and open atmosphere.

## Objectives Students will:

- 1 review common perceptions and views about the acceptability of pre-marital sex for their generation.
- 2 examine the views of the older generation to appreciate the usual prohibitive stance that they take against pre-marital sex.

## BEFORE THE LESSON

Ask students to find out how young and old people regard pre-marital sex, what value they place on virginity and young people abstaining from sex before marriage, how people view the issue of 'virginity' in boys and young men, and how they themselves feel about sex before marriage, and so on.

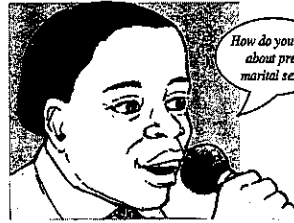
## INTRODUCTION

*Teacher:* Some people, especially the young in our community believe in sex before marriage. How do people feel about this? What do young people like you think about sex before marriage? Do you agree with sex before marriage or do you agree that sex is for marriage as the bible says?

# 11 The right time ...

## Points of view

Felix Pfende, a programme presenter with a local radio station, interviewed some Saturday morning shoppers in Harare to find out their views about sex and sexual relationships.



How do you feel about pre-marital sex?

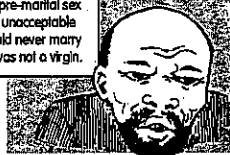
**JANE** a 16 year old schoolgirl ...  
If you stick to one partner at a time there's nothing wrong. You're not being 'loose' or promiscuous.



**ITAI** a 19 year old UZ student  
Pre-marital sex is okay for people over 17, regardless of whether they love each other. You can't drive a car before you learn how; you need to practise having sex to be good at it.



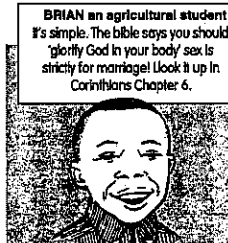
**MR NCUBE** a village elder  
In our culture it is acceptable for us men to have pre-marital sex but wrong and unacceptable for women. I could never marry a woman who was not a virgin.



**SENZENI** a receptionist  
There is nothing wrong in young people who are already friends gradually moving into a sexual relationship, either for a 'trial marriage' or just to broaden their experience of each other.



**NETSAI** a student teacher  
Sex before marriage is only acceptable in situations such as a stable relationship where the two people know they are going to get married, when a couple is engaged to be married or when lobola is about to be paid.



**BRIAN** an agricultural student  
It's simple. The bible says you should 'glorify God in your body' sex is strictly for marriage! Look it up in Corinthians Chapter 6.



**MRS MURAMBA** a mother of three teenagers  
Sex before marriage is wrong for both young men and women. They should wait until their marriage night. Our children are getting into all kinds of trouble because they have no moral values and no self-control!

## Points of view

*Pairs:* Students examine the views expressed by the people interviewed by Felix Pfende, a programme presenter, and reach consensus as to whether they agree with them or not, giving reasons.

*Class:* Discuss the contributions and decide on what is right for them. Through this exercise students will be able to analyse the dangers and consequences of pre-marital sex and be in a better position to decide whether it is worth the risk!

## THINK ABOUT IT!

Students complete the chart in their books and compare the views about sex before marriage that adults have and the views they will have where their own children are reaching adolescence.

This exercise will help them appreciate of the stance taken by most parents in relation to pre-marital sex.

## LET'S TALK

*Class:* Important message: Pre-marital sex is both undesirable and risky. Students analyse their own attitudes towards pre-marital sex, especially in view of the HIV/AIDS pandemic. They also analyse their feelings in relation to the different views that their own children might have to sex and how they will try to communicate their own views and values about sex to their children before they reach puberty.

## FOLLOW-UP

The two groups for the debate should include both boys and girls. Encourage students to give well-reasoned arguments supported by facts or examples. Discourage them from making generalisations which they cannot support or from repeating the views of other people. They must say what they themselves think!

### Think about it!

Look at the chart below. Copy and complete it by indicating with a tick (✓) whether you think that each of the seven views was most common in (a) your grandparents' day and, (b) your parents' day. Also indicate which view is most common today among the youth and which view you think will be the most common when your children are teenagers. The names on the side of the chart indicate the seven views we heard about from Kudzi's interviews. What evidence will you use to support your answers?

	Grandparents	Parents	Youth today	Your own children
JANE				
ITAI				
MR NCUBE				
SENZENI				
NETSAI				
BRIAN				
MRS MURAMBA				

### Let's talk

Do you think like the youth of today? Why or why not?  
Which of the views given by those interviewed do you agree with? Why?

Why do views about sex seem to change from one generation to the next? Are these changes good for our society?

Will the HIV/AIDS pandemic change how people feel about sex? How and why?

How will you feel if your children's views about sex are different from yours?

How will you make sure they know your own views and values about sex before they become young adults?

### Follow up

Debate: Sexual intercourse should be kept for marriage

Divide the class in two and decide which group will debate for and which will debate against the topic. Vote at the end, letting everyone vote whichever way they like.

# 12 Worries!

## Rationale

To encourage young people to make independent and responsible decisions about pre-marital sex, it is necessary to alert them to all the potential dangers for young people of this activity.

## Objectives Students will:

- 1 list the potential negative and dangerous consequences for themselves, of sex before marriage;
- 2 determine the courses of action to take to avoid the risky situations they will have identified.

## BEFORE THE LESSON

Students think about young unmarried couples they know who got into trouble after indulging in pre-marital sex and prepare to talk about them in class.

## INTRODUCTION

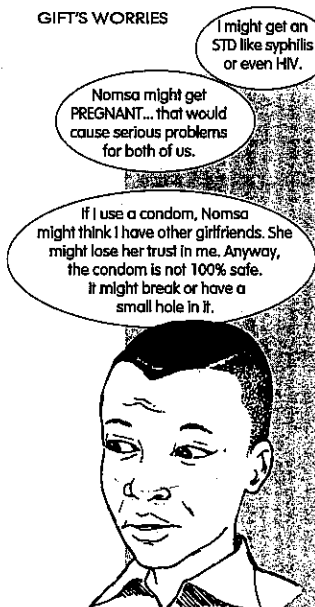
*Teacher:* Do you think young people like you ever consider the risks involved in pre-marital sex before they begin having sex? If the answer is 'no', why don't they think of these risks before they get themselves into trouble? If the answer is 'yes' why then do young people continue to indulge in pre-marital sex?

# 12 Worries!

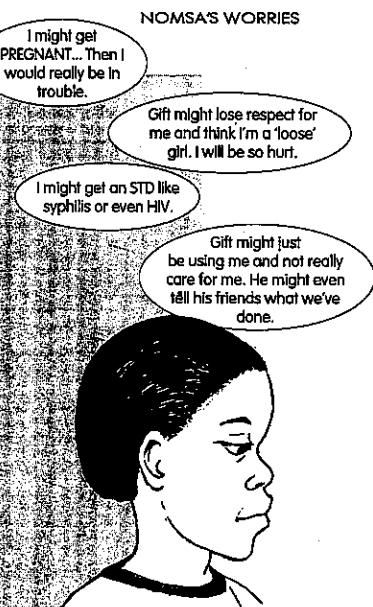
## Gift and Nomsa's story

For six months Gift has had a girlfriend, Nomsa. A week ago they had sexual intercourse for the first time. Afterwards, they both had a lot of worries which they were afraid to discuss. They both know that there are a lot of risks attached to having sexual intercourse. They worried about these risks before but now, after having sex, they are even more worried!

### GIFT'S WORRIES



### NOMSA'S WORRIES



## Gift and Nomsa's story

Students read Gift and Nomsa's story and then consider the worries that each has.

In their groups they analyse risks associated with sexual intercourse before marriage. They also highlight the differences in the risks between young men and young women.

## THINK ABOUT IT!

Students discuss the situations and evaluate the risk that is involved in each situation in order to decide whether it is worthwhile to take it or not.

### Let's talk

Gift has thought of three risks involved in having sex which are worrying him. Which worry is the most serious? Which is serious but not as harmful? Why?

What other risks and worries are there which Gift didn't think about?

Nomsa thought of four risks. Compare her list to Gift's. What are the differences? Why are there differences?

What other risks might Nomsa worry about, apart from the ones already mentioned?

### Think about it!

All of us try to avoid risks which might get us into trouble. In groups, look at the situations below and decide whether the risk is worth taking.

### Follow up

In our society it still seems that 'it's always the girl that suffers' in cases of sex before marriage. Is this right? What can be done to teach people that boys and girls should take equal responsibility for what happens in a relationship?

Discuss this and make a list of the strategies we can use to educate our communities.

## FOLLOW-UP

The questions are an out-of-class activity. Students should be encouraged to discuss these questions with a number of their peers. The class, however, should come up with strategies which can be used to educate the community. These should be displayed somewhere in the classroom for everyone to read.

### ROBERT & SUSAN      SHINGI & TAFADZWA      DANAI & SANELE

Robert is engaged to Susan. Even though he would like to have sex with Susan, she feels they should wait until they're married as her religion is against sex before marriage. Robert, on the other hand, feels that he should look for casual sex elsewhere while he is waiting.

Shingi and Tafadzwa have known each other for some time. They both think they love each other and will get married when they complete their education. They feel that having a sexual relationship will help them to understand each other better, prove that they are good sexual partners, and strengthen their love. They agree that they should begin to have sex whenever they have the opportunity.

Danai and Sanele met a few weeks ago and since then they have been seeing each other a lot. Danai is very 'trendy' and she is not afraid of having sex with Sanele. She feels that as long as she is over 16, there will be no problems getting contraceptives. She decides that the next time she meets Sanele she will lead him into having sex.

*Is Robert wise to do this? What are some of the risks associated with casual sex?*

*What do you think of the reasons Shingi and Tafadzwa gave for having sex and what risks are they taking?*

*Do you think Danai's decision is wise? Are there risks attached to contraceptives such as the condom? What do you think of her attitude to sex?*



# 13 Luck? No such thing!

## Rationale

In the light of their past experience young people sometimes continue to indulge in risky behaviour because they become complacent about the risk involved. In this unit students are made aware of the danger of this. They are also encouraged to take a greater role in deciding their own futures and not letting anything deter them from their goals.

## Objectives Students will:

- 1 examine situations in which they sometimes justify their risky behaviour by referring to the perceived lack of risk they have experienced so far;
- 2 determine the correct course of action to take in various situations;
- 3 describe some of the wrong ideas they have about repeated risks.

## BEFORE THE LESSON

Ask students to think about occasions when they did something they knew was wrong because they felt that nothing would happen.

## INTRODUCTION

*Teacher:* Have you ever done anything you believed was wrong but you felt luck was on your side so nothing could go wrong? What happened? How did you feel if something did go wrong?

## Juliet and Washington's luck runs out . .

## WHAT'S THE ANSWER?

Students read the story of Juliet and Washington and then in their groups answer the questions. Each group should then report back to the class.

# 13 Luck? No such thing!

## Juliet & Washington's luck runs out

*I can't get pregnant. Washington and I are lucky. We've had sex several times and nothing has happened!*



Juliet and Washington, secondary school students, have been in love for over a year. Six months ago they had sexual intercourse for the first time.

Juliet had just had her menstrual period so they felt there was not much danger of her getting pregnant. Three weeks later Juliet had her period. She had been a bit worried but they had been lucky after all.

She looked for Washington at break time to tell him the news. Now they thought they knew what to do each time: have sex a day or two after Juliet's period and then stop. She wouldn't get pregnant if they stuck to this. After all, what they were doing was supported by their Biology textbook. The danger period was usually 10 to 14 days after menstruation not a day or two after. For the next three months the two lovers had sex, each time soon after Juliet's period. 'I can't get pregnant,' Juliet boasted to her close friend Rachel, 'Washington and I are very lucky. We've had sex several times without anything happening.'

Last week, Juliet realized that her period was two weeks late. She hadn't thought about it before because of the mid-year exams. It seems likely that she's pregnant as she's never missed a period before . . .

## Let's talk

In your groups, help Juliet and Washington answer the questions they are asking in the next two columns, then report back to the class.

## JULIET'S QUESTIONS

How would I have got pregnant? We only had sex immediately after my period.

Why did we take such a risk? We both knew we were still too young to have a baby.

Why did we have so much confidence? Why did we persuade ourselves that 'luck was on our side'? What kind of foolish confidence was this?

Should we have been having sex at all at our age? Why didn't we think of what had happened to some of our friends and relatives who got into trouble because they were having sex?



If students feel like discussing issues which arise from the report-backs, give them time for this.

**Important concept to be understood:** Relationship between luck, false information and false confidence.

### LET'S TALK

*Groups:* Students read the stories and use the questions in their discussions.

### REPEATED RISK: A DANGEROUS GAME

*Groups of four players each.*

*Material :* 6 same-size pieces of paper, three

marked with X and 3 marked with an O. A bag to put them in for each group.

*Chart on the chalkboard:*


1 2 3 4 5 6

Group 1

Group 2

Group 3

This game is about the risks of pregnancy. The main 'message' is that the more often you take a risk, the more likely you are to lose. Emphasise that 'luck' changes without warning: It's no basis for avoiding risks. (Discuss conception and contraception briefly, if students want you to).



**WASHINGTON'S QUESTIONS**

Could the Biology book have lied? It said the danger period was usually 10 to 14 days after menstruation.

Why did we think we were 'lucky'? How could we ever think that luck had anything to do with what we were doing?

What made us think that being 'lucky' on a number of occasions, would ensure that we remained lucky?

Were we wrong to start having sex in the first place? We knew we were too young yet my friends all said they did it!

**Think about it!**

Read the brief stories below and talk about them in your groups. Think about the following questions:

- What is the person confident about?
- What is this confidence based on?
- Is the person sensible to feel confident, or is it false confidence? Why?
- What are the wrong ideas that some of the young people have?

**MERCY**

My parents are very strict and they never allow me to go out at night with my friends. They don't know that I have a spare key. When they're asleep I sneak out but I always return before morning. They never find out.

**DAVID**

I'm studying hard for my 'O'levels and I feel sure I'll pass. I passed ZJC well and I've been top of my class ever since. I've always taken studies seriously — during the holidays I spend some time revising the term's work.

**SIMON**

I'm sure I will never get the HIV virus because I choose my girlfriends carefully. I only go out with smart, educated, clean-looking girls who have good jobs. Also, I never have more than one girlfriend at the same time.

**CHARITY**

Even though I haven't had much time to practise driving, I'm sure I'll pass my driver's test next week. After all, I got my provisional the first time even though I didn't spend much time on it. Also, my mother said I can use her smart new car for the test, which should impress the examiner.

**Follow up**

**Repeated Risk: A Dangerous Game**  
Organise yourselves into groups of five players each.

*You need:* 6 small pieces of paper all the same size and shape and a box or a bag for each group.

*How to start:* Mark 3 pieces of paper with O. Mark the other 3 pieces with X. Fold them in half and put them into your box or bag. Shake them. Your teacher will draw a chart on the board and tell you how to continue.

### Instructions

- 1 Each group takes one paper out of their hat.
- 2 If a group gets an O paper — They were lucky this time. She didn't conceive.
- 3 If a group gets an X paper — they took a risk and lost. She is pregnant! Mark an X against them
- 4 The papers go back into the hat.
- 5 Even after an X paper, groups continue to play. Do 6 draws.
- 6 After all 6 draws, examine the results and discuss the implications:

Are some groups luckier than others? Does a group's luck change frequently? Do students think Juliet and Washington were wise to take repeated risks?

# 14 Sugar's sweet!

## Rationale

A large number of young people are being led astray by men and women much older than they are. They are enticed into giving sexual favours with such things as money, expensive clothes, being taken to expensive hotels and so on. In this unit the phenomenon of sugar daddies and mummies is brought into the open to make young people appreciate the dangers of associating with such people.

## Objectives Students will:

- 1 analyse typical situations in which sugar daddies and mummies are involved;
- 2 describe the reasons why young people associate with sugar daddies or mummies;
- 3 discuss strategies that they can use in order not to be misled by adults who are sugar daddies and mummies.

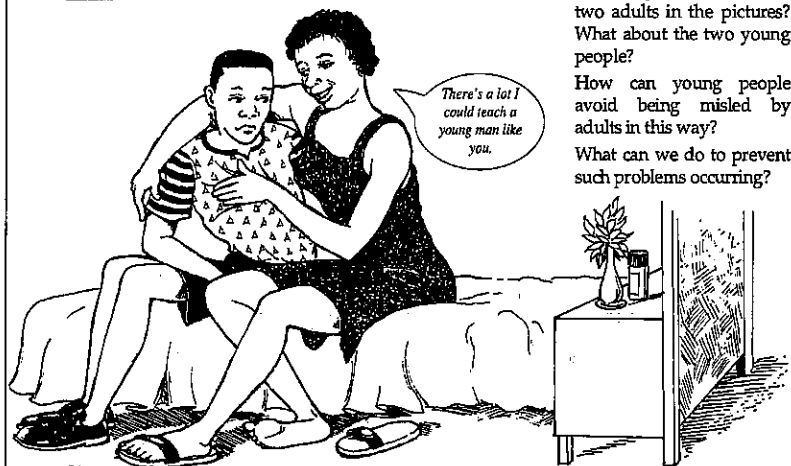
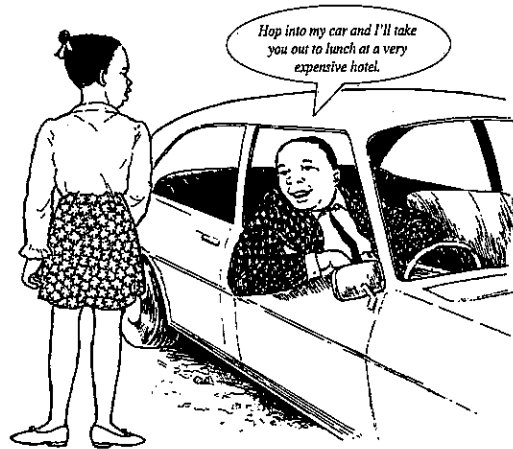
## BEFORE THE LESSON

Students should think about incidents concerning sugar daddies or mummies that they have heard. The students should think about why young people like themselves associate with such people and what, if anything, can be done to prevent young people from being led astray by these misguided adults.

## INTRODUCTION

Encourage some of the students to talk about incidents concerning sugar daddies or mummies that they have heard. Students should try to come up with reasons why young people like them associate with such people. Establish a definition of a sugar daddy or mummy before you continue. Make sure students realise that a sugar

# 14 Sugar's sweet!



## Let's talk

Compare these two pictures. What do you think is happening in each one?

Do you know many girls who have experienced the same problem as the one shown in the top picture?

Do many boys have experiences like that in the bottom picture?

Are the two situations shown quite realistic?

How often and why does this sort of situation occur?

How do you feel about the two adults in the pictures? What about the two young people?

How can young people avoid being misled by adults in this way?

What can we do to prevent such problems occurring?

daddy is not always the unattractive, old, overweight man in a car — he could be an attractive young man of thirty or so but he still should not be chasing schoolgirls! Also, a sugar mummy is not always over forty and overweight!

*Teacher:* Let's talk about some stories you have heard about young people like yourselves having relationships with sugar daddies or mummies.

## LET'S TALK

*Groups:* Students answer the questions after studying the two pictures. Then they report back their answers to the rest of the class. Give enough time for a discussion of some of the issues which will have arisen in the group work.

## ACT IT OUT!

*Groups:* In their groups students prepare the role plays. Each group selects only one of the two situations. At least one presentation of each situation should be role-played in front of the whole class. Students comment on the role plays and the decisions taken by Miriam and Anthony.

## FOLLOW-UP

Students should interview both young and old in this activity. Their lists should be divided into two — social reasons and economic reasons. The lists should be displayed in the classroom for everyone to read.



### Act it out!

The pictures at the beginning of this unit show two typical situations, but things are not always so clear. Look at the following situations and do a role play for the class. Talk about what sort of character you thought each person was.

### Homework?

Mr Roberts is the new Science teacher. He has just graduated from college and, since he was always extra bright for his years, he is only 20 years old!

Miriam is an 18 year old girl in Mr Robert's 'O' level class. He has already asked her out to the local disco. She couldn't make it that time but now he has asked if she would like to go on a picnic this weekend.

Act out their conversation. Does Miriam decide to go?

### Annie's antics

Anthony's mother has a friend Annie. Anthony thinks of her as an aunt but she is really very young at heart. When she comes to stay, she always talks to Anthony and his brother instead of spending all the time with his parents. Annie offers to take Anthony out to a night club.

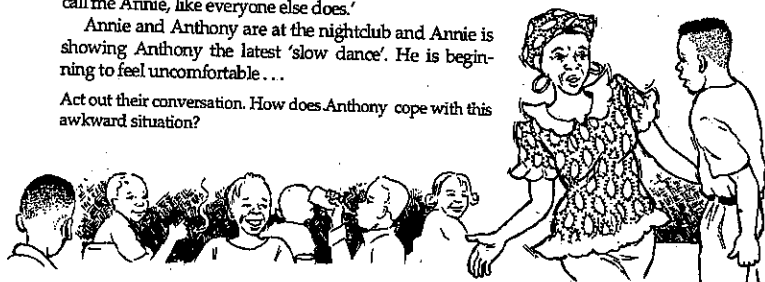
Anthony is only 16 although he is rather big and already has a beard. Last time she was staying, she said, 'Please don't call me Auntie — I'm not that old, am I? Just call me Annie, like everyone else does.'

Annie and Anthony are at the nightclub and Annie is showing Anthony the latest 'slow dance'. He is beginning to feel uncomfortable...

Act out their conversation. How does Anthony cope with this awkward situation?

### Follow up

Interview people in your community to find out why young people go for older men or women. Make a list of these reasons and display it.



# 15 Me and my 'gang'

## Rationale

Peers — age-mates that young people spend their time with — play a crucial role in the psychological and social development of adolescents. Peer influences at this stage are especially critical and although, generally-speaking, some of these influences help adolescents to develop their own identity, they can be misleading and sometimes dangerous. In this unit students look at how

peer group pressure can make young people do things they know they should not.

## Objectives Students will:

- 1 appreciate the 'force' of peer pressure and how it can mislead them;
- 2 analyse the need to belong to a peer group;
- 3 discuss activities that they sometimes do with their friends even though they know they are wrong.

## BEFORE THE LESSON

Students think about a peer group that they are part of or have been part of at some stage. They analyse why they are part of these peer groups and the kind of activities, good or bad, that they influence each other to do.

## INTRODUCTION

Students talk about different kinds of peer groups they belong to or used to belong to. Ask them to try and link some of their behaviour to the influence of the peer group.

*Teacher:* Today we want to take a close look at peer groups and how they can influence the way we think and behave.

# 15 Me and my gang

## The 'in-crowd'

A group of 15 year old boys were gathered in the boy's toilet block at school. One of them, Vusi, was drinking beer from a bottle. All the boys in the group had tried beer before. They called themselves the 'in-crowd'. Then in walked James. His parents didn't drink and he had been taught that: 'It's not good for you'. His friends asked him if he'd like a sip.

'It's fun,' Vusi claimed. James shook his head and said he didn't want to.

'Oh, come on James,' the others said. 'You'll like it. You'll feel out of this world. What's your problem? Are you chicken?' That struck home and James gave in. He took a sip and choked. But he still took another.

'How was it?' asked one of the boys. James pulled a face.

'I'm sure you'll like it more next time,' Vusi said.



## Think about it!

James' friends were more persuasive than his parents!

Why did James give into his friends and drink some beer?

Why was the pressure from his friends greater than the example from his parents?

What kinds of things did James' friends say to try to persuade him to have a drink?

### 1 MUSI AND HER MOTHER

That hair style looks awful Musi. You can't go out looking like that.



But mother, all my friends have hair styles like this. I have to do my hair this way.

### 2 PETER AND TAMU

Peter can't be in our group. My parents say he comes from an odd family.



You're right Tamu I don't care how good he is in class. I don't want him in our group either.

## LET'S TALK

**Class:** Students read the story about the 'in-crowd' and then discuss the questions. Lead students to stress the 'power' of peer pressure. Why do young people allow themselves to be 'forced' into behaviour they know is not acceptable?

## THINK ABOUT IT!

**Groups:** Students study the pictures then talk about them in their group. Encourage students to analyse why they need to be part of a peer group. Groups report back to the rest of the class and, if there is time, discuss issues that arise.

## Self-assessment

This activity highlights the strong influence of a peer group. Students can put a chart in their books and fill it in.

### Let's talk

Talk about the pictures at the bottom of these two pages:

- Musi and her mother:** Why does Musi want to do her hair the way her friends do theirs? Why is it so important for teenagers to look or behave the way their friends do?
- Peter and Tannu:** Peter is not wanted in the group by some of its members. Does this happen often? Why? Why are some young people rejected by their peers?
- Elly's gang:** Groups quite often have leaders. Elly is a member of her group because she is attractive and also captain of the athletics team. Why are people usually elected as leaders?
- Encouragement for John:** John began to play extremely well when his group began to shout for him. Why?
- Itai's isolation:** Sometimes young people can't join groups that they like or admire. Itai is afraid of being chased away or laughed at. Why do some teenagers get left out of peer groups? How do you go about trying to get into a peer group? Why do you need to be part of a peer group?

### Follow up

**Self-assessment:** Write down the three headings from the Peer Group Activity Table below and then 5 activities for each heading. Be honest! What did you discover?

#### PEER GROUP ACTIVITY TABLE

Activities I like doing with my friends

Activities I do with my friends but don't like.

Activities I do with my friends but know that they are wrong.

#### 3 ELLY'S GANG

I thought Clare was the leader of Nomsa's gang. But I'm told it's Elly.



Elly is so attractive and she's also the captain of the school athletics team. That's why she is the leader.

#### 4 ENCOURAGEMENT FOR JOHN

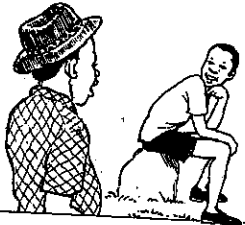
Come on John! Come on! Score just once. You can do it. Come on!!!

Did you see that score? John really started playing well when we began to shout for him.



#### 5 ITAI'S ISOLATION

Why are you sitting there all alone Itai? Why don't you go and join the others.



I can't Mr Dube. If I try to join Dan's group they'll chase me away or laugh at me.

## FOLLOW-UP

Students observe various peer groups at school or in the community and list some of their activities — good or bad.

# 16 Your culture and you

## Rationale

Culture is a people's way of life and it consists of all the ideas, objects, and ways of doing things created by a group. It changes continually and this change may be rapid or slow. Because culture consists of many related parts, a change in one part affects many others. In this unit students look at the changes that have taken place in our culture especially in relation to relationships and see whether there were good aspects of

culture in the past which we can learn from.

## Objectives Students will:

- 1 analyse changes in boy/girl relationships that have taken place;
- 2 discuss whether these changes are good or bad;
- 3 list aspects of our culture in the past concerning sexual relationships which young people can learn from today.

## BEFORE THE LESSON

Students can interview adults about the behaviour of young people today, especially in boy/girl relationships. What do the adults think about this behaviour? Did they behave differently when they were teenagers? If so, how?

## INTRODUCTION

Students report their findings to the rest of the class.

## What's culture?

The activity helps students to be aware of the dynamic nature of culture. It never stands still. It changes as people, ideas and ways of doing things change.

# 16 Your culture and you



## What's culture?

Every society has its own culture. Your culture is your way of life — the ideas, beliefs, customs, values, laws and ways of doing things in a society. It provides the rules by which we live.

Culture also changes. The way our grandparents or even our parents lived is not the same as the way we live now. Which things in the box were a way of life in Zimbabwe fifty years ago and which are a way of life now?

✦ Going to discos ✦	✦ Meeting a boyfriend/ girlfriend only in the presence of someone else ✦
✦ Single parent families ✦	✦ Women giving men orders at work ✦
✦ Young people talking freely to members of the opposite sex ✦	✦ Having your whole family to support you in times of trouble ✦
✦ Having a husband or wife chosen for you ✦	

Can you think of other examples?

## Let's talk

What cultural rules used to govern boy/girl relationships in the past? What cultural rules govern boy/girl relationships in your community today?

Have there been any changes? If there are any changes, are they good or bad? Why?

Culture is also the result of religious beliefs. What religious teaching do you know about boy/girl relationships? Do you know any passages from the Bible which give us some ideas about boy/girl relationships?

## LET'S TALK

*Class:* Students debate the questions asked and see if they agree on whether some of the changes that have taken place are good or bad. Encourage well thought-out reasons for their answers.

## The game of life

In this activity students are able to assess life for young people 50 years ago and life for them today and what strategies they can come up with in order to protect themselves from STDs, HIV and AIDS. This activity should be given at least 15 minutes.

### The game of life

#### The characters:

A father of a teenage girl and two boys, a mother of two teenage children, a teenage boy, a teenage girl, a pastor, a social worker, a doctor.

#### The scene

Large numbers of young people between the ages of 14 and 20 are suffering from STDs and many are actually dying from AIDS.

Your community has selected you to be the Emergency Committee to discuss this problem.

You have also been asked to discuss life 50 years ago, and see what young people can learn from the past.

You have been asked to make recommendations for a plan of action to protect young people.

#### The action

Each of you, in turn, must present reasons to explain why so many young people are suffering from STDs and AIDS. Each of you must also highlight things in the past which young people can learn from — either to avoid or emulate!

#### THE FATHER

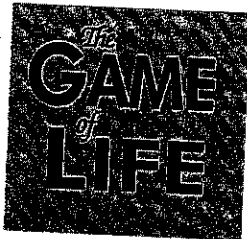
He is open-minded and thinks boys and girls need to be given responsibility. He is just as worried about his sons as he is about his daughter.

#### THE MOTHER

She blames foreign cultures for what is happening to the young people. She wants to have more control over her children, even after they turn eighteen. She is for the past!

#### THE TEENAGE BOY

He thinks the elders are old-fashioned and out of touch with modern culture. He believes nothing can be learnt from the past.



#### THE TEENAGE GIRL

She blames her parents and other adults. Girls are brought up to think that men are superior to them, girls are nothing and boys everything. She blames society for not helping girls to become more assertive and to take control of their own lives.

### Let's talk

Which of the presentations did you agree with? Are they all right? Or are they all wrong?

What would your own presentation on these issues be?

What would you recommend having listened to the committee's views?

### Follow up

List any behaviour in boy/girl relationships today which you want to discourage because it gets young people into trouble.

## LET'S TALK

*Class:* Students react to the role-play in the game by discussing their observations. They come up with their own recommendations and display the list in the classroom.

## FOLLOW-UP

The list of behaviour in boy/girl relationships today which students might want to discourage should be placed in the classroom for everyone to read.

#### THE PASTOR

The pastor explains that the Bible teaches that sexual intercourse is for marriage. He believes there is very good reason for this teaching and if people followed it, they would be safe and happy.

#### THE SOCIAL WORKER

She tries to show that we can help young people and prevent the terrible statistics. She also blames adults for being bad role models.

#### THE DOCTOR

The doctor explains what is killing young people and how, in the past, such diseases were not there or were contained by the cultural rules people lived by.



# 17 Bad company

## Rationale

This unit looks at some extreme results of getting into the wrong company — the very worst example of peer pressure working to destroy rather than support a person. The incidence of teenage crime and prostitution is growing due to economic hardship and unrealistic hopes. This unit highlights the danger of allowing material desires or emotional needs to justify very bad and even criminal behaviour.

## Objectives Students will:

- 1 realise that even difficult home situations are preferable to crime or prostitution;
- 2 understand that material possessions are no compensation for irresponsible lifestyles;
- 3 be alerted to the danger of 'following the crowd' especially when it involves blatantly wrong activities;
- 4 develop strategies to resist getting into 'bad ways' against their better judgement.

## BEFORE THE LESSON

Students collect newspaper or magazine articles and reports about teenagers in trouble.

## INTRODUCTION

Have any of you ever been tempted to do something bad or illegal because you wanted to own something or because you just wanted to be part of a gang? Have you known anyone else who has fallen into this trap?

# 17 Bad company

## Agnes, the 'run-away'

Agnes came to the attention of social welfare officers in Masvingo when her parents reported her to the police as a 'runaway'. She had run away twice before but her parents had been too embarrassed to report it.

The first time, she went to a house some of her friends were renting. They left school the year before and had become prostitutes. They had been earning a living this way for nearly a year. Agnes returned home two days later.

The second time she hitch-hiked to Gweru with some of these girls and an older boy who was interested in her. This boy worked with the girls and he said that Agnes would be welcome to join them. He kept telling her what a wonderful life they all had and that Agnes was wasting her time at school. 'You can make a lot of money and buy beautiful clothes by doing very little,' he told her. But later one of the friends whispered to her that she was desperate to go home if she thought her parents would have her back and she suggested that Agnes stay at home, even if she was unhappy. 'Anything would be better than what we've done,' she said with such anguish.

A week later Agnes returned home. Her parents didn't know what to do. The social welfare officers found out she was very unhappy at home. Her family was fraught with pointless, often violent, arguments.

Agnes explained why she ran away: 'My friends seem to be very happy and they have all the things they need — food, beautiful clothes and a 'nice' time. They like me very much and know I am very unhappy at home. All they are trying to do is persuade me to come and live with them and be as happy as they are. At home I just couldn't take it any more — all that quarrelling and fighting. Nobody really cares about me anyway.'

## Let's talk

What dangers was Agnes exposed to because of her friends?

Why was Agnes so keen to follow her friends' advice? Why didn't she go to her parents for advice?

Is influence from friends greater than parents' influence?

Why did Agnes go back home each time she ran away?

Why was one of Agnes' friends so unhappy even though she had such an easy life (according to the others)?

What are the problems that might arise because of prostitution?

How do you think the young man worked with the girls who were prostitutes?

What advice would you give the young girl who regrets her decision to leave home?



## Agnes, the run-away

### LET'S TALK

Encourage students to accept that 'two wrongs don't make a right' — the unhappy home does not justify Agnes getting into prostitution. Solicit that many young people get into prostitution without even realising it — accepting gifts can gradually turn into prostitution and then the young person feels it is too late to get out of it. Talk about what Agnes should do — ask students to say what they would do if they were Agnes.

## Ronny and the gang

### THINK ABOUT IT!

This is an extreme example of peer pressure leading to big trouble. Encourage a positive discussion about Ronny's options now that he is in trouble. Encourage students to talk about good influences which peers can have — giving encouragement, working on problems together, seeing you through unhappy times, and so on.

### Ronny and the gang

At 15 Ronny became a member of a gang called the 'Bafana Gang'. For months the gang terrorised young people in the area but no one had the courage to report them. What exactly was happening?

One Saturday night, Ronny and his friends hurled bricks from the roof of a grocery shop, striking a 14 year old boy on the head and killing him.

When the gang was finally arrested by the police, Ronny's parents were shocked. They had had no idea about the kind of company Ronny was keeping. They believed that their son was a well-behaved, disciplined boy who would never hurt a fly.

The police took Ronny away from the other members of his gang and asked him why he had done what he did. He answered that he wanted to be like the other boys.

'I always had a funny feeling inside me. You know what the gang is doing is wrong, but you go along with it ... I thought they would think I was a "sissy" and throw me out, so I just went along with them.'



### Think about it!

Ronny says he wanted to be like the other boys in the gang. Why do young people want to be 'like the others'? Even though Ronny knew deep inside that he was wrong, he gave in to his friends' ideas — 'peer pressure'. Have you ever felt pressure like this? What did you do?

Think of someone you know or have heard about who gave in to peer pressure and talk about what happened.

Peer pressure is not always bad. What are some of the good things which 'good' peer pressure has helped you do or learn?

### Let's find out

What dangers do we encounter due to peer pressure? How can we avoid these dangers?

Present your ideas to the class. Talk about your suggestions. Do you all agree?

### LET'S FIND OUT

Using the newspaper or magazine articles they collected, students can list some of the problem situations young people can get into and suggest ways they could be avoided.

### FOLLOW-UP

If students carry out the survey, give them time to report back on their findings.

### Follow up

Using a questionnaire find out from boys and girls of your age in your community who has got into trouble because of peer pressure. Find out details from some of them, too. Make sure they are telling the truth! Below is the kind of table you can use after the questionnaire has been answered.

NUMBER OF	GIRLS	BOYS	TOTAL
<b>A. Have you got into trouble because of peer pressure?</b>			
Once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Several times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lots of times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. Have you ever succeeded in resisting peer pressure?</b>			
YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. Do people of your age listen more to parents than friends?</b>			
YES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# 18 Drastic measures

## Rationale

We need to address the health issues of unplanned pregnancies so young people understand their sexuality, can make informed choices and act responsibly. Evidence in our daily lives shows that young people do begin to have sexual relationships well before they are ready for marriage and families. Lack of information and services is putting these teenagers at risk of unwanted

pregnancy and sexually transmitted diseases. This unit raises the important issues of teenage pregnancy and abortion so students can protect themselves and develop healthy, satisfying and responsible sexuality.

## Objectives

- Students will:
- 1 analyse the consequences of teenage pregnancy;
  - 2 discuss their own attitudes to abortion.

## BEFORE THE LESSON

Students collect information from newspapers, magazines, pamphlets from clinics and hospitals or gather information from teachers, the police, nurses and doctors, and ministers of religion, on teenage pregnancies and abortion. Student volunteers can then prepare to talk in class about the information they have gathered.

## INTRODUCTION

Draw students' attention to the note which defines the legal situation on rape.

## LET'S TALK

Volunteers present the talks they have prepared on teenage pregnancies and abortion. The rest of the class ask questions or comment.

# 18 Drastic measures?

**TEENAGE PREGNANCIES ON THE UP**

**NO 'O' LEVELS! FOR PREGNANT GIRLS — HEAD**

**Boys also to blame, says pastor**

**Illegal abortions: a major danger**

**BABY-DUMPING — WHY DOES IT HAPPEN?**

## IMPORTANT NOTE

Abortion is illegal in this country. You can only have an abortion legally under very specific circumstances with the approval of at least three medical specialists. This would normally be in the case of a person who has been raped or if the mother's life is in danger.

What are the implications of having an abortion illegally? An illegal abortion can result in infertility or even death and the psychological effects of depression fear and guilt could be with you forever.

## Let's talk

Many people consider teenage pregnancy as a disaster. Why is this so? Teenage pregnancies are increasing every year. Why do you think this is happening in this country?

## Facing the facts

In groups quickly brainstorm the consequences of teenage pregnancy for the following people. Give one consequence for each.

- the teenage girl
- the baby who will be born
- the teenage boy
- the families of the teenagers

Report back to the class.

## Making a choice

In groups, write the following on a piece of paper and each fill it in:

	GIRL/ BOY
In the event of me/my girlfriend falling pregnant, I would choose to / I would encourage her to . . .	
a have the baby	c get married
b have an abortion	d have the baby adopted
I would do this because . . .	

Choose the option you prefer and say why. Then tick whether you are a boy or a girl. Do this privately, and don't write your name on the paper if you don't want to.

Collect the pieces of paper and group the replies into sex and option chosen then report back to the rest of the class.

## Think about it!

Discuss the choices and the reasons given. Find out if boys and girls gave the same options for the same reasons. If there are differences, discuss why.

## Facing the facts

*Groups:* Students quickly brainstorm the consequences of teenage pregnancy for various people. Groups report back the results of their brainstorm to the class.

## Making a choice

*Groups:* Students write down and complete the statements in the activity. They can do this privately. Someone in each group collects the pieces of paper and groups the replies into sex and options chosen.

## THINK ABOUT IT!

Groups report back the options chosen and reasons given according to sex and option. They then discuss the options and the reasons given. If there are differences between boys and girls in the options chosen and the reasons given let the class discuss why.

## Abortion — A Questionnaire

The main reason behind this activity is to make the students assess their own attitudes to abortion and think of reasons they feel the way they do.

Discuss each statement with the whole class after students have done the questionnaire in order to correct any misconceptions that some students might have.

### HELPLINE . .

Students do some research to find out what organisations offer help to people who are 'in trouble' with an unwanted pregnancy. This information is put up on the board or turned into a poster. Make sure students understand the dangers of illegal abortions (both physical and emotional) through the discussions in this unit.

### ABORTION — A QUESTIONNAIRE

The questionnaire below will help you understand your own attitude to abortion better. Read each statement carefully and decide whether you think it's true, false or you don't know what to think. Tick the appropriate column to the right of the statement.

	AGREE	DISAGREE	NOT SURE
1 I don't think teenagers make good parents.			
2 Abortion will leave a girl with guilty feelings.			
3 It is wrong for teenager boys to persuade their pregnant girlfriends to have an abortion.			
4 If a girl fools around and gets pregnant, it's her fault.			
5 At my age, I wonder if I could enjoy spending much time with a baby or a child.			
6 My religion is against abortion.			
7 My parents are against abortion.			
8 I don't know the physical risks of teenage pregnancy.			
9 Abortion can lead to the death of the mother or to infertility.			
10 Abortion is one way for me to finish my education.			
11 If a girl has been raped she should have an abortion.			
12 Abortion does not give the unborn baby a chance.			
13 Abortion is murder.			
14 The father and mother of the baby who is dumped should be punished equally.			
15 If someone wants an abortion she should be able to get it legally.			
16 A prostitute is entitled to an abortion.			

### Follow up

What help is available in your area for people who find themselves 'in trouble'. A 'disaster' can turn into a 'blessing' when everyone makes clear, rational decisions!

# 19 Extreme violation

## Rationale

Reports on sexual abuse of children and rape are on the increase. A large number of girls and women as well as young children have been sexually abused with disastrous effects, especially in these days of HIV/AIDS. In this unit students are given advice on avoiding rape and given an opportunity to review myths so that they realise the potential danger in accepting these myths unquestioningly.

## Objectives Students will:

- 1 identify potentially dangerous situations they or someone they know may have encountered;
- 2 distinguish common myths about sexual abuse or rape from facts about it.

## BEFORE THE LESSON

Students ask people about the circumstances which lead to young people or children being sexually abused or raped. They talk to parents or guardians, peers, the police, medical personnel, etc.

## INTRODUCTION

Discuss the students' findings from the interviews. Make sure the discussion is frank and serious and don't allow it to be taken lightly.

## ACT IT OUT!

**Groups:** Students in each group choose a pair to role-play the characters in one of the situations. It is important that students change roles and play the part of the possible abuser or rapist, in order to understand the motives and strategies of

# 19 Extreme violation

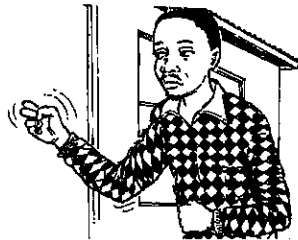
## Act it out!

Reports of young people being raped or sexually abused are increasing. Many more cases go unreported. Look at the four examples of potentially dangerous situations for young people like you. Divide into your groups and role play one of them. A way or ways of coping with the situation should be included in the role play.

## Let's talk

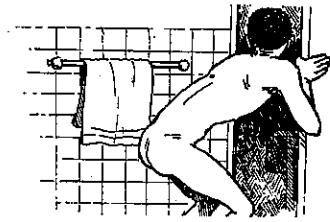
Now discuss each situation and the group's solution. Do you agree with the solution given?

What alternative solutions can you give?



A STRANGER

A stranger knocks on your door saying he is hungry and is in need of help. You are alone at home.



A BROTHER-IN-LAW

You are at your married sister's house. Her husband, your brother-in-law is having a bath. He shouts that he has forgotten the soap and asks you to bring it to him.



YOUR FATHER'S FRIEND

You are walking home from school and it begins to rain. Your father's workmate sees you and stops his car to offer you a lift home.



A TEACHER

You are doing very badly in Geography. Your unmarried teacher offers to give you extra lessons in his house in the afternoons after school.

various characters depicted. Leave time for four pairs to present each of the role-plays to the rest of a class.

### LET'S TALK

Students discuss each situation after it has been role-played and the group's solution to the potentially dangerous situation. They decide whether they agree with the solution and also come up with alternative solutions.

## Fact and fiction

Students study the myths and discuss why they are myths. The facts and realities about each myth they give should be based on their knowledge. You might have to help students more in this exercise as some of the students might have been brought up to believe that these myths are actually FACTS. Ensure that students understand what myths are.

### Fact and fiction

Below are some myths about sexual abuse and rape. In your groups discuss each myth and say what facts and realities about each myth are. The first one has been filled in for you as an example:

MYTHS	FACTS
1. <input checked="" type="checkbox"/> One and women secretly enjoy being raped.	1. No-one, no man, woman or child enjoys being raped it is a brutal and violent action against someone's body and mind which causes lasting problems.
2. Children often lie about being sexually abused.	
3. Some girls and women ask to be raped by the way they dress or act.	
4. Men cannot control their sexual desire.	
5. Rape is sex.	
6. Women say they have been raped to get men into trouble.	
7. If a girl or woman doesn't fight back, then she really hasn't been raped.	
8. A girl or woman cannot be raped against her will.	
9. Women cannot be raped by their husbands.	
10. Incest (sexual intercourse between particular blood relatives e.g. father-daughter, brother-sister, uncle-niece, and so on), doesn't happen in my community.	

#### Think about it!

What other myths have you heard about sexual abuse and rape? Do you accept them? What do you think are the facts and realities about them?

#### Follow up

List 10 guidelines for a young person who has been sexually abused or raped, starting like this:

1 Tell a trusted adult as soon as possible.

### THINK ABOUT IT!

Students discuss other myths that they have heard and say whether they accept them or not. They should say what the facts and realities are about each myth.

### FOLLOW-UP

Students come up with a list of suggested guidelines for a young person who has been sexually abused or raped. Check the guidelines before they are displayed in the classroom.

# 20 How can I help?

## Rationale

Even though most teenagers have adequate information on HIV and AIDS and its transmission, many still harbour negative feelings and attitudes towards people with HIV or AIDS. By confronting these unfounded fears, we can try to minimise them. In this unit, students analyse their own attitudes and feelings towards people with HIV and AIDS in order to assess for themselves whether they are reasonable or not.

## Objectives Students will:

- 1 discuss the fears and prejudices they have about people with HIV and AIDS.
- 2 assess their own attitudes and feelings towards such people.
- 3 determine whether their attitudes and feelings towards people with HIV and AIDS are unfounded or not.

## BEFORE THE LESSON

Students ask people about their feelings and attitudes towards people with HIV and AIDS and also find out the reasons for these feelings and attitudes. They make a list of the main fears and worries that the people they interview have.

## INTRODUCTION

Students discuss the findings from their interviews with people in the community. Contributions of the main fears and worries most people have should be listed on the board.

# 20 How can I help?



**ANNA IN CLASS**

Nobody will sit next to Anna in class because she is HIV positive.



**BIG BROTHER**

Your elder brother is very sick. He has AIDS. He vomits a lot, has bed sores and is so ill that he cannot get to the toilet. Your mother is depending on you to help. There is no-one else.



**HOME HELP**

Your brother tells you that his wife has AIDS and asks you during the holidays to come and help you look after her. He says there is so much washing to do as she often has to change her bed linen and clothes.



**WHOSE AFFAIR?**

You have an aunt whose husband is having an affair with a woman in the neighbourhood whom you know to be HIV positive.

## Let's talk

Look at the case studies on the left.

If you were asked by your teacher to sit next to Anna, what would your reaction be?

How would you, personally feel about each of the situations?

If you have fears and prejudices, where did they come from?

What suggestions, support or advice would you give if you were asked?

What reporting in the newspaper, on radio and on television encourages people to develop negative attitudes towards people with HIV and AIDS?

## How do I feel?

It is important that you assess your own attitudes and feelings towards people with HIV and AIDS and find out whether these attitudes and feelings are reasonable or not.

## LET'S TALK

*Group:* Students study the cases A-D and then report back to the rest of the class. Ample time should be given for class discussion of the issues which are highlighted during the report back.

## How do I feel?

In this activity students are forced to confront their own attitudes and feelings towards people with HIV and AIDS. A class discussion should follow in which each state-

ment in the questionnaire is discussed and correct information supplied.

**IMPORTANT:** The teacher should prepare beforehand the correct information on HIV and AIDS and modes of transmission in case some students show a lack of adequate knowledge on the issues.

Recommended questionnaire answers:

- 1 Agree
- 2 Disagree
- 3 Agree when it may involve body fluids
- 4 Disagree
- 5 Agree

- 6 Disagree
- 7 Disagree
- 9 Disagree
- 10 Disagree
- 11 Disagree
- 12 Disagree — we are all in danger
- 13 Disagree
- 14 Disagree, as long as you are just sleeping!
- 15 Disagree.

### MY ATTITUDE TO AIDS — A QUESTIONNAIRE

How do you feel about these statements. Put the number in your book and write A if you agree, D if you disagree and ? if you aren't sure. Be honest!

1	Babies born with HIV infection are innocent and so deserve our support and sympathy.	AD ?
2	People who get AIDS through sex are 'guilty' and so should not have our sympathy or support.	AD ?
3	When caring for a person with AIDS you should always wear gloves.	AD ?
4	Caring for women with AIDS is more risky than caring for men with AIDS.	AD ?
5	HIV and AIDS can be prevented	AD ?
6	There is no point in caring for people with AIDS as they are still going to die.	AD ?
7	People with AIDS should not be looked after at home. They should be kept in hospital.	AD ?
8	People at risk from HIV should be tested for infection.	AD ?
9	All people with HIV and AIDS should be isolated from the rest of society.	AD ?
10	Only foolish people get infected with HIV.	AD ?
11	Prostitutes are the people to blame for HIV and AIDS.	AD ?
12	I am not the kind of person to get AIDS.	AD ?
13	AIDS is a homosexual disease.	AD ?
14	It is dangerous to share a bed with a person with HIV and AIDS.	AD ?
15	People with HIV and AIDS are being punished by God for their sins.	AD ?

#### Think about it!

What did you find out about your attitude to AIDS? Do you need to talk about your feelings with someone else? What would be the best approach and how can you achieve it?

#### Follow up

Decide on a slogan dealing with caring for people with AIDS and design a badge which you can wear for a week. Make sure the slogan is short but effective.

#### FOLLOW-UP

The slogans that students prepare should be displayed around the classroom or even the school. Students should be encouraged to wear their badges in and out of school for at least a week.



## **Think About it!**

An AIDS Action Programme for Schools

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The "Think about it!" AIDS Action programme for secondary schools encourages honest and open communication about all the major issues facing young people as they grow up.

Through this open discussion and exploration, the programme aims to create confident young people who are capable of making decisions for themselves.

The emphasis throughout is on discussion, but the course also offers basic information on AIDS and related matters so students have access to the facts and can make informed decisions about their own futures.