

OUR FUTURE

Sexuality and life skills education for young people

Grades 8-9

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OUR FUTURE

Sexuality and life skills education for young people Grades 8-9

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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

Schools in Zambia are teaching a new subject called **sexuality and life skills education**.

Sexuality is about all parts of our sexual lives. It is about our bodies, feelings, thoughts, behaviour and desires as young men and women towards ourselves and each other. It is about the way we dress, walk and talk, dance and express our sexual feelings and the things we enjoy as sexual beings. We are born as sexual beings and sexuality is an important part of our personality throughout our lives from the time we are born to the time we die. We can enjoy feeling and expressing our sexuality in different ways through our lives. We do not need to have sexual intercourse to enjoy our sexuality.

Sexual intercourse is the physical act of a man putting his penis into his partner's vagina or anus and moving together. This is also called "**having sex**". Sexual intercourse is the main way that HIV is passed from one person to another in Zambia. As young people, we can enjoy our sexuality without having sexual intercourse.

Life skills are skills that can help us to communicate well, make good decisions, solve problems and act responsibly. In these lessons, we will practise life skills to keep us safe and happy and to build a good future in all areas of our life, including our sexual life.

We learn about sexuality in our culture through the elders, and also from books and newspapers, films and friends. These days we also need to learn about it at school, because of the new and serious danger of **HIV**. Young people need to know how to protect themselves from HIV from an early age.

In the past, young boys and girls would marry early, soon after they reached puberty. Now there is a gap between the age of puberty and marriage, and young people need to learn how to manage this time safely.

Our government says that all people, including young people, have a **right to information** and ways to protect themselves from sickness and death. This means that our parents and teachers should give us correct and full information about sexuality as we grow up.

In these lessons, we will learn about growing up, friendship, love, being a male or a female, how to say "No" to sex, how to express our sexual feelings safely, about sexually transmitted infections (STIs) and HIV and AIDS, pregnancy and ways to avoid it, and about our rights and how to protect ourselves from sexual abuse.



We can help each other by talking about our problems

CLASS activities

Activity 1: Talking together

Discuss in pairs:

- What is sexuality and life skills education?
- Why do we need this education now?
- What has changed since our grandparents were growing up?

Activity 2: Our hopes and fears

- 1 Divide into single sex and age groups. Discuss:
 - What are our hopes for sexuality and life skills education?
 - What do we want to learn about?
 - What are our fears about learning sexuality and life skills education?
- 2 Present your ideas to the class, one idea per group, and write them up on the blackboard or a large sheet of paper. Continue around the groups, until all the ideas are finished.

Activity 3: Written exercise

- 1 Go into six small groups and select one of the following, one per group:
 - a baby boy and girl
 - a boy and girl aged 6 years
 - a boy and girl aged 15 years
 - a married man and woman aged 22 years
 - a woman and a man with a baby
 - an elderly man and woman
- 2 Each group talks about how their chosen age group might feel and express their sexuality. *Some examples are given below.*
- 3 Each group tells the whole class their ideas about sexuality in the age group they discussed.
- 4 Finally, discuss what you have learned from the activity.

Baby: boys and girls enjoy being touched, tickled, cuddled, cleaned, sucking the breast and touching their genitals, boys get erections ...

Boy or girl of 6 years: play mummies and daddies, enjoy dressing as a girl or boy, learning how to dance, may play-act sexual intercourse if they have seen others doing it ...

Boy or girl of 15 years: enjoying dancing, talking with others, wearing attractive clothes, wet dreams, feeling sexy near others, interested in being a girl or boy, masturbation, daydreams ...

Young married couple: do what they have been taught at initiation, enjoy married life or not, enjoy talking and feeling close, planning family life ...

Couple with a baby: mother enjoys giving breast milk and cuddling baby, feels like a woman, tender love for baby; man feels like a man, may feel frustrated if woman shows love for the baby more than him ...

Elderly couple: don't have to worry about pregnancy, maybe free from hard work, enjoy each other as man and woman, enjoy dancing, singing, caressing each other, having sexual intercourse ...

Activity 4: Written exercise

Answer the following questions in your exercise book/notebook:

- What is sexuality?
- What is the difference between sexuality and sexual intercourse?
- Name three ways in which we express our sexuality.

HOME activities

Activity 1: Talking with others

Talk about sexuality and life skills education with a person you trust. Ask what hopes and fears they have about this new subject. Talk together about how to solve the fears.

1.2 Making guiding rules

Learning about sexuality and life skills in school is new. We are not used to talking openly about sexuality in class. We need to agree on ways to work together well so that sexuality education helps us and does not harm us. We will call these ways of working our “guiding rules”.

We will practise some important life skills in our lessons, such as expressing our point of view clearly, respecting others and keeping trust. This will reduce our fears and build our confidence. We will put the rules on the wall to remind ourselves of them throughout the year.



CLASS activities

Activity 1: Follow-up from home activity

- 1 Add any new hopes and fears from your home activity to the class list.
- 2 Read out suggestions to reduce fears.

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. Add new rules if necessary, and remind each other if people are breaking the rules.

HOME activities

Activity 1: Writing a story

Write a story about a pupil who told the class something about his or her sexual life. Write about the good and bad things that happened during and after the class.

1.3 Trust and keeping secrets

- **Trust** is when we believe and have confidence in someone or something. Trustworthiness means being worthy of trust. It is when people can count on us to do our best, to keep our promises and to be a reliable friend. We trust a friend or teacher who can keep our secrets. We trust people who love and care about us.
- In sexuality education we want to talk about sexuality openly, but in a way that helps and doesn't harm us. We can never be sure that everyone in the class will keep our secrets.
- The value of talking openly about sexuality does **not** mean that we should tell everyone about our own sexual lives unless we choose to. If secrets are spread then people can get hurt. A friend or relative might be angry or upset, or we might be punished. People may propose or harass us, thinking that because we talk about sexuality freely we also do sex freely. We can talk about our experiences safely by:
 - talking as if they happened to another person without mentioning 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 sex and 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, but we should not share secrets about classmates.
- Some of us may have 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.
- Teachers should not discuss our secrets with fellow teachers or parents. However, if we tell a teacher that we are being abused or are at risk of abuse, then the teacher will need to make sure that we get help and protection. If a classmate has been abused or is at risk of abuse, we should take our friend to talk with a trusted adult, like a particular teacher, to ask for their help.

CLASS activities

Activity 1: Trust game

- 1 Form single sex groups of about ten people, who stand in a small circle.
- 2 One volunteer from each group stands in the middle of the circle. The volunteers close their eyes and turn around. Then, with their eyes still closed, they put their arms out and fall straight backwards, allowing themselves to be caught by others in the circle. Take care of each other so nobody falls.
- 3 Afterwards, sit in a large circle in the class and discuss:
 - What have we learned?
 - How will we use it in our lives?
 - What does it tell us about trusting each other?

Activity 2: Qualities of trustworthy people

- 1 Go into single sex and age groups. Imagine that you have an embarrassing problem about sexuality. Who would you talk to about this problem? Discuss:
 - Why would you choose this person? What qualities do they have?
- 2 Think about your own qualities. Ask yourself:
 - Do I behave in a way that helps people to trust me?

It's good that boys and girls can be friends without sex.

I feel safe now. Boys have changed and I'm learning how to defend myself.

No one is going to bring you down again.



Activity 3: Staying safe

1 In single sex and age groups, read and discuss this passage.

In sexuality education lessons, we will be talking about our feelings, friendships and sexuality. We need to think about what we should tell our close friends, and the larger group, and what we should keep secret.

2 Now use the stories you wrote at home to answer these questions:

- What are the **good** things about telling personal experiences?
- What are the **bad** things about telling these personal experiences?
- How can we work together so that we **enjoy the good things** and **reduce the bad things**?
- What have we learned from this activity? How will we use it in our own lives before the next lesson?

HOME activities

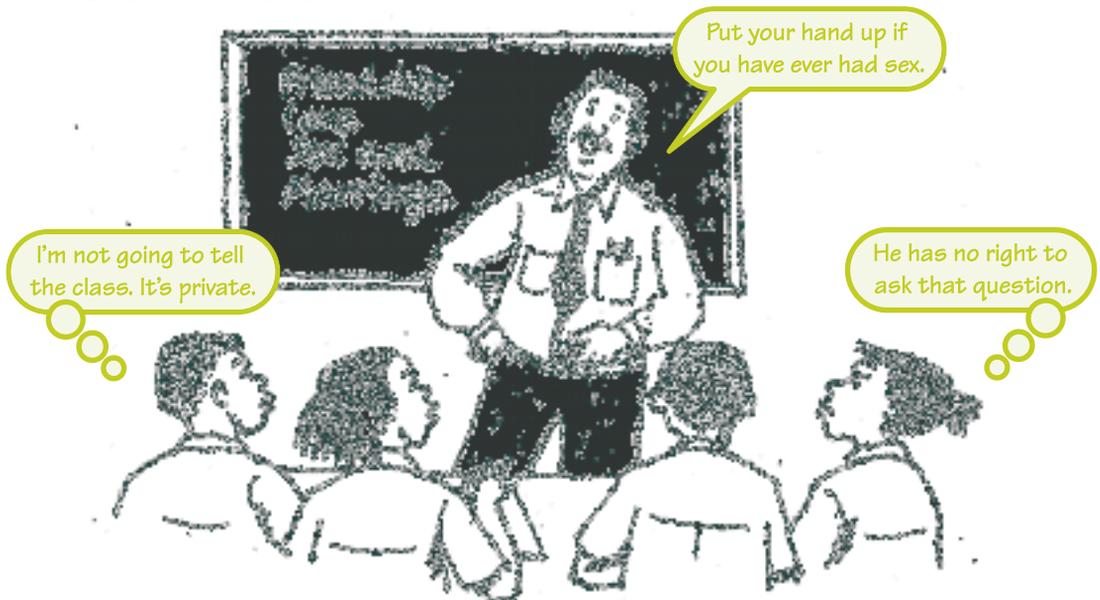
Activity 1: Writing a poem or song

Write a poem or song to show one way that you would like boys, girls, young people, pupils and teachers 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 as equals inside and outside the class, and if the teacher respects the pupils. Respect is an attitude of caring about all people, whatever their age and sex, and treating them with dignity. Respect is valuing ourselves and others. We show respect by speaking and acting with courtesy. When we are respectful, we treat others as we want to be treated ourselves.
- Self-respect is caring about ourselves and making sure that no one hurts or abuses us, or treats us unfairly, even if they are elders or important people. We do not have to respect people who are doing bad things. People have to earn respect.
- Respect includes honouring the rules of our family or school to make life more orderly and peaceful. However, this does not mean accepting every rule or anything that an older person asks us to do without question.
- Pupils worry about the way that boys and girls behave towards each other inside and outside the class. These problems will increase in sexuality education unless young people treat each other with respect.
- Pupils worry about the teacher's behaviour during and after sexuality lessons. They fear that the teacher will propose pupils, take advantage of them or punish them for talking about sexuality.
- Teachers need to support pupils and protect them from abuse, harassment and harm. Teachers should be good role-models.

Is this correct behaviour?



CLASS activities

Activity 1: Role-play

- 1 Look at the list of fears about sexuality education.
- 2 Make two mixed groups of boys and girls.
 - One group acts out some of the **fears** that they have about boy, girl and teacher behaviour in sexuality education.
 - The other group acts out how they would **like** boys, girls and the teacher to behave in sexuality classes.
 - The girls play boys' roles and the boys play girls' roles. Both boys and girls play the teacher roles.
- 3 After preparation, run the role-plays for five minutes each.

Questions for discussion on each role-play

- 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?
 - What will be the result for our future?
 - How did the teacher behave? Why do teachers behave in this way?
 - How did this affect the lesson?
- 4 Add any new guiding rules to your class list.
 - 5 Finally, tell your friend one way 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.
- 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 should not say we are immoral if we talk about sexuality freely.
- Teachers should not take advantage of a pupil's situation or secrets to convince them to have sex.

HOME activities

Activity 1: Survey for the next lesson

- 1 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 of your age to support you?
- 2 Copy out the chart below before you start your survey. It shows some examples of when a group of girls interviewed five other girls. Fill in the ideas you hear from the people you talk to. Use marks (“I”) to show the number of people who give the same idea.

SURVEY CHART

This chart was done by a group of girls.

We asked five girls from Class 8:

What I most fear from ...

| BOYS | GIRLS |
|--|--|
| They will beat and impregnate us. I I I I I | They will tease us if we don't have nice dresses. I I |
| ... | ... |

How I would like them to support me ...

| BOYS | GIRLS |
|--------------------------------------|---|
| They treat me with respect. I I | We praise each other when we are firm and say “No” to sex. I |
| ... | ... |

1.5 Supporting each other as we grow up

Young people can help each other to grow up safely and happily. This will enable us to go on caring for each other as men and women for the rest of our lives. We have already talked about trust and respect. Some other 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 can 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.
- **Courage** is personal bravery when you feel afraid. It means doing what needs to be done, even when it is really hard and scary. Courage is going ahead even when you feel like giving up. Courage is needed to try new things. It means admitting mistakes and then doing the right thing.
- **Honesty** is being open, trustworthy and truthful. Honest people do not lie, cheat or steal; they tell the truth. Being honest means you don't pretend to be something that you are not. You say what you mean and mean what you say. You admit your mistakes and fix them.

If we use these virtues rather than teasing, bullying or harassing each other as we grow up, we can raise our self-esteem, do well in school, avoid HIV and cope with our problems more easily. We can show honesty and courage with our friends and family, stand up for justice and do what is right.

CLASS activities

Activity 1: Reporting on our homework survey

- 1 In same sex 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 Join two other same sex groups and make a big chart to show the ideas from all the groups. Hang up the charts and discuss the findings. Ask:
 - What do boys and girls have in common?
 - What are the differences?

Activity 2: Role-play

- 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 as they grow up. Show:
 - learners of the **opposite** sex supporting each other
 - learners of the **same** sex supporting each other.The other groups prepare role-plays showing a way in which boys and girls **do not** help each other around puberty. Show:
 - learners of the **opposite** sex **not** supporting each other
 - learners of the **same** sex **not** supporting each other.
- 3 Present the role-plays to the class. After each role-play, discuss:
 - 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.

Activity 3: Courage and commitment

- 1 Each person (including the teacher) chooses something that will require courage and sets a goal to do it over the next week. It might be clearing up an old problem, trying a new activity, and so on. Whatever you decide to do must keep you safe and not harm anyone else.
- 2 Later, share your experience with a friend, even if it didn't go as you had hoped.

Activity 4: Virtues sharing circle

- 1 With a partner, talk about:
 - a time you did not practise honesty and how it felt
 - a time you did practise honesty and how it felt.
- 2 Give each other praise for a virtue you have noticed in the other, by saying:

“I see your _____ (virtue) in the way you _____ (behaviour).”

For example:

“I see your courage in the way you stood up for the boy who was bullied.”

This picture shows kindness.

Tina, the girl in the wheelchair is being kind to Mary, the girl who is pushing her. Mary is telling Tina about her problems as an orphan.



HOME activities

Activity 1: Taking action

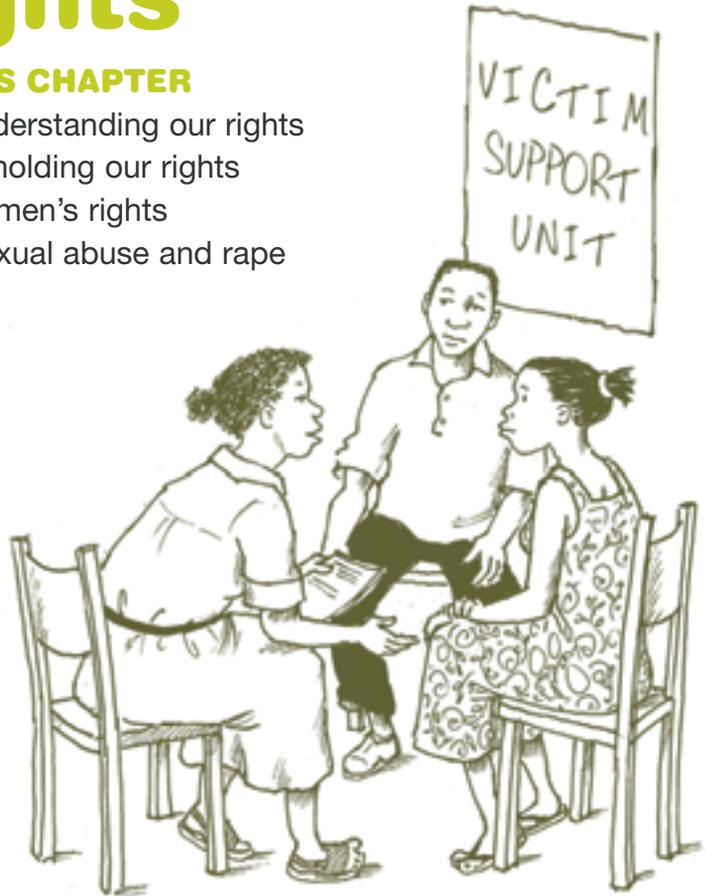
Before the next lesson, do something helpful that shows co-operation, consideration, kindness and trustworthiness to one male and one female friend in the community.

2

Children's rights

IN THIS CHAPTER

- 2.1 Understanding our rights
- 2.2 Upholding our rights
- 2.3 Women's rights
- 2.4 Sexual abuse and rape



2.1 Understanding our rights

Human rights

Human rights are about being able to satisfy our basic needs, make our own decisions and express our ideas, as long as we do not break the law or hurt anyone. Rights define what we are free to do as human beings, as well as information and services we are entitled to. Human rights are about respect for everyone. All humans – women and men, girls and boys – have the same rights. Rights should go together with responsibility. Responsibility means that others can depend on you. As we grow up, we have more responsibilities.

Convention on the Rights of the Child

In 1989, all the governments in the world were asked to support rights for children. A special agreement called the **Convention on the Rights of the Child (CRC)** was signed by 191 governments, including Zambia. The CRC defines a child as a person from 0 to 18 years. It therefore relates to adolescents as well as young children.

The CRC has 54 **articles**, which are legal rules about three main kinds of rights:

A - RIGHTS to things we need, such as shelter, food, education and recreation.

B - RIGHTS to protection from harm.

C - RIGHTS to freedom of thought and to share in deciding about how we live our life.

The government is responsible for making sure that we can enjoy all of our rights. The United Nations has a special organisation that makes sure governments are 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 then, later on, if we decide to get married and have a family.

The following rights are about sexual and reproductive health. They are based on ideas that come from different sections of the Convention on the Rights of the Child.

A **RIGHTS to things we need**

The right to be as healthy as possible

Every child and young person has the right to be as healthy as possible and to be able to access the best possible health care services. Whether we have to go alone or with a friend, the health service staff should make us feel comfortable, welcome and safe. They should provide us with all the sexual and reproductive health services that are available and legal in our country. No one should turn us away or stop us from receiving services, or demand that we get someone else's permission first.

The right to life

Some sexual and reproductive health problems, such as HIV and AIDS and unsafe abortion, can lead to illness and death. Information, skills and services can help us to protect ourselves and help us to make informed choices.

The right to education

All children and young people have the right to information on good health practices. Education should help us to understand our rights and also respect the rights of others. We have the right to information about how our body works, about pregnancy, contraception and STIs. We also have a right to talk to friends about our health.

The right to privacy and confidentiality

If we tell a medical person or a teacher something that we don't want anyone else to know, then they should keep it to themselves. However, if we tell someone that we have been beaten or sexually abused, they may need to tell others who can protect and help us.

B RIGHTS to protection from harm

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 also take action to help abused children. Sexual abuse is against children's rights. This includes abuses such as forcing children and young people to have sex or to be touched and treated in a sexual way, as well as forcing children and young people

to be used in making child pornography (sexual images) and to be forced into prostitution.

The right to our own body

No one is allowed to touch our body without us wanting this to happen. Not even relatives or teachers who know us very well. If we are touched in a way we do not like, or we are afraid of someone touching us, we must

tell a person we trust. We must not keep it a secret, even if the person who is making us afraid asks us to.

The right to be protected from harmful practices

Some practices, such as early marriage, are bad for children's and young people's health and against their rights. We do not have to agree to them. We have the right to know about the dangers of such practices and to be protected against them.

C RIGHTS to freedom of conscience

The right to participation

Every child and young person has the right to express his or her own views. When decisions are made about us and our sexual and reproductive health, we have a right to be part of making that decision; our feelings and opinions should be listened to and taken into consideration.

The right to freedom of expression

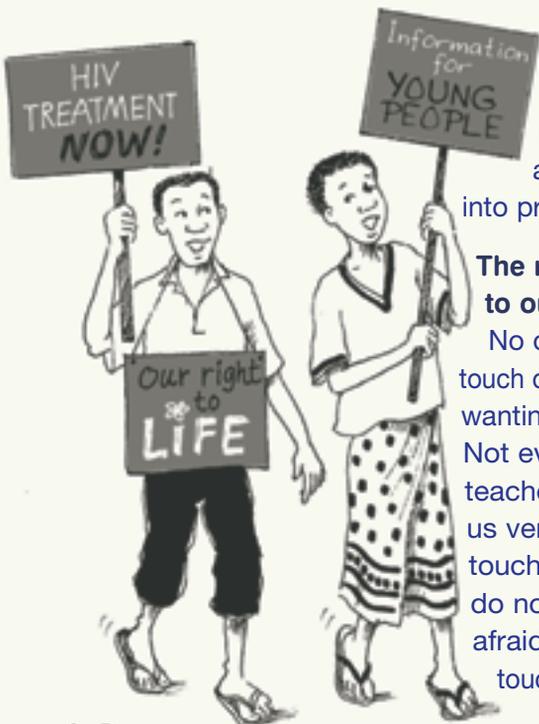
Children and young people have the right to think and believe what they like as long as it does not harm anyone else. We have a right to form our own views about sexuality and reproductive health issues.

The right to freedom of association

Children and young people have the right to meet friends and form groups to express ideas as long as it does not break the law. We have a right to demand publicly what we are legally entitled to.

The right to freedom of conscience

Children and young people have the right not to be forced to do things which they think are wrong; for example, being forced to become soldiers in a rebel army.



CLASS activities

Activity 1: Reading and writing

Read about sexual and reproductive rights on pages 17 and 18 and identify one or two rights that young people enjoy in your community and one or two that they do not always enjoy.

Activity 2: Matching rights and problems

1 Look at the following list of rights and the situations that show where young people's rights are denied. In groups of six or seven, try to match the rights with the situations. Make a note of the pairs – for example, **1** and **E** going together.

The right to ..:

- 1 ... be as healthy as possible and to be able to access the best possible health care services
- 2 ... information, skills and services
- 3 ... freedom from abuse and exploitation
- 4 ... privacy and confidentiality
- 5 ... be protected from harmful practices
- 6 ... education
- 7 ... take part in important decisions that affect your life
- 8 ... freedom of expression
- 9 ... freedom of association

A After a biology lesson on pregnancy, a group of young people are discussing pregnancy and other sexual matters outside the door. A teacher hears them and tells them to stop talking about these things and that they should only be discussed in class. She then reports this to the head teacher. The head teacher says that she must not teach pupils about sexual health in her classes.

B It is the end of a History lesson. The teacher has asked one of the girls to discuss her work. It is nearly time for the exams. The teacher likes this girl. He thinks that she has had sex before. He asks her to come to his home to get some extra exam help with History.

- C** A group of young people have decided that they must do something about bullying and sexual abuse in their school. They form a group to discuss how they ask adults for help. Two teachers find out about this and tell them to stop their meeting, and that it will get them into trouble if they continue.
-
- D** After the end of the primary school exams, four girls in the class have been told that they will have to leave school. Two of them are told that they will have to get married soon. All four of the girls want to go on to secondary school and they have good enough results to go. No one has discussed this with them.
-
- E** Two young people go to a health clinic and ask to see a nurse to give them some advice on contraception and STIs. The nurse refuses to see them and says they are not allowed to have sexual relationships.
-
- F** A group of children are told they must take part in an initiation course to learn about becoming an adult. They have heard frightening things about what happens at these courses and they do not want to go.
-
- G** Two young people visit a health clinic with a relative. They see some leaflets on STIs. They have been discussing this at school. They want to take some leaflets for themselves and their friends. The relative tells them that these leaflets are not suitable for children, and to put them back.
-
- H** A young man is worried that he may have got an STI. He goes for a test at the clinic and gets treatment. Later the young man tells his teacher why he missed school that morning. He trusts the teacher, but the teacher then tells the head teacher and the boy gets into trouble.
-
- I** A group of young people have decided to have a campaign against the practice of giving drugs that sexually arouse young people. They start to plan activities that include doing a drama in the community. Several community leaders visit the school and complain that the young people cannot have this campaign and must accept the traditional practices.
-

- 2** In the whole group, compare and discuss the results of the matching exercise.
- 3** Discuss other examples of situations where children's rights **are** being upheld and where they are **not** being upheld.

The right to healthcare



Activity 3: Written exercise

Talk about the following questions and write your answers in your notebook.

- What are the three major types of children's rights?
- What are sexual and reproductive rights?
- What are three ways in which we can protect our sexual and reproductive rights?

HOME activities

Activity 1: Writing a poem

Write a short poem on sexual and reproductive rights.

Activity 2: Preparing for the next lesson

- 1 Select one of the rights from the list in Activity 2, page 19.
- 2 Think about and make a note of one example in which this right is being upheld in your family, school or community, and one example in which the right is not being upheld.
- 3 Discuss this with a friend or family member. Make a note of their opinions.

2.2 Upholding our rights

What to do if our rights are not being met

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

As young people, we can analyse whether our sexual and reproductive rights are being upheld or not. Then we can find ways to educate adults and ask them to uphold our rights. We can do this by telling people about what we have learned about rights and by performing dramas, songs or poems to promote our rights within the wider community.

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



A community discuss how to protect their children

CLASS activities

Activity 1: Talking about our rights

- In groups of four or five, share your ideas from the homework. In turn, talk about:
 - the right you selected
 - the example you thought of in which this right is being upheld in your family, school or community
 - the example in which the right is not being upheld
 - the opinions of the person you chose to talk to about this topic.
- In the whole class, list the example of rights problems, using a chart like the example shown below.

| Our rights being upheld | Our rights not being upheld |
|--|---|
| 1 <i>Father paying school fees</i> | <i>Taken out of school to get married</i> |
| 2 <i>Sexuality education at school</i> | <i>Young people refused condoms at clinic</i> |
| 3 ... | |
| 4 ... | |
| 5 ... | |

- Underline those examples that are to do with sexual and reproductive rights.
- In turn, put a tick beside two examples where these rights are **not upheld** – one vote for an example that is serious, and one for an example that is common. (You can vote twice for one example if it is both serious and common!) If there are not enough examples from the homework, use any from this list below that are relevant to your community:
 - Young people are refused condoms at the clinic.
 - Young people are denied information on sexuality.
 - A girl is sent out by her mother to get money by finding a man for sex.
 - A guidance counsellor reports to a boy's parents that he has a girlfriend.
 - An old man touches a girl's breasts "to make them grow".
 - Pupils are beaten at school.
 - Boys are taken out of school to herd animals.
 - A girl is married against her will.
 - Pupils are not allowed to meet to plan a drama about sexuality.

Activity 2: Role-play

- 1 Look at the three examples that got the most votes in **Activity 1**. In your groups, choose one of these examples and develop a role-play. Show how this right is denied, and why you think it is being denied. Show your role-play to another group and discuss:
 - Which of the children's and young people's rights were not being upheld in this example?
 - What are the reasons for this?
 - Are these good reasons?
- 2 How would you like the situation to be changed?
 - Back in your smaller groups, now work out a second part to your role-play. This time, you present a changed and better situation for children and young people.
 - Perform your second role-play to the other groups. Give feedback to each other on what went well and what could be improved in this role-play.

HOME activities

Activity 1: Taking action

Help to organise and attend a community event, or school open day, where you perform your drama, and present any poems, songs or stories that you have written on these topics. Invite a guest speaker, from the government or a local organisation, to talk with the community.

Activity 2: Talking with parents and guardians

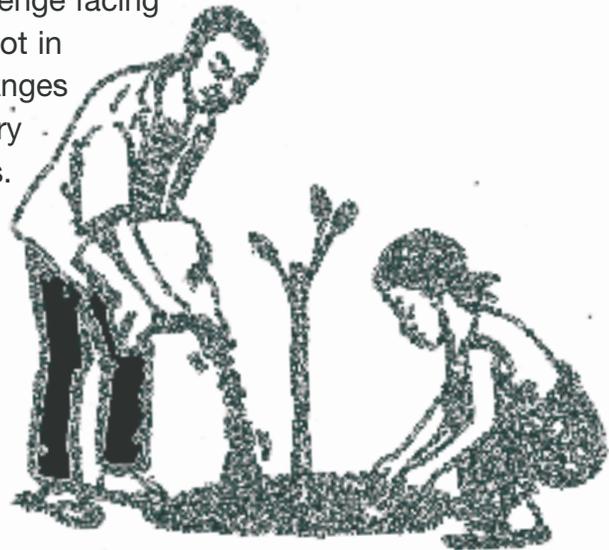
Copy down the occasions when children's and young people's rights are not met. Choose important ones to discuss with your parents and guardians.

2.3 Women's rights

Justice is an important virtue when we are thinking about rights. Practising justice is being fair in everything we do. It is seeing with our own eyes and not judging something or someone by what other people tell us. Being just is standing up for our rights and the rights of other people. Without justice, people get away with hurting or taking advantage of others and keep on doing it. Without justice, the world can be a cruel and dangerous place. Without justice, people are judged by their gender, race or religion. When justice is practised, everyone has a fair chance to tell their side of the story and be listened to.

There is another global Convention aimed at protecting girls' and women's rights. This is called the **Convention against all forms of Discrimination against Women** (CEDAW). Zambia ratified the CEDAW Convention fully in 1985 and reports on progress regularly. The reports enable the government to identify the causes and effects of discrimination against women and to monitor measures aimed at ensuring fairer participation of men and women in socio-economic development.

A recent report states that “the challenge facing Zambia in this noble endeavour is not in the letter of the law alone. Many changes are required in the areas of customary laws, cultural practices and attitudes. Equally important is awareness creation on women's rights as well as equitable representation of women at all decision-making levels. Government and civil society interventions catalysed by the fast evolving democratic culture will continue to speed up this process.”



CEDAW Article 5: Sex-roles and stereotypes

This article says that governments should take action to change social and cultural practices and behaviours of men and women, aiming to end prejudices and customary practices based on the idea of one sex being inferior, or on stereotyped gender roles.



CEDAW Article 16: Equality in marriage and family law

This article talks about women's right to equality in marriage and in family law. The box opposite gives examples of the statutory (state) law and the local customary law in Zambia, as they affect marriage and family.



| Statutory law | Customary law |
|---|---|
| 1 Monogamous. | 1 Can be polygamous. |
| 2 Contracted by two parties. | 2 Contracted by two families. |
| 3 Women have the same right as men to freely choose a spouse and enter into marriage only with full and free consent. | 3 Marriages may be arranged by families. |
| 4 No parental consent needed for marriage if both parties over 21. Parental consent required if under 21 years. Marriage under the age of 16 years not allowed. | 4 Biological maturity is more important than age. Girl is considered mature and ready for marriage at puberty. Some ethnic groups encourage marriage when girl reaches puberty, even if below 16 years. |
| 5 Age of majority, when a child is considered an adult, is 18 years. | 5 Age of majority not agreed. |
| 6 The betrothal and marriage of a child shall have no legal effect. | 6 Possible to have child marriages through betrothals. |
| 7 No <i>lobola</i> required. | 7 <i>Lobola</i> essential to establish marriage. |
| 8 Women have the same rights as men to freely and responsibly decide on the number and spacing of their children, and to have access to the information, education and means to exercise these rights. | 8 Husband has to agree to wife's use of contraception, but wife does not have equal say in his decision to do or not do so. |
| 9 Adultery is grounds for divorce for husbands and wives. | 9 Husband has exclusive sexual rights to his wife; adultery on her part is grounds for divorce and claim of damages. Wife does not have exclusive sexual rights over her husband and his adultery is not grounds for divorce or claim for damages. |
| 10 Women have equal rights to property, maintenance and children after divorce, the latter depending on the best interests of the children. | 10 Woman has no rights to property, maintenance or custody of children after divorce or death of husband. |

CLASS activities

Activity 1: Group work debates

- 1 Form groups of about ten. Each group selects **one** of the differences between statutory and customary law in the table on the previous page. Discuss:
 - To what extent does statutory and customary law or practice go on in your community?
- 2 Divide your groups in half. One half argues in favour of statutory law and the other half in favour of customary law.
- 3 Take time in your small groups to discuss the good and bad effects of statutory and customary law. List your main points for debate.
- 4 Debate the issue in front of the class, adding any new points to your argument, as needed.
- 5 Vote whether customary law or statutory law should change in each case.

Activity 2: Writing to your MP

Write a letter to your MP advocating the changes you want to see in customary and/or statutory law, giving your reasons.

Activity 3: Preparing a drama

Prepare a drama to show to the community. Aim to make them aware of the negative effects of some customary law on women.

Activity 4: Justice plan

In groups, discuss this quotation by Martin Luther King. “True peace is not merely the absence of tension. It is the presence of justice.” As a class, make a plan to bring gender justice into the classroom. Put it on the wall and monitor progress.

HOME activities

Activity 1: Finding out more about women’s rights

- Read the table on **women’s rights**. Explain to some older and younger women in your community about the meaning of statutory and customary law.
- What changes have they seen in the practice of statutory and customary law?
 - What do they think are the good and bad points of these changes?
 - What would they like to change in customary law?

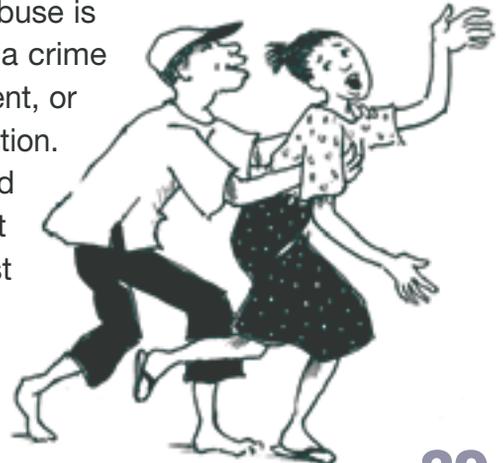
2.4 Sexual abuse and rape

In the last lesson we discussed the effect of some customary laws on girls and women in Zambia. The practice of rape and sexual abuse is increased by laws and practices which make females the property of males, denying them the right to make their own decisions and keeping them dependent on men. These laws and practices also make it more difficult for females to report sexual abuse and rape and, if they do, to get justice. Cultural attitudes to women often result in females being unjustly blamed for sexual abuse and rape.

Every country has an age of consent to take part in a sexual relationship. In most countries this is between 16 and 18 years old. **Sexual abuse** is when an adult makes sexual contact with a young person who is below the age of consent or when the young person is unwilling. Young people are most likely to be sexually abused by people they know, like a relative, neighbour or teacher.

Sexual abuse includes forced sex or rape, incest or sexual molesting. **Sexual molesting** is any unwanted sexual activities, such as kissing or fondling the breasts or genitals (private parts). **Incest** is sexual activity between a young person and a parent or close relative. Sexual abuse also includes talking with a child in a sexual way, showing a child sexual images or using them to make sexual images (pornography).

The government should protect all young people from sexual abuse and must take action to help those who have been abused. Sexual abuse is **never** the fault of the young person. This is true even if the adult has bought them gifts or given them money. Sexual abuse is a crime and should be reported. It is also a crime to involve a person below the age of consent, or against their will, in pornography or prostitution. A parent or guardian is not allowed to send a young person to have sex in order to get money or goods for the house. It is against their rights *and* against the law.



Rape is never the victim's fault

Young people must tell a trusted adult if they suffer or fear abuse



An abused young person may be too ashamed and scared to talk about the abuse. They can feel it is their own fault and that no one will believe them. People who abuse children and young people often say that they will hurt them if they tell. But young people **must tell** a trusted adult if they are abused or they fear it might happen. If that adult does not believe them, they must find another adult to tell.

If a young person has been raped, it is important that they tell a health worker immediately. Children and young people need support from community members, the health services, home, school and the police to report sexual abuse and to bring the abuser to court. In customary practice, a victim of rape reports it to her family and they report it to the chief. The chief and elders meet the victim and rapist, make a judgement and tell the rapist to pay damages to the family in the form of animals or money. In some cases the man is taken to the police and arrested. Some communities have vigilante groups who chase and beat people accused of sexual abuse and rape, and call the police. Vigilante groups must never take justice into their own hands.

Victim Support Units have been set up in police stations to help survivors of abuse and rape and those who fear it may happen. This is a good service, but needs to be expanded so that everyone can reach it. Also, police and people working with rape victims need special training so that they can give good and appropriate help. Children and young people also need support to help them overcome the emotional stress of sexual abuse.

CLASS activities

Activity 1: Discussing stories

- In groups of three, read through Florence's and Simon's stories and discuss the questions below:

Florence's story

I was walking home from school when a boy jumped out and dragged me into the bushes. He told me not to scream or he would hit me. He said I was too proud of being a virgin and needed a lesson to know that men are in charge. He raped me and ran off.

I stayed by the bushes crying, feeling dirty and ashamed. I called to a woman walking by. I told her what had happened. She gave me a cloth to put around my torn dress and took me to the clinic. There I started to shake and to cry. Soon my older brother came. He was very angry. The police came and took a statement from me. Then the clinic did some tests. I knew the boy from a nearby school, so I told the police.

Later that week, I had to identify the boy. The boy said that I was his girlfriend and that we had been meeting for sex in secret. He said that after this last time he wanted to finish with me and I got angry.

I was pretending that he raped me to get him into trouble. Now he is waiting for his trial. It is good that I went to get help straight away, because now there is evidence that he raped me.

You are right to come to the clinic straight away.



Simon's story

There is a teacher at my school who always liked me and asked me about my work. In my exam year she said that she could give me extra help with my maths, but that it would be better if we did this at home so she could do her household chores and then teach me. I was worried about this, but I went anyway.

After two of these lessons, I got more relaxed, and on the fourth lesson she started to ask me personal questions about my girlfriends. She said that she could help with my results if I could make her feel nice. Then she started to touch me. I told her it wasn't right but she said all boys have to learn about sex from older women. She said I was behaving like a girl and I would never be a real man if I didn't practise. She said she could really help me with my studies.

In the beginning, I felt I had no choice, but soon I was going to her house regularly and having sex with her. She has given me books and clothes, and I always get good marks. I worry about HIV and AIDS, but she says we don't need to use condoms because I am young.

2 Now discuss these questions in your groups:

- What are the **places** which put young people at risk of sexual abuse and rape? For example, places where you are alone.
- What are the **relationships** which put young people at risk of sexual abuse and rape? For example, situations in which you are alone with someone who has some kind of power over you because:
 - they are bigger physically
 - others trust them to protect you (for example, a relative)
 - they can influence your future for the better
 - they give you money
 - they give you gifts
 - they can help people you love and feel responsible for, (for example, giving school fees for siblings).
- In these stories, what were the risky places or relationships?
- What could Florence or Simon have done to reduce the risk of sexual abuse?
- What could others have done – for example, their friends, teachers and families?
- What would you like to see happen now?

Activity 2: Standing up for our rights

1 Now read Martha's story and then discuss the questions.

Martha's story

Martha was 15 years old. Her teacher asked her to go to his house with some books. When she reached his house, he was alone, sitting on his bed. He said he wanted to love her. She told him that he was an old man and it wasn't right for him to try to do this to a schoolgirl. Then he grabbed her. He wouldn't let go, so she shouted as loudly as she could to get attention. He got scared and let her go and she ran all the way home and told her mother. Her mother complained to the head teacher and Martha never saw that teacher again.

Martha told her friends and they thought she was great. They said, if that happened to them, they would know to do the same because no adult has the right to do that to children or young people. The next week, the head teacher arranged for a policeman to come to school. He told them that it is a crime for adults to abuse girls or boys and that they should report it at once if any teacher or adult tries to abuse them.

2 In small groups, discuss these questions:

- What three things did Martha do to stand up for her rights?
- How did her mother and head teacher help her?
- How did Martha help the other girls to feel stronger?
- What could you do in a situation where an adult or another young person is trying to abuse you?



Activity 3: Drawing a map

- 1 In small single sex groups, draw a map showing risky places and risky situations in your community when girls or boys might face sexual abuse or rape.
- 2 Show your maps to each other and to the Parent-Teacher Associations. Make a plan to meet with community leaders and find ways to make the community safer for women and young people.

Activity 4: Finding out more

Invite a speaker from the Victim Support Unit or a local rights organisation to talk with you about:

- the types of problems that children and young people face that need legal help, including early marriage, sexual abuse and rape
- how the community customary process, the police, the Victim Support Unit and NGOs deal with cases of early or forced marriage, sexual abuse and rape cases
- the strengths and weaknesses of each of these types of help
- the improvements that they would like to see in each case.

HOME activities

Activity 1: Preparing for the next lesson

At home, talk with a young adult who is the same sex as you (perhaps an older sibling or a cousin), and ask them what they enjoyed about growing up and what they found difficult. Note these down.

3 Growing up

IN THIS CHAPTER

- 3.1 The joys and problems of growing up
- 3.2 Coping with the problems of growing up
- 3.3 Fertility awareness
- 3.4 Responsibilities as we grow up
- 3.5 Behaving responsibly



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 earlier or later, between the ages of 9 and 18 years.

Puberty is the start of the period we call **adolescence**. Adolescence is the stage in a person's development when they move from being a child to being an adult. The physical, mental, emotional, social and behavioural changes in puberty are caused by chemicals called **hormones**. These hormones make the body produce eggs in females and sperm in males, which can join to make a baby.

In this chapter, we are going to focus on **mental, emotional, social and behavioural development** during adolescence.

Mental development

As adolescents, we gain a whole new set of mental tools. We are now able to analyse situations logically, thinking about cause and effect. We can imagine situations that are not real. This enables us to plan for the future and compare different possibilities. We can make good decisions. These new thinking skills enable adolescents to:

- become more independent
- take on increased responsibilities
- consider future jobs
- ask for information and advice
- develop a social conscience (considering what is right and wrong)
- develop values and ethical behaviour
- exercise new reasoning skills.

Emotional development

Adolescents have to establish a sense of identity. We think about who we are and what makes us special.

Self-concept is the set of beliefs that we have about ourselves, our qualities, gender, ethnic identity, roles, goals, interests and values.

Self-esteem is how we feel about our self-concept. As we grow up we experiment with different ways of appearing, sounding and behaving to develop our identity.

As adolescents, we also have to develop skills such as recognising and managing feelings, relating to others and showing empathy so that we can make friends and co-operate with others.

Social development

Our social development relates to all our relationships, particularly those with peers and families. Our peers become very important to us because they allow us to gain independence from our families. By identifying with our peers, we develop values and see how we differ from our parents and guardians.

As we get older, we start to have closer one-to-one friendships and romances. These may be with people of the same or opposite sex. We feel sexually attracted to others and may form sexual friendships. We may have mixed sex peer groups. We become less influenced by them and more able to accept difference in ourselves and other people.

Our families are still important to us, but their influence is balanced with peer influences. We may argue more with our parents and guardians as we reach for independence. This is normal, but we should still show respect and listen to their ideas and wishes.

Behavioural development

As we grow up, we use our new skills to experiment with new behaviours. This is normal and helps us to shape our identities, try out new skills, assess ourselves and gain peer acceptance and respect.

However, experimenting does mean taking risks. These risks can either work out well or badly. We need to weigh up the benefits and dangers of different situations, know our own strengths and weaknesses and make good decisions. We can find positive ways to satisfy our need to take risks rather than harmful ways. For example, we might learn a new, challenging sport rather than take drugs. Even when situations go wrong, we can learn from them, become stronger and get back on our life course, with help from our family and friends.

As adolescents, we are a great resource for our communities. We have new skills, energy and creativity that we can put to good use. We can think of ways in which we can help our communities; for example, by becoming peer educators or by organising dramas with information on HIV and AIDS. Adolescence is an exciting time in our lives.

CLASS activities

Activity 1: Drawing our joys and problems

- 1 Divide into single sex and age groups. Give out two pieces of paper and crayons to everyone.
- 2 Draw and write on each separate piece of paper one good thing and one problem with growing up during adolescence.
- 3 Arrange the pictures in the centre of the group and talk about them.
- 4 Put pictures of good things on one side and problems on the other side.
- 5 In your notebooks, make a list of the good things and the problems.

Activity 2: Thinking about our risk taking behaviour

- 1 In pairs, think of a time when you experimented with a new behaviour and took a risk.
 - Why did you take the risk?
 - Did it turn out well or badly?
 - Could you have done anything to make the risk smaller?
 - What other choices did you have?
 - Do you think you take a lot of risks or a few?
 - What do you think about friends who take risks?
- 2 Role-play a situation where you and your friend are about to take a risk that could harm you. Show how you could change this dangerous risk to a positive one (such as trying a new and challenging skill or sport).



Activity 3: Helping others

- 1 In groups of four to five, make a list of all the different ways adolescents already help others in their schools, homes and community. Compare your lists with those of other groups.
- 2 In your groups, now make a plan for one or more actions that you want to take to help others in your community. List the ideas from all the groups on the blackboard.
- 3 Now make a practical action plan.
 - What will you do?
 - When will you do it?
 - Who in your group will do what?
 - How will you do it?
 - What materials and other help do you need? How will you gather these?

Be realistic in your action plan. Make sure it is practical.

HOME activities

Activity 1: Carrying out our action plan

Meet at home during free time to carry out your action plans. Get the help you need. After your activity, think about what went well and what you could do better next time.

Activity 2: Changes in ourselves

- 1 What mental, emotional, social and behavioural changes have you noticed in yourself? (Look at the list on pages 36-37.) What joys and problems have these brought?
- 2 Write one or two questions or worries you have about mental, emotional, social or behavioural changes. **Don't** write your names on the question paper. When you are back in class, put these in the question box.

3.2 Coping with the problems of growing up

Growing up makes us feel happy, but we can also face some problems as our bodies, emotions and ideas change.

Traditionally, we are taught how to manage growing up so that we become “good” adults who meet society’s expectations. For example, we are taught to eat a lot as we grow. Some of our culture and customs concerning puberty can cause anxiety and harm; for example, older men having sex with young girls to make them mature, or older men giving herbs to arouse boys so that they are pushed into having sex early. This makes it difficult for girls and boys to cope with adolescence safely and happily.

These problems are made worse if young people have no one to talk to about their worries. Many young people find it difficult to ask for help with worries about growing up. They fear that people will think they are bad if they ask questions. Also, some young people think that they know everything, when they may not.

We all face problems throughout our lives. Some are serious problems that are difficult to solve; others are less serious and can be solved with only a little help. Asking for help and learning how to solve problems creatively are important life skills that we can use all our lives. We may be able to solve a problem if we think creatively and come up with new options for solving it.

Seven steps in solving a problem

- 1 What problem/problems do I have? (Explain this clearly and pick out the main problems. Choose one to start with.)
- 2 What is causing my problem? (What are all the causes? Pick out the one that is most important.)
- 3 What can I do about it? (What are realistic ways to solve it?)
- 4 Which way is the best (for me and those I care about)?
- 5 What steps should I take to solve it, and when?
- 6 Who do I need to support me?
- 7 Have I solved it successfully? How will I know? (In the future, will I be happy if I look back at what has happened?)

CLASS activities

Activity 1: Using the question box

Go through the questions in the question box from the last lesson and discuss the answers. Your teacher will guide you on the correct information.

Activity 2: Matching problems with solutions

In pairs, match the following solutions with the problem.

PROBLEMS

- 1 Some girls have pain during menstruation as the muscles of the uterus push out the blood.
- 2 Ngoza kept away from school because of wet dreams. He did not want to share this problem with anyone.
- 3 Mary felt confused. Other girls at school were always talking about the boys they liked, but Mary felt different. She felt attracted to another girl, but she didn't want to say anything to her.
- 4 Mabvuto's relative gave him arousing herbs and told him to practise sex with girls. He had an erection but was worried about HIV, and condoms were all too large.
- 5 Esther was worried about initiation because she had been told that after initiation an old man would come to test her skills in sex and she feared HIV.

SOLUTIONS

- A Talk to someone you trust, like an older sister, about your feelings. Don't worry. Wait until you are older to understand your feelings and decide how to act.
- B Talk about your worries with girls who will also be initiated. Make a plan to talk to your parents, teacher, health worker and/or religious leader, and find ways to change this practice and uphold your rights. If necessary, involve the Victim Support Unit.
- C Find a friend or trusted person to confide in and share your problems. Understand that this is normal and means that your reproductive organs are working properly.
- D Exercise, resting and painkillers can help to stop the pain.
- E Talk about the problem with a trusted teacher, nurse or family member who can talk to the relative and stop him giving herbs. Get together with friends to put on a drama showing the dangers of this practice.

Activity 3: Role-play

In small groups, prepare role-plays based on a situation from **Activity 2**, or any other problem, to show how young people can help each other during puberty.

Activity 4: Stories

In pairs, read the following story:

Muwema feels that he cannot cope with his problems. His father died last year, and last month his mother also died after a long illness. Muwema has been left to look after his two younger brothers. Muwema is studying in Grade 8, but he has stopped going to school so he can earn money to get food for himself and his brothers. Muwema did get some work on a building site, but the job soon finished and it has been difficult to find another job. Muwema has started hanging around with other young men at the market. They got him to smoke dagga (cannabis) to help him forget his problems. Once, when he was high on dagga, Muwema had unprotected sex with one of the girls at the bar. Every day his brothers complain that they are hungry. Now Muwema is thinking of stealing to get food.

Now discuss Muwema's story using these questions:

- What experience did Muwema go through?
- How did he react to the experience?
- What do you think is the best way for him to solve his problems?
Follow the **seven problem-solving steps** on page 40.
- Suggest people in your school or community who can assist someone like Muwema with such problems.

HOME activities

Activity 1: Solving our problems

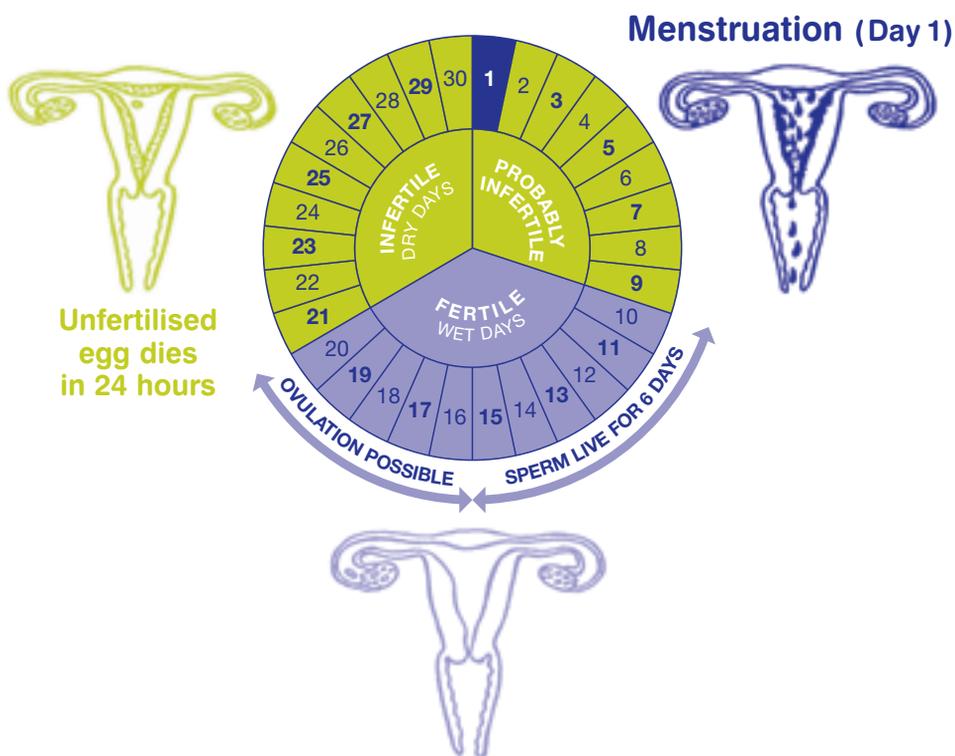
With a friend, choose one problem that you face. Work through the **seven problem-solving steps**. Write your answers in your notebook. Discuss with your friend how you will put the solution into action.

3.3 Fertility awareness

All females should learn to understand their monthly fertility cycle because this helps them to cope with their periods and when they are mature to avoid pregnancy and to conceive when they are ready. Males should also understand the fertility cycle so that they can support females and co-operate with their partners on decisions about having babies.

The menstrual and fertility cycle

The diagram below shows what happens in the female body over the menstrual cycle. It also shows the number of days between the different changes that happen in the body during the menstrual cycle and the days when a woman is fertile and can get pregnant. Females can keep track of their own menstrual cycle each month and learn more about when they are fertile. They do this by counting the number of days each month from the day that bleeding starts until the next period. They also notice changes in the amount of whitish fluid on their underpants and feelings of wetness. This fluid increases over the days when the female is fertile.



The female menstrual cycle is counted from the first day of menstrual bleeding to the day before the next menstrual bleeding. The duration of menstrual cycles can differ from 21 to 35 days. Many females have a 28-day menstrual cycle.

About 14 days **before** her period starts, a female releases a tiny egg from one of her ovaries. This is called **ovulation**. The egg remains fertile for up to **24 hours after ovulation**. Sometimes a woman releases two eggs in one month and she remains fertile for two days.

If the female has sexual intercourse around this time, a sperm can fertilise the egg and make a baby.

Sperm can survive in the Fallopian tube for up to **six days**. This means that it is possible to get pregnant if a couple has sexual intercourse up to six days **before** ovulation. However, because it is not possible to tell exactly when ovulation happens, we can say that the woman is potentially fertile for **11 days** of her menstrual cycle.

Girls are fertile 14 days **before** their **first** menstrual bleeding. This means that they can get pregnant **before** they menstruate for the first time.

Ovulation occurs around 14 days before the first day of menstruation. Therefore, females with a short menstrual cycle can be impregnated when having sexual intercourse during menstrual bleeding.

Adolescent girls often have their periods with different numbers of days; that is irregular menstrual cycles. This makes it impossible for girls to know when they are fertile and to use this fertility awareness to avoid pregnancy safely.

Natural family planning

- Some couples decide to use fertility awareness or **natural family planning** (NFP) to space their births. In NFP, a woman learns to recognise when she is fertile and the couple avoids sex at this time.
- NFP works best when a couple is living together and there is a high level of co-operation between the man and woman.
- NFP is not very good at preventing pregnancy, and is best for people who would not mind very much if they had a child.
- NFP does not protect against STIs, including HIV.
- It is best for couples to get advice from a counsellor trained in NFP.

CLASS activities

Activity 1: Understanding the menstrual cycle

Look at the diagram of the **menstrual and fertility cycle** on page 43.

In pairs, discuss:

- What happens to a female body during the menstrual cycle if she does not have sexual intercourse? Explain each stage.
- What might happen if she does have sexual intercourse?
- Where do the sperm and egg meet and join to make a baby?

Activity 2: Understanding the fertility cycle

Look at the picture of the **menstrual and fertility cycle** on page 43.

- Draw the cycle in your notebook.
- Mark the days when having sexual intercourse might lead to pregnancy and remembering that sperm can survive in the Fallopian tube for up to six days. Explain why you have marked those days.
- Mark the days when fertilisation could occur. Explain why you have marked those days.
- What could happen if the menstrual cycle was irregular?
- What could happen if the menstrual cycle lasted 21 days?

Activity 3: Role-play

1 In single sex groups of two or three, prepare one of these role-plays:

A discussion between three girls about their menstrual cycle and how reliable it is for helping them to avoid pregnancy.

or

A discussion between a boy and a girl in which one of them is trying to persuade the other to have sex during the “safe” time in her monthly menstrual cycle.

2 **Remember!** In your role-play bring out these key points and their reasons:

- The fertility cycle is **not** a safe method of avoiding pregnancy for adolescents.
- Unprotected sexual intercourse can lead to pregnancy and other STIs, including HIV.

3 The teacher will select one role-play on each topic for demonstration and discussion in the class.

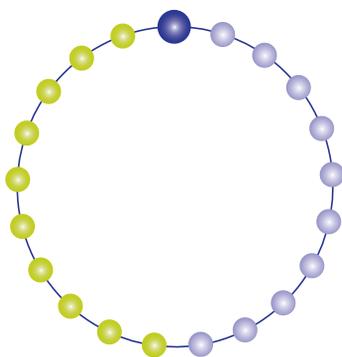
4 Write down any questions you might have about the menstrual and fertility cycle for the question box. Answer these in class, with your teacher’s help.

HOME activities

Activity 1: Learning and doing more

- 1 Girls** can discuss the menstruation and fertility cycle with close female relatives or older sisters. If an initiation adviser or counsellor is to visit at the next session, they can prepare questions about menstruation and fertility for her.
- 2 Boys** should write three points on how they can support girls during their menstrual cycle.

21 DAY CYCLE



33 DAY CYCLE



● Menstruation ● Infertile ● Fertile

- 3 Girls** can use beads to track their fertility cycles. Thread the beads each day on a piece of string. Use one colour for the bead threaded on the first day of the menstrual cycle and different colour beads for the rest of the days. At the end of the each month, girls can draw the cycle in a note-book as a record for increasing their fertility awareness. This will tell girls how many days their cycles last each month over a number of months. This shows whether they have the same number every month or different, whether they have a short, medium or average cycle and when they are likely to be fertile.

3.4 Responsibilities as we grow up



Being responsible means that others can depend on us. We are willing to be accountable for our actions. When things go wrong and we make a mistake, we make amends instead of excuses. When we are responsible, we keep our agreements. We give our best to any job. Responsibility is a sign of growing up.

As young people, we have both rights and responsibilities. Many young people in the world today have to take on huge responsibilities at home and at school. Adults should praise and support them in their efforts.

As young people, we should praise each other for our sense of responsibility and show how capable we are when we undertake activities given to us.

CLASS activities

Activity 1: A proverb

Read this Zambian saying and think about its meaning:

People can fail many times, but they are not a failure until they begin to blame someone else.

Activity 2: Role-plays

- 1 In single sex groups of three to six, select one of the situations below.
- 2 Talk about the situation and decide what happens next.
- 3 Act it out as a role-play.
- 4 Watch other groups' role-plays and discuss after each one:
 - Who has some responsibility for the problems in this story?
 - What do they do? Do you agree with these actions?
 - Do you think they are behaving responsibly? Why, or why not?

A You have an HIV test and find that you are positive. You are afraid to tell anyone. You meet a boy and like him a lot. You both want to make love and he says that he is so happy not to have to use condoms because a lovely girl like you wouldn't have HIV.

B You are a boy. Your mother asks your sister to finish selling some groundnuts in the market and then bring back some water. You know that she has to finish an important essay to give in tomorrow.

C A rumour goes around that the father of a boy in your class has AIDS. You all feel afraid of the boy and don't want to play sports with him in case he gets an injury and bleeds on you. Some of the pupils stop talking to him and won't sit next to him.

D The teacher asks you to be his or her special friend and says he or she can help you a lot. You know that this teacher has asked other pupils the same thing. You talk to your friends about it.

E You are feeling very down. You feel that no one likes you and everything is going wrong in your life. Your classmate says that you should come and join him in the garden to smoke some *dagga*, to relax you and make new friends.

F Your family is very poor and struggling to get enough to eat. Your friends say that it's easy to make some money from big men in town by having sex with them, or waiting until they are drunk and stealing their wallets.

Activity 3: Acting responsibly

- 1 In pairs, look at the situations again and choose a different one from your role-play. Decide what would happen next in that situation if people were behaving responsibly. There are some ideas in the box below.
- 2 In pairs, use your notebook to write down a dialogue showing what the characters in the situation think or actually say.
- 3 Get together with another pair and share your ideas.

A You tell your last boyfriend that you have HIV and it would be good if he has a test. You explain about abstinence and safer sex. Then you gather all your courage and tell your new boyfriend. You explain about the test, abstinence and safer sex.

B You talk to your sister about her essay. You offer to help her talk to your mother about this and to do her share of the work if necessary.

C You ask a health worker or teacher to explain more to the class about how HIV is transmitted and not transmitted. You ask pupils to put their worries into the question box before the session. You sit next to the boy and afterwards continue your friendship and play sports with him. You find an opportunity to ask him how things are at home and offer your support.

D You tell the teacher that you intend to report him or her to the head teacher because what he or she is doing is against the law and school policy. You tell your friends what you have done.

E You explain to your friends that you don't think *dagga* will help you, but you would like to talk your problems over with them in the garden. This helps you, and you are able to find a relative who will support you.

F You tell your friends that your life and your family's lives could become much worse if you took their advice. If you had sex with men, this could lead to STIs and HIV, and if you stole this could land you in prison.

HOME activities

Activity 1: Thinking about our lives

- 1 Think about a recent situation when you needed to be responsible. What was the problem? What did you do? Were your actions responsible? Is there anything you would do differently another time?
- 2 Some people make resolutions at New Year. These are plans for living in a better way and becoming a more responsible person. Think about your life and make up to four resolutions. Write these in your notebook and discuss them with a friend. How can your friend help you to keep your resolutions?



“My resolution is to help my friends with their studies.”



“My resolution is to eat healthy food.”

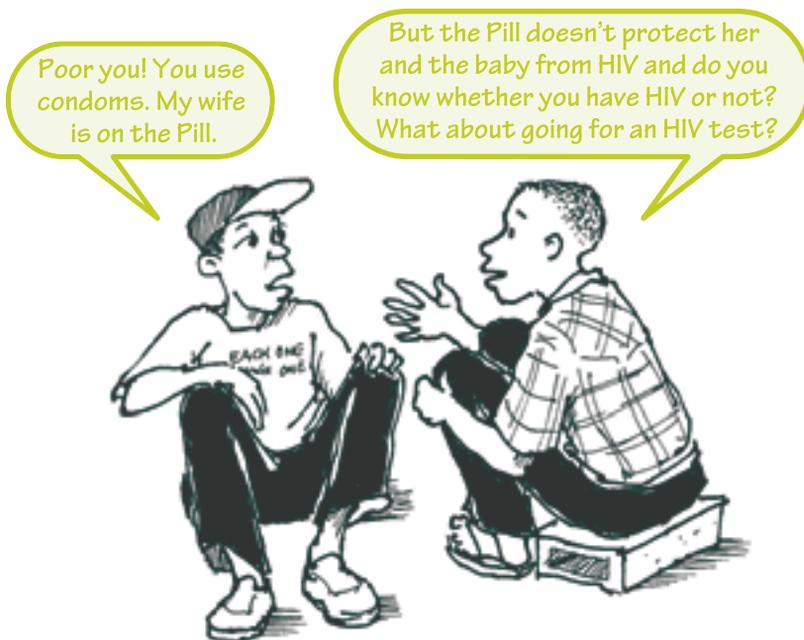
3.5 Behaving responsibly

Responsible behaviour is when we agree to do something only when we are able to do it. Once we have agreed to do it, we try to carry it out to the best of our ability.

We may be asked to do something together with others. This is called a collective agreement. If we make a collective agreement and then an individual refuses to carry it out, this is irresponsible behaviour. This can lead people not to trust us. If we take up the collective agreement, we are behaving responsibly and people will trust us with a lot of other responsibilities.

Responsible behaviour also means dealing with our mistakes in a positive way and not making excuses. We all make mistakes and, when we do, responsible behaviour is to:

- acknowledge what we have done
- accept our part of the responsibility for it
- take actions to repair or limit the damage done
- try not to do it again.



CLASS activities

Activity 1: A story

- 1 In pairs, read this story about Mabvuto and Titamenji. You will see that there are numbers in the story. At each of the numbers, think whether or not the people involved in this bit of the story are thinking or acting in a responsible way. Think about the reasons why they act like they do.

Mabvuto and Titamenji were close friends. Both of them felt very sexy but Titamenji was afraid of getting pregnant (1) and Mabvuto was afraid of getting HIV (2). Mabvuto wanted to use a condom (3), but the peer educator, Daliso, told him that condoms are too big for his size and would slip off (4). One night, after cuddling and kissing at an entertainment, they felt very sexy and had sexual intercourse (5). The next day Titamenji became afraid and told Mabvuto she would only have sex again if they got married (6). Mabvuto was also worried about HIV and got angry with her. They did not speak to each other for several days (7). Then they started to spend time together again but did not go to any place where they might be tempted to have sexual intercourse (8). Then Titamenji missed her period. She talked to her older sister, Esther, who helped her to get a pregnancy test (9). When it was positive, Titamenji told Mabvuto (10). At first he was afraid and upset. He told Titamenji that she must have another boyfriend, as they had only had sex once and she could not get pregnant the first time (11). Then he agreed to support her (12).

- 2 In the whole group, read the story together now. At each number, pause and share your ideas about who is behaving in a responsible way at this point in the story and who is not. Why do they act the way they do?
- 3 Discuss who else might have some responsibility but is not mentioned in the story – for example, parents, teachers and *alangizi*.

Activity 2: Discussing pictures

In pairs, look at these pictures and discuss:



'Husbands and God have always decided these things – it's our religion and culture.'



'I want as many children as possible like my father. Look at all the space around us.'



'Women bear and raise our children. They have the right to decide - it's their bodies.'



'I wouldn't want my children to suffer as I have – looking after myself by going with sugar daddies. I only want 2 or 3 so I can care for them well and myself too.'

- Who is thinking in a responsible way, and who is not? Give reasons for your opinion.
- What are the advantages and disadvantages of having many children?

Activity 3: Role-play

- 1 Make some groups of about five members, and some of about ten members. Now role-play:
 - a situation where a family has many children
 - a situation showing a family with only two children.
- 2 After watching each other's role-plays, discuss:
 - which family would you like to have, and why?

Activity 4: The four-point plan for responsible behaviour

This four-point responsibility plan can help us remember what to do if we make a mistake. We can use it to help others if they are worried about a mistake. Here is the plan:

- 1 Acknowledge what we have done.**
- 2 Accept our part of the responsibility for it.**
- 3 Act to repair or limit the damage done.**
- 4 Try not to do it again.**

- 1 In the whole group, make sure that you understand what each part of the plan means. In pairs, try to memorise the plan.
- 2 In pairs, think about the story of Mabvuto and Titamenji. One person plays Mabvuto and the other person plays Titamenji. Think about the mistakes the character made. Both of you make a four-point plan to show how your character will act responsibly now. Tell the plan to your partner, speaking in role as the character.
- 3 Give one example of a mistake that you made in your own life. (Choose an example you are willing to discuss in class.) Ask your partner for advice on how you can behave responsibly to deal with this mistake, using the four-point plan.
- 4 Get together with another pair and share your ideas.
- 5 In a whole group, discuss selected examples.

HOME activities

Activity 1: Writing a letter

Write a letter to a friend telling them about a time when you behaved irresponsibly and how you used the four-point plan to put things right.

Activity 2: Preparing for the next lesson

Think about your daily routine. What roles and responsibilities do you have throughout the day? Write down all the tasks you do in the morning, the afternoon and the evening. Check your list, and then discuss these with friends and family.

4 Understanding gender

IN THIS CHAPTER

- 4.1 Responsibilities and gender
- 4.2 Our changing gender system
- 4.3 Gender equality and empowerment



4.1 Responsibilities and gender

Girls and boys are given different responsibilities based on gender norms. Girls are often asked to take on more responsibilities than boys; for example, in domestic work, caring for sick parents, and bringing money into the house through sexual transactions. Young people often have to balance their different responsibilities for school, home, money and growing up. For example, a girl may feel that she has a responsibility to:

- do well at school
- find money for her school fees and family
- help her mother and siblings in the home
- keep healthy to look after her parents and siblings, now or later, when they are ill or old
- find a good husband and produce children.

Parents looking for safe ways to meet their family's needs together



Fulfilling these responsibilities is difficult, and girls use the best strategies they can think of. For example, a girl might do any or all of the following:

- have a boyfriend at school who can help her with homework so that she can do the domestic work and stay at school
- have a rich older man who can pay for school fees and for some family needs
- use the money to dress well and do her best to attract a good husband (for example, a teacher, who will also allow her to get good marks).

A girl using these strategies might find it difficult to avoid pregnancy and HIV unless adults support her. Boys may also have responsibilities that take them away from school; for example, herding animals or earning money. Young people in families affected by HIV and AIDS may be responsible for all their siblings.

If families and the community discuss how responsibilities are shared and the effect of this, they may be able to find better ways of sharing tasks that enable young people to grow up happy, healthy and safe.

CLASS activities

Activity 1: Our daily routine

- 1 In mixed sex groups of four, compare your daily routine diagrams prepared in homework.
- 2 On a large piece of paper, write one or more girls' and boys' daily routine charts using ideas from the homework charts. Divide the day into five sections, as in the chart below.

Daily routine charts for a school day

| | GIRL | BOY |
|----------------|------|-----|
| Early morning | | |
| Morning | | |
| Afternoon | | |
| Late afternoon | | |
| Evening | | |

- 3 Discuss how some of the tasks and responsibilities could be shared or changed from girls to boys (or vice versa).
- 4 Show and compare the charts. Discuss:
 - Are there big differences between girls' and boys' daily routines? Why, or why not?
 - What changes would you like to see? Why?

Activity 2: Income and expenditure tree

Make your own income and expenditure tree, like the one shown below. Put your income on the roots and your expenditure on the leaves.



Activity 3: Choosing the right job

- In single sex groups, make a grid like the one below. Write all the jobs you might do down one side. Include selling sex, if that happens in your community. Discuss the advantages and disadvantages of different ways of making a living. From the discussion, write along the top all the factors you think about when deciding what job to do. Which factors do you think are most important?

| JOB | INCOME | ENJOY | MY TALENT | HEALTH & SAFETY | COST OF STARTING | ABLE TO HAVE CHILDREN AROUND |
|-----------------|--------|-------|-----------|-----------------|------------------|------------------------------|
| Trading | ●● | ● | ●● | ● | ●● | ●● |
| Hairdressing | ●●● | ●●● | | ●● | ●● | ●●● |
| Food processing | | | | | | |
| Seamstress | ●●● | ●●● | ? | ●●● | ● | ●●● |
| Farmer | ● | ● | ●●● | ● | ●●● | ● |
| Civil servant | | | | | | |
| Teacher | | | | | | |
| Nurse | | | | | | |
| Doctor | | | | | | |
| Driver | | | | | | |

- Consider the factors about each job and score them with points from 1 to 3, depending on how they will benefit you. Add up the scores to see which are the best jobs for you.

Activity 4: Agony aunt letter

1 Read this letter.

Dear Auntie Matilda

I am trying to be a responsible girl but I can't seem to cope, however hard I try. I want to do well at school so I can get a job and help my family. But I never finish my homework because I have to fetch water and help my mother who is sick. I have a boyfriend at school who helps me, but he wants to have sex. Is that responsible? Also my parents have no money for my fees. The teacher says he will pay my fees and give me good marks if I become his special friend. My mother thinks I should agree so he will help the family. But is it responsible to be a girlfriend to your teacher?

Please help me. I have so many responsibilities, I don't know what to do.

From Mary

2 In pairs or threes, discuss these questions:

- What responsibilities does Mary have? Make a list of them.
- Which do you think are the most important responsibilities? Number your list 1 to 5, from most (1) to least (5) important.
- How is Mary trying to take up her responsibilities?
- What might happen?
- What other strategies could she use for each one?
- Is it fair that Mary has so many responsibilities? Why, or why not?
- Who should share the responsibilities with her?
- What advice would you give to Mary?

HOME activities

Activity 1: Talking with parents and guardians

From the role-play done in class, find out what parents and guardians think about how boys and girls can share home responsibilities.

4.2 Our changing gender system

Gender and sex are two different things.

Sex describes the biological and genetic differences between men and women. Only females have the organs and hormones to enable them to menstruate, get pregnant, deliver children and breastfeed. Only males have the organs and hormones to enable them to produce sperm and impregnate women. The differences are the work of nature. People cannot change them.

Gender describes the differences in the way that males and females are expected to behave – their dress, the work they do, the way that they speak and behave, and their status. These differences are created by society, not nature. They are part of our culture, and over time they may 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 we create gender roles, it is possible for us to change them. This happens all the time in response to our changing lives and understanding of the effects of gender on the well-being of women and men.

Gender values. Our self-esteem, relationships with others and behaviour are greatly affected by what our culture considers correct for males and females. These are our gender values.

Gender stereotyping. Stereotyping means that people from a certain group are all expected to behave in the same way. Gender stereotyping is when women and men are always shown in traditional roles; for example, the woman cooks and minds the children while the man goes to work. Women are expected to be submissive and men to be dominant. Gender stereotyping limits what women and men hope to do in their lives.

Gender issues are when men and women are treated differently in a way that gives one group an advantage over the other. This may affect the social and economic well-being of either sex.

In most cases, it is women and children who are unfairly treated by gender values. However, men who do not behave in expected ways – for example, homosexuals – are also treated unfairly. Ideas from inside and outside the community can change gender values. Often these ideas act together.

People within communities can work together to promote change in harmful gender values. For example:

- In one community, some women talk together about their fear of AIDS. They feel helpless because gender values say that wives must never refuse sex, complain about infidelity or talk about condoms. The women see that this puts their own lives and those of their children at risk. They are determined to change things.
- Peer educators start discussion groups and skills-building sessions with boys and girls aimed at making gender roles fairer and building assertiveness skills. The group puts on dramas for the community to raise gender issues.
- Schools follow a new policy that allows girls to return to school after pregnancy and that also ensures that boys recognise their responsibilities as fathers.

Some influences from outside the community promote harmful gender values. For example:

- Advertising that uses sexy women to sell cars and other items suggests that women, too, are like a commodity for sale.
- Advertising that says that boys and girls must wear costly clothes to be successful can give people a low sense of self-worth if they cannot afford these clothes. It can result in stealing and selling sex.
- A movie that shows a girl suffering from drugged date rape while the men go unpunished promotes gender inequality.
- A religion that says that women are inferior to men promotes gender unfairness.

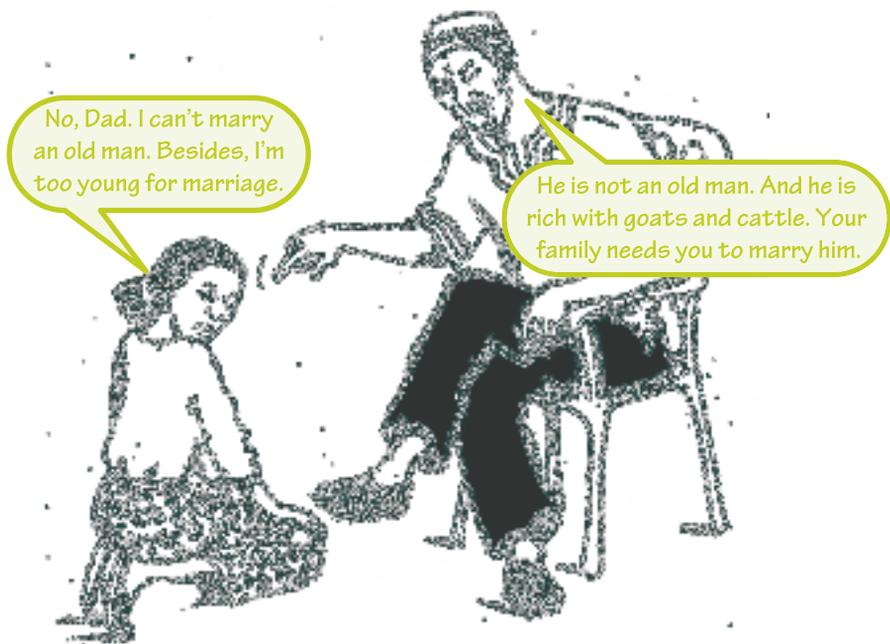
Girls and boys can evaluate gender values from different sources and decide which ones are right and fair. They can fight for justice for women and girls, and be active in promoting fair gender values. They can respect themselves and the opposite sex, and be courageous in speaking out for justice.



CLASS activities

Activity 1: Gender pictures

- 1 In single sex groups, discuss one of the following topics, thinking about it for your own gender:
 - traditional ideas about how a boy or girl should behave in our parents' time
 - young people's ideas about how they should behave nowadays
 - your group's ideas about what would be ideal behaviour of males and females in the best future.
- 2 Draw a picture of a boy or girl. Around the picture, write all the words that describe how this boy or girl should behave, according to your topic – in the past, the present or the future.
- 3 Put the pictures on the blackboard. Each group talks about their picture. Do not repeat what others have said.
- 4 Discuss these questions:
 - What are the differences between the traditional values and values nowadays for boys and girls?
 - What are the good things about these differences, and what are the harmful things?
 - How would we like things to be in our best future?
 - What are the differences between the boys' and girls' pictures? What are the reasons for these differences?
 - How can boys and girls work together to increase gender fairness?



Activity 2: Written exercise

- 1 Write down four gender values that are good for your sex and four that are bad. Next to the gender value, write down the reasons why you think they are good or bad.
- 2 Share your ideas with your group.

Activity 3: Role-play

In your group, perform role-plays showing a bad gender value. Repeat the role-play showing how you would like this value to change.

It is good to share household roles



HOME activities

Activity 1: Taking action

- 1 Turn your role-plays into a drama to perform on a school open day. Invite the community. A teacher may lead discussion with the community members after the drama.
- 2 Write a story or song to show how gender values are changing in our society. In the song, show one good change, one harmful change and one change that you would like to see happen.
- 3 Make a promise to do one thing to increase gender fairness before the next lesson.
- 4 Ask the elders, your parents or guardians about positive gender values and roles, and how they are useful to the community. How do they think gender values have changed since they were growing up? What do they like about these changes, and what don't they like? What other changes would they like to see happening?

4.3 Gender equality and empowerment

Gender equality means equal treatment of males and females in laws and policies and in access to resources and services within families, communities and society in general. At school level, it involves equal treatment of boys and girls in a safe and secure school environment that is free of discrimination, coercion (force) or violence.

Empowerment is a change in the way that males and females feel and behave that allows them to enjoy information, services, skills, money and time more equally. They have equal say in decision-making and equal respect, and together they bring about development. We can bring about more empowerment in sexual health by achieving more equal and caring friendships between males and females.

It is good to explore the meaning of empowerment and the factors that increase power among girls and boys. We can also learn how boys and girls, women and men can share power so that everyone wins.



Gender equality means everybody wins

CLASS activities

Activity 1: A time when I felt powerful and powerless

- 1 In single sex pairs, tell each other about a time when you felt powerful and a time when you felt powerless. Complete the sentences:

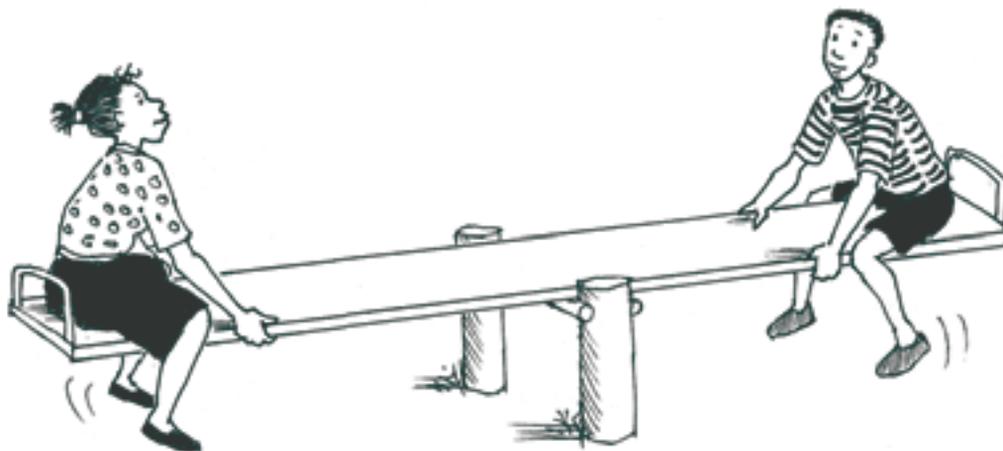
I felt powerful when ...

I felt powerless when ...

- 2 Discuss what boys and girls have in common and what is different in their situations.

Activity 2: Balance of power (seesaw)

- 1 Go into groups of similar age and equal numbers of boys and girls.
- 2 On the blackboard, draw a balance of power, as in the picture below.



The balance of power seesaw

- 3 Boys go at the boy's end of the balance and girls at the girl's end.
- 4 Each group writes the things that make them feel powerful, pushing up the seesaw, and the things that make them feel powerless, pushing down the seesaw.
- 5 Write things in the middle of the balance that push both boys and girls up or down.
- 6 In your groups, discuss:
 - What are the similarities and differences between the boys' and girls' sources of power and powerlessness?
 - How can we empower each other so that boys and girls have equal power?

HOME activities

Activity 1: Talking with our family

- 1 Explain to your family the points you have learned about gender equality and empowerment and what they mean to your life.
- 2 Ask your parents or guardians what they think about your ideas.
- 3 Ask community members if they know of any organisations that are working to increase gender equality and empowerment, and what they do.

Activity 2: Completing sentences

Complete these sentences in your notebook:

One thing that gives boys power is ...

One thing that takes power away from boys is ...

One thing that gives girls power is ...

One thing that takes power away from girls is ...

Boys and girls would be more equal if ...

Boys would be empowered if ...

Girls would be empowered if ...

One way that I would like to be more equal with the opposite sex is ...

One way that I will empower a friend of the opposite sex is to ...

GRADE 9

PAGE

- 69** Love, marriage and sexuality
- 87** About pregnancy
- 106** Sexually transmitted infections
- 118** Understanding HIV and AIDS
- 131** Coping well with life

Working together safely



Hopes, fears and guiding rules

In Grade 8 we learned in Chapter 1 about ways of working together safely. Please look at this chapter again to remind yourself. If you are starting this book for the first time in Grade 9, please read and do the activities in Chapter 1 before beginning your topics.

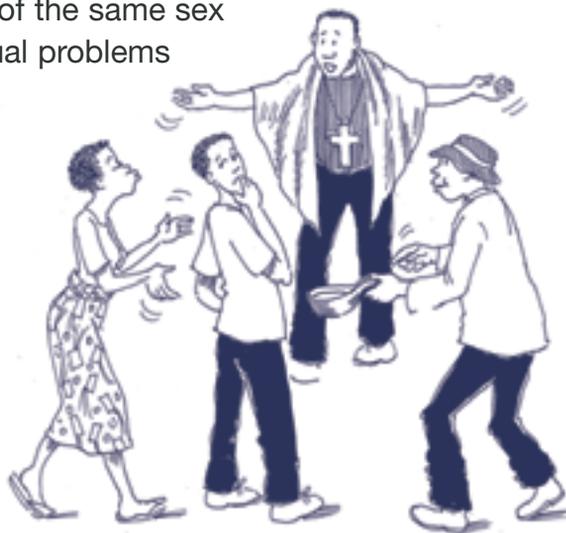
It is important that we talk about our hopes and fears for sexuality education and learn how to work together safely. We need to be able to trust each other and keep secrets. However, if a friend is being abused, then we should take the friend to talk with a trusted adult and get help.

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.

5 Love, marriage and sexuality

IN THIS CHAPTER

- 5.1 Sexual feelings and behaviour
- 5.2 Having a happy sexual life
- 5.3 Thinking about our future
- 5.4 Staying happy and safe in marriage
- 5.5 Solving problems in marriage
- 5.6 Friendships of the same sex
- 5.7 Solving sexual problems



5.1 Sexual feelings and behaviour

As boys and girls reach puberty, they often start to have sexual feelings. They may feel tingling or warm feelings when they think about or touch a particular person. These feelings can run around the body like an electric current and arouse strong sensations in the genital area and breasts. Boys may have erections and girls feel wet. These feelings are natural and good. They mean that we are growing up. However, how we react to these feelings is important. Sexual feelings can be aroused by:

- thinking about a person that we like or find attractive
- the sight of a person that we feel attracted to
- reading a romantic novel
- touching or hugging a person that we like.

CLASS activities

Activity 1: Role-plays

- 1 In pairs or small groups, do role-plays to show different situations that may influence young people into having sex.
- 2 In class, discuss the role-plays one by one, and find ways that young people can protect themselves in these situations.
- 3 Now role-play the types of relationships between boys and girls that you think are good and healthy.

How to deal with sexual feelings

A boy or girl does not need to engage in sexual intercourse when they get sexually aroused. They can do the following:

- talk affectionately with each other
- hold hands
- hug each other
- kiss
- stroke each other.

Think about which activities can be easily stopped rather than lead onto sexual intercourse.

Activity 2: Talking together

In single sex groups, share some of the sexual attraction experiences of yourself or a friend. Discuss how the person dealt with the situation. If you don't want anyone to know about your experience, talk about it as if it happened to a nameless friend.

5.2 Having a happy sexual life

Couples can go on enjoying their sexual lives well into old age if they care about each other and make time to be together.

- Both partners should enjoy sexual activity together. If couples enjoy their sexual life together, they will find it easy to stay with each other.
- Men and women should be able to say what they enjoy and what helps them to reach orgasm. They should be able to say that they do not feel like having sex or reaching orgasm today.
- Couples can try out new sexual activities, styles and ways of being together. If they can keep their sexual life exciting, they will feel less need to have sex outside their relationship for a “change of soup”.
- Any sexual activity is good if both people enjoy it and it does not harm them.
- Most of the time, couples have sex for enjoyment, not to make babies. This means that they can enjoy all sorts of sexual activities as well as, or instead of, sexual intercourse.
- Caring, love and friendship are important for a happy sexual life. If either partner feels neglected, angry or abused, they will not be happy sexually.



CLASS activities

Activity 1: A song

Chikondi chako Julie

Chikondi cako Julie. Ayee! Ayee!
Chimaliza ine. Mmmm
Anso nimadabwa nikakukumyamo chabe ...
Kupema kuchinja ati.
Phu! Phu! Phuu ... !
Nikakugwra mthupi mwanga
mpepo imanigwira ati ... !
Wa! Wa! Waaa ... !
Ukanihging'a or ukaniskwzing'a
amama neo mendo nii
Nje! Nje! Njee ... !
Nacwibwi cabwera naya kukangiwa
okamba ninshi manje nayamba ati
Ju! Ju! Juuu ... !

On Happy Sexual Life

Your love Julie, Ayee! Aye!
It makes me cry! Mmmm!
And I get surprised
when my body rubs yours.

My breathing goes up! up! up!
When I touch your body, I get cold!
When you look and hold me,
my legs start shivering.

I even start stammering that
Ju! Ju! Juu ... !

In small groups, look at this song and discuss these questions:

- What is the meaning of this song?
- What do you understand from this song?
- What can you learn from the song about happy marriage?

Activity 2: Discussing proverbs

1 In pairs, read the examples of proverbs below:

- *Cala cimodzi siciswa nsabwe.* (One finger does not kill a louse.)

Meaning: Two people should co-operate in a relationship.

- *Kuona maso ankhono nkudeka.*

(To see the eyes of a snail you need to have patience.)

Meaning: To find the right sexual partner you need to be patient.

2 Now, write two proverbs yourselves that talk about qualities that people should show to have happy sexual lives.

HOME activities

Activity 1: More about proverbs

Ask older people in your family about other proverbs that talk about having a happy sexual life. Discuss the meaning of these proverbs with a friend. Do the proverbs promote good values and qualities in both men and women?

5.3 Thinking about our future

There are different types of marriages in African cultures. A man may marry only one wife, or two, or more. In some communities, girls are married at a young age, even before puberty. Sometimes young girls marry older men. However, it is getting more common for young people to choose their marriage partner for themselves.

When you are able to choose your partner for marriage, before you make your choice it is good to think about what qualities you value in a partner and what type of marriage you want. Then you can talk to each other about your ideas and agree on how you want to live together. This is better than finding out after marriage that you have very different dreams.

Some good questions to ask before marriage are:

- How will you share housework, childcare, farming and paid work between you?
- How will you both make and share money?
- How many children do you want, and when?
- How important is religion to each of you?
- How important is fidelity to you both?
- How involved will you be with your families and family responsibilities?
- Do either of you have any health problems or behaviour related to bad health, like heavy drinking or smoking? Will you both go for an HIV test?



CLASS activities

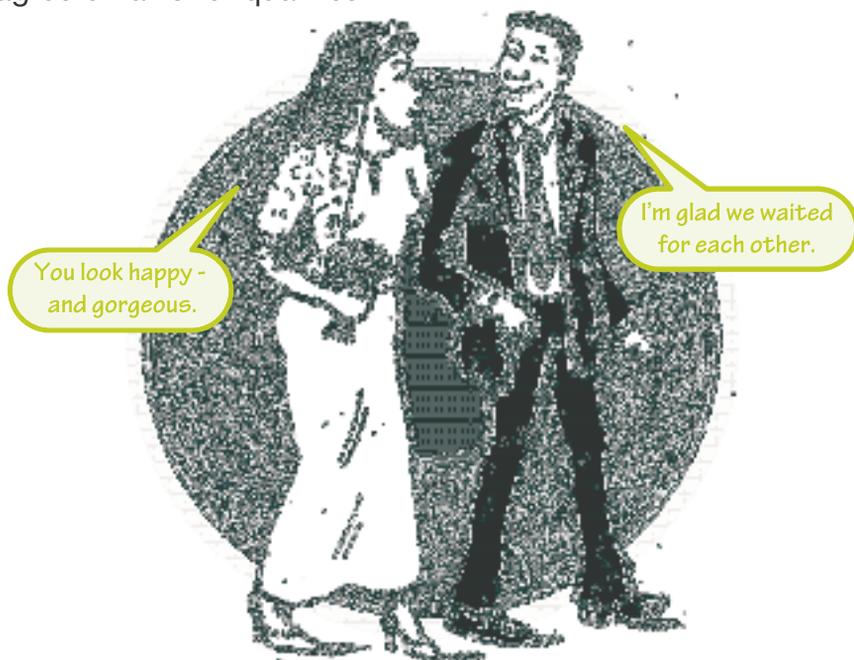
Activity 1: Discussion

In mixed sex groups of four or five, discuss:

- What is the best age to get married – for boys and for girls?
Why do you choose this time?
- What does the law in Zambia say about the age that young people can marry? What do you think about this age?
What do community members think?
- Why do girls and boys get married at a young age?
- Why do young girls marry older men?
What are the advantages and disadvantages of these marriages?

Activity 2: Ideal partners and marriage

- 1 In same sex pairs, imagine you are advertising for a husband or wife. What qualities will you look for in your partner? How would you want to live together in your ideal marriage?
- 2 In small, same sex groups, make pictures or role-plays that show your ideal partner and marriage. Present these ideas to the class.
- 3 Afterwards, discuss:
 - Do boys and girls have different ideas about the ideal partner and marriage? If so, talk about them together and see whether you can agree on a list of qualities.

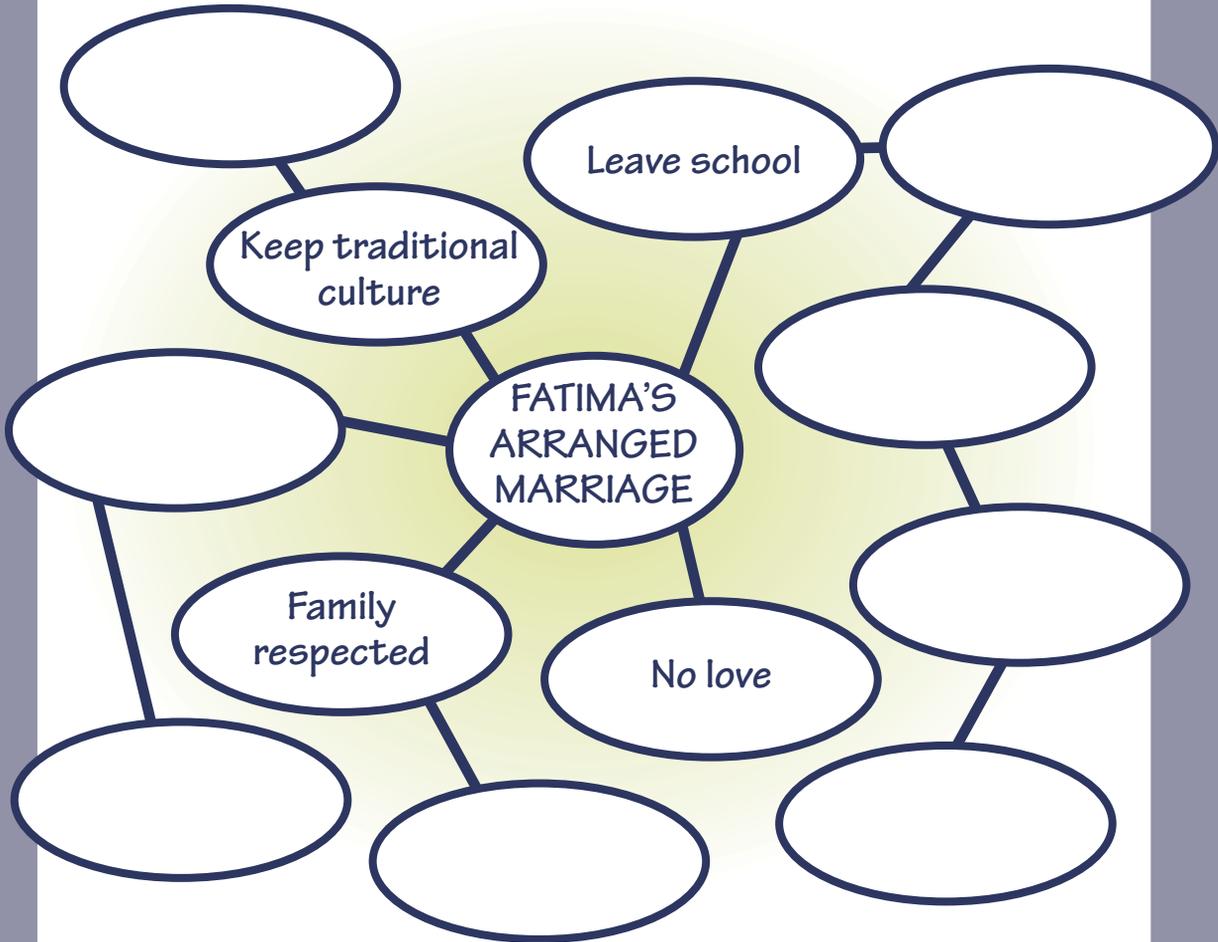


Activity 3: Spider chart

1 In pairs, draw a spider chart like the one below. Use it to show all the good and bad things about arranged marriage at a young age.

GOOD

BAD



2 Discuss:

- What type of marriage would you like to have? Arranged or unarranged?
- How can husbands and wives work out ways to solve problems?

5.4 Staying happy and safe in marriage

Husbands and wives who are friends can talk together, listen to each other and work out ways to live happily together. In our personal lives, qualities such as respect, love, trust, faithfulness, gentleness and sexual attraction are often important. Married couples can go on enjoying each other and making time to be together throughout their lives.

- If two people who do not have HIV have sex only with each other, they will not get HIV through sex, no matter what sexual activities they engage in together.
- If one partner has sex outside marriage without using a condom, both partners are at risk of STIs, including HIV.
- The more people a person has unprotected sex with, the higher the risk of contracting HIV and other STIs.
- It is a good idea for married people who have sex only with each other to use condoms if they do not know their HIV status. It is also important to use condoms if either of them is not sure that they or their partner can avoid sex outside the relationship.
- The only way that people can find out whether they have HIV is to go for voluntary counselling, testing and care.
- When one or both partners have HIV, they should use condoms or enjoy themselves without intercourse to avoid infecting each other.



CLASS activities

Activity 1: Role-plays

- Select two groups of five or six people.
 - Group 1 role-plays an unhappy and unsafe couple.
 - Group 2 role-plays a happy and safe couple.
- Look at the role-plays and discuss:
 - What is the difference between the first and second role-play?
 - What made the couple unhappy and unsafe in the first role-play?
 - What happened in the second role-play that made the couple happy and safe?

Activity 2: Written exercise

In pairs, draw and fill in the table below.

| Unhappy and unsafe couple | Happy and safe couple |
|---------------------------|-----------------------|
| 1 Lack of communication | 1 Care for each other |
| 2 ... | 2 ... |
| 3 ... | 3 ... |

Activity 3: Spider chart

In pairs, draw spider charts to show why husbands and wives might have lovers outside their marriage and what could help them to stay only with each other.

HOME activities

Activity 1: Finding out more

- Find out from parents, guardians or relatives about the type of problems married couples have and how they solve them. Ask about married couples in general, not about them specifically. Who do couples go to for help with marriage problems?
- Talk with your parents, guardians or grandparents to learn from them how marriage and divorce has changed since they were young. What do they think are the good and bad things about these changes?

5.5 Solving problems in marriage

Everyone has worries and problems in their lives. Some are big problems and some are smaller ones. We can learn to solve problems and cope with problems that we cannot solve.

- Some problems need help from a person with more knowledge, such as a counsellor or service provider. We and our friends and families can solve other problems ourselves.
- A couple should co-operate, show understanding and have empathy for each other as they solve their problems.
- Love is very important for couples to solve their problems well.
- Self-awareness can help us to identify our shortcomings and help us to work on them.
- Good relationships with parents, guardians, religious leaders, elders and other people can help all of us to cope with the ups and downs of life.
- Negotiation skills are needed to sort out problems and strengthen interpersonal relationships.



CLASS activities

Activity 1: Counselling circle

- 1 In mixed groups of six to eight people, write down on pieces of paper the problems that you see in marriages. Afterwards, put similar problems together to make one problem and give each person one problem to discuss.
- 2 In the class, form two circles of equal numbers, one inside circle for “counsellors” and one outside circle for “clients”.
- 3 The clients ask the counsellors standing or sitting opposite them to give their advice on solving the problem. After three minutes, each client moves one place to the left and gets advice from the new counsellor opposite them.
- 4 Repeat three times. Then change over so that the counsellors become clients, and vice versa.
- 5 Discuss afterwards what you have learned from this activity.



Activity 2: Agony aunt letter

In pairs, read the agony aunt letter below and find solutions to it.

Dear Auntie Irene

We are a married couple. We have been married for ten years without any child coming forth. Our love is very strong and we do not want to divorce. Therefore, we are asking you to help us to solve our miserable situation.

Yours in despair,

Mary and Thomas

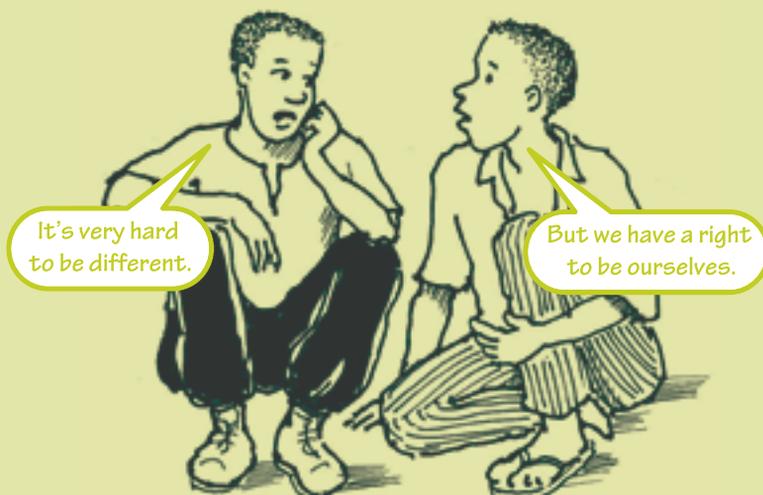
I love staying with you Aunty Mary.



HOME activities

Activity 1: Planning for the next lesson

Find out from the *alangizi* (initiation adviser) and grandparents about sexual problems experienced in the community and how they are solved.



5.6 Friendships of the same sex

As we grow up we often make close friends with people of the same sex. We feel love and affection for them, and we may express our affection by hugging, kissing and stroking them.

When we get older, many of us become more interested sexually in people of the opposite sex. But some of us realise that we are attracted to people of the same sex. In some countries, these people call themselves “gay” to show that they are happy to be the way they are. Loving a person of the same sex is called “homosexuality”, while loving someone of the opposite sex is called “heterosexuality”.

A woman who is attracted to women is called a “lesbian”. A man who is attracted to men is called a “homosexual”, a “gay man” or a “man who has sex with men”.

People may express their sexuality with someone of the same sex at certain times of their lives, or in certain situations, without seeing themselves as “gay”. For example, girls and boys in same sex boarding schools may have close friendships and play with each other sexually, but still see themselves as people who will get married later.

Gay people kiss, caress and cuddle together, having sex in many of the same ways as a man and woman. If men do have sexual intercourse with each other (the man puts his penis in the other man’s anus), they **must** protect themselves from STIs, including HIV, by using condoms.

In many countries, homosexuality is strongly disapproved of or illegal. People call gay people bad names and say their behaviour is wrong. This forces people who have these feelings to hide them. Society’s disapproval makes it difficult for same sex lovers to stay with a regular partner in a long-term relationship, and this puts them at more risk of HIV. In Zambia, most men who have sex with men also have wives or girlfriends, so the family is at risk too.

It is very difficult to feel different from all your friends and to be considered an outcast, even by your own family.

CLASS activities

Activity 1: Points of view

1 In small groups, read aloud these two points of view:

I am Daniel. I suffered as I was growing up because I realised that I was different from my friends, but I never dared to say so. I lived with this secret for a long time. Now I think that people have a right to be true to their own feelings. It is our human right to love anybody we feel love for, and not be treated badly by society. I want to set up an organisation that fights for gay men and lesbians to be open about being gay, to feel good about themselves and to speak out against unfair treatment.

I'm Mary. I think homosexuality is disgusting and should be treated as an illness. God made men and women to have sex so that they can have children. If there are no children, it is wrong. I think homosexuality is wrong, but I also believe it is wrong to be cruel and attack such people. They need our help.

2 Now discuss these questions:

- What do you think about the views of Daniel and Mary?
- Who do you agree with, and why?
- Are there situations where people of your age and sex might have sex with someone of the same sex?
- What can we do to make sure that people who are attracted to the same sex, or who have sex with people of the same sex, are able to protect themselves and others from HIV?

Activity 2: Group discussion

- 1 Come together in same-sex groups and make a chart on manila like the example shown below to show the good things and the problems with close friendships with the same and opposite sex.
- 2 Afterwards, put your lists on the wall and read each other's lists.

| GIRLS | |
|--|--|
| Same sex | Opposite sex |
| GOOD THINGS | |
| <ul style="list-style-type: none"> - Easy to get close to because can talk about private things. - Girls are more beautiful than boys. - Know how to please each other. | <ul style="list-style-type: none"> - Interesting to talk with because have different views to girls. - Exciting if sexually attracted. |
| PROBLEMS | |
| <ul style="list-style-type: none"> - May be jealous or gossip. - Same sex relationships are not approved of. | <ul style="list-style-type: none"> - May demand sex when we're not interested or ready. |

| BOYS | |
|--|--|
| Same sex | Opposite sex |
| GOOD THINGS | |
| <ul style="list-style-type: none"> - Understand each other because both are boys. - Feeling free with each other and having fun. | <ul style="list-style-type: none"> - Interesting to talk with because have different views to boys. - Exciting if sexually attracted. |
| PROBLEMS | |
| <ul style="list-style-type: none"> - Same sex relationships are not approved of. - The relationship can be unequal. | <ul style="list-style-type: none"> - Many girls expect presents and boys don't have money. - Boys have to mind how they behave with girls. |

5.7 Solving sexual problems

Like any other part of life, people of all ages may experience sexual problems. This can create difficulties in relationships and marriage, and can cause stress and unhappiness for both partners. Some problems have simple solutions. Talking them over with a trusted person and following some simple information and suggestions can solve some of them. Other problems need help from a person with more knowledge, such as a peer educator, counsellor or health worker.

The table below shows how some common problems may be solved in various ways.

| Problems | Solutions |
|---|---|
| Premature ejaculation (when the man reaches very quickly) | <ul style="list-style-type: none"> ● Wear a condom to keep blood in the penis, so the man can go on longer. ● The man can focus on pleasing the woman rather than on his own pleasure. ● If the man feels himself coming, he can press the base of the penis to stop. |
| Lack of erection | <ul style="list-style-type: none"> ● Focus on enjoying romancing and sexual activities other than intercourse. Forget about intercourse until both partners feel ready. ● Try local herbs used for arousal. ● Alcohol can make it difficult to have an erection. |
| Small penis size | <ul style="list-style-type: none"> ● Size is not important. Men can use sweet talk, romancing, kissing and stroking the clitoris to help the woman reach orgasm. ● Women can help by using their vaginal muscles to grip the penis. ● Use positions where the penis is squeezed in the vagina. |



Problems

Solutions

Fear of pregnancy

- Use condoms to prevent pregnancy and STIs.
- Use other contraceptives such as pills, injections and implants.

Painful sex

- Men need to take time before sexual intercourse to arouse the woman, to allow the vagina to become wet. Avoid dry sex.
- Both partners need to check whether they have an STI.
- If the woman is afraid, the vaginal muscles may contract and make sex painful. Time and tenderness can help the woman to relax.

Inability to reach orgasm

- Many women need a caring partner, time, privacy and a skilled lover to reach orgasm.
- Romance and stroking the clitoris is important.
- Drinking too much alcohol can make it difficult to reach orgasm.

STIs

- Both partners must go quickly to the clinic for treatment.

Any other problems

- Talk with an *alangizi* or *nyau* (male and female initiation advisers) or with a health worker or counsellor.

CLASS activities

Activity 1: Advising each other

- 1 In single sex groups, form two circles of equal numbers, one inside the other. People in the outer circle are counsellors, while those in the inner circles are clients wanting advice.
- 2 Write sexual problems on pieces of paper and hand these out to people in the inner circle.
- 3 The circles move around in opposite directions, singing a song as they go. The teacher claps hands to stop the dance. The people in the inner and outer circle turn to face each other. Each consultant offers advice to the client on his or her problem.
- 4 Repeat this three times. Then change roles.
- 5 Afterwards, discuss what lessons you learned from the activity.

Activity 2: Pair discussion

- 1 Choose a partner of the same sex whom you trust.
- 2 Imagine that you are both married people.
- 3 Choose one sexual problem. Discuss what impact this problem would have on the marriage and find solutions to it.
- 4 Share your discussion with another pair of the same sex.

HOME activities

Activity 1: Mapping

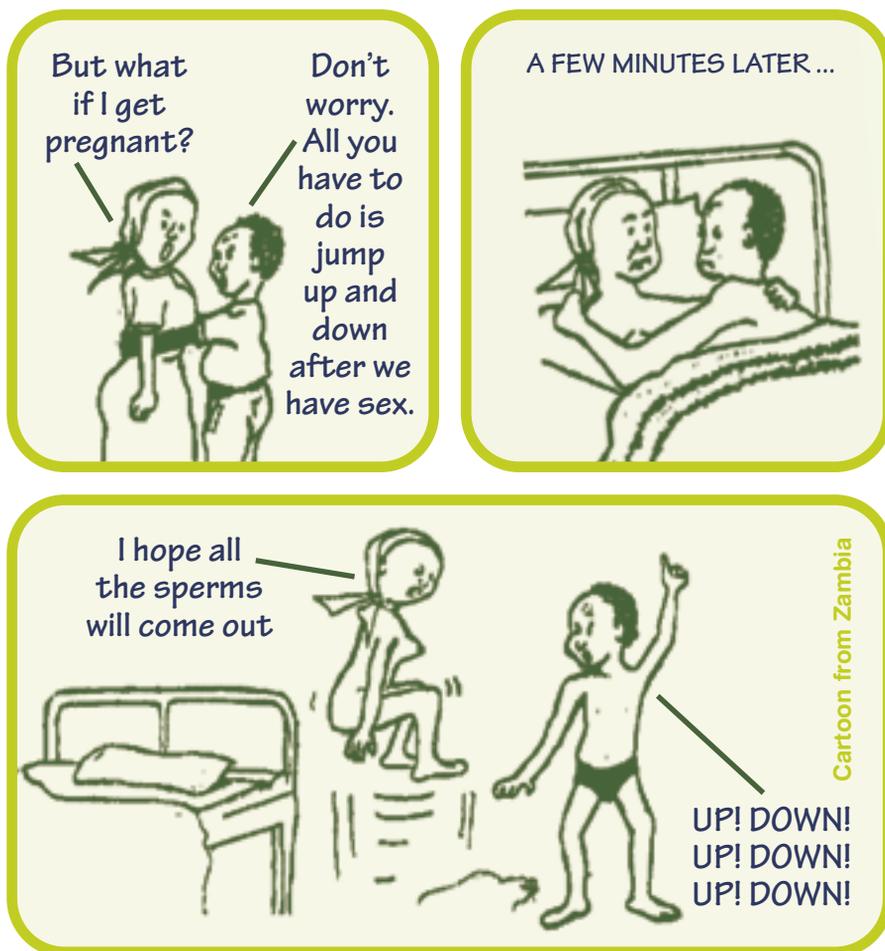
Find out from friends or relatives the names of organisations that supply different types of contraceptives in your community. Make a map to show where they are available.

6 About pregnancy

IN THIS CHAPTER

- 6.1 Prevention of pregnancy
- 6.2 Early pregnancy
- 6.3 Coping with unwanted pregnancy
- 6.4 Helping with difficulties in fertility

6.1 Prevention of pregnancy



Do you think that this will prevent pregnancy?

Avoiding pregnancy

People have many different ways of trying to avoid pregnancy, but often these do not work well and may be dangerous. For example, women may try to remove sperm from their vagina after sex by urinating, jumping up and down or washing. But there is no way of removing all the sperm after sex because there are millions of them and they quickly swim into the womb.

The safest way to avoid pregnancy is to say “No” to sexual intercourse. This is called **abstinence**. It is the best way for young people to prevent early pregnancy because it is 100 per cent safe. We all have the right to say “No” to sex, whoever asks us for it.

Contraceptives

There are now new ways of preventing pregnancy that allow people to plan when they have a baby and prevent unwanted pregnancy. These methods are called **contraceptives**. They allow people to choose when to have a baby rather than leaving it to chance. People can plan to have babies when they are married, mature and ready to take responsibility for caring for and raising a child. They can plan a three-year space between children and stop having children when they have had around four. This helps babies and mothers to be healthy.

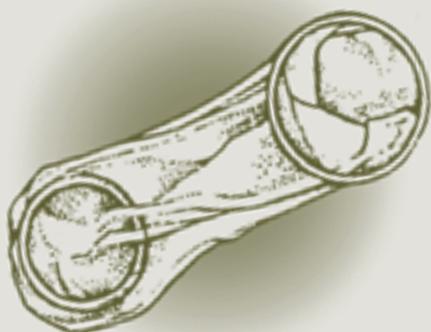


Condoms

There are two types of condoms.

Male condoms

This is a thin rubber tube that fits over the hard penis and catches the semen so that it cannot enter the vagina, anus or mouth.



Female condom

Female condoms

This is made out of plastic and has a ring at each end. It is inserted into the vagina before intercourse. The rings keep it in place.

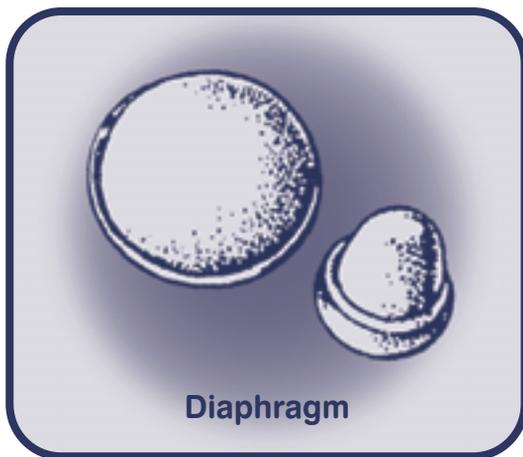
A condom does not allow sperm, HIV and STI germs to pass through the rubber or plastic. Condoms are scientifically tested and are safe and strong. If used correctly every time, condoms are about 90 per cent safe.

Condoms are usually available. They have no physical side effects unless a person is allergic to rubber. They protect against STIs and HIV, as well as pregnancy. Condoms can help a woman to reach orgasm because the man can go on longer before ejaculation.

We have to use condoms properly to be effective. Some people think condoms will interrupt sexual activity, but if the woman applies the condom this can become part of lovemaking.

How to use a condom properly

- Check that the condom is not too old. Look at the expiry date.
- Check the condom for cracks, holes, open sides or stickiness. Do not use it if it has any of these.
- Always put the condom on when the penis is hard, before having sexual intercourse.
- Hold the tip of the condom with one hand while unrolling it all the way down to the base of the penis, towards the body.
- The vagina and condom must be wet to prevent the condom from breaking. Romancing before sex makes the vagina wet. If more wetness is needed, use a water-based lubricant or saliva. Never use any kind of oil or Vaseline, because it makes condoms burst.
- If you feel the condom break, pull out quickly. If the man ejaculated, go for emergency contraception.
- After sex, while the penis is still hard, take the penis out while holding the rim of the condom to avoid spilling the semen.
- Take the condom off, tie it, wrap it up and throw it in a pit latrine or bury it.



The diaphragm

The diaphragm is a rubber cap that the woman puts into the vagina to cover the opening to the uterus. This stops the sperm from entering the uterus to fertilise the egg.

The woman has to go to the health worker to get the correct-sized diaphragm for her and learn how to put it in properly. The diaphragm is covered with spermicidal cream

or jelly and then put into the vagina before having sex. It is left in for at least eight hours after sex. The diaphragm may also protect the woman from some STIs and cancer of the cervix. The reproductive organs of adolescent girls are still growing, so they need to get regular checks that the diaphragm still fits.

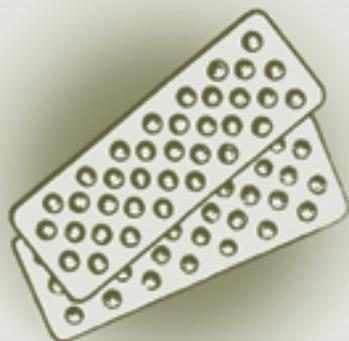
Spermicides

Spermicides are creams, foams or jellies containing a chemical that kills sperm. Spermicides are put inside the vagina as foam with a special applicator, or as tablets that are pushed high up inside the vagina. Spermicides are about 70 per cent reliable by themselves. It is best to use them with condoms or a diaphragm.



Withdrawal

Withdrawal is when the man takes his penis out of the vagina before he ejaculates. This is not a very reliable method for preventing pregnancy. Sperm can leak out of the penis before he ejaculates and he may not pull out in time.



Contraceptive pill

The pill

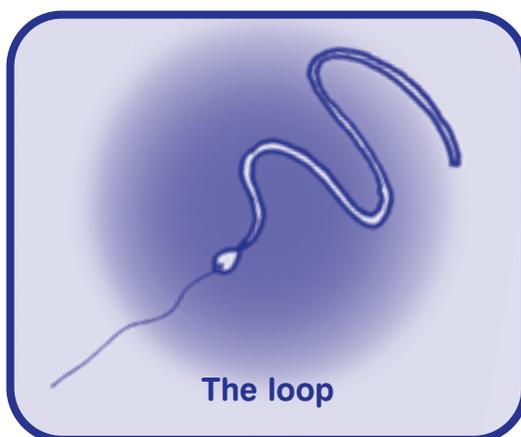
The chemical or hormone in the pill stops the woman from releasing an egg each month so she cannot get pregnant. The hormone also changes the lining of the cervix and uterus so that babies cannot develop there. The pill should be taken at the same time every day. It is about 99 per cent safe.

- The pill is very reliable.
- It makes periods lighter, more regular and less painful.
- The pill does not protect against STIs and HIV.
- Women should have their blood pressure checked if they take the pill.
- The pill does not suit everyone. Some women get headaches, sore breasts, depression, weight gain, or they feel like vomiting or bleed lightly through the month. Often these problems go away after a few months.

The loop or intrauterine device (IUD)

The loop is a small plastic object with a copper wire that is inserted into the womb by a doctor or nurse. It disturbs fertilisation and the implantation of the egg.

- The loop is a reliable contraceptive (99 per cent) and the woman can keep it inside the womb for five years.
- The loop does not interfere with sex.
- The loop can cause cramps and heavy or painful periods.
- The loop is not good for young women who have never had children.
- The loop does not protect against STIs or HIV. If the woman is at risk of STIs, the loop increases her chance of getting a serious infection that could stop her from having children.
- The woman can check the thread that hangs into the vagina to make sure that the loop is still there.



The loop



The injection – Depo Provera and Noristerate

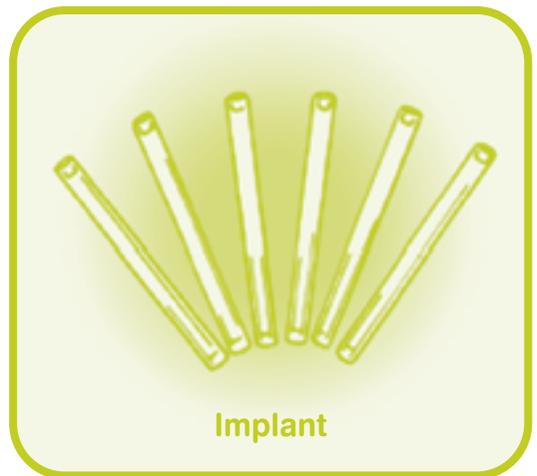
The injection contains hormones that prevent a woman from releasing an egg. The hormones are strong chemicals that affect the body for some months but then stop. Young women can use Noristerate, which is injected every two months. Depo Provera is better for older women who have had several children.

- The injection does not protect against STIs and HIV.
- It is very reliable (99 per cent).
- The woman only has to go to the clinic every two or three months, and can do it privately.
- The injection changes the pattern of menstrual bleeding. Women may not bleed at all for many months. Some women like this.
- Women may take a year or more to get pregnant after stopping the injection.

Implants

Implants are tiny silicon rods which have female hormones inside them. They are inserted during the first five days of the menstrual cycle under the skin of a woman's upper arm through a small cut. They are effective for five years and can be removed at any time. They work like the pill.

- The implants work for a long time and are 99 per cent effective.
- Women lose less menstrual blood. Irregular menstrual bleeding is common, while some women may stop completely.
- Implants do not give protection against STIs and HIV.



**Male sterilisation****Female sterilisation**

Sterilisation

Sterilisation is an operation carried out on a man or woman that stops them ever having children again. The tubes that carry the egg to the womb or the sperm to the penis are cut. This is done when a man or woman is sure that he or she does not want any more children.

Natural family planning methods

Some couples learn to recognise when the woman is fertile and use this method. (See page 44).

Traditional methods

These are mostly traditional herbs that are given to prevent pregnancy. They can be roots, leaves, string to be tied around the waist or talismans.

- They are locally produced, cheap and easily accessible.
- They are not reliable, because the dosage is not controlled and they are not scientifically proven.

CLASS activities

Activity 1: Reading and discussion

In mixed groups, read the key facts and discuss these questions:

- Which methods are most suitable for young people if they are not able to abstain? Why?
- Which methods are most effective? Why?
- Which method would you like to use to space your births? Why?
- Which methods protect us from STI and HIV?

Activity 2: Maps and role-plays

- 1 Why do people often not use contraceptives even when they do not want a pregnancy? List the barriers and think of ways to overcome each one.
- 2 Show the maps you drew for homework marking where you can get contraceptives. Discuss the advantages and disadvantages of each source. How would you like to improve them?
- 3 In same sex groups, role-play:
 - a couple who use traditional herbs to prevent pregnancy; in the end, the woman becomes pregnant
 - a couple who use modern methods to prevent pregnancy; in the end, the woman does not become pregnant
 - the first couple asking for advice from the second couple on how they have managed not to have a pregnancy.

Now discuss these questions:

- In which role-play did the couple use the right method for preventing pregnancy, and why?
- Which couple did not use the right method, and why?
- What advice would you give a couple who used ineffective methods?

Activity 3: Madalito's story

1 Read the story in small groups and discuss the questions on the next page.

I was 16 years old when I fell in love with Mabvuto, my schoolmate. We kissed and petted but I refused to have sex with him because I was afraid of falling pregnant.

My family was having trouble paying my school fees and buying my school requirements. I felt bad. How could I help? One day, a minibus driver called Peter asked me out. We just talked and he was funny. I enjoyed my time with him. He gave me some money for my fees.

Mabvuto and I were getting hot for each other. Mabvuto promised that he would not get me pregnant. He tried to get condoms but the nurse said that he was too young. Mabvuto said that he would "pull out" in time and I would not get pregnant. I didn't know anything about sex; no one talked to me about it. But Mabvuto sounded as if he knew what he was doing. We had a nice time.

The next day Peter took me to a motel in the next town. He said that we should rest in a bedroom. I didn't want to play sex but he said I owed him. He gave me a pill so that I would not get pregnant.

The next month I did not see my period and I felt like vomiting all the time. I was pregnant. Mabvuto said that it could not be his baby because he had pulled out in time. His friends had seen me with Peter so he said it must be Peter's baby. Peter was very angry and said the baby had nothing to do with him! Hadn't I taken the pill? He said I am a prostitute and that one of my other boyfriends made me pregnant.



- Why did Madalito get pregnant?
- What did the people in the story do to try to avoid pregnancy? Why did they not succeed?
- Which people in the story are responsible for Madalito's problem?
- What could each of the people in the story have done to avoid the problem?
- Who else could have helped Madalito to avoid the problem (for example, a teacher)?
- What could you do to assist Madalito now?
- What would you do now if you were Madalito?

(Look at the seven steps for problem solving on page 40).

- 2** The story could be turned into a drama. It can show how each person is responsible for the problem, how they could have prevented it and what they will do to help Madalito now.

HOME activities

Activity 1: Finding out more

In pairs, talk with an elderly person about traditional methods of avoiding pregnancy. Discuss:

- What are the advantages and disadvantages of these methods?

Activity 2: Preparing for the next lesson

Discuss with friends, parents and guardians why pregnant girls are not supported by their friends, boyfriends and parents. Discuss solutions to get support for these girls.

6.2 Early pregnancy

A pregnancy that is too early happens to girls before they are fully grown, before the age of 16 years. These pregnancies are too early because they can cause health and social problems for the girl, the father and the baby. Some early pregnancies happen to girls who are married young, before the age of consent. In Zambia, the age of consent is 18 years. The couple and their families may want the pregnancy, but it still has dangers for the girl and her baby. Other pregnancies happen to unmarried girls. These are often unwanted and cause problems, especially for the girl. The father of the baby should also accept responsibility and support the girl, dealing with their problems together.

Young people have sexual intercourse for many different reasons, including:

- strong sexual feelings
- wanting to express love
- having to pay for essential needs
- peer influence
- sexual abuse.

Young people who want to abstain from sexual intercourse can find ways to cope with their needs if they are supported by peers and adults in the community. For example, girls can do gardening or piece work rather than having sex to meet their basic needs. The police and community leaders can help to stop sexual abuse.



Unwanted early pregnancies often happen due to young people not having correct information on the prevention of pregnancy and not using contraceptives properly. Many young people have sexual intercourse without using any contraceptive, even though they do not want to have a baby. Some young people do use condoms and spermicides, which are good, but they do not give 100 per cent protection against pregnancy. For example, condoms give 90 per cent protection and can occasionally break, and spermicides give about 70 per cent protection. Some young people do not use condoms correctly every time they have sex.

If a girl has unprotected sex or a condom breaks, she can go to the clinic immediately to get emergency contraception. These are pills that prevent fertilisation. The pills work best the first day after intercourse, but they can be taken in the first 72 hours after sex.

The law in Zambia now allows a girl to return to school after delivery of a baby for the first unwanted pregnancy only.

Physical risks

Let us look at some of the physical problems of a too-early pregnancy.

Obstructed labour: This is when the baby cannot pass through the pelvis because it is too small. Before the girl reaches 16 years, her pelvis is not fully developed and is therefore narrow. Obstructed labour might make a Caesarean section necessary. This is a surgical operation carried out to remove the baby from the uterus. If the operation is not done in time, the baby may die inside the uterus and the mother become very ill or even die.

Lengthy labour: The narrow pelvis and vagina may cause long labour, with a number of possible consequences:

- The uterus may tear and the mother die of blood loss.
- The head of the baby may tear the vagina, resulting in a fistula. This is a hole between the vagina and the rectum, or between the vagina and the bladder. A fistula makes it impossible for a woman to hold in urine or faeces.

Health complications: The pregnancy may cause high blood pressure, anaemia and convulsions (fits).

Early birth: The baby may be born too early, before it is fully grown, or have a low birth weight.

CLASS activities

Activity 1: Group discussion

In small groups, discuss:

- What happens to girls who get pregnant too early in your community?
- What happens to the father of the baby? What do you think about this?
- Why is it important for girls under 16 years to avoid pregnancy?
- What do young people do to avoid pregnancy? What more can they do? Who can help them?

Activity 2: Role-plays

1 In small groups, choose one of the following situations and prepare a short role-play:

- **A young girl orphan has a sexual relationship with an older man in exchange for food to feed herself and her younger siblings. She becomes pregnant and the man refuses to help her or pay for the baby. She is only 14 years old and the pregnancy is dangerous.**
- **A girl is the head of the family. She sells different merchandise outside the house after school hours and has a backyard garden. From that income, she is able to pay for her own school fees, and those of her young brothers, and feed them all.**

2 Select two examples to watch as a whole class. Then discuss:

- What are the good and bad points of coping with being an orphan shown in the two role-plays?
- Which way would you choose, and why?
- What could the girl in the first situation do to make a living safely? What skills could she use?
- What support does she need from others?

HOME activities

Activity 1: Talking with parents and guardians

Find out from parents and guardians what they are doing, and what more they can do, to help stop early pregnancy.

6.3 Coping with unwanted pregnancy

Many young people (and older ones, too!) become pregnant or get an STI or HIV because they have sex without thinking first. One of the effects of sexual situations is to reduce thinking and increase feeling. Knowing this, we can make our decisions before we get into a romantic or sexy situation.

The consequences of unplanned pregnancy are serious, so we must think before we have sex.

Remember!

- A girl should never attempt unsafe abortion, since this can permanently damage her reproductive organs or even cause death. She and those helping her could also go to prison for seven years.
- If a young woman really wants to have an abortion, money for a safe abortion by a health professional will save her life, fertility and health. The father of the baby and both families can help find money for a safe abortion.
- A young person or a couple with a pregnancy may decide to have the baby. If the couple love each other, they may get married. If not, the girl's family should see the man and his family and ask him to support his partner and child. Counsellors and peer educators can help young people with a pregnancy to see that it is not the end of the world to have an unplanned child. Parents or guardians can support the girl during and after pregnancy by encouraging her to attend the antenatal clinic so that she can have a healthy baby.



- The girl can also be supported during delivery time by being taken to the hospital in case there are problems with the delivery.
- The law in Zambia now allows a girl to return to school after delivery of a first baby, and girls are encouraged to do this.

CLASS activities

Activity 1: Two stories

In small groups, read these stories and discuss the questions on the next page:

The story of Nzaliwe and Kanthonondo

Nzaliwe was in Grade 9. She fell in love with Kanthonondo, who was working for a bank. She visited Kanthonondo every weekend when they had town privilege. On such occasions, Nzaliwe had sex with her lover and went back to school feeling very happy. After a few months, she discovered she was pregnant. She went back to Kanthonondo to tell him about her pregnancy and her plan to abort. Kanthonondo assured her that he would marry her and even pay what her parents would charge him. In addition, he was happily looking forward to their first born child. As for school, he promised to pay for her to go back to school after the baby was born. This made Nzaliwe reverse her decision about aborting.

The story of Yohane and Thandi

Thandi was a Grade 9 pupil. She fell in love with Yohane. Thandi came from a well-to-do family. She invited her darling to go for a picnic in the bush and they had unprotected sex. Two months later, Thandi discovered she was pregnant. She kept quiet about it for as long as she could, but when her belly started to get big she went back to Yohane and told him about what had happened. Yohane, who came from a very poor family, refused to accept his responsibility.

Thandi feared that her parents would be angry with her, so she decided to keep quiet and abort. She went to a drug store and bought twelve chloroquine tablets and took them all at once in her room. She collapsed and later died.

From the two stories, which boy acted responsibly? Give reasons for your choice.

- Why do you think one boy acted responsibly and the other one did not?
- Which girl acted responsibly?
- What could they all have done to avoid pregnancy?
- What could Thandi have done when she learned she was pregnant?
- What are the advantages and disadvantages of a couple marrying just because of a pregnancy?
- What can you do to help each other to avoid early pregnancy?
- How could you have helped Thandi to avoid her death?

Activity 2: Debate in class

Motion: **Boys should share responsibility when they impregnate a girl.**

- 1 Form groups – some for, and some against, the motion. Prepare your points.
- 2 Ten class members (representing each group) volunteer to participate in the debate, taking it in turns to make points for or against the motion.
- 3 Afterwards, vote on the motion.

HOME activities

Activity 1: Discussing with others

Talk with peers and older people in your family and community to find out their views on the motion you debated. Note their views and the reasons they give. Have you changed your view?

Activity 2: Preparing for the next lesson

Find out what people in your community see as ways of increasing couples' chances of being fertile. Do you think these methods are correct? Are they safe?

6.4 Helping with difficulties in fertility

What is infertility?

- Many boys and girls, men and women are concerned about whether they are fertile or not. Fertility is the ability of a male to impregnate and a female to become pregnant and produce a child.
- It takes only one living sperm to meet and fertilise one living egg in the Fallopian tube in order to conceive, but some men and women cannot conceive, even though they have sexual intercourse regularly for a year or more. This is called **infertility**.
- There are many possible reasons for infertility, which may be to do with the man or the woman or both. For example, some men and women are born with fertility problems:
 - The man has too few living sperm or the woman does not release eggs from the ovaries.
 - Unprotected sex can lead to STIs. If they are not treated, they can block the woman's tubes or damage the man's testes. This stops the egg or sperm from meeting for fertilisation.
 - Early pregnancy before the girl's organs are matured, and unsafe abortion, can damage the reproductive organs and cause infertility.



Who do you agree with?

- All boys and girls can help to protect their fertility by abstaining from sexual intercourse or using condoms correctly every time they have sex. They must also get treatment quickly if they have any signs and symptoms of STIs.
- People who are finding it difficult to conceive can increase their chances of having a baby by doing the following:
 - Have sexual intercourse during the woman's most fertile time, when there is an egg in the Fallopian tube. This is about fourteen days before the start of menstruation. See pages 43-45.
 - Do not put herbs or powders in the vagina.
 - Do not wash out the vagina after sexual intercourse.
 - The man should stop having sex for a few days so that the number of sperm can build up. After many rounds of sex, the number of sperm falls and they are weaker.
 - Eat a good, mixed diet containing meat, fish, beans or groundnuts, with dark green, leafy vegetables.
 - Do not drink a lot of alcohol, smoke or take drugs.
 - The man should not wear tight nylon underpants.



CLASS activities

Activity 1: Role-plays

- 1 In small groups, make up role-plays to show how people feel when they cannot conceive and how others treat them. Show the role-plays to the class.
- 2 After the role-play, answer these questions:
 - What are the results of this experience on the man and woman's life?
 - How can we make life easier for a woman or man who cannot make a baby?

Activity 2: Filling in the blanks

Copy these sentences into your notebooks and fill in the blanks using the appropriate words. Afterwards, check your answers with your friend.

- Infertility means .
- Men and women can protect their fertility by ,
having sex with each other or using
properly every time they have sex.
- Untreated STIs can lead to .
- Infertility can result from having an unsafe .
- To increase the chance of conceiving, partners should have
sex when the egg is in the .
- A man can increase his number of sperm by .

HOME activities

Activity 1: Preparing for the next lesson

Find out which STIs people in the community know about, what they think causes them and what their consequences are.

7 Sexually transmitted infections

IN THIS CHAPTER

7.1 Signs, symptoms and STIs

7.2 Treatment of STIs

7.3 Prevention of STIs



7.1 Signs and symptoms of STIs

Sexually transmitted infections (STIs) – sometimes also known as sexually transmitted diseases (STDs) – are one of the causes of illness in Zambia. These are diseases that are transmitted from an infected person to another person during sexual intercourse, and sometimes through direct contact with bacteria or a virus through sores, pus or blood of an infected person. Young people are in danger of contracting STIs if they engage in sexual intercourse without using condoms. This is true whether they have agreed to have sex or have been sexually abused or raped.

Anyone who has sex can get an STI. The more sexual partners we have – or our partners have – the more the likelihood of getting an STI. However, we could get an STI if we only have sex with one person, if that person already has an STI. If two uninfected people have sex only with each other, they will not contract STIs.

We need to have a good knowledge of the signs and symptoms of common STIs in order to:

- seek medical care early to get correct treatment and avoid permanent and serious damage to our bodies
- prevent the reoccurrence of infection because we continue to infect each other
- protect our sexual partners and unborn children from STIs.

If STIs are not treated early and properly, they can cause serious health problems and eventually death. Some STIs may seem to go away on their own, but the bacteria or virus live in the body and can go on to cause serious health problems later in life.

Some STIs can only be detected through laboratory tests – for example, HIV. Men often get signs of STIs earlier than women because their organs are outside their bodies and easier to see. Most men who acquire an STI will show signs and symptoms. Many women show few or no obvious signs or symptoms of an STI. This means that they do not know that they need to get treatment when they are infected. Men therefore have a responsibility to tell their partners if they have an STI, so that they can both get treated. If not, the woman can get very ill and may become infertile.

It is normal for females to have some white, nice-smelling discharge from the vagina. This changes in amount and type throughout the menstrual cycle. When women are sexually aroused, the vagina becomes wet. This is normal: it does not mean that the woman has a disease or has many partners. The wetness helps to make sex comfortable and prevent damage to the vagina.

Some unusual discharges in women are not signs of an STI. Women may get an infection called thrush that is not always sexually transmitted. This causes a white, thick discharge and itching, sore genitals.

There are many different STIs. The box on the next page lists some common STIs with their signs, symptoms and consequences.

Table of STIs – signs, symptoms and consequences

| | |
|---|--|
| GONORRHOEA | <ul style="list-style-type: none"> ● yellow, green or white discharge from the penis or vagina ● burning sensation of urination ● symptoms appear 2–14 days after exposure ● causes blindness in newborn babies ● swelling on the testicles ● inflammation of the cervix |
| SYPHILIS | <ul style="list-style-type: none"> ● painless sore on the penis or vagina which goes away without treatment ● fever for a few days and a rash which does not itch ● swollen glands ● weak body ● if syphilis is untreated, the bacteria continue to damage the heart, brain and other organs, causing serious illness and death ● babies can be born with syphilis |
| HERPES SIMPLEX or HERPES II | <ul style="list-style-type: none"> ● small painful blisters on genitals or mouth ● fever and headache ● body tiredness, body aches ● the virus continues to live in the body for life; symptoms may recur, particularly under stress ● the person may infect their partner and unborn baby |
| CHANCROID | <ul style="list-style-type: none"> ● inflammation of lymph glands in the groin ● painful sores two to three days after exposure; if chancroid is not treated with antibiotics, these can cause deep sores and scars |
| CHLAMYDIA | <ul style="list-style-type: none"> ● discharge from the penis ● swelling of the testicles which can cause infertility ● it is usually symptomless in women but can cause inflammation of the Fallopian tubes leading to infertility; this causes pain in the lower abdomen and during sex, plus chills and fever |
| ‘BOLA BOLA’ (<i>Lymphogranuloma venereum</i>) | <ul style="list-style-type: none"> ● swelling of lymph nodes in the groin ● painful sores |

CLASS activities

Activity 1: Misozi's story

- 1 In small groups, read this story aloud.

When I was 15 years old, I really loved a boy from school called Kasweka and had sex with him. One day, he refused to talk to me. He said bad things about me to his friend Zingani, who called me a prostitute.

I tried to forget Kasweka and work hard on my homework. Some time later I started to have a pain at the bottom of my belly and some bad-smelling fluid coming out from my vagina. I told my friend Wanga, who gave me some herbs. I was too frightened to tell my mother.

One day I had a fever and terrible pain in my belly.

My father took me to the hospital, where they gave me antibiotics. They told me I had a disease I got from sexual intercourse and I might never be able to bear children. My father was so upset and angry with me. I wept uncontrollably because I had sexual intercourse once with only one boy. How could it happen to me like this?

- 2 Now, develop this story as a role-play in your group.
- 3 Each role is played by one character. They sit on chairs in front of the class. The class prepare questions to ask them to find out more about the story and why the characters behave as they do. Afterwards, they discuss these questions in small groups:
- What responsibility did different people have for Misozi's problems?
 - How could they have prevented the problem?
 - What would you say to Misozi, and how would you help her now?
 - What will you do in your own life to avoid this problem in future?

Activity 2: Written exercise

Respond to these questions:

- Why do STIs often not show signs and symptoms in women?
- What can women and men do to help women to get early treatment for STIs and protect their fertility?
- What are two signs and symptoms of i) **syphilis** and ii) **gonorrhoea**? What should someone do when they have one of these signs and symptoms?
- What is one cause of infertility in men and women?
- What is one way that STIs can affect babies?

Activity 3: Written exercise

Answer the following questions in your notebooks:

- What can happen to a woman or man if they have an untreated STI which infects their reproductive organs?
- What will happen in a family if a baby is infected with an STI from the mother, who was infected by the father?
- What are other consequences of STIs on people's lives?

HOME activities

Activity 1: Find out more

Find out from your parents and guardians the names of different types of STIs in your local language and their signs.

Activity 2: Thinking for ourselves

Who would you go to for help if you had signs and symptoms of an STI? Write your answers in your notebooks.

7.2 Treatment of STIs

Get immediate treatment for an STI

All of us need to take responsibility for our health and seek effective treatment if we have signs and symptoms of an STI. It is important to go to the doctor or nurse at once if we notice any changes in our genitals. They will give us treatment to kill all the germs so that we are completely cured. This will protect our fertility and health. We must take all the medicines, even if we feel better; otherwise, some of the germs may stay in our bodies and make us ill later on. We may also infect sexual partners and babies.

We must advise all of our sexual partners to go for treatment. Otherwise, they may get very sick and may be unable to have children later on. We should not have sex until we are cured, or we must use a condom. If not, we will pass our germs to our partner and they can infect us again. We can also infect our unborn children.

If a young person is raped or sexually abused, they should tell a trusted adult and go for STI tests and treatment immediately. The clinic should also provide emergency contraception to prevent pregnancy.



People often try several different treatments to cure STIs. Some of these stop the signs of illness but do not kill the germs. The germs continue to harm the body and infect other people.

A man cannot cure an STI or HIV by having sex with a virgin – that is, a girl who has not had sex before. He will still have the germs in his body after sex and he will infect the girl as well. This is also sexual abuse if the girl is under 18 years, and it is a crime and causes great suffering.

Some herbs can treat STIs but they may not kill all the STI germs. Then there is a danger that we remain infected without knowing it.

Talking to a trusted person, such as a spiritual healer, may help us to feel better but it cannot kill the STI germs.

HIV passes more easily into a male or female who has sores or discharges from an untreated STI. That is why it is important to get proper treatment quickly! **Early treatment of STIs is one of the most important ways to prevent the spread of HIV.**



CLASS activities

Activity 1: Mapping where to go for help

Using the information from your homework, discuss and draw a map to show where you would go for help if you had signs of an STI and explain why. Discuss:

- What makes it difficult for many young men and women to use these services?
- What could make it easier?

Activity 2: Discussing pictures

In pairs, look at the pictures below. What is happening in each picture? Discuss:

- What are the advantages and disadvantages of each treatment?
- Which do you think is the most effective and safest treatment? Why?

Which treatment is best, A or B?

B



Activity 3: Role-plays

- 1 In small groups, prepare these role-plays. Each group selects one situation.
 - A man tells his wife that he has an STI and that they should both go for treatment, but the wife refuses.
 - A girl tells her boyfriend that she has an STI and that they should go for treatment and the boy agrees. They go to the traditional healer.
 - A boy tells his girlfriend that they should go for treatment for an STI and she agrees. They go to the local health centre.
- 2 After watching the role-plays, now discuss these questions:
 - From the three role-plays, which people were responsible?
 - Which couple got the right treatment?
 - What was the problem of the couple in the first role-play? How could you help them to solve the problem?
 - How could you deal with the anger of a partner if you have given them an STI? How can you heal the relationship?
 - How would you persuade your partner to go for treatment?
- 3 In same sex pairs, role-play telling your partner that you have an STI and that he or she should go for treatment.
- 4 Afterwards, get into small groups and discuss the different strategies and responses you noticed in the role-plays.

HOME activities

Activity 1: Mapping

Make a map to show different sources of condoms in your community. Write the good and bad points about each source.

7.3 Preventing STIs

People can prevent STIs . Each one of us can take action to prevent STIs, but we also need support from partners and older people. We need to work together to stop sexual abuse and rape, and make condoms and treatment available to everyone.

There are three ways of avoiding STIs. The same ways are used for preventing the sexual transmission of HIV.

1 Abstinence or avoiding sexual intercourse in the vagina, anus or mouth. People who decide to abstain can enjoy safe sexual activities such as kissing, massage, hugging, dancing and caressing as long as they do not get vaginal fluids, semen, blood, discharges or sores onto each other's genitals or mouth. Abstinence is 100% safe. Many young people who have had sex decide to abstain again until they are in a caring, responsible relationship.

2 Have sex only with each other. Both partners should have a check-up for STIs and HIV before they have sex without a condom. If they are both free from infection, they can safely have sex without a condom if they both have sex only with each other. If either has an infection, including HIV, they should use condoms. They should also use them if they have sex with another person. People who do not know whether they or their partner has an STI or HIV should use condoms or enjoy themselves without sexual intercourse.

3 Use a condom. The couple uses a condom correctly every time they have sex from the time the genital organs are close or touching to the end of intercourse.

Getting correct treatment for STIs quickly, and avoiding sex during treatment, also helps to prevent STIs and HIV. This is because the bacteria and viruses have less opportunity to spread.

CLASS activities

Activity 1: Sharing maps of sources of condoms

From your home activity, put all your sources of condoms on one map. Discuss and agree on the best sources of condoms for young people.

Activity 2: A story

- 1 In pairs, read the story of Kwempe and Mwangi.

Kwempe was 17 years old when he fell in love with his sixth girlfriend, Mwangi. Having experienced sex with his previous five girlfriends, he was very sure that his new girlfriend would enjoy sex as much as he did.

One weekend, Kwempe decided to invite Mwangi for a night in his home. She accepted the invitation and prepared herself by carrying some condoms in her handbag. Mwangi was very excited to meet her new love, Kwempe. Having been taught about the importance of condom use during sex, she thought it was an obvious thing, to be agreed by both of them.

After a drink or two, Kwempe invited Mwangi into his bedroom so that she could have a look at the picture he had drawn on the wall. They started to kiss and cuddle, and felt very sexy. Mwangi suggested that they use a condom, but Kwempe was not happy about it and tried to convince her they did not need to use one.

- 2 Now discuss:
 - What do you think happened between Kwempe and Mwangi?
- 3 In your notebooks, continue the story. Write two endings – one happy and one sad.



Activity 3: Role-plays

- 1 Make small groups. Each group prepares and presents one of the following role-plays for the rest of the class:
 - A wife suggests to her husband that they should start using condoms. Role-play what they say to each other and what happens next and later.
 - A boy tells his girlfriend that they should start using condoms. She refuses. Role-play what they say to each other and what happens next and later.
- 2 Afterwards, discuss these questions:
 - What are the advantages of using condoms?
 - What are the disadvantages of using condoms?
 - How can we reduce the disadvantages?

Activity 4: Write a story

Write a story of how a young person successfully negotiated safer sex.

HOME activities

Activity 1: Sharing your learning

Talk with your friends at home about what you have learned in this chapter. Answer their questions and encourage them to seek further help if they need it.

8

Understanding HIV and AIDS

IN THIS CHAPTER

8.1 Voluntary counselling, testing and care

8.2 Living positively with HIV



8.1 Voluntary counselling, testing and care

We cannot tell if any of us have the human immunodeficiency virus (HIV) in our bodies unless we have an HIV antibody test. We can only have a test if we are willing to do so. We have the right to refuse testing. This is only done after undergoing counselling, and that is why it is called Voluntary Counselling, Testing and Care (VCTC).

Advantages of going for VCTC

- We will know our HIV status and be better able to plan our lives; for example, by practising safer sex to protect ourselves and others from infection and by taking informed decisions about having children.
- It can free our minds from uncertainty. People who do not have HIV and have sex only with each other can stop using condoms and choose another contraceptive.
- The counselling helps us to become more aware of our sexual lives and risks, and to make a plan to practise safer sex, whether we decide to take the test or not and whether we are positive or negative.
- If antiretroviral drugs (ARVs) are available to treat HIV, we can live for a long time in good health. If we test positive, we can begin antiretroviral treatment (ART), when necessary, to maintain our health.

Disadvantages of going for VCTC

These disadvantages mainly happen if we are not well counselled, do not get support, and the community is ignorant about HIV and stigmatises or discriminates against those of us living with the virus.

- Some of us who test positive may not be able to cope with our result in a good way. This is especially true if we are not well counselled, if we feel stigmatised, and do not get support from our friends and family and access to ARVs. We might suffer from depression and low self-esteem or think about suicide. We may get sick and die earlier because of this.
- Our partner might react badly at first and beat or reject us.
- If we test negative, we might believe that we are immune to HIV and go on having unsafe sex. If we are positive, we might feel angry and want to infect others or blame our partner and treat him or her badly. But, if we are well counselled and supported, most of us will try to adopt safer sex behaviour after the results of the test.
- If others learn that we have tested positive, they may discriminate against us and refuse to work with us, or to eat, live or socialise with us.

Counselling should be provided both before the test and after the test result comes in. The counselling should be completely confidential. The counsellor has no right to tell anyone the result.

Pre-test counselling

This is the counselling that happens before we are tested for HIV. It helps prepare us for the result of the test, practise safer sex even if we don't take the test and bring our partners for testing. We talk about the following issues:

- The possible result of the test, taking into account our past and present sexual life.
- The meaning of a positive and negative result and how this might affect us.
- What we will do if the result is positive or negative, and how we will live positively and practise safer sex whatever the result.
- Who we can trust to share the result with and what support we can get. We have a right to not tell anyone the result if that's what we prefer.
- The counsellor will answer our questions.

We may have several sessions of counselling before we make up our minds whether to have the test or not. We may have the test and decide not to go for the result. This is fine. We should only have the test and get the result after we have had time to make an informed decision.

Post-test counselling

We have this counselling after the test result is in, and talk about the following:

- The counsellor asks us if we are ready to receive the result.
- If we are, we talk again about the meaning of a positive and negative result.
- The counsellor tells us the result and gives us a chance to express our feelings and reactions to the news.
- If the result is negative, the counsellor helps us to make a plan to stay negative. He or she helps us to look at our choices: for example, abstaining from sex; having sex only with an uninfected partner who only has sex with us, or by using condoms if our partner is positive or we do not know their HIV status.
- If the result is positive, we may feel afraid, angry or distressed. This is OK and normal. The counsellor will show empathy and help us to express these feelings. They will help us to live positively and practise safer sex.

Empathy is where we put ourselves in the position of the other person. Being empathetic means that we have the ability to imagine and identify mentally and emotionally with another person. For example, if a friend is feeling sad, putting ourselves in their shoes can help us know how to offer assistance.

The meaning of negative results

A negative result usually means that we are not infected with HIV.

However, it can also mean that our body has not yet produced the antibodies against HIV that show up in the test. This is called the **window period**. This is the time between the moment when HIV enters the body and when the test can detect the antibodies to HIV. It lasts for between three and six months. During the window period, we can have HIV in our blood and infect others although the test shows negative. This is why counsellors ask people to wait for three months without having unsafe sex before they take the test. If we want to be very sure, it's best to wait for another three months and have a repeat test.

The meaning of positive results

A positive result means that we have HIV in our bodies. We are HIV positive. It does not mean that we have AIDS. AIDS means the set of serious illnesses that we get when HIV has reduced the body's natural protection from infection. We only get the illnesses related to AIDS when HIV has reduced our immune system so much that we are no longer able to fight off bacteria and viruses.

We can take actions to boost our immune systems so that we stay healthy for many years. We can:

- eat well
- protect ourselves from infections
- get treatment early
- practise safer sex to avoid re-infection and infecting others
- continue to work and play with friends
- get emotional and spiritual support and counselling
- get enough rest
- take ARVs if they are available.

If we keep ourselves happy and occupied, we can live positively with HIV.

CLASS activities

Activity 1: Role-play

1 In small groups, role-play this situation.

Two good friends, Glende and Martha, are discussing VCTC. Glende tells Martha that it's a bad idea to go for VCTC, because if you know that you are positive you can die early from worry. So it is better not to know.

Martha reveals that she has been to VCTC before to find out her status. Martha is HIV positive and has known for six months now. Martha is on ARVs, which are keeping her healthy. It is good to know her HIV status because she can now take ARVs. These are stopping the HIV from multiplying, so protecting her immune system and helping her to live for a long time. Martha describes all the other actions used to boost the immune system, such as good food and the support of friends and family.

2 Now discuss these questions:

- After this revelation, what do you think Glende (who has not gone for VCTC) is thinking about?
- How has Martha, who went for VCTC, benefited?
- What are your own thoughts about VCTC after reading the story?



Activity 2: Writing a dialogue

- 1 In pairs, imagine a young man or young woman has decided to go for VCTC. Using the points in the section on pre-test counselling on page 120, write the dialogue between the counsellor and the client. It could start like this:

COUNSELLOR: *Welcome. Please sit down. How are you feeling today?*

YOUNG MAN: *OK.*

COUNSELLOR: *So, are you thinking about having an HIV test?*

YOUNG MAN: *I'm not sure. Please can we talk about it.*

COUNSELLOR: *Certainly. Why do you think you might need a test?*

YOUNG MAN: *Well, over the last few months ...*

- 2 When you have finished, read your dialogue out to another pair.
- 3 Imagine that the young person has come back for the result. Decide whether the result is positive or negative, and write a further dialogue using the points from the section on post-test counselling on page 120.

HOME activities

Activity 1: Mapping

- 1 In small groups, draw a map showing where you can go for VCTC.
- 2 Identify any post-test groups in your area. Mark the place where they meet on your map. Learn about the activities they carry out.

8.2 Living positively with HIV

It is always difficult to find that we are infected with HIV, but we can learn to cope with it. We will need counselling and support from our family members and friends so that we do not carry the burden alone. We can learn to live positively with HIV infection. If we can think and talk of “**living with HIV infection**” rather than “dying of AIDS” it helps to reduce fear and makes all of us feel more hopeful about the future.

Those of us living with HIV can live healthy and happy lives for as long as possible if we:

- abstain from sex, use condoms or practise safer sex to avoid getting more HIV into our bodies and to protect others
- do not donate blood
- eat well, avoid stress and avoid taking too much alcohol, tobacco or dagga
- get treatment for our infections as early as possible
- carry on going to school and working when we feel well enough
- get love and care from family members, friends and the community as a whole
- seek emotional and spiritual counselling to reduce stress
- take Anti Retroviral drugs (ARVs) if they are available to stop the virus multiplying
- have fun.

Many of us have not had an HIV test, so we do not know whether we are living with the virus or not. If we follow the lifestyle above, we can protect ourselves and others and stay healthy whether we are HIV positive or negative.

We will feel happier if we continue to meet up with friends





Support and care

Many of us can live for years with HIV infection if we get treatment for opportunistic infections and Anti Retroviral treatment. With love and support, we gain confidence and high self-esteem, which boosts our immune system. Even if we get ill sometimes, we can continue with our school and work after recovery.

In many places there are now **post-test clubs** where we can go after an HIV test, whether we are positive or negative. In these clubs we can support each other to live well and have fun at the same time.

We need support and care from our families, friends, teachers, health workers and organisations helping people to make a living and defend their rights. People trained in guidance and counselling can offer support to everyone living with HIV or affected by HIV and AIDS.

Antiretrovirals (ARVs)

These are drugs that are prescribed for those of us who have tested HIV positive. They are given when the number of immune cells called CD4 get very low. People have to take the ARVs continually for as long as they live.

How ARVs work in the body

- They boost our immunity by slowing down the multiplication of HIV in the blood. This protects our white blood cells, which fight bacteria and viruses.
- They shield the white blood cells by forming a coat that does not allow HIV to enter the cell.

If we are caring for people living with HIV or AIDS-related illnesses, we can:

- help them to build their health in the ways suggested on page 124
- encourage them to talk openly about their feelings, and listen and empathise with them
- involve them in family life and not isolate them – the virus is not spread through air or touch. Challenge any ignorance or discrimination about HIV and AIDS in others by explaining the facts and being a good example
- care for them at home, except when they have a bad infection and need to be taken to the hospital
- seek advice for symptoms of infection and treat them early
- use plastic gloves or bags over our hands if we are cleaning blood, wounds or bloody diarrhoea
- wash our hands frequently and cover any sores or cuts on our own or the other person's hands
- boil bloodstained clothes or soak them in bleach.
- help them to access ARVs.

Remember that any of us might have HIV but the only way we can know is to have a test. Many people who discriminate against those of us with HIV have not had the courage to have a test themselves. Our teachers need to serve as examples to young people by not discriminating against pupils and teachers who are HIV positive or against pupils who are orphans.

Those of us living with HIV can make a big contribution to overcoming the epidemic in our communities and helping other people to live with the virus. If we have HIV, we have personal experience of living with the virus and a commitment to stopping it from spreading further. We can educate people on preventive methods and let them know that HIV is real. We can show that any of us can get HIV, we are just human beings getting on with our lives. This helps to reduce stigma and encourages others to protect themselves, go for a test and live positively. We should not see those of us living with HIV as victims to be pitied and dependent. We are part of the solution, not the problem.



CLASS activities

Activity 1: Getting a positive HIV result

Some of us have been to the hospital for an HIV test and have been found positive. Others of us have not had an HIV test or have tested negative. In this activity, we are going to close our eyes and think about the feelings that we had or might feel if we got a positive test result.

We praise anyone who has had the courage to have an HIV test. If any of us living with HIV wants to share their experiences, it would help others to learn more, understand and be supportive. It might encourage them to go for a test and live positively. But it is also fine to keep our status and our experiences a secret.

- 1 Sit quietly and imagine or remember the situation of getting a positive result. Think about these questions:
 - How did/would you feel?
 - What helps/would help you to cope with the result?
 - How can we as positive, negative or unknown HIV-status people support each other in coping with the epidemic?
- 2 Share anything you want to about your thoughts with your friend.
- 3 In the whole class, discuss:
 - What have we learned from the activity?
 - What can we do to help each other to live positively?

Activity 2: Role-plays

- 1 Form small groups. Each group chooses to role-play one of following situations:
 - A boy who is an orphan usually comes late to school and the teacher often punishes him.
 - A girl who is suspected of being HIV positive is being discriminated against in class.
- 2 Choose two groups to present their role-plays.

3 In pairs, discuss the following questions:

- How can we assist the orphan boy who is often punished by the teacher?
- How can we assist the girl who is being discriminated against by the class?
- Do these situations happen in our community? What can we do about them?
- How can we help each other to support those of us living with HIV or who are affected by the epidemic?

Activity 3: Role-play

1 In small groups, role-play a situation in the community where a person with HIV infection suffers discrimination from their family and neighbours.

2 Afterwards, discuss these questions:

- From the role-play, what do we think are the disadvantages of such discrimination for the individual and for the community?
- Why do we think people discriminate against those of us with HIV?
- What do we think the family and community could have done to reduce stigma and discrimination?
- Imagine that we have learned that we are HIV positive. How do we feel? How would we like people to treat us?

3 Now role-play a situation where one of us living with HIV is treated well by family, friends and the community. Show a situation where the person living with HIV is contributing to solving the problems of HIV in the community.

4 Afterwards, discuss these questions:

- From this role-play, what else can we do to support those of us living positively with HIV?
- How would we contribute to overcoming the epidemic if we were HIV positive?

5 Don't forget to de-role at the end of the session. Also, be caring of each other. Some of us may have been upset by the discussion and need the support and empathy of friends.

HOME activities

Activity 1: Helping others

- 1 Use your understanding of how it feels to be living with HIV to think about how you can share your knowledge with others. How can you get in touch with, learn from and support people living with or affected by HIV in your family, friendship circle or community?
- 2 Find out more about how people in the community are caring for and supporting families and orphans affected by HIV. Find one way that you can contribute. Write down your idea and share this with friends. Make a plan together.

Activity 2: Preparing for the next lesson

Talk with four friends at home. Find out:

- what they do to keep healthy
- what they do to cope when they feel stressed.

9 Coping well with life

IN THIS CHAPTER

- 9.1 Overcoming a drug problem
- 9.2 Overcoming an alcohol problem
- 9.3 Coping with stress and sadness
- 9.4 Keeping healthy

9.1 Overcoming a drug problem

When people take drugs, they may become addicted, which means that their body starts to need the drug and they feel unwell if they don't get it. But it is possible to stop.

If you have a drug problem, you can overcome it if you want to stop and are determined. Then you need to learn to live without using the drug. There are four stages to stopping:

- 1 Admit that you have a problem.**
- 2 Decide to do something about it today, not tomorrow.**
- 3 Stop at once, or use less and then stop.**
- 4 If you start again, don't blame yourself. Try to stop again right away.**

Remember!

- It helps if your friends and family support you while you are stopping drug abuse.
- If a group of friends decide to stop together, they can give each other strength.
- Some people get sick for a few days when they stop taking drugs. They might shake, sweat, ache, vomit, feel irritable and have trouble eating and sleeping. Usually these feelings go away by themselves.
- Try to relax and have fun in places where people do not use drugs.
- Meet with friends who have decided not to use drugs.
- It is easier to say "No" to drugs altogether than to give them up when we have grown to like them and need them. It is best to say "No" to drugs.

CLASS activities

Activity 1: Mapping

- 1 In small groups, make a map of your community. Draw small pictures or symbols of all the drugs, including alcohol and tobacco, that people use in your community, and put them on the map, showing where they are used.
- 2 Then discuss:
 - Where is each drug grown, produced and sold?
 - Where do different people obtain and use the drug?
 - Where do people first start to use the drug?
 - When do they use it most?
 - Where do problems resulting from the drug happen?

Activity 2: Flow charts

In pairs, make flow charts to show the good and bad points for each common drug for individuals, families and the community. (See page 75 for an example of a flow chart.)

HOME activities

Activity 1: Adding to the map

Add to your map by asking different people what drugs are used in the community and where they are found.

Activity 2: Finding out more

Find out from others in the community the different methods used to overcome a drug problem. The first one has been done for you.

| DRUG | METHOD USED |
|-------------|--|
| 1 Cigarette | Chewing bubblegum when you feel like smoking |
| 2 Dagga | ... |
| 3 ... | ... |
| 4 ... | ... |

9.2 Overcoming an alcohol problem

We all copy the culture and practices that we find around us. If elderly people use alcohol and cigarettes, young people will see them as part of life and try them. If they are not allowed, young people are even more likely to use them. They do this to find out how it feels, and to go against elderly people who tell them not to use drugs but then use them themselves.

Some young people have a parent or guardian who drinks too much alcohol. This is very worrying, because they may become violent and irresponsible and spend money needed for the welfare of the family. Peer pressure also leads young people to try alcohol.

People use alcohol to take away shyness and worries. It is used to make people eat more and warm the body in cold weather. It is also used for customs like making friendship between families. Alcohol goes into the blood a few minutes after being drunk and stays there for many hours.

What can you do if one of your parents or relatives has a drinking problem?

- Talk to your other relatives or elders.
- Find friends who have the same problem and look for solutions.
- Find out about women's support groups that help women with violent partners and children with violent parents or guardians.
- Do not blame yourself for your relative's problem.
- Perform a drama for the community that shows the impact on children when a parent or guardian has a drink problem.
- Do not get into the vehicle of anyone who has been drinking. You could be killed in a road accident or they could kill someone else.
- Do not try to argue with a drunk person if they are aggressive or violent. Walk away to a safe place.



CLASS activities

Activity 1: Drawing the impact of alcohol

In pairs, draw a picture like the example below, showing the impact of an alcohol problem on a family. Show all the different ways it affects the family.



Activity 2: Role-play

- 1 Role-play a situation where a drunken father or guardian gets home and acts violently. From the role-play, discuss the disadvantages of alcohol. Then role-play how you could cope safely with this situation and help your other family members.
- 2 Role-play a situation where a father or guardian who has not taken any alcohol takes care of a family. Discuss the advantages of this for the family. How can young people choose a marriage partner who is at low risk of having a drink problem?

Activity 3: The story of Isaki and Tisankhe

Once there was a boy called Isaki and a girl named Tisankhe. They lived in the village of Chasa. One day they went to a party. Isaki made a plan to propose love to Tisankhe. He drank some kachasu (local alcohol) to make himself brave and began his manifesto to persuade Tisankhe to have sex. As the day went on, he drank more kachasu, especially because Tisankhe did not agree with his suggestion of going to the bush together. He tried to get her to drink a little as well, but she said it would make her too drunk and she only took soft drinks.

Finally, time ran out for Isaki. Everyone was leaving the party, some of them very drunk. Isaki himself could not walk straight but he offered to take Tisankhe back to the village. He was still hoping that he could get her to sleep with him. Tisankhe was worried that he would not reach home and she would have to stay to look after him. Then a lorry came too fast along the road. Isaki was walking about in the middle of the road and Tisankhe saw with horror that he would be killed if she didn't do something. She ran and pushed him with all her might so that he fell out of the way on the side of the road. She fell on top of him. He started to vomit and shout. Tisankhe jumped away from Isaki just as some elders from a nearby house came to see what was happening.

Discuss these questions with your friend and write your answers in your notebooks.

- Why did Isaki get drunk?
- What do you think Tisankhe was feeling that evening?
- How will Isaki feel in the morning?
- How will the friendship between Isaki and Tisankhe develop now?
- What were the advantages and disadvantages of Isaki drinking alcohol and of Tisankhe not drinking alcohol?

HOME activities

Activity 1: Finding out more

From your community, find out the bad points of drinking too much alcohol and the solutions to overcome the problem.

9.3 Coping with stress and sadness

Causes of stress

Over-work is one of the causes of stress in our lives. Many young people have difficult lives because of poverty, school work or difficult family situations. We may feel very stressed, and if this goes on for a long time it can make us feel that life is not worth living. Too much stress affects our body and mind.

Things happen in our lives that make us feel sad, such as the death of our beloved, violence, abuse and many other events. Sadness is a normal part of life. Deep sadness that goes on for more than a short time is called “depression”. Depression may be caused by losses in our lives. People can also get depressed because of chemical changes in their bodies.



Feelings of depression

A depressed person may feel or do any of the following:

- often feel sad and cry a lot
- lose all interest in life, friends and family, school, work and in themselves
- feel that they are not good at anything
- have trouble sleeping, lack energy and feel irritable
- eat too much or too little
- try to commit suicide
- feel unhappy to be alive, or guilty that they are alive while someone else is dead.



Ways that you might be able to reduce stress

- Pray to your god to share your load with you.
- Talk about your problems with someone you trust.
- Have a good cry – it can help relieve stress and sadness.
- Meet your friends or neighbours who have similar problems, to share your worries and feelings and find solutions.
- Laughter and play are good ways of reducing stress.
- Relaxation helps to reduce stress.
- Do something that you enjoy, like dancing, singing or reading, at least once every day.
- Find something beautiful to focus your mind on – maybe a flower, a candle, the river, a piece of music or a special person.
- Don't carry all your problems on your own shoulders. Try to see how others can help you in your home and outside.

If your friend or relative is showing serious signs of stress, depression or anxiety, it is best if they can see a health worker for help. Sometimes health workers prescribe drugs called tranquillisers to treat depression and stress. These can help if properly prescribed. They can make you feel better at first, but it is very easy to become addicted to them. It then becomes difficult to stop taking them.

CLASS activities

Activity 1: Helping with stress and sadness

- 1 Work in mixed sex and age groups. Think about what you do to make yourself feel happier when you are sad. Share your ideas with friends in your group.
- 2 Think about how you can help a friend or family member who is sad. Share these ideas in the group.
- 3 Draw pictures to show all the people in and outside the community who might help someone who is very stressed or sad. Place the pictures on the floor, with the most helpful people in the middle and the less helpful people further away.

HOME activities

Activity 1: Find out more

Find out from your community how sad people are helped, and write all the points in your notebook.

9.4 Keeping healthy

Eating well

We young people, both boys and girls, are growing fast and using a lot of energy. We are making bones and muscles, blood and organs. For all this growth and energy, we need to eat enough of a mixture of foods. Food is needed for protection against disease and for intellectual development. People who are addicted to drugs often do not eat well for a healthy life because they spend most of their money on drugs rather than on food.

Foods are divided into three groups. Certain types of food, like cassava, bananas, bread, maize and rice, are energy-giving foods, containing carbohydrates. Food like butter, margarine, cooking oil and groundnuts are high energy-giving foods, containing fats. Another group is foods like eggs, milk, chicken, meat, fish, beans, nuts and peas. These are known as body-building foods and contain protein. The last group is the protective foods, including fruit and vegetables such as pawpaw, oranges and green leafy vegetables. These contain lots of vitamins and minerals.



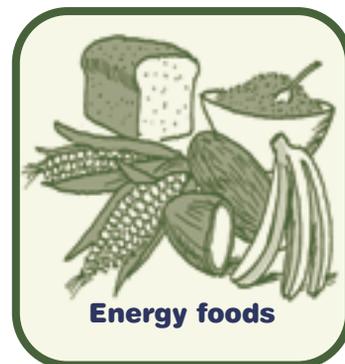
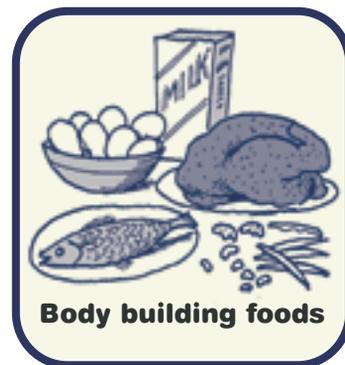
Why girls need to eat well

Bones in a girl's pelvis need to grow well so that there is enough room for the baby to pass through the canal during childbirth. Calcium is needed for strong bones. Calcium is found in milk, curd, yoghurt, green leafy vegetables, beans, shellfish and lime juice.

Girls lose blood during their monthly periods and they need to replace this blood by eating foods containing iron and protein. If they do not do this, the blood becomes very pale. This is called anaemia and is dangerous, particularly during the malaria season. Foods containing iron are dark-green leafy vegetables, liver and red meat, beans, groundnuts, melon seeds, eggs and foods containing yeast, such as porridge made from fermented sorghum before it turns to beer. Remember: we are what we eat!

Exercise

Exercise is another important part of staying healthy. Physical activity helps the body to be strong and flexible, and helps us have a good heart and lungs. Exercise that makes us pant is good for the heart and lungs. However, carrying heavy loads on the head or back, and bending down for long hours, can put too much stress on the body and cause pain and fatigue. Exercise can help us to prevent stress and maintain our health. Enjoyable exercise, such as dancing and sports, is good for reducing stress.



CLASS activities

Activity 1: Group work

- 1 Make individual diaries showing all the foods you ate over one week.
- 2 Work in mixed groups and show the group your diary. Then answer the following questions:
 - What are the differences between the boys' and girls' food diaries?
 - Do boys and girls have breakfast before they go to school?
Are they able to eat something at midday?
 - Are some girls in our community pushed into relationships with men or boys as a way to get something to eat at break or lunchtime?
Is there any risk in this?
 - Are there foods that girls are not allowed to eat? Why is this?
 - Do the diaries show that boys and girls eat enough of a mixture of the food groups? If not, which ones are missing and what effect might this have on their health? Why are these foods missing?
 - What can be done to help girls and boys get a good, balanced diet?

Activity 2: Weekly routine chart of exercise

- 1 In single sex groups, make a weekly routine chart to show what types of exercise you take on each day of the week.
- 2 Share your charts and discuss them:
 - What exercise do you enjoy taking?
 - Do you need to take more exercise? If so, how will you do this?

HOME activities

Activity 1: Our own daily routine

Count how many hours of sleep and relaxation you get every day. Do you get enough, or do you often feel tired? Is there a difference between boys and girls? Is there anything to be done to get enough sleep and relaxation?

Activity 2: Helping others

With friends, discuss what you have learned in this chapter. How can you help others to get this information? What practical help can you offer? Make a list of simple actions and support each other to carry them out.

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)

Abstain

To not have sexual intercourse

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

Antiretroviral drugs (ARVs)

Drugs that stop HIV multiplying in the body and allow a person to regain health and live positively with HIV

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

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

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

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**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**Self-esteem**

Belief and confidence in your own ability and value

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

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

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**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

Virtues

A good moral quality in a person, such as kindness

Voluntary Counselling Testing and Care (VCTC)

When a person is counselled on the good and bad points of taking an HIV antibody test and decides for themselves to take the test followed by counselling on the result and support

W**Wet dream**

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

Window period

The time between HIV entering a person's body and making the antibodies to it which show up on an HIV test. It usually lasts between 3 to 6 months

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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.

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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-curricular activities in or out of school. The books are accompanied by a Teachers' Guide.