

Good Things for Young People

Reproductive Health Education
for Primary Schools

Teacher's Guide for Standard 6

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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).

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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 6. 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
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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 6 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 6 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 drama:

➤ Session 8: Asha and Rose

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 if 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

Review of Last Year's Learning

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

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

- To explain all the things that they learned in reproductive health education the previous year.

Teaching Methods/Materials

- Group discussion
- Sikujua's letter
- Group competition

Teaching time

40 minutes

Background information for the teacher

This session reviews the key points covered in the reproductive health education sessions in Standard 5. We suggest that the Standard 6 reproductive health teachers thoroughly familiarise themselves with all the topics and key points covered in Standard 5 as part of their preparation.

Teachers should especially make sure that they review the following sections:

- Rules that were established to create a good learning environment.
- John, Saidi and Juma's stories and dramas.

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: Building a learning environment (10 minutes)

1. Welcome the pupils to this lesson on reproductive health.
2. Remind the pupils that when they were in Standard 5, they learned many things about reproductive health, including the dangers of having sex without using a condom.
3. Tell the pupils that this year, they will learn about new reproductive health topics, and they will also review some of the topics covered in Standard 5.
4. Tell them that it is important to recall all the things they learned the previous year, because the sessions this year will build on the work done the previous year.
5. Remind the pupils that it is very important for each pupil to participate fully. Tell them they should feel free to ask questions for their own as well as their fellow pupils' benefit.
6. Ask them to name all the rules they used in the classroom last year to help build a better learning environment.
7. Write these rules down on the blackboard.

Session Rules

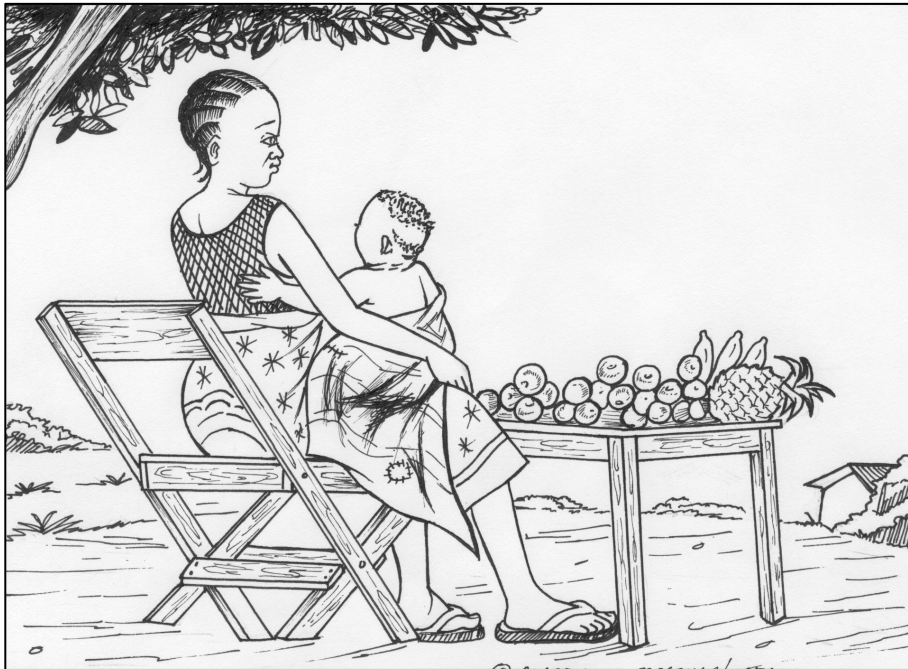
(The following rules have to be included even if pupils do not raise them)

- 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.

8. Ask them the following questions:
 - a) *Are there any other rules you would like to add?*
 - b) *Will you continue to respect these rules?*
9. Tell them that you will be reminding them of these rules from time to time, throughout the year.

Task 2: Sikujua's Letter (10 minutes)

1. Ask the pupils the following questions:
 - a) *Do you remember John?*
 - b) *What was John's lover's name?*
 - Sikujua.
 - c) *Who was John's friend?*
 - Saidi.
 - d) *What did Saidi advise John to do?*
 - To have sex with Sikujua.
 - e) *What happened to Sikujua?*
 - She became pregnant.
 - f) *What do you think happened to Sikujua after she became pregnant?*
2. Write the pupils' responses on the blackboard.
3. Tell the pupils that luckily you have a letter from Sikujua to her fellow pupils.
4. Read the letter, aloud:



Drawing 1: Sikujua with her baby selling fruits (in Sikujua's letter)

Sikujua's Letter

SIKUJUA MASHAKA

P.O. BOX 002

MWAJILI

My dear friends,

I hope that all of you are doing well in your studies. Here at home, my child and I are both doing well.

I gave birth to a baby girl named Sikudhani. My friends, giving birth is very difficult and painful! I had to have an operation because my body had not yet fully matured. The doctor told me that I would not have been able to survive the strain of delivering the baby naturally. I lost a lot of blood. I was very weak after the operation and I was forced to stay in the hospital for further treatment.

After being expelled from school, my father also kicked me out of the house. I now live with my aunt. I think of you often. I am full of regrets, my friends. I work long hours at a petty business, but still I sometimes do not earn enough money to take care of myself as well as my baby. My dear friends, study hard. Do not be misled like I was. Having a child at this young age is a huge burden.

I wish you well in your studies.

Your friend,

SIKUJUA

5. Ask the pupils the following questions:
- a) *What happened to Sikujua after she became pregnant?*
 - She was expelled from school and sent away from her home.
 - b) *Why did Sikujua need to be operated on to give birth?*
 - Because her reproductive organs were too small and not developed enough to survive giving birth naturally.
 - c) *What advice does Sikujua have for her fellow pupils?*
 - To study hard.
 - Not to be misled into having sex.
 - d) *Do things like this happen where you live?*
(Get as many answers as you can.)
 - e) *What do you think would happen if you had to tell your parents that you were pregnant or had made someone pregnant?*
(Get as many answers as you can.)

Task 3: What do we remember – a competition (20 minutes)

1. Divide the pupils into same sex groups of up to 8 pupils each. Girls and boys should be in separate groups.
2. Tell them that they will be given only one minute to discuss each of the questions that will be asked.
3. Remember to make sure that every pupil in the group participates.
4. After each group has answered a question, write the number of correct responses for each group on the black board.
5. Ask the groups the following questions:
 - a) *Which of the following activities carries a serious risk of HIV infection? (Every group should answer.)*

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 infection)</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>

- 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.

b) *How is HIV transmitted?*

- The main way of being infected with HIV is by having sex with someone who is HIV infected without using a condom.
- Sharing things with sharp points or edges, such as 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 it is in the womb, when she is giving birth, or while breast-feeding.

c) *What body fluids carry HIV?*

- Blood.
- Vaginal fluids.
- Semen.
- Breast milk.

d) *How many times does someone need to have sex before becoming infected with HIV?*

- Even once is enough.

e) *What strategies can you use to avoid sexually transmitted diseases, HIV and pregnancy?*

- Stop having sex.
- Use condoms every time you have sex.

f) *What could happen if you do not have sex?*

- Nothing bad will happen.
- You will have completely protected yourself from sexually transmitted diseases, HIV and pregnancy.

g) *Give some reasons to refuse to have sex at a young age. (Every group should answer):*

- I am not prepared to have a child yet.
- Everything has its own appropriate time.
- I am still studying.
- My reproductive organs are not yet fully developed.
- I want to avoid HIV and sexually transmitted diseases.
- It goes against my religious/cultural beliefs.
- My family expects me to wait.

h) *What are the key points to remember when saying NO to sex? (Every group should answer):*

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.**

i) What is puberty?

- It is the stage in all boys' and girls' lives when their bodies change from childhood to enter adulthood.

j) At what age do girls enter puberty?

- Normally, girls enter puberty between the ages of 8 and 13 years.

k) At what age do boys enter puberty?

- Normally, boys enter puberty between the ages of 10 and 15 years.

l) What can happen to boys and girls after they enter puberty?

- They can cause a pregnancy if they have sex.

m) After entering puberty, what do girls get every month?

- Their menstrual periods.

n) Why do girls menstruate?

- A girl who has reached puberty produces one egg every month.
- To prepare for a possible pregnancy each month, the girl's uterus lining changes to support a baby.
- If the egg meets a sperm, a pregnancy will occur.
- If the egg does not meet a sperm, the special uterus lining is released from the body mixed with blood. This is menstrual blood.

o) Explain the difference in mental ability between boys and girls.

- They are all equal. There is no difference.

6. Thank all the pupils for participating.
7. Praise the group that wins.
8. Encourage the others to try harder next time.

Session 2

How HIV Infection Causes AIDS

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

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

1. To explain the difference between HIV and AIDS.
2. To explain what HIV does to the body's defence system.
3. To name the fluids that transmit HIV.

Teaching methods/materials

- Group discussion
- Personalisation exercise

(For this exercise teachers will need small pieces of blank paper, which have been carefully folded. There should be enough pieces for every pupil in the classroom to have one.)

Teaching time

40 minutes

Background information for the teacher

This session builds on last year's session on HIV and AIDS. Most of the information in this session is similar to what was taught last year. However, there is additional information, so teachers should fully discuss all the answers with the pupils, to help them better understand HIV and AIDS. This session goes into greater detail about what HIV is and how HIV causes AIDS.

Pupils may want to talk in greater length about how HIV can be transmitted through direct blood contact between two people and teachers can choose whether or not to discuss this further. However, teachers should also continually remind pupils that most people who have HIV were infected by having sex with someone who is HIV infected without using a condom.

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: What causes AIDS? (25 minutes)

1. Divide the pupils into 4 same sex groups. Boys and girls should be in separate groups.
2. Ask the pupils to answer the following questions. Make sure everyone participates:
 - a) *What causes AIDS?*
 - Tiny germs called the Human Immunodeficiency Virus (HIV) which cannot be seen by the naked eye.
 - The human body has a defence system which protects it against infections and diseases. This is called the immune system.
 - When HIV enters the body, it severely damages the body's defence (immune) system.
 - Having a weak defence system means the body becomes vulnerable to many infections and diseases. These infections make people with HIV ill with AIDS, which eventually kills them.
 - However, it takes a very long time before HIV destroys enough of the defence system to make someone vulnerable to other infections. This is why someone who is infected with HIV can live many years before developing AIDS.
 - b) *Explain the difference between HIV and AIDS.*
 - Having HIV only is when a person has been infected with HIV but does not yet show any sign of illness.
 - Such people can look completely fit and healthy.
 - You cannot tell whether they are infected with HIV by looking at them, because their body's defence system is still strong.
 - They will only discover their condition if their blood is specifically checked for HIV by health professionals.
 - Such a person with HIV can infect another person if they have sex with them without using a condom.
 - A person with AIDS is someone with HIV whose defence system has been severely weakened, so that other illnesses can make them very sick.

c) *After being infected with HIV, how long does it take to show symptoms of AIDS?*

- This is different from person to person, but many people with HIV live 10 years or more before developing AIDS. The length of time depends on the following:
 - The person's health before being infected.
 - How quickly the person treats new illnesses.
 - Whether the person's diet is healthy and nutritious.
 - The physical conditions of the person's living situation.
 - The degree of hope the person has about life.
 - Sometimes there seems to be no explanation. Some people just get sick very quickly and others remain well for a long time.
 - Remember that everyone who has HIV can pass on the virus if they have sex without using a condom, even when they look strong and healthy.

d) *What are the symptoms of AIDS?*

- AIDS can cause many different illnesses, such as:
 - Cancer.
 - Tuberculosis (TB).
 - Fevers over a long period of time.
 - Diarrhoea over a long period of time.
 - Skin infections.
- These are all illnesses a person may get when their body's defence system has been weakened.
- These illnesses can also infect someone who does not have AIDS. For example, someone may have TB or a skin infection, but not have HIV or AIDS.
- During the later stages of AIDS, a person with AIDS may be infected with more than one disease at the same time. For example, they may have TB, mouth sores, and diarrhoea at the same time.
- However, sometimes a person with AIDS may only have one infection, but their defence system is so weak that it kills them.

e) *Where does HIV live?*

- In human body fluids.
- Body fluids which can carry HIV and are therefore dangerous are:
 - Blood

- Semen
- Vaginal fluids
- Breast milk.

f) *How is HIV transmitted?*

- The main way of being infected with HIV is by having sex with someone who has HIV infection without using a condom.
- Sharing things with sharp points or edges, such as 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 still in the womb, when giving birth, or while breast-feeding.

g) *Name the different ways of protecting oneself from HIV infection*

- Completely stop having sex.
- Use condoms every time you have sex.

Task 2: Make sure it is not you (15 minutes)

1. Ask the pupils to close their eyes.
2. Give every pupil a piece of paper which has been carefully folded (nothing should be written on it).
3. Tell the pupils to imagine that they are now holding results from an HIV test.
4. Give them a moment to think about it and then ask them to reflect on and answer the following questions:
 - a) *If your piece of paper states that you have HIV, how would you feel?*
 - b) *If you found out that you have been infected with HIV, who would you tell?*
5. Ask them to reflect on and answer the following question:

How do you feel while you are waiting to find out your results?
6. Ask all the pupils to open their pieces of paper. Tell them that you do not actually know whether they have HIV, so the paper is blank.
7. Ask them to reflect on and answer the following question:

How would you have felt if the paper had said that you definitely do not have HIV?
8. Ask them:

Would you like to continue feeling this safe and happy?

9. Tell them that everyone has the ability to be safe and feel happy. Ask them the following question:

Are you prepared to use your own abilities to be safe and stay happy?

10. Remind them of the promises they made to themselves when they were in Standard 5 to make sure that they avoid getting sexually transmitted diseases and HIV infection. Ask some of them to mention the promises they made to themselves.
11. Praise them for protecting their own health.
12. Encourage them to strengthen their will to keep their promises to themselves in the future.

Conclusion

1. Give the pupils an opportunity to ask questions about what they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
 - *AIDS is caused by tiny viruses (HIV) which enter the body, primarily through having sex with someone who is HIV infected.*
 - *These viruses destroy the body's defence (immune) system.*
 - *Body fluids which contain HIV in large enough quantities to allow it to be transmitted to another person are blood, vaginal fluids, semen, and breast milk.*
 - *It is possible to completely avoid being infected with HIV, by not having sex or by always using a condom correctly when having sex.*
 - *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. How can someone become infected with HIV?

2. What causes AIDS?
3. Explain the difference between having HIV only and having AIDS.

The teacher can ask more questions to facilitate understanding.

Session 3

How Sexually Transmitted Diseases are Spread

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

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

1. To explain how sexually transmitted diseases are transmitted.
2. To explain the dangers of having unprotected sex with members of their peer group.
3. To explain the dangers of having unprotected sex with adults.

Teaching methods/materials

- The handshake game
(Teachers will need 5 gloves or envelopes or socks.)
- Group discussion

Teaching time

40 minutes

Background information for the teacher

This session builds on the previous year's sessions on sexually transmitted diseases and condoms. The Handshake Game brings to life the concept of transmission of disease and helps pupils understand how quickly sexually transmitted diseases can spread in a community. The second part of the Handshake Game helps pupils visualise how wearing protection can reduce the speed at which a disease is spread in a community. Therefore, it is extremely important that the Handshake Game is played properly, so we recommend teachers to prepare themselves well before the session begins, including bringing gloves, envelopes or socks to class.

Pupils may ask teachers many questions on sexually transmitted diseases and condoms. Teachers can read Chapters 1, 3, 4 and 5 in the Teacher's Resource Book that accompanies this guide to prepare themselves to answer questions from the pupils.

Before starting the lesson, tell the pupils to clap their hands, to jump up and down, to sing, or to 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: The handshake game – part one (15 minutes)

1. Invite 5 girls and 5 boys to come forward to play a simulation game.
2. Ask these girls and boys to walk around for a few seconds and then tell them to stop.
3. Tell each one of these boys and girls to shake hands with one other person in their group. Tell them to remember the person with whom they shook hands first.
4. Ask them to walk around the room again, stop and shake hands with someone different from the person they shook hands with the first time.
5. Ask them one more time to walk around the room, stop and shake hands with yet another person in their group, different from the people they shook hands with the previous two times.
6. Now ask the participants to stand in a line and face the class.
7. Choose one participant. This should be someone who is self-confident and popular with the other pupils. Ask this person to stand in a separate place in front of the class. Tell the class that this person will be called 'X' in this game.
8. Explain that for the sake of the game, we will **pretend** that two things are true:
 - That person 'X' has a disease that can be transmitted through shaking hands.
 - That shaking hands with somebody in this game represents having sex in real life.
9. Ask 'X' to name the three persons they shook hands with. Ask them to stand next to 'X'. In the same way, ask those three pupils to call forward everyone they shook hands with, to stand next to person 'X'.
10. Ask the whole class the following questions:
 - a) *What may have happened to the people who were called forward?*

- Since they shook hands with person 'X' or somebody who had done so, they could be infected with the disease that person 'X' has because, in our game we are pretending that it can be passed from one person to another by shaking hands.

b) *What was the goal of this game? (Encourage as many pupils to try answering this question before sharing the following explanation.)*

- Since shaking hands in the game represented having sex in real life, the game showed how quickly sexually transmitted diseases can spread from one person to many people.
- Person 'X' was infected at the beginning of the game; therefore Person 'X' infected the first three people he/she had contact with. Since these three people had contact with other people (represented by shaking hands), they too went on to infect the other people with whom they shook hands.

Key Point

- EMPHASIZE that shaking hands CANNOT pass a sexually transmitted disease from one person to another. Sexually transmitted diseases are spread by having sex without using a condom.
- Also emphasize that the pupils who participated in the game DO NOT have a sexually transmitted disease as a result of being in the game. However, young people like them can get sexually transmitted diseases if they have sex without using a condom.

c) *How are sexually transmitted diseases spread?*

- By having sex without using a condom.
- People do not have to have full penetrative sex to become infected. The germs that cause sexually transmitted diseases can be found in all sexual fluids (such as semen and vaginal fluid). So if any sexual fluids from an infected person come into contact with the sexual organs of another person, then he/she may become infected as well.
- A mother who is infected with a sexually transmitted disease may pass on her infection to her child in the womb or infect the infant's eyes while giving birth, thus causing blindness.

Task 3: The handshake game – part two (10 minutes)

1. Invite 5 boys and 5 girls to come forward as in the previous part of the game, only this time give five of them something to wear on their right hand like gloves (socks or plastic bags or envelope, etc will do).

2. Ask each participant to move around the room and shake hands with 3 different people. Each time they should shake hands with a new person as before. Ask them to remember each person they shake hands with.
3. Then ask all the participants to stand in a line facing the class.
4. Choose one of the participants who did not wear anything on their hand and name them 'Y'. This should not be the same person as 'X' but should also be someone who is self-confident and popular with the other pupils. Ask this person to stand in a separate place in front of the class. Tell the class that this person will be called 'Y' in this game.
5. Explain that for the sake of the game, we will **pretend** that three things are true:
 - That person 'Y' has a disease that can be transmitted through shaking hands.
 - That shaking hands with somebody in this game represents having sex in real life.
 - That a glove/bag/envelope/sock (refer to what you used to cover the hand) in this game represents a condom.
6. Ask 'Y' to name the three persons they shook hands with. Ask them to stand next to 'Y'. If any of these three people were wearing something on their hand, tell them that they should rejoin the main group.
7. In the same way, ask the pupils who are still standing next to 'Y' to call forward everyone they shook hands with, to stand next to 'Y'. Again, if any of these new people are wearing something on their hand, ask them to rejoin the main group.
7. Explain that the people who wore something on their hand could neither get nor pass on the disease.
8. Compared to the first part of the game the total number of those who have been infected will be smaller.
10. Ask the whole class the following questions:
 - a) *What may have happened to the people who shook hands with 'Y'?*
 - Since they shook hands with person 'Y' or somebody who had done so, they could be infected with the disease that person Y has because it can be passed from one person to another by shaking hands.
 - b) *What was the reason for separating those who had 'gloves'?*
 - Even though they came into contact with somebody who was infected and could infect them in turn, they did not get infected because they

used gloves (or whatever they were using to cover their hands), which are known to be good in protecting people from the disease.

c) *What was the goal of this game? (Encourage as many pupils to try answering this question before explaining the following.)*

- Since shaking hands in the game represented having sex and wearing a 'glove' represented using a condom in real life, the game showed how people can protect themselves from getting sexually transmitted diseases by using a condom, and in doing so they reduce the spread of the sexually transmitted disease.
- Person 'Y' was infected at the beginning of the game therefore he/she could have infected any of the first three people with whom they shook hands. However, those wearing a glove were not infected because they were 'protected'. They also did not infect anyone they had contact with. Because of this the disease spread to fewer people altogether.
- Some of those who did not wear 'gloves' (did not use a condom) may not yet have been infected, if they were lucky enough not to have shaken hands with someone who was already infected. However, they are in great danger of being infected because they are not protecting themselves.

Key Point

- EMPHASIZE that shaking hands CANNOT pass a sexually transmitted disease from one person to another.
- Sexually transmitted diseases are spread by having sex without using a condom.
- Also emphasize that the pupils who participated in the game DO NOT have a sexually transmitted disease as a result of being in the game.
- However all pupils should be aware that they can get STDs if they have sex without using a condom.

d) *If we repeated this section of the play, what would you do as a participant?*

Either:

- I would not shake hands with anyone.

Or:

- I would not shake hands with anyone who is not wearing a 'glove'.

And:

- I would not shake hands with anyone unless I was wearing a 'glove'.

Key Point

- Condoms protect against sexually transmitted diseases and HIV infection, and pregnancies.
- Nevertheless, not having sex at all is the only way to protect yourself completely.

Task 4: Make sure it is not you (10 minutes)

1. Ask the pupils to answer the following questions:
 - a) *Out of a group of 6 adults, do you remember how many normally have a sexually transmitted disease?*
 - Two.
 - b) *Is it possible that some youth of your age are already infected by a sexually transmitted disease?*
 - Yes.
2. Write their answers on the blackboard.
3. Give each pupil a number from one to six, by counting from one to six repeatedly. Ask everyone to remember their number.
4. Ask all pupils with the number 2 to stand up.
5. Ask all the pupils to count out loud the number of pupils standing up.
6. Tell the pupils that researchers estimate that in young people between the ages of 15 and 19 years in Tanzania, in every group of this size this many people already have a sexually transmitted disease.
7. Remind the pupils that this is just a game, and we do not know who in the classroom has a sexually transmitted disease. Out of a group this size, we know roughly that one in six young people are infected.
8. While the first group of pupils with the number 2 is still standing up, ask all pupils with the number 5 to also stand up.
9. Tell the pupils that researchers estimate that in adults over the age of 25 years in Tanzania, in every group of this size this many people have a sexually transmitted disease. That is 2 out of every 6 adults.
10. Ask the pupils the following questions:

Why do you think adults have been affected more than young people?

- Often adults have had sex with more people during their lives, therefore the possibility of being infected with a sexually transmitted disease is greater.
11. Tell the pupils that a large number of people with a sexually transmitted disease do not know they have been infected. Similarly, no one around them knows that they have been infected: it could be anyone among us.
 12. Ask the pupils the following questions:
 - a) *If this is the situation in our environment, what could happen if you have sex without using a condom?*
 - There is a great danger of being infected with a sexually transmitted disease if you have sex with someone in your peer group without using a condom. This danger increases tremendously if you have sex with adults.
 - b) *How many of you are willing to make sure that you avoid sexually transmitted diseases and HIV?*
 - c) *Do you remember the steps you promised to take to protect your health?*
 13. Ask them to mention some of these steps.
 14. Praise them for protecting their health.
 15. Encourage them to continue keeping their promises in the future.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned today.
3. Emphasize the following key points:
 - ***Even if someone had sex only once, they can be infected with sexually transmitted diseases.***
 - ***A person of any age can be infected with a sexually transmitted disease if he/she has sex without using a condom.***
 - ***If sexually transmitted diseases are not treated early, they can have serious, long-term consequences.***
 - ***Having sex with adults puts young people in great danger of being infected with a sexually transmitted disease.***

Quiz

1. What activities increase the spread of sexually transmitted diseases?
2. What are the negative consequences of sexually transmitted diseases?
3. Out of every 6 young people between 15 and 19 years, how many have a sexually transmitted disease?
3. Out of every 3 adults over the age of 25 years, how many have a sexually transmitted disease?

The teacher can ask more questions to facilitate understanding.

Session 4

The Relationship Between HIV & Sexually Transmitted Diseases

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Learning objectives

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

1. To explain the negative consequences of being infected with sexually transmitted diseases.
2. To name the main danger of not being faithful.
3. To explain how a mother can infect her child with HIV and/or sexually transmitted diseases.

Teaching methods/materials

- Kulwa and Dotto's story
- Flipchart 8

Teaching time

40 minutes

Background information for the teacher

This session focuses attention on the importance of early treatment of sexually transmitted diseases. It also focuses attention on the importance of entering into long-term relationships that are faithful, if one is to avoid being infected with HIV or sexually transmitted diseases.

Many people mistakenly believe that people who look healthy cannot be infected with HIV, so the story in this session looks at how someone who looked healthy managed to infect Peter. Finally, this session helps pupils understand how mothers can infect their children with HIV and/or sexually transmitted diseases.

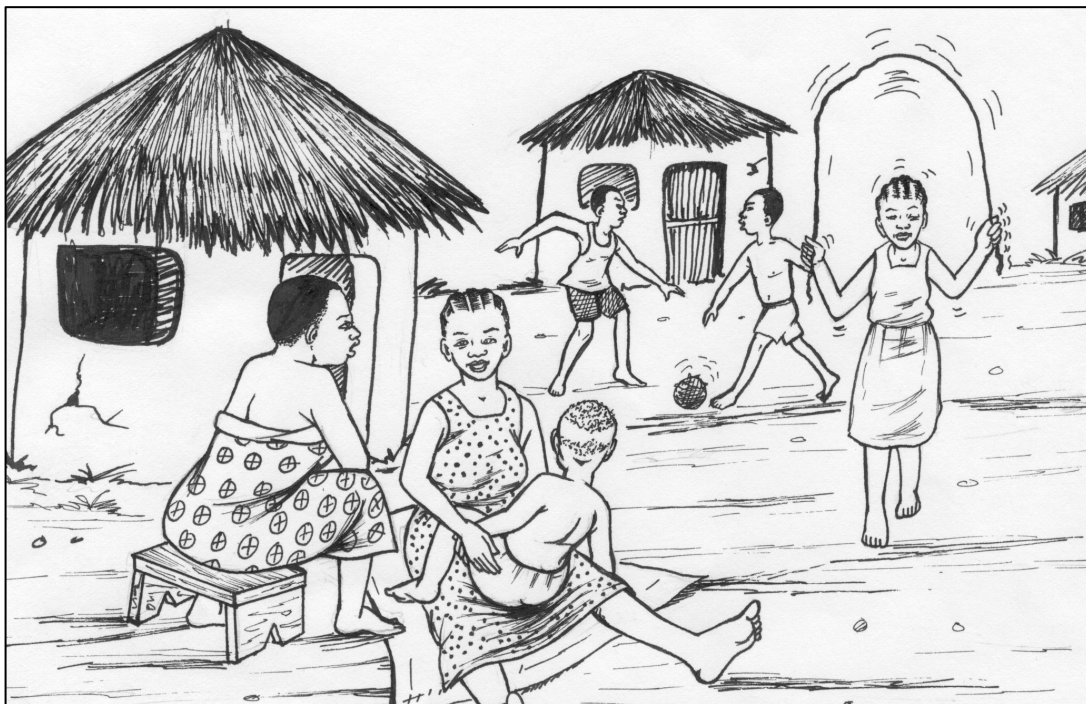
Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.

Task 1: Review (5 minutes)

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

Task 2: Kulwa and Dotto's Story (25 minutes)

1. Ask the pupils if they would like you to read them a new story. Then show them Flipchart 8 and read the following story aloud:



Flipchart 8: Kulwa and Dotto outside their houses (in Kulwa and Dotto's Story)

Kulwa and Dotto's Story

Kulwa and William have been married to each other for a long time. They have a house, a small farm, and four children. Dotto, who is Kulwa's younger sister, is also married and her husband is named Peter. They live in the same village as Kulwa and William. Both these families have a very small income; they are poor.

2. Ask the pupils the following questions:

a) *Who is the story about?*

➤ Kulwa, Dotto, Peter and William.

b) *What is Kulwa's husband's name?*

➤ William.

c) *What is Dotto's husband's name?*

➤ Peter.

3. Ask the pupils if you should continue with the story. Then, read the following:

Because of their limited income, Peter and William were forced to look for work. Luckily, both of them found work in a new cotton mill far from their village.

Because of the distance between the cotton mill and their home, Peter and William had to move and leave their families behind. After they moved, William sent his family money regularly and visited them from time to time, but Peter only visited once in a while.

A long time went by. William continued to take care of his family, but Dotto was quite surprised that she received less money from her husband than before.

4. Ask the pupils the following questions:

a) *Between Peter and William, who shows that he cares more about his family?*

➤ William.

b) *Do these kinds of things happen in our society?*

5. Ask the pupils if they would like you to continue with the story. Then read the next section:



Drawing 2: Dotto running to Kulwa's house to get help for her ill child (in Kulwa and Dotto's Story)

One day, Dotto ran to her sister's house crying and saying, "My child is very sick. He has lost a lot of weight and is coughing a lot." She also told her sister that Peter had not sent any money for a long time, so she did not have enough money to send the child to a doctor.

Kulwa gathered all the money she had and they ran to Dotto's house. Unfortunately, when they reached the house, they found that Dotto's child had already died.

6. Ask the pupils the following questions:

a) *What might have led to Dotto's child's death?*

➤ AIDS.

b) *How did Dotto's child get AIDS?*

➤ From his mother. This could have happened in three ways: when the child was still in the womb, during delivery when the child was being born, or when he was breast-fed.

7. Ask the pupils if you should continue with the story. Then read the next section:

After a short time, Dotto was pregnant again. She and Peter were very happy. But after five months, Dotto had a miscarriage.

In the following year, Dotto had two more miscarriages. She was scared that she might not be able to become pregnant again. Therefore Kulwa gave her some money and advised Dotto to go to a hospital, clinic or dispensary. When she went to the hospital, Dotto was told that she had a sexually transmitted disease and was given treatment.

That evening, Dotto reflected deeply and asked herself, "If I have a sexually transmitted disease, is it possible I also have HIV?" So she decided to have a special blood test for HIV.

Dotto travelled to the district hospital for the special blood test for HIV, because that was the closest place she knew that did the test. After being tested, Dotto found out that she had HIV. Since she had never had any lovers other than her husband, Peter, she knew that he had infected her.

8. Ask the pupils the following questions:

a) *What probably made Dotto have miscarriages?*

➤ Sexually transmitted diseases.

b) *What did Ditto learn after she got a special blood test?*

➤ That she had HIV.

c) *How many diseases did Dotto have?*

- Two: HIV and another sexually transmitted disease.

9. Ask the pupils whether you should go on with the story. Then read the next section:

The next time Peter returned home, he was told the results of Dotto's HIV test. He was very concerned. He knew that his wife had been very faithful towards him, so he did not try to blame her. Instead, he was honest with her and told her that when he was at the factory, he had had a sexual relationship with a girl. She had looked healthy, so he did not feel he needed to use a condom.

10. Ask the pupils the following questions:

a) *Who was infected with HIV?*

- Dotto, Peter and probably their child who died.

b) *Why was Peter infected with HIV?*

- He was not faithful to his wife, and had sex with another woman.

c) *How was Dotto infected with HIV?*

- She was infected by having sex with her husband.

d) *What misconception did Peter have about people with HIV?*

- Peter thought that someone who appears to be in good health cannot have HIV.

11. Once again, ask the pupils whether you should go on with the story. Then read the next section:

Dotto told Kulwa what Peter had done, and Kulwa became worried that maybe William was doing the same thing. So, the next time William visited the village, Kulwa told him what had happened to her sister. Then she begged William to tell her the truth, so that they could plan for their children's future.

William did not lie to his wife. He told her that he had not had a single lover when he worked at the factory, because he understood the dangers of having many lovers. He did not want to endanger his or his family's lives. Therefore, the two of them and their children were not in danger of HIV infection.

12. Ask the pupils the following questions:

a) *Why was William not infected with HIV?*

- He was faithful to his wife, and did not have any other lovers.

b) *Why was Kulwa not infected with HIV?*

- Her husband did not have sex with any other woman. He understood the dangers of having lovers outside of marriage. Kulwa was also faithful to her husband.

Task 3: The relationship between sexually transmitted diseases and HIV (10 minutes)

1. Ask the pupils the following questions:
 - a) *What diseases did Dotto have?*
 - HIV and another sexually transmitted disease.
 - b) *Which disease was diagnosed first?*
 - The other sexually transmitted disease.
 - c) *What made Dotto find out that she had HIV?*
 - After finding out she had a sexually transmitted disease, Dotto was scared she might also have been infected with HIV. So she decided to get a special HIV blood test.
 - d) *What is the relationship between sexually transmitted diseases and HIV?*
 - Sexually transmitted diseases and HIV are both transmitted primarily through sex.
 - When you have a sexually transmitted disease, your sexual organs are infected and may have sores and cuts on them. This can allow direct contact with blood, and thus make it easier for HIV transmission to occur.
 - This is another reason why it is important to get sexually transmitted diseases treated as soon as possible.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned today.
3. Emphasise the following key points:
 - *You cannot tell whether a person has HIV by their appearance.*
 - *A woman who is infected with HIV can infect her child in the womb, while giving birth, or while breast-feeding.*
 - *Sexually transmitted diseases are like a key that opens the door for easier HIV transmission.*

- *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 or 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 without using a condom.*

Quiz

1. How can you know if a person has HIV?
2. What are the three ways in which a mother can infect her child with HIV?
3. What is the relationship between HIV and other sexually transmitted diseases?

The teacher can ask more questions to facilitate understanding.

Session 5

Reproductive Organs and their Functions

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Learning objectives

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

1. To name the male and female reproductive organs.
2. To explain the functions of each of the male and female reproductive organs.

Teaching methods/materials

- Flipcharts 9 to 15
- Group discussion
- Group work

Teaching time

40 minutes

Background information for the teacher

This session explores the functions and roles of reproductive organs. The teacher will use very large pictures (flipcharts) to explain reproductive biology. To assist the teacher, all of these pictures are also included in this teacher's guide in smaller form.

The teacher will give detailed explanations about where different reproductive organs are located inside a man or a woman's body. More information is also shared about how a pregnancy occurs.

The teacher must not be shy or embarrassed when naming the reproductive organs, so take time to read through the session and to become comfortable with naming the reproductive organs and their functions.

Teachers should emphasize correct responses and feel free to correct the pupils' knowledge when necessary. It is very important that pupils learn to distinguish between correct knowledge and misconceptions about reproductive organs and their functions.

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 do you know? (5 minutes)

1. Tell the pupils that today's lesson will focus on human reproductive organs or, in other words, those parts of the body that can cause pregnancy.

2. Ask all girls to answer the following:

Name all the different male reproductive organs that you know.

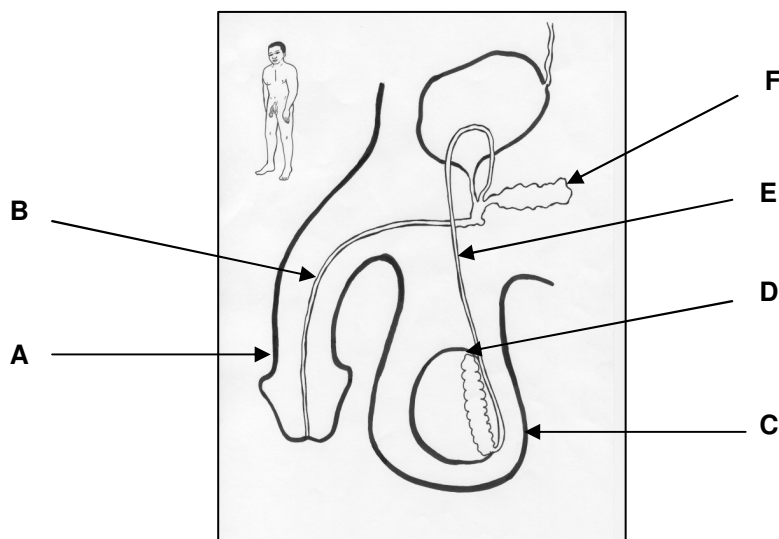
3. Ask the boys to answer the following:

Name all the different female reproductive organs that you know.

Task 3: Naming the reproductive organs (15 minutes)

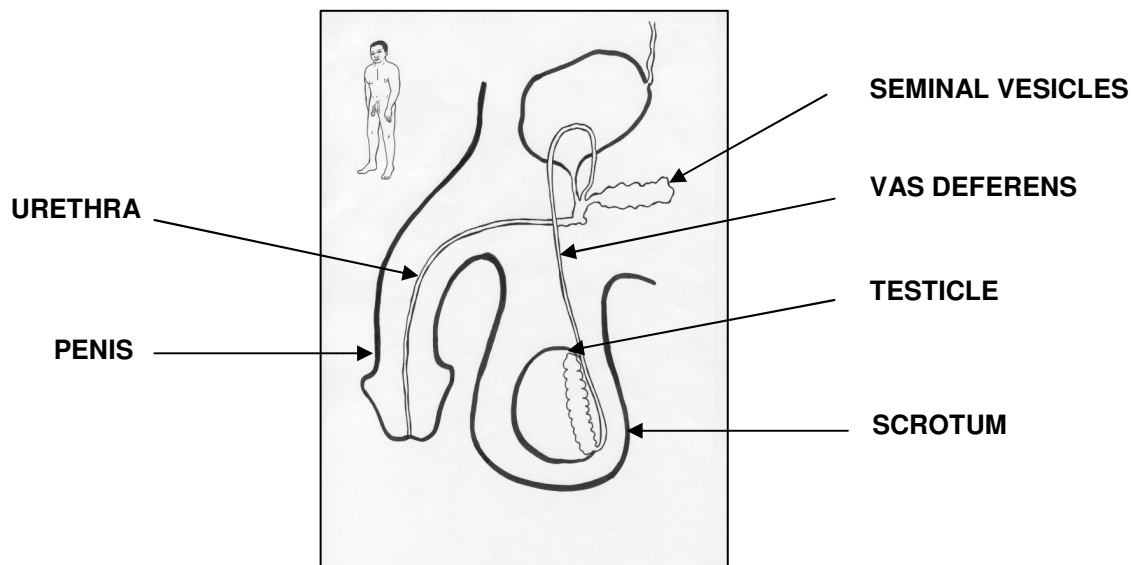
1. In the next step, you will continue asking girls to name male reproductive organs and boys to name the reproductive organs of females. If no one knows the name of a specific organ, you can open the question up for anyone (boys or girls) in the class to answer. If no one knows the answer, do not wait for long, just tell them.

2. Show the pupils Flipchart 9 (Unlabelled male reproductive organs). A smaller picture of Flipchart 9 is displayed below:



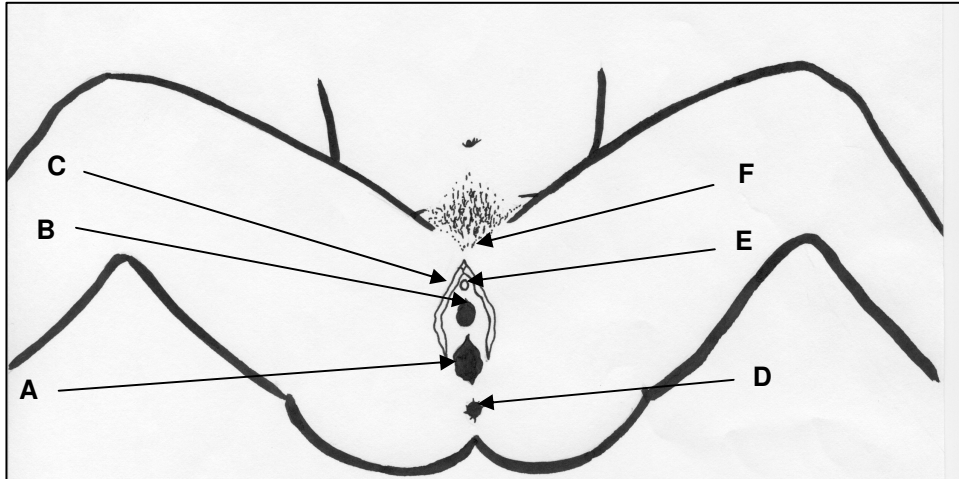
Flipchart 9: Unlabelled male reproductive organs

3. Explain to the pupils they are looking at a picture of male body parts. First point out the small, full-size picture of the man, and show where his genitals are.
4. Then say that the bigger diagram is an enlarged picture of his genitals only. Explain that this bigger diagram shows both the inside and outside of his genitals.
5. Show them part A – (the Penis). Do not tell them what this part is, but ask the girls what this part is named.
6. Now ask the girls to name all the remaining body parts.
 - For your own information, they are named below:
 - A – Penis
 - B – Urethra (passage for semen and urine)
 - C – Scrotum
 - D – Testicle
 - E – Vas deferens (passage for sperm)
 - F – Seminal vesicles (make the semen – liquid that sperm are in)
7. Now turn to Flipchart 10 (Labelled male reproductive organs). Read aloud each of the male reproductive body parts using this picture, making sure you correct any mistakes pupils made earlier.



Flipchart 10. Labelled male reproductive organs

8. Now turn to Flipchart 11 (Unlabelled external female reproductive organs)
9. Touch your lower abdomen (below your belly button) to show where the internal female reproductive organs are located.
10. Now ask the boys to name the female body parts shown on the flipchart.

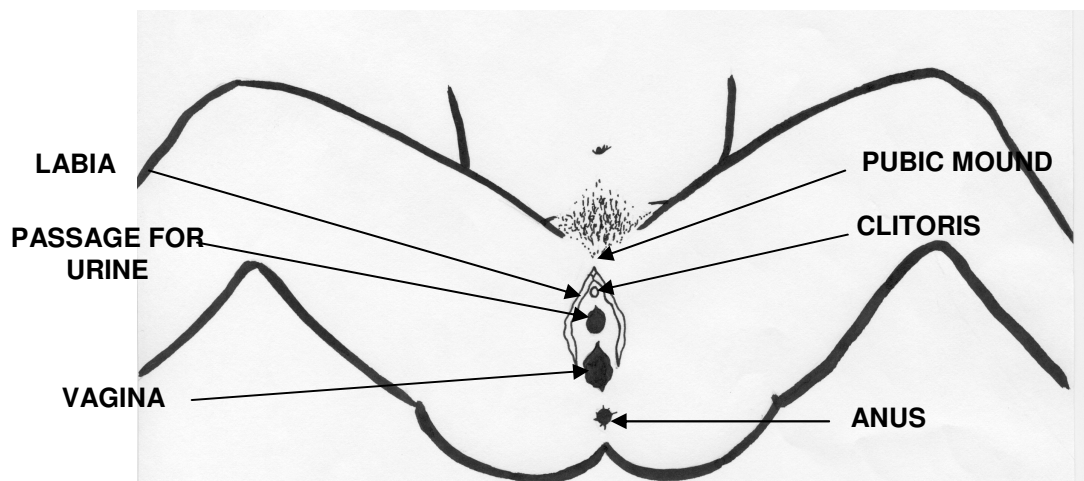


Flipchart 11. Unlabelled external female reproductive organs

For your own information, they are named below.

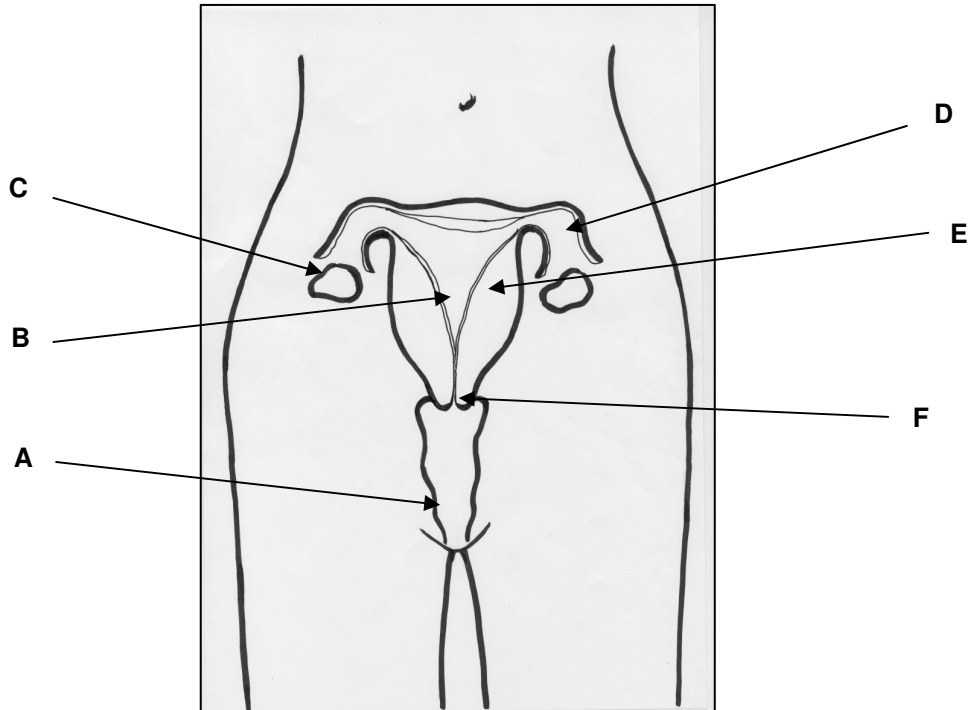
- A – Vagina
- B – Passage for Urine
- C – Labia
- D – Anus
- E – Clitoris
- F – Pubic Mound

11. When the boys have finished naming the external female reproductive parts, show them Flipchart 12 (Labelled external female reproductive organs). Read aloud each of these parts, making sure you correct any mistakes that pupils made earlier.



Flipchart 12: Labelled female external reproductive organs

12. Then show the pupils Flipchart 13 (Unlabelled internal female reproductive organs). Explain to the pupils that they are still looking at female reproductive parts, but this time it is a picture of the inside of a woman's body. Again show how the small picture of the woman shows where the big picture is in her body.



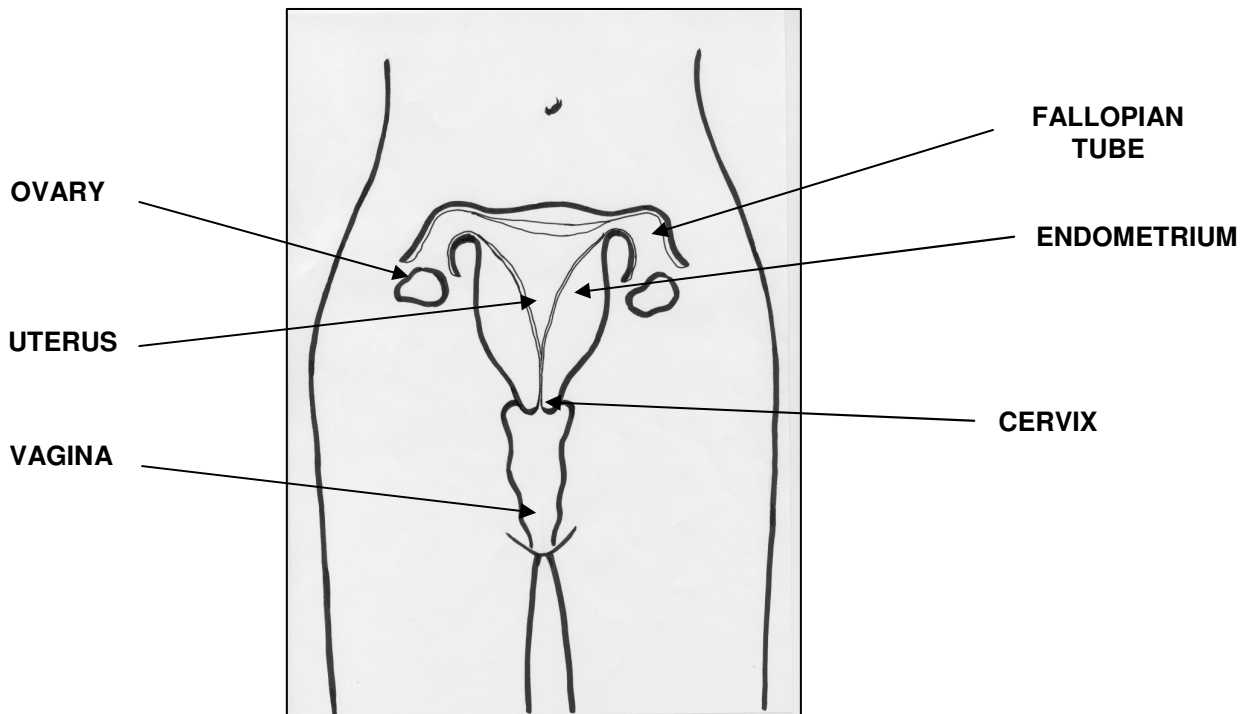
Flipchart 13. Unlabelled internal female reproductive organs

13. Ask the boys to name all the female body parts shown, starting with “A”.

➤ For your own information, they are named below.

- A – Vagina
- B – Uterus
- C – Ovary
- D – Fallopian Tube
- E – Endometrium
- F – Cervix

14. When the boys have finished naming the external female reproductive organs, show them Flipchart 14 (Labelled internal female reproductive organs). Read aloud each of these parts, making sure you correct any mistakes pupils made earlier.



Flipchart 14. Labelled internal female reproductive organs

Task 4: What do these parts do? (15 minutes)

1. Leave Flipchart 14 visible.
2. Divide the pupils into 5 same sex groups. Girls and boys should be in separate groups.
3. Make sure that everyone in each group contributes to the following discussion.
4. Give each group one of the following problems and tell them they have 2 minutes to discuss answers.
 - a) Name two functions of the penis.
 - b) Name two functions of the testicles.
 - c) Name two functions of the vagina.
 - d) Name one function of the uterus.
 - e) Name two functions of the ovaries.
5. Now have each group give answers to the class. Thank pupils for their answers and make sure you correct any misunderstandings. Possible correct answers are shown below:

a) *Functions of the penis*

- To allow urine to flow out of the body.
- To enter the vagina during sexual intercourse.
- To release sperm, which are necessary to start a pregnancy.

b) *Functions of the testicles*

- To produce sperm, which are necessary to start a pregnancy.
- To make male hormones which are chemicals that regulate the male body, for example, to control puberty.

c) *Functions of the vagina*

- To receive the penis during sexual intercourse.
- To allow the baby to pass out of the woman's body when giving birth.
- To allow menstrual blood to pass out of the body each month when the woman is not pregnant.

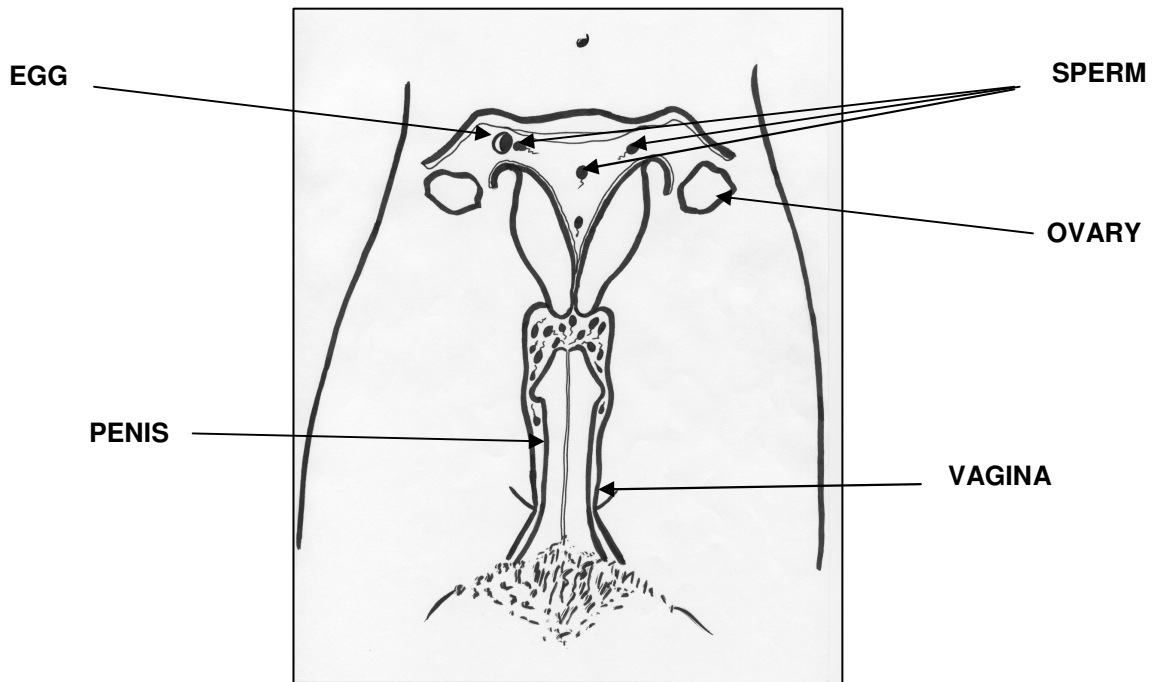
d) *Function of the uterus*

- To hold and protect the baby for 9 months until birth.

e) *Functions of the ovary*

- To produce the eggs that are necessary to start a pregnancy.
- To produce hormones, which are chemicals that help regulate a woman's body, for example, to control puberty and menstruation.

6. Now show the pupils Flipchart 15 (How a female egg is fertilised by male sperm after sex). Use the picture to explain how an erect penis enters the vagina during sexual intercourse and releases millions of sperms.
7. Tell the pupils these sperm travel up the vagina and through the uterus. Explain that if an egg has been recently released from the woman's ovary, and it meets a sperm, even one sperm can fertilize the egg.



Flipchart 15: How a female egg is fertilised by male sperm after sex.

8. Explain to the pupils that Flipchart 15 was drawn to facilitate their understanding. However, in real life the egg and the sperm are very, very small, and are not visible to the naked eye. The only things that are visible to the naked eye are the woman's vaginal fluids and the man's semen, which is the fluid that carries the sperm.
9. Ask the pupils the following questions. After they have answered, make sure you emphasize the correct answers.
 - a) *How many sperm does a man produce during sexual intercourse?*
 - Millions.
 - b) *How many sperm are needed to fertilize an egg and cause pregnancy?*
 - One.
 - c) *How long can sperm survive inside of a woman?*
 - Between 3 and 7 days.

Key Point

Even before a man ejaculates, small amounts of semen leak out of the penis. These fluids contain enough sperm to make a woman pregnant, even without complete ejaculation.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following issues:
 - *Sperm are produced by males and eggs are produced by females. The sperm and egg meet inside a woman through sexual intercourse. That is how babies are created.*
 - *Millions and millions of sperm are produced any time a man ejaculates. That is why the risk of pregnancy is high, even if you only have sex once.*

Quiz

1. Name the various male reproductive organs and their functions.
2. Name the various female reproductive organs and their functions.
3. How long can male sperm live inside the female reproductive organs?

The teacher can ask more questions to facilitate understanding.

Session 6

Pregnancy & Menstruation

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

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

1. To explain how pregnancy occurs.
2. To explain what menstruation is and why it occurs.

Teaching methods/materials

- Group competition
- Group work
- Flipchart 15

Teaching time

40 minutes

Background information for the teacher

This session builds on both the previous session as well as last year's work. Many pupils still may not have a good understanding of how pregnancy occurs and many have misconceptions about it. Research has shown that pupils who have a good understanding of how pregnancy occurs engage in safer behaviour, choosing to delay sex till a later age or using condoms every time they have sex. The information shared in this session is critical to enabling pupils to make more informed decisions when having sex.

A lot of the information is similar to information taught earlier, but each question is covered with greater depth. Therefore, it is critical that all answers are shared in as much depth as possible.

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.

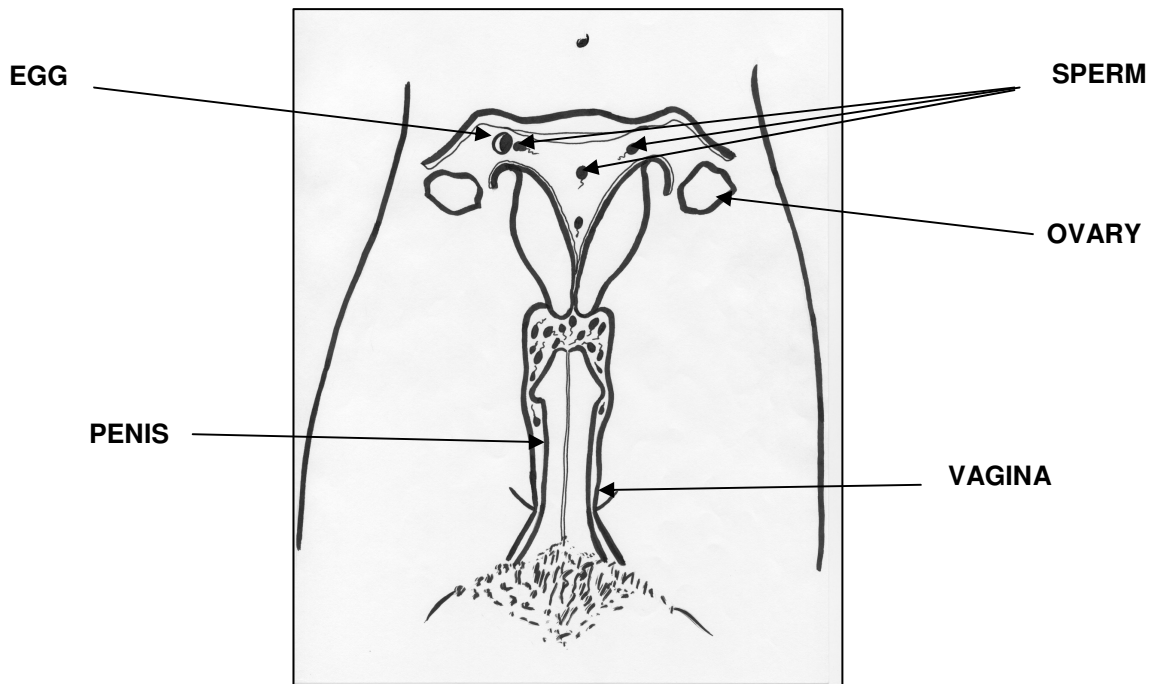
Task 1: Review (5 minutes)

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

Task 2: How does pregnancy occur? (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. Tell them that you will give each group only one minute to discuss each question. Then each group will answer before you ask them the next question.
3. Make sure that every pupil in every group participates in the discussion.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the following:
 - a) *What thing does a man's body create to cause a pregnancy?*
 - Male sperm.
 - b) *What thing must sperm meet in the woman's body to cause a pregnancy?*
 - A female egg.
 - c) *How many male sperm are needed for pregnancy to occur?*
 - One only.
 - d) *How many male sperm are ejaculated during sex?*
 - Millions.
6. At the end of this competition, repeat the correct answers to make sure there is no confusion.
7. Take out Flipchart 15 (How a female egg is fertilised by male sperm after sex), and review how pregnancy occurs in more detail. Make sure you make the following points:
 - During sex, the man ejaculates millions of sperm.
 - These sperm swim through the vagina and uterus.
 - If the woman has recently released an egg, one sperm can fertilise it.
 - After the egg has been fertilised, it attaches itself to the inside of the uterus.

- The fertilised egg grows into a baby over 9 months, and then a child is born.



Flipchart 15: How a female egg is fertilised by male sperm after sex.

8. Now ask the pupils the following:

How long can male sperm live inside a woman's body?

- Between 3 and 7 days. This means that a woman can become pregnant at any time for the next 7 days after she has had sex, even if the egg is not released until after the day she had sex.

Task 3: Menstruation (15 minutes)

1. In the next section, continue to write the number of correct responses for each group on the blackboard.
2. Allow them one minute to discuss a question and then ask each group to give their answer before asking them the next question.
3. After all groups have answered a question, emphasise the correct answer to make sure there is no confusion.
4. Ask the groups the following:
 - a) *Have you ever heard of the word "menstruation"?*
 - b) *What do you think it is?*

- Menstruation occurs when a woman releases a small quantity of blood that flows out of a woman's vagina every month, if she does not become pregnant.
- c) *What causes menstruation?*
- Every month, one of the woman's ovaries releases an egg.
 - The egg that is released every month will become a baby if it is fertilised by a man's sperm. At that time, the woman's body prepares itself for pregnancy by increasing a hormone that strengthens and thickens the wall (endometrium) of the uterus. If the egg is not fertilised, however, the hormone decreases and the walls of the uterus are reduced. The lining of the walls of the uterus is washed out of the body through the woman's vagina, mixed in with blood. This is what is called the menstrual blood.
- d) *At what age does a girl first start menstruating?*
- A girl normally starts when she is between 8 and 13 years old.
- e) *What does the onset of menstruation mean for a girl?*
- The girl can become pregnant if she has sex, even if she only has sex once.
- f) *Every month, how will a girl know she is going to menstruate?*
- The most common symptom is cramps and pain below her belly button (in the lower abdomen).
 - Sometimes this symptom is accompanied by a feeling of nausea.
 - The girl's breasts may swell and become painful.
 - These symptoms may last for the first two or more days of each menstrual period. The length of time symptoms last differs from woman to woman.
- g) *What is the menstrual cycle?*
- It is the period of time from the first day of menstruation until the day before the next menstruation begins.
- h) *How long does a menstrual cycle last?*
- Normally, a menstrual cycle lasts between 28 and 35 days. However, this differs from woman to woman and sometimes the length of a woman's cycle can change from month to month.
 - Physical exercise, stress, travel, and losing or gaining weight can all change the length of a woman's menstrual cycle.
5. Thank all the pupils for participating.
6. Add up the number of correct responses for each group, and praise the group that wins.

7. Encourage the others who did not win to try harder next time.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following issues:
 - *Even before sexual intercourse or ejaculation, some semen escapes from an erect penis. This fluid has a lot of sperm and can cause pregnancy if it enters the vagina.*
 - *Once a girl starts to menstruate, she can become pregnant even if she only has sex once.*
 - *The duration of menstrual cycles vary from girl to girl. Some cycles are short and some are long, but the most common duration is about 28 days.*
 - *Many things can affect menstrual cycles, for example, physical exercise, stress, travel, and losing or gaining weight.*

Quiz

1. Explain how pregnancy occurs.
2. How many sperm are released during sexual intercourse?
3. How many sperm are needed for pregnancy to occur?
4. Name the possible consequences of having sex.

The teacher can ask more questions to facilitate understanding.

Session 7

Respecting Other People's Decisions

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Learning objectives

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

1. To explain that boys and girls have equal rights.
2. To explain the importance of respecting the opposite sex when making decisions.

Teaching methods/materials

- Somoye's letter
- Flipchart 16
- Group discussion

Teaching time

40 minutes

Background information for the teacher

This session builds on Session 6 in Standard 5, which challenged pupils to think about the different roles men and women take in society. In this session, the emphasis is on getting pupils to understand that boys and girls have an equal right to make decisions and to have those decisions respected.

By discussing a letter that tells a story in which a boy harasses a girl who refuses to have sex with him, girls are encouraged to state their own decisions clearly when approached for sex. Girls are reminded how to refuse sex and how to make use of family and community resources to stop any sexual harassment that they may face. Teachers should encourage girls to be firm and affirmative when refusing sex.

Finally, all pupils are asked to reflect on how they would respond if they were in a similar situation, thus helping personalise the main lessons of this session. In the group discussions that follow, some boys may say that they would attack anyone who harasses their sisters. Teachers should challenge the class to think about non-violent, community-approved ways of preventing their sisters from being harassed in the future.

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: Who makes the decisions? (5 minutes)

1. Ask the pupils to answer the following questions:

- a) *Between a girl and a boy, who should make the decision about whether to have sex?*
 - Sexual intercourse is an act that involves two people. Therefore both have an equal right to make decisions about sex.
- b) *If one of the partners refuses to have sex, what should be done?*
 - That person's decision must be respected, whether the person is a girl or a boy.

Task 3: Somoye's Letter (15 minutes)

1. Ask the pupils if they would like to hear a story. Tell them it is a story in the form of a letter. Show them Flipchart 16, which illustrates what is described in the letter.



Flipchart 16: Riziki harassing Tatu (in Somoye's letter)

Somoye's Letter

Somoye Ng'wandu
P.O. Box 78
Mtakuja

My dear friend,

Greetings!

I would like to tell you more about the different things that have happened in our village since we last met.

One of my friends is a girl called Tatu. She is a very well behaved and good-looking girl. One day when she was returning from the well, she met a boy called Riziki. Tatu and I are in the same class as Riziki in school. After greeting each other, Riziki asked to speak with Tatu for a short time, but Tatu refused.

Riziki was annoyed by Tatu's refusal, so he decided to block Tatu's path. He told Tatu that he wanted have sex with her. Tatu replied that she was not prepared to have sex with him. However, Riziki kept harassing her. He pushed Tatu and spilled all the water she was carrying.

Tatu became very angry and told Riziki that he must respect her decisions. Tatu decided to return home to tell her sister what had happened.

2. Ask the pupils the following questions:

a) *Who is the letter from?*

➤ Somoye.

b) *Who was the letter about?*

➤ Tatu and Riziki.

c) *What did Riziki want?*

➤ To have sex with Tatu.

d) *What did Riziki do to Tatu?*

➤ Blocked her path and pushed her so she spilled all the water she was carrying.

e) *What did Tatu do?*

➤ She refused to have sex with Riziki and went to tell her sister.

f) *What are the key steps Tatu followed when she said no?*

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.**

3. Now read the rest of the letter to the class:

Tatu's sister was quite upset to hear what had happened to Tatu. She decided to go to Riziki's family to tell his parents what had happened. I heard that Riziki was punished by his father.

You see my friend, all of us have the right to be listened to and to have our decisions respected.

Yours,

Somoye Ng'wandu

4. Ask the pupils the following questions:

a) *What did Tatu's sister do to help Tatu?*

- She complained to Riziki's family.

b) *What did Riziki's parents do to him?*

- They punished him.

c) *What does this story about Tatu teach us?*

- Girls have the right to make decisions and to have them be respected.
- Girls have the right to refuse sex.
- The community should support girls when they refuse to have sex.

Task 4: Taking action (15 minutes)

1. Divide the pupils into same sex groups of no more than 4 pupils each. Girls and boys should be in separate groups.
2. Tell them that each group will be given an opportunity to present their work.
3. Make sure that every pupil in every group participates in the discussion.
4. Girls' groups should discuss the following questions for 10-15 minutes:

- a) *If you encountered a problem like Tatu's, what would you do?*
- b) *Where can you go for help if you need it?*
5. Boys' groups should discuss the following questions for 10-15 minutes:
- a) *If your sister encountered problems like Tatu's, what would you do?*
- b) *Where can you go for help if you need it?*
6. Ask each group for their responses. Emphasise that both girls and boys have the right to refuse sex. Stress the importance of family and community in supporting such decisions.

Key Point

Many adults, especially men, take advantage of their wealth or position in society to pressurise young people, especially girls, to have sex with them. This increases girls' risk of infection with HIV and sexually transmitted diseases.

It is best for young people to avoid such relationships. If anybody is putting you under this kind of pressure, you should seek help from an adult whom you can trust.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following issues:
 - *Both girls and boys have the ability and the right to refuse to have sex.*
 - *These decisions must be valued and respected.*
 - *Girls and boys must respect themselves in order to have their decisions respected by others.*

Quiz

1. What should a boy do when a girl refuses to have sex with him?
2. What should a girl do when a boy refuses to have sex with her?
3. Between a boy and a girl, who should make the decision about whether to have sex ?

The teacher can ask more questions to facilitate understanding.

Session 8

Recognising and Avoiding Temptations

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

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

1. To name the dangers of sexual temptation.
2. To name the dangers of having many lovers.

Teaching methods/materials

- Asha and Rose's drama
(The teacher will have to prepare some pupils well before the class to present this drama)
- Asha's story
- Group discussion

Teaching time

40 minutes

Background information for the teacher

Many pupils have sex at a young age either because they are persuaded by friends or to meet basic financial needs. This session introduces the concept of sexual temptation to pupils and has them reflect on some of the pressures and inducements that lead young people into sex.

This session also provides an important link to future sessions, when pupils will practise life skills to help them avoid sexual temptation. Asha and Rose's drama is critical to this session, so it is essential that you prepare two pupils to perform it before the session begins. 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 the 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: Asha and Rose's Drama (15 minutes)

1. Invite the pupils you have prepared to present Asha and Rose's drama in front of the class.



Drawing 3: Asha and Rose walking down the path (in Asha and Rose's drama)

Asha and Rose's Drama

Asha and Rose are very good friends. They are walking down a path. Rose's clothes are fashionable, unlike Asha who is dressed simply.

Asha starts the conversation by praising Rose for how attractive her clothes look on her. Asha goes on to say that she will look as good as Rose at Christmas, because her mother has promised to buy a dress for her.

Suddenly, Rose stops and looks at her friend with surprise and asks, "Why do you want to wait until Christmas? Look at me. My lover Mangi gives me everything – he has a shop."

Asha stops and looks closely at Rose.

Rose goes on to say, “You remember the day we went together to his shop?”

“Yes, I remember”, Asha replies gently.

Rose says, “Just yesterday evening, he told me that I should bring you with me when I visit him again. One of Mangi’s friends, Amoni, would like to talk with you.”

Asha says, “Me?”

Rose replies, “Yes, you. Amoni also has a big shop.”

Asha says, “Mmmmh!...”

Rose speaks slowly in a cajoling voice, “Let’s go this evening, my dear friend. Don’t let me down!”

Asha replies, “Maybe, but I am still not sure.”

2. Ask the pupils the following questions:

a) *Who have we seen in this drama?*

➤ Asha and Rose.

b) *What were they talking about?*

➤ Rose was trying to tempt Asha to meet Amoni.

c) *Do these kinds of things happen where you live?*

➤ Try to get their answers without prompting them.

d) *What dangers might Asha face if she decides to meet Amoni?*

➤ She might be tempted to have sex with him.

➤ If she has sex with him, she might get HIV, sexually transmitted diseases, and/or an unintended pregnancy.

➤ She might lose other people’s respect.

e) *What do you think Asha will do?*

➤ Asha might accept Rose’s offer because of her desire for money or things such as clothes, lotion, body oil, and soap. However, she will have to weigh the beauty of these things against the dangers she may face.

➤ Asha might make a wise decision and not allow Rose to tempt her to do something that is dangerous.

f) *What kind of a friend is Rose?*

➤ A bad friend.

Task 3: Asha's Story (20 minutes)

1. Tell the pupils that you will continue with Asha's story.

Asha's Story

After being tempted by Rose, Asha started a relationship with Amoni. After a while, she started to change lovers once or twice a year.

Asha's friend Suzana advised her to stop this behaviour, but she did not listen to her.

2. Ask the pupils the following questions:

a) *What did Asha do after being tempted by Rose?*

- She started a sexual relationship with Amoni.
- Even worse, she started to change lovers once or twice a year.

b) *Do such things happen in your community?*

- (Ask for their responses, without prompting them.)

c) *Who advised Asha to stop her behaviour of changing lovers?*

- Suzana.

3. Continue reading the story.

After 5 years, Asha's health started to change. She started having fevers frequently, coughing for a long time, and she lost a lot of weight. When she went for a special blood test for HIV in a district hospital, she was told that she had HIV.

When Suzana heard the news, she was very upset. She also decided to go to the hospital to be certain about her health. The results of her test showed that she did not have HIV. Suzana was thankful for her decision to have only one lover over many years. Even though she believed her lover was faithful to her, she was not certain. So, she was also thankful that they had used condoms every time they had sex.

4. Ask the pupils the following questions:

a) *What symptoms were bothering Asha?*

- Frequent fevers, coughing for a long time, and loss of weight.

b) *Why was Asha infected with HIV?*

- Because she had many lovers and she did not use condoms.

- c) *Why was Suzana not infected with HIV?*
- Because she had only one lover and they always used a condom when they had sex.
- d) *How many years passed between when Asha was infected and when she started showing signs of AIDS?*
- 5 years.
- e) *How many lovers had Asha had by the time she started showing signs of AIDS?*
- The story tells us that she changed her lover once or twice per year, so after 5 years she had had 5 to 10 different lovers.
- f) *How long did it take Asha to be infected with HIV after she started having sex?*
- Usually the symptoms of AIDS emerge many years after someone has been infected with HIV, sometimes 10 years later or more.
 - So Asha was probably infected soon after she started having sex.
- g) *Which lover could have infected Asha with HIV?*
- It could have been Amoni, her very first lover, or one of the other lovers she had soon after she started to have sex.
- h) *How many lovers might Asha have unknowingly infected before she showed signs of AIDS?*
- If Amoni infected her with HIV, she may have then infected as many as 9 lovers.
- i) *In your community, how many lovers do young people normally have in one year?*
- j) *In your community, how many lovers do young people normally have before marriage?*
- k) *In your community, how many lovers do young people normally have after marriage?*
5. Remind the class that Asha was probably infected by one of her first lovers.
- a) *How does this make you feel about the dangers of HIV infection in your community?*
- b) *What does Asha's story teach us?*
- Sexual temptation and persuasion by friends may bring us problems in life.
 - Having many lovers puts you in danger of being infected. It also puts you in danger of infecting others.

- However, you cannot completely avoid the danger by having only one lover, because it is possible that Asha was infected by her first lover.
- You cannot know who has HIV by looking at them, as they can look and feel healthy for many years before showing signs of AIDS.
- If you choose to have sex, it is important to use condoms. They offer good protection.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following issues:
 - *Someone may try to tempt you to have sex by offering you gifts, but the dangers of AIDS far outweigh the benefits of gifts.*
 - *Many adults, especially men, take advantage of their wealth or position in society to pressurise young people, especially girls, to have sex with them. This increases girls' risk of infection with HIV and sexually transmitted diseases.*
 - *It is best for young people to avoid such relationships. If anybody is putting you under this kind of pressure, you should seek help from an adult whom you can trust.*
 - *Changing lovers puts you in great danger of being infected with sexually transmitted diseases, HIV and unplanned pregnancies. This is true even if you only change lovers once or twice per year.*
 - *It is wise to use condoms every time you have sex.*
 - *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 or 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 without using a condom.*

Quiz

1. What are the dangers of having many lovers?
2. What is the difference between having HIV and AIDS?
3. What could Asha have done to avoid getting AIDS?

The teacher can ask more questions to facilitate understanding.

Session 9

Protecting Yourself: What are Condoms?

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Learning objectives

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

1. To explain what condoms are.
2. To name where condoms are available.
3. To explain the benefits of using condoms.

Teaching methods/materials

- Group work
- Role-play
- Group competition

Teaching time

40 minutes

Background information for the teacher

Teachers will introduce a sensitive topic in this session. They will discuss the benefits of using condoms. Some pupils may come from religious backgrounds that make it difficult for them to learn about condoms. Some may have serious misconceptions about condoms that prevent them from using them when they have sex. And others may feel extremely shy about discussing condoms. Nevertheless, it is critical that the topic is properly introduced and that all members of the class are actively engaged in the discussion. This is because, at present, using condoms systematically is the only way for pupils to protect themselves from HIV and sexually transmitted diseases, if pupils choose to have sex, either now or in the future.

Before starting this session, teachers should thoroughly familiarise themselves with this session and Chapters 3, 4 and 5 of the Teacher's Resource Book that accompanies this guide. This will help teachers to answer questions that pupils might have about condoms.

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 a condom? (10 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. Tell them that each group will only have one minute to discuss each question.
3. Make sure that every pupil in every group participates in the discussion.
4. Ask the groups the following questions. Wait for each group's response, before emphasising the correct answer, and then ask the next question.
 - a) *Have you ever heard of the word "condom"?*
 - b) *What is a condom?*
 - A condom is something made out of rubber or plastic. It is worn on the genitals when having sex.
 - There are two different kinds of condoms. One that a man can wear, and another that a woman can wear. Men cannot wear condoms made for women, and women cannot wear condoms made for men.
 - In Tanzania, the most common condom for men is called "Salama", and the most common condom for women is called "Care".
 - c) *What are the benefits of using condoms?*
 - If you have sex, condoms are the only way to avoid HIV, sexually transmitted diseases, and unintended pregnancies.
 - d) *What have you heard about condom safety?*
 - The condoms that are available in Tanzania have been tested thoroughly by the Tanzania Bureau of Standards. They have certified that these condoms are acceptable for use.
 - e) *In the area where you live, where are condoms available?*
 - Shops.
 - Hospitals, health clinics or dispensaries.
 - Condom sellers and distributors.
 - f) *What should people do before using a condom?*

- Make sure the condoms are new and have not been used before.
- Make sure the condom's use date has not expired by looking at the back.
- Make sure the condom has not been damaged in any way. Folding, bending or crushing it, or exposing it to excessive heat or moisture, will make it less effective.
- Make sure they know how to use condoms correctly. Both Salama condoms for men and Care condoms for women have instructions printed on the condom box explaining how to use the condom.

Task 3: Helping Others (25 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. Read aloud the following situation. Write it on the blackboard so pupils can refer to it while they are preparing their role-plays.

Role-play

A young neighbour of the same sex as you has heard about condoms. But he/she does not understand condoms. One evening your neighbour comes to your home and asks you to explain the truth about condoms, and where they can be obtained. What will you say?

3. Tell the pupils that each group will have 10 minutes to prepare a 3-5 minute role-play, based on this situation.
4. Tell them to remember all the things they have discussed earlier about condoms.
5. Tell them there may not be enough time for all groups to present their role-plays today, so some may do so in the next lesson.
6. Let the groups prepare their role-plays for 10 minutes.
7. Have each of the groups present their role-plays one after the other. 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 representing an excellent performance.
8. Record the points awarded after each performance.

9. When about 3 to 5 minutes remain before the end of the session, thank all the groups that have already performed their role-plays. Remind the remaining groups that they will perform their role-plays in the next session.

Conclusion

1. Give the pupils a chance to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following issues:
 - *The safest way to protect your health and future is to not have sex at a young age.*
 - *Some young people will still decide to have sex. If you have sex, the safest way to avoid sexually transmitted diseases, AIDS and unintended pregnancy is to use condoms every time.*

Quiz

1. What are the benefits of using condoms?
2. Where can you get condoms in your neighbourhood?

The teacher can ask more questions to facilitate understanding.

Session 10

Revision

DO NOT READ THIS PAGE ALOUD TO THE PUPILS

Learning objectives

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

- To explain all the things he/she learnt in the reproductive health education sessions this year.

Teaching methods/materials

- Somoye's letter
- Role-play
- Group competition
- Personalisation exercise

Teaching time

40 minutes

Background information for the teacher

This session reviews all the information shared with the pupils during the year. For this session to go well, the teacher should review all the sessions for the year beforehand. Most importantly, this session specifically refers to Somoye's letter in Session 7, so the teacher should re-read that session in 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: Somoye's Letter (10 minutes)

1. Tell the pupils that this will be the last session on reproductive health education for this year.
2. Tell them that today the class will review the things they learned during the year.
3. Ask the pupils to answer the following questions:
 - a) *Do you remember Somoye?*
 - Somoye was introduced in Session 7, when we read her letter to a friend.
 - b) *What did Somoye do?*
 - She described what happened to Tatu.
4. Tell the pupils to pair off by facing the pupil nearest to them. Ask them to discuss the following question:

What happened to Tatu?
5. Give them 3 minutes for this discussion.
6. Then choose some pupils to tell the class the story of what happened to Tatu.
7. While they are telling the story, help them remember the following points:
 - When Tatu was returning from the well one day, she met a boy named Riziki.
 - Riziki wanted to have sex with her.
 - Tatu refused.
 - Riziki continued to harass her. He even spilled the water Tatu was carrying.
 - Tatu became angry and told Riziki that he must respect her decision. Tatu then returned home and told her older sister what had happened.
 - Tatu's sister went to Riziki's family home to complain to his parents.
 - Riziki was punished by his father.
8. When the pupils have finished telling the story, ask the whole class the following question:

What does Tatu's situation teach us?

- Every person has the right to make decisions and to have these decisions respected.
- People in our society should protect and support us when we make wise decisions.

Task 2: Helping Others (20 minutes)

1. Tell the pupils to form the role-play groups they had in the previous session.
2. Remind them of the role-plays they prepared on giving advice about condoms.
3. Write the following account on the blackboard to help them remember.

Role-play

A young neighbour of the same sex as you has heard about condoms. But he/she does not understand condoms. One evening your neighbour comes to your home and asks you to explain the truth about condoms, and where they can be obtained. What will you say?

4. Tell the pupils to remember all the things they learned about condoms during the last session.
5. Give the groups 2 minutes to prepare themselves to perform their role-plays.
6. Remind them that these role-plays are competitive and will be assessed by all pupils.
7. Have the groups who have not yet performed their role-plays to the class do so. If all groups have already done so and there is still time, give groups a second chance to present their role-plays and to try to improve their score.
8. 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. After the competition is over, thank all the pupils for participating.
10. Praise the group that wins.
11. Encourage the others to try harder and listen more carefully the next time.

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

1. Ask all the pupils to answer the following questions:
 - a) *Out of every 10 adults in Tanzania, how many have HIV?*
 - One.
 - b) *Therefore, out of every 100 adults, how many are infected?*
 - About 10 people.
 - c) *Out of every 6 adults in Tanzania, how many have a sexually transmitted disease?*
 - Two.
 - d) *Therefore out of every 100 adults, how many have a sexually transmitted diseases?*
 - About 33.
 - e) *This is the situation in our environment at present. So what could happen to you if you have sex without using a condom?*
 - There is great danger of being infected with sexually transmitted diseases if you have sex without a condom even once with any member of your age group.
 - This danger increases three times if you have sex with adults, especially those who are much older in age because they usually have had more sex partners.

Key Point

Many adults, especially men, take advantage of their wealth or position in society to pressurise young people, especially girls, to have sex with them. This increases girls' risk of infection with HIV and sexually transmitted diseases.

It is best for young people to avoid such relationships. If anybody is putting you under this kind of pressure, you should seek help from an adult whom you can trust.

- f) *Do you remember the promises you made to yourself to protect your health?*

(Remind them of the promises they made to themselves in Standard 5 and earlier in Standard 6.)
- g) *Is there anything else you can do to protect yourself more?*

2. Now ask all the pupils to close their eyes.

3. Tell them to think about all the things they have learned.
4. Ask them to remember the steps they promised to take to protect their health for about half a minute.
5. Ask them to open their eyes.
6. Tell them that if they follow those steps, they will continue to protect their health.
7. Remind them that these are promises to themselves, not to other people, because it is important for them to value and respect themselves.
8. Encourage them to keep their promises all of the time, not just sometimes.

Conclusion

1. Thank all the pupils for their cooperation during these lessons.
2. Encourage them to teach their friends and others about what they have learned in class.
3. Remind them that they will continue to have such lessons next year.