

Good Things for Young People

Reproductive Health Education
for Primary Schools

Teacher's Guide for Standard 5

written by:

AIN Obasi, K Chima, B Cleophas-Frisch, G Mmassy,
M Makohka, ML Plummer, M Kudrati, and DA Ross



ABOUT THE AUTHORS

Angela Obasi

A clinical epidemiologist and anthropologist, she was the MkV Intervention Coordinator. Dr. Obasi led the intervention staff through teacher's guide development, pre-testing, pilot-testing, implementation, monitoring and revision.

Kenneth Chima

A theatre artist and trainer-of-trainers, he was the MkV Health Learning Materials Officer. Mr. Chima was involved in all stages of the teacher's guide development, but played a central role in developing and testing story and drama exercises.

Bernadette Cleophas-Frisch

A clinician and trainer-of-trainers, she was the MkV Assistant Intervention Coordinator. Ms. Cleophas-Frisch primarily led the health centre component of the intervention, but was also involved in testing and revising the teacher's guides.

Godwin Mmassy

A primary school teacher and trainer-of-trainers, he was an MkV Adolescent Health Intervention Officer. Mr. Mmassy participated in all stages of the teacher's guide development, helping to ensure it was appropriately tailored to the classroom environment.

Maende Makohka

A social educator and trainer-of-trainers, he was an MkV Adolescent Health Intervention Officer. Mr. Makohka led the revision, pre-testing and pilot-testing of the later drafts of the teacher's guides.

Mary Plummer

An AIDS educator and social scientist, she was the MkV Social Science Coordinator. Ms. Plummer reviewed each draft of the teacher's guides, contributing detailed additions and edits throughout their development.

Mustafa Kudrati

A child rights activist and developer of learning materials, he was a consultant to the MkV Project. Mr. Kudrati revised, translated, edited and typeset both the final English and Swahili versions teacher's guides.

David Ross

A clinical epidemiologist, he was the MkV Project Director. Dr. Ross provided support and advice during the development of the teacher's guides, including giving detailed feedback on several versions of the guides.

MkV is the acronym for the MEMA kwa Vijana project; a collaborative adolescent sexual and reproductive health trial that was jointly undertaken by the Tanzanian Ministries of Health and Education, the Tanzania National Institute for Medical Research (NIMR), the African Medical and Research Foundation (AMREF), and the London School of Hygiene & Tropical Medicine (LSHTM).

Table of Contents

	Page
Preface	i
Acknowledgements	ii
Introduction	iii
Teaching Methods Used in this Guide	v
Session 1: What is Reproductive Health and Why is it Important?	1
Session 2: Leaving Childhood: Puberty	7
Session 3: What are HIV and AIDS?	12
Session 4: The Facts about AIDS	19
Session 5: The Facts about Sexually Transmitted Diseases	26
Session 6: Girls and Boys have Equal Abilities	34
Session 7: Misconceptions about Sex	38
Session 8: Refusing Temptations	44
Session 9: Saying No to Sex	49
Session 10: Sexually Transmitted Diseases: Going to the Clinic	54
Session 11: Revision	60

Preface [DRAFT PAGE ONLY]

Research has shown that young people, especially young girls, are at increasing risk of being infected with HIV. We must now recognize that many young people start to engage in sexual activities at a young age, and often have many different sexual partners. They are therefore at risk of getting HIV, sexually transmitted diseases, and unplanned pregnancies.

The Ministry of Education and Culture has given priority to AIDS education for primary school pupils in Standard 5-7. The current syllabuses for science include AIDS and sexually transmitted disease prevention as a part of the education on reproductive health. This teacher's guide has been developed for Standard 5. It is part of a series of 3 Teacher's Guides that have been developed for Standards 5-7, along with a Teacher's Resource Book.

There is a lot of evidence showing that improving knowledge alone is not enough to change young people's behaviour and reduce their risk. Young people need life skills to avoid temptation, and to help them have the strength to make good decisions when under pressure. Therefore, this book brings together many different teaching techniques to improve life skills, such as story telling, flipchart pictures, competitions, dramas, simulations and role-plays to create an exciting and stimulating learning environment.

The Ministry of Education and Culture believes that this education is a critical tool in helping young people avoid sexually transmitted diseases, AIDS and unplanned pregnancies, and also to guide them towards safer and better behaviour.

This education will be conducted in classrooms and in school playing areas. This teacher's guide has been developed in a language that pupils can understand easily, using tools and examples drawn from their own environment. It has been extensively tested and revised in the light of more than three years experience in 62 primary schools in Mwanza Region. We are confident that, when used with the Teacher's Resource Book and other Ministry of Education-approved materials, it will provide teachers with the guidance and tools that they need to improve the knowledge and to provide the skills for our primary school pupils to reduce their future risks of HIV, other sexually transmitted diseases, and unplanned pregnancies.

It is our hope that this teacher's guide will provide an valuable resource for sexual and reproductive health education of young people in Tanzania and beyond.

XXX
Commissioner for Education
Dar es Salaam, Tanzania

Bartimayo Mujaya
Regional Education Officer
Mwanza, Tanzania

Acknowledgements

These teachers' guides were developed as part of the MEMA kwa Vijana project - a research programme conducted in The United Republic of Tanzania. The project was a collaborative undertaking between the Tanzanian Ministries of Health and Education and the National Institute for Medical Research (NIMR), the African Medical and Research Foundation (AMREF) and London School of Hygiene and Tropical Medicine (LSHTM). The guides were pre-tested and evaluated from 1998-2001 in four districts of Mwanza Region.

The AMREF team developed, implemented and monitored use of the teachers' guides as a central part of a broader adolescent reproductive health intervention. The core team (the authors) was assisted by several youth intervention facilitators, namely, Anthony Magadulla, Racheal Alex, Joseph Charles, Franklin Kabumbire, Emmanuel Mrita, John Enos, Prisca Methusela, Mkama Mwijarubi, Salma Jabir, Yasin Ali, Gaudencia Byontamanyire, and teachers attached to the project, namely, Neema Msumba and Susan Mataba.

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Introduction

This Teacher’s Guide is the result of research conducted by the MEMA kwa Vijana Project in 10 wards located in 4 districts in Mwanza region, Tanzania. It has been specifically developed for use in teaching Standard 5 in primary schools across Tanzania.

Phase 1 of the MEMA kwa Vijana Project has been a five-year (1997-2002) research and development project of the Government of Tanzania, led by the Ministry of Health, the Ministry of Education and Culture, and the National AIDS Control Programme. It has received support from the European Commission, Ireland Aid, the UK Medical Research Council, UNAIDS, and the UK Department for International Development. Implementation is by a collaborative team involving the African Medical & Research Foundation (AMREF), the Tanzanian National Institute for Medical Research (NIMR), and the London School of Hygiene and Tropical Medicine (LSHTM), with the two Ministries mentioned earlier.

MEMA kwa Vijana can be loosely translated as “Good Things for Young People”, but MEMA also stands for Mpango wa Elimu na Maadili ya Afya or “Programme of Behavioural and Ethical Education for Health.”

Research conducted in Mwanza Region and elsewhere in Africa has shown that the incidence of sexually transmitted diseases, HIV, and unwanted pregnancies are high, especially amongst adolescents. Young people are starting to have sex at an early age and they have little knowledge of HIV, sexually transmitted diseases, pregnancy, and how they relate to their health.

Statistics indicate that, on average, one out of every group of 10 adults in Tanzania has already been infected with HIV. In addition, out of every 6 young people between the ages of 15 and 19, one currently has another sexually transmitted infection, which increases their risk of becoming infected with HIV.

The goals of this reproductive health education programme are to help young people:

- understand the changes that their bodies go through during puberty;
- resist harmful peer pressure;
- delay their first experience of sex;
- understand AIDS and sexually transmitted diseases and know how they can be avoided;
- avoid unintended pregnancies;
- detect the symptoms of sexually transmitted diseases; and
- understand the importance of getting early treatment in order to avoid the long-term effects of these diseases.

Teaching about reproductive health is very difficult in the best of circumstances. Pupils and teachers have to overcome their fears and cultural taboos to talk

openly about sexual matters. This is why this teacher's guide emphasizes the creation of an enabling learning environment in the classroom to create a safe space to discuss reproductive health issues more openly. For example, this guide uses different teaching methods such as questions and answers, role-plays, dramas, simulations, situations, competitions, flipcharts, competitions, and stories, to engage the pupils and to foster discussions with each other.

This Teacher's Guide has been developed for teachers' use after they have received training, without the need for additional teaching aids or books. However, this guide has also been written in a simple manner and it should be fairly easy for teachers who have not received a specific training to use in the classroom. In each lesson plan, key issues have been explained in a clear step-by-step manner, including the questions to ask pupils and guidelines on the appropriate responses.

We are well aware that normally Teachers' Guides are developed after developing a textbook for pupils. However, we are also conscious that most rural primary schools have very few textbooks and other teacher or pupil resources, so we have come up with a teacher's guide that uses active, imaginative, and effective teaching techniques to encourage pupil learning and that does not need any accompanying textbooks for pupils.

We recognize that pupils learn better if they and their teachers are interested and actively involved in the learning. We encourage teachers to be lively and animated in the classroom to help young people learn well. This will increase the pupils' desire to learn and will bring the lessons to life.

Teaching Methods Used in this Guide

This Teacher's Guide is composed of eleven sessions to be taught to Standard 5 pupils in the course of a school year. Each session takes 40 minutes. This guide has been developed with clear and detailed instructions to the teachers so that sessions can be prepared beforehand. Sessions will not go well if the teachers do not prepare in advance. The teaching methods used in each session vary. A description of some of the key teaching methods follows:

Group work

Giving pupils the opportunity to discuss things in small groups helps them learn from each other. Giving each group the opportunity to answer questions in front of the whole class increases pupils' desire to learn. Nevertheless, we know that there are many things to be taught under each topic, so the teacher should not spend too much time dividing the class into groups. We have also found that girls are more likely to contribute to discussions and develop confidence if they are placed in an all girl group. We therefore recommend that girls and boys be separated into same sex groups for all kinds of group work, such as competitions, role-plays, and question and answer sessions.

Competition

Children normally enjoy competing. Dividing children into groups and scoring correct responses stimulates children to participate and helps them learn more. We think that an average class will have between 3 to 4 groups of 5 to 8 pupils each. The total number of groups in a classroom should not exceed 5 and the number of pupils in each group should not exceed 8.

In cases where there are fewer groups in a class than indicated in the Teacher's Guide, the additional questions can be posed to all the groups, and the group that answers them correctly should be given additional points to add to their score. Sometimes there may be more than 40 pupils in the class. If the number of pupils in each class is very high, we recommend that teachers divide the class into groups using each column of desks as a group.

Drama/Role-Plays

Children enjoy watching and participating in plays. There are two types of plays performed by the pupils in this teacher's guide: *dramas* and *role-plays*. In *role-plays* pupils are formed into groups during class, and develop their own plays around a given situation to practise life skills. In *dramas*, several days before the specific session, the teacher coaches a few pupils to perform a drama, which is then used for discussion of positive or negative behaviour. These carefully selected pupils are called "peer educators".

In this Teacher's Guide, teachers will need to coach peer educators to perform the following 2 dramas:

- Session 7: Juma, John and Saidi
- Session 8: Amina, Rehema and Saidi

Peer educators should be taught these dramas well in advance of the session, so they can practise them. If teachers give proper directions, it encourages the pupils to put greater effort into preparing and performing these role-plays in front of their classmates. Pictures of these dramas are included in the Teacher's Guide to help teachers understand and explain them to peer educators.

Teachers should teach the peer educators and the role-play actors to act their parts in a natural and animated way. They should remind them to use the names of the characters frequently in the role-play or drama, so that the audience does not confuse the names and actions of the characters with those of the actors. They should also remind the peer educators to face the audience during their presentations and to speak in loud and clear voices.

Simulations

Sometimes a small group of pupils will be asked to voluntarily participate in a simulation. Simulations are when children are asked to play a simple game which then helps everyone understand a difficult concept. For example, in Standard 6 Session 3, pupils learn more about the concept of transmission of diseases, through a simulation that helps them see how a disease can be transmitted rapidly through a given population.

Stories

In all the Teacher's Guides, stories are used to stimulate interest and help pupils understand difficult concepts, such as the length of time it takes before someone who has been infected with HIV starts showing signs of AIDS. Ideally, teachers should familiarise themselves with the stories and prepare in advance to make sure the stories are read aloud in an inspiring manner. Teachers should use their voice and gestures to bring the stories alive and to capture children's attention.

Personalisation Exercises

Personalisation exercises have been developed to help pupils to understand the gravity of a problem, to reflect on the possibility of being affected by this problem themselves, and finally to come up with practical strategies to avoid this problem. Since pupils are being asked to reflect, teachers should make sure they insert pauses after each question to give every pupil time to reflect before asking for an answer.

Flipcharts

In addition to the pictures used for dramas, mentioned above, a set of large flipcharts will accompany this teacher's guide. From time to time the teachers will be asked to use these flipcharts to help pupils understand some difficult concepts. For example, flipcharts are used to illustrate the changes boys and girls go through during puberty, how it is not possible to tell whether someone has been infected with HIV by looking at them, and the ways in which people can be infected with HIV.

Questions and Answers

Sometimes, the teacher will be instructed to ask all pupils a question, and perhaps also to write it on the blackboard. In this Teacher's Guide, the correct answer will always come with an arrow following the question, to help the teacher explain it. Before telling the pupils the answer, however, all pupils should be encouraged to respond and should be thanked for their answers, so they feel comfortable participating even if they are uncertain. Children often learn more if they must think about a question than in they are simply told the answer. Incorrect answers should only be gently corrected, so the pupil does not feel embarrassed. Teachers should not spend too much time writing down every answer on the blackboard, rather they should focus on only recording correct responses on the blackboard.

Quiz

The questions that have been developed at the end of each lesson aim to measure the degree to which pupils have understood the lesson. They also may open the door to discussions between pupils, parents and other people in their communities. Teachers are encouraged to add more questions in each quiz. In addition, the exams at the end of the term will inspire pupils to participate and learn correct information, and will enable teachers to identify weak areas that need reinforcement.

Teacher's Resource Book

A teacher's resource book accompanies the Teacher's Guides for Standard 5-7. It has additional information that the Teacher might find useful to respond to questions that might be asked in the classroom. Teachers are encouraged to read through the whole Teacher's Resource Book once and then to read appropriate sections of the book again when preparing for a session. The Teacher's Resource Book has the following sections for additional reference:

Chapter 1: Signs and symptoms of sexually transmitted diseases

Chapter 2: Family planning methods

Chapter 3: How to use male condoms

Chapter 4: How to use female condoms

Chapter 5: Misconceptions about condoms

Chapter 6: Frequently asked questions

Chapter 7: Additional resources

Session 1

What is Reproductive Health and Why is it Important?

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of the session, all the pupils should be able:

1. To state the topics that will be covered in reproductive health education.
2. To state the rules that will help them to learn during reproductive health education lessons.
3. To explain why it is important to learn about reproductive health.

Teaching methods/materials

- Group discussion

Teaching time

40 minutes

Background information for the teacher

This session will introduce the topic of reproductive health and allow the pupils to look at important issues such as HIV, sexually transmitted diseases, and puberty, and why it might be important to learn more about these issues.

Some pupils may find it difficult or embarrassing to talk about the issues they will be learning about, but it is essential that everyone feels free to talk about these issues so that they can truly benefit from what is being taught. The teacher will therefore spend some time in this session establishing rules to create an environment in which pupils feel comfortable openly discussing reproductive health issues.

The teacher should keep the list of written rules that are developed in this session in a safe place, since they will be used over and over again in future lessons. We have discovered that pupils tend to respect these rules because they have been involved in developing them.

Before starting the lesson, ask the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Introduction (10 minutes)

1. Tell the pupils that from now until they complete Standard 7, they will have lessons to learn about reproductive health issues.
2. These lessons will cover different topics concerning their health.
3. Tell them that:
 - It is important for all pupils to participate fully in all discussions.
 - It would be good if every pupil shares what they know to help everyone learn better.
 - It would be good if every pupil feels free to ask and answer questions, since this will help everyone to learn.
4. Tell them that in this subject you will use different teaching methods such as:
 - Stories
 - Role-plays
 - Dramas
 - Group work
 - Competitions
 - Illustrations

Task 2: What we will learn (15 minutes)

1. Ask the pupils the following question:

What is reproductive health?
2. Pupils should mention the different things they think reproductive health to be. Write their responses on the blackboard.
3. On the blackboard, write the following topics, which are some of the topics they will learn about during the lessons on reproductive health. Compare these topics with those that they have already mentioned. Then give a brief description of them verbally:

- Puberty
- AIDS
- Sexually transmitted diseases
- Misconceptions about reproductive health issues.

Descriptions:

Puberty

- Puberty is the stage that boys and girls go through as they move from childhood to adulthood. We will learn about the changes that take place in their bodies and what these changes mean.

AIDS

- AIDS stands for Acquired Immune Deficiency Syndrome. It is a disease you may have heard about. It is a disease that has no cure. We will learn in detail about what causes this dangerous disease, how it is transmitted, and how we can avoid it.

Sexually transmitted diseases

- A sexually transmitted disease is an infection that one person can pass on to another person when they have sex with them. We will learn about the different kinds of sexually transmitted diseases, their symptoms, and how to avoid them.

Misconceptions about reproductive health issues

- We will learn about misconceptions some people have about reproductive health issues, and their consequences.

4. Explain the following to the pupils:

- These are only some of the topics they will learn about while in Standard 5.
- There will be many more reproductive health topics that they will learn about when they are in Standards 6 and 7.
- At the end of each session, they will be asked some questions to check the extent to which they have understood what they have learnt.
- They will also have exams at the end of the term, just as they do for other subjects such as Mathematics, English, and Swahili.
- Therefore, if they have not understood something, they should not be afraid to ask questions.

5. Ask the pupils the following question and record their responses on the blackboard:

Why do you think it is important to learn about reproductive health?

Check that the following three key reasons have been covered, and if not, add them:

- Because it helps young people to become aware of the changes that take place in their bodies as they shift from childhood to adulthood.
- Because it helps young people make wise decisions about whether to have sex or not, and how to avoid AIDS, sexually transmitted diseases, and unplanned pregnancies.
- Because it helps to clear up any misconceptions young people might have about reproductive health.

Task 3: Creating a good learning environment (15 minutes)

1. Ask the pupils the following questions:

- a) *Have you ever talked about reproductive health before this lesson?*
- b) *Was it easy or difficult?*

2. Tell the pupils that since this lesson is about issues we are not used to talking about openly, it would be best if we create a special environment that would make it easier to learn.

3. Ask the pupils to complete the following sentence:

It will be easier for me to discuss reproductive health issues if ...

For example, a pupil might suggest:

- ***It will be easier for me to discuss reproductive health issues if nobody laughs at what I say.***

4. Summarise each response and write it clearly on the blackboard.

For example, you could write:

- ***...nobody laughs at what I say.***

Or, you could shorten it further and write:

- ***...no laughing.***

Session Rules

(The following rules have to be included even if pupils do not raise them)

- No laughing
- No rowdiness in class
- Be truthful
- Do not feel shy or embarrassed
- Do not ask unimportant questions just to shock or embarrass others
- Do not make fun of what other people have said in class

5. Tell the pupils that the things they mentioned for creating a good learning environment are the rules that will be used during lessons on reproductive health.
6. Ask the pupils if they agree to protect and respect these rules. If they agree, then encourage them to write them down in their exercise books to help remember them in the future.
7. Explain that from time to time, you will remind them of the rules they have made until you are certain that everyone knows and follows them. Tell them that the same rules will be reviewed at the beginning of Standard 6 and 7, and additional rules will be developed if necessary.

Conclusion

1. Give the pupils a chance to ask questions about what they learned today.
2. Ask the pupils what they have learned today.
3. Emphasize the following key points:
 - *They should not feel shy or embarrassed during these lessons; instead they feel free to share what they know so that it can be discussed. These discussions will clear up misconceptions and help everyone to learn correct information.*
 - *It is important for them to pay attention to everything they have learned to help them do well in exams and, even more importantly, to help them make wise decisions in their lives.*

Quiz

1. What topics will you learn about in reproductive health education?
2. State the rules we developed for a good environment to learn about reproductive health issues.

The teacher can ask additional questions to facilitate understanding.

Session 2

Leaving Childhood: Puberty

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, all the pupils should be able:

1. To explain what puberty is and the changes that take place during puberty.
2. To state the relationship between puberty and pregnancy.

Teaching methods/materials

- Group discussion
- Flipcharts 1 and 2

Teaching time

40 minutes

Background information for the teacher

In this session, teachers will be helping pupils learn about the changes that occur during the move from childhood to adulthood. Most of the pupils will either be experiencing these changes at present or in the near future, so teachers should expect them to have many questions.

Puberty makes young people sexually attractive to each other and to adults. Men may be especially drawn to girls undergoing puberty and may start to comment that they look good. Nevertheless, while boys and girls undergoing puberty may look physically mature, they have not yet matured fully emotionally. So their ability to make wise decisions about sexual matters is not yet fully developed.

During the initial stages of puberty, a girl's reproductive organs have also not yet fully matured. This means that even if she becomes pregnant, she may experience severe difficulties when giving birth. She may die during childbirth or continue to experience health problems for the rest of her life.

Before starting the lesson, ask the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: About puberty (5 minutes)

Ask the pupils to respond to the following questions:

- a) *Have you ever heard of the word “puberty”?*
- b) *What do you think the word “puberty” means?*

Tell them that puberty is the stage that boys and girls go through as they shift from childhood to adulthood.

Task 3: Changes during puberty (20 minutes)

1. Divide the pupils into same sex groups of no more than 8 pupils each. Girls and boys should be in separate groups.
2. Ask the girls to respond to the following question:
What changes do boys go through during puberty?
3. Ask the boys to respond to the following question:
What changes do girls go through during puberty?
4. Write the responses of each group on the blackboard, then discuss them with the whole class.
5. Make sure the following key points are included:

Changes girls go through during puberty

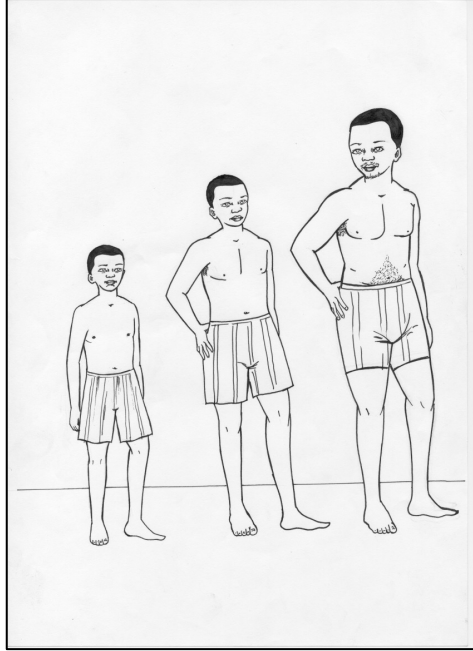
- a) Voice softens
- b) Hips broaden
- c) Breasts develop and grow
- d) Pubic hair grows
- e) Armpit hair grows
- f) Acne
- g) Reproductive organs develop and grow
- h) Menstruation starts
- i) Skin softens

Changes boys go through during puberty

- a) Voice deepens
- b) Muscles develop
- c) Chest broadens
- d) Pubic hair grows
- e) Armpit hair grows
- f) Acne
- g) Reproductive organs develop and grow
- h) Wet dreams start (start having orgasms in their sleep)
- i) Facial hair grows

6. Show the pupils Flipchart 1 and ask them the following question:

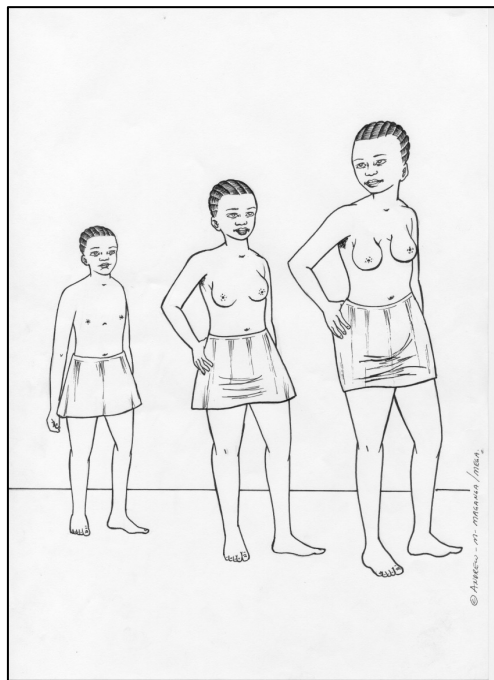
What physical differences are there between these three boys?



Flipchart 1: Transition of boys from childhood to adulthood

7. Now show them Flipchart 2, and ask them the following question:

What physical differences are there between these three girls?



Flipchart 2: Transition of girls from childhood to adulthood

8. Tell the pupils that they have just described the physical changes boys and girls undergo during puberty.

9. Ask the boys the following question:

What could happen to the third girl that cannot happen to the first girl?

- The second or third girl might become pregnant if she has sex and she has already started to menstruate.
- Nevertheless, all three girls are in great danger of getting sexually transmitted diseases or AIDS if they have sex, even though the first two girls have not started to menstruate.

10. Ask the girls the following question:

What can the third boy do that the first boy cannot?

- The third boy can make a girl pregnant if he has sex with her, because he has already entered puberty.
- All 3 boys are in great danger of getting sexually transmitted diseases or AIDS if they have sex, even though the first two boys have not yet entered puberty.

Task 4: When does puberty occur? (10 minutes)

1. Tell the pupils to stay in the same groups and then ask them the following question:

When do boys and girls enter puberty?

- The age at which someone enters puberty differs from person to person.
- Normally, boys enter puberty between the ages of 10 and 15 years, and girls between the ages of 8 and 13 years.

2. Ask the girls to answer the following question:

What changes happen inside boys' bodies during puberty?

- Boys start to produce sperm. These sperm are very small and cannot be seen by the naked eye. Sperm are essential for making a girl pregnant.

3. Ask the boys to answer the following question:

What changes happen inside girls' bodies during puberty?

- Girls start to produce eggs. These eggs are very small and cannot be seen by the naked eye. The eggs are essential for a girl to become pregnant.

4. Ask all the pupils the following questions:
- a) *What happens when the female egg and the male sperm meet?*
 - After having sex, if a female egg joins with male sperm, a pregnancy will occur.
 - b) *Why do girls menstruate?*
 - A girl who has reached puberty produces one fertile egg every month.
 - If this egg meets with male sperm, pregnancy will occur.
 - If the egg does not meet with the male sperm to form a fetus, the part of the girl's body where the fetus would have lived comes out of her vagina mixed with blood. This is menstrual blood.

Conclusion

1. Give the pupils an opportunity to ask questions about what they learned today.
2. Ask the pupils what they have learned today.
3. Emphasize the following points:
 - *Once a girl enters puberty, there is always a chance she can become pregnant if she has sex, even if she has sex only ONCE.*
 - *Once a boy enters puberty, there is always a chance he can get a girl pregnant by having sex with her even if he only has sex with her ONCE.*

Quiz

1. What changes do boys and girls undergo when they enter puberty?
2. What can happen to boys and girls after puberty?
3. What things are made in girls' and boys' bodies once they enter puberty, that result in pregnancy if they meet each other?

The teacher can ask additional questions to facilitate understanding.

Session 3

What are HIV and AIDS?

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, all the pupils should be able:

1. To explain what AIDS is.
2. To explain the difference between HIV infection and AIDS.
3. To state the different ways in which HIV, the virus that causes AIDS, can be transmitted.
4. To state the symptoms of AIDS.

Teaching methods/materials

- Group discussion
- Flipcharts 3, 4 and 5
- Personalisation exercise

Teaching time

40 minutes

Background information for the teacher

AIDS is caused by very small viruses called HIV. These viruses enter the body's immune system and prevent it from working properly. The body's immune system protects the body all the time and normally prevents diseases from attacking the body successfully.

HIV does not destroy the immune system right away. It can take many years. This is why you cannot tell whether a person has HIV infection simply by looking at them. It can take many years before any symptoms of AIDS start to show.

AIDS happens when the immune system has become very weak and different diseases, such as TB, diarrhoea, and skin infections, successfully attack the body. People who are not infected with HIV may also be infected with some of these diseases. However, most of them will only be affected by one disease at a time, and they will be able to successfully fight it off. People with HIV infection, on the other hand, may be affected by many of these diseases at the same time, or they may be affected by these diseases in quick succession, and they have great difficulty fighting them off. It is these other diseases that ultimately kill someone who is suffering from AIDS.

Sometimes medicine can successfully strengthen the immune system of people with AIDS, or treat the illnesses they get, and this extends their lives by months or years. However, there is no cure for AIDS.

Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: What causes AIDS (10 minutes)

1. Ask the pupils to answer the following questions:

a) *What does AIDS stand for?*

- Acquired Immune Deficiency Syndrome

b) *What causes AIDS?*

- Very, very small living things called viruses that are so small that they cannot be seen by the naked eye, and they cannot even be seen under an ordinary microscope. AIDS is caused by HIV (the AIDS virus).

c) *How is HIV transmitted?*

- Through sharing of objects with sharp ends or edges, such as razors and medical needles.
- By being given a transfusion with blood that has HIV in it.
- A mother who is infected with HIV can infect her child while it is in the womb, when she is giving birth, or while breast-feeding.
- Having sex with someone who is infected with HIV without using condoms. This is the main way people get infected with HIV.

d) *What is a condom?*

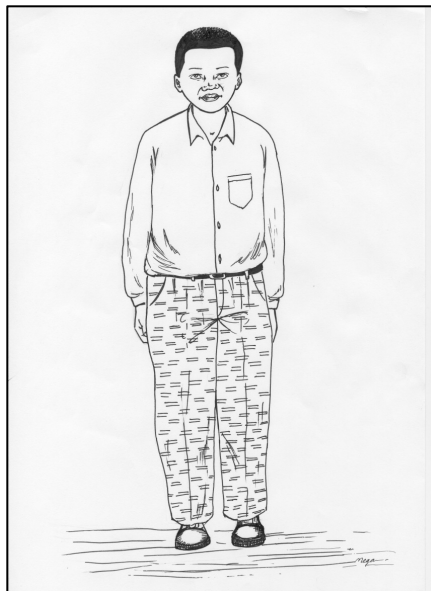
- A condom is made of rubber (or plastic). It is worn on the genitals and prevents two people's sexual fluids from mixing during sex. In this way it prevents HIV transmission. We will discuss condoms in much more depth later.

Key Point

AIDS is a disease you can avoid. In many cases, those who are infected with the virus mistakenly believed they were not in danger of being infected, therefore they did not take any precautions.

Task 3: A person with HIV infection and AIDS (15 minutes)

1. Ask the pupils to imagine what a person with HIV infection looks like. Ask them to state the symptoms this person may have.
2. Ask them to close their eyes and continue to think about this person with HIV infection. While they have closed their eyes, prepare to show them Flipchart 3.



Flipchart 3: A man infected with HIV 6 months ago

3. Ask them to open their eyes and tell them that the man in the picture has HIV, and he was infected 6 months ago, but he still feels well.
4. Ask them to close their eyes again and think about what this person will look like after 5 years. Ask them to open their eyes and ask some of them to tell everyone what they think this man will look like.



Flipchart 4: A man infected with HIV for 5 years

5. Show them Flipchart 4. Emphasize that many people do not show any symptoms of AIDS for many years.

6. Ask them:

What do you think will happen to anyone who has sex with this man without using a condom?

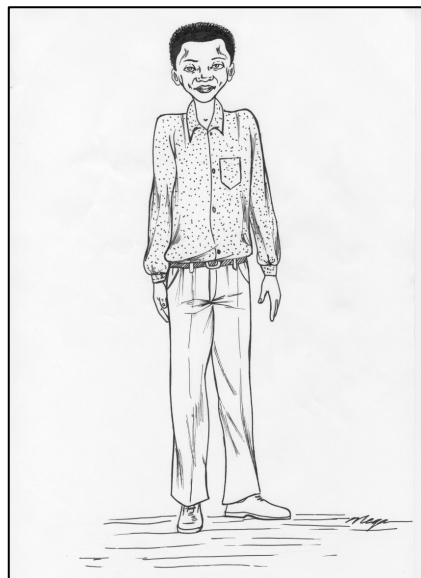
- They will be infected with HIV.

7. Ask the pupils:

What is the difference between having HIV and AIDS?

- Having HIV is when a person has been infected with the virus that causes AIDS. However, someone who is infected with HIV may not show any symptoms of being ill.
- A person who is infected with HIV may look completely fine. They may be in good health. However, secretly and very slowly HIV starts to destroy the body's ability to protect itself from other diseases.
- You cannot determine whether a person has been infected by HIV by looking at them. This person's condition can only be determined if their blood is tested by health experts using a special test that is only for HIV.
- This person can infect another person with HIV if they have sex without using a condom.

8. Show the pupils Flipchart 5 and then continue answering the question asked in number 7 above:



Flipchart 5: A man ill with AIDS for 10 years

- After many years, a person whose immune system has been damaged by HIV starts to show symptoms of AIDS. This person now has AIDS.
- The amount of time it takes from when a person is infected with HIV to when they start to show signs of AIDS differs from person to person, but it may take 10 or more years.

9. Ask the pupils the following questions:

a) *What are the symptoms of AIDS?*

- There are many possible symptoms of AIDS. One person with AIDS may have some of the symptoms, while another person with AIDS may have different ones. The following are some of these symptoms:
 - Fevers for a long time.
 - Diarrhoea for a long time.
 - Dry cough for a long time.
 - “Soldier’s belt” (herpes zoster) infection.
 - White sores and ulcers in the mouth.
 - Loss of a lot of body weight in a short period of time.
 - Becoming thin and weak.

Key point

It is difficult to know whether a person with any of these symptoms has AIDS because these symptoms can be caused by other illnesses. In order to be certain, a person has to have a special blood test for HIV.

b) *Does AIDS have a cure?*

- No. There is no cure for AIDS at present. This is why people who are infected with HIV and develop AIDS ultimately die.
- Having HIV infection does not mean a person has to become useless or is going to die the next day. Remember it sometimes takes 10 years or more before someone infected with HIV develops AIDS. A person infected with HIV who takes proper care of their health, eats a balanced diet, gets all infections treated early and properly, and has a caring and supportive environment, can live for many years.

Task 4: How many people have HIV? (10 minutes)

1. Pupils should answer the following question. Tell them they should think about the number of people without naming anyone they think has AIDS.

How many people are there with HIV infection in your community?

2. Get their responses and write them on the blackboard.

3. Tell pupils you are going to count them and you want each one to remember their number. Then, start counting aloud pupils from number 1 to 10. When you reach 10, start the count over with the next pupils from 1 until you reach 10. Repeat this count until all pupils have a number.
4. Ask all pupils who have been given the number 3 to stand up.
5. Ask all pupils to say together how many people are standing.
6. Tell the pupils that researchers estimate that in Tanzania, for every group of adults with as many people as there are in this classroom, about the same number as those standing up will have HIV.
7. Tell them that a large number of people who have HIV do not know about it, and we also do not know that they are already infected.
8. Tell them that this does not mean that the pupils who are now standing up have been infected. This was just an example of how bad the situation is at present.
9. Tell those who are standing up to sit down, and ask the pupils with the number 5 to stand up.
10. Ask all the pupils to say together how many people are standing up.
11. Tell them that the number of people who are standing up is the same but the people are different from those who were standing up the first time.
12. Tell the pupils to sit down.
13. Remind them that anyone amongst us can be infected with HIV.
14. Ask them:
 - a) *Who wants to become infected with HIV?*
 - Normally, all of them will say that they do not want to be infected.
 - b) *Do you think that you can personally do something to protect yourself from being infected with HIV?*
 - Yes. There are many ways you can protect yourself from being infected with HIV.
15. Tell the pupils that in the next session they will learn how they can increase their ability to protect themselves from becoming infected with HIV, so they should make sure not to miss that session.

Conclusion

1. Give the pupils an opportunity to ask questions about today's lesson.
2. Ask the pupils what they have learned in today's lesson.
3. Then, emphasise the following points:
 - *A person can have HIV for many years without showing any symptoms. You cannot know whether a person is infected with HIV or not simply by looking at them.*
 - *The main way of becoming infected with HIV is through sex with someone who is HIV infected.*
 - *Avoiding HIV infection is something each of us can manage on our own.*
 - *Everyone has the ability to protect themselves from AIDS.*
 - *Having HIV is like having any other disease. The difference between having HIV and having most other diseases is only that there is currently no vaccine or cure for HIV and the disease it causes, AIDS.*
 - *People living with HIV and AIDS need our compassion and care. It is wrong, and against the law, to discriminate against anyone because of their health condition. Remember you cannot get infected with HIV through daily contact with someone who has HIV, only by having sex with them.*

Quiz

1. What is the difference between being infected with HIV and having AIDS?
2. What is the main way of becoming infected with HIV?
3. What other ways are there to spread HIV?
4. What are the symptoms of AIDS?

The teacher can ask additional questions to facilitate understanding.

Session 4

The Facts about AIDS

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, all the pupils should be able:

1. To state the main way in which HIV can be transmitted.
2. To state other ways in which HIV can be transmitted.
3. To explain the different ways of protecting oneself from being infected with HIV.

Teaching methods/materials

- Flipcharts 6 and 7
- Zawadi and Leti's story

Teaching time

40 minutes

Background information for the teacher

In this session teachers will help pupils to understand the truth about AIDS. Some pupils may have misconceptions about the ways in which HIV is transmitted. The only ways in which HIV can be transmitted is through sex without condoms, receiving a transfusion of HIV-infected blood, sharing razors or medical needles with someone with HIV, or a mother infecting her child in the womb, while giving birth, or when breastfeeding. Teachers should stress these points very strongly and that is why we will keep coming back to them from now until the end of Standard 7.

Teachers should clearly emphasize that HIV is primarily transmitted through sex without condoms. The teacher should then explain how people can protect themselves from being infected with HIV. These are:

1. By not having sex.
2. By using a condom correctly every time you have sex.

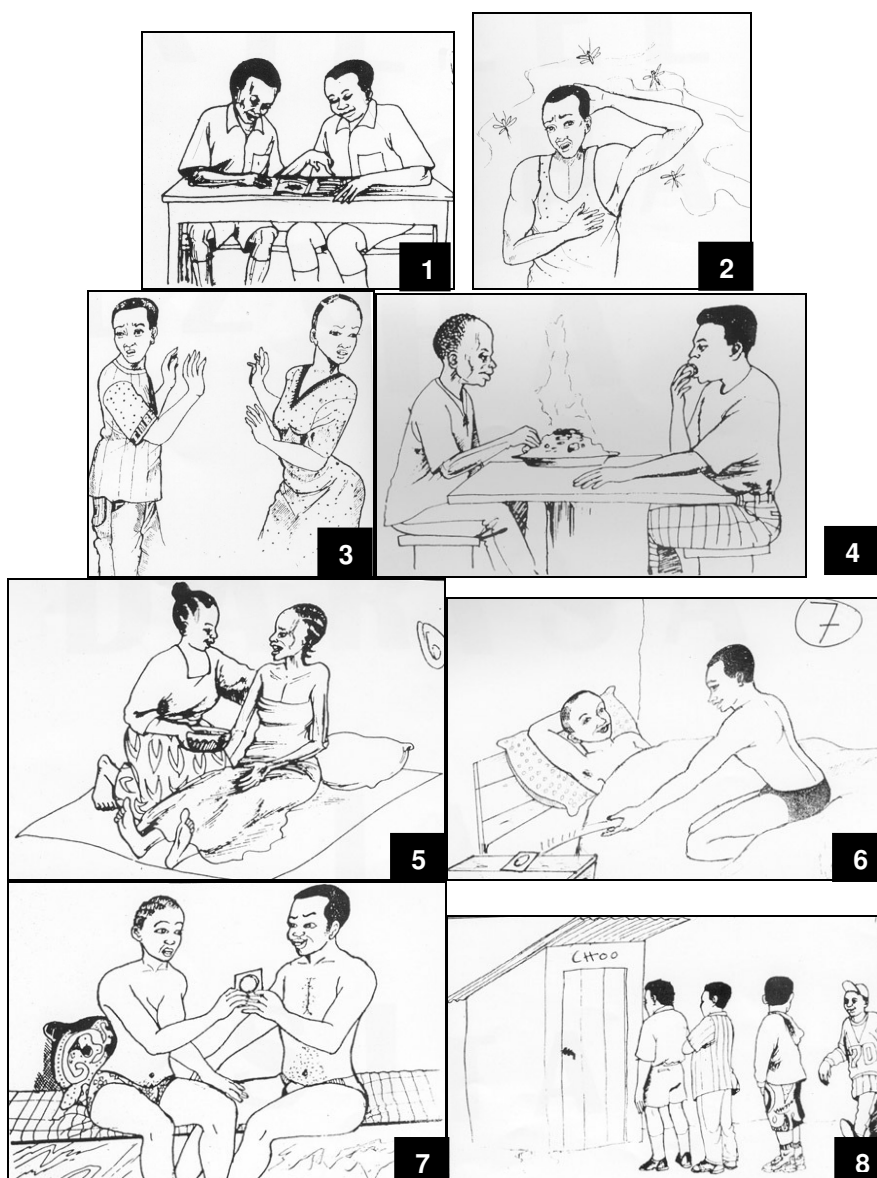
Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: What is dangerous? (15 minutes)

1. Show the pupils Flipcharts 6 and 7.



Flipchart 6 and 7: Activities that can and cannot spread HIV

2. Ask the pupils to explain what is happening in each picture.

3. The activities mentioned below follow the same order as the pictures on the flipchart. Point to each picture in turn, starting with picture number 1, and ask:

Is this activity dangerous for HIV transmission?

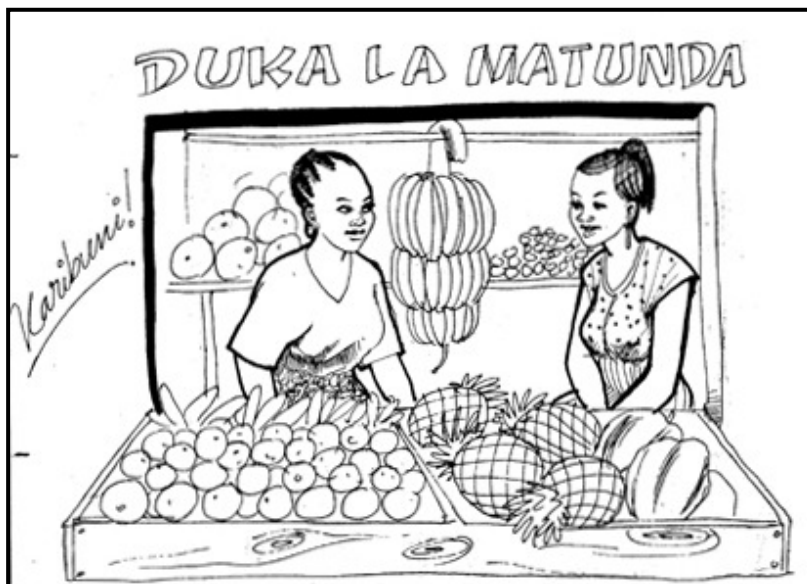
No.	Picture	Correct Answer
1)	Going to school or studying with someone who is infected with HIV.	➤ <i>Not dangerous</i>
2)	Being bitten by a mosquito or other insects.	➤ <i>Not dangerous (for HIV transmission)</i>
3)	Not having sex at all.	➤ <i>Not dangerous</i>
4)	Eating with someone who is ill with AIDS.	➤ <i>Not dangerous</i>
5)	Touching and comforting someone who is ill with AIDS.	➤ <i>Not dangerous</i>
6)	Having sex without using a condom.	➤ <i>Dangerous</i>
7)	Having sex using a condom properly.	➤ <i>Not dangerous</i>
8)	Sharing a toilet with someone who is infected with HIV.	➤ <i>Not dangerous</i>

Key Points

- HIV lives within body fluids.
- There are 4 types of body fluids through which HIV can be transmitted. These are:
 - i. Blood
 - ii. Female sexual fluids: the fluids that are in a woman’s “private parts” when she has sex.
 - iii. Semen: the fluid that comes out of a man’s “private parts” when he has sex.
 - iv. Mother’s milk: the milk that comes from a mother’s breast.
- These fluids need to come together to transmit HIV from one person to another. Therefore:
 - i. If you have sex with someone without using a condom, you can get HIV.
 - ii. A woman who has HIV can infect her child while in the womb, when giving birth, or while breast-feeding.
 - iii. You can get HIV if you share sharp objects such as medical needles and razors with someone who is infected with HIV. Since you cannot know who is infected with HIV, you should never share sharp objects with anyone.

Task 3: Zawadi and Leti's story (10 minutes)

1. Ask the pupils if they would like to hear a story. Then read the following story aloud to the class:



Drawing 1: Zawadi and Leti's Story

Zawadi and Leti's Story

Zawadi and Leti work in a fruit and vegetable shop. Recently, Leti got a special blood test in a district hospital and found out that she has been infected with HIV. Zawadi's mother heard the news and is very worried that Zawadi could become infected with HIV by Leti.

However, Zawadi's family is very poor and they depend on Zawadi's income. Nevertheless, Zawadi's mother wants Zawadi to stop working in the shop because she is worried that Zawadi will become infected with HIV.

2. Ask the pupils the following questions:
 - a) *Should Zawadi stop working with Leti?*
 - There is no need for Zawadi to stop working with Leti.
 - b) *Why?*
 - There is no way of being infected with HIV by working with or having a non-sexual friendship with someone who is infected with HIV.
 - c) *What should Zawadi say to her mother about whether she is in danger of becoming infected with HIV by Leti?*
 - The main way of being infected with HIV is by having sex with someone with HIV.

- There is no way of you can become infected with HIV by having a non-sexual friendship or by working with someone with HIV.
- Having HIV is like having any other disease. The difference between having HIV and having most other diseases is only that there is currently no vaccine or cure for AIDS.
- People living with HIV and AIDS need our compassion and care. It is wrong, and against the law, to discriminate against anyone because of their health condition. Remember you cannot get infected with HIV through daily contact with someone who has HIV infection; only by having sex with them.

3. Ask the pupils:

- a) *Is it possible that at least one person is already infected with HIV in our community?*
 - Yes.
- b) *Is it possible that those people have already infected their lovers?*
 - Yes.
- c) *Put your hand up if you have heard about someone who has AIDS or who died of AIDS.*
 - Do not ask the pupils to tell you about this person. Move straight to Activity 4.

Task 4: Ismaili and Pendo's story (10 minutes)



Drawing 2: Ismaili and Pendo's story

1. Ask the pupils if they would like to hear another story. Then read the following story aloud to the class:

Ismaili and Pendo's Story

Pendo loves Ismaili very much. Pendo has never had sex, not even once. She thinks that Ismaili has also never had sex before. Therefore Pendo agrees to have sex with Ismaili without using a condom.

Ismaili has not told Pendo that he had two other lovers before her, and he never used condoms.

Ismaili loves Pendo very much, but yesterday he heard that his first lover has died of AIDS. Therefore, Ismaili is very worried that he too has been infected with HIV.

2. Ask the pupils the following questions:
 - a) *Why do you think Ismaili is worried?*
 - Because he had sex without using a condom, so he could be infected with HIV.
 - b) *Who else might be in danger of being infected?*
 - If Ismaili was infected with HIV by his first lover, then there is a high chance he might have infected his second lover and Pendo.
 - c) *What should Pendo have done to protect herself from being infected with HIV?*
 - She could have used a condom correctly every time she had sex.
 - Pendo also could end her sexual relationship with Ismaili and stop having sex completely.
 - d) *What should Pendo and Ismaili do now?*
 - There is a real possibility that Ismaili is infected with HIV , but it is also possible that he has not been infected, because the chance of being infected when you have sex with someone who is infected with HIV is not 100%. Nevertheless, remember that you can become infected with HIV the first time you have sex with someone who is infected with HIV.
 - They should go to a hospital, clinic or dispensary and ask for a special test for HIV infection to be certain about whether they are infected with HIV or not.

Conclusion

1. Give the pupils an opportunity to ask questions about today's lesson.
2. Ask the pupils what they have learned in today's lesson.
3. Then, emphasize the following points:
 - *The HIV virus cannot be transmitted by having a non-sexual friendship or by working or studying with someone who is infected with HIV. You also cannot become infected with HIV by taking care of someone who is ill with AIDS.*
 - *The main way of being infected with HIV is through sex.*
 - *Having only one lover is not enough to protect you from HIV, because your lover may have already been infected by other people before having sex with you.*
 - *The safest approach is to completely stop having sex until you marry, and then be faithful to your husband or wife by not having sex with anyone else.*
 - *Having HIV does not mean a person has to become useless or is going to die the next day. Remember it sometimes takes 10 years or more before someone infected with HIV develops AIDS. A person infected with HIV who takes proper care of their health, eats a balanced diet, gets all infections treated early and properly, and has a caring and supportive environment, can live for many years.*

Quiz

1. In what ways can someone become infected with HIV?
2. Is it possible to become infected with HIV after having sex only one time?

The teacher can ask additional questions to facilitate understanding.

Session 5

The Facts about Sexually Transmitted Diseases

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Learning objectives

By the end of this session, all the pupils should be able:

1. To explain what sexually transmitted diseases are.
2. To state the key symptoms of sexually transmitted diseases.
3. To explain the dangers of not treating sexually transmitted diseases as quickly as possible.
4. To explain how sexually transmitted diseases are spread.

Teaching methods/materials

- The transmission game
(Teachers will need an envelope and a piece of paper with “*Sexually Transmitted Disease*” written on it. They should put this piece of paper inside the envelope and seal it well.)
- Group competition
- Group discussion

Teaching time

40 minutes

Background information for the teacher

This session introduces sexually transmitted diseases other than HIV. Pupils will probably have many questions to ask, some of which may be about specific diseases. The signs and symptoms of specific sexually transmitted diseases have been included in Chapter 1 of the Teacher’s Resource Book that accompanies this guide.

The envelope game is an extremely important activity to help pupils understand how quickly diseases can spread, so it is critical that teachers prepare well before playing it with the pupils.

Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: What's dangerous? (15 minutes)

1. Ask the pupils to play the following game. This game is adapted from a game that is commonly played by children in many parts of Tanzania, so it may be familiar to the pupils.

Transmission Game

The teacher holds up a small, well-sealed envelope. Inside the envelope is a small piece of paper with “sexually transmitted disease” written on it. The teacher explains that some pupils will be given the envelope during the game. They should remember this and they should also remember who gave the envelope to them.

The teacher encourages the pupils to stand in a circle. One pupil should move around the circle holding the envelope and leading a song, while other pupils as a group sing a response.

Pupil with envelope (A): I like him/her, I like him/her

Rest of the pupils (B): Who? You like him/her

A: One boy (or girl)

B: Who? You like him/her.

A: He/she is called...

B: Who? I like him/her.

A: Should I name him/her?

B: Name him/her.

Now the pupil with the envelope should name the person he or she likes, and give the envelope to that person who is named. The new person with the envelope now starts calling out, “I like him/her, I like him/her...”, and the game continues until about 5 pupils have received the envelope.



Drawing 3: The “I like you, I like you...” transmission game

2. Ask the pupils:

What do you think is in the envelope?

3. Then ask all the pupils who held the envelope to put up their hands.
4. Ask one of them to open the envelope and read aloud what is written on the paper inside the envelope.
5. Ask the pupils:

What do you think was the aim of this game?

- The aim was to show how sexually transmitted diseases are spread. The envelope was an example of a sexually transmitted disease, and giving each other the envelope represented the act of sex. The first person with the envelope was the one who was ‘infected’ first.
- That first person infected the person with whom he/she ‘had sex’, who went on to infect his/her next lover, and so on. Starting from one person, many people were quickly infected, represented by all the people who held up their hands.

Key point

Sexually transmitted diseases are not transmitted by giving each other envelopes, but through sex. A sexually transmitted disease can easily pass within a group even if only one person had it at the beginning and each person only has two partners.

Task 3: Sexually transmitted diseases – a competition (10 minutes)

1. Divide the pupils into same sex groups of no more than 8 each. Girls and boys should be in separate groups.
2. Tell them that they will be given only one minute to discuss things amongst themselves for each question that they will be asked.
3. Make sure that each pupil in every group participates.
4. On the blackboard, write down the number of correct responses for each group.

Ask them:

a) *What are sexually transmitted diseases?*

- They are diseases that are spread through sex.

b) *Name one sexually transmitted disease that you know? (Each group should give one response)*

- Syphilis
- Gonorrhoea
- Chlamydia
- Herpes (or Herpes simplex virus type 2)
- Pubic lice
- Chancroid
- Genital warts
- AIDS

c) *How are sexually transmitted diseases spread?*

- They are spread through sex.

d) *Name one difference between AIDS and other sexually transmitted diseases? (Each group should give one response)*

- Although sex is the main way of getting infected, you can get HIV in other ways.
- AIDS does not have a vaccination.
- AIDS does not have a cure.
- People who have been infected with HIV will ultimately die of AIDS.

- e) *Name one symptom of sexually transmitted diseases? (Each group should give one response)*
- Pus discharge from a person's 'private parts'.
 - Abnormal fluid discharge from a person's 'private parts'.
 - Sores or ulcers on a person's 'private parts'.
 - Pain below the belly button (for girls and women).
 - Itching in a person's 'private parts'.
 - Severe pain while urinating.
- f) *Is it possible for a person to have a sexually transmitted disease and not to have any symptoms?*
- Yes. Sometimes it takes a long time for any symptoms to show themselves, and sometimes there are no physical symptoms. This is especially true for girls and women because their reproductive organs are inside their body.
- g) *If a person is worried that they might be infected with a sexually transmitted disease, what should they do?*
- Stop having sex.
 - Go to a hospital, clinic or dispensary as soon as possible to be checked, even if they do not have any symptoms.
- h) *Why are sexually transmitted diseases dangerous?*
- They can cause girls and women to become infertile.
 - They can cause children to be born with physical disabilities, such as blindness.
 - They can cause a man's passage to have a blockage so they cannot pass any urine.
- i) *What can we do to protect ourselves from sexually transmitted diseases?*
- Completely stop having sex.
 - Use a condom correctly each time you have sex.
 - These are exactly the same as the most important ways to avoid becoming infected with HIV.
5. Thank all the pupils for participating in this competition.
6. Praise the team that wins.
7. Encourage the others to listen more carefully next time.

Task 4: How many have sexually transmitted diseases?

(10 minutes)

1. Ask the pupils the following question:

Do you think many people in your community have sexually transmitted diseases?

2. Write their answers on the blackboard.
3. Tell pupils you are going to give each one a number, and you want them to remember it. Start counting each pupil aloud from numbers 1 to 3. When you reach 3, start the count over from 1 until you reach 3 again. Repeat this count until all pupils have a number.
4. Ask the pupils with the number 2 to stand up.
5. Ask the class to say how many pupils are standing up.
6. Tell them that researchers have found that in Tanzania, for every group of adults similar in number to the number of pupils in the class, the number standing up will probably have a sexually transmitted disease. That is, 1 in every 3 adults is infected with sexually transmitted diseases.
7. Explain to them that most of the people who are infected do not know it, and we also do not know that they have already been infected.
8. Remind them that the pupils who were asked to stand up are not really infected. This was just an example to show the total number of adults who are probably infected with sexually transmitted diseases.
9. Ask the pupils to be seated.
10. Ask the pupils:

Are there more people with sexually transmitted diseases or more people with HIV?
11. Remind them that in Tanzania 1 adult out of every 10 has already been infected with HIV, while about 1 adult in every 3 is infected with a sexually transmitted disease.
12. There are many kinds of sexually transmitted diseases. This is one reason why so many people are infected with a sexually transmitted disease.
13. Tell them that anyone amongst us may be infected with a sexually transmitted disease if we have already had sex.
14. Ask them the following question:

Who wants to be infected with a sexually transmitted disease?

- Normally, all of them will say that they do not want to be infected.
15. Praise them and tell them that they are young people who care about their health and their lives.
 16. Ask them to close their eyes and to remember the steps they plan to take to avoid HIV infection and sexually transmitted diseases.
 17. Ask a few to share their thoughts.
 - Remind them that the main ways to avoid HIV infection and sexually transmitted diseases are to completely stop having sex or to use condoms every time they have sex.
 18. Tell them that it is possible for them to protect themselves from being infected with HIV and sexually transmitted diseases.
 19. Remind them that the ways they plan to avoid HIV infection are the same ones to help them avoid sexually transmitted diseases.
 20. These steps should be promises each pupil should make to protect their health. Encourage them to keep these promises every day.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they have learned in today's lesson.
3. Emphasize the following important things:
 - *A person can be infected with sexually transmitted diseases by having sex even once.*
 - *Many sexually transmitted diseases have symptoms, but often there are no symptoms, especially for girls and women.*
 - *If you think you may have any symptoms for a sexually transmitted disease, or you are worried that you may have been infected, go to a hospital, clinic or dispensary for advice and treatment.*

Quiz

1. What are the names of sexually transmitted diseases that you know?
2. What are the main symptoms of sexually transmitted diseases?
3. What are the long-term effects of sexually transmitted diseases, if someone is not treated quickly?

The teacher can ask additional questions to facilitate understanding.

Session 6

Girls and Boys Have Equal Abilities

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Learning objectives

By the end of this session, all pupils should be able:

- To explain how girls and boys have equal abilities.

Teaching methods/materials

- Group competition
- Role-play

Teaching time

40 minutes

Background information for the teacher

This session challenges the pupils to think hard about the roles of men and women in society. It may be difficult for many of them to imagine that men and women have equal abilities to do different things in their community. Many of them will laugh and say, “This is not possible”, or, “Women can’t do that”. The teacher’s role will be to create a supportive environment and to help all pupils to consider the ways in which men and women have equal abilities in society.

One way of convincing the pupils is to provide examples of women and men who have done things that are not considered normal for their gender. For example, many doctors are women, many parliamentarians in Tanzania are women, and many men work in the kitchen and cook good food. It would be best if teachers use local examples of well-known women who do not follow traditional roles, such as women who are successful in business or local politics.

Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: What people say (15 minutes)

1. Divide the pupils into same sex groups of no more than 8 each. Girls and boys should be in separate groups.
2. List the following actions on the blackboard:

1. Becoming a doctor	7. Making decisions
2. Cooking	8. Farming
3. Raising children	9. Becoming a scientist
4. Flying a plane	10. Becoming a parliamentarian
5. Giving birth	11. Washing dishes
6. Becoming a teacher	12. Becoming the president

3. Tell the pupils to discuss the following questions in their groups:
 - a) *Which of the items on the list are things that boys are able to do?*
 - b) *Which of the items on the list are the things that girls are able to do?*
4. Get their responses. Then explain the following to them:
 - Both boys and girls have the ability to do all of these things, except for one, which is to give birth. Only a woman has the ability to give birth.
 - Boys and girls have the same mental ability. Only their bodies and bodily strength are different.
5. Ask the groups to refer back to the list and then tell them to discuss the following question:

Look at each activity and think about who normally does these activities – men or women?
6. Give the groups a chance to respond. Then ask the question:

Why?

7. Ask for their responses. Then, explain the following to them:
 - Many traditional beliefs and customs discriminate against women and deny them the opportunity to be educated and to complete school. This contributes to most women not being as successful as men in professional activities.
 - But this is changing and each year the number of girls and women who are professionally successful is increasing.
 - Give more detail by giving examples of famous professional women. For example, members of parliament in Tanzania who are women, or women who are doctors, or primary and secondary school head teachers who are women. Ask the pupils to help you come up with names of women who have done things that have previously only been done by men.

Task 3: The same abilities – role-plays (20 minutes)

1. Keep the pupils in the same groups as before. Ask each group to choose two pupils to act in a role-play. Ask the groups to prepare the two pupils to show the following role-plays:

Groups with only boys:

Role-play

A boy who thinks that girls' mental abilities are different from those of boys is talking to another boy. During their conversation, the boy states specific examples of these misconceptions. The other boy then corrects him by explaining and giving examples of how girls and boys have equal mental ability.

Groups with only girls:

Role-play

A girl who thinks that girls' and boys' mental abilities are different is talking to another girl. During their conversation, the girl states specific examples of these misconceptions. The other girl corrects her by explaining and giving examples of how girls and boys both have equal mental ability.

2. Before they start, ask each group to practise the words and the real life examples they are going to use to create strong arguments. Tell them that each role-play will be awarded points, and the role-play with the most points will be declared the winner.
3. Give all of them 5 minutes to prepare, and then ask each group to come to the front of the class to present their role-play.

4. At the end of each role-play, ask for the audience's general opinion of how many points the role-play should be awarded and then make a decision and give them 1 to 10 points for the performance, with 10 points for an excellent performance.
5. When all the performances are completed, thank everyone for participating.
6. Praise the group that wins.
7. Encourage the rest of the pupils to try harder the next time.

Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
 - *Mental ability does not depend on the sex of a person.*
 - *Girls and boys have the same mental ability.*
 - *The differences between women and men are in their bodies and bodily strength and not anything else.*
 - *It is good for girls to be assertive and firm, so that their bodies and their thoughts are respected and valued.*

Quiz

1. Explain what you understand about the mental abilities of boys and girls.

The teacher can ask additional questions to facilitate understanding.

Session 7

Misconceptions About Sex

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, all the pupils should be able:

1. To explain the importance of avoiding groups that will encourage them to have sex.
2. To explain the importance of believing in themselves.
3. To explain the importance of avoiding peer pressure to do things that may be harmful to themselves and others.

Teaching methods/materials

- Juma, John and Saidi's drama
(The teacher will have to prepare some pupils well before the class to present this drama)
- Group discussion
- Personalisation exercise

Teaching time

40 minutes

Background information for the teacher

Many young people start to have sex, or have sex without using condoms because of peer pressure, or because they have been given false information about reproductive health issues. This session begins to address these issues through discussion of a drama.

Before the class begins, teachers will have to prepare 3 pupils to act the parts of Juma, John and Saidi in the drama. Ideally, the teacher should do this well in advance of the class, so the pupils have time to ask questions and practise their parts. If the pupils are not prepared ahead of time, it will be very difficult to teach this class properly.

During this session, Saidi talks about condoms not being effective. This is not true: condoms are very effective if used properly. This particular misconception will be addressed in detail in later sessions. However, if the pupils raise any doubts about the effectiveness of condoms, teachers are advised to refer to Chapter 3, 4 and 5 in the Teacher's Resource Book that accompanies this guide, where this issue is addressed in greater detail.

Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: Juma, John and Saidi's drama (15 minutes)

1. Call the pupils whom you have prepared to come forward and act the drama.

Juma, John and Saidi's Drama

Juma meets Saidi when he is returning from school. Saidi is reading a letter from his lover. When Juma comes closer to Saidi, Saidi hides the letter. He greets Juma and congratulates him on his excellent results in the examination. Then, Saidi teases Juma about Rehema, who also did well in the exams. He hints that now that Juma and Rehema both have excellent results, they must congratulate each other (meaning they should have sex.)

Juma tries to tell Saidi that Rehema is just a normal friend and that they are not having sex. Saidi does not believe him and finally tells Juma that if he is not having sex with Rehema, then he is stupid. Saidi says it is not easy for a boy and a girl to be friends without having sex with each other. Juma gets angry and tells Saidi that he is the one who is stupid because he thinks about sex all the time. Juma leaves.

Just as Saidi starts to read the letter again, John shows up. John asks Saidi if that letter is from his brother. Saidi laughs and says no – he has many lovers, but this letter is from the lover he likes the most. Saidi starts to tease John about why he has never had sex. Saidi warns John that if he does not have sex, he will become impotent and may even die. John is surprised. He does not know what impotence is, and Saidi tells him that it means he will never be able to have sex or have children, unless he has sex soon.

Saidi knows that John likes Sikujua, so he encourages John to have sex with her. John has heard that if you have sex even once, you may make a girl pregnant, but he is not certain. Saidi tells him that this is not true. He tells John that he will teach John a special way of having sex so Sikujua does not get pregnant. John hesitates and asks Saidi whether he should use a condom. Saidi tells him that condoms are dangerous, but he will not make Sikujua pregnant if he has sex with her when they are standing up. Ultimately, John agrees that he will ask Sikijua to have sex with him.



Drawing 4: Saidi talking to Juma (in Saidi, Juma and John's story)

2. Ask the pupils the following questions:

a) *Who did you see in this drama?*

- Juma, John and Saidi.

[If the pupils use the actors' real names, remind them these pupils were acting parts, and the discussion should use the names of the characters, not real pupils.]

b) *What were they doing?*

- Saidi was trying to persuade Juma and John to start having sex.

c) *Do these kinds of things happen in our communities?*

- Yes, these kinds of things happen in our communities.

d) *Why do you think Juma got angry?*

- Because Saidi called him stupid for not having had sex yet.

e) *Is it true that Juma is stupid because he refuses to have sex?*

- No, it is not true.

f) *Is it true that John will become impotent, not have children, or die because he does not have sex?*

- No, it is not true. Not having sex does not affect your health. Instead, by having sex Saidi is putting himself at risk of getting sexually transmitted diseases or HIV. He is also putting his lovers at risk of getting pregnant, and of becoming infected with sexually transmitted diseases or HIV.

- g) *How many times can a girl have sex before possibly becoming pregnant?*
- One time is enough to make a girl pregnant sometimes.
- h) *Is it true that condoms are dangerous?*
- No, it is not true. When used properly, condoms offer very good protection against HIV, sexually transmitted diseases, and unplanned pregnancies.

Key Points

- When a girl or a boy become friends, it doesn't mean they must have sex.
- Saidi was wrong – if you have sex even once, you can become pregnant or make a girl pregnant.

Task 3: Talking about boys (10 minutes)

1. Ask the pupils to close their eyes and think about Juma, John and Saidi.
2. Then ask them to face each other using the rows of desks they have in the classroom, forming into three groups in total.
3. Ask the groups of pupils to answer the following questions:
 - Group 1: *What do you think of Juma?*
 - Group 2: *What do you think of John?*
 - Group 3: *What do you think of Saidi?*
4. Let each group discuss its question, and report the group's opinion back to the class. Then emphasize the following key points:
 - Juma is correct and refused to be tempted to do something he believed to be wrong. He deserves to be copied.
 - John is weak and needs to be helped.
 - Saidi has gone astray and also needs to be helped. This is because, Saidi believes what he told John, so he is in danger; Saidi is also spreading these misconceptions, and therefore is endangering the lives of others who do not know the truth.

Saidi and John need to get advice from someone with the correct information.

Task 4: Avoiding problems (10 minutes)

1. Ask the pupils to close their eyes.
2. Ask them to think about the following situation:

Try to recall a time when you did something that you knew was not right, but you did it because of friends persuaded you to.
3. Wait a few moments for them to remember. To help the pupils, give a real example that involved you when you were a pupil. This does not have to relate to sex, but can reflect other experiences, like avoiding a chore or disregarding elders.
4. While their eyes are still closed, ask a few pupils to volunteer to share their memories.
5. Tell them to open their eyes.
6. Ask the following questions to the whole class. After each question, pause for a few moments, before asking the pupils to share their responses.
 - a) *What kinds of words were used to persuade you to do something wrong?*
 - b) *Before doing this thing, did you know it was wrong to do it?*
 - c) *How did you feel when you were being tempted?*
 - d) *Why did you agree?*
 - e) *After doing the thing, how did you feel?*
 - f) *If you had refused to do it, what do you think might have happened?*
 - g) *If you are tempted today to do something similar, will you be able to refuse?*
7. Ask the pupils to close their eyes again.
8. Ask them to again remember the time when they were persuaded to do something bad. This time, instead of agreeing, they should try to imagine themselves refusing to do the bad thing.
9. Ask them to open their eyes and ask them the following questions. After each question, pause for a few moments, before asking the pupils to share their responses.
 - a) *How did it feel when you imagined yourself refusing to do the bad thing?*
 - b) *What have we learned through Juma, John and Saidi's drama?*

10. Then, emphasize Juma's good example:
 - Like Juma, everyone can get themselves out of bad friendships and peer pressure. John did not believe in himself enough, so it was easy for him to be persuaded to do things he was told by other people, even when these things were bad. This was different from Juma, who believed in himself and was able to follow his own feelings.
 - There are always temptations, but all of us have the ability to refuse to be tempted.
11. Tell the pupils that taking the step of avoiding temptation should improve their ability to keep the promises they have already made to themselves in previous sessions to protect their health.
12. Tell the pupils that you will not become tired of reminding them that they have the ability to protect themselves.

Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
 - *It is not necessary for a boy and girl who are friends to have sex.*
 - *Everyone has the ability to refuse to be persuaded to something they think is bad.*
 - *There is always a danger of getting sexually transmitted diseases, HIV, or a pregnancy if you have sex, even once.*
 - *Condoms can prevent all these if they are used correctly, every time you have sex.*
 - *However, the best way to avoid sexually transmitted diseases, HIV, or pregnancy is to not to have sex at all.*

Quiz

1. What are the different ways that you can avoid sexually transmitted diseases, pregnancies, and AIDS?
2. Would you have any health problems if you do not have sex?

The teacher can ask additional questions to facilitate understanding.

Session 8

Refusing Temptations

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, all the pupils should be able:

1. To state reasons for rejecting sexual temptations.
2. To explain how to refuse sex.

Teaching methods/materials

- Amina, Rehema and Saidi's drama
(The teacher will have to prepare some pupils well before the class to present this drama)
- Group discussion

Teaching time

40 minutes

Background information for the teacher

In the previous session, pupils were taught why it is important not to be persuaded to do things they think are bad. In this session, pupils will learn how to reject pressure to have sex, and also how to refuse when asked to have sex. Research suggests that pupils who have had an opportunity to discuss and practise life skills in refusing sex are better able to refuse sex in real life, so it is extremely important to run this session well in class.

Before the class begins, teachers will have to prepare 3 pupils to act the parts of Amina, Rehema and Saidi in the drama. Ideally, the teacher should do this well in advance of the class, so the pupils have time to ask questions and practise their parts. If the pupils are not prepared ahead of time, it will be very difficult to teach this class properly.

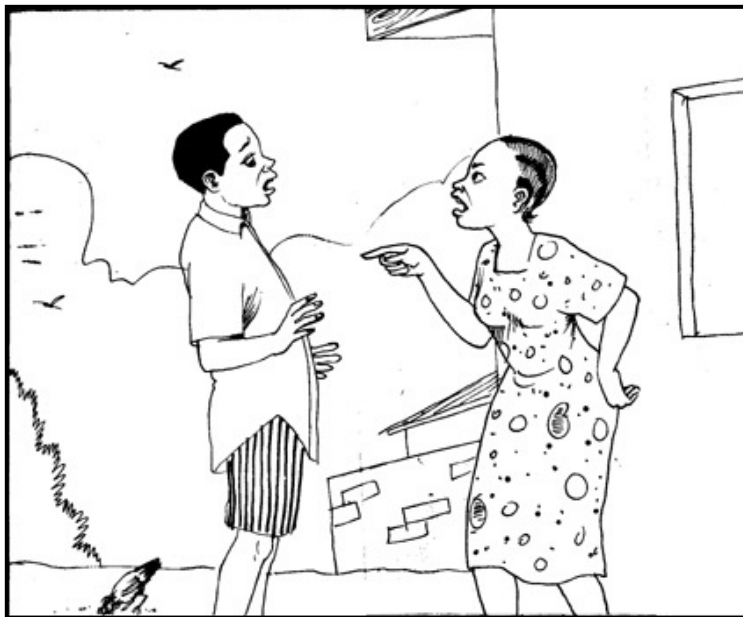
Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: Amina, Rehema and Saidi's drama (15 minutes)

1. Call the pupils who you have prepared to come forward and perform the drama.



Drawing 5: Amina talking to Saidi (in Amina, Rehema and Saidi's drama)

Amina, Rehema and Saidi's Drama:

Rehema tells Amina that she has heard that Amina is having sex with Saidi. Rehema has heard bad things about Saidi's behaviour, so she advises Amina to be careful. Amina replies that she has not done anything bad with Saidi. Rehema again cautions Amina to be careful, then she leaves.

Then Saidi appears looking very happy and energetic. He is happy to see Amina because his brother has travelled, and he thinks that he and Amina can be alone together at home. He tries to persuade Amina to go with him. However, Amina is anxious and demands to know what Saidi wants. Saidi does not say anything. Amina knows that Saidi wants her to go to his place to have sex, so she refuses right away, both in words and actions.

2. Ask the pupils:
 - a) *Who did we see in the drama?*
 - Amina, Rehema and Saidi.
 - b) *What were they talking about?*
 - Rehema was warning Amina about Saidi's behaviour.
 - Saidi was trying to entice Amina to go to his home.
 - c) *What do you think Saidi wanted?*
 - To have sex with Amina.
 - d) *What did Amina do?*
 - Amina refused to go to Saidi's place.
 - e) *Why did Amina refuse?*
 - She understood that Saidi wanted to have sex with her.

Task 3: Reasons for not having sex (10 minutes)

1. Ask the pupils to answer the following questions:
 - a) *What kind of behaviour does Amina display?*
 - b) *How many of you would like to be like Amina?*
2. Praise everybody.
3. Ask pupils to face each other in pairs to discuss the following:

Give your reasons for refusing to have sex
4. Make sure that everyone is participating.
5. Ask for their responses and write them on the blackboard. The following are some of the reasons that the pupils may share.
 - I am not ready.
 - I want to wait until I am married.
 - I am afraid of becoming pregnant.
 - I am afraid of being infected with sexually transmitted diseases.
 - I am afraid of being infected with HIV.
 - My family expects me to say no.
 - I value my religious beliefs and these say that I should not have sex till I am married.

Key Points

- It is not necessary to give a reason to refuse sex. If you think it is bad or you do not want it, refusing is enough.
- A friend who tries to force or tempt you into having sex is not a good friend. It is better to lose a friendship than to suffer the negative consequences of having sex.

Task 4: Saying No (10 minutes)

1. Divide the pupils into same sex groups of no more than 8 pupils each. Girls and boys must be in separate groups.
2. Ask the groups to discuss and answer the following questions:
 - a) *What did Amina do that showed that she did not want sex?*
 - She refused to go with Saidi to his brother's house, both in words and actions.
 - b) *Are words enough when you refuse to have sex when someone asks you to?*
 - No, words are not enough. You must show that you are refusing by your actions as well.
3. Record their responses on the blackboard.
4. Now ask one more question of the whole class. Make sure that every pupil contributes to the discussion:

What actions can help emphasize the point when you say no?
5. Record their responses on the blackboard.
6. Explain the following key points to remember when saying no to sex and write them on the blackboard:

Key points when refusing to have sex

- a) Have the clear intention of saying no to sex.
- b) Look directly into the eyes of the other person.
- c) Talk clearly and with certainty.
- d) Repeat your refusal as many times as you think is necessary.
- e) When you say no, both your voice and your body should be saying the same thing.
- f) **If all this fails, WALK AWAY.**

Conclusion

1. Give pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
 - *You are not obliged to have sex with someone, just because they are your friend.*
 - *A friend who tries to force you to have sex is not a good friend. It is better to lose a friendship than to suffer the negative consequences of having sex.*
 - *A girl can become pregnant after having sex just once. Therefore, it is important to refuse to be persuaded or tempted to have sex.*

Quiz

1. What are the main reasons for refusing to have sex?
2. What are the key things to do and say when refusing to have sex?

The teacher can ask additional questions to facilitate understanding.

Session 9

Saying No to Sex

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, the pupil should be able:

1. To explain the consequences of having sex.
2. To list the different ways of refusing temptations.
3. To explain how to say no to sex.

Teaching methods/materials

- John, Sikujua and Saidi's story
- Role-play
- Group competition

Teaching time

40 minutes

Background information for the teacher

This session builds on the previous session and is designed to reinforce the same key points about why and how to refuse to have sex. It first helps pupils become aware of the possible long-term consequences of having sex. It then helps them practise different ways to refuse to be tempted or persuaded to have sex.

Research suggests that pupils who have had an opportunity to discuss and practise life skills in refusing sex are better able to refuse sex in real life, so it is extremely important to run this session well in class.

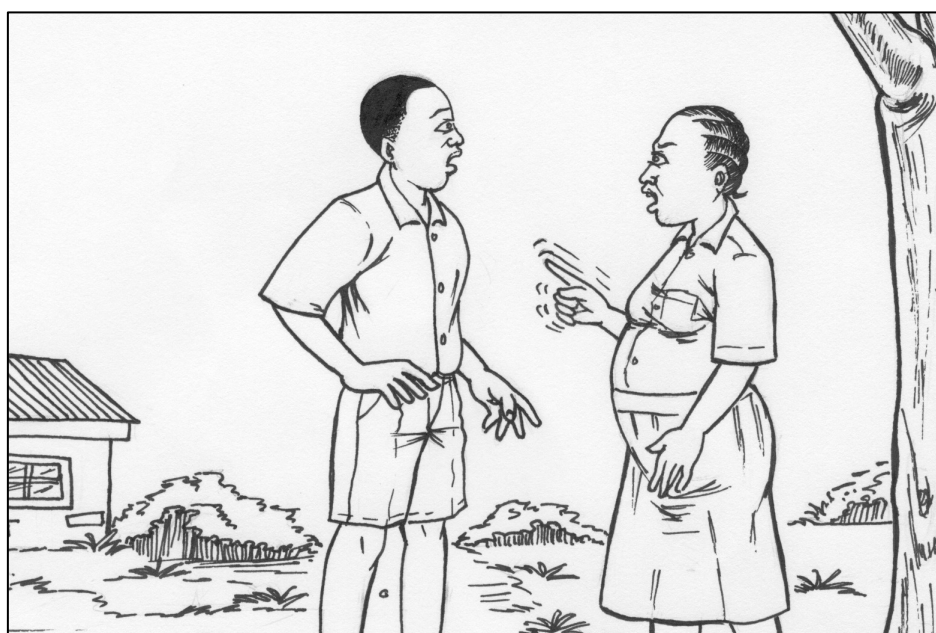
Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: John, Sikujua and Saidi's Story (15 minutes)

1. Ask the pupils if they would like to hear a story. Tell them that this story continues the story they heard in Session 7.



Drawing 6: A pregnant Sikujua is angry with John (in John, Sikujua and Saidi's story)

John, Sikujua and Saidi's Story

After John was told by Saidi that he will become impotent if he does not have sex, he decided to persuade Sikujua to have sex with him. Sikujua agreed and advised him to use a condom, but John refuses because Saidi had told him not to use condoms. Instead, they had sex while standing up in the way Saidi recommended.

After a few months passed, Sikujua told John that she was pregnant. She told him that he was the father, as he was the only person she had ever had sex with. John realised that this must be true. John was very surprised and went quickly to tell Saidi who asked him, "What happened? How could Sikujua be pregnant? Did you not do what I told you to do?" John replied with regret, "I did exactly what you told me to do, so I am surprised to see that Sikujua is pregnant! I am sad that I have ruined her life, and mine as well."

2. Ask the pupils the following questions

a) *Who is this story about?*

- Saidi, John and Sikujua.

b) *What happened to Sikujua?*

- Sikujua became pregnant after having sex with John.

c) *What negative consequences might Sikujua suffer?*

- Being expelled from school.
- Being thrown out of her home.
- Difficulties during childbirth, because her reproductive organs have not yet matured.
- Giving her parents the burden of caring for her and her child.
- Ruining her chances of achieving many of her goals for the future, such as going on to secondary school, and being able to get a good job.

d) *What negative consequences might John suffer after getting Sikujua pregnant?*

- Being forced to marry.
- Having to stop school.
- Giving his parents the burden of caring for him, Sikujua, and their child.
- Ruining his chances of achieving many of his goals for the future, such as going on to secondary school, and being able to get a good job.

3. Ask the boys to answer the following question:

What could have helped John not to get Sikujua pregnant?

Ask the girls to answer the following question:

What could have helped Sikujua prevent pregnancy?

4. Encourage the pupils to share their thoughts in the class. Make sure the following points are covered during the discussion:

- They could have not had sex.
- They could have used condoms.
- They should have rejected the temptation to do something they knew was wrong.

Task 3: Practising how to say NO to sex (20 minutes)

1. Divide the pupils into same sex groups of 4 pupils each. Boys and girls must be in different groups.
2. Tell them to remember the reasons to refuse sex that were discussed in the previous lesson.
3. Also tell them to remember the key ways to say no to sex.
4. Write down the key points on the blackboard to remind the pupils.

Key points when refusing to have sex

- a) Have the clear intention of saying no to sex.
 - b) Look directly into the eyes of the other person.
 - c) Talk clearly and with certainty.
 - d) Repeat your refusal as many times as you think is necessary.
 - e) When you say no, both your voice and your body should be saying the same thing.
 - f) **If all this fails, WALK AWAY.**
5. Ask each group to choose two pupils to practise and perform a role-play. One person will tempt the other one to have sex, but the second person will be smart and brave and will refuse to be pressured.
 6. The person who is being pressured should use all the key points for saying no.
 7. Tell the group members that after 5 minutes they will present their role-play to the rest of the class.
 8. Have the groups present their role-plays. At the end of each role-play, ask for the audience's general opinion of how many points the role-play should be awarded. Then make a decision and give the role-play 1 to 10 points for the performance, with 10 points for an excellent performance.
 9. If there is not enough time for all groups to present their role-plays, tell the remaining groups that they will present their role-plays during the next lesson.

Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
 - *There is no reason forcing you to have sex.*
 - *Every person has the ability to refuse to have sex.*
 - *It is not necessary to give a specific reason for saying no. Not wanting to have sex is reason enough.*
 - *When you say no, your voice and your actions should be saying the same thing.*

Quiz

1. What are the key points to remember when saying no?
2. What are the dangers of having sex at a young age?

The teacher can ask additional questions to facilitate understanding.

Session 10

Sexually Transmitted Diseases: Going to the Clinic

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Learning objectives

By the end of this session, all pupils should be able:

1. To explain the importance of treating sexually transmitted diseases immediately.
2. To explain why it is best to get treatment at a health centre.

Teaching Methods/Materials

- Saidi is found out – a story
- Group competition

Teaching time

40 minutes

Background information for the teacher

This session explains the importance of treating sexually transmitted diseases early. It also explains the dangers of having sex without using condoms. In the process, the session also addresses some basic misconceptions about condoms. However, pupils may raise questions about other misconceptions about condoms, so we recommend teachers to refer to Chapter 5 in the Teacher's Resource Book for more information. We also recommend teachers familiarize themselves on how to use condoms correctly, and this is addressed in Chapters 3 and 4 in the Teacher's Resource Book that accompanies this guide.

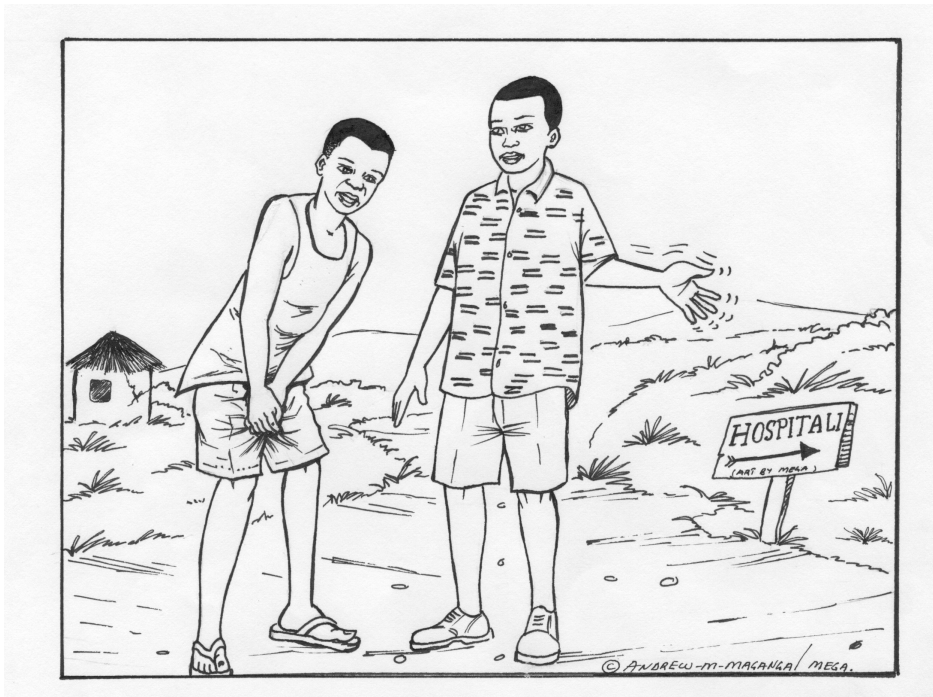
Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

Ask the pupils what things they remember learning in the previous session.

Task 2: Saidi is found out - a competition (20 minutes)

1. Divide the pupils into same sex groups of no more than 8 pupils each. Girls and boys must be in separate groups.
2. Tell the pupils you will read a story aloud and then ask questions about the story. Tell them each group will only be given one minute to discuss the answer to each question.
3. Make sure that each pupil in every group contributes to the discussion.
4. Record the number of correct responses for each group on the blackboard.



Drawing 7: Juma directing Saidi to the hospital for treatment of a sexually transmitted disease

5. Read the following story aloud:

Saidi is found out

Juma is working at home. He hears someone knocking on the door and is quite surprised to see Saidi. Saidi is in pain and it is evident that he cannot walk easily. Juma welcomes Saidi inside. Saidi is not able to sit comfortably. Saidi starts to complain that for the past few days, he has strange liquid coming out his penis and he experiences severe pain when urinating. Yesterday he saw a sore on his penis, which was very painful. He doesn't know what is happening and asks Juma to help him. Juma thinks that Saidi has at least one sexually transmitted disease, perhaps more. Saidi is surprised. He says, "How could I have a sexually transmitted disease?"

Juma reminds Saidi that he often boasts in class about having many lovers. But Saidi says that he was very careful and made love to each of them only once. Juma asks him if he used condoms. Saidi tells Juma that he never used them because he heard they are not safe. Juma tells him if he had used condoms, he probably would not have been infected. Saidi continues not to believe Juma. But then the pain comes back and he asks Juma what he should do. Juma tells him that they must go to a clinic.

Saidi says that he has relatives who live near the clinic. He doesn't want to go there because he is certain that his relatives will find out. Juma assures Saidi that health workers are good at keeping secrets, and there isn't any place specifically set aside for people with sexually transmitted diseases, therefore no one will know why he has come to the clinic. Saidi agrees to go to the clinic.

5. Ask the pupils to answer the following questions:

a) *Who did you hear about in the story?*

- We heard about Juma and Saidi.

b) *What were they doing?*

- Saidi was telling Juma about the problems he was experiencing, and Juma gave Saidi advice.

c) *What symptoms was Saidi complaining about?*

- Pain during urination.
- A sore on his penis.
- A liquid discharge from his penis.
- All these were symptoms of sexually transmitted diseases. But remember there are other sexually transmitted diseases that do not show any symptoms at all.

- d) *Do you think it is possible to have more than one sexually transmitted disease at a time?*
- Yes.
- e) *What should Saidi have done to protect himself?*
- If Saidi had used condoms, he would have greatly reduced his chances of being infected with sexually transmitted diseases.
- f) *What will happen if Saidi goes to the clinic?*
- The doctor will ask him about his symptoms and treat him.
 - Only medical staff will know what brought him to the clinic or what he was told by the doctor.
- g) *What will happen if Saidi does not go to the clinic?*
- The germs causing the diseases will continue to live in his body.
 - He will continue to infect other people.
 - He will suffer more – for example, his penis may get completely blocked, so that he cannot urinate.
- h) *What should Saidi do after treatment to prevent re-infection?*
- He should stop having sex completely.
 - Or he should use condoms every time he has sex.
 - He should encourage all his previous lovers to also get treated, as they may also be infected.
- i) *If Saidi were a girl, what would her symptoms be?*
- Fluid discharge from her vagina.
 - Sores on or around her vagina.
 - Pain during urination.
 - Cramps and pain below the belly button.
- j) *Is it necessary for a girl to experience symptoms to know that she has been infected with a sexually transmitted disease?*
- No. Both women and men sometimes have no visible symptoms.
 - Also because a woman's reproductive organs are inside her body, there may be very few visible symptoms, or it may take a while for them to become visible.
- k) *What are the bad, long-term consequences for a girl if she does not get treatment quickly?*
- Becoming infertile.
 - If she is pregnant, she may have a miscarriage, the child may be born with physical disabilities, or after birth it may become blind.

6. Thank everyone for participating in this competition
7. Praise the group that wins the most points.
8. Encourage the others to try to listen more carefully the next time.

Task 3: Practising how to say NO to sex (15 minutes)

1. Tell the pupils to form the same role-play groups as in the previous session on how to say NO.
2. Ask them to remember the role-plays they prepared on how to say no.
3. Ask them to remember reasons that were discussed for saying no to sex.
4. Ask them to also remember the key points on how to say no to sex.
5. Write these key points on the blackboard.

Key points when refusing to have sex

- a) Have the clear intention of saying no to sex.
- b) Look directly into the eyes of the other person.
- c) Talk clearly and with certainty.
- d) Repeat your refusal as many times as you think is necessary.
- e) When you say no, both your voice and your body should be saying the same thing.
- f) **If all this fails, WALK AWAY.**

6. Give the groups that did not perform in the previous session 3 minutes to review their role-plays.
7. Have the groups present their role-plays. At the end of each role-play, ask for the audience's general opinion of how many points the role-play should be awarded. Then make a decision and give the role-play 1 to 10 points for the performance, with 10 points for an excellent performance.
8. Thank everyone for participating.
9. Praise the group that wins the most points.
10. Encourage the others to listen more carefully the next time.

Conclusion

1. Give pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
 - *You can have more than one sexually transmitted disease at a time.*
 - *Common symptoms for sexually transmitted diseases include watery discharge or sores on your 'private parts', but sometimes there may be no visible symptoms.*
 - *Girls especially may only experience other symptoms later, or no symptoms at all.*
 - *Once infected with a sexually transmitted disease, it is important to get treatment quickly to avoid the long-term dangers.*
 - *Everything that happens in a hospital, clinic or dispensary should be kept secret, so you should not be afraid to go there for treatment.*
 - *Make sure that all your lovers are also treated.*

Quiz

1. What are the consequences of sexually transmitted diseases for girls?
2. What are the consequences of sexually transmitted diseases for boys?

The teacher can ask additional questions to facilitate understanding.

Session 11

Revision

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

By the end of this session, all the pupils should be able:

- To explain all the things they have learned during reproductive health lessons this year.

Teaching Methods/Materials

- Saidi's letter
- Group competition
- Personalisation exercise

Teaching time

40 minutes

Background information for the teacher

This session is a review of all the key points that have been taught in the classes this year. It should reinforce the most important messages from this year. In order to prepare for the session, teachers should skim through all the previous sessions to remind themselves of the content of the sessions they taught previously.

Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Saidi's letter (10 minutes)

1. Tell the pupils that this will be the last lesson on reproductive health for this year.
2. The goal of this lesson is to review all the key things they have learnt during this year.
3. Ask the pupils to answer the following questions. Wait for the pupils' responses before moving on to the next question.
 - a) *Do you remember Saidi and his friends?*
 - b) *What were his friends called?*
 - c) *What kind of behaviour did Saidi display?*
 - d) *What happened to Saidi?*
 - e) *After this event, what did Saidi do?*
 - f) *What do you think happened when Saidi went to the clinic?*
4. Wait for their responses.
5. Tell them that fortunately, you have a letter from Saidi to his friend Juma.
6. Read the letter out aloud.

SAIDI YANGO
 P.O. BOX 00000
A CERTAIN VILLAGE

Dear Juma,
 Greetings!

I am writing to thank you very much for your help and support in taking me to clinic. I never thought I would get such friendly assistance there. The doctor welcomed me nicely and listened to me patiently, and then gave me medicine that cured me.

I was also quite scared that my father would hear that I had a sexually transmitted disease. But the doctor assured me that he would keep the news secret and confidential. Until now, noone has ever found out about it.

My friend, I have learnt my lesson. I have corrected the misconceptions I held about condoms and how to prevent pregnancy. I promise to work with others to teach young people like us to stop having sex, and to advise those who cannot stop having sex to use condoms every time they have sex.

Juma, you really helped me. The doctor told me that if I had not come to the hospital in time, I would have had major problems. I do not have any more things to write about, except to say thank you again.

Your friend,
 SAIDI YANGO.

7. Ask the pupils the following questions:

a) *What is this letter about?*

- Saidi is thanking Juma for taking him to the clinic for treatment of a sexually transmitted disease.

b) *What was Saidi happy about after going to the hospital?*

- The doctor welcomed Saidi respectfully.
- The doctor listened to him patiently.
- The doctor gave him medicine that cured him.
- The doctor kept the news of the disease secret.

c) *What problems would Saidi have had if he had not gone to the hospital in time?*

- His penis might have become blocked so that he could not urinate.
- He may have become sterile.

- d) *What has Saidi promised to do?*
- To educate other young people like him to stop having sex.
- e) *What will Saidi tell those young people who are not able to stop having sex?*
- To use condoms every time they have sex.

Task 2: What do we remember? – a competition (20 minutes)

1. Divide the pupils into same sex groups of no more than 8 pupils each. Girls and boys must be in separate groups.
2. Tell them they will be given only one minute to discuss each question that they will be asked.
3. Make sure every pupil in every group contributes to the discussion.
4. Record the number of correct answers for each group.
5. Ask the following questions:
 - a) *What is the difference between having HIV and AIDS? (Each group should respond)*
 - Having HIV is when a person has been infected with HIV, but does not show any symptoms of illness.
 - The person with HIV can look completely healthy and fit.
 - You cannot know whether this person has been infected simply by looking at them. Whether this person is infected with HIV can only be discovered if they have a special blood test done by health professionals.
 - This person can infect others if they have sex with them without using condoms.
 - b) *What is the main way that HIV is transmitted from one person to another?*
 - By having unprotected sex without using a condom.
 - c) *What are other ways in which HIV can be transmitted?*
 - Sharing things with sharp ends or edges, like razors or medical needles.
 - By being given a transfusion with blood that has HIV in it.
 - A mother who is infected with HIV can infect her child while the baby is in the womb, when giving birth, or while breast-feeding.

- But remember, the main way of being infected with HIV is by having sex without using a condom.

d) *Name as many of the symptoms of AIDS as you can? (Each group should respond)*

There are many symptoms of AIDS. The following are only some of these symptoms:

- Fevers for a long time.
- Diarrhoea for a long time.
- Dry cough for a long time.
- “Soldier’s belt” (herpes zoster) infection
- Losing a lot of body weight in a short period of time.
- White sores and ulcers in the mouth
- Becoming thin and weak.

e) *How many times does a person need to have sex before being infected with HIV?*

- Even once is enough.

f) *Name the sexually transmitted diseases that you know: (Each group should answer)*

- Syphilis
- Gonorrhoea
- Chlamydia
- Herpes Simplex
- Pubic lice
- Genital warts
- Chancroid
- AIDS

g) *Name the symptoms of sexually transmitted diseases: (Each group should answer)*

- Pus discharge from your private parts.
- Abnormal discharge from private parts.
- Sores or ulcers on private parts.
- Pain below the belly button (for girls and women).
- Itching of private parts.
- Extreme pain while urinating.

h) What are the dangers of not having sexually transmitted diseases treated immediately?

- They may cause boys and men to become infertile.
- They may also cause girls and women to become infertile
- They may cause children to be born with disabilities, for example, blindness.

6. Ask the groups of boys:

What physical changes do girls go through during puberty?

- Breasts develop and grow
- Hips broaden
- Pubic hair grows
- Armpit hair grows
- Skin softens
- Voice softens
- Acne infections on the face (sometimes)
- Reproductive organs develop and grow
- Menstruation starts

7. Ask the groups of girls:

What physical changes do boys go through during puberty?

- Voice thickens
- Muscles develop and grow
- Chest expands
- Facial hair starts growing
- Acne infections on the face (sometimes)
- Pubic hair grows
- Armpit hair grows
- Sexual dreams and discharge of sperm start (wet dreams)
- Sexual organs grow and develop

8. Ask all groups:

a) What can happen to girls and boys once they enter puberty?

- If they have sex, they can become or make someone pregnant.

b) How many times does a girl need to have sex before she can become pregnant?

- Even once is enough.
 - c) *What causes pregnancy to occur?*
 - The female egg and male sperm are made in girls' and boys' bodies once they enter puberty.
 - After having sex, if a female egg meets with male sperm, a pregnancy will occur.
9. Thank everyone for participating.
10. Praise the group that wins the most points.
11. Encourage the others to listen even more carefully next year.

Task 3: Make sure it isn't you (10 minutes)

1. Ask the pupils to answer the following questions:
- a) *In Tanzania, how many people out of every 10 in a group have HIV?*
 - One.
 - b) *Therefore, how many people are infected with HIV out of every hundred?*
 - About 10 people.
 - c) *How many adults have sexually transmitted diseases out of every three?*
 - One.
 - d) *Therefore, how many adults are infected with sexually transmitted diseases out of every hundred?*
 - About 33 people.
 - e) *In these circumstances, what is everyone in great danger of?*
 - Infection with sexually transmitted diseases and HIV whenever if they have sex without using condoms every time.
 - f) *How many amongst us want to avoid being infected with sexually transmitted diseases or HIV?*
 - g) *Do you remember the steps each of you decided to take to protect your own health?*
 - h) *Do you remember the steps you decided to take to avoid being persuaded or tempted to do something that you know is bad?*
2. Ask the pupils to close their eyes.
3. Give the pupils one minute to remember these steps.

4. Ask the pupils to open their eyes.
5. Remind the pupils that these steps should be promises that each one has made to themselves to protect their health.

Conclusion

1. Thank the pupils for their cooperation during the year.
2. Encourage the pupils to teach what they have learned to their friends and relatives at home.
3. Remind them that they will continue to have similar lessons when they return the next year for Standard 6.