



Our Actions are for Change!

ACTIVITY BOOK



BEACON SCHOOLS

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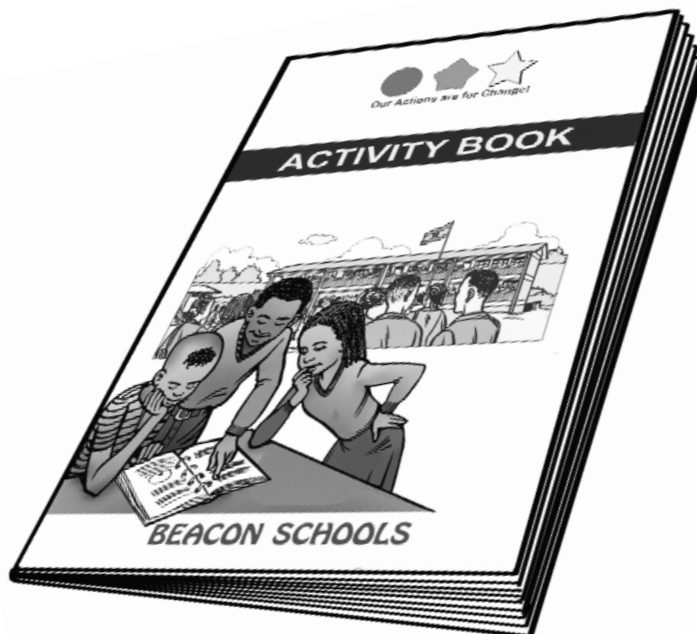


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Introduction

This Beacon Schools Activity Book contains a series of ten activities for 10-12 year old primary school students in Ethiopia. Designed primarily as an HIV/AIDS curriculum, the Beacon Schools Activity Book uses activities, exercises, and stories to deliver important behavior change messages related to HIV/AIDS. Students participating in the Beacon Schools Program learn basic life skills like communication, understanding their values, self-esteem, decision-making imagining their futures, and personal and environmental hygiene. They also gain knowledge about and develop healthy attitudes towards HIV/AIDS. Goals, key messages, overview, time allocated, necessary materials and preparation are specified for each activity.

The activities and teaching topics stated above focus on HIV/AIDS and life skills have been selected. In order to enable the communication of the messages through various teaching methods such as short stories, Role-plays, discussion questions, exercises, games and home works.

The Beacon Schools Activity Book is intended to be implemented by primary school teachers for 5th and 6th grade students, either in informal extracurricular settings or as part of anti-AIDS or adolescent reproductive health clubs. Participating teachers receive training before implementing the program.

The goal of Beacon Schools Program is to instigate positive behavior changes that will help participants stay HIV-free. Behavior change takes time and Beacon Schools Program expects to contribute to this throughout the course of the program. Behavior change must also be preceded by more immediate outcomes. Participants must first understand and remember the key messages of the activities. Once this is achieved, behavior change may follow. Below are the immediate and behavioral outcomes that Beacon Schools Program expects to deliver:

1. Immediate outcomes:

- ◆ Understanding and remembering key messages
- ◆ Increased self-confidence
- ◆ Perceived social support for healthy behaviors
- ◆ Increased interpersonal communication about reproductive health, HIV/AIDS, harmful traditional practices
- ◆ Improved attitudes about HIV/AIDS

2. Behavioral outcomes:

- ◆ Delayed initiation of sex
- ◆ Improved hygiene and health habits



Students expressing their views openly

How to use the Beacon Schools Activity Book

This Beacon Schools Activity Book contains step-by-step instructions for 10 activities. Each activity begins with a summary that includes:

- ◆ Goals of the activity
- ◆ Key messages
- ◆ Overview of the activity
- ◆ Time and materials required
- ◆ Instructions for preparing ahead

Activities generally start with an interactive warm-up, followed by more substantial activities and stories that communicate the majority of key behavior change messages. Activities are designed for approximately 35-40 students and most require about an hour to complete..

Some activities contain "Teacher's tips", which are extra points for the teacher to keep in mind when conducting an activity. Teacher's tips may include ideas for making the activity more constructive and/or potential challenges to avoid.

Before each activity, the teacher should read the activity summary and all steps. The teacher should make any preparations required before facilitating the activity. At the end of each activity, the teacher should assign any homework.

It is recommended that teachers invite health professionals whenever possible, particularly for activities on hygiene, the body and puberty, harmful traditional practices, and HIV/AIDS. Health practitioners have valuable input and may be able to clarify questions that students raise. If a health professional is unable to be present in class, the teacher should seek clarification on students points outside of the school.

Teachers may change the names of characters in the short stories to make the stories appropriate to the listener. It is also an alternative to tell the story as opposed to reading.

Good luck!



The teacher explaining the issue to the students

Communication

1

Goal

- ◆ Teach students the importance of listening and communicating.
- ◆ Teach students ways to communicate clearly and effectively.

Key Message

- ◆ There are various communication methods. These are, assertive, passive and aggressive.
- ◆ Assertive communication is the best and advisable way of communication.
- ◆ Listening is an important life skill. Actively listening to other people makes them feel comfortable and willing to communicate.
- ◆ There are a number of ways to communicate. Assertive communication, in which you uphold your values while respecting the view of others, is the most effective.

Overview

- ◆ Students begin with a warm-up that Shows how miscommunication can take place. They then learn about and practice active listening. Next, they conduct an activity teaching different styles of communication and the advantages of assertive communication. Finally, the teacher reads a story about two brothers assigned to watch the villages' cows..



Telephone game



Time

- ◆ 60 minutes



- ◆ Pen
- ◆ Note book
- ◆ Chalk
- ◆ Blackboard

Preparation



- ◆ Understand the objectives/goals and the key messages of the activity.
- ◆ Make sure to guide the students to do the activities according to the steps given.
- ◆ Prepare all the necessary materials.

Activity Steps

Step 1

Telephone

Now, tell students to play the educational game "telephone".

- ♦ Ask students to form a large circle and explain:
- ♦ I am going to whisper a message into the ear of the student to my right.
- ♦ S/he will then whisper the message to the person on her/his right and so on around the circle.
- ♦ Once you are told the message, you cannot ask the person who told you to repeat it. Ask: Are there any questions?

Step 2

Make up a silly sentence like: "I walk to school backwards and when I arrive I dance with the biology teacher" and tell it to the first student. After the last student hears the message, ask her/him to share the message with the class. Then announce the original message.

Step 3

Discussion questions:

1. Was the message the last student shared the same as the one I started with?
2. Why do you think the messages were different?
3. What is meant by "miscommunication"? Why are some reasons miscommunication happens?

Step 4 **Active Listening**

Explain: Next we will conduct an activity to learn how to be good listeners. Being a good listener is an important part of communication. Ask: What are things that make a good listener? When you want to tell someone something important, what are things s/he can do to make you feel comfortable?

Step 5 Write down students' answers on the board. Be sure to write down "making eye contact", "not interrupting", "repeating what the speaker says", and "respecting others" if students don't provide these.

Step 6 Divide students into groups of two. Ask one person in each group to be the speaker and the other the listener. Ask speakers to speak for two minutes about what they do on Saturday.



Speaker and listener

Step 7 After two minutes, ask speakers and listeners to switch roles. Ask speakers to discuss what they like about school and why. This time, ask listeners to be "bad listeners" by looking away, interrupting the speaker, and offering critical comments.

Step 8**Discussion questions:**

1. Did you use the good listening skills we listed?
2. How did it feel to listen using these skills? What about being listened to while someone used these skills?
3. Why is it important to be a good listener?
4. When are some times you can practice being a good listener?

Step 9**Communicating**

Divide students into groups of three and explain: Listening is only one part of communication. In order to communicate effectively, you must also be able to express and convince others of the validity of your ideas. In the next activity, you will divide into small groups and act out a scenario three times about an older student who asks a younger student for a pen which the younger student does not want to give. Each time, the younger student will communicate in a different way. In addition to actors, each group will have a director who will observe and report on the way the actors communicate.

Step 10**Explain the following**

One style of communication is passive communication. In passive communication, you put the values and opinions of others before your own. You imply to others that your feelings are not important and that you think you are inferior. You don't address the problem because you don't want to hurt the other person. You communicate passively by bowing your head, speaking very softly or tentatively, and apologizing frequently.

Instruct the actor playing the younger student to respond with passive communication. Give students 30 seconds to act out the scenario.

Step **11**

Discussion questions:

1. What did you observe? Actors, what did it feel like to be the older student? The younger student?
2. Do you think the younger student explain his/her ideas correctly?
3. Do you think the younger classmate will give the older student the pen?

Step **12**

Read the following:

Another style of communication is aggressive communication. In aggressive communication, you put your own values and opinions before those of others. You imply to others that their feelings are not important and that you think you are superior. You communicate aggressively by clenching your fists, pointing your fingers, staring, speaking loudly, and accusing the other person.

Instruct the character playing the older student to play using the aggressive method of communication. Allow students 60 seconds to present their roles.

Step **13**

Discussion questions:

1. What did you observe? Actors, what did it feel like to be the older student? The younger student?
2. Do you think that both students explain their ideas correctly?
Why?
3. Do you think the younger classmate will give the older student the pen?

Step 14 Explain the following:

A last style of communicating is assertive communication. In assertive communication, you uphold your values and opinions while respecting those of others. You imply to others that you are both important and equals. You communicate assertively by using smooth, relaxed movements and by speaking with a firm voice.

Instruct the younger student to respond with assertive communication. Give students 60 seconds to act out the scenario.

Step 15 Discussion questions:

1. What did you observe?
2. Do you think both students express their idea correctly? Why?
3. Which style of communication do you think was the most effective? Why?

Step 16

Story:

Abdulkarim and Ibrahim

Explain: Next I will read a story about two brothers assigned to look after the villages' cows. Listen closely



The teacher reading the story

Abdulkarim and Ibrahim

It was an unusually warm, sunny day in August. Normally at this time of year, it would have been raining, but the sun, having been absent for a couple of months, was preparing for its return. Abdulkarim and Ibrahim were on their way to the fields with the villages' cows. For the fourth time this summer, they had been selected to take the cows to pasture.

It hadn't been an easy summer for Abdulkarim. Abdulkarim liked his older brother very much, but every time he and Ibrahim had been selected to take the cows, Ibrahim would leave him to into town. He always assured his younger brother that nothing would happen and that Abdulkarim was big enough to look after the cows on his own.

Kharim was not happy with the arrangement. The first time his brother left him, he tried to protest, saying that he was not old enough to be in charge of so many cows. Ibrahim told him to stop worrying. He also threatened Abdulkarim, saying he would beat him if he said anything. Abdulkarim remained silent.

The summer continued like that, with Ibrahim leaving Abdulkarim every time they took the cows to pasture. The last time, though, Abdulkarim saw a hyena come out of the rocks by the trail. At that point, he decided that whatever the consequences, he would tell his brother what was bothering him and insist that he help; otherwise, Abdulkarim would tell their parents.

Ibrahim was surprised that his younger brother would have the courage to say anything to him, but Ibrahim had no intention of letting his brother tell him what to do. After all, he had been to the market and eaten bananas, sugar cane, and lemons and seen the big trucks. "So you are going to tell father, are you?" he asked menacingly. Abdulkarim was scared. He had seen his brother beat up one of the neighborhood kids once for making fun of his haircut - he knew that Ibrahim could easily overpower him.

"Ibrahim, I respect you very much as my older brother. I would not tell our father if it wasn't important, but you know the responsibility we carry in looking after these cows. If anything happens, the other farmers would blame father and you know he cannot afford to pay for a lost cow."



Abdulkarim and Ibrahim looking after the village cows

Ibrahim moved quickly towards his brother and was about to strike when he saw the conviction in Abdulkarim's eyes. He realized that no matter what he did, his brother was going to tell their father. Dejectedly, Ibrahim agreed to stay with Abdulkarim for the day and look for another opportunity to go to market.

The two brothers spent the day together grazing the cows and returned home, one sad that he hadn't been able to go into town, and the other relieved that his older brother had finally listened to him.

Step 17

Discussion questions:

1. Why was Abdulkarim unhappy with his brother?
2. What made Abdulkarim finally decide to tell Ibrahim that he would tell their father if he went into town again? Do you think this was easy for Kharim to say? What could have happened to him?
3. What style of communication did Abdulkarim use when he first talked to Ibrahim? What about the last time, when he talked to Ibrahim after seeing the hyena? Which way was more effective?
4. Have you ever had an experience similar to Abdulkarim? What did you do?



Explain the following points to summarize the activity:

- ◆ There are three ways of communication methods. These are, assertive, passive and aggressive. Assertive communication is the best.
- ◆ Listening is an important life skill.



Home Work

- ◆ Think how you can improve your communication skills.

Goal

- ◆ Help students understand their own values.



- ◆ It's important to understand your values, and where they come from.
- ◆ Values impact beliefs, principles, ideas, and behaviors.



- ◆ Students begin with a short creative activity to help them think about what they value. Then, students conduct an activity that requires them to take positions on a series of values' statements. Next, the teacher reads the story of two friends who get caught lying to their parents. Finally, the teacher assigns homework.

Time



- ◆ 60 minutes



- ◆ Masking tape
- ◆ Pen
- ◆ Chalk
- ◆ Blackboard
- ◆ Note book



- ◆ Draw a shield on the board like the one below:
- ◆ Write "agree" and "disagree" on pieces of paper and tape them on opposing walls. Write "unsure" on another piece of paper and put this somewhere in the middle of the room.
- ◆ Roll one piece of paper into a microphone shape for use as a fake microphone.

Activity Steps

Step 1 What does value mean?

Explain: Today, we will begin with a creative activity to get you thinking about what you value.

Step **2**



My shield

Ask students to take out a piece of paper and pen/pencil and copy the shield from the board. Then ask them to write the answers to the following statements on the corresponding parts of their shields:

1. I would like beif I could inthe future.
2. Animal that I would like to be if I were an animal.
3. Who is most important to me. (my mother, father, an artist)
4. One word I would like my friends to use to describe me.

Step **3**

When everyone is finished, ask volunteers to share what they wrote. After a few minutes, explain:

Our shields tell us some things about who we are and what we value. For example, if your friends describe you as "honest", maybe you value being an honest person. Or, if the person who is most important to you is your best friend, maybe you value friendship.

Values are the ideals, beliefs, or customs of an individual, family, or group. Values generally last a long time. Some values include: honesty, respect, compassion, and generosity. It's also possible to value things like money, friendship, and family. Ask: Who can think of one thing s/he values?

Step 4

Where do I stand?

Explain: In this next activity, each of you will have the chance to share some of your values with your classmates. On opposite sides of this room, I've placed two signs: "agree", "disagree". I will read a number of statements and you will have to decide whether you agree or disagree. For example, I might say, "girls are better at school than boys". You might agree with this statement. Or, you might disagree. Depending on how you feel, you will go to the sign that matches your feelings. If you are unsure, you can stay in the middle of the room.

Before we start, there are a few rules.

1. There are no "right" or "wrong" answers to any of these statements. Also, you must respect the opinions of your classmates.
2. Even if you don't agree with someone, you must show that person respect and try to understand why s/he feels the way s/he does. **Ask:** How do we show someone that we respect her/his opinion?



Students deciding their stands

Teacher's Tip:-

You don't have to read all the statements below. Determine for yourself how interested students are in continuing. If discussion questions lead to interesting debate, continue with that rather than trying to finish all statements.

Step 5

Ask students how they would accept or reject someone's view and thoughts.

Ask students to stand in the middle of the room and begin reading the statements below. Pass around the paper microphone after each statement to allow students to explain their positions. Not every student has to share her/his ideas. Based on comments, students can also change positions. After students decide, read the discussion questions that follow each statement.

Where do I stand?

1. It is important to be popular.
 - A. Why is it important to be popular?
 - B. Is it sometimes good to make decisions that may make you unpopular?
2. It is important to have more money than other people.
 - A. Why is having more money than other people important?
 - B. What does it take to make a lot of money?
3. It is more important for boys to go to school than girls.
 - A. Is it fair for boys to go to school when girls don't?
 - B. What are the benefits of having both boys and girls educated equally?
4. Chewing chat and drinking alcohol is okay for people our age.
 - A. Why do some youth chew chat and drink alcohol?
 - B. How can chewing chat and drinking alcohol hurt you from achieving your dreams?

-
-
5. Looking after children is not a man's job.
 - A. Whose responsibility is it to look after children?
 - B. Is it fair that only women look after children?
 - C. What might be some good things that men can bring to looking after children?

 6. You should always tell your friend if s/he is making a bad decision.
 - A. When is it a good time to tell your friend s/he is making a bad decision? When should you not say anything?
 - B. What are some of the consequences of telling your friend s/he is making a bad decision?

Step 6

Story: "Tesfaye and Yasin"

Explain: Next I will read a story about two friends get caught in a lie. You may know people who have experienced similar situations. Listen closely.

Tesfaye and Yasin

Tesfaye and Yasin were smart boys, but they were very lazy. Instead of studying their lessons after school, Tesfaye and Yasin preferred to play football in the fields with the boys from town.

As the first semester ended and the teachers posted notes, Tesfaye and Yasin were below 50 in most of their classes. Tesfaye was even the last student in the whole 5th grade in math. One of their teachers scolded them, saying they'd have to improve their marks if they wanted to pass into the next grade, but Tesfaye and Yasin were already planning what they'd do in the football match that afternoon.

When the boys arrived at their own homes that evening, they told their parents that they had achieved excellent marks in school, with both claiming they were the top in the class in six subjects. Their parents were very proud and couldn't help but imagine their sons going on to great futures.

It so happened that that evening there was a meeting of the kebele. The kebele had much to discuss - in the last week, a cow had been stolen from one of the member's compounds and there was a rumor that, due to the excellent harvest that year, the kebele would ask the woreda to upgrade the primary school to include a junior secondary school.

The meeting was completed without much surprise, though some kebele members were skeptical about the story of the stolen cow. Some kebele members thought the farmer made the story up and had actually lost the cow because he left the gate open to his compound. But all in all, it was a fairly normal gathering of kebele members.

As the meeting ended, participants gathered to hear the latest gossips. Tesfaye and Yasin's fathers found themselves in the same group of men and conversation slowly shifted towards the topic of schooling or perhaps it was guided there. Whatever the case, the men soon found themselves talking about the semester results that had recently been posted.

Tesfaye's father, always a bit of a boastful man, couldn't help but remark that his son had achieved top marks in six out of the eight subjects. He said that he and his wife were already thinking about how they would arrange to send their son to high school at the woreda.

It took Yasin's father a moment to realize what he'd hear, but he soon recognized that something was amiss. A decisive man, he immediately sought out the boys' teacher who happened to be at the meeting. "Ato Bekele", he inquired, "I just heard that Tesfaye achieved top marks in the class, but earlier today, my son told me that he had achieved top marks. Please tell me, who is correct?"

The teacher, a young man always respectful of his elders, immediately understanding what had happened, couldn't help but smile. "Ato Mohammed", he said, "I'm afraid that both you and Tesfaye's father are mistaken. In actual fact, Yasin and Tesfaye are at the bottom of the class in most subjects. The teachers and I suspect they've been playing football after class instead of studying".

Well, it's not difficult to imagine how this story ended. Tesfaye and Yasin spent the rest of their afternoons locked in their rooms studying. To punish them for lying, they weren't allowed to go out on weekends and they were given extra housework. Both boys managed to pass from the 5th grade, although with much lower marks than the previous year.



Yasin's father discussing with the teacher

Step 7

Discussion questions:

1. Why did Tesfaye and Yasin lie to their parents about their marks? Do you think what they did was right?
2. What were the consequences of them lying to their parents?
3. Can you think of examples when the consequences of lying might be even more serious?
4. Do you know any of your peers who lie to their parents? If so, how can this be a bad thing?



Discuss the following points briefly:

- ◆ To understand our values is very important.
- ◆ Values impact beliefs, principles, ideas and behaviours.



Home Work

- ◆ Ask students to discuss their values with their parents when they go home.

Knowing yourself, believing in yourself

3

Goal

- ◆ Improve students' self-confidence.



- ◆ Being self-confident makes you feel better and helps you make good decisions.



- ◆ Students write and exchange positive words or phrases about their classmates. Then, the teacher explains and two students demonstrate role-plays. Next, the teacher reads part of a true story about a girl who encountered great obstacles as a child. Students then role-play possible endings to the story after which the teacher reads the actual ending. Finally, the teacher assigns homework.

Time



- ◆ 60 minutes



- ◆ Pen
- ◆ Paper
- ◆ Chalk
- ◆ Blackboard



Preparation

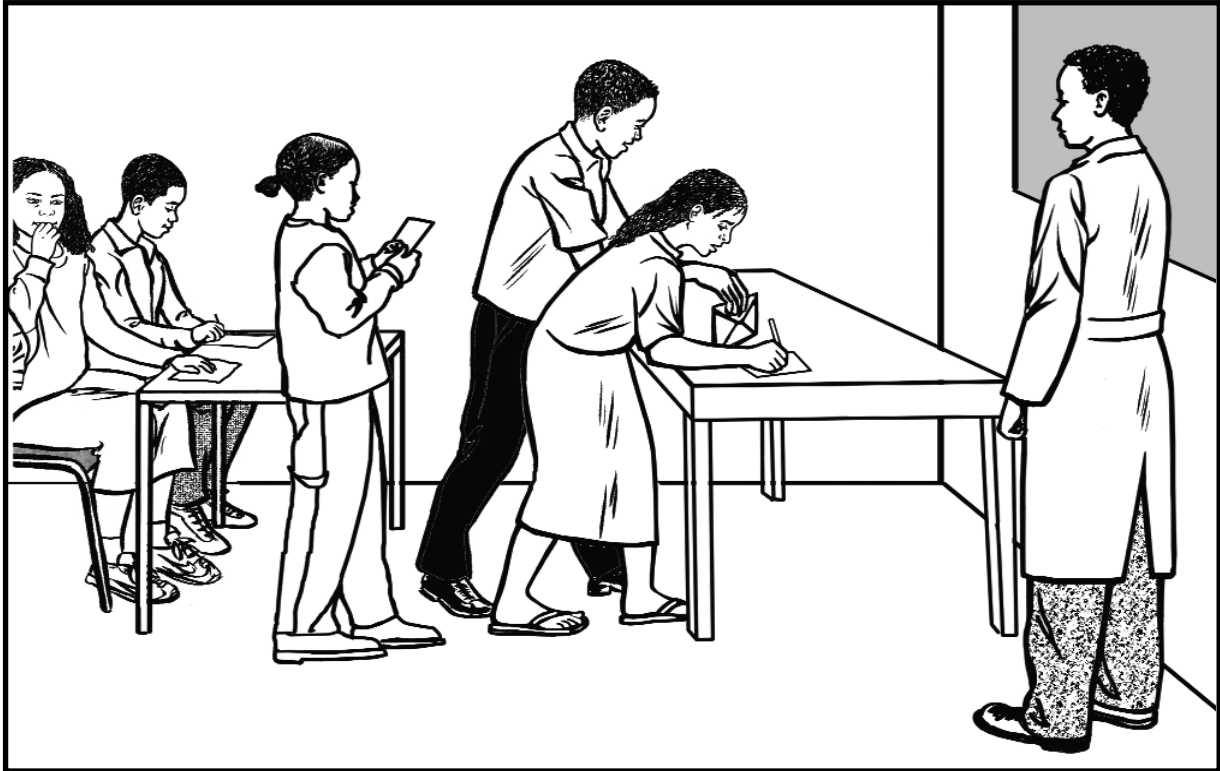
- ◆ Understand the objective and key messages of the activity.
- ◆ Try to know the given steps.
- ◆ Prepare the necessary materials in advance.

Activity Steps

Step 1

How I'm special

Ask students to sit in rows in desks, take out a pen and piece of paper, and rip the paper into four pieces. **Explain:** To start with today, each of you will write one nice thing about the people sitting around you. You can write a word or phrase about the other person like "sweet" or "great football player", but your comments must be positive. You will write four comments total, one each for the person in front, behind, and to the left and right of you. When everyone is finished, you will exchange comments. **Ask:** Are there any questions?.



Students writing their friend's best quality

Teacher's tip:-

Be sure that students take the activity seriously and write positive comments about their classmates.

Step 2

Begin the activity. After a few minutes pass, instruct students to exchange papers and read what others wrote.

Step 3

Discussion questions:

1. Does anyone want to share what other people said?
2. Does it feel good to know that other people think positive things about you?
3. How can knowing your positive qualities and feeling good about yourself help you achieve in life?

Step 4**Overview of role-plays**

Explain: As we work through the activities in this program, we will sometimes do "role-plays". **Ask:** Does anyone know what a role-play is?

Explain: A role-play is a very short play, where individuals act out other peoples' stories. For example, at town festivals, sometimes people act out funny or serious stories of husbands and wives. When doing role-plays in this group, you should try to be very serious and act the way you think the person you are imitating would.

Step 5

Demonstrate a role-play. Ask for two volunteers to act out the following role-play for the class: An older brother tells his younger sister to cook for him when she wants to study for the math test.

Step 6

Explain: Next I will read a true story about a woman who encountered great obstacles as a girl. Before I finish, I will stop the story and two groups will role-play possible endings.

Step 7

Story: Chaltu

Chaltu

Growing up in a small village 150 km to the west of Addis Ababa with very few resources, it wasn't always clear to Chaltu what she would become. Her father was very supportive of her education, insisting that she and all of his children attend school, even though it was very difficult at the time. Chaltu thought she might like to be a nurse when her mother became sick at the age of thirteen and she saw all of the nurses coming to the house. Still, as a young girl, Chaltu didn't know what she'd become.

Her teachers were very supportive. By the time Chaltu entered middle school and had consistently high marks, particularly in math, her teachers told her that she would go on to great things. They even told other students to ask their questions to Chaltu, who usually had an answer for them. Still, Chaltu didn't know what she would become, but she knew she had to continue going to school and studying.

A lot of challenges presented themselves to Chaltu. When she was in 9th grade, a well-established man from Guder asked Chaltu's father to allow him to marry her. Chaltu's father, always committed to education, was reluctant. At the same time, times were changing, and being a man with some property, Chaltu's father feared that things could change for the worse, and so he agreed to the suitor's proposal.



Chaltu, going to school

Chaltu was distraught. She didn't tell her father no, but for two days she could not eat. On the third day, she attended a church ceremony and, exhausted from the lack of food, she fainted. Her family took her to the doctor, but they found nothing wrong. Chaltu confessed to her father that she did not want to give up her education for marriage. Her father hadn't realized school was so important to his daughter. From that day forward, he promised that she would never have to marry if she didn't want to.

Chaltu's father died only a month after she fainted in the church. Chaltu was very sad because she loved her father very much. She knew he would want her to continue studying, so Chaltu kept going to school. Boys, jealous because she and a number of her close girl friends kept achieving top marks in their classes, sometimes beat up Chaltu and her friends, but Chaltu kept studying.

When she was in 12th grade, about to take her final exams, the man who had previously asked her to marry him returned. Hearing that Chaltu was a successful student and fearing that she could be off to university in a short time, he decided to try and force Chaltu to marry him.

At that time, Chaltu was living in Bako with a number of female classmates because there was no secondary school in Guder. As classes had finished, Chaltu and her friends were going to professors' houses to collect their marks. On the way to collect their biology marks, the man found Chaltu. He approached her and gave his name. Although Chaltu couldn't recognize him by his appearance, she remembered the name and immediately began to run, even leaving her shoes behind. She made it to her house and locked herself inside for a month.

The month was not an easy one, but Chaltu persisted. During that time, one of her teachers, having heard about her problem with the man, offered to resolve the whole issue by marrying her himself. Chaltu refused. A boy her age also professed his love for her, but Chaltu declined his advances. Angry, the boy threatened to use a traditional medicine on her that would make her come to him when he said her name.

Step 8**Role-play: Chaltu**

Ask the class to identify the characters in the story and write their answers on the board. Ask for two groups of volunteers to play all the characters. Quietly, so that the other students don't hear, provide groups with one of the following endings.

Ending 1:- Chaltu gives up and marries the boy who used traditional medicine. (Be sure to show what happens to her in the future.)

Ending 2:- Chaltu refuses the advances of all men, continues her studies, and goes on to become a medical doctor.

Step 9

Instruct groups to leave the room and that they have five minutes to prepare their role-plays. While groups are preparing, ask the following discussion questions:

1. Why did Chaltu not want to marry the first man?
2. What happened when she told her father how she felt about marrying the first man?
3. Was it right for the teacher to ask her to marry? What about the boy who threatened to use traditional medicine?

Step 10

After five minutes, ask groups to present their role-plays to the rest of the class. Ask the group with "Ending 1" to go first.

Step 11

Discussion questions:

1. Which ending did you like better? Why?
2. Do you think it would be difficult for Chaltu to resist all the men trying to marry her? What do you think helped her resist their efforts?
3. Do you know any people who have experienced similar things as Chaltu?
4. What did or could they do to stay in school and succeed?

Step 12

Read the actual ending to the story below.

The boy with the traditional medicine scared Chaltu the most, but she did not give in to the him. Finally, when it came time to take her exams, a number of boys from Guder agreed to escort her every day to the school and back. They wanted to see their friend succeed, which she did, with top marks.



Chaltu, on duty being a nurse

A short time after finishing her exams, Chaltu received her results. She had been accepted into the medical college at Gondar. After that, no boy ever tried to force her to marry. Chaltu attended medical school at Gondar, graduating with a degree in medicine. Today, she is a doctor and the Medical Director of a hospital in Addis Ababa.



Conclude the activity by explaining the following points:

- ◆ Being self-confident makes you feel better.
- ◆ Being self-confident helps you make good decisions.



Home Work

- ◆ Ask students to discuss the advantages of being self-confident with their friends.

Making decisions and imagining our futures

4

Goal

- ◆ Teach students the steps they should take in and the importance of making good decisions.
- ◆ Help students think about what they'd like to be in the future.

Key Message

- ◆ Making good decisions is important, but can be difficult.
- ◆ Sometimes, there are a lot of things to consider when making decisions.
- ◆ It is important and to consider the input of people you trust and keep in mind the goals you have for yourself.

Overview

- ◆ Students begin with a brief writing exercise that asks them to think about their futures and decisions they will need to make in order to reach their goals. They then play a game requiring them to match -up and put in order decision-making steps that have been scrambled. Next, the teacher will then read a story about a young girl who makes and follows through on a difficult decision. Lastly, students develop a poem or story, song, or drawing about what they want to be in the future & the teacher will assign homework.

Time



- ◆ 60 minute



- ◆ Masking tape
- ◆ Pen
- ◆ Note book
- ◆ Chalk
- ◆ Blackboard



- ◆ Write Parts I and II of the decision-making steps listed below on separate pieces of paper and tape them in random places on the blackboard.
- ◆ Prepare the necessary teaching materials.
- ◆ Read and understand the key message and goal of the activity.

Step
Stop and define the problem.
Seek advice from others.
Pray or seek advice from religious leaders.
Think about what your parents would want you to do.
Consider all the options.
Think about the consequences of each option.
Make and act on the decision.
Take responsibility for your actions.

Activity Steps

Step 1 **By the time I'm...**

Explain: Making good decisions is an important life skill. You must make good decisions in order to succeed in life. In contrast, making bad decisions can limit your ability to succeed.

Ask: Can anyone give us examples of good or bad decisions students your age can make?

Step 2 Ask students to write the sentence, "By the time I am ____, I hope to have..." four times on a piece of paper. When finished, ask them to add five years to their current age and fill and put this number in the blank. Then, ask them to complete four sentences about what they hope to have done within five years.

Step 3 **Discussion questions:**

How might each of the following activities affect your ability to achieve the things you listed in the exercise we just did:

- a. Skipping classes and playing after school instead of studying.
- b. Being respectful towards your parents and elders.
- c. Chewing chat, smoking, or drinking alcohol.
- d. Hanging out with older members of the opposite sex.
- e. Going to church or mosque.
- f. Lying to parents and friends.
- g. Studying hard.

Step **4**

Decision-making match up

Explain: On the board, I've taped nine-steps commonly used in making decisions. However, I've broken the steps in half and written the halves on separate pieces of paper. Your job, as a class, is to match up the phrases and put them in chronologic order. One half of one step can only be matched with its other half.

Ask: Are there any questions?



Accepting useful advice from someone



Determining future's life

Ask for one volunteer to match a phrase. Tape correct matches together on one side of the board and continue until all phrases have been placed correctly together. Then, ask volunteers to put the steps in chronologic order. When all phrases are correctly matched and in order, ask one student to read the list.

Step 5

Discussion questions:

1. Are there any steps missing? Would you make any changes to the order of steps?
2. Who can think of a time when it would be good to use some or all of these steps in making a decision?
3. What are the obstacles that would prohibit us from using the decision-making steps?

Step 6

Story: Sara

Explain: Next I will read a story about a young girl who faces a difficult situation. Listen closely and think what you would do.

Step 7

Read the story "Sara" below.

Sara

The school year was a week away, and Sara sat on her bed anxiously waiting to hear her parents' decision. For two years, Sara hadn't been allowed to attend school. Her father said the family didn't have money to pay for books and pens and that they needed her to help with work around the house. Still, she had quietly suggested to her mother that she really hoped this would be the year she could return to school.

When her father called her into the house, Sara could tell from his voice that the news would not be good. "Sara", he quietly said, "we would very much like to send you to school this year, but unfortunately, we are unable to. With your new baby brother and us having to look after my brother's cows, we need all the help we can get around here."

Sara was stung by the news and briefly hung her head as she walked out of the room. She respected her father very much, but was sad and even a bit angry. After all, the other girls her age were attending school, and some of their families had encountered much worse hardships than Sara's. She didn't think it was fair that just because she was a girl, she had to stay home.

Now, Sara was a smart girl and although she was sad upon actually receiving the news, she had thought hard and prayed on the subject many times. She'd spent hours discussing and weighing her options with her friends and when the news actually came, she put her plan into action.



Sara, thinking how to overcome the challenges she face

After her father left for the fields, Sara sought out her mother and calmly delivered the speech she'd rehearsed 100 times in her head, "Mother, I respect you and father very much. I've always listened to you and done what you asked, but is there any way father could be persuaded to change his decision about sending me to school. All the girls my age are going and some of them have become quite useful to their parents. They are all starting to speak the language of the Farenj and Ahmad even writes letters for her father's shop sometimes."

"Even more, I will sell tea at the school and sugar cane and oranges in the market on weekends to pay for my books and pens. You and father won't have to pay anything. And I won't miss any of my work around the house. If I miss even one task you ask of me, you can take me out of school the next day."

Sara didn't push the subject, instead letting her words sink in, but she could see that her mother had been affected. For the next two days, Sara continued asking and reasoning with her mother about schooling.



Sara, discussing with her family

Finally, on the third day, Sara's mother relented and agreed to support her decision. Secretly, Sara's mother was proud of her daughter, but she was afraid her husband would refuse, so she kept her feelings to herself. She asked Sara to talk to her father that evening and even suggested points she knew he would be receptive to.

When Sara's father returned from the fields that evening, Sara made the speech of her life, paying special attention to the points her mother had told her to focus on. Sara's father, though skeptical about girls' schooling, couldn't believe the strength, logic, and calm manner of his daughter. His heart melted and he relented. Sara registered for class the next week. Although her parents were very strict with her, closely watching to see that she did all of her housework and paid for everything herself, Sara managed to stay in school.

Step 8**Discussion questions:**

1. Why didn't Sara's father want her to go to school?
2. What major decision did Sara make and what steps did she use to make it?
3. If Sara hadn't acted so calmly, would she have been successful in convincing her parents to change their minds?
4. Do you know anyone who's been in Sara's situation? What decision did they make and how did they make it? How has the decision affected her/him?

Step 9**Write, sing, or draw**

Explain: Sometimes, it's difficult to make good decisions. Like you just saw, it was difficult for Sara to decide to face her parents was a difficult decision. Many girls would simply have accepted what their parents said. One way to help you make good decisions is to think about what you want to be in the future. If you know what you want to be, it is much easier to make decisions that will help you reach your goals.

Step 10

Instruct students to create a poem, story, song, or drawing about what they want to be when they are 25 years old. After 10 minutes, allow two to three students to share their work with the class. Ask presenters to explain why they chose what they did.

Step 11**Discussion questions:**

1. How can knowing what you want to be in the future help you make good decisions today?
2. If you don't know what you want to be, is it more difficult to make good decisions??



Home Work

Talk to your parents

- ◆ Ask students to explain their story or poem, song, or drawing to their parents.
- ◆ Tell students to ask their parents how they can support them to achieve their future goals.



Summarize the activity by explaining the following points:

- ◆ Making good decisions is very important in life.
- ◆ There are a lot of things to consider when making decisions.
- ◆ The input of people you trust is important to make a good decision.



Home Work

- ◆ Let the students discuss on some important steps to make good decisions.

Personal and environmental hygiene

5

Goal

- ◆ Encourage students to adopt important personal and environmental hygiene.



- ◆ Good personal and environmental hygiene can help you stay healthy and increase your self-esteem.
- ◆ Good hygiene requires daily attention.



- ◆ Students begin by singing a song about hygiene. They then conduct a brief exercise showing how germs are transmitted. Next, students look at and discuss pictures showing poor hygiene habits. Finally, the teacher assigns homework requiring them to monitor their hygiene habits for one week.

Time



- ◆ 60 minutes



- ◆ Charcoal or ash
- ◆ Pen
- ◆ Black board
- ◆ Note paper
- ◆ Chalk



Preparation

- ◆ Write the "Hygiene Song" on board.
- ◆ Write the "Hygiene Checklist" from the homework section on the board.
- ◆ Understand the key message and the goal of the activity.
- ◆ Prepare necessary teaching materials.

Activity Steps

Step **I** Hygiene song

Sing the "Hygiene Song" from below.

Hygiene Song

To the beat of "Lijinite".

**Health for me, health for me, more than milk and honey.
Health for me, health for me, it is better than money.**

Washing body now, using the soap and water,
It makes me feel so good, just like a great king's daughter.
Wear clean clothes today, makes me feel fresh and strong,
I cannot wait to play, and won't you sing along.



***To keep our hair clean
is vital***

**Health for me, health for me, more than milk and honey.
Health for me, health for me, more than milk and honey.**

Washing and combing hair, keeping my nails short,
At least twice a day, my teeth I brush like sport.
Hygiene is for me, the best way to prepare,
For life out in the world, when clean I have no cares.



***We need to brush our
teeth after every meal***

**Health for me, health for me, more than milk and honey.
Health for me, health for me, more than milk and honey.**

But as you must well know, hygiene is more than washing.
Or cutting, clipping, combing, hygiene is all around us.
Every single day, we must check the latrine,
To see there's soap and water, for this is how I clean.



**Health for me, health for me, more than milk and honey.
Health for me, health for me, more than milk and honey.**

Also I must cover, all water and all food,
That I will be consuming, if not it would be rude.
I must use clean utensils, and glasses and clean plates,
And clean them when I'm done, for all of my housemates.

***We have to cover pans &
plates after every meal***

**Health for me, health for me, more than milk and honey.
Health for me, health for me, more than milk and honey.**

The last thing I must do, before I leave this song,
Is tell you all one more, just wait it won't take long.
Make sure your house is clean, and that your compound swept,
And if you do these things, your health it will be kept.



***We should keep our
environment clean***

**Health for me, health for me, more than milk and honey.
Health for me, health for me, more than milk and honey.**

Step 2

Discussion of hygiene

Ask: Who knows something about hygiene? **Explain:** Hygiene includes practices, such as frequent hand washing and bathing, that help ensure cleanliness and good health. Good hygiene helps you prevent the spread of germs that can cause flu, colds and more serious illnesses like hepatitis and shigellosis. You can't always see germs; that's why it's important to develop and use good hygiene practices regularly.

Good hygiene is not limited to your body. Good hygiene is also taking care of the place you live, work, go to school, etc. Using a latrine, storing water and food in a safe place, cleaning your compound, and burning trash are examples of environmental hygiene practices that can help you stay healthy.



Students discussing the question to answer

Step 3**Follow that germ**

Ask for a volunteer and instruct her/him to rub ash all over her/his hands. Then, instruct the student to conduct the following activities:

1. Give your homework to the teacher.
2. Greet a friend.
3. Share a pencil or pen with a classmate.
4. Sit down and put your hands on your desk.
5. Open the door or window to the classroom.

Step 4**Discussion questions:**

1. What happened to the ash/charcoal? Raise your hand if you have ash/charcoal on any part of you.
2. Why is it important to wash your hands regularly?

Step 5**Identifying good and bad hygiene**

Explain: Next we are going to look at some pictures showing poor hygiene practices. You will look at each picture and tell the class and discuss what the hygiene problem is and what the individual should do.

Ask: Are there any questions?

Step 6

Show students the hygiene pictures on page 39. After each picture, ask students what is wrong with the individual's hygiene in the picture and what s/he should do

Hygiene checklist

Ask students to make a list of all the things they think a person should do to maintain good personal and environmental hygiene. Write their answers on the hygiene checklist you wrote on the board. Possible hygiene habits include:

Washing face with soap and water, washing body, wearing clean clothes, washing and combing hair, brushing teeth, cleaning and clipping nails, using a latrine and keeping soap and water close by, covering water and food, cleaning utensils, plates, and cups, sweeping the compound, and burying trash.

Teacher's tip:-

Make sure the habits students select are things they can realistically do.

Explain: For your homework, you will record your personal and environmental hygiene habits over the next seven days. Every time you complete one of the activities on the list you just made, put a check in the box.

Step 7

Ask students to copy the checklist from the board. Instruct them to share their checklists with their parents.

Hygiene Checklist

Hygiene activities we should do	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Washed my face with soap							
Combed my hair							
Washed my feet							
Washed my socks/scarf							
I washed my body							
Washed my clothes							
Clipped my Nails							
Shaved /Cut/Braided/my							
Cleaned cooking/eating/drinking utensils							
Cleaned my house							
Cleaned my compound							
Cleaned my School Compound							
Cleaned/covered the toilet							

Step **8**

Hygiene checklist review

Ask students to add up the number of checks they have on their Hygiene Checklists.

Step **9**

Discussion questions:

1. Were there any hygiene activities that were difficult to accomplish? If so, which ones?
2. Who thinks they can improve their hygiene? (Answer: Everyone!) How?



Explain the following points briefly to conclude the activity:

- ◆ Good personal and environmental hygiene can help you stay healthy.
- ◆ Good hygiene requires daily attention.



Home Work

- ◆ Barattootni gabatee to'anna qulqullinaa eeggannaadhaan guutanii torban dhufu akka fidanii dhufan itti himi.

Our bodies and puberty

6

Goal

- ◆ Help students understand the reproductive organs of men and women and their functions.
- ◆ Make students understand adolescence and puberty is a normal change in life.

Key Message

- ◆ Puberty is a normal change that comes during adolescence.
- ◆ Puberty affects adolescents at different times and in different ways.
- ◆ All adolescents experience puberty.

Overview

- ◆ Students review their "hygiene checklists" from the previous activity. They then look at and label pictures of reproductive body parts. Next, they play a game where they must match reproductive body parts with their functions. After that, they play a trivia contest that tests their knowledge of puberty. Finally, the coach assigns homework that helps teach students about the challenge involved in having a baby.

Time))



- ◆ 60 minutes



- ◆ Masking tape
- ◆ Pen
- ◆ Paper
- ◆ Chalk
- ◆ Blackboard

Preparation



- ◆ Draw the pictures from step 4 on the board, but do not label them..
- ◆ Copy the table on the next page onto the board. Do not draw the lines connecting body parts and functions:.
- ◆ Understand the objective and key messages of the activity.
- ◆ Prepare all the necessary materials in advance.

Body Part	Function
Fallopian tubes	A pouch of skin that contains the testicles and the tubes where sperms are stored and transported to the penis.
Ovaries	Male sex organs. Produce and store sperm, and they are also the body's main source of male hormones.
Uterus	The external male sex organ used to have sexual intercourse and to convey urine outside the body.
Vagina	The transport tube leading from the bladder to discharge urine outside the body.
Urethra	The muscular canal extending from the uterus to the outside of the body. During sexual intercourse, the man's penis enters here.
Penis	A hollow organ located in a woman's lower abdomen that holds a fertilized egg as it develops into a fetus.
Testicles	Small organs on either side of the woman's uterus where eggs are made.
Scrotum	Tubes through which eggs move from the ovaries to the uterus.

Ask one or two students to collect approximately 40 rocks of between two and three kilos, or one for each student. Place the rocks outside of your classroom.

Activity Steps

Step 1

Explain:

Today we are going to learn about the human body. The human body is an amazing thing. The average human's heart beats 35 million times a year. In your lifetime, your heart will pump about 1 million barrels of blood or enough to fill more than three supertankers! Your body also creates a new skin every month and new skeleton every three months.

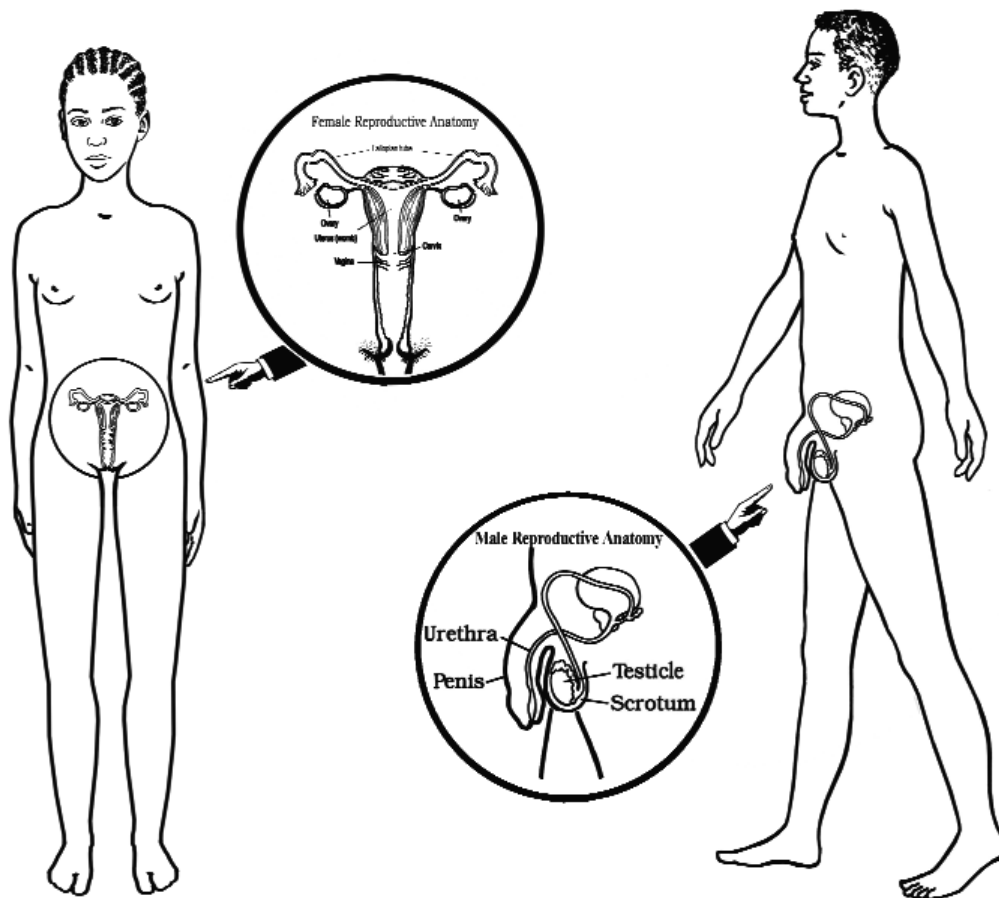
Today, we will be specifically looking at one part of the human body the reproductive system. Ask: Does anyone know what the reproductive system is? Or, what reproductive parts/organs are?

Allow students a few minutes to define reproductive system, then **Explain:** Reproduction is the process of making babies. Mothers and fathers may engage in reproduction when they have sex. The reproductive system includes the parts of the body with which men and women reproduce, or make babies.

Step 2

Explain: On the board, I've written a list of reproductive body parts and drawn pictures of the male and female reproductive systems. Your job is to label the reproductive body parts.

Ask for volunteers to label the male and female reproductive



Teacher's Tip:-

In order to get girls' participation in this activity, you may be required to call on them.

Step 3

Once students label all the reproductive body parts, **Explain:** Next to the reproductive body parts I've written on the board are nine body part functions. However, they are not arranged in order. Your job is to match which body part goes with which function.

Step 4

Ask for a volunteer to match the first body with its function by drawing a line between the two. After each student tries, ask the class if they think s/he is correct. If not, ask the class to correct the student.

Step 5**Discussion questions:**

1. Why is it important to talk about reproductive body parts?
2. Was it uncomfortable using some of the words we used in the game you just played? Why or why not?

Step 6**Puberty trivia contest**

Ask: Who knows something about puberty? After students discuss for a few minutes, explain: Puberty is a time when extra chemicals called hormones cause physical and emotional changes in young girls and boys. Once you go through puberty, you are able to make babies because your reproductive body parts become mature. Girls are able to make eggs and boys can produce sperm.

Some of you may already be experiencing puberty. Others may experience it later. Girls generally start puberty between the ages of 9 and 13 and boys between 10 and 16. Even puberty hasn't started for you yet, you will all experience puberty.

Changes occurred on boy and girls during adolescent age

Changes that occur in Girls

- ◆ Ovaries begin to produce eggs
- ◆ Widening of the pelvic bone
- ◆ Breast development
- ◆ Vaginal and uterus enlarge
- ◆ Growing pubic hair
- ◆ Uterus walls prepare for pregnancy
- ◆ Menstruation occurs
- ◆ Mood Changes occur:
 - Show sexual interest
 - Experience restlessness
 - Experience mood swings

Changes that occur on Boys

- ◆ Wet dreams
- ◆ Sudden growth of height and weight
- ◆ Testicles grow and start to produce sperm
- ◆ Penis enlarges
- ◆ Grow facial and pubic hair
- ◆ Voice changes (becomes deeper)
- ◆ Develop greater muscle mass and physical strength than girls
- ◆ Mood Changes occur:
 - Show sexual interest
 - Experience restlessness
 - Experience mood swings

Step 7

Explain: In the next activity, you will take answer true/false questions about puberty. Before we start, though, you have to learn some more definitions of words related to puberty.

Ask students to define each of the following words: menstruation, ejaculation, and conception. Provide students with the definitions included below:

Menstruation:

Menstruation happens when your ovaries begin to release eggs. If the eggs are not fertilized by sperm from the male, they are passed from the body along with other tissue and blood. Menstruation happens to all women and is nothing to be ashamed of. Although you may feel self-conscious, nobody knows you are menstruating.

Ejaculation:

Ejaculation is the ejection of sperm from the penis, usually during sexual intercourse. If you are experiencing ejaculation, don't feel self-conscious - it's perfectly normal.

Conception:

Conception is the point at which sperm fertilizes an egg. Sperm leaves the penis during sexual intercourse and passes up the uterus. If the female has produced an egg from one of her ovaries, one sperm will enter the egg. Once together, the sperm and egg begin to grow. Nine months later, a baby is born.

Step 8

Once you have defined the words from Step 7, ask students to break into single sex groups of 5 or 6. Ask each group to give you a name and write the names on the board. **Explain:** This next game will test your knowledge of puberty. I will read a series of statements that relate to puberty. As a group, you must decide if the answer is true or false. Your group will receive one point for each correct answer. At the end of the game, the group with the most points wins. **Ask:** Are there any questions?

Step 9

Read the statements below. Once students answer a question, read the explanations that follow. Add up points and recognize the winning group at the end of the contest.

Puberty Trivia Contest questions

1. 1. All girls' bodies begin to change when they are 11 years old.

False

Every girl develops at her own time, with some as young as eight or nine and others not until 14 or 15.

2. Girls usually start puberty before boys.

True

Boys' bodies usually start to change two years later than girls. However, some girls change at a later age, while some boys change at an earlier age. Each person is unique.

3. Girls have periods on the same day of every month at the beginning of puberty.

False

It is very common for monthly periods not to happen at fixed times. Sometimes it happens at the same time for one or two months, then not again for a couple of months. After one or two years, a girl's period becomes more regular.

4. Monthly periods happen once a girl has started having sex.

False

Menstruation happens when unfertilized eggs are passed out of a woman's body. They can happen whether or not a woman is having sex.

-
-
5. During puberty, boys' voices begin to crack and get deeper.

True

6. During puberty, our bodies change, but our feelings stay the same.

False

During puberty, your mood changes frequently and you may often become annoyed. You may also start to worry about how you look and what people think of you and you may become interested in girls or boys.

7. There is no need to worry about the size of our sexual organs (private parts).

True

Everyone has different size sexual organs. Some boys' penises are bigger than others and some girls' breasts are bigger than others. Size is not important. Boys with small penises can make a girl pregnant and girls with small breasts can breastfeed.

8. Sperm comes out of the body through the boy's penis.

True

Sperm is made in the testicles. During sexual intercourse and wet dreams, sperm comes out of the penis.

9. Sometimes, sperms come out of the boy's penis at night.

True

This is called a wet dream. It is normal and is nothing to be ashamed about.

-
-
10. All boys will grow hair on their chests..

False

Some men have hair on their chests while others do not. Bodies develop in different ways. Just as you see tall and short men, some men have hairy chests while others don't.

11. All girls will have large breasts when they get older.

False

Some women have large breasts while others do not. Breast size does not affect whether a woman can breastfeed.

12. It is even more important to practice good hygiene during puberty because your body is changing.

True

During puberty, your sweat glands start working more and your skin becomes oily. Also, your sex organs begin producing their own fluids. As such, you should wash at least once a day to make sure you are clean.

13. Boys may have erections more frequently during puberty, even when they don't want to, because of increased sex hormones.

True

During puberty, boys' experience frequent erections, which happen when blood fills the penis, causing it to harden. Erections are very normal and nothing to worry about.

Step 10

Ask students to take out a piece of paper and write any questions they still have about puberty, menstruation, ejaculation, or others. Explain that the questions are anonymous - they shouldn't write their names on the paper, and that they will be answered by a health provider. After a few minutes, ask students to put their questions in a bag.

Explain the following points precisely to give a rundown of the activity:

- ◆ Puberty is a normal change that comes during adolescence.
- ◆ During puberty various change occur such as breast growth, facial and pubic hair development and appearance of pimples and so on.
- ◆ Girls and boys experience adolescence at different ages.
- ◆ When the girls develop eggs they begin the menstruation cycle and boys begin to produce sperm.





Home Work

1. **Explain:** For your homework, each of you will learn what it feels like to be a mother. Boys, obviously you can't be mothers, but this exercise will help you understand how challenging mothering can be.

Outside the classroom, I've placed one rock for each one of you. All rocks are between 2-3 kilos, which is about the weight of a newborn baby.

For the next week, your assignment will be to carry the rock with you wherever you go, just like you would a baby. If you go to your friend's house, you must take your rock with you. While you are eating dinner, your rock should be by your side. When you wash yourself, you don't have to take the rock with you, but you should keep an eye on it. The only time you don't have to have your rock with you is in the classroom. During school hours, you can leave your rocks outside the classroom.

You must treat your rock with the respect and love you would treat your baby. You may want to name or dress your rock. Some of you may want to give pretend feedings to your rock. Whatever the case, you are all responsible for your rocks until the next activity. I will sign my name on each rock. Those of you who bring back your rock next week are winners. If I see any of you around town without your rocks, you are disqualified from the competition.

2. Provide each student with a rock and sign your name to it.

Harmful traditional practices and gender

7

Goal

- ◆ Help students identify and understand harmful traditional practices.
- ◆ Help students adopt healthy attitudes towards harmful traditional practices.
- ◆ Help students identify and understand that division of labor is a harmful traditional practice.

Key Message

- ◆ Harmful traditional practices are practices passed down over time.
- ◆ Harmful traditional practices have negative health and social consequences
- ◆ Harmful traditional practices usually affects women
- ◆ Examples of harmful traditional practices in Ethiopia include early marriage, abduction, and female genital cutting.
- ◆ Sex based division of labor is traditional and not natural.
- ◆ The word sex means the natural differentiation between a man and a woman.
- ◆ The Gender is created by the society. Gender based differences are the way of thinking of the society, and society determine the assignment of roles and responsibilities to men and women. As this way of thinking is set up by society, it is possible to change this by society.



- ◆ The teacher congratulates students who completed the homework from the previous activity. Then, the teacher (or health provider) answers students' anonymous questions from the previous activity. Next, students look at and discuss pictures showing harmful traditional practices. The teacher then read a story highlighting a harmful traditional practice, for which students role-play alternative endings. Finally, the teacher will lead a discussion about gender.



- ◆ 60 minutes



- ◆ Pen
- ◆ Paper
- ◆ Chalk
- ◆ Blackboard

Preparation



- ◆ Seek out a health provider to answer students' anonymous questions from the previous activity. If possible, invite the health provider to answer questions in person..
- ◆ Understand the key message and the goal of the activity.
- ◆ Prepare necessary teaching materials.

Activity Steps

Step 1 Ask students to bring in their rocks from the previous activity's homework. Recognize students who kept their rocks with them for the entire week.

Step 2

Discussion questions:

1. Was it difficult to carry around your rock for the entire week? If so, how/why?
2. What do you think it might be like to have a real baby?
3. Boys, what do you think it is like for mothers who have babies?

Step 3 Answer students' anonymous questions about puberty, menstruation, ejaculation, etc., from the previous activity.

Step 4

Thinking about harmful traditional practices

Ask: Has anyone ever heard the term harmful traditional practices? If so, what have you heard about it?

If no one answers, **ask:** What about customs that we no longer perform in Ethiopia? Are there customs from your parents' generation or even before that that people no longer practice here (e.g. slavery)?

Explain: Harmful traditional practices are practices that hurt women and girls' reproductive health and rights. They are generally passed from generation to generation and are often believed to benefit women and girls, though this is usually not the case. **Ask:** Can anyone think about traditions in Ethiopia that hurt women and girls' reproductive health and rights?

Early marriage

A girl that marries before the age of 18 will be exposed to pregnancy and birth risk such as fistula. She will also be at high risk to be infected by HIV and other STD's as well since the husband is older and might have previous sexual experiences.



The pressure of early marriage on women

Abduction

It is a type of marriage that is done by forcefully abducting a girl. This causes physical harm. The girl will also be forced to have sexual intercourse with a person she did not choose. This can expose her to HIV/AIDS and other STDs..



The worst side of abduction

Female circumcision

It is done by cutting and removing the clitoris. The process could be done using sharp blades that are unsanitary exposing her to HIV/AIDS and other diseases. It can also cause complication during birth.



Female genital mutilation (FGM) is the result of harmful traditional practices

Step 5

After students discuss for a few minutes, show them pictures of HTP from pages 60 - 61. After each picture, ask the following discussion questions:

1. What do you see happening in the picture?
2. What do you think will happen to the characters in the future?
3. Do you know people who this has happened to? If yes, what was it like for them?

Teacher's Tip :-

Draw the table below and show that females are harmed more than men because of harmful traditional practice.

Sex	Types of Harmful Traditional Practices			
	Female circumcision	Abduction	Early marriage	Marriage inheritance
Male				
Female				

Tell students that you will be reading them a story about the older man who married a young girl and that two teams will do a play with two different endings.

Step 6**Discussion questions:**

1. Now that we've discussed a bit, can anyone define "harmful traditional practice"?
2. Do you know of any harmful traditional practices that weren't shown in the pictures?
3. Are men and women and boys and girls equally affected by harmful traditional practices? Why or why not?

Step 7

Read the story "Mesfine and Tezeta" below

Mesfine and Tezeta

Mesfine first saw Tezeta when she was 12. He and his friends sometimes noticed her as she walked to collect water from the village well. Between Mesfine and his friends, it was agreed that Tezeta was one of the prettiest girls in the village and that she would grow up to be a beautiful woman.

Because Mesfine was a man of some importance - he owned a shop in the market and had a farm - Tezeta's parents quickly accepted when he announced his intentions to marry her. Although she was only 13 at the time he proposed, her parents thought another opportunity like this might not come along again, so they took it..

A few months later, Mesfine and Tezeta were married. Many important people attended the ceremony and a lot of cow and goat meat was provided, as were all kinds of drinks. In fact, it was one of the best weddings the village had seen in years and it pleased Mesfine to no end that he was able to have such a huge ceremony.

After the wedding, Mesfine did not want to wait to have children. Some of his friends advised him to take his time, saying Tezeta was too young and needed to mature. Mesfine didn't listen. He knew that his wife was young in years, but thought that she was physically mature. Besides, Mesfine thought, this was the way of men and women.

Tezeta became pregnant shortly after the wedding. As her belly grew, so did Mesfine's pride. He couldn't help but notice the touch of envy in his friends' voices. For such a young man to be so successful and to already have pregnant wife was truly something to be admired, he thought.

To many peoples' surprise, the pregnancy continued normally. When labor arrived, it lasted three days before Tezeta was finally referred to a hospital in Bahir Dar. The doctors operated to take the baby out, but when they finished, it came out cold - the baby had died. Word quickly returned to Mesfine that his wife gave birth to a dead child.

Step 8**Role-play: Mesfine and Tezeta**

Ask the class to identify the characters in the story and write their answers on the board. Ask for two groups of volunteers to play all the characters. Quietly, so that the other students don't hear, provide each group with one of the following endings:

Ending 1: Mesfine is enraged and divorces Tezeta. (Instruct the group to show what happens to Tezeta after he divorces her.)

Ending 2: Mesfine realizes that his friends were correct and decides to wait until Tezeta is older to have another child.

Step 9

Instruct groups to leave the room and that they have five minutes to prepare their role-plays. While groups are preparing, ask the following discussion questions:

1. Why did Mesfine want to marry such a young girl?
2. Do you think Tezeta wanted to marry Mesfine?
3. Why were Tezeta's parents so willing to marry her to Mesfine?
4. Why didn't Mesfine wait until the girl was older before trying to have a child?
5. What are some reasons it's good for a girl to wait before getting pregnant?

Step 10

After five minutes, ask groups to present their role-plays to the rest of the class. Ask the group with "Ending 1" to go first.

Step **11**

Discussion questions:

1. Which ending did you like better? Why?
2. In the first ending, do you think it was right for Mesfine to leave the girl and remarry after the baby died? Why or why not?
3. Do you know any women that have been in Tezeta's situation? If yes, what happened to them?

Step **12**

So far we have been discussing about harmful traditional practices. Now we will discuss about gender and gender roles.



Few activities traditionally considered to be performed by men only



Few activities traditionally considered to be performed by women only

Step 13

Write "men/boys" and "women/girls" on the blackboard and draw a line between the two. Ask students to identify the things that men and women generally do

Sex	Type of work
Male	Farming, decision making, household management, building a house etc.
Female	Fetches water, cook, Grind grains, clean house, raise children, wash clothes, go to market etc.

Ask students the following questions:

1. Do the lists seem fair to you? Do men/boys and women/girls do equal amounts of work? Think of it another way - do boys and girls have the same amount of time to devote to their studies? If no, how do you think this affects girls?
2. Do men/boys ever do the things on the women/girls' list? How about the other way around? Do women/girls ever do things on the men/boys list? If not, why not?



Women have the ability to participate in many jobs as men



Conclude the activity by briefing explaining the major points:

- ◆ Harmful traditional practices passed down over time.
- ◆ Harmful traditional practices have negative health and social consequences.
- ◆ Women are the victims of harmful traditional practices
- ◆ Division of labor is rather man made than natural.



Home Work

- ◆ Let the students discuss types of harmful traditional practices in their communities.

Abstaining from bad habits

8

Goal

- ◆ Help students feel comfortable abstaining from bad habits.

Key Message

- ◆ "Abstinence" means to refrain from partaking in something.
- ◆ You can be abstinent about many things, including smoking, cheating, lying, and sex, among others.
- ◆ Abstinence can help you stay healthy and grow up to be a successful adult.

Overview

- ◆ Students begin by learning 22 ways to say "no" in different languages. The teacher then leads a brief discussion defining abstinence and asking students things they should abstain from, for which they create small role-plays to share with the class. Lastly, the teacher reads a story about a young boy who must resist older students encouraging him to smoke and chew chat, for which students role-play alternative endings.

Time))



- ◆ 60 minutes



- ◆ Pen
- ◆ Chalk
- ◆ Black board

Preparation



- ◆ Copy the table "ways to say 'no'" from Step 1 on the blackboard.
- ◆ Understand the objective and key messages of the activity.
- ◆ Prepare the necessary materials in advance.
- ◆ Write the following questions on the board:
 1. If you smoke every day, what will happen to you?
 2. If you drink alcohol every day, what will happen to you?
 3. If you chew chat every day, what will happen to you?
 4. If you tell lies every day, what will happen to you?

Activity Steps

Step 1 ways to say "no" in different languages.

Ask students to pronounce the ways of saying "no" that's written on the board. After they have practiced a few times, ask them to complete the following sentence in English, filling in the blanks with location and way of saying "no" for each language:

To say "no" they say:

1. _____ in Amharic.
2. _____ in Afaan Oromoo.

ways to say "no" in different languages.

Language	Location	"No"
Arabic	Middle East	Lay
Ashanti	Southern Ghana	Daabi
English	England	No
German	Germany	Nein
Greek	Greece	Ochi
Japanese	Japan	lie
Mandarin	China	Bu shi zhe yang
Masai	Kenya	Mme
Russian	Russia	Nyet
Wolof	Senegal	Deedeet

Step 2

Teacher led discussion

Explain: Today, we are going to talk about abstinence.

Ask: Can anyone tell us something about abstinence?

After students discuss for a few minutes, **explain:**

- ◆ "Abstinence" is a very simple term. It simply means "refusing to partake in something".
- ◆ Many people think abstinence is only about sex, but a person can be abstinent from a lot of things. For example, many people abstain from drinking alcohol or chewing chat. Others abstain from lying or cheating. In each of these examples, the person may want to do something, but they choose not to because they think it is better for them not to.
- ◆ **Ask:** Can you think of other things people abstain from?



Producing a new generation free from different harmful traditional practices



Youth practicing some harmful practices

Step 3

Write students' answers on the board. Once you have a list of 5-10 things, divide students into single-sex groups of 5-6 and ask each group to create a role-play where someone says "no" to one of the things on the board.

Step 4 Give groups 5-10 minutes to prepare, then ask for volunteer groups to present their role - play

Step 5 **Explain:** Next I will read a story about a young boy who is pressured to do something that is bad for him. After I finish, two groups will role-play possible endings to the story.

Step 6 Read the story "Salim and his walk home from school" below.

Salim and his walk home from school

Salim was a good 5th grader, but a bit disorganized. He was always forgetting his homework, losing pencils around the school. Still, he did his best and his parents loved him very much.

One day, having forgotten his books at school, Salim had to leave his friends along the road and make the long walk back to school. He didn't mind the walk, but he always got uncomfortable as he passed the secondary school. The boys and girls there were so big and intimidating - they scared Salim.

On this day, he hoped that they would all have already returned home for the day, and so he continued ahead, not worrying about much. Salim passed the secondary school and felt a good deal of relief, but suddenly, he heard a shout from one of the fields by the road side. "Hey you," came the voice, "come on over here".

Salim was scared; he didn't know what to do. He wished one of his friends had been with him. They could have helped him ignore these big kids. Salim crossed the road and walked in the direction of the voice. When he came to the around the edge of a tall field of sorghum, he saw a group of six secondary students, three boys and three girls, all sitting around talking excitedly.

Salim immediately smelled the strong odor of cigarettes and felt a sickening in his stomach. As he came closer, he also saw that the students were chewing chat that they had collected from one of the neighboring fields. Salim felt even sicker.

"Come on over here and try some of this", said one of the boys. A girl said, "yeah, c'mon, you don't want anybody to think you are a wimp". Still another said, "it won't hurt you - you'll probably like it".

Salim was in a fix. His parents had told him many times that he should never chew chat or smoke cigarettes. He even remembered from his science class the teacher telling everyone how bad cigarettes are for your body. Before this moment, Salim had always thought that he wouldn't try any of these things while he was a student and probably not even as an adult. But there were all these people in front of him, telling him it was okay and that he would enjoy it.

Step 7

Role-play: Salim and his walk home from school

Ask the class to identify the characters in the story and write their answers on the board. Ask for two groups of volunteers to play all the characters. Quietly, so that the other students don't hear, provide each group with one of the following endings:

Ending 1:

Salim gives in and has a cigarette with the group. (Instruct the group to show how Salim feels when he gets home.)

Ending 2:

Salim assertively says "no", walks away, and is proud of himself when he gets home.

Step 8

Instruct groups to leave the room and that they have five minutes to prepare their role-plays. While groups are preparing, ask the following discussion questions:

1. How do you think Salim felt when the secondary students called him over from the road?
2. Would you have been scared?
3. Why do you think they wanted him to join them?
4. What could happen if he says "yes"? "No"?

Step 9

After five minutes, ask groups to present their role-plays to the rest of the class. Ask the group with "Ending 1" to go first.



Students discussing in their groups

Step 10**Discussion questions:**

1. Which ending did you like better? Why?
2. In the first ending, when Salim agreed to smoke the cigarette, how do you think he felt when he saw his parents at night? What about in the second scenario when he didn't smoke?
3. Have you ever had to refuse pressure like Salim? What helped you successfully abstain?



Define the following important points to conclude the activity:

- ◆ "Abstinence" means to refrain from part-taking in something voluntarily.
- ◆ You can abstain from many bad habits.
- ◆ Abstaining from bad habits helps us live a healthy life.



Home Work

- ◆ Let the students discuss the advantages of abstinence.
- ◆ Let students discuss about the harmful traditional practice around their area.

HIV/AIDS

9

Goal

- ◆ Give students a basic understanding of HIV/AIDS.
- ◆ Let students understand the ways HIV/AIDS is transmitted.



- ◆ HIV is the virus that causes AIDS. HIV/AIDS weakens the body's immune system, the system that normally protects people from getting sick.
- ◆ There are many myths about how HIV is transmitted.



- ◆ The teacher begins with a brief discussion of HIV/AIDS. Students then play a game illustrating the physiologic processes involved in HIV/AIDS. Next, students play a game that tests their knowledge HIV-transmission.

Time



- ◆ 60 minutes



- ◆ Paper
- ◆ Marker
- ◆ Chalk and black board



- ◆ Create signs that say "Fact" and "Myth" and tape them on opposing walls.
- ◆ Understand the key message and the goal of the activity.
- ◆ Prepare necessary teaching materials

Activity Steps

Step 1

Ask: Who knows something about HIV/AIDS? After students answer for a few minutes, explain:

- ◆ HIV is the virus that causes AIDS.
- ◆ HIV is transmitted from person to person. HIV can only be transmitted:
 1. Having unprotected sex with a person who is infected.
 2. Sharing needles and sharp objects with a person who is infected with the virus.
 3. Blood transfusion and if the blood is not tested.
 4. A mother to child transmission of the virus during and after birth.
- ◆ In Ethiopia, the main cause of transmission is sex.
- ◆ Even though there are medication to slow down the spread of the virus there is still no cure.

Step 2

Stand in the middle of the room and ask for six volunteers to make a circle approximately three meters across around you. Place all of the pieces of paper on the floor inside the circle. Ask the rest of the students to line up against the walls around the room. Explain:

- ◆ HIV is a virus that attacks the body's immune system, which is a system in every person's body that prevents illness.
- ◆ When a person has HIV, her/his immune system becomes weak and can no longer prevent illness.

- ◆ I want you to imagine that I am a healthy person and that these students are my body's immune system.
- ◆ All of you around the room have HIV.
- ◆ When I say go, your job is to rush and touch me. The volunteers - my body's immune system - will try to stop you.
- ◆ If one of the volunteers touches you, you are out and must stand by the side of the room until everyone finishes.



Immunity game

Step 3

Play one round, then **ask**: For those of you who have HIV, was it difficult to reach me. My immune system did a good job of protecting me, so I didn't get sick.

Step 4

Play another round, but this time ask three of your immune system volunteers to stand to the side. When finished, **explain:** When a person has HIV, her/his body can't defend itself from sickness. It begins to lose its health. This time, most of you were able to touch me.

Step 5

Play another round, but this time ask all of your immune system volunteers to stand to the side. When finished, explain: When a person has AIDS, her/his body is completely unable to defend itself. Often at this point, the person's body is not be able to fight illnesses and dies.

Step 6

Discussion questions:

1. How does HIV affect the body?
2. How is HIV different from AIDS?

Step 7

Fact/Myth or True/False

Explain: There are many misconceptions about how HIV is transmitted.

Ask: Who thinks they know a way that HIV is transmitted?

Ask the student to write her/his answer on a piece of paper in big letters and tape it to the board. Continue like this until you have a list of about 10 ways students think HIV is transmitted.



Question and answer contest

Step 8

Explain: Now that you've shared ways you think HIV is transmitted, we'll play a game to see if you are correct. On opposite sides of this room, I've placed two signs: "fact" and "myth". I will read a number of statements and you will have to decide whether the statement is fact or nonsense. Unlike the previous game, there is no "unsure" for those of you who don't know.

Step 9

Read the "Fact/Myth" statements below. After each statement, read the explanation. If the statement contradicts one of the ways a student wrote that HIV is transmitted, s/he must remove his piece of paper from the board, tear it into pieces and say loudly, "This is not a way that HIV is transmitted".

Fact/Myth or True/False

1. Mosquitoes can spread HIV.

Myth/False

Mosquitoes cannot spread HIV. The HIV virus dies in the stomach of the mosquito.

2. You cannot get HIV from kissing.

Myth/False

No one is known to have gotten HIV from kissing. Saliva doesn't carry HIV, but kissing when someone has open sores on or inside her/his mouth could be dangerous.

3. You can get HIV from eating from the same plate as an HIV-infected person.

Myth/False

No one is known to have gotten HIV from sharing a plate with an HIV-infected individual.

4. Eating berbere can prevent HIV transmission.

Myth/False

Eating berbere cannot prevent HIV transmission. Abstinence is the only 100% effective means of preventing HIV through sexual contact.

5. HIV can only be transmitted by blood, semen, and vaginal and other body fluids with blood in them.

Fact

HIV is only found in blood, semen, and vaginal and other body fluids with blood in them. Therefore, these are the only fluids that can transmit HIV.

6. You can catch HIV the first time you have sex.

Fact

HIV can be passed any time you have sex.

7. You can get HIV from sharing a toothbrush.

Myth/False

No one is known to have gotten HIV by sharing a toothbrush. However, it is better not to share toothbrushes.

8. There is no cure for HIV/AIDS.

Fact

There is no cure for HIV but there are treatments that improve quality of life and increase the time people live. HIV medicines are just now becoming available in Ethiopia. They are very expensive, but some health centers offer free medicines or help pay the costs.

9. Abstaining from sex is the best way to prevent getting HIV.

Fact

Abstinence is the best way to avoid becoming infected.

10. All babies with HIV-positive mothers become infected by HIV.

Myth/False

HIV is not always transmitted to from mother to child. HIV-positive mothers can reduce transmission to their child by obtaining proper medical care before, during, and after delivery.

11. HIV dies quickly outside of the body.

Fact

HIV cannot live outside the body for long. As long as blood, semen and other fluids are totally dry, HIV cannot survive.

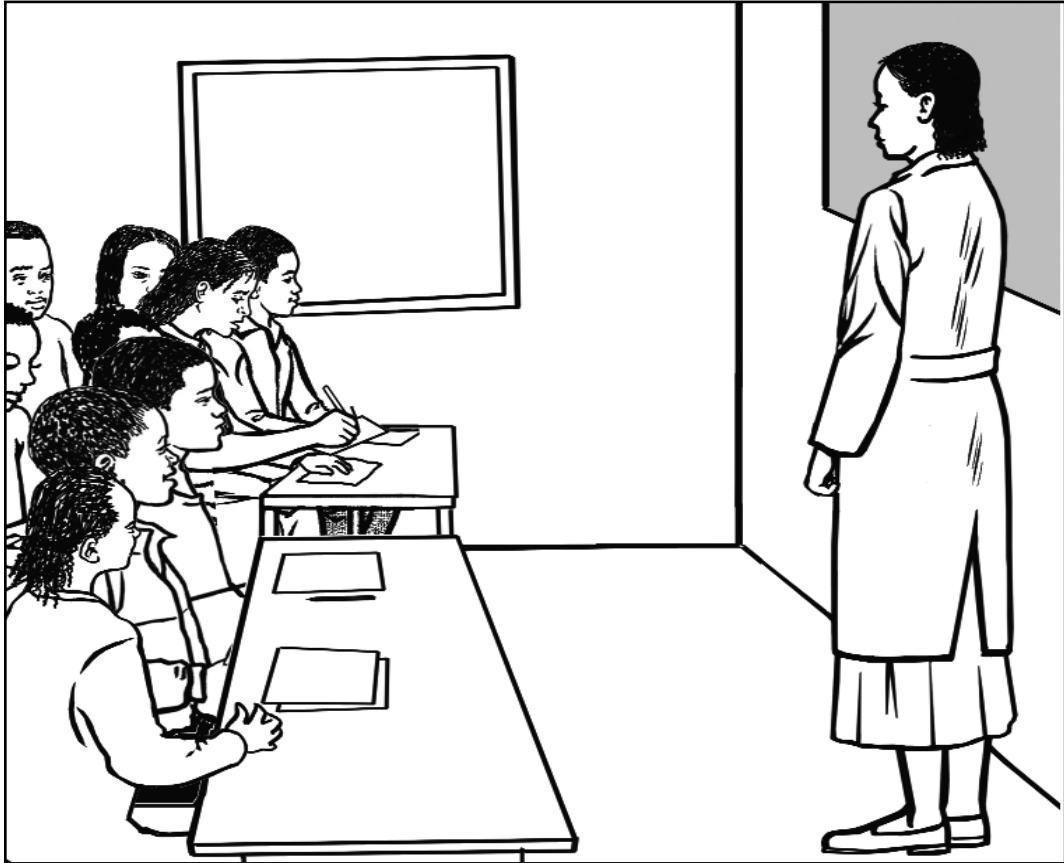
12. Being friends with someone who has HIV is risky.

Myth/False

As long as you take precautions not to come into contact with your friend's blood, semen, and vaginal and other body fluids with blood in them

Step 10

Collect any ways of transmission suggested by students remaining on the board. Before the next activity, consult with a health professional about whether or not they are true.



The teacher explaining some issues

Step 11

Discussion questions:

1. Who can name one thing s/he thought that was incorrect about how HIV/AIDS is transmitted before playing this game?
2. Do you think a lot of people in the community think things that are wrong about HIV/AIDS?
3. What can you do to help correct them?



Stabilize the activity by explaining the following main points:

- ◆ HIV is the virus that causes AIDS.
- ◆ HIV weakens the body's immune system which protects people from getting sick.
- ◆ There are many myths about HIV/AIDS.



Home Work

- ◆ Ask the students to come with some beliefs about the transmission of HIV/AIDS in their community.
- ◆ Ask the students to tell their parents how HIV/AIDS is transmitted.

Stigma and discrimination

10

Goal

- ◆ Help students understand stigma and discrimination.
- ◆ Student should learn that stigma and discrimination creates bad feelings among people that live with HIV/AIDS.
- ◆ Help students adopt compassionate attitudes towards people with HIV/AIDS.

Key Message

- ◆ There are any misconceptions about people with HIV/AIDS.
- ◆ Sometimes people dislike or don't help others because they have HIV/AIDS. These are called stigma and discrimination.
- ◆ You should not stigmatize or discriminate against other people.

Overview

- ◆ Students begin with a brief activity highlighting discrimination. Students then look at and discuss pictures showing discrimination against people with HIV. Finally, the teacher read a story about a young girl who is discriminated against, for which students role-play alternative endings.

Time



- ◆ 60 minutes



- ◆ Pen
- ◆ Note book
- ◆ Chalk and blackboard



Preparation

- ◆ Understand the key message and the goal of the activity.
- ◆ Consult with health provider to verify students' suggestions of how HIV is transmitted. If possible, correct misconceptions in person.
- ◆ Arrange chairs or table/benches. If using tables/benches, make sure there is a table/bench for every two students.
- ◆ Prepare necessary teaching materials.

Activity Steps

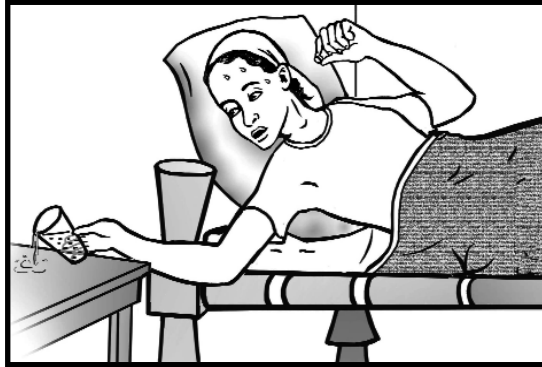
Step 1 ◆ Clarify any misconceptions students raised about how HIV is transmitted during the previous activity.

Step 2 **Define stigma and discrimination**

Ask: Does anyone know what "stigma" or "discrimination" means? If no one answers, **ask:** Who can tell us something about how people with HIV are treated by their family, friends, and the community? Are people with HIV treated the same as everybody else?

After students answer for a few minutes, read the definitions below and ask the discussion questions that follow:

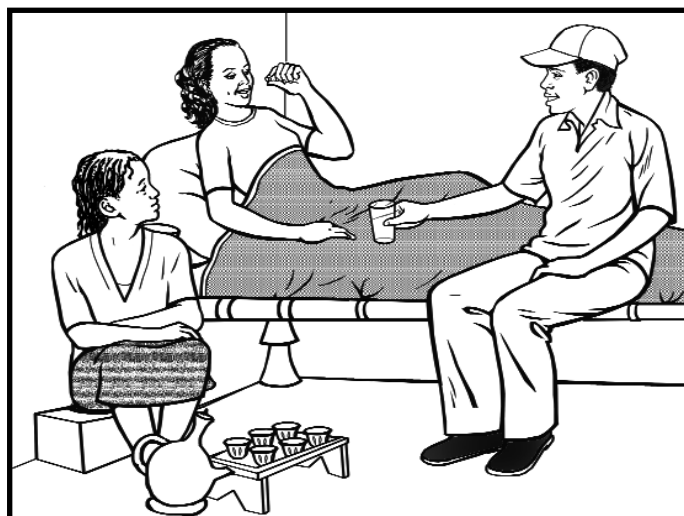
Discrimination: Discrimination is the unfair treatment of a person or group on the basis of misconceptions. In the game we just played, the large group discriminated against volunteers on the basis of unimportant characteristics like clothing and class rank. In real life, people discriminate against others on the basis of wealth, sex, religion, age, and other factors.



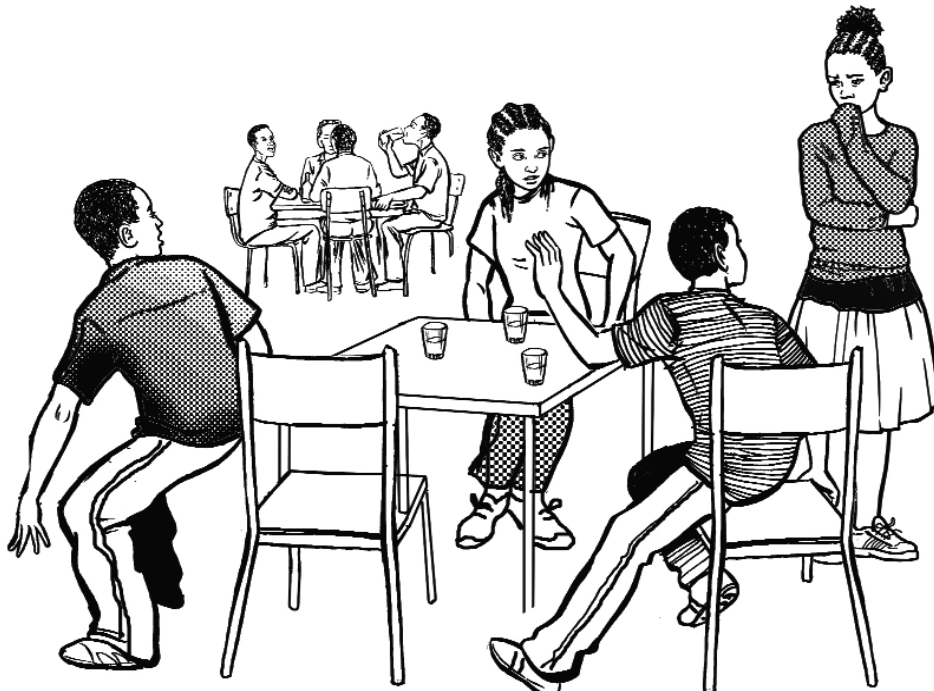
Stigma

Stigma: Stigma is a feeling that another person is bad or shameful. For example, some people feel that educated women are bad because they should be at home raising children. Stigma is not the same thing as simply not liking someone. You might not like your neighbor because his chickens wake you up every morning. But you don't think that s/he is bad or shameful for having chickens. In order for something to be a stigma, it must be a feeling shared by many people and one based on suspicion and fear, rather than evidence.

1. Do people discriminate against or have bad feelings about people who have HIV?
2. How do you think this makes the people with HIV feel?



Stigma and discrimination free relationship



The impact of discrimination

Step 3

Explain: Now that we've introduced stigma and discrimination, you will play a game that will help you understand how it feels to be someone with HIV, particularly how someone with HIV is discriminated against and/or stigmatized.



Discrimination

Step 4

Ask students to stand in a circle around the desks. Going around the circle, assign each student one of the following roles:

- ◆ Teenage girl
- ◆ Street child

-
- ◆ Commercial sex worker
 - ◆ Person living with HIV/AIDS
 - ◆ Widow

Teacher's Tip :-

Assign roles in order so that there is an equal distribution of characters. For example, call the first student "teenage girl" and the student to her/his right "street child". Continue as such, repeating the series as necessary, until all students have a role.

Step 5

Instruct students to sit in the chairs. (If using tables/benches, instruct students to sit 2 per table/bench.) **Explain:** I am the caller and I don't have a chair. When I call out two roles, for example "Teenage Girl" and "Person Living with HIV/AIDS" all "Teenage Girls" and "Persons Living with HIV/AIDS" must stand up and run to find a new chair. I will try to grab a chair. Any person left without a chair becomes the caller - and the game continues. The caller may also shout "revolution". When this happens, everyone has to stand up and run to find a new chair. Then the caller calls out two more groups and the game restarts.

Teacher's Tip:-

If students are engaged with the activity, reassign roles a few times so that everyone has a chance to be a person living with HIV/AIDS or commercial sex worker.

Step 6

Discussion questions:

1. What did it feel like to be called "person living with HIV/AIDS"?
2. What about the other roles?

Step 7

Show students pictures of stigma and discrimination towards people with HIV from pages 87 - 88. After each picture, ask the following discussion questions:

1. What do you see happening in the picture?
2. How do you think the person with HIV feels? The other people? Why do you think the other people are treating the person with HIV this way?
3. What could you tell the other people to make them treat the person with HIV better?

Step 8**Story: Fantaye****Fantaye**

Explain: Next I will read a story about a young girl whose parents die and who faces some difficult decisions. After I finish, two groups will role-play possible endings to the story.

Step 9

Read the story "Fantaye" below

The school year was well under way and all of Fantaye's classmates were busy studying for exams. Fantaye didn't feel like studying. In fact, she was exhausted. And horribly sad. It was all she could do to get to school most days, much less study.

Fantaye's parents had died earlier in the year. They had both been sick for a number of months and finally the sickness overcame them. First her mother died in July. Two months later, her father passed away as well.

Fantaye's relatives had not even come to the funeral. They sent food a number of times, but mostly they stayed away. The neighbors, who had often looked after Fantaye and her little brother when they were younger, were even worse. They wouldn't let their children play and sometimes they walked the other way when Fantaye and her brother approached.



The worst side of discrimination

To Fantaye, it seemed like everyone had turned against her. Before her parents became sick, Fantaye had been one of the top pupils and one day hoped to become an airplane pilot. Now, it was enough if she and her brother ate full meals every day.

One day, while she was preparing to leave the classroom, Fantaye's math teacher, W/ro Tesseme, asked what was bothering her. W/ro Tesseme told Fantaye that she never seemed to be happy any more and that her marks had dropped considerably.

W/ro Tesseme had always been Fantaye's favorite teacher - a sweet lady who always had a welcome smile even though she could be strict with her students. Fantaye didn't want to tell her teacher that her parents died, but this had been an especially difficult week for her and her brother and, not really caring any more, Fantaye decided to tell the teacher what had happened.

"Ever since my parents died, people have been ignoring my brother and me. Even my relatives don't visit and, lately, they've stopped sending food. I've tried to make some money by fetching water and firewood for people in the village, but it's difficult and nobody seems to have enough money. I'm thinking about quitting school."

W/ro Tesseme had heard that Fantaye's parents had died, but she didn't realize that her relatives and neighbors were neglecting her. She suspected that people were ignoring Fantaye because they thought her parents had died of HIV and that she or her brother might somehow infect them.

Step 10 **Role-play: Fanteye**

Ask the class to identify the characters in the story and write their answers on the board. Ask for two groups of volunteers to play all the characters. Quietly, so that the other students don't hear, provide each group with one of the following endings:

Ending 1: W/ro Tesseme tells Fantaye that her parents got what they deserved and tells her to go home. (Show how Fantaye feels.)

Ending 2: W/ro Tesseme asks Fantaye if she wants to work for her to pay for school and food. (Show how Fantaye feels.)

Step 11

Instruct groups to leave the room and that they have five minutes to prepare their role-plays. While groups are preparing, ask the following discussion questions:

1. Why was Fantaye so sad?
2. Why do you think Fantaye's relatives and neighbors ignored her?
3. Was it right for Fantaye's relatives and neighbors to ignore her and her brother?

Step 12

After five minutes, ask groups to present their role-plays to the rest of the class. Ask the group with "Ending 1" to go first.

Step 13

Discussion questions:

1. Which ending did you like better? Why?
2. What would have happened if Fantaye quit school?
3. Why did W/ro Tesseme decide to help Fantaye?
4. Do you know any people like Fantaye? What can you do to help them?

Condense the activity by explaining the following salient points:

- ◆ Stigma is treating someone as inferior.
- ◆ Discrimination is segregation. It could also mean treating someone differently.
- ◆ Some persons dislike or do not help people who have HIV/AIDS because of misconceptions about HIV/AIDS.
- ◆ Divide the students into ten groups and ask each group to select one activity to discuss and present the key messages /contents of the activity to the class. Give ten minutes to each group to discuss on the messages of the selected activity.
- ◆ Finally, summarize the key messages of all the ten activities conducted in the year.

Notes

1. HIV

It is a virus that slows down the bodies immune system and expose individuals to various infections.

HIV = Human Immune deficiency virus

3. AIDS

The stage where the bodies immune system fails to properly function.

AIDS = Acquired Immune deficiency syndrome

5. Anti retroviral drugs

Drugs given to HIV patients to slow down the progression of the virus.

6. The cumulative number of people living with HIV/AIDS (PLWHA) is about 1.32 million (45% male and 55% female). This results in a prevalence rate of 3.5% (3% among males and 4% among females; 10.5% urban and 1.9% rural areas) for the total estimated population of 73 million. (AIDS In Ethiopia 6th Report)

7. In Ethiopia, 26,335 people have been voluntarily tested.

8. In Ethiopia, the virus is found in four to five people out of hundred people. In the cities out of hundred people thirteen and in rural areas three people are infected with the virus.

9. People taking anti retroviral drugs has reached 250 thousand to 300 thousand. The ministry of health has planned to distribute to 320 thousand people for free in 2008.

10. According to the plan to distribute the drugs , The government has already begun to distribute the drugs for free.



Our Actions are for Change!

