

OUR FUTURE

Sexuality and life skills education for young people

Grades 6-7



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6 GRADE

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1 Working together safely

IN THIS CHAPTER

- 1.1 Sexuality and life skills education
- 1.2 Making guiding rules
- 1.3 Trust and keeping secrets
- 1.4 Working together with respect
- 1.5 Supporting each other as we grow up



1.1 Sexuality and life skills education

Sexuality is about all parts of our sexual lives. It is about our bodies, feelings, behaviour and desires. We show our sexuality in the way we communicate, move, dress and behave as sexual beings. **Life skills** are the skills we need to communicate well, make good decisions, solve problems and act responsibly.

- We learn about sexuality through the elders. Now we learn about it at school too because of the problems of HIV and AIDS and early pregnancy. These days, young people get married later and we have to manage our sexual feelings safely before then.
- HIV is a new serious infection, spread mostly through sexual intercourse. Young people need to know how to protect themselves from HIV.
- Young people have a right to information on sexuality as they grow up, so they can keep safe and happy and protect themselves from sickness.
- In this book, we will learn about:
 - growing up
 - friendship and love
 - being a male or a female
 - how to say “No” to sex
 - expressing our sexual feelings safely
 - sexually transmitted infections, HIV and AIDS
 - pregnancy and ways to avoid it
 - our rights and how to protect ourselves from sexual abuse.

Young people expressing their sexuality through their dress and body language



After the dance ...



CLASS activities

Activity 1: Reading a dialogue

1 In pairs, read this dialogue. One pair then reads it in front of the class.

QUEEN - How are you, Kasonde? It's been a long time since we met.
Where have you been?

KASONDE - Oh, fine! I was out attending a workshop on sexuality and life skills.

QUEEN - A workshop on sexuality! Don't be funny! So what is sexuality?

KASONDE - Sexuality is all about how we are as humans, as sexual beings: how we feel, how we move, talk and dress, our behaviour.

QUEEN - Oh, so you are the people we've heard using crude language?

KASONDE - We don't use crude language, but because of the problems we are facing today we are forced to talk openly. Haven't you heard about HIV and AIDS?

QUEEN - Oh yes. I have heard about HIV and AIDS and a lot of people are dying of it.

KASONDE - How do we prevent this deadly disease?

QUEEN - I don't know. You talked about life skills. What are they? Can you explain?

KASONDE - Yes, life skills are about communicating well, making good decisions, being able to solve problems, being assertive – all the skills we need to protect ourselves from HIV and AIDS and grow up happy, healthy and safe!

2 In small groups, now discuss these questions:

- What is sexuality?
- What are life skills?
- Why do we need life skills?
- Why do we need to speak openly?
- What are HIV and AIDS?
- How is HIV spread?
- How do we prevent it?
- What do we need to learn to prevent it?

3 Write your answers to the questions individually in your notebooks.

Activity 2: Hopes and fears

- 1 Divide into single sex and age groups. Discuss:
 - What are our hopes for sexuality education? What do we want to learn about?
 - What are our fears about learning sexuality education?
- 2 Present your ideas to the class. Give one idea per group until all the ideas are finished.



We can build confidence and trust by sharing our hopes and fears

HOME activities

Activity 1: Write a poem

Write a short poem about sexuality and life skills. Draw a picture to illustrate your poem.

Activity 2: Find out more

- 1 Find out what songs people from your community use to teach about sexuality and life skills.
- 2 Talk about sexuality and life skills education with a person you trust. Ask what hopes and fears they have about this new education. Talk together about how to solve the fears. Write your ideas in your notebook.

1.2 Making guiding rules

Sexuality education is a new subject and we are not used to talking about sexuality openly in class. We will agree on some guiding rules for working together safely so that sexuality education helps us and does not harm us. Our rules will help us to practise life skills, such as listening to each other, respecting each other and working in a group to solve problems.



CLASS activities

Activity 1: Meeting our hopes and reducing our fears

- 1 Check your notes from your homework when you talked to someone about sexuality and life skills education. Add any new hopes and fears to the class list.
- 2 In small groups, discuss ways of reducing your fears.
- 3 Read out your suggestions to the whole class.

Activity 2: Agreeing on guiding rules

- 1 In single sex and age groups, talk together about:
 - how we would like learners and teachers to behave in sexuality education
 - what we would not like to happen
 - what would make us feel safe and free to take part.
- 2 Write or draw your ideas.
- 3 Present your guiding rules one by one. Talk about each guiding rule, to make sure that you all understand it fully and agree to follow it.
- 4 Write the rules on a chart and put this on the wall. Agree that these rules are to be followed in all sexuality education sessions, and out of class too. Add new rules if necessary and remind each other if people are breaking the rules.

HOME activities

Activity 1: Write a story

Some pupils fear talking about their own lives in class because their classmates or teacher may tell others and they may be punished or harassed.

Write a story about a pupil who tells the class something about their sexual life. For example, a boy or girl talks about their sexual friendship in the sexuality lesson. Write about the good and the bad things that might happen during and after the class.

1.3 Trust and keeping secrets

When we talk about sexuality, we need to trust each other and keep each other's secrets. This is an important life skill and virtue.

- People trust us when they can count on us to do our best, keep our promises and be a reliable friend. We trust a friend or teacher who can keep our secrets. We trust people who love and care about us.
- Sharing our experiences of sexuality as we grow up can help us understand our lives, solve problems, feel good and gain strength from each other.
- However, we can never be sure that everyone in the class will keep our secrets. Someone might tell others about our stories. Then people might be angry or hurt or we might be punished. People may propose or abuse us, thinking that because we talk about sexuality freely we also offer sex freely. This is not true.
- We can talk about our experiences **safely** by:
 - talking as if they happened to another person without giving names
 - saying “people like us” might do so-and-so ...
- We **always** have the right to keep quiet about our personal lives in discussions about sexuality, HIV and AIDS. We **never** have to tell friends, classmates, teachers or other adults about our sexual lives or problems, unless we choose to.
- It is good to share the useful things we learn in sexuality education classes with our friends outside the class. We need to take care not to share secrets and harm our classmates.



- Some of us may have, or have had, one of the problems that we learn about - for example, HIV infection or a violent boyfriend. We should always talk about problems in a caring way without judging or joking.
- If a classmate has been abused or is at risk of abuse, we should take our friend to talk with a trusted adult, such as a teacher at school, to ask for their help.

CLASS activities

Activity 1: Reading a story

Read the story below and discuss the questions in small, single sex groups.

Masauso was enjoying the sexuality and life skills class. In his group of boys he told the story of how the condom he used fell off into his girlfriend Mary. The boys complained that condoms were too large. One boy explained how he tied his on with plastic. Another said that it is better to not have sex until they are older and condoms fit properly. Masauso walked home thinking happily about these things. Some days later, his girlfriend Mary was walking to school when two boys from the group jumped on her and brought her down. "We know that you have sex with Masauso, so you can have it with us too. Is the condom still inside?" they asked.

Questions

- Who would you tell if you had a problem like Masauso's?
- Why would you choose that person?
- What were the good things about Masauso sharing his problem with the group?
- What were the bad things that happened? Why did they happen?
- What would you have done if you were Masauso?
- How could Masauso have shared his story without causing problems?
- What did you learn from the story? How will you use it in your own life?

HOME activities

Activity 1: Be creative

- 1 Write a song to express your ideas about trust and keeping secrets.
- 2 Draw a picture to show one way that you would like boys or girls to behave in sexuality education classes and one way that you would not like them to behave.

1.4 Working together with respect

- Sexuality education will only help us if boys and girls respect each other inside and outside the class, and the teacher respects the pupils. Respect means caring about everyone, whatever their age and sex, and treating them with dignity.
- Respect is valuing ourselves and others. When we are respectful, we treat others as we want to be treated.
- Self-respect is not allowing others to hurt, abuse or treat us unfairly or badly, even if they are elders. We do not have to respect people who are doing bad things.
- Respect is honouring the rules of our family or school to make life run smoothly. However, this does not mean accepting anything that an older person asks without question.
- Teachers need to respect and support pupils and protect them from abuse, harassment and harm. They should be good role models.



CLASS activities

Activity 1: Reading a story

- 1 Look at the list of fears about sexuality and life skills education.
- 2 Make two mixed groups of boys and girls.
 - One group acts out some of the fears that they have about the behaviour of boys, girls and the teacher in sexuality education.
 - The other group acts out how they would like boys, girls and the teacher to behave in sexuality classes.
- 3 After preparation, run the role-plays for five minutes each.
- 4 After each role-play, discuss these questions:
 - How did the boys behave? Why do they behave in this way?
 - How did the girls behave? Why do they behave in this way?
 - How does the behaviour of boys and girls affect our sexuality lessons?
 - How did the teacher behave? Why do teachers behave in this way?
 - How did this affect the lesson?
- 5 Add any new guiding rules to your class list. Check the list below to see if there are any other rules you would like to add.
- 6 Tell your friend one way in which you are going to make the sexuality class go well next week.

Examples of guiding rules on boy, girl and teacher behaviour

- We should listen carefully to each other.
- We should not laugh at each other's ideas.
- Boys and girls should respect and protect each other.
- We should not touch breasts or private parts or propose each other.
- No bullying, sexual harassment, teasing or bad language.
- Boys should not bring down girls on their way home.
- Girls and boys should sit properly.
- Work hard and do not play with boys or girls in class.
- Boys should not use class discussions as a way of proposing girls.
- Boys should not ask for private information from girls.
- Girls should not mock boys, laugh at them or gossip about them.
- Teachers shouldn't say we are prostitutes if we discuss sexuality freely.
- Teachers should not take advantage of a pupil's situation or secrets to convince them to have sex.

HOME activities

Activity 1: Writing songs and poems

Write a poem or song to perform in assembly or at a Parent-Teacher Association (PTA) meeting to show how you would like boys, girls and teachers to work together in your sexuality education class.

Activity 2: Survey for the next lesson

- To prepare for the next lesson you can do a survey, working in small, same sex groups. Talk to five people of your own sex and ask them:
 - What do you most fear from girls or boys of your own age?
 - How would you like boys or girls to help you during puberty?
- Copy out the chart below before you start your survey. It shows some examples. Fill in the ideas you hear from the people you talk to. Use marks (“|”) to show the number of people who give the same idea.

SURVEY CHART

*This chart was done by a group of girls/boys.
We asked five girls (or boys) from Class 6:*

What I most fear from ...

BOYS	GIRLS
Being brought down	Teasing about my clothes
...	...

How I would like them to support me ...

BOYS	GIRLS
Respect me as an equal	Help me to stay safe from HIV
...	...

1.5 Supporting each other as we grow up

Boys and girls can help each other to grow up safely and happily. This will help us to go on caring for each other as men and women for the rest of our lives. Some important virtues that can help us to support each other are co-operation, kindness and consideration.

- **Co-operation** is working together for the good of everyone. Working together, we can make our community a safe and happy one. We help each other, share the load and do things that cannot be done alone.
- **Kindness** is showing we care and doing some good to make life better for others. It is being thoughtful about people's needs and showing love to someone who is sad or needs our help.
- **Consideration** is being thoughtful about other people and their feelings. It is thinking about how our actions affect them and caring about how they feel. It is paying attention to what other people like and don't like, and doing things that give them happiness.

If we use these virtues rather than teasing, bullying or harassing each other during puberty, we can raise our self-esteem, do well in school, avoid HIV and cope with our problems more easily.

As we grow up, co-operation between boys and girls and men and women makes everyone happier.



CLASS activities

Activity 1: Reporting on homework survey

- 1 In groups, share what you learned from your survey about how pupils fear the behaviour of their classmates and how they would like them to behave.
- 2 Questions for discussion:
 - What do boys and girls have in common?
 - What are the differences?

Activity 2: Role-plays

- 1 Divide into single sex and age groups.
- 2 Half of the boys' groups and half of the girls' groups prepare a role-play showing a way in which boys and girls **do** help each other around puberty. Show:
 - learners of the opposite sex helping each other
 - learners of the same sex helping each other.
 The other groups prepare role-plays showing a way in which boys and girls **do not** help each around puberty. Show:
 - learners of the opposite sex **not** helping each other
 - learners of the same sex **not** helping each other.
- 3 Present the role-plays to the class. After each role-play, the teacher will ask:
 - Does this happen in our class?
 - What are the results of this way of behaving?
 - What skill and virtue is being shown, or what skill and virtue would improve the situation?
- 4 Replay the role-plays where people did not help each other, but this time show how they could change to become helpful.



Having fun with friends helps us to relax and feel good

Activity 3: Discuss a picture

Look at this picture. What is happening? What virtues are being shown?

**Activity 4: Draw and write**

- 1** In your notebooks, write down some important virtues that can help us to support each other.
- 2** Draw a picture of a person showing one of the virtues that you would like to use.
- 3** Write a short essay explaining the benefits of using virtues to support each other, rather than teasing, bullying and harassing.

HOME activities**Activity 1: Helping others**

- 1** Before the next lesson, do something helpful that shows understanding, consideration and kindness to one male and one female friend. Write down what you did in your notebook.
- 2** Talk to younger children in your family about these virtues. Commend them when you notice them showing a virtue.

2

Children's rights

IN THIS CHAPTER

- 2.1 Understanding sexual and reproductive rights
- 2.2 Supporting our rights
- 2.3 My body is mine



2.1 Understanding sexual and reproductive rights

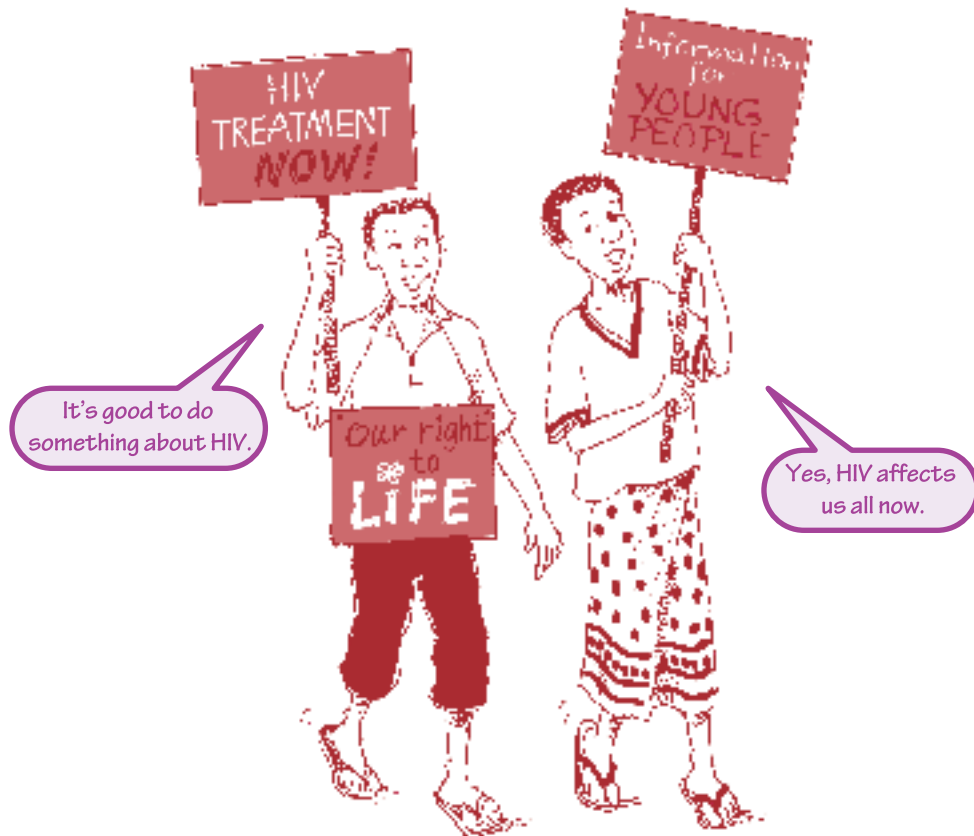
Human rights

Human rights are about having our basic needs met, being protected from harm and being able to say what we think and participate in decisions. With rights come responsibilities not to break the law or hurt anyone. Rights tell us what we can do, as well as what information and services we can have. Human rights are about respect for everyone. Girls and boys have the same rights.

Children's rights and the Convention on the Rights of the Child

In 1989 all the governments in the world were asked to support rights for children. Many governments, including Zambia, signed a special agreement called the Convention on the Rights of the Child. These rights refer to all people from 0 - 18 years. The Convention talks about three main kinds of rights:

- to things we need such as a home, food, health care, places to play and learn
- to be kept safe from harm
- to take part in deciding about how we live our life.



The government is responsible for making sure we can enjoy all of our rights. The United Nations (UN) is an organisation made up of people from all over the world. The UN has a special group that is responsible for making sure that governments are meeting and protecting our rights. Governments, parents and other adults should be aware that, as we grow up, they need to respect our abilities and encourage us to act and think for ourselves.

Sexual and reproductive rights

There are many rights that help to protect our sexual and reproductive health when we are young and if we decide to get married and have a family. These rights include being able to:

- have a happy life and personal relationships
- decide for ourselves whether to be sexually active or not
- feel completely well and happy in our body and our mind.

The following rights are about sexual and reproductive health, and are based on the ideas in the Convention on the Rights of the Child.

THE RIGHT to be as healthy as possible and to be able to access the best possible health care services

You can visit a doctor or nurse to receive all the sexual and reproductive health services that are available and legal in your country, including contraceptives, abortion services, and correct advice about your sexual and reproductive health. The health staff make you feel welcome, safe and comfortable. No one stops you receiving services or demands that you get someone else's permission first. Poverty should not prevent you from using these health services.

THE RIGHT to skills, information and services

This right can help you make informed choices and protect yourself and others from unwanted pregnancy, HIV and other sexually transmitted infections.

THE RIGHT to freedom from abuse and exploitation

No one, including people who take care of children, should physically, sexually or mentally hurt a child. The government should make sure that all children are protected from abuse and must take action to help abused children.

THE RIGHT to privacy and confidentiality

If you tell a medical person or a teacher something that you don't want anyone else to know, then they should respect your privacy. If you have been abused, adults may have a duty to inform others who can help and protect you.

THE RIGHT to take part in important decisions that affect your life

When decisions are made about your life, you have a right to take part in making those decisions. Your feelings and opinions should be listened to and taken into consideration.

THE RIGHT to freedom of association

Children have the right to meet friends and form groups to express ideas, so long as it does not break the law. You have a right to ask publicly for your rights to be met. Some ways of doing this include meeting with friends and discussing issues or forming groups.

THE RIGHT to freedom of expression

Children and young people have the right to think and believe what they like, so long as it does not harm anyone else. You have a right to form your own views about sexuality and reproductive health issues.

THE RIGHT to education

All children and young people have the right to information on good health practices, including sexual and reproductive health. In school, you have the right to learn about how your body works, about pregnancy, contraception and sexually transmitted infections, and to talk to friends about what you learned.

THE RIGHT to be protected from harmful practices

Some traditional practices are bad for your health and against your rights, such as early and forced marriage or someone having sex with you against your will to make you mature. You have a right to know about the dangers of such practices and to be protected against them.

Rights and responsibilities

With rights come responsibilities to respect others and to help them to understand and enjoy their rights.



Young people have the right to information and services from the health clinic

CLASS activities

Activity 1: Reading

- 1 Read the information on pages 17-18 in groups, taking it in turns to read aloud. Make a note of anything you don't understand or questions that you want to ask.
- 2 In the class, discuss your ideas and ask your questions to make sure that everyone understands the facts about rights.

Activity 2: Role-plays

- 1 In small groups, select one of the rights and prepare a role-play to show:
 - the right being supported, *or*
 - the right not being supported.
- 2 Perform your role-plays. After each role-play, discuss these questions:
 - What does the role-play show about children's rights?
 - Does it show how children's rights are upheld or how their rights are being ignored?
 - Does this happen in our community?

Activity 3: Written exercise

- 1 What is a right?
- 2 What rights are violated if:
 - A nurse denies a young, single woman who asks for contraceptives?
 - A teacher hides information on sexual and reproductive health from pupils?
 - A teacher reads a letter to a pupil without permission?

HOME activities

Activity 1: Making a poster display

- 1 Draw posters showing young people's sexual and reproductive health rights. Make a class display of your posters and invite friends and family to visit.
- 2 Talk to them about children's rights. Write down what they say about children's rights and about the posters.

Activity 2: Visiting local organisations

Visit a local rights organisation or the Victim Support Unit. Find out how they can help young people.

2.2 Supporting our rights

There can be a big difference between what a government says it wants to do and what it actually does! However, our government has signed the Convention on the Rights of the Child and so we should be able to ask government representatives to try their best to keep their promises to children. We can remind them about children's rights.

Young people can form groups and plan campaigns to publicise their feelings about an issue. They can bring hidden problems, like child abuse, into the open. Schools and communities can identify trusted adults and have special places where children can go for help if they are frightened or upset. Police stations now have special Victim Support Units that can help children who have been physically or sexually abused or who feel threatened.



CLASS activities

Activity 1: Remembering our rights

- 1** Here is a reminder of the rights that we looked at in the last two lessons. Can you remember how each of these rights can benefit your sexual and reproductive health? Discuss this in pairs.

The right to...

... **be as healthy as possible and to be able to access the best possible health care services**

... **information, skills and services**

... **freedom from abuse and exploitation**

... **privacy and confidentiality**

... **be protected from harmful practices**

... **education**

... **take part in important decisions that affect your life**

... **freedom of expression**

... **freedom of association**

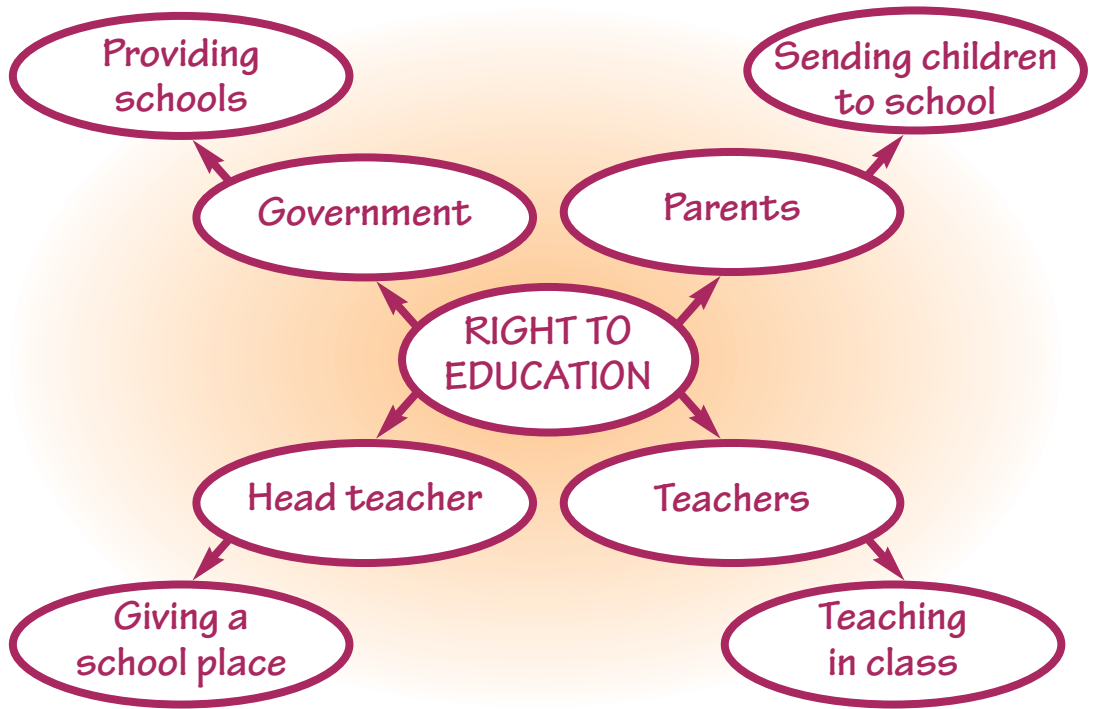
- 2** Team up with another pair and share your ideas.
- 3** In the whole class, say how children's rights can benefit your health and happiness.

Activity 2: Who supports our rights?

- 1** Look at this list of types of people and organisations. They are all involved in different ways in making sure that you have your rights.

Parents	Community leaders
Older brothers or sisters	Health workers
Teachers and head teachers	Religious leaders and community members
Neighbours	Government
Victim support unit	Others

- 2** In groups, select one right and list ways in which all these different people or organisations help you to have this right. Present this as a spider diagram, like the example shown on the next page. Show this to the class.



Activity 3: Where are our rights being met and not met?

- 1 In groups of six, think of up to five ways that children's rights are not being met well, or at all, in your community. For example, you may enjoy the right to education but other children may not be in school. Here are some questions to help you with the discussion:
 - Is the health clinic friendly and welcoming to young people?
 - Do we get the information we need to help us make decisions about our body?
 - Are some children afraid of abuse from other young people, adults or family members? Is there somewhere or someone that they can go to for help?
 - Is there someone we can talk to about private matters if we want to?
 - Is there anything in our community that children are forced to do that they don't want to do (such as leave school to work or get married young)?
 - Do our family and friends listen to our feelings or opinions?
 - Are we able to talk to other people about things that are important to us (or do we have to keep them secret)?
 - Can we meet with others to discuss matters that are important to us?
- 2 Share your ideas with the class and make a list of the problems you have identified.

Activity 4: Problem solving

- 1 In small groups, copy out the chart below on to a large piece of paper. Some examples have been filled in, but these may not apply to you, so do not copy the examples.

Children's rights

Problems for young people and what can be done

Problem	How serious	How common	What young people can do	Total
It is hard to get information about sexual matters	2	4	4 Pupils can ask the head teacher, community leaders, religious leaders, parents and others to give them the information they need.	10
The health clinic does not welcome young people

- 2 List five problems you identified in the last activity under the heading "Problem".
- 3 Discuss how serious and how common each of these problems are. Use a point system, where 5/5 = most serious or most common and 1/5 = least serious or least common.
- 4 Discuss what young people can do about each of these problems. If they can do a lot, give 5/5; if they can do very little, give 1/5.
- 5 Total the points awarded against each problem and discuss the outcome.
- 6 Display your chart and visit other groups' results.

HOME activities

Activity 1: Taking action

Meet with a small group of friends. Discuss and decide what simple actions you can take to help other young people to enjoy their rights. For example, you could share your knowledge from this book with them. If any young people do not come to school, you could find out why and possibly help with their problems.

2.3 My body is mine

We have rights over our bodies. No one has the right to make us do things we do not want to do or to touch us in a way we do not like. We need to learn how to deal with anyone who tries to abuse us in this way.

When we like and love people, we show this by hugging, holding hands, kissing and touching. This type of touching makes us feel good. But some touching makes us uncomfortable, afraid or angry. Some parts of our bodies are private, and at our age it is not right for anyone to touch these parts.

If someone touches a child's private parts in a way they do not like, this is something bad. It is called **sexual abuse**.

If a child feels frightened when they are being touched, this is also bad.

- Some children can be touched in a bad way by someone they know like a relative or a teacher.
- Children can feel frightened even if a person is touching a part of the body like the face (not just the private parts).
- Even if the adults say they love the child and buy the child things, any kind of sexual touching between an adult and a child is **not allowed**.
- A child who is sexually abused may be scared to talk about it.
- People who touch children in a bad way usually tell them to keep it a secret and that something bad will happen if they do not.
- Children can feel bad and ashamed about the sexual abuse. They can feel it is their own fault and that no one will believe them. They may fear that the adult will hurt them more if they tell.
- Children **must tell** if sexual abuse happens to them or if they are afraid it will happen. Sexual abuse is **never** the fault of the child. It is **always** the fault of the person doing it.

In Zambia, the Victim Support Unit helps children who have been abused and even children who are afraid of being abused.



CLASS activities

Activity 1: Reading stories

- 1 Read one of these stories in small groups.

Every holiday Mary went to stay with her aunt and uncle in the city.

When she was small, Mary liked her uncle. He used to buy oranges for her and carry her on his shoulders. One holiday he started to touch her parts when they were alone. She was 11 years old. It frightened and upset her. He said it was their secret and that she must not tell anyone. Mary told her mother that she did not want to stay with her uncle any more, but she did not say why. Her mother was annoyed and said she must do as she was told.

Mabvuto was looked after by a young woman when his mother was at work. One day she was bathing him and touched his penis. She dried him in her bed room. Then she took her clothes off and told him to prove he was a man by having sex with her. Mabvuto did not want to, but she insisted and he could not say no.

- 2 Discuss the story you have read. What should Mary or Mabvuto do next?
- 3 Imagine that you are Mary's or Mabvuto's friend (or brother or sister) and they are telling you about this abuse. What do you say, and what can be done? In pairs, work out a conversation between you. Share your ideas in your group and prepare a role-play.
- 4 The teacher will select some of the role-plays to be performed and discussed in class.
- 5 The teacher will finish the lesson by reminding you about the Victim Support Unit and other local organisations that support rights, like the Young Women's Christian Association.

Activity 2: Role-play saying “No”

- 1 In the whole group, talk about what you could say and do if someone touches you in a way you do not like.
- 2 An example of a role-play is given on the next page. Act this out in class.
- 3 In groups of four, now imagine other situations where someone is touching you or trying to get you to do something sexual. In role-plays, practise how you will say “No” and get help.
- 4 Show some of your role-plays to other groups.
- 5 Discuss in class what lessons you can learn from the role-plays.

Role-play

At the end of class

TEACHER - *Good morning, Maria.*

MARIA - *Good morning, Sir.*

TEACHER - *Beautiful, I would like to help you with your studies. Maria, come to collect the exam papers at home.*

MARIA - *Thank you. I will be very grateful if I qualify for St Monica’s Girls’ School.*

TEACHER - *Come to my home around 17:00 hrs. Make sure no one sees you, because my wife is not at home. What you should do is just open the door and come in. I feel like assisting most of you girls to pass, but don’t tell anyone about it because you know I can lose my job. I will leave the door unlocked. Just open it and enter. Please don’t tell anyone about it. I repeat, don’t tell anyone about it.*

At the teacher’s home

TEACHER - *Welcome home, Maria. You can have a seat. I have been anxiously waiting for you.*

MARIA - *I am in a hurry, Sir. Where are the papers?*

TEACHER - *Come on, have a drink first of all and take your time. Everything is ok, you know that speed kills. Get the papers in the bedroom. They are on the table.*

MARIA - *I can’t get the papers from your bedroom, Sir. It’s not in order.*

TEACHER - Maria, just go in. Permission has been granted by the owner of the house.
(Teacher follows Maria into the bedroom and starts undressing himself.)
 Just a little bit, Maria. I will give you good exam marks, money and anything you dream of.

MARIA - No, Sir. I will report you to the head teacher and my father, because you're married and you just want to ruin my life. You may make me pregnant or infect me and I don't love you.

TEACHER - I will strictly use a condom. Everything is okay. *(As the teacher starts to look for a condom, Maria runs away, leaving him undressed.)*

MARIA - You are a very stupid teacher. You cheated me! You will see, you will be in trouble. I will report you to my father now. *(She walks away, crying with anger.)*

TEACHER - But ... but ... Maria ... I will chase you from my class!

Activity 3: Getting away

- 1 If asking the adult to stop does not work, then you can scream and shout "Fire!" and run. People will take more notice of a child in danger if the child shouts "Fire!" The child must tell someone they trust why they were afraid and shouted.
- 2 In pairs, act out a scene where an adult is trying to touch and abuse a child. This time the child shouts "Fire!" and runs away.

HOME activities

Activity 1: Taking action

Explain to younger children in your family about keeping safe. Explain to them that they must tell an adult if someone is touching them and making them afraid.

Activity 2: Preparing for the next topic

Write a story, poem or song about the happy things about growing up and the things that you find difficult.

3

Growing up

IN THIS CHAPTER

- 3.1 The joys and problems of growing up
- 3.2 Expressing our feelings
- 3.3 Traditional ideas about growing up and sexuality
- 3.4 Changing harmful traditional ideas
- 3.5 Our goals in life



3.1 The joys and problems of growing up

When boys and girls reach the age of 10 or 11, their bodies start to change from the body of a child to the body of an adult. This change is called **puberty**. Puberty can happen to people any time between the ages of 9 and 18 years. Puberty is the start of the period we call **adolescence**.

In our bodies there are substances that start the changes at puberty. These are called hormones. These hormones make the body produce eggs in females and sperm in males, which can make a baby.

Puberty means the physical, mental and social changes that happen to young people as they move from being children to becoming adults.

Physical changes

GIRLS

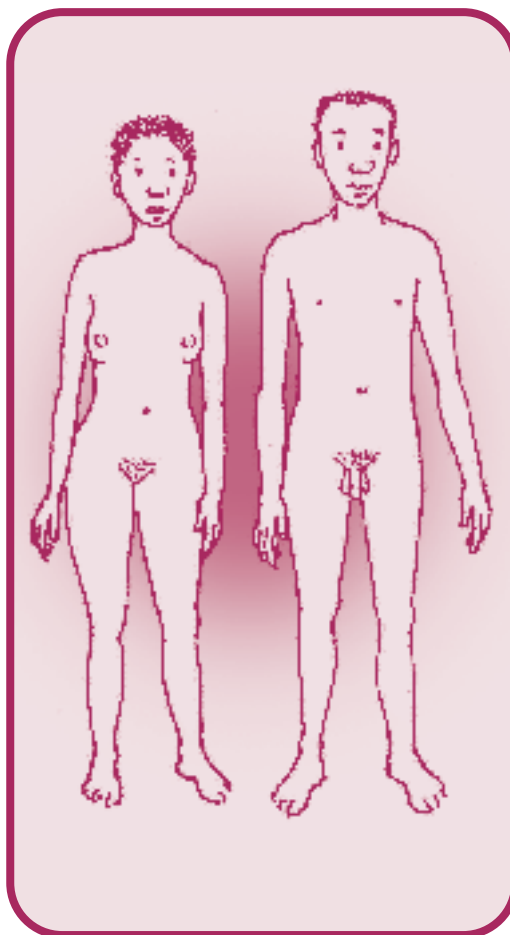
Growing faster, development of breasts, pubic hair, broad hips, small waist, pimples and menstruation.

BOYS

Growing faster, voice breaks, broad chest, development of penis and testicles, wet dreams, facial and pubic hair, flat stomach and pimples.

Mental changes

Faster thinking, decision-making, gaining experience, developing new skills, wanting to know about the world, more feelings, thinking about their changing bodies, interest in how they look, feeling shy, knowing the difference between good and bad.



Social changes

Making friends, going out for recreation, feeling attracted to others, respecting peers' views and decisions, wanting people to see them as adults, wanting independence, moving around in small groups of same sex peers.

JOYS

There are times when we experience happy moments; for example, when our parents buy us clothes or when we see our breasts or beard emerging.

PROBLEMS

There are times when we experience sad and difficult moments; for example, if a friend beats us or we get harassed by the opposite sex.

CLASS activities

Activity 1: Drawing our joys and problems

- 1 In single sex and age groups, each draw on a separate piece of paper one happy thing and one problem about growing up.
- 2 Arrange the pictures in the centre of the group and talk about them.
- 3 Put happy pictures to one side and problems to the other side.
- 4 Make a list of the happy things and problems in your notebooks.



Expressing ourselves through our clothes

HOME activities

Activity 1: Talking with your friend about puberty

- 1 Find a friend of the same sex and ask each other:
 - What do I like about the body changes that I have noticed in myself and my friend?
 - What body changes am I looking forward to?
 - What body changes am I worried about?
- 2 Share ideas about how to cope with the changes and worries.
- 3 Together, write questions about these physical changes and put them in a question box. This is a box in class where pupils can put their questions (without giving their name) for other pupils or the teacher to answer.

3.2 Expressing our feelings

We need to learn to understand our feelings and how to talk about and express them in a good way. If we hide our feelings, people will not understand us and the feelings will grow and hurt us.

It is good for boys and girls to express all their feelings. Boys can cry and girls can get angry. We can learn to cope with strong feelings, such as anger, in a good way. We can understand how others are feeling through their body language and words, and by putting ourselves in their place. This is called **empathy**.

Body language expresses more strongly than words how we are feeling. If we want people to understand and believe our thoughts and feelings, we need to match our words with our body language. If we say that we are angry but keep smiling, people may not believe our words.

We can learn to be aware of how our behaviour affects other people's feelings. For example, if we shout and look as if we want to fight, the other person will run away, defend themselves or fight back. This is not a good way to sort out a problem.



CLASS activities

Activity 1: Which is more powerful - body language or words?

- 1 In small groups, perform some role-plays to show a situation in which your words do not match your body language. For example:
 - You are feeling angry but you want to hide it.
 - You are behaving sexily but you are saying “No” to a proposal for sex.
 - You are feeling sad but pretending to be cheerful.
- 2 Role-play the situations where your words don’t match your body language.
- 3 Afterwards, discuss for each role-play.
 - Do you think that the words or the body language are giving the true message?
 - Which one do you believe?
- 4 Repeat the role-plays, this time matching words and body language.
- 5 Discuss:
 - Why is it important to match your words with your body language if you want to be believed?

HOME activities

Activity 1: Practising clear communication

- 1 With a friend, think of sexual situations where it is important to communicate clearly with body language and words.
- 2 With your friend, practise matching your body language to your words.

Activity 2: Preparing for the next lesson

Find two people of your age and sex to talk to about traditional customs and advice on sexuality that teach boys and girls how to be a “proper” man and a “proper” woman. Write down the customs in your notebooks. Discuss which are good customs and which customs you would like to change. Why do you want to change them?

3.3 Traditional ideas about growing up and sexuality

- Every culture has its traditions. Some traditions are helpful, like our tradition of looking after extended family members and orphans.
- Some traditions are harmful; for example, older men having sex with young girls to make them mature.
- Many traditions have some good and some harmful effects. For example, abstaining from sex to space out births helps the mother and baby to grow well. But it harms their health and marriage if the husband has sex outside marriage without condoms, spends money that the family needs, and gets HIV.
- Some traditions worked well in the past, but times have changed and they need to be adapted or stopped. For example, teaching girls how to handle a man as soon as they start to menstruate worked well when girls married at that time and there was no HIV. Now girls marry later and are at risk of HIV if they practise what they learn on initiation courses.



- Some traditions aim to make women submissive. This may feel good for the man, limit open disagreements and prevent divorce. But it has harmful effects on their relationship. It can also lead to the spread of HIV, pregnancies too close together and violence. If women cannot speak out, they cannot contribute their skills and ideas for the development of the community.
- We need to think how to keep and strengthen the good things about traditional practices, and change or stop those that are harmful.

CLASS activities

Activity 1: Discussing traditional ideas

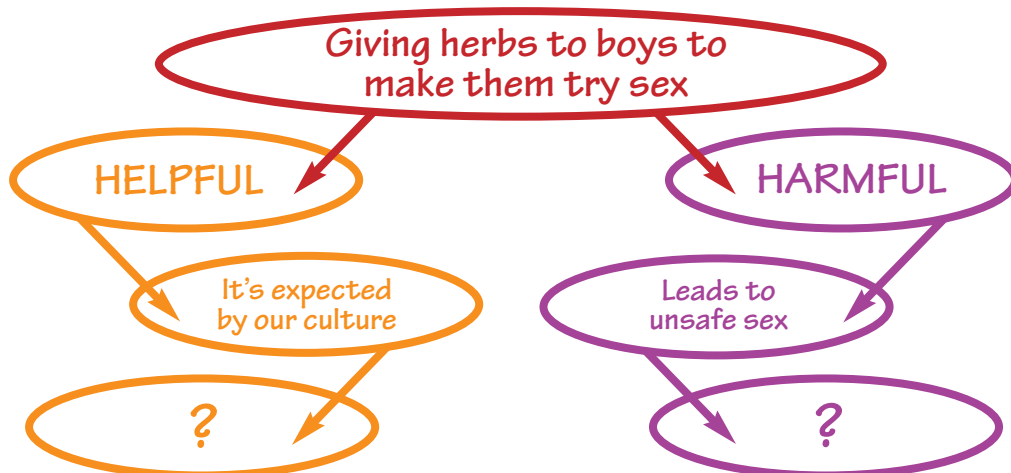
In same age and sex groups, make a list of ideas and advice that people get from elders about growing up and sexuality. Use the ideas you collected during your homework. Put a tick beside those you agree with and a cross beside those you disagree with. Here is an example:

For BOYS: Elders give herbs to make our organs strong so we can practise sex.

For GIRLS: Told to pull labia minora to make them long.

Activity 2: Helpful or harmful effects?

In the same age and sex groups, choose one traditional practice. Draw a spider diagram to show the helpful and harmful effects of this practice (see the unfinished example in the diagram below).



HOME activities

Activity 1: Finding out more

- 1 Find out more about your selected traditional idea or practice from friends, relatives and neighbours:
 - How many people agree or disagree with this custom?
 - What do people think is helpful about it, and why?
 - What do people think is harmful, and why?
 - How would people like to change it?
- 2 You will need to be sensitive in asking these questions, so first practise in class, role-playing the discussion with different people in the community.

3.4 Changing harmful traditional ideas

- Culture is changing all the time in all societies. This is good because the environment around us is always changing and human beings need to adapt to survive and improve their lives.
- There are good and bad things in all cultures. “Traditional” is not always good, while “outside” cultures are not always bad.
- People need to think about old and new cultural ways and how to keep and strengthen the good and reject the harmful things.
- The people who benefit from existing ways can be unwilling to lose their power and fight hard to resist change. But if they can be helped to understand why change is necessary and they can benefit from new ways, then they may be willing to adapt.



CLASS activities

Activity 1: Feedback from homework

- 1 In groups, discuss:
 - How did you feel discussing these customs with community members?
- 2 List your findings:
 - How many people agreed or disagreed with the custom?
 - What do people think is helpful about it, and why?
 - What do people think is harmful, and why?
 - How would people like to change it?
- 3 Add the new ideas on your custom to the spider diagram you made in the last lesson. Put “**OM**”, “**OW**”, “**YM**” or “**YW**” against each new idea according to who had that idea (**O** = old, **Y** = young, **M** = man, **W** = woman).
- 4 Display the spider diagrams. Visit each other’s spider diagrams and make a note of any questions or ideas you have about them.
- 5 In the whole class, discuss each spider diagram one by one. Talk about whether you would like to see the custom remain the same, be stopped or be changed. Vote on your idea, recording the scores for boys and girls separately.
- 6 If you would like to change the custom, what would you like to happen?

Activity 2: Debate

- 1 With the teacher, select one of the traditional practices that both boys and girls think is important.
- 2 Create a debating motion. For example:

This house believes that elders should focus their teaching at puberty on abstinence rather than how to perform sexual intercourse well.

or

This house believes that teaching girls to be submissive to men is irresponsible now that HIV and AIDS are a serious problem.
- 3 The class divides into four groups. Two groups prepare ideas **for** the motion and two prepare ideas **against** the motion. (This might not be what group members really believe; they are simply presenting an argument as well as they can.)
- 4 The two groups put their ideas together and select two or three speakers.
- 5 Debate and vote on the motion to decide which side wins.
- 6 At the end, discuss the challenges of changing people’s ideas and practices.

Activity 3: Discussing pictures

In pairs, look at pictures A and B on page 35:

- What is happening in each picture?
- Which do you think is the better way of family living? Why?
- What happens in your families?
- Will you change things when you are adult and have a family?

HOME activities**Activity 1: Sharing your ideas**

- 1** On your own or with a friend, prepare a poem, speech or picture to explain what you like and do not like about a traditional practice and how it could be changed.
- 2** Create a drama on why you think the practice needs to change and how you would like it to change. Perform to the PTA or in the community

Activity 2: Preparing for the next lesson

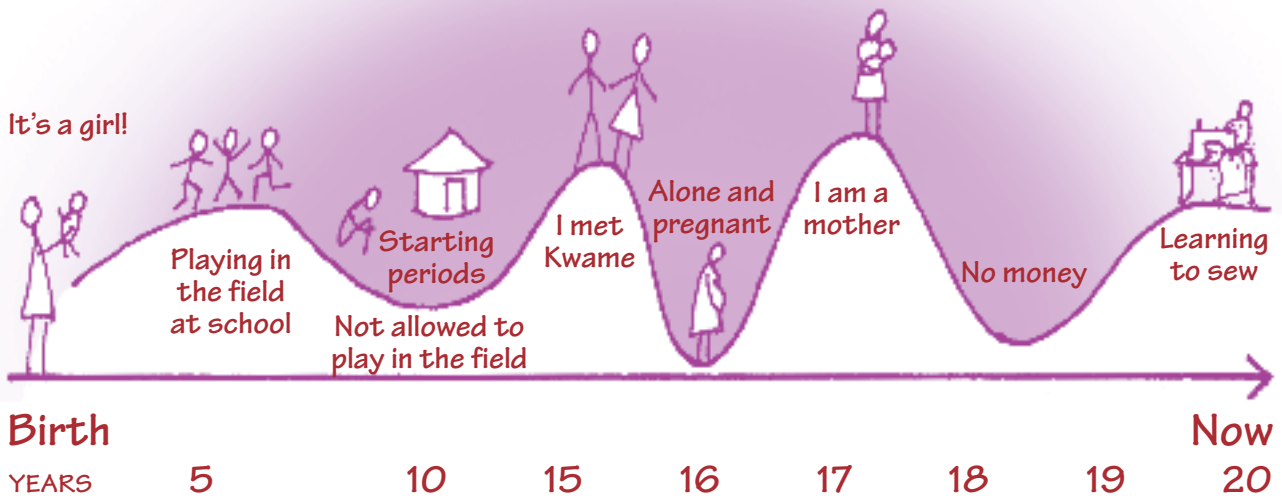
- 1** Talk to your parents, or others who know you well and help look after you. Ask them these questions:
 - What do you hope I will do/be in the future?
 - What do you think I have done well so far?
 - How can you help me to do well in the future?
- 2** Tell them about your hopes:
 - I feel proud in myself about ...
 - I would like to be a ...
 - What do you think you and I can do together so that I can become a ... ?

3.5 Our goals in life

Goals are our dreams and hopes for the future. They include our hopes for jobs, partners and children. It is good to have goals in our lives and plan to reach them. This can help us to work hard and keep away from things that might stop us from reaching our goals. We need our own hard work and the support of our friends and families to reach our goals.

We have the power to act on our plans. We also have good reasons for avoiding things that might harm us. But things happen in life that we have no control over and we need to help each other to achieve our goals. Some people are luckier in life than others, but we can all make the best of what we have and ask for our rights and for support. We often have to change our goals as our lives change. But we can still keep moving forward in good ways.

A young person's life line



CLASS activities

Activity 1: What good things have I done in my life?

- In pairs, tell each other some of the good things that have happened to you since you were born. For example:
 - the birth of brothers and sisters
 - things you have achieved and are proud of (for example, music, sport)
 - friends you have made.
- In your notebooks, draw a line across the middle of the page to represent your life line, using the example of the picture on the previous page. At one end write the word “Birth”, and at the other end write the word “Now”. Along the line, write and draw the important times and achievements in your life.
- Now talk about your life line with three other pupils.

Activity 2: What helps me with my life?

- In the same small groups, answer the question:
 - In our lives so far, who has helped us to do the things we wanted to do?
- Share your ideas in class and write them in your notebooks.

Activity 3: What do others hope for us?

- In pairs, talk about what you discussed with your parents or carers in your homework.
 - What are their hopes for your future?
 - What are your hopes for the future?
 - What do you need to help you to get there?
- Now write your ideas in four columns like in this table.

Kind of person I want to be	Type of job I want	Love life, partner, children	What help I need
Caring	Teacher	Loving, faithful partner	Parents allow me to stay at school
...
...

Activity 4: Setting goals

In order to get to our good future, we need to set ourselves realistic goals. We can think of goals as stepping stones across a river. We may fall off into the river, but with help we can protect ourselves from crocodiles and get back on the stepping stones again.

Here are some stepping stones to reach a goal of becoming a teacher:



- 1 In groups of three, take it in turns to think of a life goal - about the work you want to do, your family, the lifestyle you would like and so on.
- 2 Talk about and draw in your notebooks the stepping stones you will need to get to your goal. Draw yourself beside the first stepping stone. Talk about:
 - What and who is going to help you stay on the stepping stone, and jump to the next stone? Write these ideas underneath.
- 3 When you have finished, show your picture to the group.

Activity 5: Falling off and getting back on stepping stones

- 1 Read one of the following stories:

Martha's story

I was the best student in my class. I wanted to be a doctor, but my mother could not pay my fees. Then I met an older man who lived near us and he paid my fees. Now I am pregnant and I am worried that I may have HIV because this older man has been very sick.



Dabwiso's story

I wanted to be a teacher. I was doing well at school until my brother died and I had to herd the animals for four days a week. I went with friends and we were always hungry. They showed me how to smoke 'dagga' to stop the hunger. When we were high, we would do anything – jump on women, anything. I got to like the dagga so much I smoked it all the time. I couldn't do my school work any more. I was just like a dreamer.



- 2 When Martha and Dabwiso were at school, their stepping stones may have looked something like yours. Imagine Martha or Dabwiso are your friends. In small groups, discuss the questions below:
 - Why did they fall off their stepping stones?
 - How could they have stayed on their stepping stones?
 - How could they get back on to their stepping stones?
 - What help did they need? Who could give that help?
 - As their friend, how could you support them?
 - Can they still make new stepping stones for a good future?
- 3 In small groups, discuss these questions:
 - What can we learn from Martha's and Dabwiso's experience? Is it important to have life goals? Why?
 - What can we do if things happen to throw us off our stepping stones?
 - What can we do together to keep on our stepping stones?

HOME activities

Activity 1: Stepping stones

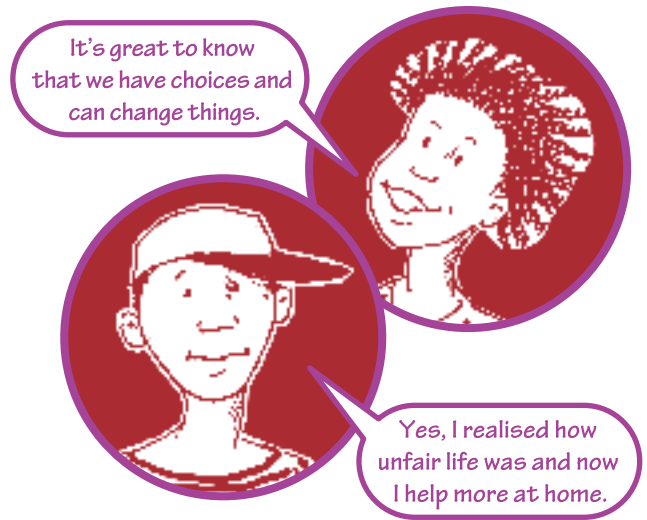
Draw your own stepping stones in your notebook. Think of all the things that might make you fall off your stones. Draw pictures of them. Write a story or poem to show what you will do to stay on your stones. Show how other people might help you.

4

Understanding gender

IN THIS CHAPTER

- 4.1 Changing gender roles
- 4.2 Self esteem and growing up
- 4.3 How gender affects sexual health



4.1 Changing gender roles

Sex describes the biological differences between males and females. Only females menstruate, get pregnant, deliver children and breastfeed. Only males produce sperm and impregnate females. The differences are the work of nature and we cannot change them.

Gender describes differences in the way that males and females are expected to behave: their dress, the work they do, the way that they speak and their status. These differences are created by society not nature. They are part of our culture and can change.

Gender roles describe what males and females are expected to do. For example, a man is expected to cut down trees, and a woman, to cook.

Since people make gender roles, people can also change them. Societies change them all the time in response to new circumstances and different understandings of gender and the well-being of women and men.

Gender values are what our culture considers correct for a man and a woman. This affects our self-esteem, relationships with others and behaviour.

Gender stereotyping is when women and men are always expected to behave in a certain way. Men are expected to make decisions, and women, to follow them. Gender stereotyping limits what women and men are able to do in their lives.

It is good to understand and think critically about our gender values and roles, so we can strengthen the good ones and act to change those that are harmful. Our gender roles and values affect our risk of unwanted pregnancy and HIV infection.

We can change harmful gender roles so that:

- child-rearing is done by both males and females
- both boys and girls learn home economics and industrial arts
- both boys and girls do household chores
- there is access to education for both boys and girls.



Families benefit if the father and mother share the role of caring for their children

CLASS activities

Activity 1: Gender roles in songs and proverbs

- 1 In single sex groups, think of songs and proverbs that say something about how boys and men, girls and women in our culture are supposed to look, talk and behave.
- 2 Discuss the proverbs and songs one by one, using these questions:
 - What is good about what the proverb or song says about boys and men, girls and women?
 - What is not good about what the proverb or song says?
 - What are your reasons for saying they are good or not good?
- 3 Agree on which songs and proverbs show good gender roles and values overall, and which show harmful gender roles and values.
- 4 Present your ideas to the whole class.
 - How much agreement is there between boys and girls?

HOME activities

Activity 1: Sharing our ideas

- 1 Meet in small groups and prepare one of the following:
 - Two role-plays:
 - one showing the bad effect of a gender role or value on women and men, girls and boys
 - the other showing how the group would like to change that gender role or value.
 - Make up a new proverb, song or poem to show a change in gender roles or values.
 - Write a story about a gender role or value that has a bad effect on girls and boys and how a school worked to change it.
- 2 Your school will help you to perform your songs, poems, stories and role-plays at a meeting of the PTA. The head teacher can ask the parents about their ideas and discuss with them what they would like to change in how men and women, boys and girls are expected to behave.

4.2 Self-esteem and growing up

A gender issue is when boys and men, girls and women are treated differently in a way that gives one group an advantage over the other. This may have good and bad affects on the well-being of either sex or both. In most cases, it is women and children who are treated more unfairly than men. However, poverty, discrimination and harmful cultural practices can also affect men, too.

Productive work

is done to meet household needs for food, shelter, money and health care. It includes activities such as fishing, farming and teaching, producing goods and services for home use, trading and earning money.

Reproductive work

is done to keep families growing and living well. It includes bearing and caring for children, cooking, collecting water and fuel. Without this work, societies and nations would collapse. This work is often valued less than productive work and is not paid.

Community work

includes communal labour and building dams and roads, as well as religious and political activities.

In Zambia, as elsewhere, men and women do productive and community work, but it is mainly women and girls who do reproductive work. This means that women have three roles and often work longer hours than men.

The over-working of girls and women has many bad effects on the girl or woman herself, her children, her marriage, the family and the community.

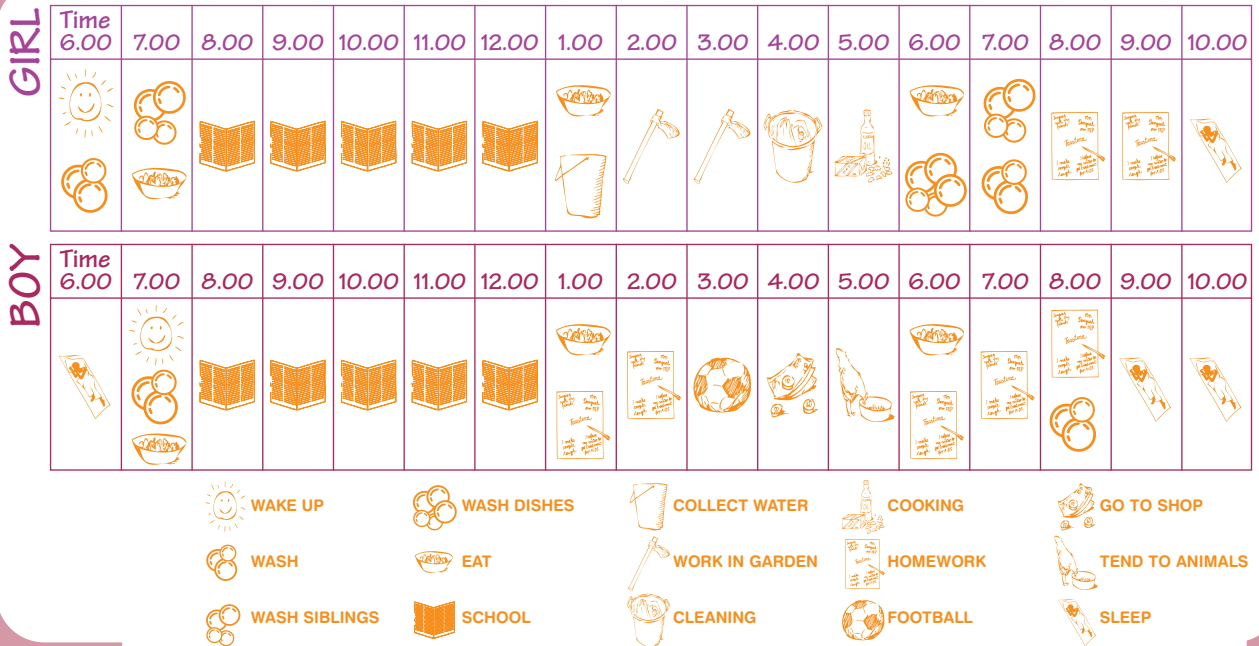
For example:

- A girl does not have time to do her homework because of domestic chores. She asks a boy to help her and gives sex in return. She may get HIV or another STI and may not be able to have children in the future.
- A wife is exhausted by all her work. She has no time to feed and care for the children well. She is too tired to enjoy sexual relations and her husband pays for sex outside the marriage. Both wife and husband are at risk of HIV. The family has less income and the local community does not benefit from the woman's skills and ideas.

CLASS activities

Activity 1: Making daily activity clocks

Making a daily activity clock for boys and girls helps us to see the differences between boys' and girls' daily activities and how this affects our lives. The clock shows how we spend our day from the time we wake up in the morning until the time we go to bed. We write or draw every activity on the clock and roughly how long we spend on it.



- Work in single sex groups and make an activity clock for your own sex – a typical girl or boy. Some groups draw the clock for a school day, some do one for a Saturday and some for a Sunday.
- Present the clocks to the class and discuss these questions:
 - What are the differences between the girls' and boys' activity clocks?
 - What do you think are the good and bad effects of these differences on the lives of boys and girls? Do you think that the differences are fair?
 - How would you like to change them?
- Calculate what percentage of a school day girls or boys spend:
 - at school
 - studying outside school
 - on housework
 - working for the family outside the house
 - earning money
 - on leisure, such as meeting friends, playing or sports.
 - sleeping
- Compare the boys' and girls' percentages using a graph or bar chart.

Activity 2: Making our own activity clocks

Draw your own clock for a school day and a weekend day. Calculate the percentages you spend on each activity. Compare it with the group clocks you did in class for the same sex as you.

- What is the same? What is different?
- What are the reasons for the differences?
- What help would you like, and how will you get it?

Activity 3: Reading a poem

- 1 Go into mixed groups. In your groups, read aloud the poem below.

A Girl's Poem

When I was born

No ululations were heard

Because I am a girl

Girls are considered to be of less value in my culture

My culture that does not change

I want change in my life

Equality is my cry

Why can't I fly a bomber?

A bomber to kill the HIV virus

I want to go to university to study medicine

To study medicine and serve humanity

Marriage is not the only thing on mother earth

Give me my portion of mother earth to prove myself

Activity 4: Discussing the poem

- 1 Each group takes one of the following questions to discuss the poem on the last page:
 - What feelings does the writer express? How does the poem make you feel? Do boys and girls feel the same or differently about the poem?
 - What does the writer say about the value of girls and boys in her culture? Is this true in our culture?
 - In what ways does this inequality affect girls and boys?
 - Do you agree that culture does not change its gender values? If not, in what ways is it changing?
 - Could women fly bombers? Why or why not? Should women “fly bombers to kill HIV”? What does that mean? Could women find a better way than men to cope with HIV?
 - Can a woman get married and be a doctor? What would help or hinder her? Can men be married and be a doctor? Why, or why not?
- 2 Each group summarises its main points to present to the class.

HOME activities**Activity 1: Sharing the poem**

Read the poem on page 47 on the radio or at a community meeting. With help from your teachers, discuss the meaning of the poem with the PTA and community groups.

- Do they agree that girls are valued less?
- Why is this, and how can it change?
- What is preventing girls from being valued and taking on new roles, such as being a doctor, a pilot or a driver?

Activity 2: Preparing a drama

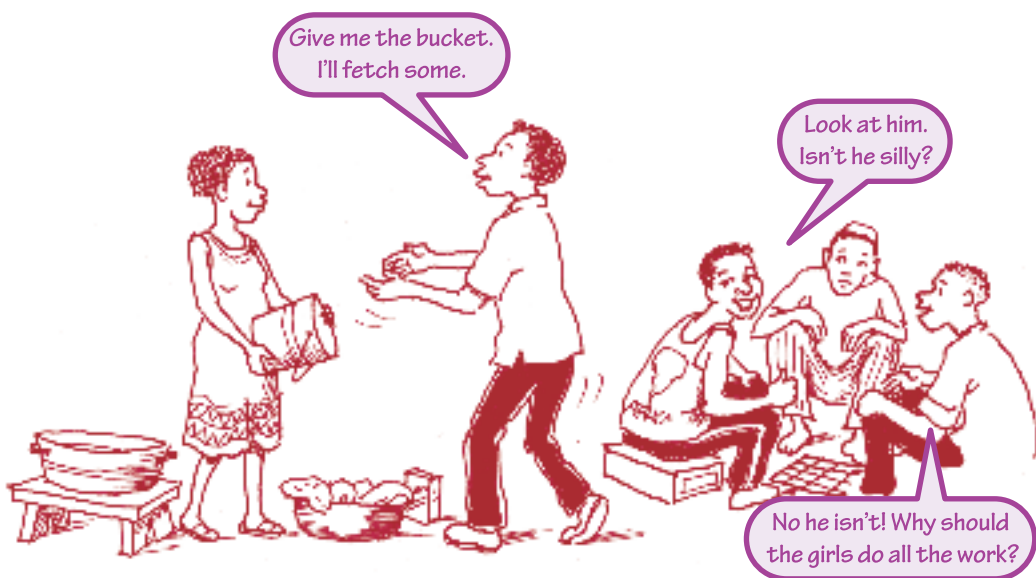
Prepare a drama showing the harmful effects of unfair sharing of tasks between boys and girls. Perform the drama for the PTA and for community groups. With help from teachers, discuss how families could arrange tasks in a fairer way that benefits everyone.

4.3 How gender affects sexual health

When they are young, and after marriage, gender inequality and values put **males and females** in greater danger of HIV and unplanned pregnancy. This happens for these reasons:

- **Males and females** are brought up to think that **males** should make the decisions about whether and how to have sex. **Females** agree to bad decisions because they want to please **males** or fear violence if they refuse.
- **Males** are expected to propose sex and to have more than one partner. They feel that they have a right and need to have sex any time they have sexual feelings. If their wives or girlfriends are not available, they seek sex elsewhere.
- Although poverty affects many people, **males** often have more money than **females**. This results in **males** buying sex from **females**; for example, older men paying school fees or schoolboys giving food to girls. Sex is often seen as a commercial exchange rather than an expression of love. The **male** buying sex may not care whether the **female** is protected from HIV or pregnancy, or whether she enjoys it.

All these gender issues put both **males and females** in danger of getting HIV.



CLASS activities

Activity 1: Problem letter to Auntie Mary

- 1 In single sex groups, read aloud these letters to Auntie Mary, taken from a newspaper. Then discuss the questions after each letter.

Dear Auntie

My girlfriend is in my class at school. I buy snacks and lotion for her and help her with her homework. I want to have sex with her but she refuses. Do you think she loves me or is just using me?

Pamesa

Questions

- How many boys think like this and expect sex in exchange for buying things for their girlfriends? Most? Some? Only a few?
- Do you think sex is the correct way for Pamesa's girlfriend to show that she loves him?
- What else can she do?
- If she won't have sex with him, should he stop spending money on her?

Dear Auntie

I am a 15-year-old girl doing my Grade 9 exams this year. My father left us and my mother is struggling to raise the five of us. She does not have enough for my school fees and wants the younger ones to go to school, for a while at least. Some of my friends go to town at night to have sex for money. They make enough to help their families, pay their fees and look presentable. Do you think I should have sex for money, Auntie, because I can't think of any other way?

Anna

Questions

- Do you know many young people with problems like Anna's?
- What are they doing to support their family?
- Should Anna try to earn money from sex?
- Can she earn money in any other way?
- Where can she go to get help with school fees?

2 After reading and discussing the two letters, each group chooses one situation and prepares a role-play to show Auntie talking with either Mangani or Anna.

3 Perform your role-plays to the class. After each role-play, discuss:

- Do you agree with Auntie's advice?
- What would you do?



Is it wise to have sex for gifts or money?

HOME activities

Activity 1: Talking with parents and elders

Ask your parents and elders what they think about the following questions. Practise in class how you will put these questions to them politely, so that you can ask for their ideas and advice with openness and trust.

- Why do boys have money and girls no money, even though they all come from poor families?
- Why do boys think that girls should have sex with them if they buy them anything? Do girls feel the same way?
- Why do girls think that sex is the only way that they can earn money? Do some boys think this too?
- In what other ways can boys and girls earn money?
- Has it always been this way?
- If not, what has changed it?

Activity 2: Taking action

- 1** Decide on one action you can take to make life better and fairer for **both** girls and boys in your family or school life. Tell your friends what this action is.
- 2** After one week, share your experiences. What else can you do?


5

Friendship and love


IN THIS CHAPTER

5.1 Friendship groups

5.2 Problems in friendship



My friends are important to me. They help and support me when I face problems.



My true friends want me to be safe and happy. They don't pressure me to do harmful things.

5.1 Friendship groups

Our **peers** are people who have things in common with us, such as age, gender or class. **Friendship groups** are people who choose to go around together. They may have similar interests and experiences, understand each other's feelings easily and trust each other.

Belonging to a friendship group is **good**, because it helps us feel brave and good about ourselves. It helps us to do new things or stand up for ourselves. Friendship group members can protect each other from bullying and abuse. Working together and encouraging each other helps us to do better and become independent.

Friendship groups may also make us do things that harm us and are bad. We need to observe the values and behaviour of a group. Then we can join or stay in one that will help us to achieve our goals, not lead us into trouble.

When we are growing up, the need to belong and fit in with a friendship group is very strong. However, people of all ages are influenced by the behaviour of their friends in good or bad ways. We call this **peer pressure**.

Friends can help each other to behave in a good way. We can do this by talking about our choices in life, challenging harmful behaviour, being good role models and praising and motivating each other.

When friends pressure us to do harmful things, it is not easy to be different and stand by our own beliefs and ideas. We need to behave in a strong and assertive way to resist bad pressure. We can practise behaving like this, saying clearly what we do and don't want. True friends do not pressure us to do things against our will.

Friendship groups may be unkind to peers outside the group. We should all try to practise the virtues of kindness and friendliness.

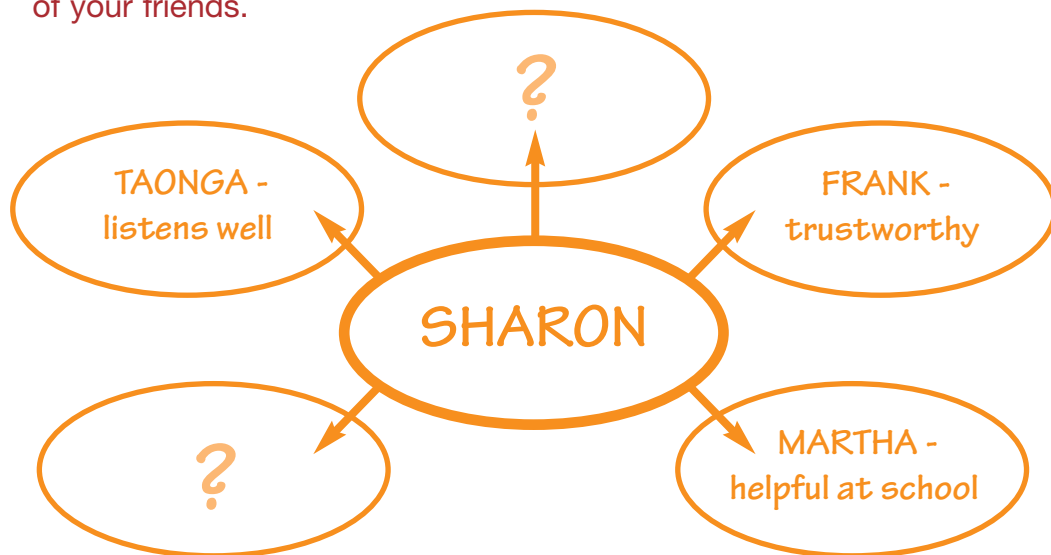
We need to show kindness to make sure others do not feel excluded from our friendship group



CLASS activities

Activity 1: My friends

- 1 Complete the diagram below by filling in the bubbles with the names of your friends.



- 2 Think about what things you like to do with different friends.
- 3 Write down a list of virtues you value in your friends; for example, their kindness, trustworthiness and loyalty.
- 4 Make a list as a class of virtues that a good friend possesses.

Activity 2: Being inside and outside a group

- 1 Imagine that a group of friends in your class are playing a game. You want to join in and they welcome you. You are part of that group.
- 2 Draw a circle on paper and write words inside the circle to describe your feelings about being part of that friendship group and how it helps you in different situations.
- 3 Now imagine that you are outside the group looking at the game and wishing that you could join in.
- 4 Write words outside the circle to describe how it feels to be outside the group and how this is bad or good for you.
- 5 In small groups, talk about:
 - Why might someone be left out of the group?
 - How can we help everyone to feel included?

Activity 3: Ways of joining a group

- 1 Work in small groups and fill in the chart below.
 - What ways could you use to try to become part of the group?
 - Which are good and bad ways?

Ways of becoming part of a group

GOOD WAYS	BAD WAYS
1. Get to know people in the group individually as friends, so they invite you.	1. Do things you don't want to do, to make them like you.
2 ...	2 ...
3 ...	3 ...

- If you are part of a group, what could you do to help a person who is outside your group to join it?

Activity 4: Role-play

- 1 In small groups, role-play the story below.

Chipili's girlfriend, Mizosi, has been pressuring him to have sex with her to show that he loves her and that she is different from the other girls he talks to. Chipili is confused and discusses the situation with his friends. One friend, Dabwile, says that he is so lucky to be proposed by a pretty girl. What is he waiting for? Can't he do it? Another friend says that, with AIDS killing everyone, it is best not to have sex until you marry.

- 2 With your group, discuss:
 - What happens in the story?
 - Does it happen to people like us?
- 3 Continue the role-play to show what Chipili decides to do. Role-play the story with different endings.
- 4 In the whole class, discuss:
 - What do we mean by peer pressure?
 - What are the good and bad consequences of peer pressure?
 - What have we learned from this exercise?

Activity 5: Being persuaded by our friendship group

- 1 Go into groups. Tell each other about a time when a friend or group persuaded you to do something. This could be a good or bad thing.
- 2 Make a four-column table, to list the good and bad things and how you were persuaded either way. Some examples are included.

Good things	How did they persuade you?	Bad things	How did they persuade you?
Being kind to a new boy in school.	My friends gave a good example.	Smoking.	Some boys made me feel stupid if I didn't smoke.
...

- 3 Do some short role-plays to show how a person persuades their friend to do something good or bad.



HOME activities

Activity 1: Thinking about problems in friendship

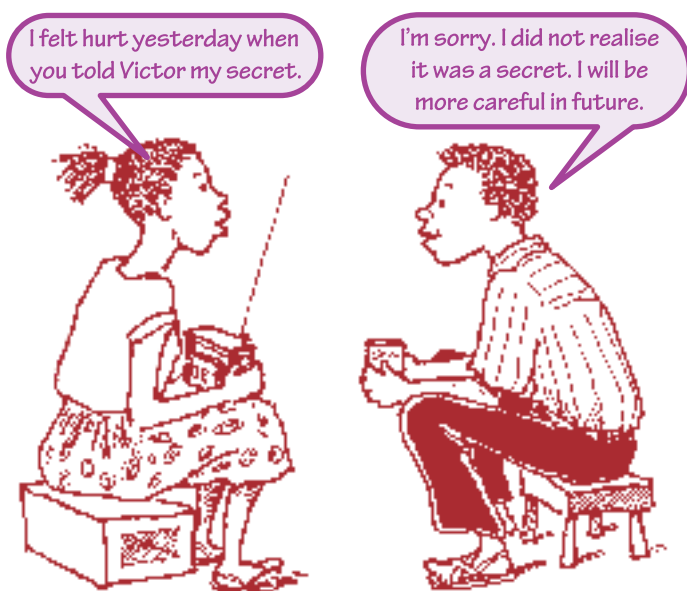
- 1 Ask a family member to tell you about a problem that they have experienced in a friendship and how they solved the problem.
- 2 Write a story about a friendship problem and how you solved it.

5.2 Problems in friendship

We all face problems in our friendships from time to time. It is important for us to talk to each other when we want to sort out problems in our friendships.

Trustworthiness, honesty and **caring** are **all** important virtues in friendship.

Sometimes friends do not understand each other well. Sometimes we are upset or angry. Then we may think only of our own feelings and not listen to our friend's point of view. But if we listen carefully and imagine that we are in our friend's place, we can see how they are feeling. Then we can talk in a caring way and find ways to solve problems and understand each other better. If we are feeling hurt or confused in a friendship, it is best to tell our friend how we feel and what we would like. Then they can say what they would like and we can discuss and agree.



The boxes below show step by step, how to solve problems in our friendships peacefully.

Each person goes through the following steps, also listening to the other person's point of view:

Step 1:

Explain your feelings.
Say what has upset you and why.

"I felt ... when you ..."

Step 2:

Say what you think the other person wants or has been upset by, and why.

"I understand that you felt ... because ..."

Step 3:

Say what you would like the other person to do in future.

"In future I ask you to ..."

Step 4:

Agree to the solutions.

Here is an example:

Step 1:

Person **A**:
"I felt angry when you told my secret to Magwani."

Person **B**:
"I felt upset when you were angry. I did not know it was a secret."

Step 2:

Person **B**:
"I understand that you felt angry because you thought I would keep your secrets."

Person **A**:
"I understand that you felt upset because I did not make clear it was a secret."

Step 3:

Person **A**:
"In future I ask you to be trustworthy and keep my secrets."

Person **B**:
"In future I ask you to tell me clearly when you want something kept secret."

Step 4:

Person **A**:
"Now, let's be friends again and trust each other."

Person **B**:
"Yes, I want that, too."

CLASS activities

Activity 1: Role-play friendship problems and solutions

- 1 Work in small groups of the same age and sex.
List down problems that can occur in friendships.
- 2 Choose one problem and practise a role-play that shows the problem.
(Do not show the solution.) Perform each role-play to the class.
- 3 Ask the actors:
 - How did you feel in that role? Why did you have this feeling?
 Ask the whole class:
 - What was happening in the role-play?
 - What would you want to change?
 - What have you learned that would help you if you were in a similar situation?
- 4 Now return to your groups. This time, role-play solving the problem between friends, using the steps in the boxes opposite. Then show the role-plays to the class.
- 5 At the end of the lesson, the teacher de-roles the actors to show that the problems were in the role-play, not in their real life. The teacher asks the actors their names and their favourite food.



Activity 2: Giving help to a friend with a problem

- 1 Brainstorm in a girls' group and a boys' group a list of problems in friendship. Each group votes for the top three problems. Each group member has three votes.
- 2 Divide into three groups of girls only and three groups of boys only. Give one of the top problems to each group.
- 3 Each group writes a letter to an auntie or uncle about their problem. They explain what the problem is, how it affects the writer and what causes it.
- 4 Groups of boys and girls exchange their letters.
- 5 One person in each group plays the person with the problem and reads out the letter. The other members try to help the person to solve the problem.
- 6 Each group in turn reads the letter and summarises the advice. The other groups are allowed to make one comment each on the solutions.
- 7 Two people from each group say one thing that they have learned from the lesson.

HOME activities**Activity 1: Sharing ideas with our friends**

- 1 In groups, discuss the different topics you have learned in Grade 6. Write a list of the main messages you want to share with your friends who are not in your class.
- 2 Ask your teacher if you can borrow this book to take home for a few days, so you can share what you have learned with your friends.
- 3 Afterwards, report back in class what ideas you shared with your friends. How did they respond? How can you continue to teach and help them?

Activity 2: Planning and taking action

- 1 In groups, decide on one topic which you think is very important. Think about the problem, its causes and its solutions.
- 2 Decide what you can do as a group to help solve this problem. Make a clear action plan, with activities, dates and who is responsible.
- 3 Take action, and afterwards evaluate what you have achieved and what could be done better. Share your experience with the class.

GRADE

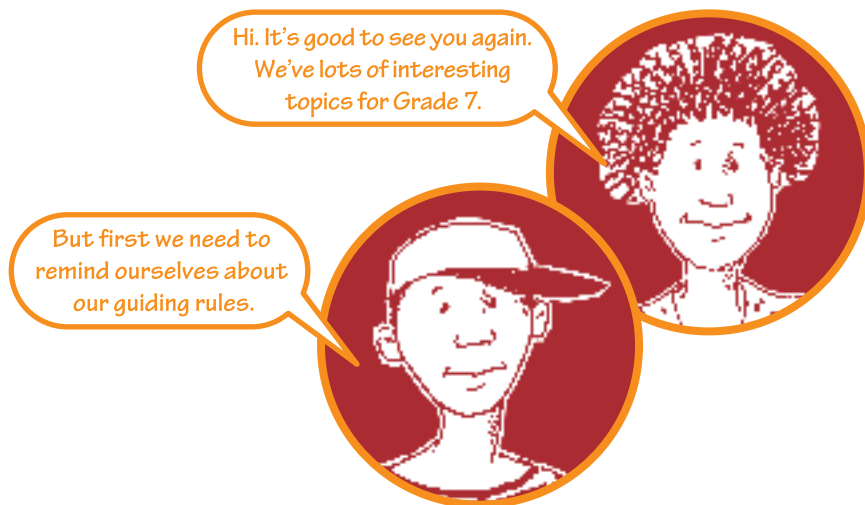
7

PAGE

- 64** Love, sex and abstinence
- 76** Reproductive health
- 89** Sexually transmitted infections
- 101** Understanding HIV and AIDS
- 112** Thinking ahead

BEFORE WE BEGIN

Working together safely



Hopes, fears and guiding rules

In Grade 6 we learned about ways of working together safely in Chapter 1 of this book. Please look at this chapter again to remind yourself. If you are starting this book for the first time in Grade 7, please read and do the activities in Chapter 1 before beginning your topics.

It is important that we talk about our hopes and fears for sexuality education and learn how to work together safely. We need to be able to trust each other and keep secrets. However, if a friend is being abused, then we should take the friend to talk with a trusted adult and get help.

As girls and boys we need to respect each other, treating others as we would like to be treated ourselves. Teachers and pupils also need to respect each other. Teachers should care for their pupils and set a good example.

CLASS activities

Activity 1: Our list of guiding rules

Look at the list of guiding rules that the class developed in Grade 6.

In pairs, discuss:

- What rules do we think are most important?
- Are there any rules that our class broke last year?
Was this a problem? Why?
- Are there any new rules we want to add to help us feel safe and happy?
- Agree on your new list of guiding rules for Grade 7. Write them on a large piece of paper and put it on the classroom wall. Remind your classmates if anyone is breaking a rule.

HOME activities

Activity 1: Preparing for the next lesson

Talk to your grandparents or other older relatives about how friendships between boys and girls have changed since they were growing up. Ask your grandparents what they think are the good and bad points about the changes.

6

Love, sex and abstinence

IN THIS CHAPTER

- 6.1 Friendship between boys and girls
- 6.2 Love, sex and abstinence
- 6.3 Making good decisions about sex
- 6.4 Safer sex and trust

This chapter is helpful, Musa. Now we feel good and strong about being girls and boys.



Yes, and it helps us to understand each other better.



6.1 Friendship between boys and girls

Boys and girls can be good friends without having sex. Friendships between boys and girls help us to understand each other better and share new ideas. They help to improve gender relations throughout our lives.

Traditionally, boys and girls were not allowed to spend time together before marriage because adults thought that they would have sex. But they still met in secret. Now times have changed. We need to encourage adults to accept friendships between boys and girls. Boys and girls marry later and it's good to get to know each other as friends before finding a marriage partner.

Sometimes boys and girls who are friends start to get sexual feelings for each other. When we are young, it is best to delay sex until we are mature. Friends can find ways to remain friends without having sex. For example, they can avoid spending a lot of time alone together.

CLASS activities

Activity 1: Reporting on homework

- 1 In groups, discuss what you have learnt from your grandparents about changes in friendships between boys and girls since they were growing up, and the good and bad points about these changes.
- 2 Call out your findings while your teacher writes them on the backboard.
- 3 Discuss how we can increase the good things about friendships between boys and girls and avoid the bad things.

Activity 2: Good and bad friendships

- 1 Divide into single-sex groups of five or six people and discuss:
 - What are the things that you like about a friend of the opposite sex?
 - What things make a good friendship with a person of the opposite sex?
- 2 Make a role-play to show this good friendship.
- 3 Show the role-plays to the class. After each role-play, discuss:
 - What things show that this is a good friendship?
 - Can you think of more things that show a good friendship?
- 4 In your single-sex groups, talk about:
 - What are the things that you do not like in a friend of the opposite sex?
 - What things make a bad friendship with a person of the opposite sex?
 - What behaviour would show you that a person was not a good friend?
- 5 Make a role-play to show some of these behaviours. Then discuss:
 - What are the things that show that the friendship is not going well?
 - Do the two people show care for each other? Are they each a good friend to the other? Why or why not?
 - What things might be making it difficult for them to have a good friendship?
 - What advice would you give the people concerned?
- 6 At the end, summarise what you have learnt. Decide how you will show care to someone else before the next lesson.

HOME activities

Activity 1: Words of “love”

Talk to friends and family members to find out words in your own language that mean “love”. How many words can you collect? What do they mean?

6.2 Love, sex and abstinence

Love is a special feeling that fills your heart. Love is putting yourself in someone else's shoes and caring about what they feel. Love is accepting and loving people just as they are and caring about them enough to help them to do better. Loving helps others to feel important and happy and become gentler and kinder. Love is catching – it keeps spreading.

Sharing is a way to show love. Share your belongings, your time and yourself. You show love in a smile, a pleasant way of speaking, a thoughtful act or a hug. Love is treating people as you would like them to treat you: with care and respect. Love is treating people with special care and kindness because they mean so much to you.

We can feel and show love for many different people in our lives. Strong love between parents and children starts at birth for many people and goes on throughout life. Parents and children show their love in physical ways through breastfeeding, holding, cuddling and kissing. We love other family members and our friends dearly, and may hug and touch them without having sexual feelings.

When we talk about “falling in love” with a person, we are often including sexual feelings in that love. We find a person who is very special to us, who we want to be with, listen to, touch and get close to with our hearts, minds and bodies. We may show love in the ways that we describe above and by pleasing each other sexually.

Sometimes people say “I love you” when they only mean “I want to have sex with you”. They may have strong sexual feelings for someone without loving them as a whole person. They may only be interested in persuading a person to have sex, not in loving them.

If people love each other and have sexual feelings as well, they can find ways to show their love without having sexual intercourse. Because they care about each other and find joy in being together as loving friends, they will be able to wait until it is the right time for them to have sexual intercourse. Abstaining from sex does not harm our sexual organs or prevent us from making love well when we are ready.

CLASS activities

Activity 1: Problem letter

In pairs, read this letter and then answer the questions below.

Dear Uncle Chabu

My friend Rosie and I have been going around together since primary school. We are now 16 years old. I really love her. We can talk about anything, relax together and be ourselves. We are interested in each other's problems and we laugh and cry together. We enjoy challenging each other at school work, and on the weekend we sing in the choir.

Now I have met this girl called Selena and I think I have fallen in love with her. I think about her all the time. I want to be with her, hear her voice, touch her and make love to her. And yet sometimes I can't think of one word to say when we are together. She has left school and has a job. I often do not have time to see Rosie now. I know that she feels sad, but I have to be around in case Selena comes by. Is it possible to love two people? Is there more than one kind of love, and if so, which one is best?

William

- What would you say to William?
- Are there different kinds of love?
- What words do you have in your language for love?
Do they refer to different kinds of love?
- How do we know that we love someone or they love us?
- How do we behave towards someone we love and how do we expect a person who loves us to behave?



Activity 2: Reading stories

1 In small groups, read or act these three stories below.

Tim's friends tease him because he has not had sex yet. Mary has been initiated and wants to test whether she can dance well in bed. Tim sees Mary walking home from the farm and proposes sex to her. She agrees.

Martina and Moffat love each other very much and have agreed to wait until they marry to have sex. They find many ways to show their love without having sexual intercourse.

James and Gertrude love each other but they cannot afford to get married yet. They want to enjoy their sexual life together now and have agreed to use a condom every time they have sex.

2 Now match the stories with the bullet points:

- They love each other and have sex together.
- They have sex together without love.
- They love each other but do not have sex.

3 Now discuss the questions:

- What is the difference between love and sex?
- Is it possible to have sex without love?
- Is it possible for people to have a loving friendship without sex?



Activity 3: Competition

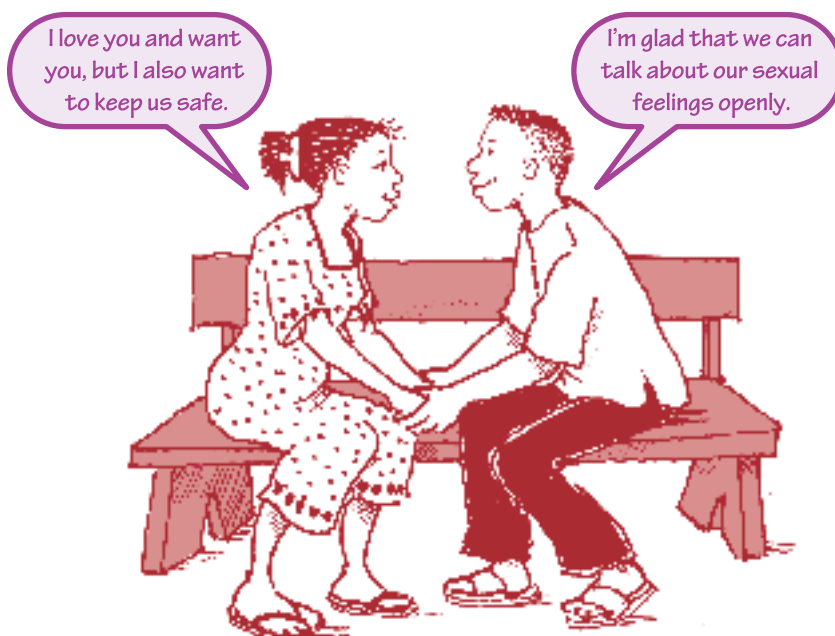
- 1 Divide into single-sex groups. Make a list of all the ways that you can think of to show someone you love them other than by having sex together. See which group can make the longest list.

Here are some examples to get you started:

- Give them your last sweet
- Say “I love you”
- Name a star after them
- Be with them when they are upset
- Write a romantic song and sing it to them
- Compliment them and make them feel special
- Do something fun and have a laugh
- Tell them all the little things you love about them
- Never cheat on them
- Talk to each other openly about your sexual feelings so you can make decisions together.

- 2 Now compare the lists of the boys and girls and discuss:

- How do boys show love and care for girls?
- How do girls show love and care for boys?
- Which things are the same for boys and girls?
- Which things are different for boys and girls?
- Are you able to talk to a special friend about what you want in friendship and how you can both show love?



Activity 4: Thinking about abstaining from sex

- 1 Divide into separate groups of boys and girls.
- 2 Make two columns on a large paper, like the example below. In one column list all the good points about abstinence. In the other column list all the bad points about abstinence.

GOOD points about ABSTINENCE	BAD points about ABSTINENCE
100% prevention of pregnancy, STIs and HIV	Boyfriend or girlfriend leaves you
Follows your religion	Friends say sexual organs won't work

- 3 Share your lists in the class. Make one list for the boys and one for the girls on the blackboard. Begin with good points and discuss them using the questions below:
 - Explain the good point clearly and ask why we think this is a good point?
 - Do boys and girls think that it is a good point? Why or why not?
 - Does everyone agree with this point? Why or why not?
- 4 Now discuss the bad points using the same questions.

Activity 5: Problem story

1. In pairs, read Ernest's story.

I've always felt different from other boys. I like playing football with my friends, but now that we are older I get bored when they keep talking about girls and how sweet they are. I like being with girls but I don't get sexy feelings about them at all. Now I've realised that I am falling in love with a boy that I meet at choir. I think about him so much and want to touch him and get close to him. I'm worried that I might be what they call "gay". I don't know who to talk to about it because in our society gay people are not accepted.

In small groups, now discuss the story:

- What was Ernest's problem?
- Do some boys and girls have these feelings in our community?
- What do you feel when you read about Ernest's problem?
- What would you say to him if he was your friend?
- Who do you think might help him?
- How could we make it easier for him in our school?

6.3 Making good decisions about sex

If we have a choice about whether to have sex or not, we may still do it without thinking carefully about the results. We may not make a decision to have sex; it may just “happen” to us in an unplanned way. Sexual feelings can be very strong and overcome our common sense.

It is very important that we learn to make strong decisions on whether to have sex or not; to say “No” and mean it until we are ready to say “Yes” at the right time. As young men and women, we need to take responsibility for our sexual behaviour and the results.

Young people may decide to have sex for a number of reasons, including love, desire, peer pressure, power and money.



CLASS activities

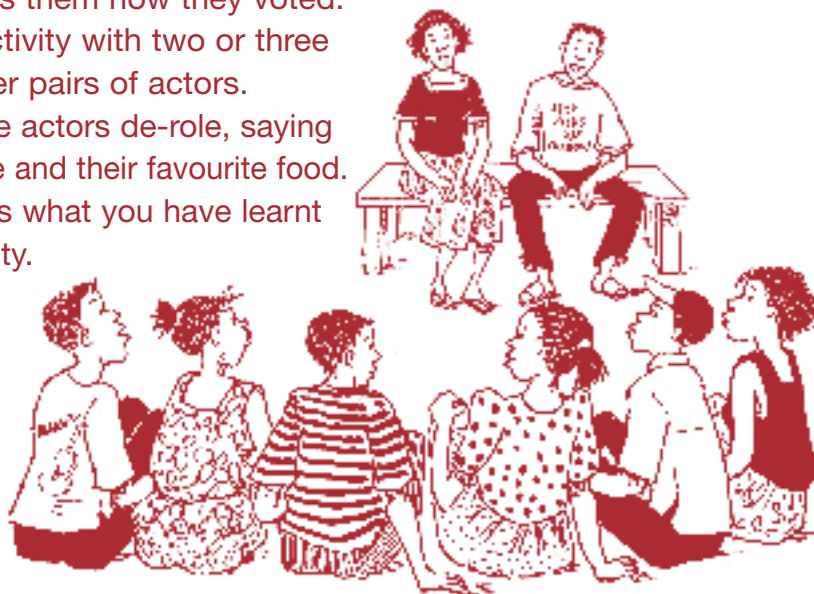
Activity 1: “Hot seating”

- 1 Two of you volunteer to play the roles of a boy and girl who are thinking about whether to have sex together or not. They leave the group and get into their roles. They should agree on their names for their characters, how long they have known each other, how they met, where they meet, how they feel about each other and why they are thinking about having sex.
- 2 The rest of the group go into single-sex pairs and imagine that you are a young person thinking about having sex with someone. Talk about:
 - What questions would help you to make a good decision?Write down your questions so that you can ask them to the boy and girl who are making the decision in the role-play.
- 3 Invite the boy and girl back to join the group. The class members are going to help them make a decision on whether or not to have sex by asking them some questions.
- 4 The couple to introduce themselves, giving only their names. Then they stay in role while the group asks the questions. This is called “hot seating”.
- 5 Make sure that you ask questions to both the boy and the girl because they should make the decision together.

Asking good questions

- Take care that you ask open questions that do not tell the couple the answers you want to hear. For example:
DON'T ASK
Don't you think that it is wrong to have sex before marriage?
INSTEAD ASK
What do you think about having sex before marriage?
- Try to ask questions that follow on from the question the person before you asked. For example:
Do you want to have a child with this person?
ANSWER “NO”
So what are you going to do to prevent pregnancy if you have sex?

- 6** When the group has finished asking questions, add any of the following questions that have not yet been used:
- Why are you thinking of having sex with this person?
If you do have sex, what will be your reasons for doing it?
 - Do you have sexual feelings for this person? How do you know this?
 - Have you talked with this person about having sex?
 - Are you sober or are you high from drinking alcohol or using drugs?
If you are high, would you still want to have sex if you were sober?
 - How do you think you will feel after you have had sex?
 - Will you stay together as boyfriend and girlfriend or marry?
 - Do you want to have a child together?
If you don't want a child, what will you do to avoid pregnancy?
 - If the girl gets pregnant, what will you both do?
 - How would your life change if you have to bring up a child at this time?
Will you both share the responsibility for the child?
 - Could you obtain a safe abortion if you wanted it?
 - Could either of you have HIV or another STI?
 - What will you do to protect yourself from this possibility?
How safe will you be?
- 7** When the couple have answered all the questions, they go away for five minutes and discuss:
- Will their characters decide to have sex or not?
 - What are the good and bad points about this decision?
- 8** Meanwhile, the group discusses the same questions and vote on whether the characters should have sex or not.
- 9** The couple return to give their decision and the reasons for it. The group tells them how they voted.
- 10** Repeat the activity with two or three other volunteer pairs of actors.
- 11** At the end, the actors de-role, saying their real name and their favourite food.
- 12** Finally, discuss what you have learnt from the activity.



6.4 Safer sex and trust

People often feel that those with an STI or HIV are bad or immoral and cannot be trusted. In the same way, when we like someone a lot or fall in love, we feel that our beloved is a good person and cannot have an STI or HIV. If we decide to have sex, we do not start or continue using condoms because we feel safe and we do not want our loved one to think that we do not trust them. But the truth is that “good” people just like us get STIs or HIV and many of us do not know that we are infected. Unless we have tests for HIV and other STIs, we cannot know whether we might infect someone else.

For young people, the best choice is to abstain from sex until we are mature and in a stable relationship. If we decide not to abstain, we need to use condoms to care for each other unless we have had an HIV test and know that we are both HIV negative. We need to trust each other and care enough to talk openly about condoms and the HIV test, and to use condoms correctly every time we have sex.

Remember!

Condoms protect people from STIs, HIV and pregnancy when they have sex. Condoms do not have any bad effects on the body. The government says that everyone should be able to obtain them free without a prescription from health workers.

If condoms are properly used every time, they provide good protection against HIV and pregnancy. If condoms are not used correctly every time a couple have sexual intercourse, they remain at high risk of pregnancy, STI and HIV.

Condoms may be too large for younger boys and fall off. This is another good reason for boys and girls to wait until they are mature before having sex.



CLASS activities

Activity 1: Read and discuss stories

1 In small groups, read these stories.

Tim and Martha have been boyfriend and girlfriend for six months. They always use condoms to prevent pregnancy, STIs and HIV. Martha wants to stop using condoms and use the contraceptive pill. She says that she trusts Tim now and wants to feel closer to him, with no rubber between them. Tim wonders whether this is a good idea.

Mary is getting married to Kaluba next month. He is six years older than Mary. Mary and Kaluba love and trust each other. They feel happy that they will soon be safely married and no longer at risk of HIV. Kaluba's brother wonders whether they have talked about HIV together.

Tom and Tina have been good friends for five years. The friendship has grown closer and they want to have sex. Tom wants to use condoms but Tina feels bad about it. She thinks that he does not trust her and only wants to use her body for his pleasure, with no thought of starting a family together.

2 Now think about the stories and discuss these questions:

- Do these things happen in our community?
- What do people mean by “trust” when they talk about HIV?
- Who might be at risk of HIV in the stories?
- What would you do and say if you were Tim, Kaluba's brother or Fred?
- What could each couple do to protect themselves from HIV and keep their love strong?

3 In your groups, role play the conversation between one pair as they come to a safe and healthy decision. Remember to de-role after the role-play.

HOME activities

Activity 1: Preparing for the next lesson

Find out from your friends all the ways that they think pregnancy can be prevented. Make a list. Which ways do you think are effective and which are not?

7 Reproductive health

IN THIS CHAPTER

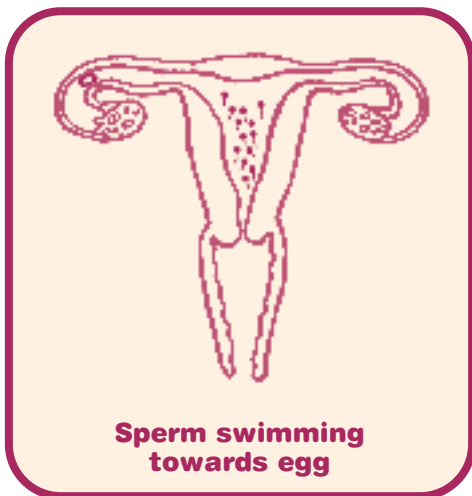
- 7.1 Prevention of pregnancy
- 7.2 Unsafe and unwanted pregnancies
- 7.3 Protecting our fertility

I want to wait until I am older to have a baby, so I need to understand about pregnancy and how to prevent it.

Boys also need to understand. We are equally responsible for making babies.



7.1 Prevention of pregnancy



- People have many different ways of preventing pregnancy. Some ways are very effective, some are fairly effective and some do not work at all and may be dangerous.
- **Abstinence** (not having sexual intercourse) is the safest method for young people because it is 100 per cent safe.
- Urinating, washing or jumping up and down after sex do **not** prevent pregnancy. This is because millions of sperm are released with each sexual intercourse and the sperm swim very fast from the vagina to the uterus and Fallopian tubes to find an egg.

- A **contraceptive** is a scientific method that a man or woman can use to prevent pregnancy. There are many types of contraceptives, each with advantages and disadvantages for different people at different times of their lives.
- Partners who plan to have sexual intercourse should talk together about the best ways to protect themselves from unwanted pregnancy, STIs and HIV. They can get advice on different safe contraceptive methods from family planning providers.
- Couples should use a **condom** properly each time they have sexual intercourse, because condoms protect against pregnancy, STIs and HIV. A condom is also a contraceptive.
- Contraceptive **pills and injections** are very effective when taken as prescribed. They do not prevent STIs and HIV.
- **Foam tablets** are inserted inside the vagina. They are not so effective.
- Male or female **sterilisation** is a permanent method of contraception. It is only used by people who decide that they have enough children.
- Traditional herbs may not be effective and can be dangerous.
- It is our responsibility, both males and females, to use the safer ways of preventing pregnancy.



CLASS activities

Activity 1: Role-plays

- 1 In three groups, work out one of these role-plays each:
 - A boy proposes a girl for sexual intercourse and produces a condom, which the girl does not want to use. They have sex without the condom and the girl becomes pregnant.
 - A boy proposes a girl and she refuses. She tells him that at school she learned that pupils should not have sex with each other until they finish school and are settled in a relationship.
 - A girl proposes sex to a boy and tells him that she cannot get pregnant because she is taking the contraceptive pill. They have sex together.
- 2 Perform the role-plays to the class. Then discuss these questions:
 - Which of the three role-plays do you think shows the best situation for pupils of your age? Give your reasons for your choice.
 - Which of the three role-plays shows the worst situation? Give your reasons.
 - What dangers do the couple in the third role-play face?

Activity 2: Debate

- 1 Form two groups. Debate the following statement:

Young unmarried people who have sexual intercourse should always use a contraceptive to prevent pregnancy.
- 2 One group argues for the benefits of using contraceptives while the other group argues that it is better to avoid contraceptives. First prepare your points in groups and then hold the debate. At the end, vote to see which side won the debate.
- 3 In small groups, now discuss these questions.
 - What should young people do if they want to have sex but do not want to cause pregnancy?
 - What type of life skills would they use to prevent pregnancy?
 - What kind of advice would you give to the people arguing against using contraceptives to prevent pregnancy?

Activity 3: Discuss a poem

- 1 Work in small groups. Read this poem aloud:

Pregnancy, pregnancy!
 Why did I fall pregnant?
 I never thought it could happen to me!
 Oh, a young girl like me is pregnant!
 Still a child myself, how will I cope up?
 Well, falling pregnant is not the end of my life.
 I will be strong and pray for help.
 My friends, it could have been you.

Pregnancy, pregnancy!
 Carrying a new person in my womb!
 I thought that I was just practising
 To do it perfectly as a married woman.
 But now I'm a mother, it's not practice, it's my life.
 It's your life too, father of the baby.
 Help me, my friends, my parents, my society.
 Don't desert me now in my time of need.
 My friends, it could have been you.



- 2 Discuss these questions and write down the answers in your notebooks.

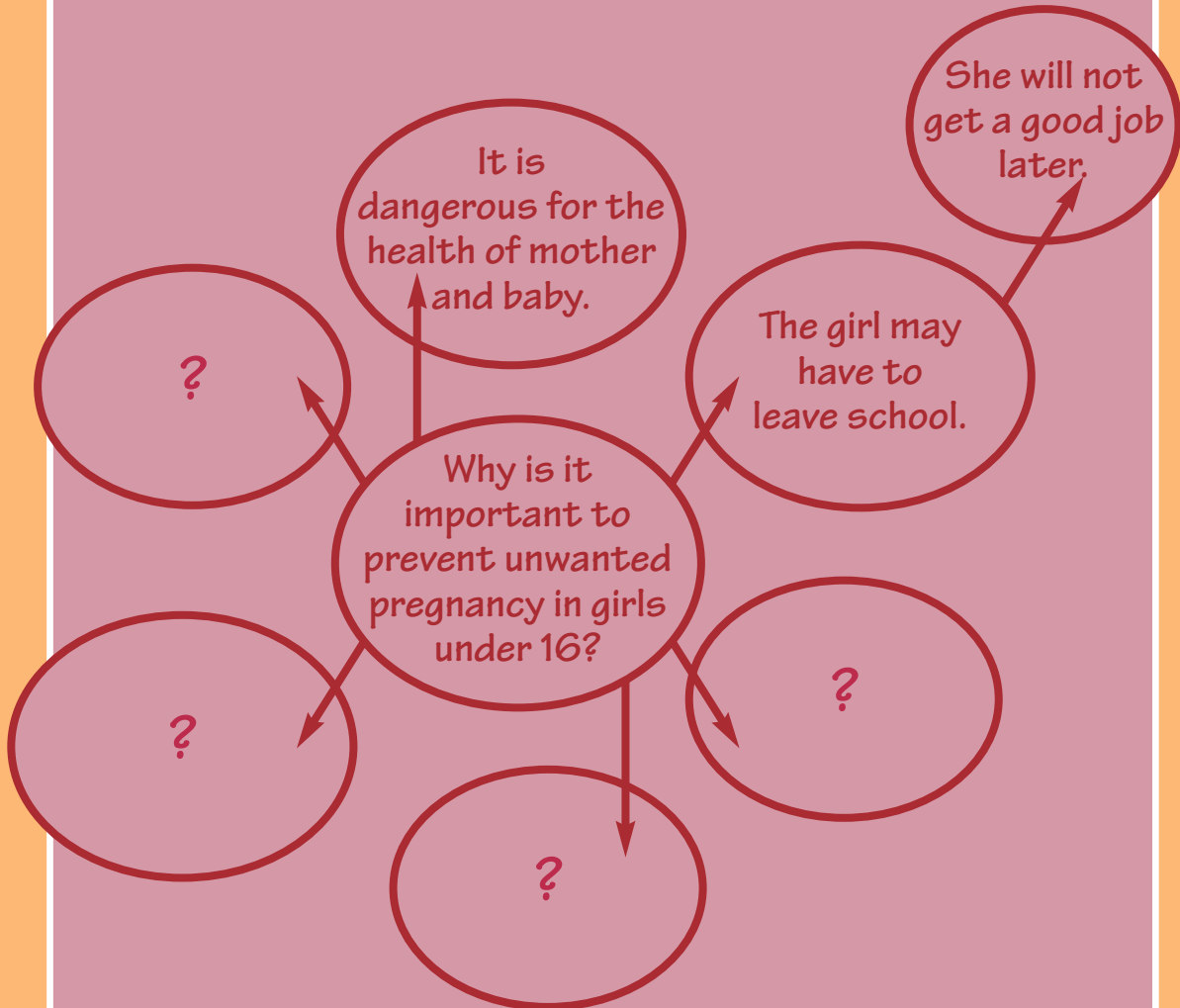
- Did the girl in the poem know she could get pregnant?
- What were her reactions when she found that she was pregnant?
- What was the reason why the girl had sex?
Do you think it was a good reason?
- How could she have prevented the pregnancy?
- What do you think will happen now?
- How should the father of the baby support her?
What are his responsibilities?
- How can her friends, family and society support her?

- 3 Now write your own poem about how it would be if you found yourself pregnant (as a girl) or if you impregnated a girl (as a boy).

HOME activities

Activity 1: Drawing a “But why?” chart

Draw a “But why?” chart to show why it is important to prevent unwanted pregnancy. Some examples are given in the spider chart below.



Activity 2: Preparing for the next lesson

Find out from older people in your family what they know about Zambian laws on abortion. What do they think actually happens in practice? Do they agree with these laws, or do they think they should change?

7.2 Unsafe and unwanted pregnancies

What is abortion?

Induced abortion is when people take action to end a pregnancy before the foetus has grown enough to survive outside the uterus. It is always better to abstain or to use contraceptives to prevent pregnancy than to have an abortion.

A **safe abortion** is one that is carried out during the first three months of pregnancy by a qualified medical person in a clean place.

An **unsafe abortion** is one where unqualified people use dangerous drugs, herbs and other substances, or a sharp instrument, to end the pregnancy. This is very dangerous and can cause infertility and death in the mother.

In some countries, all abortion is illegal, while in others it is legal. In Zambia, safe abortion is legal when three doctors approve a request for abortion. Abortion is legal when continuing with the pregnancy would be harmful to the physical, mental or social health of the mother.

For example:

- in cases of rape or abuse
- when the unborn baby is likely to be severely disabled
- when the mother is too young or has had too many children already to have a safe pregnancy and delivery.

Some doctors are more willing than others to carry out a safe abortion.



Problems after abortion

Signs of problems after an abortion are:

- fever and shivering
- pain in the lower abdomen
- heavy bleeding
- vaginal discharge that smells bad.


If a woman has any of these signs, she should go to the nearest health facility immediately, because they can lead to infertility and death.

A safe abortion by a qualified medical person has a very low risk of health problems and infertility. Girls can continue with their education after a safe abortion. They can learn from the experience and either abstain or use contraceptives to avoid an unwanted pregnancy happening again. They will avoid the negative consequences of having an unwanted pregnancy before they are ready. Then they will be able to plan for a wanted child when they are adult and can bring up the child well.


It is against the law to carry out an unsafe abortion, and those who do it can go to prison for up to seven years.

Points of view

“I believe that abortion is wrong. I would feel so guilty. Surely, all life is good.”



“I believe children have the right to be born to parents who can love and care for them. I also think that women have the right to life and health, and many are suffering from unsafe pregnancies.”



This is a difficult issue. What do you think?

CLASS activities

Activity 1: The story of Mzamose and Mangani

1 Work in small groups. Read this story aloud:

Mzamose was 15 years old when she fell in love with Mangani, her classmate. They had a nice time kissing, touching and holding each other. Mzamose refused to have sexual intercourse with Mangani because she was afraid of falling pregnant and they had promised to marry each other after finishing school.

Mangani was finding it hard to abstain and he was happy when he learned from a friend in Grade 9 about “safe days” for having sex. He explained to Mzamose and they agreed to have intercourse on those days.

The next month Mzamose missed her period but she didn't worry because it often happened. After two months, with no periods she noticed that her breasts were bigger and tender, and then she started vomiting in the mornings. She told her grandma, who said that she was pregnant.



2 Now discuss these questions:

- Why did Mzamose get pregnant?
- Was Mangani's information correct?
- What choices do Mzamose and Mangani have now?
- What is the safest and best decision for them?

3 Now act it as a role-play, showing what happens in the end.

Activity 2: Thinking about the story

- 1 Imagine that you are Mzamose if you are a girl and Mangani if you are a boy, and discuss these questions with a friend. Afterwards, write your answers in your notebooks.
 - How old am I, and how will it affect my health and safety if I become a father or mother?
 - Do I want to marry my partner?
 - What support can I provide to the baby and my partner?
What support can I expect from my partner?
 - What support can I expect from my family and friends?
Can they help me to bring up the child?
 - What resources do I, my partner and our families have to enable me to bring up a child well?
 - What are my future plans for education and work?
How will becoming a parent affect my plans and future?
 - Can I or my partner obtain a safe abortion before I have been pregnant for three months?
 - What are my own feelings about abortion?

HOME activities

Activity 1: Finding out more

Ask people in your home in what situations they think that a woman should have the right to end a pregnancy. Write down their answers in your notebook. Write down your own ideas and compare them.

Activity 2: Preparing for the next lesson

Find out from older people what they do to help young boys and girls to protect their fertility.

- How do they know that a young person's fertility is developing well?
- What do they think causes infertility?

7.3 Protecting our fertility

Becoming fertile

A boy becomes fertile when he reaches puberty and sperm production starts in the testes. When a young man begins to ejaculate mature sperm, it means that he is fertile. Wet dreams are a sign that the boy's reproductive organs are maturing.

Girls are born with thousands of tiny, unripe eggs in their ovaries and one of these eggs is released fourteen days before they have their first menstrual bleeding. The girl is then fertile. It is therefore possible for girls to get pregnant before their first menstrual bleeding.

Boys and girls can make a baby together as soon as the sperm and egg are mature, meet and fertilise after sexual intercourse.

It does not matter whether you are fat, thin, tall or short. It does not matter whether your penis, vagina or breasts are big or small. People of all sizes and shapes can make a baby. It is impossible to tell by looking whether a person is fertile or not.

I know we can avoid STIs by abstaining, but I feel so hot for my girlfriend.

If you truly love her, you can wait until you are married.



Friends discussing how to protect their fertility.

A couple discuss their fertility problems with a health worker



Protecting fertility

Young men and women should protect themselves from STIs, HIV, early pregnancy and unsafe abortion when they are growing up, because these can make it difficult to have a healthy child later. If they want to conceive, they should stop taking alcohol, tobacco and cannabis (*dagga*).

Young men and women should wait until they are at least 18 years of age before having a baby.

If a husband and wife take a long time to become pregnant, it could be caused by a problem in the woman or the man, or both. If the Fallopian tubes or sperm tubes become blocked because of an STI, the sperm and egg cannot reach each other to make a baby.

Some people are born with fertility problems. Any of us might be infertile, and we should support and never blame those who cannot have babies.

CLASS activities

Activity 1: Group discussion

In single sex groups, discuss local ideas on how people judge whether someone is fertile or not. Present your ideas to the whole class and discuss them. The teacher will help you to decide which ideas are true and false.

Activity 2: The story of Nzaliwe and Yohane

1 Read this story:

Nzaliwe and Yohane met at college and fell in love. Two years later they got married. They both wanted to start a family but two years passed and nothing happened. There was no pregnancy. Nzaliwe and Yohane became more and more worried. They went to the health worker who explained that there are different reasons for fertility problems. One reason is when untreated STIs block the tubes inside the reproductive system of men and women, stopping the egg and sperm from uniting. Nzaliwe and Yohane were a loving couple so they did not blame each other, but silently they wondered about themselves.

Five years earlier, when Nzaliwe was still at school, she had sex with a boy. A few days later she had suffered pain in her abdomen and burning feeling when she passed urine. She never had this problem treated – and eventually the symptoms went away. Yohane also privately wondered about his early sex life. When he was 16 years, he had suffered swollen testes and an abnormal discharge from the penis. Feeling shy, he had waited for many weeks before going for treatment. Had he left it too late?

Nzaliwe and Yohane never had their own children, but they adopted three orphans and made a happy family life together.

2 Now discuss these questions:

- What was good about the relationship of Nzaliwe and Yohane?
- Why do you think they could not become pregnant?
- What things could Nzaliwe and Yohane have done to avoid their fertility problem?
- What did they do in the end to cope positively with the situation?

Activity 3: A poem on fertility

1 In small groups, read this poem aloud:

Fertility, fertility
It's nice to be fertile
STIs and fertility can't move together
STIs can block our tubes, stop us making a baby
Let's all protect ourselves from STIs
They are dangerous
Let's run for treatment fast!
Fertility in girls is important
Fertility in boys is important
Let's stand firm together to protect our fertility
Yes to abstinence!
Yes to condoms!

2 Now discuss these questions and write your answers in your notebooks:

- What does the poem teach us?
- Why should boys and girls work together to protect fertility?

HOME activities

Activity 1: Finding out more

Consult with older people and with friends to find out their ideas on how young men and women can protect their fertility and the health of unborn children throughout their courtship, marriage and pregnancy.

Activity 2: Preparing for the next lesson

Find out what people in your community say are the causes and consequences of STIs.

8

Sexually transmitted infections

IN THIS CHAPTER

- 8.1 All about STIs
- 8.2 Treatment of STIs

We need to protect each other from STIs. They damage our health and can prevent us having babies.



There's no need to be shy. We must go for treatment at once if we think we have an STI.

8.1 All about STIs

What are STIs?

- There are many different infections passed on through sexual intercourse. **Gonorrhoea, syphilis, herpes, chlamydia, warts and chancroid** are some common ones. **HIV** is also a sexually transmitted infection (STI).
- Many people show no signs of illness at first. STIs can be in our bodies, damaging our reproductive organs without us realising. A person can pass on an STI to someone else without knowing it.
- It is good for anybody who has had sexual intercourse without a condom to go for a check-up at the clinic. Then they can get treatment if necessary and abstain or use condoms to protect themselves and their partners.

Both partners need treatment for STIs



Signs and symptoms of STIs

People can have STIs without knowing, or they may have some of the following:

- frequently painful and/or itching urination
- swollen, painful glands on the groin
- blisters and open sores (ulcers)
- itching in the genital area
- abnormal (more than usual or smelling) discharge from the penis or vagina
- warts in the genital area
- lower abdominal pain
- pain in the testes
- painful sexual intercourse.

If someone has an STI, they should always tell their partner.

Consequences of untreated STIs

If we do not treat STIs, there can be very serious consequences.

- A **baby** can be **infected** in the uterus or during delivery. This can cause blindness, serious illnesses and even death before or after delivery.
- The woman's Fallopian tubes or the man's urethra become blocked, causing **infertility**, because the sperm and the egg cannot reach each other to fertilise.
- STIs make it easy for **HIV** to enter the body through blisters and sores in the genitals.
- The partners may quarrel, separate and divorce.

Prevention of STIs

We can avoid STIs by not having sexual intercourse in the vagina or anus. This is called **abstinence**. This is best for young people because it is 100 per cent safe. We can reduce our risk of STIs in these ways:

- Be **faithful** to one uninfected sexual partner who is also faithful to us. We need to go for voluntary counselling and testing (VCT) to know whether both partners are uninfected with HIV.
- Have an STI and HIV test and if either of us is positive, always use condoms.
- Use a male or female **condom** properly every time we have sex.
- Wash our private parts carefully with water before and after sexual intercourse. It is important for boys to pull back the foreskin and clean under it carefully. We still need to use a condom.
- Get treatment early.
- Tell our partners if we have signs of an STI, so they go for treatment too.



CLASS activities

Activity 1: Brainstorming

In single sex pairs, brainstorm on all the STIs that you know about or have heard of. Agree on what you both plan to do to avoid contacting STIs from now on.



Activity 2: 'River of Life' game

We can protect ourselves from STIs and HIV by abstaining from sex; by having sex with one faithful, uninfected partner who only has sex with us, after both have been tested (VCT); or by using condoms.

We may change our choices for safer sex as we go through our lives. But it is important that we practise one of them. We can help each other to practise safer sex. Safer sex can help us to reach our future dreams.

We are all crossing the "river of life" to our "future islands". In the water there are dangers that can stop us getting across safely. The dangers are like crocodiles. The three boats of safe choices can help us to get to our happy future islands, avoiding the crocodiles.

- 1** Look at the picture opposite. Draw a river on the floor with chalk. Now draw some crocodiles and label them with “HIV” and “STIs”. We can cross the river in boats. Draw pictures of three boats: the boat of abstinence, the boat of VCT and fidelity, and the boat of VCT and condoms.
- 2** In this game, we role-play different people in our society. First, the teacher gives out papers with different roles written on them: migrant worker, boy pupil aged 17 years, girl pupil aged 13 years, nurse, doctor, pregnant woman, husband of pregnant woman, farmer, young mother, bar girl, soldier, businesswoman, and so on.
- 3** Then we imitate crossing a river that is infested with the vicious crocodiles of STIs and HIV. People can cross the river choosing one boat. Some people are unable to jump into any of the boats for their own personal reasons and they keep swimming.
- 4** Think about your role. What choice would your character make? Decide whether your character is able to stay in a boat or is swimming in the dangerous waters.
- 5** Those of us in the boats say why our character is in this boat. We also try to help those in the water to climb into a boat that suits them, giving them reasons why they should join that boat. The people in the water give their reasons for swimming and decide whether to join a boat.
- 6** Now try playing the game in couples - for example, a 14 year old girlfriend and boyfriend, an older shopkeeper and a school girl, a young married couple wanting to have a child, an older couple where the man pays for sex with others. Role play these couples and discuss their choices.
- 7** Summarise in class by stating what you have learned from this game.

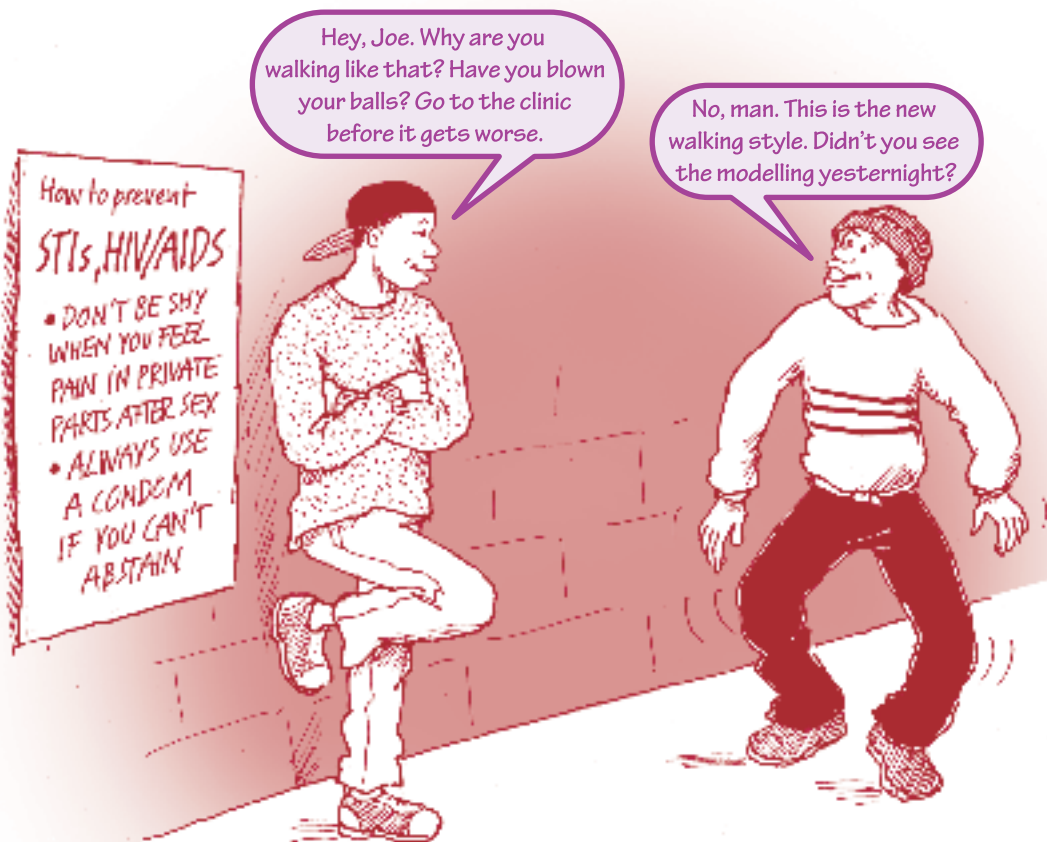
HOME activities

Activity 1: Preparing for the next lesson

Talk with your friends and find out what questions they have about prevention and treatment of STIs. Write them on pieces of paper and put these into the question box in class before the next lesson.

8.2 Treatment of STIs

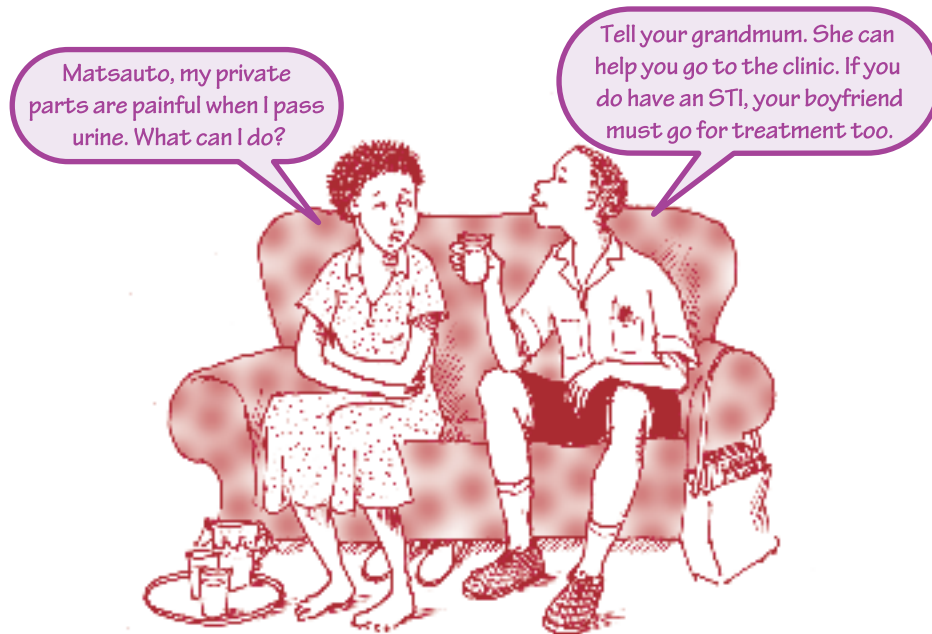
- We should go to a health worker for treatment quickly if we notice any signs and symptoms of STIs. There is no need to feel shy and we have a right to treatment.
- If we get treatment quickly, our organs will not be damaged and we will protect our fertility. We will not make anyone else sick.
- We can find out where to go in our community if we have signs and symptoms of STIs. We can visit the clinic so we know what to expect.
- A person who has been defiled or raped should go to the clinic immediately to get a medical report and medicine to prevent STIs and pregnancy.



CLASS activities

Activity 1: Answering the question box

Invite the health worker to visit, or your teacher can help you. Take out the questions from the question box and answer them in class. The pupils can try answering the questions, and the health worker or teacher will give any corrections and extra information.



Activity 2: Discussing a picture

In small groups, look at the pictures above and on the opposite page and discuss these questions:

- What advice do the friends give the girl and boy?
- How do they help their friends?
- Why is it good to talk openly about STIs?

Activity 3: A cartoon story

- 1 In pairs, look at the cartoon on page 96 and make up a story about what is happening in the pictures.
- 2 Copy the pictures in your book and write speech bubbles to show what the boy and girl are saying.
- 3 Alternatively, role-play your story to the class.

A cartoon story



Activity 4: Victor and Tita's story

1 In small groups, read this story aloud:

Victor was 21 years old when he met Tita and they fell in love. They were good lovers and after a year they married.

One day Victor met Linda at a bar. They sat together and drank beer. Victor felt hot and asked Linda to have sex with him. They had sex without using a condom. He paid for the service and Linda went home happy.

After three days, Victor discovered a painless spot on his penis but he did not tell Tita, not even telling her about the sex he had with Linda. He felt that if he revealed it Tita would be angry with him.

A few months later Tita became pregnant and she went for antenatal care. The doctor told her that she had syphilis. The doctor gave her medicine and she was cured. She went to inform Victor at home. Victor refused to accept his responsibility and said that he had no signs of syphilis. He blamed Tita for flirting with other men and chased her away from home.

Tita went to Victor's grandma, who escorted her home and had a chat with the two young people. Victor admitted that he had had sex with Linda and he apologised for making such a mistake. They reconciled and Victor went to the hospital, where he was put on medication and cured. They are both living happily again.

2 Now discuss these questions:

- How did Victor contract an STI?
- What are two ways that Victor could have avoided an STI?
- Imagine you are Victor. Which way would you choose?
- Imagine you are Tita. Which way would you prefer?
- What should a person do if they see a painless sore or spot on their genitals?
- How did Tita feel when she found out that she had an STI?
- How did Victor feel when she told him?
- How did Victor and Tita reconcile?
- Name the other types of STIs that are common in our area.
- How will Victor prevent himself from getting an STI in the future?

Activity 5: Writing exercise

Answer these questions in your notebooks:

- STIs can cause in human beings, which means they cannot have children.
- Name five consequences of contracting an STI.
- Name two possible consequences of infertility.
- If the parents have an STI, what can happen to the infected baby? Name two consequences.
- Write down three common STIs in your community.
- Write down three ways that young people like you can avoid the serious consequences of STIs.
- What is the best way for young people to avoid STIs?

*Gonorrhoea ndi nthenda
ya katengela ndipo
imababa eya
uyende kucipatala,
utenge mankhwala
ndipo uzachila shuwa
uzadabwa eweee.*

*Syphilis ndi nthenda
ya kakatengela
koma ibaba mochedwera
uyende kucipatala,
utenge mankhwala
ndipo uzachila shuwa
uzadabwa eweee.*

*Gonorrhoea is an STI.
It will cause you pain-yeah!
Go to the hospital,
get treatment and
you will be cured for sure,
you will be surprised-yeah!*

*Syphilis is an STI.
It is painful later-yeah!
Go to the hospital,
get treatment and
you will be cured for sure,
you will be surprised-yeah!*

HOME activities

Activity 1: Playing STI Snakes and Ladders

- 1** In small groups, design messages for a Snakes and Ladders game. Think of some good behaviours that can help you to prevent or treat STIs and some bad behaviours that can put you at risk of STIs or cause damage from STIs.
- 2** Write each message on a separate piece of paper and mix them up. Put them in a pile.
- 3** Copy the Snakes and Ladders game on the next page on to rough paper. Make a simple counter to play the game. Cut out a six-sided piece of card. Write numbers 1 to 6 on the sides. Put a small stick through the centre to create a spinner. Use small stones as the counter for each player.
- 4** When a player lands at the bottom of a ladder, ask them to pick a card and decide whether is a good or bad message. If it is good, they climb the ladder. If it is bad, they stay where they are. Do the same if a person lands at the top of a snake. They go down the snake if it is a bad message. The first player to reach the end wins.
- 5** Play the Snakes and Ladders game on STIs at home with your friends and families.

The playing board is on the next page.

Activity 2: Preparing for the next lesson

Discuss with your family how everyone can stop discrimination against those of us living with HIV and how we can help them and their families to cope. Make a list of ideas and bring these to the next lesson.

46	45	44	43	42	
36	37	38	39	40	41
35	34	33	32	31	30
24	25	26	27	28	29
23	22	21	20	19	18
12	13	14	15	16	17
11	10	9	8	7	6
START	1	2	3	4	5

9

Understanding HIV and AIDS

IN THIS CHAPTER

- 9.1 Pregnancy, STIs and HIV
- 9.2 HIV and AIDS, stigma and discrimination
- 9.3 Coping with loss and grief



9.1 Pregnancy, STIs and HIV

STIs, including HIV, can be transmitted from mother to child during **pregnancy, delivery or breastfeeding**.

There is a one in three chance of HIV being transmitted from an infected mother to her child in these ways. People who are parents now and who want to be parents in the future can take steps to protect their baby and reduce the chance of HIV transmission to one in ten.

Before pregnancy

- Both parents have an HIV test in order to make informed decisions.
- Use condoms, apart from the times when you wish to conceive.
- Be faithful to each other.
- Get a check-up for other STIs and have them treated.

During pregnancy

- Practise safer sex by abstaining or using condoms if either partner is HIV positive, if the HIV status of either partner is not known, or if either is having sex outside the relationship.

During delivery

- The HIV-positive mother and her newborn baby receive antiretroviral drugs (ARVs) to reduce the risk of HIV transmission. These are drugs that stop HIV from multiplying in the body.
- The mother should also be given long term access to treatment, including antiretroviral therapy and drugs for other infections, to protect her own health.
- The mother has an operation called a Caesarean section to take out the baby quickly if the labour is long.
- The baby is washed and birth fluids removed from the eyes, nose and mouth quickly after delivery.

During breastfeeding

- Either do not breastfeed at all or only breastfeed (give no other foods or drinks) for the first six months and then stop completely at one time and give other foods.
- Continue to take ARVs and practise safer sex.



When a person is first infected with HIV, the amount of virus in the blood is very high and can easily infect the partner and baby. Men have an even greater responsibility to protect their partners during pregnancy and breastfeeding to avoid infecting the mother and baby. They can do this by using condoms and not having sex outside marriage.

CLASS activities

Activity 1: Role-plays

- 1 In small groups, prepare one of these role-plays:
 - A young man and woman are planning to marry and they want to have a baby quite soon after marriage. They talk about HIV and what they can do to reduce the risks of infection for themselves and their unborn children.
 - A girl is pregnant and the father of her baby has agreed to marry her. She tells him about her worries about HIV and her unborn baby. They discuss how they can protect the baby.
- 2 Perform your role-plays to the class. In your groups, discuss these questions. Agree on the answers in class and write your answers in your notebooks.
 - Name two steps that the young man and woman can take before conceiving to prevent HIV transmission to the baby.
 - Name two steps that both couples can take during the pregnancy and delivery to reduce the risk of HIV transmission to the baby.
 - How can the couple feed the baby to reduce the risk of HIV infection if the mother is HIV positive?

Activity 2: Thinking ahead

- 1 In single sex groups, discuss what steps you can take to have healthy children. What can you do:
 - before marriage
 - after marriage.
- 2 Share your ideas with each other and make a commitment to work together to do this.

Activity 3: Drawing activity

Draw a picture of a pregnant woman and a man asking for condoms from a community health worker. Draw speech bubbles and write some words to show what the couple and health worker are saying to each other.

Activity 4: Drawing a cartoon

- 1** In pairs, think of a situation where a woman and man are planning for a pregnancy. They decide to have an HIV test and STI check-up in order to have a happy marriage and healthy children later on.
- 2** Now, in pairs draw a series of cartoon pictures to tell the same story. Put in speech bubbles to show what the man and woman are saying.
- 3** Exchange your cartoon pictures with other pairs, and discuss them.
- 4** Summarise the main messages from the cartoons. For example:
 - If we plan to have a pregnancy, we will both have HIV and STI tests in order to make a good decision and take steps to protect our baby.
 - If either of us is HIV positive, we will abstain or use condoms during pregnancy and breastfeeding.
 - We will get help from a qualified health worker, get ARVs and follow other health tips to prevent parent-to-child transmission.

A wife and husband discussing having an HIV test and STI check up before starting a family

**HOME activities****Activity 1: Preparing for the next lesson**

Find out if there are any support groups for those of us in our community living with HIV. Talk together with group members about the benefits of this support and the challenges faced.

9.2 HIV and AIDS, stigma and discrimination

Stigma is when people disapprove of another person and view them as less good. Discrimination is when a person or particular group of people is treated differently or unjustly because of things like illness, disability, gender, race, their work or religion. People may be stigmatised because they have HIV infection or they belong to a group seen as having a high risk for HIV - for example, sex workers. Some of us as young people may experience discrimination because our families are affected by HIV and AIDS. We must all work together to end stigma and discrimination.

Causes of stigma and discrimination related to HIV and AIDS

- Lack of understanding and fear of HIV infection because people have died.
- Anger from the sick person's carers because the illness causes poverty.
- Prejudice (judging someone unfairly) because HIV is sexually transmitted.

Consequences of stigma and discrimination

- People living with HIV are denied their human rights to a job, to family life, fair treatment and so on.
- People with HIV, or those who suspect they might have HIV, are afraid of discrimination. Therefore, they avoid taking an HIV test, practising safer sex or seeking treatment.



- Mothers may avoid feeding their babies differently in order to reduce the risk of HIV transmission, in case people suspect them of having HIV.
- Stigma causes anxiety and distress in people living with HIV, so they become ill and may die more quickly.

**Stigma and discrimination are cruel.
We must work together to overcome them.**

Getting spiritual care and being included in the family help people to feel loved and supported



Ways to prevent stigma and discrimination

- Be aware that many of us may be living with HIV without knowing it, because we have not taken an HIV test. Those of us who have taken a test are more courageous and responsible than those who stigmatise them.
- Treat those of us with HIV as we would all like to be treated. Involve everyone in activities and encourage those of us living with HIV to share our experiences so we can teach others.
- Empower all community members with knowledge, skills, self-confidence and resources to cope with the HIV epidemic.
- Speak out against all forms of discrimination against anyone, for any reason. Be courageous and do not follow the crowd in discriminating against young people, poor people, those who have not been to school, women, those who sell sex to earn money, and those who have HIV.

CLASS activities

Activity 1: Discrimination game

The game allows us to feel how it is to be stigmatised and to stigmatise others.

- 1 Move to a place where there is space to move around. Your teacher will call out a reason why some people are to be stigmatised. For example:
 - People whose birthday is in a month beginning with J.
 - People whose name begins with a vowel.
- 2 These people have to take their shoes off, or walk with their hands on their heads, or some other action to show that they belong to this group.
- 3 Everyone then walks around. The people who are not in the stigmatised group only talk to each other. They avoid being near or talking to the stigmatised ones.
- 4 Change the reasons for stigma so everyone experiences both stigmatising others and being stigmatised themselves. Discuss:
 - How did it feel to be stigmatised?
 - How did it feel to stigmatise others?
 - Did the stigmatised people find any ways to cope with the stigma?
 - How could the stigma be challenged?

Activity 2: Sharing experiences

In pairs, describe:

- a time when you discriminated against someone.
- the reason that you discriminated against them.

Activity 3: Sharing experiences of discrimination

- 1 Go into small groups. Each person describes to the small group:
 - a time when I felt that I was discriminated against
 - how I felt and how I reacted
 - how others could have helped me.
- 2 Think about your experience and discuss with the group:
 - how it feels to be someone discriminated against because of HIV.
- 3 Discuss what the group can do to challenge stigma and discrimination.

Activity 4: Written activity



Work with a friend. In your notebooks, write the answers to these questions:

- How would you define stigma and discrimination?
- What are three examples of groups of people who sometimes face stigma and discrimination?
- What causes stigma and discrimination?
- What are the negative effects of stigma and discrimination?
- What can we do to reduce stigma and discrimination in our schools and communities?
- How can we work together to promote a trusting and supportive environment for children affected by HIV and AIDS in our school and community?

HOME activities

Activity 1: Write a story

Make up a story about a pupil living with HIV. This pupil became the leader of a group of other pupils who had taken the HIV test and were showing the community how to cope with the HIV epidemic. How did the pupils help friends to protect themselves? How did they help people living with HIV to get ARV treatment? How did they persuade their community leaders to stop harmful traditional practices in the area?

Activity 2: Preparing for the next lesson

Talk with your grandparents or another older person. Ask them to tell you about someone they have loved who has moved away or died. How did they cope with the loss? What traditional stories help to explain about loss and death?

9.3 Coping with loss and grief

Understanding loss

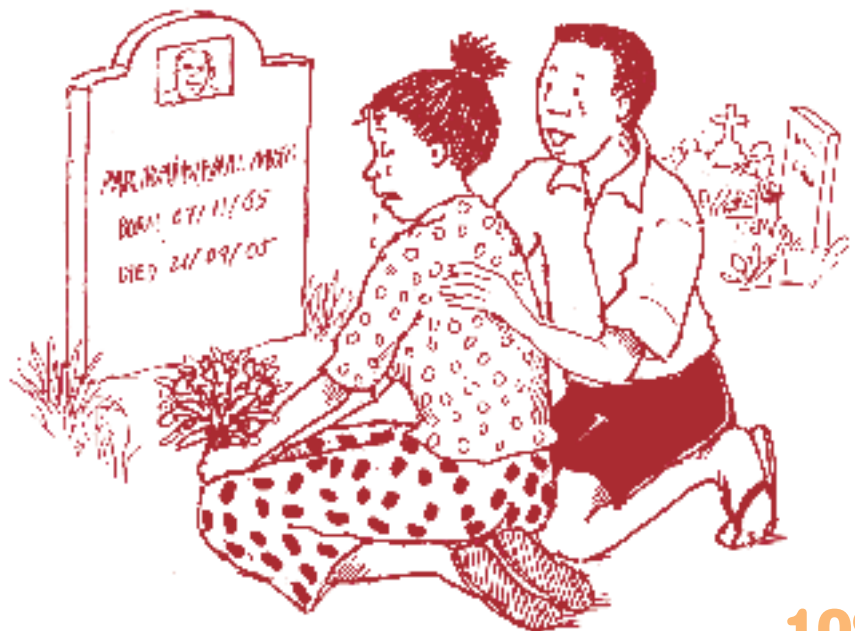
All people, young and old, have emotions or feelings. These feelings are good and normal. They are an essential part of being human and help us to understand ourselves and each other better. Empathy is the skill of learning to understand each other's feelings.

Emotions include grief, fear, love, anger and sexual desire. We can learn to express our emotions in a way that helps us and does not harm others. We can cope with emotions by:

- expressing them - for example, crying if we feel sad
- thinking about what they tell us about ourselves and our situation
- getting help to express our emotions and handle the situation
- accepting our emotions as normal and good.

Grief is an emotion caused by experiencing any loss; for example, a death, losing money, health or a job, and changing or leaving school. Any of us can experience grief and it is ok to express our feelings of loss.

It helps to accept that the loss has happened and find ways to move on. For example, if we have dropped out of school, we need to look for other ways to learn or make a plan to get back into school later.



Understanding grief

When we lose someone we love, we go through many different kinds of emotions over the months and years that follow. These emotions come like waves on the water - sometimes stormy and sometimes calm. At different times, we may feel:

Shocked and confused

We cannot believe the person has really gone.

Afraid

What will happen to us?

Angry

Our loved one left us behind.

Helpless

We don't know how to cope.

Guilty

We carry on living, and even sometimes feel happy.

And finally, after time, we feel healing and new growth.

Ways to cope with grief

- It is good to talk about grief with someone you trust.
- Let out your emotions about your loss. It is ok to cry, be sad, be angry and so on.
- Try to remember the good things about the loss that you are grieving over. For example, talk about your loved one who has died and the good times you had together. Make a “memory box” to remind you of the things you loved about them, and include photos, letters and small items that help you think about the person. Get comfort from your religion and prayer.
- Try to take exercise, do things that you like, be with friends and eat well.
- It takes time to grieve, so be patient and accept that you will feel sad for a while.

Helping friends who are grieving

- Some of us will have experienced separation and loss of loved ones. We can help each other by being kind and giving practical help, to show that we care. These actions show the virtues of kindness and consideration. Those of us who have faced loss ourselves will be able to give special help, because we know how it feels.
- Sometimes when young people are sad, they show their feelings in other ways - for example, being angry or refusing to talk with others. Their friends can help by being understanding and giving the person time to heal.

CLASS activities

Activity 1: Talking about our lives

- 1 Work in pairs. Tell your partner about a loss you have experienced in your life, or a day when you were unhappy.
 - Talk about how it affected you and how you felt.
 - What did you do or what are you doing to cope with the situation and look after your feelings?
 - How can you advise others about coping with sadness?
- 2 Form groups from the pairs. List all the ways that loss has affected members of the group and what they have done to cope with their losses.
- 3 Each group makes one role-play to show different ways of helping their friend who is grieving. They perform this to the class.

Activity 2: Answer a letter

In pairs, read and discuss the letter below and write an answer giving advice.

Dear Auntie

I have a friend called Mabel. Last week, Mabel's mother died.

Mabel is very sad. Sometimes she won't speak. Sometimes she seems angry. How can I help her? I don't know what to do. Please advise me.

From Gertrude

HOME activities

Activity 1: Make a song or poem

Compose a song about how we can help each other to cope with grief and loss.

Activity 2: Preparing for the next lesson

- 1 Find out from older people which drugs are used and abused in our community and the reasons why people use them.
- 2 Draw a map showing where community members drink alcohol and smoke cannabis (*dagga*).

10

Thinking ahead

IN THIS CHAPTER

10.1 Drug use and abuse

10.2 Keeping on our path

Sometimes my friends offer me drugs, but I tell them we must keep our minds clear to stay safe.

If we have good realistic goals in our lives, it will help us to be strong in taking decisions.



10.1

What are drugs?

- The word “drug” means different things to different people. A drug is any chemical substance that causes changes in the mind or body.
- Some drugs have healing purposes; for example, taking aspirin to treat a headache. These drugs must be got from a health centre and the course must be completed.
- Many people take drugs in order to change the way that they feel and think. Alcohol, cannabis (*dagga*) and tobacco are examples of these drugs.
- Some people use drugs as a way of coping with stress. But, in the end, drugs may create even more problems in people’s lives. We need to have clear and realistic goals for our future and make decisions to help us on this path.

Drug problems

- **Drug abuse** is when people take so much of these drugs that it interferes with their daily life and they cannot manage without them. For example, drinking one beer with friends can just make you feel happy and sociable. Drinking six bottles every night, fighting and falling over, and feeling too ill to go to work the next day, is abuse.
- **Drug dependence** is when a person's mind feels a great need for a drug.
- **Drug addiction** is when a person gets very sick when they stop taking the drug because the body now needs it. People can free themselves of drug addiction, but it can be very hard. It is better never to get addicted.
- People use different drugs for different reasons. Some like the way they feel when they take their drugs – until they take too much. At first it can help them feel happy, confident and relaxed. Drugs can also help people to forget their problems for a while. However, the problems do not go away, and it is harder for people to solve the problems if they are taking drugs.
- Drug abuse also damages people's health, and can lead to serious illness and even death.
- There are some drugs and herbs that make people feel sexy. This is part of the culture in some communities. We need to think about the good and harmful effects of this on sexual health.
- Peer pressure can lead to young people taking drugs. Young people also copy practices they see around them. If older people use alcohol and cannabis (*dagga*) and get drunk, young people will think that this is a normal part of life and try them too. If they are not allowed to use drugs by the elders, they may be especially keen to try them to find out what they feel like and to assert their independence as they grow up.



CLASS activities

Activity 1: Discussing the picture



In pairs, look at the picture above and discuss these questions.

- What is happening in the picture?
- Does this happen in our community?
- What are the good and bad points about these behaviours?

Activity 2: Role-plays

- 1 In small groups, choose one of these situations to role-play:
 - A boy and girl are persuaded to drink beer or smoke cannabis (*dagga*) and are in danger of having sex without using a condom.
 - A boy is trying to abstain from sex. His uncle gives him herbs to make him feel sexy. He is discussing with his girlfriend why he is using herbs and how they make him feel.
 - A girl or boy takes beer or cannabis (*dagga*) to cope with stress in their life.
- 2 Show the role-plays to the class and then discuss these questions:
 - What are the good points and dangers of drug use in each of the role-plays?
 - How could the boys and girls stay safe in each situation?
 - How could they avoid the risks in future?
- 3 The teacher will **de-role** the actors by asking them their name and what hobby they enjoy.

Activity 3: Lute's story

1 In small groups, read this story aloud:

Lute started to drink sweet wine when she was at school. Her first boyfriend, called Lole, loved her so much that when she had any problem he would buy her sweet wine to make her relax and forget her problems for a while. She got into the habit of drinking a glass or two every day.

When Lute left school, Lole travelled to study. Lute could not get a job. She started to drink more. One day Lute went for a drink as usual. She drank one glass, then another and then another. As she drank, she chatted to two men in the bar. In the morning when she woke up, she realised that she was still with one of the men from the bar and they were sharing the same bed. She had a lot of questions in her mind.

2 Now discuss these questions in your group:

- What signs show that Lute was drinking too much?
- Was drinking a good way for Lute to cope with stress?
- Imagine that you are Lute or a boy in this situation. What questions would you ask yourself in the morning? Write them down and tell your friends.
- What are the good things about not getting drunk?

3 In groups, role-play a situation where a boy drinks too much to forget his problems. What new problems might he face? How can his friends help him?

Activity 4: Written activity

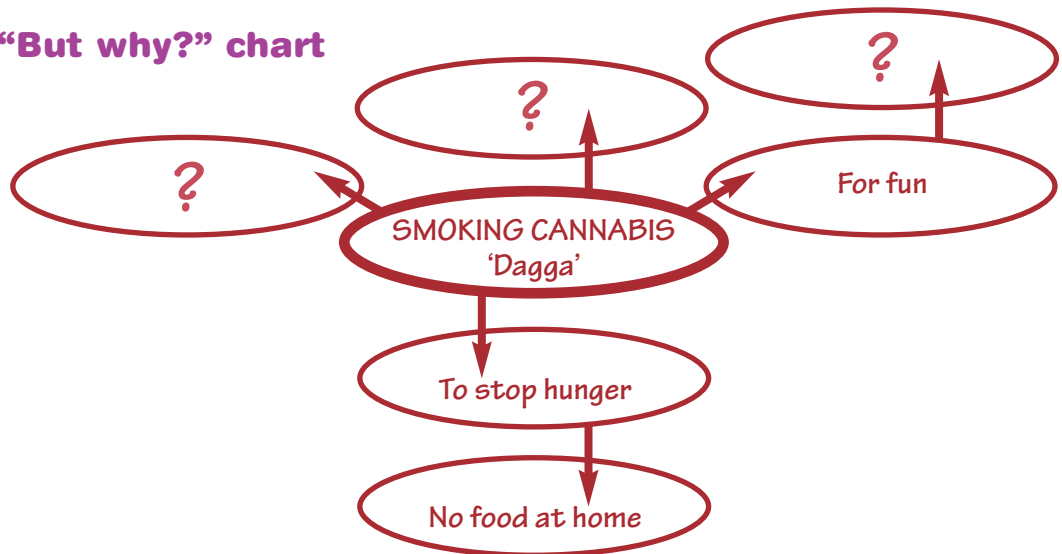
Complete these questions in your notebooks:

- What is a drug?
- What is the difference between drug use and abuse?
- If a boy feels very ill after two days of not drinking alcohol, he has a ...
- If a girl does not enjoy a party because there is no alcohol, she has ...

Activity 5: “But why?” chart

- 1 Draw a “But why?” chart to show the reasons why young people smoke cannabis (*dagga*). Fill in the blank spaces in the chart below and add new reasons. For each bubble, ask again, “But why?”
- 2 Discuss the reasons, and decide what your decision will be if you are offered some cannabis (*dagga*).

“But why?” chart



Activity 6: A song

Kaminamisa, kaminamisa

Akolwa unwalwa, akolwa unwalwa, kaminamisa

Cilya akolwa unwalwa

Aluba in'anda, Aluba in'anda, kaminamisa

Cilya akolwa unwalwa

Ayalala, ayalala, kaminawisa

Forgetful one, forgetful one

Gets drunk with alcohol.

When he gets drunk with alcohol,

He forgets his home, forgetful one.

When he gets drunk with alcohol,

he falls asleep, forgetful one.

HOME activities

Activity 1: Find out more

Ask relatives and friends what drugs they know about and why they use them or do not use them. How do they think the community could help people to drink alcohol in a sensible way without causing problems?

10.2 Keeping on our path

Many of us face stress in our lives, but drugs are not the answer. There are ways of coping, so that we can stay on our life path. It helps if we keep ourselves healthy, try to eat a good diet, get enough sleep and exercise, and share our problems with trusted friends and adults.

It helps to have goals in life: something that we care about and want to achieve. These goals help us to think about the decisions we make along the way. Every day we make decisions, some big, some small - for example, about our studies, about work, about relationships, about sex, or about drugs. These can be good decisions or bad decisions. We can think whether each decision will help or harm our goal. We can choose to do the helpful things and choose not to do the harmful things.

Sometimes things happen in life over which we have no control. Some things, like death in the family, can blow us off our course. But even when we fall off our paths, with help from others, we can get back on. Sometimes, when our lives change, we have to change our goals, but we can still keep moving forward, making the most of our lives.

As young people, we can be a great gift to our family and community. We are full of ideas, full of energy and we can do so many things to help other people. For example, we can:

- Find out how the problems discussed in this book affect young people in our community
- Plan how best to help others, since we now know so much ourselves
- Make small groups with younger pupils at school, to teach them and help them keep safe and healthy
- Share the information in this book with our family and friends at home
- Organise dramas and open days to spread these ideas in the community
- Make posters giving information to place around the school and community
- Help children in families affected by illness and other problems
- Challenge stigma and discrimination in our school and community, as we now know the facts about HIV and AIDS.

There are many ways we can help each other to keep happy, healthy and safe. We have now come to the end of this book. Let's think about the future - how we can stay on our own life paths and help others in their lives.

CLASS activities

Activity 1: Keeping on our path

Look back to Unit 3.5 on page 38 about our goals in life. You may have done this unit in Grade 6. In small groups, read this unit and discuss these questions:

- Has your life changed over the last year?
- Have your goals changed? What are your realistic goals now?
- What are your stepping stones to reach your goals?
- How can you help each other to stay on your stepping stones?
- How can you help each other get back on if you fall off a stepping stone?

Activity 2: Sharing information

- 1 In groups, discuss the different topics you have learned in this book. Write a list of the main messages you want to share with your friends who have not studied this book.
- 2 Ask your teacher if you can borrow this book to take home for a few days so you can share what you have learned with your friends.
- 3 Afterwards, report back in class what ideas you shared with your friends. How did they respond? How can you continue to teach and help them?

Activity 3: Taking action

- 1 Make a list of the priority problems for young people in your community. For each problem, give a mark out of 5 for these factors:
 - How common is it?
 - How serious is it?
 - How much can young people do to help solve the problem?

Add up the total marks to identify the most important topics.

- 2 Now study this problem in your family and community. What are the causes? What are the solutions?
- 3 Come together in your class group and decide what actions you can take. Make an action plan: What are you going to do? Who is going to do what? When? What support and materials do you need?
- 4 Carry out your action plan. Afterwards discuss: What went well? What could be improved? What do you want to do next as a group to help others?

Above all, look after yourselves and keep happy, healthy and safe.

GLOSSARY

A

Abortion

Ending a pregnancy before the baby is grown enough to live outside the mother. This can be forced, or happen naturally (miscarriage)

Abstinence

Not having sexual intercourse

Abuse

When one person treats another in a cruel or violent way. Child abuse is when an adult treats a child cruelly or violently, or abuses them sexually

Adolescence

The period of time in a person's life when they are developing from a child into an adult

AIDS

Acquired Immune Deficiency Syndrome: a set of serious illnesses resulting from a virus called HIV, which destroys the body's natural protection from infection

Antiretrovirals (ARVs)

ARVs are drugs that work to stop HIV attacking the immune system by preventing it from entering the CD4 cells, developing inside the cells or leaving the cells. This allows the body to build up the immune system and protect itself from other infections. ARVs are not a cure for HIV because the virus remains in the body and the person can still infect others

Anus

Hole through which faeces pass out of the body

C

Condom

A thin rubber covering put over the penis to prevent sperm getting into the female during sex and causing pregnancy. It also prevents HIV and STI germs going from one person to another during sexual intercourse, so helps to prevent HIV and other STIs

Confidentiality

When something is treated as a secret and is not passed on to another person

Contraceptive

A device or drug intended to prevent pregnancy

D

'Dagga'

Cannabis, an illegal drug

Discrimination

Treating people badly because of some difference, such as race, sex or disability. All people have the right not to be discriminated against

E

Emotions

Feelings like anger, fear, sorrow, happiness

Empathy

The ability to understand someone else's feelings or experiences by imagining what it would be like to be in their situation

Erection

When the penis stands stiff

Exploitation

When someone uses someone else unfairly for their own advantage

F

Fallopian tube

Two tubes in the female body along which eggs travel from the ovaries to the uterus

Fertilisation

When a male cell (sperm) joins an egg to start developing a baby

G**Gender**

The idea in society of what it means to be male or female. Gender roles are tasks which males or females are usually expected to do, but which can be shared and changed

Genitals

The outer sexual organs in males and females

H**HIV**

Human Immunodeficiency Virus: the virus found in body fluids that leads to AIDS

Hormone

Chemicals carried in blood which affect the development, growth, sex, etc. of the person

I**Infertility**

When a person is unable to make a baby

L**Life skills**

Abilities which help people to cope with problems, live well with each other and to take good decisions to keep healthy. They include skills in communication, problem solving and empathy

M**Menstruation**

Monthly bleeding from the female uterus, when an unfertilised egg passes out in a flow of blood through the vagina. See 'period'

O**Organ**

A part of the body which has a particular job

Ovaries

Two sacks in the female body, each side of the uterus, which produce eggs

P**Peer pressure**

The strong influence of a group on its members to behave as everyone else in the group does

Penis

The part of a male's body which is used for urinating and in sexual intercourse

Period

Another word for menstruation

Puberty

The stage in a person's life when they develop from a child into an adult because of changes in their body that make them able to have children

R**Reproduction**

The process of producing babies

Rights

The claim which a person has to be treated in a fair, morally acceptable or legal way, or to have the things that are necessary for life

S**Scrotum**

A bag of skin behind the penis which contains testes

Self-esteem

Belief and confidence in your own ability and value

Sexuality

A person's ability to experience or express sexual feelings. It refers to a person's feelings and behaviour, and the way they dress and speak

Sexually transmitted infections (STIs)

Infections which are passed on through sexual activity

Sexual abuse

Having sex with a child, touching a child in a sexual way, talking sexually with a child, or showing a child sexual images

Sexual intercourse

The act of having sex, when the penis enters another person's vagina or anus

Sperm

Cells in a male which fertilise an egg. They come out of the penis during sex in a fluid called semen

Stereotype

A fixed idea that people have about what someone is like, especially an idea that is wrong. Gender stereotypes are fixed ideas about male and female behaviour, which may not be true and can be changed

Stigma

When people disapprove of somebody and treat them badly as a result. People living with HIV often face stigma

T**Testes**

Two balls that produce and store sperm in the male body

U**Urethra**

Tube carrying urine from the bladder to outside. In males, it also carries semen, the liquid that contains sperm

Urination

The process of passing urine from the body

Uterus

Bag at the top end of the vagina in the female body in which a baby grows (the womb)

V**Vagina**

A tube inside the female body that has a very small opening into the uterus and opens between the legs

Values

Ideas which are important to someone and guide their ways of thinking and behaving

VCT

Voluntary counselling and testing for the HIV antibody. People will first receive counselling about the test. Then they can decide whether or not they wish to take the test. (It is voluntary.) If people test HIV positive, they will be counselled to help them cope; if they test HIV negative, they will be counselled on how to keep safe in future. The process is sometimes called VCTC. The last "C" refers to "Care"

Virtues

A good moral quality in a person, such as kindness

Virus

An extremely small organism which causes disease

W**Wet dream**

A sexually exciting dream which causes a release of semen from a male's penis while he is sleeping

Acknowledgements

This set of three books for pupils on sexuality and life skills has been developed through a project started in 2003. It has involved the Ministry of Education, Zambia; the International HIV/AIDS Alliance and the Alliance Zambia country office; Planned Parenthood Association of Zambia (PPAZ); Young Happy, Healthy and Safe, and teachers and pupils in grades 4-9 from 13 schools in Chipata District, Eastern Province, Zambia.

The process began with a sexuality, gender and HIV awareness workshop for teachers, to allow them to explore their knowledge, values and practices in their private and professional lives and to feel comfortable talking about sensitive issues. The teachers then facilitated participatory activities with their pupils to learn about their needs and how they would prefer to learn about sexuality and life skills. The pupils contributed questions, stories, problem letters and pictures.

The books for pupils are based on this input and incorporate a variety of Zambian learning material used in schools, including 'Happy, Healthy and Safe' produced by Family Health Trust Zambia. We would like to thank Macmillan for their permission to reproduce content and illustrations from 'Choices: a guide for young people' by Gill Gordon.

The project was led and co-ordinated by the Alliance prevention team in the UK and implemented in Zambia by PPAZ and from 2006, by 'Young, Happy, Healthy and Safe'. The books were written by the group of teachers listed below, the Alliance prevention team and Clare Hanbury, an Alliance consultant. Many thanks are due to Rachel Carnegie who worked as a 'midwife' on the final drafts with the authors and designers to bring the books safely to the printer. The illustrations were drawn by Petra Röhr-Rouendaal. Some of these were originated by Simon Mkandawire and Edward Mbita in Chipata.

The teachers were: Clement Ngulube and Richard Manda of (Dambe Basic School); Thuma Mufuzi (Kanyanja Basic School); Bertha Banda, Olipa M. Phiri and Joshua Kalunga (Chankhanga Basic school); Enock Kaluba and Daphne T. Tembo (Hillside Basic School); Luckwell Banda (Mtowe Basic School); Ruth Chirwa (Katopola Basic School); Raphael Mbewe (Kasenengwa Basic School); Helmina Phiri (Chiwoko Basic School); Edward Kasonde (Makungwa Basic School); Dailess B. Mathotho (Chalumbe Basic School); Charles Shawa (Hillside Girls High School); Bernard Zgambo (Anoya Zulu Boys High School); Smart Phiri (Chipata Skills Training Centre); and Whyson Mvula (Rukuzye Basic School).

After training, the teachers used the books to guide them in classroom sessions, monitored by head teachers and NGO staff. The teachers and NGO staff met to feedback their observations and revise the books. The commitment and talent of this group of teachers and head teachers were central to the development of relevant learning materials.

We are grateful to Mr Anson Banda and Mr Thomas Siamujaye from the Zambia Curriculum Development Centre for their expertise, creativity and support to the process.

Thanks are due to the District Education Board Secretary, Mr Mantelo K. Phiri, who provided invaluable advice and encouragement to the project and to his successor, Ms Jennifer Chishimba Banda, for her ongoing support to the project.

Mrs Irene Malambo, Ministry of Education Headquarters Focal HIV/AIDS Officer, gave her encouragement and support to the project from the start and helped us to situate the project in the MOE HIV/AIDS strategy and ongoing materials.

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This series of three books was developed with teachers and pupils in Chipata district of Zambia, with the Zambian Ministry of Education, Planned Parenthood Association of Zambia and Young, Happy, Healthy and Safe.

The development and production of this publication was made possible by the support of the Nuffield Commonwealth Foundation. The contents are the responsibility of the International HIV/AIDS Alliance and do not necessarily reflect the views of the donor.

Published: **March 2007**

Designed by: **Felton Communication, UK**

www.feltoncom.com

Printed by: **Dexter, UK**

www.dextergraphics.com

ISBN: 1-905055-22-6

 Wood pulp sourced from sustainable forests

 Elemental Chlorine free (ECF)

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Supporting community action on AIDS in developing countries

What is the International HIV/AIDS Alliance?

Established in 1993, the International HIV/AIDS Alliance is a global partnership of nationally based organisations working to support community action on AIDS in developing countries. Our shared mission is to reduce the spread of HIV and meet the challenges of AIDS.

For more information about our work, please visit our website www.aidsalliance.org

Young people today are faced with many pressures and conflicting messages about how to manage their sexuality. They need support to grow up in a safe, happy and healthy way.

To address this, the Government of Zambia has a comprehensive strategy for sexual and reproductive health and HIV education for young people in and out of school.

This series of three books for Grades 4-9 contributes to the strategy by providing clear and factual information about puberty, friendship, gender, sexuality, pregnancy, sexually transmitted infections, HIV and AIDS and drug use.

The books contain many learning activities and illustrations, which engage young people in understanding themselves and their world. They reflect on and practise the virtues and skills needed to develop caring and loving relationships, make good decisions, solve problems and seek help.

The topics and activities are designed to fit into the National Curriculum or to be used in extra-curricula activities in or out of school. The books are accompanied by a Teachers' Guide.