

# Good Things for Young People

Reproductive Health Education  
for Primary Schools

## Teacher's Guide for Standard 7

written by:

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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 7. 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 7 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 7 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 3 dramas:

- Session 2: Lucy and Yahaya
- Session 7: Tatu, Pili and Siwema
- Session 9a and 9b: Bakari and Abel

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

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

## **Simulations**

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

## **Stories**

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

## **Personalisation Exercises**

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

## **Flipcharts**

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

## **Questions and Answers**

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

## **Quiz**

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

## **Teacher's Resource Book**

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

Chapter 1: Signs and symptoms of sexually transmitted diseases

Chapter 2: Family planning methods

Chapter 3: How to use male condoms

Chapter 4: How to use female condoms

Chapter 5: Misconceptions about condoms

Chapter 6: Frequently asked questions

Chapter 7: Additional resources

# Session 1

## Review of Previous Years' Learning

### **DO NOT READ THIS PAGE ALOUD TO THE PUPILS**

#### **Learning objectives**

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

1. To explain all the key issues that they were taught in reproductive health education during the previous two years.
2. To state the rules of behaviour in sessions that will help them while learning about reproductive health.

#### **Teaching methods/materials**

- Group discussion
- Asha's story
- Group competition

#### **Teaching time**

40 minutes

#### **Background information for teachers**

This session is a review of all material previously covered in Standard 5 and 6, so we strongly recommend that teachers re-read the reproductive health sessions in the Standard 5 and 6 Teacher's Guides. Most importantly, teachers should re-read the following sessions:

- (1) The first session in each of the Standard 5 and 6 Teacher's Guides. These sessions established rules to create a good learning environment. The teacher will also need to bring to class the rules that were agreed with the pupils during the previous years.
- (2) Asha and Rose's drama and Asha's story (Session 8 of the Standard 6 Guide) is especially important in this session.

*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 education.
2. Remind the pupils that when they were in Standard 5 and 6, they learned many things about reproductive health, including the potential dangers of having sex.
3. Tell the pupils that this year, they will learn about new reproductive health topics. They will also review some of the topics covered in Standard 5 and 6.
4. Tell them that it is important they remember all the information they learned in the past 2 years, because this year's sessions will build on that earlier information.
5. Remind the pupils that it is also very important for each pupil to participate fully. Tell them they should feel free to ask questions for their own and their fellow pupils' benefit.
6. Ask them to state the classroom rules that helped build a better learning environment last year.
7. Write these rules down on the blackboard. Make sure they include the following:

### **Session Rules**

- 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 the pupils the following:
  - 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 sometimes remind them of these rules during the year.



## Task 2: Asha's story (10 minutes)

1. Ask the pupils the following questions:

a) *Do you remember Asha?*

- (Asha and Rose's drama and Asha's story took place in Session 8 of the Standard 6 Teacher's Guide.)

b) *Who were Asha's girl friends?*

- Rose and Suzana.

2. Tell the pupils to turn to the person nearest to them to discuss the following question:

*What happened to Asha?*

3. Give the pupils 2-3 minutes for discussion.

4. Choose a few pupils to tell the rest of the class the story of what happened to Asha.

5. While they are telling the story, help them remember the following key points:

- Rose tempted Asha to meet with Mangi's friend, Amoni who owned a shop.
- Asha started a sexual relationship with Amoni.
- Asha then began having one or two different lovers every year.
- Suzana advised Asha to stop this behaviour, but she did not listen.
- After 5 years, Asha started to show signs of AIDS. When she had a special blood test for HIV at a district hospital, she discovered that she had HIV.
- Suzana became worried about her own health, so she took a special blood test for HIV also. Fortunately, she was not infected.

6. Ask the pupils the following questions:

a) *How many years did it take for Asha to show signs of AIDS after she began to have sex?*

- 5 years.

b) *Which of Asha's lovers infected her with HIV?*

- We cannot know, but it was probably one of her first lovers, because once a person has been infected with HIV, it usually takes them many years to develop symptoms of AIDS.

- c) *Who else in Asha's story was probably infected with HIV?*
- If Asha was infected by one of her first lovers, then all of her later lovers may have been infected if they had sex with her without using condoms.
  - Asha had one to two lovers per year, so she may have unknowingly infected as many as 9 lovers.
- d) *What does Asha's story teach us?*
- Following bad advice and giving in to sexual temptation can kill us.
  - Having many lovers puts you in great danger of being infected. It also puts you in a position to spread infections to others.
  - **HOWEVER**, having only one lover does not mean that you are completely safe. It is possible that Asha herself was infected by her first lover.
  - If you are going to have sex, it is important to use condoms. Condoms offer good protection against HIV, sexually transmitted diseases and unplanned pregnancies.
- e) *Are there people like Asha in your community?*
- f) *What dangers might they be facing?*
- HIV, sexually transmitted diseases and unplanned pregnancies

### **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 the groups that they will be given only one minute to discuss each of the questions that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the groups the following:
  - a) *What are the possible negative consequences of having sex?*
    - To be infected with HIV, or other sexually transmitted diseases and to have unintended pregnancies.
  - b) *How many times does a person need to have sex to be infected with HIV?*
    - Even once is enough.
  - c) *How can a person avoid being infected with HIV?*

- Abstain from sex or use a condom every time he/she has sex.

d) *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 for men and one for women. The male condom covers the penis and the female condom is worn on the inside of the vagina.
- Men cannot wear condoms made for women and women cannot wear condoms made for men.
- The commonest condom for men in Tanzania is called “Salama”, and the commonest condom for women is called “Care”.

e) *What 3 dangers do condoms reduce during sex?*

- HIV, other sexually transmitted diseases, and unintended pregnancies.

f) *What ways are there of being infected with HIV? (Every group should give at least one answer.)*

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

g) *Name the 3 ways a mother can infect her child.*

- During pregnancy while the child is still in the womb.
- While giving birth.
- When breast-feeding her child.

h) *Name the reasons to refuse to have sex at a young age. (Every group should give at least one answer.)*

- I am still studying.
- I am not ready to have a child.
- My reproductive organs have not fully matured yet.
- I do not want to be infected with HIV or other sexually transmitted diseases.
- It is against my religious and/or cultural values.
- My parents want me to wait.

- i) *Between boys and girls, who should have a greater ability to make decisions?*
- Both should have equal ability to make decisions.
- j) *When a girl refuses to have sex, what should a boy do?*
- He should respect the girl's decision, and not try to persuade her otherwise.
- k) *When a boy refuses to have sex, what should a girl do?*
- She must respect the boy's decision, and not try to persuade him otherwise.
- l) *What are the key points to remember when saying NO to sex? (Every group should give at least one 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.**

6. Thank all the pupils for participating.
7. Praise the group that had the most points and so won the competition.
8. Encourage the others to try harder next time.

# Session 2

## How to Avoid HIV Infection and 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 having HIV and AIDS.
2. To state the main ways of being infected with HIV.

#### **Teaching methods/materials**

- Lucy and Yahaya's drama  
(The teacher will have to prepare some pupils well before the class to present this drama)
- Group competition
- Personalisation exercise

#### **Teaching time**

40 minutes

#### **Background information for teachers**

This session continues to help pupils understand the difference between having HIV and AIDS. This has already been explored in Sessions 3 and 4 in Standard 5 and in Session 2 in Standard 6. Nevertheless, many people still do not realise that on average it takes about 10 years for people who have been infected with HIV to develop AIDS.

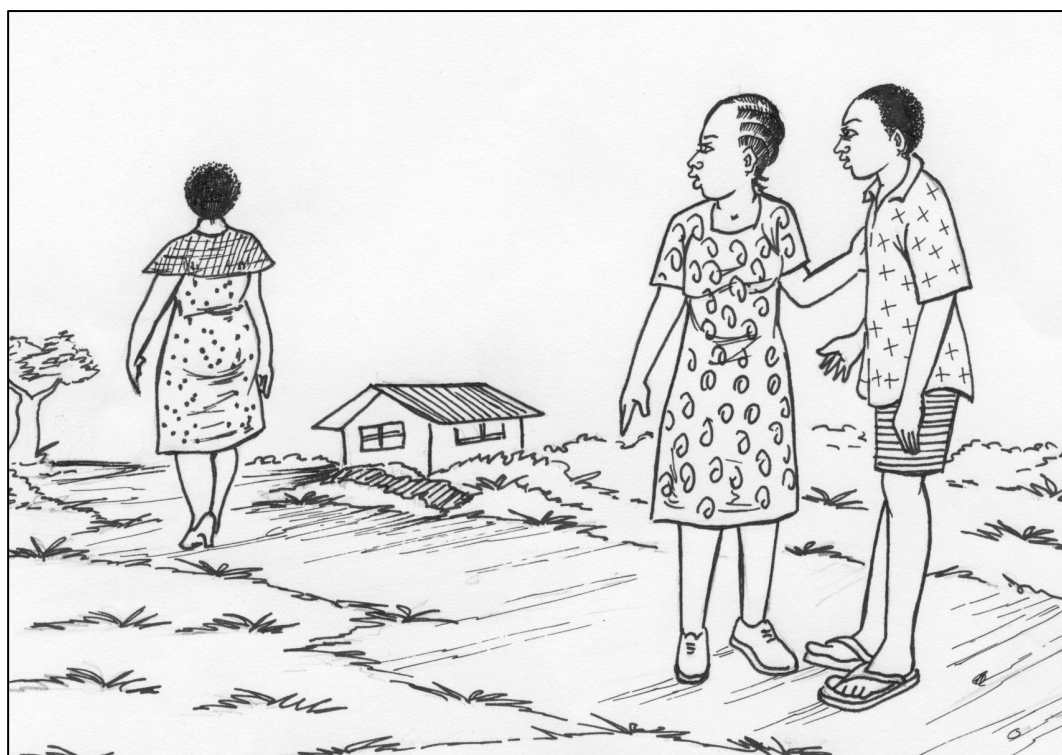
Lucy and Yahaya's drama is critical in grounding pupils' understanding of this concept, so it is essential that the teacher prepares two pupils to perform it before the session begins. Ideally, the teacher should do this well in advance of the class, so the pupils have time to ask questions and practise their parts. If the pupils are not prepared ahead of time, it will be very difficult to teach the class properly.

The teacher should also read previous Teacher's guide sessions on HIV and AIDS (Sessions 3 & 4 in Standard 5 and Session 2 in Standard 6), to help them remember all the key points to share in class. During this session new information about HIV and AIDS is taught, so the teacher should make sure that all answers listed in the text are covered with the pupils.

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

## **Task 1: Lucy and Yahaya's Drama - a competition** (25 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 the groups that they will be given only one minute to discuss each of the questions that will be asked.
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. Invite the pupils who practised the drama in advance to now act it out for the class.



**Drawing 1: Lucy and Yahaya talking about the woman from Charanga  
(in Lucy and Yahaya's drama)**

### Lucy and Yahaya's Drama

Yahaya: Lucy, that woman from Charanga whose husband died of AIDS is really surprising me!

Lucy: Why does she surprise you, Yahaya?

Yahaya: She has gained so much weight! She does not show any sign of having AIDS.

Lucy: Experts say that a person with HIV can live 10 years or more without showing any sign of AIDS. So you cannot know whether someone has HIV by looking at them.

Yahaya: I just don't believe that woman has any health problems. Look at the child she gave birth to! It is in very good health.

Lucy: Listen, Yahaya. Do you remember Daudi, who died in Mwendapole recently?

Yahaya: Yes, I remember him!

Lucy: Do you know that he was infected with HIV by a woman in Mwendapole that everyone thought did not have HIV?

Yahaya: Ohhh. Is this true?

Lucy: Listen, Yahaya. That woman was pregnant when her husband died of AIDS. When she gave birth, her child seemed healthy. So, people felt she too was healthy.

Yahaya: Yes! I remember that child.

Lucy: That is when Daudi had sex with her, and now Daudi has died of AIDS.

Yahaya: Mhh! So people can appear to be in excellent health and yet they can infect others when they have sex. That is very dangerous! Now I understand what you were saying. Thanks!

Lucy: No problem.

6. Ask the pupils the following questions:

a) *Who were in the play we just saw?*

➤ Lucy and Yahaya.

b) *What were they talking about?*

➤ People who have died of AIDS and their sex partners who may have HIV.

c) *Why was Yahaya surprised when she saw the woman from Charanga?*

➤ Because the woman was fat and her child was in very good health, even though her husband had already died of AIDS.

- d) *Why did people think that the woman from Mwendapole was not infected with HIV?*
- Because both she and her child appear to be in good health.
- e) *What are the 3 ways a woman can infect her child with HIV?*
- During pregnancy while the child is still in the womb.
  - While giving birth.
  - When breast-feeding her child.
- f) *Does every woman with HIV infect her baby?*
- No.
- g) *Out of every 10 pregnant women with HIV, how many infect their babies?*
- Usually 2 to 4 out of every 10 pregnant women with HIV infect their babies. Women whose immune systems already have been seriously affected by HIV are in greatest danger of infecting their babies.
- h) *Explain what happened to Daudi.*
- He has sex with a woman who looked healthy, and was infected with HIV. Later he died of AIDS.
- i) *If you had had a chance to advise Daudi before he was infected with HIV, what would you have advised him?*
- He should be careful because you cannot know whether someone has HIV by looking at them.
  - He should use condoms every time he has sex.
- j) *What have we learned through this drama?*
- You cannot know whether a person has HIV by looking at them.
  - People with HIV can live 10 years or more without showing any signs of AIDS.

7. Thank everyone for participating.

8. Praise the group that wins the competition by getting the most points.

9. Encourage the others to try harder next time.

## **Task 2: If it was me (15 minutes)**

1. Ask the pupils to answer the following questions:

- a) *If we take this class as an example of the situation for adults, how many of us would have HIV?*
- 1 out of every 10 people in the class.



- b) *This is the reality in our environment. So what could happen if you have sex?*
- There is great danger of being infected with HIV if we have sex without using condoms.
2. Ask them to close their eyes.
  3. Tell them:
 

*Imagine that one day you meet someone whom you would like to marry.*
  4. Wait a few moments for them to imagine. Now ask them:
 

*How would you feel?*
  5. Wait for a few moments for them to think. Now tell them:
 

*Imagine that this person also wants to marry you. How would you feel?*
  6. Wait for a few moments for them to think. Then tell them:
 

*Imagine that before getting married, your parents and his/her parents advise you both to go to the hospital to get a special blood test for HIV. How would you feel?*
  7. Wait for a few moments for them to think. Now tell them:
 

*Your tests show that you have been infected with HIV, but your fiancé has not been infected. How would you feel?*
  8. Tell them:
 

*Imagine that because you have HIV, the parents decide to stop the marriage plans. How would you feel?*
  9. Now ask them to open their eyes.
  10. Tell them that fortunately they have not yet reached such a period of their lives. Emphasize that everyone still has the opportunity to change their behaviour.
  11. Ask them:
    - a) *How many of you want to make sure you avoid this danger of HIV infection and AIDS?*
    - b) *How many of you believe you have the ability to protect yourselves?*
  12. Ask them to close their eyes again.

13. Ask them:

*What steps will protect you, so later you can have a healthy family?*

14. Tell them that everyone has the ability to avoid the danger of HIV infection that is present in our communities. They can do this by not having sex, or by using a condom every time they have sex. Emphasise that by protecting themselves they also protect others.

15. Remind them that every step they decide on to protect themselves should be a promise that they make with themselves.

16. Ask them to open their eyes.

17. Encourage them to remember these promises every day.

## Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.

2. Ask the pupils what they learned in today's lesson.

3. Emphasise the following key points:

- *You cannot know if a person has HIV by looking at them.*
- *A mother who has been infected with HIV can give birth to a child who is not infected with HIV. However, often the child is also infected.*
- *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.*

### Quiz

1. Explain how you can know someone has HIV.
2. Out of every 10 pregnant women infected with HIV, how many will infect their babies?

**The teacher can ask more questions to facilitate understanding.**

# Session 3

## Sexually Transmitted Diseases and their Consequences

### **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 various sexually transmitted diseases.
2. To state the signs and symptoms of sexually transmitted diseases.
3. To explain the negative effects of sexually transmitted diseases.

#### **Teaching methods/materials**

- Group competition
- Mama Kibwengo's story
- Flipchart 17
- Personalisation exercise

#### **Teaching time**

40 minutes

#### **Background information for teachers**

Underlying, untreated sexually transmitted diseases play a critical role in increasing the spread of HIV in Africa. This session helps pupils understand the symptoms of sexually transmitted diseases so that they can take action to get them treated as quickly as possible.

Before teaching this lesson, teachers should thoroughly familiarise themselves with the contents of Chapter 1 in the Teacher's Resource Book, which explains the signs and symptoms of different sexually transmitted diseases. If they would like additional information they can also review Sessions 5 and 10 for Standard 5 and Sessions 3 and 4 for Standard 6.

*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: Sexually Transmitted Diseases - a competition (15 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 the pupils that they will be given only one minute to discuss each of the questions that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the pupils:
  - a) *Name the signs and symptoms of sexually transmitted diseases in men.*
    - Discharge of pus from the genitals.
    - Pain while urinating.
    - Itchiness and irritation on the genitals.
    - Sores on the genitals.
    - Swellings or lumps on the genitals or in the groin.
    - Sometimes, it is possible not to have any symptoms at all.
  - b) *Name the signs and symptoms of sexually transmitted diseases in women.*
    - Smelly or dark discharge from the genitals.
    - Cramps and pain in the abdomen, below the belly button.
    - Itchiness and irritation on the genitals.
    - Sores on the genitals.
    - Swellings or lumps on the genitals or in the groin.
    - Often, it is possible not to have any symptoms at all.

c) *Name the possible effects of sexually transmitted diseases if they are not treated early.*

- They may cause blocked urinary passages.
- They may cause infertility.
- They may infect a baby during the process of giving birth.
- They may cause a baby to be stillborn.

d) *Some sexually transmitted diseases can be treated and cured, so that both the symptoms and the germ completely leave the body.*

*Name sexually transmitted diseases that can be both treated and cured. (Every group should give at least one answer.)*

- Gonorrhoea.
- Syphilis.
- Chlamydia.
- Pubic lice.
- Sores on sexual parts (*Haemophilus ducreyi*).

e) *Some sexually transmitted diseases can only be treated to reduce symptoms. They cannot be cured, so the germ always stays in the body, and may cause symptoms again later in life.*

*Name sexually transmitted diseases that can be treated but cannot be cured. (Every group should give at least one answer.)*

- Human papilloma virus.
- Herpes simplex virus – type 2.
- AIDS.
- Very small germs called viruses cause these three diseases.

f) *When you suspect that you may have a sexually transmitted disease, what should you do?*

- Go to a hospital or clinic as soon as possible to get treatment.
- Do not try to get treatment without going to a hospital or clinic. Only a trained medical professional will know how to treat you properly.

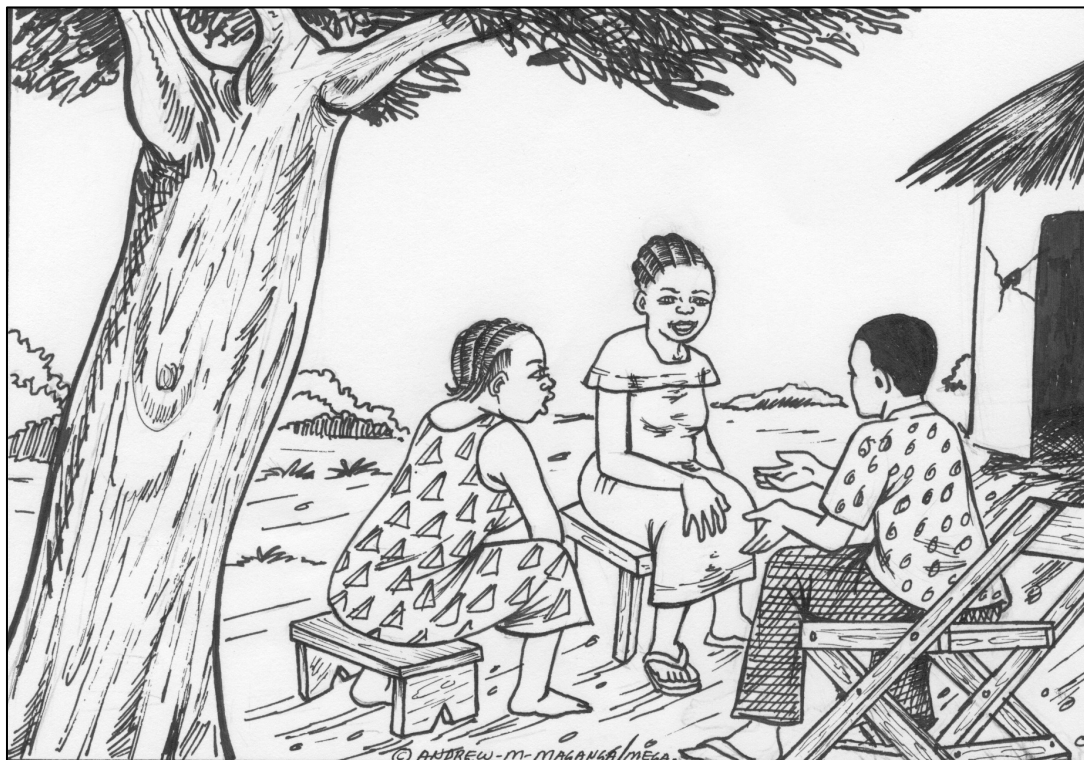
6. Thank everyone for participating.

7. Praise the group that wins by getting the most points.

8. Encourage the others to try harder the next time.

### Task 3: Mama Kibwengo's Story (10 minutes)

1. Ask the pupils if they would like to hear a story. When they agree, show them Flipchart 17 and read aloud the following story:



Flipchart 17: Mama Kibwengo and her husband talking to Mama Shukuru (in Mama Kibwengo's story)

#### Mama Kibwengo's Story

Mama Kibwengo is a woman who lives with her husband and takes care of her home. Since she got married, she has not been blessed with a child.

One of her neighbours, Mama Shukuru, visited Mama Kibwengo one evening, and advised her and her husband to go to the hospital for a medical examination, to see why they are not able to have children. Mama Kibwengo and her husband agreed.

After the medical examination, Mama Kibwengo and her husband learned that they both had sexually transmitted diseases. The health professional also told them that sexually transmitted diseases have many negative effects if they are not treated early. She emphasized that this is the main reason why Mama Kibwengo was unable to have a child.

2. Ask the pupils the following questions:
  - a) *Who is this story about?*
    - Mama Kibwengo and her husband, and their neighbour, Mama Shukuru.

- b) *What were Mama Kibwengo and her husband unable to have?*
- Children.
- c) *What advice did Mama Shukuru give to Mama Kibwengo and her husband?*
- To go to the hospital or clinic for an examination to learn what is causing their problem.
- d) *What were the results of the medical examinations?*
- Both Mama Kibwengo and her husband had sexually transmitted diseases.
- e) *What effects did the sexually transmitted diseases have on Mama Kibwengo and her husband?*
- They probably caused one or both of them to become infertile.

#### **Task 4: If it was me (10 minutes)**

1. Ask the pupils to close their eyes and think about when they will have their own families in the future, for example:  
*Imagine when you will be married and have a husband or wife.*
2. Wait a few moments for them to think. Then ask them:  
*How many children would you like to have?*
3. Wait a few moments for them to think. Then tell them to open their eyes and ask a few of them to tell the rest of the class their answers.
4. Ask them to close their eyes again and ask them:  
*If you are lucky to have the number of children you want, how would you feel?*
5. Wait a few moments for them to think. Then tell them to open their eyes and ask a few of them to tell the rest of the class their answers.
6. Ask them to close their eyes once more and think about the following:  
*Imagine your marriage has been blessed with the birth of your first child. Your relatives and friends come to congratulate you. How would you feel?*
7. Wait a few moments for them to think. Then tell them to open their eyes and ask a few of them to tell the rest of the class their answers.
8. Ask them to close their eyes once more and think about the following:

- a) *Now imagine instead you have gone to the hospital and have been told that you cannot have any children because you have had sexually transmitted diseases. How would you feel?*
- b) *Who would you tell about your problem?*
9. Wait a few moments for them to think. Then tell them to open their eyes and ask a few of them to tell the rest of the class their answers.
  10. Remind them of the promises they made to themselves since Standard 5, to make sure that they avoid being infected with HIV and other sexually transmitted diseases.
  11. Praise them for protecting their health.
  12. Encourage them to continue keeping their promises in the future.

## Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
  - *Sexually transmitted diseases have different signs and symptoms, such as having a pus discharge from the genitals, pain while urinating, and sores on the genitals.*
  - *Sometimes sexually transmitted diseases do not have any visible symptoms, especially for girls and women.*
  - *Long-term negative consequences of having sexually transmitted diseases include infertility, and infecting an infant while giving birth.*

### Quiz

1. Name the sexually transmitted diseases you know.
2. What are the signs and symptoms of sexually transmitted diseases for men and for women?
3. What are the dangers of having sexually transmitted diseases for a pregnant woman?
4. What should you do if you suspect that you may have a sexually transmitted disease?

**The teacher can ask more questions to facilitate understanding.**



# Session 4

## Making Good Decisions

### **DO NOT READ THIS PAGE ALOUD TO THE PUPILS**

#### **Learning objectives**

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

- To explain the importance of refusing sex.

#### **Teaching methods/materials**

- Sabina's story
- Flipchart 18
- Group discussion

#### **Teaching time**

40 minutes

#### **Background information for teachers**

Research in rural Mwanza has shown that young people, especially girls, are often pressured to have sex in exchange for gifts. This session examines the different ways in which young people may be pressured or tempted to have sex. Research has also shown that knowledge of the negative consequences of sex is not enough to help young people change their behaviour. Therefore, this session and the next one get pupils to practise decision-making and sexual refusal skills through role-plays.

It builds on earlier sessions such as Sessions 8 and 9 in Standard 5 and Session 8 in Standard 6. Sabina's story is extremely important in the session that follows, so teachers should read it to prepare themselves before beginning the session.

*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: Sabina's Story (15 minutes)

1. Ask the pupils if they would like to hear Sabina's story. When they agree, show them Flipchart 18 and read aloud the following:



Flipchart 18: Sabina refusing to accept money from a man (in Sabina's story)

### Sabina's Story

Sabina was a girl who lives in Sotojo village. Sabina's family was extremely poor and lived in a very small room. Sabina was very well behaved and worked hard.

After finishing primary school, Sabina was selected to continue with secondary school. However, Sabina was unable to go to secondary school because her parents could not pay the school fees. Therefore, Sabina was forced to leave school and stay at home, helping her parents work around the house.

2. Ask the pupils the following:

*Why was Sabina unable to go to secondary school?*

- Because her family was not able to pay for her school fees.

3. Continue reading the story.

Sabina was very disappointed not to be able to continue with school. Nevertheless, she did not give up hope. She was very patient and showed great enthusiasm for whatever work she did.

In Sabina's village, there were a number of men who wanted to have sex with her. They tried to convince Sabina by promising her gifts. A number of the rich businessmen in the village even promised to pay her secondary school fees.

4. Ask the pupils the following:

*Why did some men in the village want to give Sabina gifts or money?*

- Because they wanted to have sex with her.

5. Continue reading the story.

Sabina understood the hidden aims of the men, so she refused to accept their gifts. She told them, "Your promises are like poison. I am not ready to have sex. I respect myself. I will try my best and I will succeed. My poverty is not a reason to start having sex."

6. Ask the pupils the following questions:

a) *Why did Sabina refuse to accept gifts?*

- Because the gifts were offered to persuade her to have sex.

b) *What else could Sabina do to make enough money to meet her goals?*

(Get responses from the pupils.)

c) *What does this story teach us?*

- Poverty is not a good reason to have sex.
- It is always possible to refuse to have sex.

### **Task 3: Making decisions (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. Read the following two events to all the groups.

### What should Tina do?

Tina finished primary school last year, but she was not able to continue with secondary school because her family did not have enough money for school fees. Tina thus had to begin working in other people's houses to make ends meet. After some time, Mr. Tunu, the owner of the house where Tina worked, started trying to pressure her to have sex with him.

### What should Nabe do?

Nabe is a girl who lives with her parents in Ilole village. Recently, she met a boy called Soti, who asked her to have sex with him, but Nabe refused. Soti then told her that he will pester her until she agrees to have sex with him.

3. Ask the pupils to discuss the following questions in their groups:
  - a) *What choices are available to Tina and Nabe?*
  - b) *What are the possible consequences of each of these choices?*
  - c) *Where can Tina and Nabe go for advice?*
  - d) *What do you think they will do?*
4. Give each group 10 minutes to discuss the questions.
5. Make sure every pupil is participating in the group activity.
6. Ask the groups to report back to the entire class. Then tell them to remember these stories because the class will continue to discuss them in the next session.

### Key Points

- It is important to respect ourselves and our health. If we lose our sense of self worth or health, it is difficult to regain it.
- We must respect ourselves and make wise decisions, just as Sabina did.

### Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:

- *Every decision we make has good or bad consequences.*
- *Before we make decisions, it is very important to think about the potential consequences and how we can avoid any danger.*
- *Many adults, especially men, take advantage of their wealth or position in society to pressure young people, especially girls, to have sex with them.*
- *This increases the young person's risk of infection with HIV and sexually transmitted diseases, since these adults have usually had many sexual partners. 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 trust.*
- *Everyone has the ability to refuse temptation or persuasion.*

### Quiz

1. What does Sabina's story teach us?
2. Why is it important to respect our health and ourselves?
3. What should we do when we make decisions?

**The teacher can ask more questions to facilitate understanding.**

# Session 5

## Practising Saying No

### **DO NOT READ THIS PAGE ALOUD TO THE PUPILS**

#### **Learning objectives**

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

- To understand and explain the key points when refusing to have sex.

#### **Teaching methods/materials**

- Group discussion
- Role-play
- Group competition

#### **Teaching time**

40 minutes

#### **Background information for teachers**

This session builds on the last session in helping pupils practise how to refuse to have sex. The teacher will ask pupils about common ways in which they are approached for sex, and help pupils to find appropriate ways to refuse to have sex. Short role-plays based on real-life situations are an important part of this session, so teachers will have to give clear instructions to help pupils prepare them.

*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: Temptations (5 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 each group to think about words and actions that are commonly used by people to persuade others to have sex with them.
3. Give them 4 minutes to discuss this.
4. Then ask each group to think about words and actions that could be used to refuse such sexual advances.
5. Give them 4 minutes to discuss this, and then write their responses to both issues on the blackboard.

### **Task 3: Saying No (30 minutes)**

1. While the pupils are still in their groups, remind them that in the previous session they had a discussion about Nabe and Tina's stories.
2. Choose two pupils to summarise these stories for everyone. Make sure that they have remembered the two stories correctly:

#### **What should Tina do?**

Tina finished primary school last year, but she was not able to continue with secondary school because her family did not have enough money for school fees. Tina thus had to begin working in other people's houses to make ends meet. After some time, Mr. Tunu, the owner of the house where Tina worked, started trying to pressure her to have sex with him.

#### **What should Nabe do?**

Nabe is a girl who lives with her parents in Ilole village. Recently, she met a boy called Soti, who asked her to have sex with him, but Nabe refused. Soti then told her that he will pester her until she agrees to have sex with him.

3. Remind the pupils also of the comments that emerged during their discussions.
4. Remind them that in today's lesson, we have heard words that can be used to reject pressure or temptation.
5. Then ask them the following:
  - a) *Are words alone enough?*
  - b) *If words are not enough, what else do you have to do when rejecting or refusing temptation?*
6. After they finish responding, remind them of the key points when saying no to sex.

### **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.**

7. Tell the pupils now to use Tina and Nabe's stories to prepare short role-plays. These role-plays should be no more than 3 minutes long.
8. Give half of the groups the task of performing a role-play about what Tina does, and the other half the task of performing a role-play about what Soti does. Ask each group to prepare 2 pupils to perform the role-play. One of them should be Mr. Tunu or Soti, and the other one should be Tina or Nabe.
9. The person playing Tina or Nabe should refuse to have sex using the words and actions that were discussed in class earlier. She should also follow the other key points for saying no to sex.
10. Tell the class that the role-plays will be competitive, and each role-play will be awarded between 1 and 10 points by the teacher and pupils together, with 10 being given for an excellent performance.
11. Give each group 5-10 minutes to prepare their role-play.
12. Have all groups perform their role-plays in front of the class.
13. After the role-plays have been performed, thank everyone for participating.



14. Praise the group that wins by being awarded the most points.
15. Encourage the others to try harder next time.

## Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasise the following key points:
  - *Each of us has the ability to reject pressure or temptation.*
  - *Words alone are not enough. When you refuse to have sex, it is essential that your words and actions say the same thing.*
  - *Being poor is not a good reason to agree to have sex.*
  - *Many adults, especially men, take advantage of their wealth or position in society to pressure young people, especially girls, to have sex with them.*
  - *This increases the young person's risk of infection with HIV and sexually transmitted diseases, since these adults have usually had many sexual partners. 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 trust.*

### Quiz

1. Name two reasons for refusing to have sex at a young age.
2. When you refuse sex using words, what else do you need to do?

**The teacher can ask more questions to facilitate understanding.**

# Session 6

## Being Faithful

**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 importance of being faithful to one lover.
2. To explain the dangers of having many lovers.
3. To explain the signs and symptoms of sexually transmitted diseases.

### Teaching methods/materials

- Maria's story
- Flipchart 19
- Malima's story
- Group competition

### Teaching time

40 minutes

### Background information for teachers

This session stresses the importance of being faithful and the dangers of having many lovers. It builds on concepts introduced in Session 4 in Standard 6. Therefore, pupils are asked to think about what it means to be faithful to one long-term partner, and to think about the advantages of waiting to see if a relationship is going to last before having sex with someone. Maria's story also provides a positive example of a girl who refused to be enticed by gifts into having sex.

On the other hand, Malima's story helps pupils explore what it means to be faithful to one lover. Most pupils do not realise that it is not enough to be faithful to their lovers, especially if they have many lovers, one after the other. Having many lovers, even if it is one at a time, is dangerous and increases one's chances of being infected with HIV and other sexually transmitted diseases.

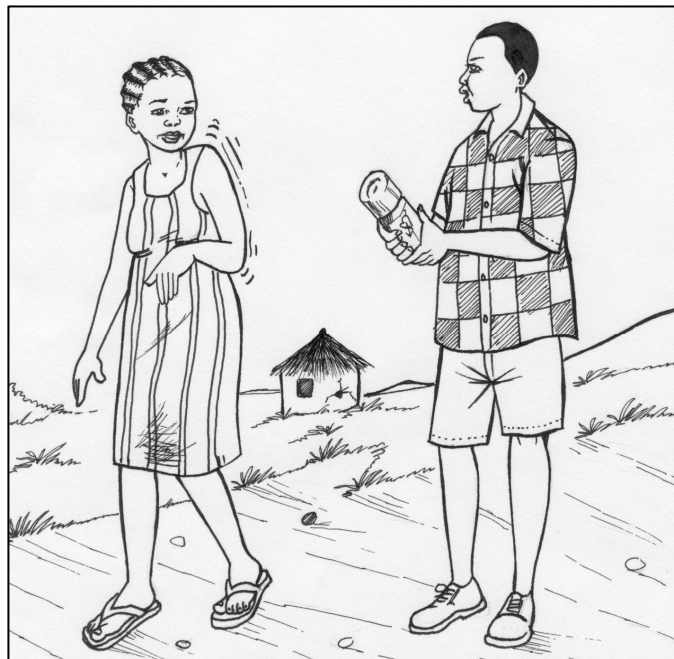
*Before starting the lesson, tell the pupils to clap their hands, jump up and down, sing, or do some other game or activity that will energise them and prepare them for the lesson.*

## Task 1: Review (5 minutes)

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

## Task 2: Maria's story (15 minutes)

1. Ask the pupils if they would like to hear a story. Show them Flipchart 19 and then read the following story aloud to the pupils:



**Flipchart 19: Maria refusing to accept a gift of body lotion from Paulo (in Maria's story)**

### **Maria's Story**

Maria was a beautiful, well-behaved girl who lived in Changanyikeni village. Maria's good reputation was known throughout the village of Changanyikeni, and there was not a single person in the village who did not know of her good attributes. Because of her good habits and behaviour, everyone in the village liked Maria.

2. Ask the pupils the following questions:
  - a) *Who is this story about?*
    - Maria.

b) *What kind of behaviour does Maria exhibit?*

- Good behaviour.

3. Continue with the story...

Maria's good reputation continued to spread throughout her village. There was a young man in Changanyikeni who loved Maria a lot. He asked her to marry him and she agreed, so they became engaged. Maria's fiancé was faithful and worked hard.

Maria and her fiancé trusted each other completely. Neither even considered breaking the other's trust.

4. Ask the pupils the following questions:

a) *What was the result of Maria's good reputation spreading in the community?*

- She became engaged to a young man who also had good behaviour.

b) *What kind of behaviour did Maria and her fiancé display?*

- They were faithful to each other.

5. Continue with the story.

One day, when Maria was returning from the shop, she met a young man named Paulo. Paulo said to Maria, "My sister, I am sorry to bother you. I have a gift for you, and I would like to meet with you later. When can we see each other?"

Maria responded, "I am sorry but I cannot meet with you, and I do not need your gift." Maria left right away.

6. Ask the pupils the following questions:

a) *Who did Maria meet as she was returning from the shop?*

- Paulo.

b) *What happened when Maria met Paulo?*

- Paulo tried to give Maria a gift.

c) *What do you think Paulo wanted from Maria?*

- To persuade her to have sex with him.

d) *If Paulo offers Maria a gift again, do you think she will agree or refuse? Why?*

- Maria will refuse because she has a fiancé, and both of them are faithful to each other.

7. Continue with the story.

After some time, Paulo bumped into Maria again. Paulo said, “Today is another good day for us to meet.”

Maria replied, “I thought you had learned, but it is clear you haven’t! Please Paulo, I do not want any relationship with you.”

Paulo said, “You never know. Please accept this little gift.”

Maria was startled to see Paulo offer her a nice, big bottle of body lotion.

Maria looked Paulo seriously in the face, and with a loud and clear voice told him, “Paulo, I do not want it. I have a fiancé, and I do not want any relationship with you. I am telling you, do not seek me out again!”

Then Maria left.

8. Ask the pupils the following questions:

a) *When Paulo offered Maria a gift the second time, what was her response?*

- “I have a fiancé, and I do not want any relationship with you.”

b) *What strategies did Maria use to reject Paulo’s offer?*

- She looked Paulo seriously in the face and refused to accept his gift and to have “a relationship” with him while speaking to him in a loud and clear voice, and then she left.

c) *Why did Maria refuse to accept a gift from Paulo?*

- She knew he would use it to pressure her to have sex.
- She was faithful to her fiancé and did not want another lover.

d) *What might have happened if Maria had accepted the gift from Paulo?*

- She might have felt pressured to have sex with Paulo.

9. Continue with the story:

After some time, Maria was married. There was big celebration. Now two years have passed since Maria’s wedding. Maria and her husband have been blessed with a child who is in good health.

10. Ask the pupils the following questions:

*What have we learned through this story?*

- We should not casually agree to sex.
- We should be faithful to one partner.

### Task 3: Malima's Story – 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 the groups they will be given only one minute to discuss each of the questions that will be asked.
3. Make sure that every pupil in the group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Read aloud the following story:



Drawing 2: Malima being directed to the hospital by his friend Yona (in Malima's story)

#### Malima's Story

Malima and Sikitu were young people who started a sexual relationship and were lovers for two months. Although Malima was faithful to his lover, they had a disagreement one day and their relationship ended after only three months.

After only two days, Malima started a sexual relationship with another girl called Kidawa. Malima and Kidawa were also very faithful to each other. However, it was clear that Kidawa's brothers did not approve of Malima, so Malima and Kidawa's relationship ended after only a short time.

6. Ask the pupils the following:

- a) *Who is the story about?*
  - Malima, Sikitu and Kidawa.
- b) *What are the names of the lovers Malima had in a short period of time?*
  - Sikitu and Kidawa.
- c) *Were the lovers faithful to each other?*
  - Yes.
- d) *If the lovers were faithful to each other, why did the relationships not last?*
  - Malima and Sikitu were not suited to each other.
  - Malima and Kidawa were not able to overcome external resistance to their relationship.
- e) *What factors make it likely that a relationship will last?*
- f) *What things would you want to be sure of before you agree to have sex with someone? How would you check these things?*

7. Continue with the story:

Malima was very upset after his relationship with Kidawa was over. However, after a short time, he had another lover, called Tau.

A short time after he started his relationship with Tau, Malima felt some pain in his genitals. He was surprised to see that he had a pus discharge from his genitals.

Malima was very worried. He thought he may have been bewitched, so he decided to ask his friend Yona for advice.

8. Ask the pupils the following questions:
- a) *After Malima separated from Kidawa, what did he do?*
    - He got another lover, Tau.
  - b) *State the signs and symptoms affecting Malima*
    - Pain, and pus discharge from his genitals.
  - c) *What kind of disease does Malima have?*
    - A sexually transmitted disease.

d) *If you were Yona, what advice would you give Malima? (Every group should give at least one answer.)*

- To go to the hospital immediately for an examination and treatment.
- To make sure that all his lovers also get treatment.
- To stop changing lovers frequently.
- To use a condom every time he has sex.

9. Continue with the story:

Yona listened to Malima very carefully. Then he told him, “These must be symptoms of a sexually transmitted disease.”

Malima replied, “But I was faithful to all my lovers, and I am sure they were faithful to me as well. How did I get a sexually transmitted disease?”

Yona told Malima, “Being faithful to one lover is very important, and may protect you from AIDS and other sexually transmitted diseases.”

“However, one of your lovers must have had sex with someone else before her relationship with you. She may have become infected then. The possibility that she then infected you is high. And the possibility that you infected any later lovers is also high.”

Yona continued, “In the future, it would be best if you did not change lovers often, and you should use a condom every time you have sex.”

Malima thought about what Yona had said, and replied, “This is very good advice, my friend, and I will try to follow it as I do not want such problems again. But what should I do about these symptoms?”

Yona replied, “You will now have to go to the hospital or clinic for treatment.” Then Yona added, “It is also important that your lovers get treatment, even the ones you have broken up with. Only get treatment at the hospital or clinic, because other kinds might not work and may even harm you.”

10. Ask the pupils the following questions:

a) *Between Kidawa, Sikitu and Tau, who infected Malima?*

- We cannot be certain, but it may be Tau since she was the last lover before Malima started to get sick.

b) *What advice did Yona give to Malima?*

- He should go to the hospital to be examined and receive treatment.
- He should make sure that all his lovers also receive treatment.
- He should stop changing lovers frequently.
- He should use condoms every time he has sex.



- c) *If Malima has HIV, who might have infected him?*
- It would be difficult to know, because the signs of AIDS come many years after infection with HIV. It could have been Sikitu, Kidawa or Tau.
- d) *If Malima was infected with HIV by Sikitu, who else might now be infected?*
- Kidawa and Tau.
- e) *Why should we go to the hospital or clinic as soon as we experience any sign of a sexually transmitted disease?*
- If sexually transmitted diseases are not treated quickly, they may have negative long-term effects.

11. Thank all the pupils for participating.
12. Praise the group that wins by getting the most points.
13. Encourage the others to try harder next time.

## Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
  - *Having even one lover puts you in danger of being infected with HIV and other sexually transmitted diseases.*
  - *It is better not to change lovers frequently.*
  - *When you have sex with one person, the risk of being infected with HIV is like having sex with all their previous lovers also. If any one of them was infected with HIV, then your lover might have been infected. Therefore you might also be in danger of being infected.*
  - *Therefore, it is very important to use a condom every time you have sex.*

### Quiz

1. What are the dangers of changing sexual partners?
2. Why are we advised to quickly go to the hospital or clinic once we experience symptoms of a sexually transmitted disease?

The teacher can ask more questions to facilitate understanding.

# Session 7

## Achieving Your Future Expectations

### **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 importance of planning for the future.
2. To explain the importance of using one's knowledge and striving to achieve one's goals.

#### **Teaching methods/materials**

- Group competition
- Tatu, Pili and Siwema's drama

(The teacher will have to prepare some pupils well before the class to present this drama)

#### **Teaching time**

40 minutes

#### **Background information for teachers**

In this session, pupils are asked to think about and share their expectations of the future, especially the number of children they would like to have once they leave school.

When the pupils share these expectations with the class, the teacher will have to make sure that no one's expectations are ridiculed. The teacher can remind the pupils of the rules they set for themselves. The teacher should tell the pupils that nobody's expectations are better than anybody else's, and everyone's expectations should be respected.

Tatu, Pili and Siwema'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 to practise their parts. If the pupils are not prepared ahead of time, it will be very difficult to teach the class properly.

Finally, this session is important because it lays the foundation for the next session (Session 8), which discusses family planning methods.

*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: Puberty – a competition (15 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 the groups they will be given only one minute to discuss each question that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the following questions:
  - a) *How many times does a woman need to have sex to get pregnant?*
    - Even once is enough.
  - b) *How many sperm does a man produce when having sex?*
    - Millions.
  - c) *How many sperms are needed for pregnancy to occur?*
    - Just one.
  - d) *How long can male sperm live inside the reproductive organs of a woman?*
    - Between 3 and 7 days. Therefore, if an egg is released at any time in the week after sex, there is still a possibility for pregnancy to occur.
  - e) *At what age do boys normally enter puberty?*
    - Between the ages of 10 and 15 years.
  - f) *At what age do girls normally enter puberty?*
    - Between the ages of 8 and 13 years.
  - g) *Can a boy pupil make a girl pregnant?*
    - Yes, if they are close to or have already entered puberty.
6. Thank everyone for participating.
7. Praise the group that wins by getting the most points.

8. Encourage the others to try harder the next time.

### Task 3: Tatu, Pili and Siwema's Drama (10 minutes)

1. Call upon the two pupils you have prepared ahead of time to perform Tatu, Pili and Siwema's drama.



Drawing 3: Tatu and Pili talking about Siwema (in Tatu, Pili, and Siwema's drama)

#### Tatu, Pili and Siwema's Drama

Tatu and Pili are sitting on a verandah when they see someone in the distance. Tatu touches Pili and whispers a question:

Tatu: Pili, isn't that Siwema?

Pili: That thin girl can't be Siwema! Siwema used to be plump and healthy.

Tatu: Pili, that is Siwema.

Pili: Ahaa. It's true. That is Siwema. But Tatu, I don't understand, what has happened to her?

Tatu: After being chosen for secondary school, Siwema's uncle volunteered to pay her school fees. However, after only 3 months at school, Siwema returned to the village.

Pili: Why?

Tatu: She was pregnant.

Pili: Who made her pregnant?

Tatu: Paulo, whose father owns that shop on the road. Paulo ran away from the village afterwards, and has not been back for a long time.

Pili: You mean he disowned the child?

Tatu: Yes. Siwema's uncle then insisted on being repaid the money he spent sending Siwema to school. He has also vowed never to help her again.

Pili: But Siwema was not a bad girl. She simply had bad luck.

Tatu: But Pili, her story is more than bad luck. We all have the ability to refuse temptation. If she had avoided having a sexual relationship with Paulo, perhaps she might have gone to university.

Pili: That's true. Tatu, we should avoid temptation so as not to let what happened to Siwema happen to us.

2. Ask the following questions:

- a) *Who were Tatu and Pili talking about?*
  - Siwema.
- b) *What made Siwema return home from secondary school?*
  - She became pregnant and was probably expelled.
- c) *What could Siwema have done to avoid becoming pregnant?*
  - She could have refused to have sex, or she could have used condoms.
- d) *What have we learned from this play?*
  - If we do not resist temptation, we can ruin our plans for the future.

#### **Task 4: Our Expectations (10 minutes)**

1. During the following discussion, make sure as many pupils as possible share their thoughts. Emphasize to the class that nobody's future expectations are better than anybody else's, and all deserve to be respected.
2. Now ask the following questions, and for each question wait for several answers before moving to the next question.
  - a) *What are your plans for the future after completing school?*
  - b) *What do you think you need to do to meet your expectations?*
  - c) *What do your parents expect of you when you finish school?*
  - d) *What will happen if your parents hear that you are pregnant or have made a girl pregnant?*
  - e) *Is making someone pregnant or becoming pregnant under your control?*
  - f) *Is getting AIDS under your control or not?*

### KEY POINT

- 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.

2. Remind the pupils of the promises they made to themselves to avoid sexually transmitted diseases and AIDS.
3. Praise them for protecting their health up to now.
4. Encourage them to keep their promises in the future.

### Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
  - ***Abstaining from sex is the only way to be absolutely sure that you will avoid sexually transmitted diseases, HIV and unintended pregnancies. Abstaining now will help you meet your future life expectations.***
  - ***Many things in our life are under our control. It is our responsibility to avoid those things that could have a negative impact on our lives.***
  - ***Having HIV does not mean a person has to become useless or is going to die the next day. Remember it sometimes takes 10 years or more before someone who is infected with HIV develops AIDS. A person who is infected with HIV who takes proper care of their health, eats a balanced diet, gets all infections treated early and properly, and has a caring and supportive environment, can live for many years.***

## Quiz

1. How many times does a girl need to have sex in order to become pregnant?
2. Is it possible for a boy to make a girl pregnant before he ejaculates? Why?
3. In order to meet your future expectations, what do you need to do?

**The teacher can ask more questions to facilitate understanding.**

# Session 8

## Planning for Your Future

**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 benefits of family planning.
2. To name the various family planning methods.

### **Teaching methods/materials**

- Group competition

### **Teaching time**

40 minutes

### **Background information for teachers**

This session builds on the work done in the previous session on expectations for the future. It introduces pupils to the importance of family planning and helps them become more familiar with different family planning methods.

It is vital that the teacher prepares for this session in advance by reading Chapter 2 on common family planning methods and their benefits. This will help the teacher answer any additional questions that may come up in class.



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

### **Task 1: Review (5 minutes)**

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

### **Task 2: The reality we face (15 minutes)**

1. Ask all of the pupils to answer the following questions. You can do this by letting several pupils give answers aloud after each question.
  - a) *How many children do families in your village normally have?*
  - b) *In your opinion, what is a good number of children for families to have? Why?*
  - c) *What kinds of problems might parents have if they have too many children?*
  - d) *What kinds of problems might the children face if their families are too large?*
  - e) *Between a husband and wife, who should decide the number of children their family should have?*
    - Both, because both are involved in making and raising a child.

### **Task 3: Planned Parenthood – 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 question that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the following questions:
  - a) *Imagine a girl starts to have children when she is 16 years old and has a child every year. How many children will she have by the time she is 35 years old?*
    - 20 children.

- b) *At what age is a woman unable to have children?*
- Around 45 years old, but this is not exact. It varies from woman to woman.
  - When women reach the age when they can no longer conceive, they stop menstruating and do not menstruate again in their lives.
- c) *Imagine the woman who started giving birth at the age of 16 years continues to give birth every year for as long as possible. How many children would she have?*
- 30 children or more.
- d) *Imagine this woman and her husband want a smaller number of children, because they believe they can care for few children better than many children. What should they do?*
- Use family planning.
- e) *Explain your understanding of family planning.*
- Family planning happens when a man or woman avoids pregnancy until he/she is ready to have a child.
- f) *What kinds of family planning methods are available? (Every group should give at least one answer.)*
- Special family planning pills.
  - Special family planning injections.
  - Condoms.
- (For more information and an explanation of other potential family planning methods, the teacher can refer to Chapter 3 in the Teacher's Resource Book that accompanies this guide.)
- g) *What are the benefits of family planning? (Every group should give at least one answer.)*
- To avoid having unintended pregnancies.
  - To be able to afford a family's living costs.
  - To be able to have enough time to look after your children properly,
  - To protect the health of both a mother and her children.
- h) *Imagine a girl comes to you and asks for your advice on family planning methods. What advice will you give her? (Every group should give at least one answer.)*
- These methods have been developed by experts to help prevent pregnancies.
  - Very soon after you stop using these medicines, you will be able to get pregnant.
  - For more advice, it would be best to see health professionals.

6. Thank everyone for participating.
7. Praise the group that wins, because they had the most points.
8. Encourage the others to try harder the next time.

## Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.
3. Emphasize the following key points:
  - *It is wise to plan the size of your future family, because your ability to meet your family's needs will depend on the number of children you have.*
  - *It is important for both women and men to think about the number of children they would like to have.*
  - *The condom is the only family planning method that helps you avoid HIV and sexually transmitted diseases as well as unintended pregnancies.*

### Quiz

1. What is family planning?
2. What are the benefits of family planning?
3. What are the dangers/ill effects of not using family planning?
4. Name the one family planning method that will help you avoid HIV and other sexually transmitted diseases, as well as unintended pregnancies.

**The teacher can ask more questions to facilitate understanding.**



## **INTRODUCTION TO SESSIONS 9a & 9b**

Research in Tanzania has found that many young people start having sex at a very young age. These young people are in grave danger of getting HIV, other sexually transmitted diseases, and unintended pregnancies. When some young people learn about these dangers through reproductive health education, they become convinced to abstain from sex. Others, however, continue to be sexually active. For this second group of young people, information about proper condom use is very important to protect both their health and their lives. Even for those who abstain, their time in school may be the only opportunity they get to learn about how to use a condom for later in life when they become sexually active.

Many parents, pupils and teachers believe in the importance of condoms for young people, but they do not understand proper condom use. Those people have requested a detailed explanation of proper condom use, and Session 9a (“Protecting yourself: Correct use of condoms”) was designed to respond to their needs. However, some parents, pupils or teachers may not be comfortable with a detailed discussion of condom use in schools. For such people, Session 9b (“Protecting yourself: The truth about condoms”) was designed as an alternative. Session 9b is similar to Session 9a, but it is less detailed.

We recommend teachers use Session 9a rather than Session 9b to teach Standard 7 pupils, because many Standard 7 pupils will soon leave school and begin their adult lives. Once these pupils are out of school, they may never have access to such important information again. However, we also recommend that each teacher should consult their head teacher for guidance before making a decision about which version of Session 9 to teach.



# Session 9a

## Protecting Yourself: Correct Use of Condoms

(The teacher should either choose this session or Session 9b to teach about condoms)

### **DO NOT READ THIS PAGE ALOUD TO THE PUPILS**

#### **Learning objectives**

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

- To explain how to use condoms properly.

#### **Teaching methods/materials**

- Bakari and Abel's drama  
(The teacher will have to prepare some pupils well before the class to present this drama)
- Group competition
- Flipcharts 20 and 21
- Enough sheets of paper for each of the groups to have one sheet (3-5 sheets).

#### **Teaching time**

40 minutes

#### **Background information for teachers**

Teachers should consult with their head teacher to decide whether to use Session 9a, "Protecting yourself: Correct use of condoms" or Session 9b, "Protecting yourself: The truth about condoms." If the situation in the school allows teachers to do so, it would be best if Session 9a is used **INSTEAD OF** Session 9b.

Teachers should prepare thoroughly for this session by reading Chapter 3 and 4 on proper use of male and female condoms and Chapter 5 on myths about condoms in the Teacher's Resource Book. This will help the teacher to answer any additional questions the pupils might have about the proper use of condoms.

Bakari and Abel'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 to 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 whether they remember the things that they learned about in the previous session.

### **Task 2: What are condoms? (5 minutes)**

1. Ask the pupils to discuss the following questions in pairs.
2. Give them 2 minutes to discuss each question.
  - a) *Do you remember what we learned about condoms last year?*
    - A condom is something that is made out of rubber (latex) or plastic that is worn by a man or a woman on their genitals when having sex.
    - There are two different kinds of condoms, one for men and one for women. The male condom covers the penis and the female condom is worn on the inside of the vagina.
    - Men cannot wear condoms made for women, and women cannot wear condoms made for men.
    - The commonest condom for men in Tanzania is called “Salama”, and the commonest condom for women is called “Care”.
    - A condom offers good protection against HIV, sexually transmitted diseases, HIV and unintended pregnancies.
    - Using condoms is a very effective family planning method, because it is the only method that helps you avoid HIV, sexually transmitted diseases, and unintended pregnancies all at the same time.
  - b) *Where can condoms be found in your home areas?*
    - In some shops .
    - They are also distributed to hospitals, health centres and dispensaries, where they may be free of charge.

### **Task 3: Bakari and Abel’s drama – a competition (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 they will be given only one minute to discuss questions that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the two pupils that you have prepared beforehand to perform their drama.

### **Bakari and Abel's Drama**

Bakari: Abel, my friend, have you heard the latest about our friend Bishanga?

Abel: No. What news do you have?

Bakari: Abel, I heard that these days Bishanga uses condoms. Mmmmh! That really surprised me!

Abel: Listen, Bakari. When Bishanga uses condoms, he shows that he cares about his life and his lover's life. Condoms provide good protection against AIDS, sexually transmitted diseases, and even unintended pregnancies.

Bakari: Ahaa! I understand you. Sexually transmitted diseases are very serious in today's world. I had heard that condoms are uncomfortable to wear, but I see why it is wise to wear them nonetheless.

Abel: It is true that condoms may reduce sensation a small amount, but believe me, there is still a lot of pleasure!

Bakari: Thank you for your advice, Abel! I am afraid of getting a sexually transmitted disease, so I am grateful. Condoms will allow me to experience pleasure while also keeping me safe.

6. Ask the following questions:
  - a) *Who have we met in this drama?*
    - Bakari and Abel.
  - b) *What were they talking about?*
    - They were talking about their friend, Bishanga, and the advantages of condom use.
  - c) *Why is Bakari surprised?*
    - Bakari is surprised to hear that Bishanga uses condoms.

d) *What are condoms useful for?*

- Condoms provide good protection against HIV, sexually transmitted diseases, and unintended pregnancies.

e) *When you use condoms, what does it show?*

- Using condoms when having sex is a sign that you care for yourself and your lover.
- Using condoms shows that you want to protect yourself and your lover from sexually transmitted diseases, HIV, and unplanned pregnancies.

7. Thank everyone for participating.
8. Praise the group that wins by getting the most points.
9. Encourage the others to try harder the next time.

#### **Task 4: Proper use of condoms (20 minutes)**

1. Tell the pupils to stay in their groups although the competition has ended. Tell them that you will now talk about the proper use of condoms.
2. Remind the pupils that male condoms are made of rubber, and roll on to a penis. Tell them condoms fit a penis like a sock fits a foot.
3. Put up Flipchart 16 (Using Condoms – INCORRECT ORDER OF STEPS).
4. Tell them that these sentences explain the proper steps for using male condoms, but they are not in the correct order.
5. Give each group a blank sheet of paper.
6. Tell the groups that they have 15 minutes to finish the following assignment:
7. Tell them to put the following sentences in the correct order for using condoms, starting from the first step until the last step. Each group should write the correct list on a piece of paper.

## Flipchart 20

**Using Condoms – INCORRECT ORDER OF STEPS**

- A. Soon after the man ejaculates, he should withdraw his penis from the vagina while holding on to the condom at the base of his penis, to prevent sperm from falling out.
- B. Open the packet holding the condom carefully. Do not use your teeth or nails when opening it.
- C. Remove the condom, wrap it in paper, and throw it down a pit latrine or burn it.
- D. Use a new condom and make sure it has not expired.
- E. The man should remove his penis from the vagina before it becomes soft.
- F. While continuing to pinch the nipple of the condom, place it on the tip of the penis, and unroll it all the way to the base of the penis.
- G. Distinguish between the inside and outside parts of the condom.
- H. Discuss the use of condoms with your lover.
- I. Pinch the nipple of the condom (the top part) to take out any air and to prevent any new air from entering it.
- J. Start having sexual intercourse.

7. Make sure that every pupil in every group participates.
8. After 15 minutes, ask each group to share their answers and write them down on the blackboard. In order to save time, write the responses by using the letters of the sentences. The correct order for Flipchart 16 should have been:

**H ⇒ D ⇒ B ⇒ G ⇒ I ⇒ F ⇒ J ⇒ A ⇒ E ⇒ C**

9. Put up the Flipchart 17 (Using Condoms – CORRECT ORDER OF STEPS), and go through them one-by-one with the pupils.

Flipchart 21

### Using Condoms – CORRECT ORDER OF STEPS

1. Discuss the use of condoms with your lover.
2. Use a new condom and make sure it has not expired.
3. Open the packet holding the condom carefully. Do not use your teeth or nails when opening it.
4. Distinguish between the inside and outside parts of the condom.
5. Pinch the nipple of the condom (the top part) to take out any air and to prevent any new air from entering it.
6. While continuing to pinch the nipple of the condom, place it on the tip of the penis, and unroll it all the way to the base of the penis.
7. Start having sexual intercourse.
8. Soon after the man ejaculates, he should withdraw his penis from the vagina while holding on to the condom at the base of his penis, to prevent sperm from falling out.
9. The man should remove his penis from the vagina before it becomes soft.
10. Remove the condom, wrap it in paper, and throw it down a pit latrine or burn it.

10. Now ask each pupil to write all the sentences in the right order in their notebooks.

11. Give them 3 minutes to do this.

### Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.

3. Emphasize the following key points:

- *Experts, including the Ministry of Health of Tanzania, certify that condoms offer effective protection against HIV, sexually transmitted diseases, and unintended pregnancies.*
- *For condoms to work well, you must use them properly every time you have sex.*
- *Using condoms when having sex shows you care about yourself and your lover.*
- *If you use condoms, follow the instructions you learned today, which are also explained on the packets of Salama (or Care) condoms.*

### Quiz

1. What are the correct steps to take when using condoms?

**The teacher can ask more questions to facilitate understanding.**

# Session 9b

## Protecting Yourself: The Truth About Condoms

(The teacher should either choose this session or Session 9a to teach about condoms)

### **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 importance of using condoms.
2. To explain where condoms are available.

#### **Teaching methods/materials**

- Bakari and Abel's drama  
(The teacher will have to prepare some pupils well before the class to present this drama)
- Group competition

#### **Teaching time**

40 minutes

#### **Background information for teachers**

Teachers should consult with their head teacher to decide whether to use Session 9a, "Protecting yourself: Correct use of condoms" or Session 9b, "Protecting yourself: The truth about condoms." If the situation in the school allows teachers to do so, it would be best if Session 9a is used **INSTEAD OF** Session 9b.

Teachers should prepare thoroughly for this session by reading Chapter 3 and 4 on proper use of male and female condoms and Chapter 5 on myths about condoms in the Teacher's Resource Book. This will help the teacher to answer any additional questions the pupils might have about the proper use of condoms.

Bakari and Abel'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 to 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 whether they remember the things that they learned about in the previous session.

## **Task 2: What are condoms? (15 minutes)**

1. Ask the pupils to answer the following questions:

a) *What are condoms?*

- A condom is something that is made out of rubber (latex) or plastic that is worn by a man or a woman on their genitals when having sex.
- There are two different kinds of condoms, one for men and one for women. The male condom covers the penis and the female condom is worn on the inside of the vagina.
- Men cannot wear condoms made for women, and women cannot wear condoms made for men.
- The commonest condom for men in Tanzania is called “Salama”, and the commonest condom for women is called “Care”.
- A condom offers good protection against HIV, sexually transmitted diseases, HIV and unintended pregnancies.
- Using condoms is a very effective family planning method, because it is the only method that helps you avoid HIV, sexually transmitted diseases, and unintended pregnancies all at the same time.

b) *Why do people use condoms?*

- To protect themselves from HIV, sexually transmitted diseases, and unintended pregnancies.

c) *Name the places where you can get condoms in your home areas.*

- In some shops.
- In hospitals, health centres, and dispensaries, where they may be free of charge.

d) *In what kind of place should condoms be stored?*

- Where there is no direct sunlight, excessive heat, humidity, or insects.

2. Ask the girls to answer the following question:

*What do you think about a girl who refuses to have sex without using a condom?*

- It shows she cares about her lover.

- It shows she cares about herself.
- She is wise because you cannot tell whether a person has HIV by just looking at them.

3. Ask the boys to answer the following question:

*What do you think about a boy who refuses to have sex without using a condom?*

- It shows he cares about his lover.
- It shows he cares about himself.
- He is wise because you cannot tell whether a person has HIV by just looking at them.

### **Task 3: Bakari and Abel’s drama – a competition (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 they will be given only one minute to discuss questions that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the two pupils that you have prepared beforehand to perform their drama.

#### **Bakari and Abel’s Drama**

Bakari: Abel, my friend, have you heard the latest about our friend Bishanga?

Abel: No. What news do you have?

Bakari: Abel, I heard that these days Bishanga uses condoms. Mmmmh! That really surprised me!

Abel: Listen, Bakari. When Bishanga uses condoms, he shows that he cares about his life and his lover’s life. Condoms provide good protection against AIDS, sexually transmitted diseases, and even unintended pregnancies.

Bakari: Ahaa! I understand you. Sexually transmitted diseases are very serious in today’s world. I had heard that condoms are uncomfortable to wear, but I see why it is wise to wear them nonetheless.



Abel: It is true that condoms may reduce sensation a small amount,, but believe me, there is still a lot of pleasure!

Bakari: Thank you for your advice, Abel! I am afraid of getting a sexually transmitted disease, so I am grateful. Condoms will allow me to experience pleasure while also keeping me safe.

6. Ask the following questions:
  - a) *Who have we met in this drama?*
    - Bakari and Abel.
  - b) *What were they talking about?*
    - They were talking about their friend, Bishanga, and the advantages of condom use.
  - c) *Why is Bakari surprised?*
    - Bakari is surprised to hear that Bishanga uses condoms.
  - d) *What are condoms useful for?*
    - Condoms provide good protection against HIV, sexually transmitted diseases, and unintended pregnancies.
  - e) *When you use condoms, what does it show?*
    - Using condoms when having sex is a sign that you care for yourself and your lover.
    - Using condoms shows that you want to protect yourself from sexually transmitted diseases, HIV, and unplanned pregnancies.
7. Thank everyone for participating.
8. Praise the group that wins by getting the most points.
9. Encourage the others to try harder the next time.

## Conclusion

1. Give the pupils an opportunity to ask questions about the lesson they learned today.
2. Ask the pupils what they learned in today's lesson.

3. Emphasize the following key points:

- *Experts, including the Ministry of Health of Tanzania, certify that condoms offer effective protection against HIV, sexually transmitted diseases, and unintended pregnancies.*
- *For condoms to work well, you must use them properly every time you have sex.*
- *Using condoms when having sex shows you care about yourself and your lover.*
- *If you use condoms, follow the instructions that are explained on the packets of Salama or Care condoms.*

### Quiz

1. What are condoms?
2. What are the benefits of using condoms?
3. Where can you get condoms?

**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 important things he/she has been taught this year in reproductive health education.

#### **Teaching methods/materials**

- Malima's story
- Group competition
- Personalisation exercise

#### **Teaching time**

40 minutes

#### **Background information for teachers**

This session attempts to review the key reproductive health information shared with the pupils from Standard 5 up to Standard 7. As part of their preparation for this final session on reproductive health education, teachers will have to re-familiarize themselves with Malima's story, which first appears in Session 6 of this Teacher's Guide.

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

## **Task 1: Malima's story (10 minutes)**

1. Tell the pupils that this will be the very last session on reproductive health education.
2. Tell them that this session will be used to review the key things they learned from Standard 5 through to Standard 7.
3. Ask the pupils the following questions:
  - a) *Do you remember Malima?*
    - We learned about Malima's story in Session 6.
  - b) *What was Malima doing?*
    - He had several lovers, one after the other.
  - c) *What were the names of Malima's lovers?*
    - Sikitu, Kidawa and Tau.
4. Tell the pupils to turn to the person nearest to them to discuss the following question:
 

*What happened to Malima?*
5. Give them 3 minutes to discuss this.
6. Choose some pupils to narrate what happened to Malima.
7. When they are narrating the story, help them remember the following key points:
  - Although Malima was faithful to his lover Sikitu, their relationship ended after three months.
  - Soon after this, Malima started another relationship with Kidawa, but this too did not last, because Kidawa's brothers were opposed to the relationship.
  - A short time after that, Malima started a relationship with a third young woman called Tau. A few days later, Malima started to experience symptoms of a sexually transmitted disease, but he thought he had been bewitched.
  - Malima's friend Yona told him that he might be infected with a sexually transmitted disease.
  - Malima was very surprised because he was faithful to all his lovers.

- Yona explained that even if Malima had one lover at a time, if any of them had ever had sex before having sex with him, then it is possible that she had already been infected and could therefore have infected him.
- Yona advised Malima to go to the hospital or clinic for proper diagnosis and treatment.

8. Ask the pupils the following question:

*What does Malima's story teach us?*

- It is not enough to be faithful to your lover, because your lover might have been infected before he/she first had sex with you.
- If you change lovers frequently, your chances of being infected with a sexually transmitted disease and infecting others increases greatly.
- It is important to use condoms every time if you have sex, in order to protect yourselves from HIV, sexually transmitted diseases, and unintended pregnancies.

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

1. Divide the pupils into same sex groups of no more than 8 pupils each. Girls and boys should be in separate groups.
2. Tell them that they will be given only one minute to discuss questions that will be asked.
3. Make sure that every pupil in every group participates.
4. Write the number of correct responses for each group on the blackboard.
5. Ask the pupils the following questions:
  - a) *Name the signs and symptoms of sexually transmitted diseases. (Every group should give at least one answer.)*
    - Discharge of pus from the genitals.
    - Discoloured discharge from the genitals.
    - Sores on the genitals.
    - Cramps and pain in the abdomen below the belly button (for girls and women).
    - Itchiness and irritation in the genitals.
    - Pain while urinating.
    - Sometimes, it is possible not to have any symptoms at all.

- b) *Name the possible effects of sexually transmitted diseases if they are not treated early. (Every group should give at least one answer.)*
- There is increased danger of being infected with HIV.
  - They may cause women or men to become infertile.
  - They may infect a baby during the process of giving birth, giving them birth defects or even causing blindness.
  - They may cause the baby to be stillborn (born dead).
  - In men, they may cause the urinary passages to be blocked.
- c) *Which of the following activities are dangerous for HIV transmission? (Every group should give at least one answer.)*
- Sharing a toilet with someone who has HIV. *Not dangerous.*
  - Touching and comforting someone who is ill with AIDS. *Not dangerous.*
  - Having sex without using a condom. *Dangerous.*
  - Completely stopping having sex. *Not dangerous*
  - Walking with someone who has HIV. *Not dangerous*
  - Having a transfusion of blood which has HIV in it. *Dangerous.*
  - Being bitten by a mosquito or other insects. *Not dangerous (for HIV infection)*
  - Having sex using a condom carefully. *Not dangerous.*
  - Eating with someone who has AIDS. *Not dangerous.*
- d) *How is HIV spread?*
- By sharing objects with sharp edges or points, such as razors and medical needles.
  - By being given a transfusion of blood that is infected with HIV.
  - A mother can infect her child while it is in the womb, when giving birth, or while breast-feeding.
  - By having sex without using a condom.
- e) *Name the main way of infecting someone with HIV.*
- Having sex without using a condom.
- f) *How many times does someone need to have sex before being infected with HIV?*
- Even once is enough.

- g) *Explain the difference between having HIV and AIDS. (Every group should give at least one answer.)*
- Having HIV only is when a person has been infected with HIV, but does not yet show signs of illness.
  - A person with HIV infection only looks completely healthy.
  - You cannot know whether such a person has been infected by looking at him/her. You can only find out if the person's blood is specially tested for HIV by health professionals.
  - A person with AIDS is a person with HIV infection whose immune system has become very weak, so they lose a great deal of weight and frequently have illnesses.
- h) *How long can a person live with HIV infection without showing any signs of AIDS?*
- Some people with HIV can live up to 10 years or more without showing any signs of AIDS.
- i) *At what age do girls enter puberty?*
- Normally, girls enter puberty between the ages of 8 and 13 years.
- j) *At what age do boys enter puberty?*
- Normally, boys enter puberty between the ages of 10 and 15 years.
- k) *Why can girls and boys cause pregnancies once they enter puberty?*
- Because girls start producing eggs and boys start producing sperm.
- l) *Explain how pregnancy occurs. (Every group should give at least one answer.)*
- Every month, a woman's ovaries release one egg.
  - That egg is fertilized if it meets male sperm after a woman and man have sex.
  - After the egg has been fertilised, it travels to the uterus. In the uterus, it grows into a baby over a period of 9 months, until a fully formed child is born.
- m) *Does a girl have the right to make decisions about whether to have sex?*
- Both girls and boys have equal right to make that decision.
- n) *What are the key points to remember when saying no to sex? (Every group should give at least one 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.**

6. Thank everyone for participating.
7. Praise the group that wins and praise everyone for their wonderful participation in competitions and other activities throughout the year. Give particular thanks to the pupils who performed the dramas.

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

1. Ask the pupils the following questions:
  - a) *If we take this class as an example of the situation for adults in Tanzania, how many of us would have HIV infection?*
    - 1 out of every 10 people in the class.
  - b) *If we take this class as an example of the situation for adults in Tanzania, how many of us would have sexually transmitted diseases?*
    - 1 out of every 3 people in the class.
  - c) *This is the reality in our environment. 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 or HIV if you have sex without using a condom.
  - d) *How many of us will make sure we avoid this danger?*
  - e) *How many of us have the ability to protect ourselves?*
  - f) *Do you remember the promises you made to resist temptation and protect your health?*
2. Ask them to close their eyes.
3. Ask them to think about everything they have learned this year. (Wait a few moments)



4. Ask them to think about all the characters who appeared in the dramas and stories. Then say:
  - a) *Think of all the characters who did good things. (Wait a few moments)*
  - b) *What were the consequences of their behaviour? (Wait a few moments, then ask them to open their eyes and give examples, before closing their eyes again)*
  - c) *Think of all the characters who did bad things. (Wait a few moments)*
  - d) *What were the consequences of their behaviour? (Wait a few moments, then ask them to open their eyes and give examples)*
5. Ask them to close their eyes.
6. Tell them you are going to ask them a series of questions, but they are not to answer any of them out loud. They should just answer them silently to themselves.
7. Tell them to think about the promises they made to themselves to protect their health.
8. Then ask them:

*What in your present life may put you in danger of HIV, sexually transmitted diseases or unintended pregnancies?*
9. Wait for about 1 minute so they can think about this question.
10. Finally ask them the following questions:
  - a) *Have you been able to keep the promises you made to yourself? (Wait a few moments.)*
  - b) *Is there any other thing you would like to do to help you to keep your promises in the future?*
11. Now ask them to open their eyes.
12. Tell them that even if they have broken some promises to themselves in the past, they can still keep them and protect their health in the future.
13. Encourage them to keep their promises in the future.

## Conclusion

1. Explain that this was the last session on reproductive health that they will have in primary school.
2. Thank all the pupils for their participation in the last 3 years of sessions. Give particular thanks to the pupils who performed the dramas.
3. Encourage them to try to remember everything that they have learned in these sessions, because the things they have learned are very important for their future health.
4. Encourage them to share what they have learned in the last 3 years with their friends and family at home.