

8th Standard

As Brothers and Sisters

Eighth Standard (801)

Teaching time: (2) class periods

Lifeskills Competencies – Relationships with Family and Friends

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify personal roles, responsibilities, and ability to develop and maintain relationships.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways to provide emotional support family members and friends.
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors that may cause friction in relationships with family members.
The students will be able to identify the roles and responsibilities of individual family members.
The students will be able to assess the quality of relationships (friendships).
- ✓ **Decision Making**
The students will be able to determine appropriate roles and behaviors to support and maintain relationships with family and friends.
- ✓ **Communication**
The students will be able to express their personal wants and needs to family and friends in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information in matters important to relationships with family and friends.
- ✓ **Self Awareness**
The students will be able to identify personal needs in relationships.
The students will be able to identify realistic goals and expectations in their relationships with family members and friends.
- ✓ **Interpersonal Relationships**
The students will be able to identify the roles and responsibilities that they play and the role that each family plays in the family.
The students will be able to identify characteristics or qualities of good friendships.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of other family members.
The students will be able to recognize the needs and feelings of other friends.
The students will be able to recognize that older family members have experiences, perspectives, skills and information that can aid them in making important decisions in their lives.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of coping with conflict in the family and in the classroom.
The students will be able to identify effective ways of dealing with peer pressure.

On reaching puberty, young people of both sexes begin to take an interest in the opposite sex. Some of them want to deal with one another as good friends. Just a minority have relationships as lovers. Through helping each other (for example, copying lessons for someone who is absent from class) and giving assistance in solving problems that might arise, close friendships can be forged.

Young people at this age have not enough education and knowledge to have a family of their own, yet. Moreover, from all aspects-age, educational and economic- they are not yet ready for the transition to married life. Thus, refraining from premature marriage and pre-marital sexual relationships should be carefully considered. By waiting, one can reap the benefits of being valued and esteemed by people in the neighbourhood and have the ability to achieve one's goal in education, etc. One should also be able to reject enticements which may lead to pre-marital sexual relationships.

Student youths will be able to forge lasting mutual friendships among themselves and control their emotive feelings vis-a-vis the opposite sex by observing their respective religious and traditional teachings.

Activity (1)

Objective

To enable the students to determine and analyze the factors that contribute to achieving a good friendship among young people of both sexes.

Teaching aid

Activity chart.

Teaching/Learning Activities

1. Organize the students into groups of five.
2. Briefly discuss again the lesson "Choosing Pals" by asking the following questions.
3. Answer orally:
 - How many friends do you have? (State the number)
 - What does a good friend mean? (rendering the assistance you need; encouraging and consoling you when you are depressed, etc.)
 - How do your friends help you? (recount your experiences)
 - How many good friends do you have? (state the number)
 - How many of these friends are male? How many are female?
 - Are your friendships with persons of the opposite sex different from your friendships with persons of the same sex? How?
 - How has someone become your best friend? Ask the members of a group to discuss among themselves what are the factors that led them to become best friends and ask each group to make a list of the factors.
4. The results obtained by each group should once again be presented to the class and discussed.

Content questions:

1. What are the factors that contribute to achieve a good friendship among young people of both sexes?
2. What are the characteristic of good friend?
3. What are the daily activities of your friends? Are they the same? If not why?
4. Are the activities with friends of the opposite sex different? How? Please give examples.

5. Does a person need to develop friendships or do they just “happen”? Why?

Personalization Questions:

1. How would you behave to be a good friend? What are behaviors that you should not do?
2. What do you do to develop your friendships?
3. Do you ever criticize or refuse your friends? Why or why not?
4. How do you think a friendship between members of the opposite sex and the relationship between boyfriends-girlfriends, lovers, husbands-wives differ? Why?
5. How do you choose your best friend, Why?
6. What are your personal goals and expectations? What do you think would happen to these goals and expectations if you should get married or have children early?
7. What will happen to you if you get married at a young age? Describe advantages and disadvantages? How would this affect your reaching your goals and expectations?
8. What do you think would be the consequences if a friendship with a member of the opposite sex turned into a love relationship?

Activity (2)

Objective

The students will be able to analyze the consequences of a “pre-mature marriage.”

Teaching/Learning Activities

1. Organize the students into groups consisting of 5 to 8 persons each and discuss the following topics:
 - (a) A day’s activities for a student (what they like to do)
 - (b) Human relations and social activities in everyday life
 - (c) Personal expectations for the future
2. Then, ask each group of students to discuss and bring out the things they will lose if they marry at this youthful age and, thus, are unable to carry on with any one of the activities discussed above. And also ask them to bring out and discuss whether there will be any social, economic, educational, or health problems that they will have to face. If the answer is in the affirmative, let them discuss what sort of problems may possibly arise.
3. Let the group representatives present the above discussion results to the class. Ask the class to add further remarks again. Then, the teacher should make an overall evaluation.

Content questions:

1. What activities would a young person not be able to pursue if they got married early or had a young baby?
2. If a friendship with a member of the opposite sex turns sexual, what might be the consequences? [Male and female students can discuss separately before reporting to the class].
3. What would be the consequences if the female partner becomes pregnant?
4. What will be the impact on personal goals and expectations if a young person gets married early and has to care for young children?
5. What does this tell you about the responsibilities of an adult or parent?

6. How will a young person's responsibilities change as he/she gets older?
7. If young people get married early, can the expectations of both partners be met? Why?

Personalization Questions:

1. At what age do you think young people should get married? Why?
2. At what age do you think young people should have children? Why?
3. When young people get into relationships with a member of the opposite sex, do you think they are thinking about family life and adult responsibilities? Why? Please explain.
4. If you or your partner should become pregnant, what would you do? Why?
5. If you were to become a parent now, do you think that you would be able to take on the responsibilities of a parent? Why?
6. If you are not able to take responsibility for your child, who would have to be responsible?
7. When should young people think about the consequences of sex and the possibility of having a child?

Activity (3)

Objective

To be able to determine and analyze the ways to strengthen the brotherly and sisterly affection among the friends as well as for controlling emotions toward the opposite sex.

Teaching/Learning Activities

1. Ask the students to discuss the free time activities young people enjoy. Have them describe the activities that both males and females can enjoy together.
2. Then ask each group of students to discuss and bring out the advantages of collectively carrying out the activities they enjoy. Each group should be asked to present the results of their discussion.
3. The teacher should explain that by taking an interest in carrying out their common free time activities together, the students can bring about a lasting friendship among them which may be likened to the kinship of brothers and sisters. They will be able to have control over their minds by their carrying out their shared hobbies in cooperation, and regarding and respect for each other as their own brothers and sisters.

Content questions:

1. What are the activities that both male and female students enjoy doing collectively and why?
2. What are the advantages and disadvantages of doing activities collectively among boys and girls together?
3. How should students behave to have a brotherly or sisterly affection?
4. What are the local culture and religious teachings on teenage boy and girl relationship? What are the advantages and disadvantages of these teachings?
5. What are some cultural traditions that can help young people keep their relationships in control?

Personalization questions

1. What do you think of local culture and religious teaching on teenage boys and girls relationship? Why? What are the advantages and disadvantages?
2. Have you seen young person who became pregnant before marriage? What changes happen in her life? Please describe.
3. What do you think and how do you feel when you see a young unmarried pregnant woman? Why?
4. How do you think you or your partner would feel if you or she were to become pregnant?
5. How do you think other people would look at you?
6. What can happen to you, if you are with the opposite sex alone? Why? How to prevent yourself from getting into that situation?

Activity (4)

Objective

To be able to explain the disadvantages that may arise due to pre-marital sexual relationships.

Teaching/Learning Activities

1. Let each group discuss the following questions to enable the students to realize the disadvantages that may arise due to pre-marital sexual intercourse.
 - (a) Pre-marital sexual intercourse
 - How will their parents, brothers and sisters look upon their pre-marital sexual relation?
 - How will the people in the school and in the community regard a girl or a boy who has pre-marital sexual relations?
 - How will a girl or a boy who has had pre-marital sexual relationship be looked upon by someone who he/she really loves, whom he/she should happen to meet.
 - What changes can take place in the life of the girl and her lover if she becomes pregnant?
 - (b) The teacher should make the students understand the disadvantages of having pre-marital sexual intercourse by asking each group to discuss the following points:
 - the possible effect on educational goals
 - the mutual esteem and value of the two lovers
 - value of the people in the community
2. After asking the students themselves to discuss the advantages and disadvantages of having pre-marital sex as stated above, the teacher should continue to explain as follows: It should be explained that by refraining from pre-marital sexual relations one will not only be highly valued by one's family and the community but also attain their cherished educational goals unhindered.

Content questions:

1. What can happen when teenage interest in opposite sex has become too emotional? What are the consequences? How can this feeling be controlled?
2. What are the situations or places that teenagers should not be alone together? Why?

3. What are the consequences of having sexual relationship before getting married?
4. What are the consequences of young woman becoming pregnant before marriage? How can this be prevented?

Personalization questions

1. What can happen to you, if you are with the opposite sex alone? Why?
2. How to prevent yourself from getting into a situation that you may not be able to control?
3. Would you be able to control your emotions to keep the situation under control? How?
4. What would you say to your partner so that they keep their emotions under control? Please give an example. Do you think that this will be effective? Why?

Activity (5)

To determine and analyze factors that may help prevent pre-marital sexual relations and unplanned pregnancy.

Teaching/Learning Activities

1. Organize the students into small groups, each comprising 5 to 8 persons. Discuss and bring out 'situations in which only two persons, the boy and the girl can be present'.
For example: The two of them taking a walk together; studying lessons together while elders were not at home; going together with others on a picnic and then the two of them visiting some other place.
Then record those situations on the blackboard.
2. Then, ask the children to discuss what is likely to occur from those situations.
3. Ask each group to discuss how enticements may be refused in such situations where only the boy and the girl can be present. Ask them to reproduce the discussion results on the blackboard.

Situation in which only the two are present	Ways of refusal (examples)
1. Taking a walk together	1. Refuse by saying you are not free. 2. Say that you want someone to accompany you.

4. The teacher should make an overall evaluation of the above discussion.

Content questions:

1. Are the situations presented realistic? Why or why not? What may the problems that result from these situations?
2. Every time you have a problem in different situations how can you solve the problems?
3. Can you use the same method for solving problems in all situations? Why or why not?
4. Are there any problems that you cannot solve and need to enlist the help of another person? Why?
5. When is at an appropriate time to start thinking about solving these kinds of problems? Why?

6. Are the solutions to the problem situations really solutions or are they only delaying the problem? Why?

Personalization questions

1. Problems encountered in real life are varied. Do you think you will be able to solve every problem you encounter? Why or why not?
2. If you encounter a problem that you cannot solve on your own, what would you do?
3. Who are you able to tell your problems to? Why can you tell this person?
4. Who will you think of first when you encounter a problem? Why?
5. How do you think this activity relates to the video?
6. How do you think a young woman and young man should have resolved the feelings between them? Please explain.

Linkage questions

1. How can refraining from sexual intimacy while young also protect the young person from abuse?
2. If a relationship between young people becomes sexual but does not last, what may be the social, economic and health consequences?
3. What would be the consequences if one or both partners become infected with HIV? Hepatitis B? Other sexually transmitted diseases?
4. How can both partners protect themselves from infection with these diseases?

Assessment

1. Have the students develop a role-play on relationships between members of the opposite sex, which have the opportunity to turn sexual. The role-play must demonstrate how one or the other partner can refuse the sexual advances of the other. What will be said or done? The class members as a whole will decide whether the method suggested in each role play will be effective in a real life situation.

Follow-up activity

1. Have students prepare and conduct interviews with young married couples in their community to examine the reasons why they married young. The questions asked should be sensitive to the living situation of each young couple interviewed. The students should also discuss the economic and social consequences of marrying young from the perspective of the young couple(s). Have the students discuss and summarize their findings in small groups and then present to the class.

Follow-up activity questions

1. Why did most couples marry young? Why?
2. Did the female partner become pregnant before marriage?
3. How did the young couples see that their social and economic activities and opportunities changed after marriage?
4. Have any of your thoughts and ideas changed after conducting the interviews? What are they?

Teacher's note

Interacting Appropriately with Members of the Opposite Sex

1. Decide what is the appropriate level or boundary that fits the relationship observing proper moral standards.
2. A boundary is an imaginary line that determines that amount of openness and sharing in a relationship.
3. In general, boundaries are intellectual, emotional, physical, and spiritual.
4. Avoid overly physical displays of affection.
5. Avoid any jokes or language that is sexually oriented and may make the other person uncomfortable.
6. Do not engage in inappropriate sexual behavior, which includes sexual intercourse, incest, and sexual activity with someone much older or younger, rape, violent intimidating relationships, sexually taking advantage of another person, and over displays of affection.

Controlling Sexually Impulses Toward Others

1. Identify sexual feeling or fantasies about others as they occur.
2. Instruct yourself to consider the consequences of acting on these impulses to you and the other person.
3. Prompt yourself to not act on sexual impulses. Remember what consequences your sexual impulses may have on you and your partner.
4. Redirect your thoughts to other things or more appropriate behaviors.
5. Ask for help with sexual impulsive behavior.

Appropriate Word Choice

1. Decide what thought you want to put into word and then say them.
2. Look at the situation and the people around you.
3. Know the meanings of the words you are about to say.
4. Refrain from using words that will be offensive to people around you or that they will not understand.
5. Avoid using slang, profanity, or words that could have a sexual meaning.

Saying "No" assertively

1. Look at the person
2. Use a clear, firm voice tone.
3. Say "No, I don't want...."
4. Request that the person leave you alone.
5. Remain calm, but serious.
6. Possibly remove yourself from the situation.

Parental Love

Eighth Standard (802)

Teaching time: (1) class period

Lifeskills Competencies – Reproductive Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to acceptance of the physical and emotional changes their bodies are under going.
- ✓ **Creative Thinking**
The students will be able to identify the various birth spacing methods.
The students will be able to identify behaviors and methods to delay sexual activity.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of ways to control their emotions.
The students will be able to assess the impact of physical and emotional changes on their daily lives.
- ✓ **Decision Making**
The students will be able to determine ways to accept the physical changes that their bodies are undergoing and ways to control the emotional change that may affect relationships with family members and friends.
- ✓ **Communication**
The students will be able to demonstrate skills in discussing the physical and emotional changes they are undergoing..
The students will be able to ask for help and advice or seek additional information on changes in physical appearance and changes in emotions.
- ✓ **Self Awareness**
The students will be able to assess whether they are ready to physical and emotional changes now and in the future.
The students will assess the impact of physical and emotional changes on self-esteem.
- ✓ **Interpersonal Relationships**
The students will be able to identify their roles and responsibilities in caring for relationships with family members and friends.
- ✓ **Empathy**
The students will be able to recognize the needs of other teenagers who may be undergoing physical and emotional changes.
The students will be able to assess the thoughts, expectations and feelings of family members and friends
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between physical attraction and a loving relationship.

In their married life, both parents lovingly care for their offspring from the time of conception even before see their baby. They make advanced preparations for the education, health, etc. of the child who is yet to be born.

Pregnant mothers have to eat nutritious foods such as vegetables, meat and fish, etc., sufficiently so that both mother and child will be healthy and strong.

Activity (1)

Objective

The students will analyze the responsibilities associated with having a child from the time of conception through pregnancy onward and their ability to accept these responsibilities.

Teaching aid

Chart showing the stages of fetal growth.

Note: One or two days prior to teaching this lesson, ask the students to find answers to the following questions at home.

- (1) The way your mother had to take care of you from the time you were conceived till you were born.
- (2) The role your father played during your mother's pregnancy and at your birth..
- (3) The way your grandparents, if any, felt and the role they played in your mother's pregnancy and at your birth.
- (4) (Or) If there is a pregnant woman among your neighbours, her experience and activities in taking care of her pregnancy.

Teaching/Learning Activities

1. Divide the students into groups, each consisting of 5 to 8 persons, tell them to discuss the information they have received in response to the questions above and to write them on the blackboard, putting similar information together. Then, ask the whole class to discuss again.
2. Then, the teacher should distribute to every group the chart showing the stages of growth of the fetus of an expectant mother. Let them study the chart for about 3 to 4 minutes. Then, based on the information obtained by the students by questioning and discussions, the teacher should explain as follows:

It is due to the boundless maternal love that a mother takes the trouble of carrying her fetus within her for nine months, taking care to keep it out of harm's way. The debt of gratitude owed to a mother is so immense that it can hardly be repaid in full. So, every mother deserves respect.

Pictures:

Stages of Growth of the Fetus

1	2	3
4	5	6

uterus
Fallopian tube
ovary
vagina

Woman's genitals and the way they change during pregnancy.

Sperm tube
<u>Urinary bladder</u>
<u>Penis</u>
Testicles
Anus

Man's body and genitals

Besides the mother, the father also has a role in the care for their offspring, who they have not even seen yet, with affection and they make advanced preparations for his/her education, health, etc. Hence, all students need to understand that parental affection in its entirety has been bestowed upon you since the moment you were conceived.

Content Questions

1. How did your mother prepare herself to take care of you from the time you were conceived till you were born?
2. What role did your father played during your mother's pregnancy and at your birth?
3. What role did your grandparents play in your mother's pregnancy and at your birth?
4. What responsibilities does a baby bring to the mother and father?
5. How easy do you think it is for an adult to meet these responsibilities? Why?
6. What do mothers have to be sure to eat nutritious food and care for their health during pregnancy? Please explain.
7. How do you think the mental health of the parent could be affected if she/he is not mentally prepared to care for the child? How?

Personalization Questions

1. At what age do you think young people should become parents? Why?
2. When and how do you want children to fit into your life?
3. If you were to become a parent now, do you think that you would be able to take on the responsibilities of a parent? Why?
4. If you would not be able to take responsibility for the child, who would have to take responsibility?
5. When do you think young people should think about the consequences of having a child?
6. What do you think about you or your partner being pregnant for 9 months? (emphasize responsibility, dangers to the mother and the child, and caring for yourself among others).
7. What do you think would be the characteristics of a good father?

Activity (2)

Objective

The students will identify ways of providing appropriate nutrition to the expectant mother.

Teaching aid

Pictorial diagrams showing the foods recommended for an expectant mother.

Teaching/Learning Activities

1. The teacher should distribute the pictorial diagrams showing the foods recommended for an expectant mother to every group of students and allow each group about five minutes to look at the pictures and discuss among themselves.
2. Then, to enable them to acquire the skills to select the foods containing sufficient nutrients for an expectant mother, the teacher should brief them as follows and ask each group to do the assignment:

"Suppose there is an expectant mother in your family. Draw up a menu for a day including breakfast, lunch and dinner that provides sufficient nutritious foods for the expectant mother which your income can afford." (Allow about five minutes.)

3. The teacher should write down the menu submitted by every group on the blackboard and check if they are correct. (Check on the basis of the three food groups to see if a fair amount from each food group is included.)
4. The teacher should explain that in preparing food, one has to use iodized salt instead of the common table salt so as to prevent the new born infant from having iodine deficiency disorders.

It should be added that the expectant mother must keep away from alcohol, narcotic drugs and smoking.

Pictures:

An Expectant Mother should eat these foods

An Expectant Mother should refrain from these things

Content Questions

1. What are the foods recommended for an expectant mother? Why do they need to eat those foods?
2. How can pregnant mothers take care of themselves and their offspring before giving birth? Why?
3. What are some local beliefs that may prevent an expectant mother from getting the appropriate nutrition?
4. Is it important for the new mother to maintain good nutrition practices after birth? Why?
5. How should the new mother provide good nutrition to her newborn child? Please explain.

Personalization Questions

1. What may be some the obstacles that may keep a pregnant woman from getting the nutritious foods she needs? Can you think of any ways that could help ensure good nutrition for the woman?
2. Do you think that a woman should restrict her food intake in order that the baby will be small and deliver more easily? Why? What might be the consequences?
3. What are some local foods that can be easily found and are inexpensive that will help the expectant mother and new mother maintain good nutrition?

Linkage Questions

1. How can parents keep their unborn child free from infection with HIV and other sexually transmitted diseases?

2. When planning to have children, what should both the father and mother do before conception? (have their blood tested)
3. Where can young couples go to receive family planning information?
4. If an expectant mother is addicted to drugs, what are the chances that the baby will also be addicted when born? Please explain.

Teacher Notes

The following may be a myth about nutrition for expectant pregnant women.

Belief or custom: Pregnant women should restrict their food intake, particularly of protein foods, in order that the baby will be small and deliver more easily.

Nutritional consequences: The baby will indeed be small – because it is malnourished. The mother will most likely also be malnourished, thus making the delivery more difficult – not easier.

Assessment

Divide the students into small groups. Have each group develop a three-day menu plan based on foods available in the local area that will help the expectant mother maintain good nutrition.

Follow-up Activity

Caring for Baby

Objective

The students will be able to experience and describe some of the responsibilities of caring for a baby.

Teaching aid

2 kilogram bags of sugar, flour, or rice.

Teaching/Learning Activities

1. Ask the students why many students become sexually active. Also, when they think about sex, what do they think of first? Do consequences, such as pregnancy readily come to mind? If they have unprotected sex and either they or their partner becomes pregnant, what would they do?
2. Explain that most youth rarely understand the responsibilities of parenthood and that this activity is to help make these responsibilities clearer.
3. Ask for 6 volunteer couples (mixed female-male pairs). Each couple is given a 2 kilogram bag of sugar/flour/rice. Explain to the couples that this represents their newborn baby. The couples must carry this baby everywhere they go for one week. They are to carry the baby to school or to all of the places they normally go.
4. Have the couples keep records of their experiences. For example, what happened when they need to use the restroom and their spouse is not there? What did they do with their baby?

What happened when they wanted to go out with their friends? If possible, tell the youth to record the date, time, and situation that occurred.

5. The other youth are to observe and check to see that the baby is well cared for. They should also make notes if they notice any negligence in caring for the baby on the part of the parents.
6. The couples may consult with the facilitator or their friends when necessary.
7. At the end of one week, bring the youth back together to discuss the experiences of the couples.

Content Questions

1. What responsibilities does a baby bring to the mother and father?
2. How do you think youth are able to meet these responsibilities?
3. Do you think that it would be easier for an adult to meet these responsibilities? Why?
4. How do you think the mental health of the parent could be affected?

Personalization Questions

1. How comfortable were you having a baby around all of the time?
2. How were the activities you usually perform affected?
3. How accessible was help for you?
4. What activities would you not be able to accomplish?
5. What kind of help did you expect from the other parent? Did you get this support?

Teacher Notes:

The facilitator may want to provide current information on teenage pregnancies in the country. Before the volunteers begin their assignment, provide the following statement: Females who become pregnant have a higher-than-normal incidence of unhealthy babies, are more likely to become child abusers, and will most likely divorce should they decide to marry. Ask the volunteers how they feel about the statement. After the volunteers have completed their assignment, repeat the statement again and ask the volunteers how they feel about the statement now. Have their feelings changed?

Sexually Transmitted Diseases Venereal Disease (1)

Eighth Standard (803)

Teaching time: (1) class period

Lifeskills Competencies – HIV/AIDS and STD

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing infection with HIV and STD (including Hepatitis B), including protective factors.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of the various methods of prevention in relation to personal behavior
The students will be able to identify the socio-economic and cultural impact of HIV
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
The students will be able to assess traditional care practices and institutional care.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Communication**
The students will be able to provide information and discuss issues related to HIV/AIDS and Sexually Transmitted Diseases, including Hepatitis B in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information on HIV/AIDS and STD, including Hepatitis B, when needed.
The students will be able to demonstrate skills in refusing sexual advances and skills in negotiation for condom use.
- ✓ **Self Awareness**
The students will be able to assess personal risk for infection with HIV and STD, including Hepatitis B.
The students will be able to assess the impact of infection with HIV and STD, including Hepatitis B, on their personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify the sexual networks that may place them at risk for infection with HIV or STD, including Hepatitis B.
The students will be able to identify the impact of infection with HIV and STD, including Hepatitis B, on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of HIV and STD infection.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons living with HIV/AIDS.
The students will demonstrate compassion and support for persons living with HIV/AIDS.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between appropriate behavior and physical and emotional needs and desires.
The students will be able to distinguish between peer pressure and personal needs.

Sexually transmitted diseases (STD) are among the various diseases endemic in Myanmar. Venereal diseases are types of STD that are caused by germs (bacteria or virus) that are transmitted from person to person through sexual intercourse.

There are different types of venereal disease. The common types are gonorrhoea, syphilis and genital herpes.

These diseases are mainly transmitted through having sex with an infected person or one who, even though infected, does not show visible symptoms. Moreover, venereal diseases may be transmitted through the transfusion of infected blood, or from the infected mother to the fetus during pregnancy and to the child when he/she is born. However, these diseases are not transmitted through everyday, normal routine activities such as staying together, using the common toilet, eating together, etc.

Many venereal diseases are curable with proper medical treatment. Others are not curable and will remain in the body but may be treated to keep symptoms from reoccurring. If you are in doubt whether you are infected with the disease, you should go and see a doctor for proper examination and treatment. However, prevention is much more important than treatment due to the impact of venereal disease on reproductive health. Thus, everyone should refrain from sexual intercourse or be faithful to one monogamous partner. If in need of a blood transfusion, make sure the blood has been tested for venereal diseases, including HIV first. Moreover, when planning to have children, both the father and mother should be tested at the Maternal and Child Health Centre for venereal diseases before getting pregnant. If the test results are positive get properly treated first before getting pregnant. If proper treatment is not followed, the symptoms of the diseases may clear up but the disease will remain in the body, only to have the symptoms reappear stronger than before.

Activity (1)

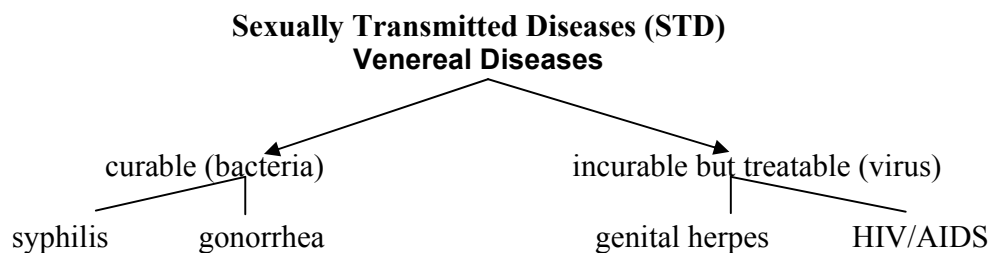
Objective

The students will be able to identify the need for appropriate testing and treatment of sexually transmitted diseases.

Teaching aid

Teaching/Learning Activities

1. The teacher should ask the students to tell the names of the communicable diseases endemic in their community.
2. If the diseases mentioned by the students do not include "venereal disease", the teacher should tell them that venereal disease is one of the diseases commonly found in the community and explain as follows about the disease:



Some diseases transmitted through sexual intercourse are called "venereal diseases". Venereal diseases are communicable diseases that are transmitted when germs (bacteria or virus) from the infected person's body enters another's through sexual intercourse. Among the various types of venereal disease, those that are caused by bacteria can be treated and cured while others, such as HIV/AIDS, that are caused by virus can be treated but not cured. Although there are many types of venereal diseases, the commonly found diseases are syphilis, gonorrhea and genital herpes. Some men and women may be unaware that they have venereal disease because they do not show visible symptoms. However, these diseases are extremely dangerous because they can damage the reproductive system and be transmitted to the fetus in the mother's womb, causing birth defects or even the death of the child.

Content Questions

1. What are the causes of venereal diseases? How do these differ from other bacteria and virus? (they are transmitted sexually)
2. How can a person know whether he/she has been infected with a STD?
3. When someone is infected with STD will they always show symptoms? Why?
4. What is the danger of thinking that a person who asymptomatic must not be infected?
5. When someone knows that he/she has symptoms of STDs what should be done? Why?
6. Why is it important to seek proper treatment of STD?

Personalization Questions

1. What sexually transmitted diseases have you previously heard about? How did you hear/learn about them?
2. What STD do you think is most common in Myanmar? Why do you think it is so common?
3. If you meet someone who is healthy, would you think that they could be infected with a STD? Why or why not?
4. If you are not sure if someone is infected with a STD, what can you do to protect yourself?
5. If you do not protect yourself from STD, and you or your partner becomes pregnant, how would you feel if your child becomes infected as well?

Activity (2)

Objective

The student will be able to identify ways in which sexually transmitted diseases are transmitted and not transmitted.

Teaching aid

Illustrated story charts.

Teaching/Learning Activities

1. Organize small groups according to sex, male and female. Distribute one activity chart to each group and ask them to study it.
2. Ask each group to discuss how venereal disease is transmitted and how it is not transmitted.
3. Tell the whole class the results of the group discussions and the teacher should write on the blackboard as follows:

How the diseases are transmitted	How the diseases are not transmitted

4. Then, the teacher should further explain that venereal diseases such as syphilis, gonorrhea, etc., are the same as HIV infection in their mode of transmission; that all those diseases are not transmitted by normal everyday activities, namely, eating together, using a common toilet, putting on each other's clothes, casual contact, hugging, etc.

Content Questions

1. Can STD be transmitted through casual contact or normal daily activities? Why or why not?
2. What kinds of behavior may place a person at risk for infection with STD?
3. What kinds of risk behavior did Kyaw Kyaw have? What has happened to him? What were the consequences?
4. When Kyaw Kyaw had visible symptoms he went to see a doctor to be tested and treated. Do you think this is the correct way to deal with his infection? Why or why not?
5. How did Ma Pu become infected? Did she have any risk behavior? What were the consequences of her infection? How can the couple solve the problem?
6. Other than through sexual intercourse, what are other ways that a person can become infected with STD?

Personalization Questions

1. What do you think would be the worst thing about being infected with a STD? Why?
2. If you have a friend or family member who has a STD do you need to be afraid that you will be infected as well? Why or why not?
3. If you started to have symptoms of STD, what would you do first? Why?
4. If you think that you have a STD, who would you talk to first? Why would you talk to this person?

5. If your friend has many sexual partners what could you say to him/her to reduce the risk of infection with STD? Please give an example.

Activity (3)

Objective

The students will be able to identify way of preventing sexually transmitted disease infection.

Teaching aid

Teaching/Learning Activities

1. Let the students take note of the modes of transmission discussed in Activity (2) and ask each group to discuss the behaviours to be adhered to for the prevention of the transmission of STD .
2. Ask the students to brainstorm and discuss the methods of prevention and record them on the blackboard.
3. The teacher should add to the discussion, if necessary, so that the following points are included:
 - (a) Refraining from sexual intercourse with a person infected with STD
 - (b) Avoiding unnecessary blood transfusion; if necessary, to use only the blood which has been tested negative for sexually transmitted diseases.
 - (c) Mothers and fathers should be tested for STD when planning to have children and before getting pregnant.
 - (d) Refraining from unprotected sexual intercourse
 - (e) Using condom if you think there is a probability of infection.

Content Questions

1. What are the symptoms of STD? When you have these symptoms do you know what you are infected with? Why or why not?
2. What are the best ways of avoiding infection with sexually transmitted diseases? Why?
3. If a person thinks they are infected with a STD, What are three things that he/she should do? (Answer: 1. Consult a doctor; 2. Tell their partner; 3. Avoid having sex until they are certain they are not infected or until they are cured).
4. Can you be sure of who is the source of infection? Why or why not?
5. Should a person talk to their partner about prevention? How would they start a conversation about prevention if they have never done so before? Please give an example.

Personalization Questions

1. Did you know as much about sexually transmitted diseases as you thought you did? Why or why not?
2. What do you think would be the easiest way for you to prevent STD? Why?

3. What do you think would be the most difficult thing about STD infection? Why?
4. When young people know how STD are transmitted and how they can be prevented, why might they still put themselves at risk for infection with STD?
5. What sex-related issues do you talk about with your friends/partner? How would you start a conversation with friends about STD with your friends/partner? What would you say?
6. If your friend is pressuring you to have behavior that may place you at risk for infection with STD? What would you say to your friend? Would you refuse him or her? How?

Linkage questions

1. Do you think STD can affect a person's mental health? If so, how?
2. How does STD affect a person's reproductive health? Please explain?
3. How might drug or alcohol use increase a person's risk of infection with STD? Why?
4. If someone is infected with STD do you think their chances of being infected with HIV increase or decrease? Why?
5. If you have questions about STD, where can you go to find the answers? Would this be a good source of information? Why or why not?

Evaluation/Assessment

STD Quiz

- Objective(s)**
1. The youth will receive accurate information on STD
 2. The group leader will check the youths' knowledge about STD
 3. The youth will examine misunderstandings and sensitive questions about STD

Materials Flipchart paper, markers

- Directions**
1. Divide the youth into two or more teams, A and B.
 2. Ask Team A the first question. If no one in Team A can give the correct answer, then Team B gets a chance to answer the same question. Ask Team B the second question. If no one in Team B can give the correct answer, then Team A gets a chance to answer.
 3. Follow the same procedure for questions 3 to 16, with each team getting a chance to answer first each alternate question.
 4. Note one point for a correct answer in two columns (Team A and Team B).
 5. When all the questions have been asked, add up the final score.
 6. Review the questions and answers with the whole group. Make sure everyone agrees which answers are the correct ones. Give additional information if necessary.
 7. Summarize the activity by asking the following questions:

Teacher Notes

The teacher may use either method A or method B. If method B is used, a copy of the STD quiz should be given to each student/group to answer on their own first. When providing answers to each question, the teams need to provide the reasons to their true or false answers. Pictures should be used to aid in understanding whenever possible. The teacher should be prepared to provide additional information and may also provide information on sources for testing and treatment.

Method A

Questions	Answers
1. Give a correct description of 'sexually transmitted diseases'	<i>Infections (diseases that are passed on by sexual intercourse).</i>
2. What is another name for sexually transmitted diseases?	<i>Venereal diseases</i>
3. What does Venereal disease mean?	<i>Diseases of Venus, goddess of love</i>
4. Are all STD curable?	<i>No, most are curable, but the exceptions are the viral STD such as herpes, HIV/AIDS, and hepatitis B</i>
5. Do you know straightaway that you have a STD?	<i>Not Always! You may have a STD but may have no symptoms for a long time (e.g. chlamydia for both sexes, gonorrhoea for women).</i>
6. Why are some STD dangerous?	<i>If not detected and treated, the infection can spread and can, for example, cause sterility in women. Syphilis can lead to death. The presence of a STD also facilitates HIV transmission.</i>
7. Is HIV/AIDS a STD?	<i>Yes, when the virus is transmitted by sexual intercourse.</i>
8. Name the three most effective ways to protect yourself from STD infection.	<i>Abstinence (No sex), Mutual Monogamy, Correct condom use.</i>
9. What is the first thing you should do when you think you have a STD?	<i>See a doctor to get proper treatment and inform your sexual partners that they may be infected.</i>
10. Why are people who have a STD more vulnerable to HIV infection?	<i>Many STD cause sores (openings on the skin in or around the genitals). These sores make it easier for HIV to enter the body.</i>
11. Can a pregnant woman who has a STD pass the infection to her baby?	<i>Yes, children born to infected mothers can become infected with a STD during delivery. The HIV virus can also be passed on to a baby through breast feeding.</i>
12. When you have a STD and you take medicine, should you have sex with your partner?	<i>No. You can infect your partner during treatment as well. Therefore, it is important not to have sex before you are completely cured.</i>

Method B

Questions	TRUE	FALSE	NOT SURE
1. You can be infected with a STD without realizing it			
2. You can buy medicine from the drug store to treat STD without going to the doctor			
3. If a woman has a STD which is not treated correctly, she may have difficulties in having children later on.			
4. If you are very careful to follow strict personal hygiene, you cannot be infected with a STD			
5. STD are a great danger to young people.			
6. As soon as the symptoms of a STD have disappeared, you can stop taking the medicine.			
7. A condom protects you against STD infection.			
8. Herpes is one of the STD that can be cured			
9. You can get vaccinated against hepatitis-B			
10. If you have a STD and you are taking medicine prescribed by your doctor, your partner should be treated as well.			
11. A person who has a STD is more liable to get infected with HIV.			
12. A woman may have gonorrhoea and have no symptoms.			
13. Women who take the birth-control pill are not at risk from being infected with STD			
14. Men who have STD infection can be cured by having sex with a virgin.			

Follow-up Activities

Have the students work in small groups and develop a plan on how they would disseminate important information on sexually transmitted diseases to family, friends and members of the community.

1. What do you think is the best way to disseminate information to the community?
2. What are the important messages to tell people about sexually transmitted diseases? Why?
3. Do you think the community will listen to what you have to say about sexually transmitted diseases? Why or why not?
4. Since it is culturally sensitive to talk about matters related to sex in Myanmar society, how would you be able to introduce the topic of sexually transmitted diseases so that community members would be willing to listen? What would you say? Please give an example.
5. How can you make community members interested in learning about sexually transmitted diseases and preventing infection?

Pictures:

How STD are not Transmitted

Eating together with an infected person

Using the toilet used by an infected person

Men's Toilet

Putting on each other's clothes

Casual contact, hugging

Pictures:

Modes of STD Transmission

1.

(a) Kyaw Kyaw had learnt all the bad ways as he was pampered by his parents. He had a girlfriend.

(b) He was entangled in sexual relationships with all sorts of women.

(a) One day, Kyaw Kyaw was taken ill with fever and he had a sore in his genital. So, he went to see the

(b) doctor. After medical tests, he came to know that he had been infected with a venereal disease.

(Refrain from Sex)

2.

1. (a) Although Ma Pu was loyal to her husband, Ko Cho had licentious affairs with other women.

(b) One day, Ma Pu suffered pain whenever she passed urine. So they went to see the doctor... They were appalled when they learnt that Ma Pu had been infected with venereal disease and that she should not get pregnant.

(c) Both Ma Pu and Ko Cho told the doctor of their strong desire to have a child. The doctor advised them that because the germ can be

(d) transmitted from the mother to the fetus, both the husband and wife should take treatment till the disease is completely cured before getting pregnant.

Sexually Transmitted Diseases Venereal Disease (2)

Eighth Standard (804)

Teaching time 1 class period

Lifeskills Competencies – HIV/AIDS and STD

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing infection with HIV and STD (including Hepatitis B), including protective factors.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of the various methods of prevention in relation to personal behavior
The students will be able to identify the socio-economic and cultural impact of HIV
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
The students will be able to assess traditional care practices and institutional care.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of infection with HIV and STD, including Hepatitis B.
- ✓ **Communication**
The students will be able to provide information and discuss issues related to HIV/AIDS and Sexually Transmitted Diseases, including Hepatitis B in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information on HIV/AIDS and STD, including Hepatitis B, when needed.
The students will be able to demonstrate skills in refusing sexual advances and skills in negotiation for condom use.
- ✓ **Self Awareness**
The students will be able to assess personal risk for infection with HIV and STD, including Hepatitis B.
The students will be able to assess the impact of infection with HIV and STD, including Hepatitis B, on their personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify the sexual networks that may place them at risk for infection with HIV or STD, including Hepatitis B.
The students will be able to identify the impact of infection with HIV and STD, including Hepatitis B, on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of HIV and STD infection.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons living with HIV/AIDS.
The students will demonstrate compassion and support for persons living with HIV/AIDS.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between appropriate behavior and physical and emotional needs and desires.
The students will be able to distinguish between peer pressure and personal needs.

Venereal diseases is a kinds of sexually transmitted diseases caused by bacteria or virus. Many of these diseases can be cured if appropriate and regular treatment is taken. If the disease is not treated until it is completely cured, complications can result. For example, it can cause (1) infertility in women, (2) prenatal death of the fetus, deformity in new-born infants, (3) cardiovascular syphilis and neurosyphilis, may result after many years, etc.

Since venereal disease requires treatment until it is completely cured, treatment may be very costly. Treatment will be least expensive if received early. When infected with the disease, one can not be able to attend school regularly nor go to work regularly. It is a loss for the person concerned as well as for the family and country.

Persons with venereal disease may become depressed and anxious due to the symptoms of the disease or to the stigma that the disease brings to their life. At such times, by way of assistance, they should be encouraged to seek appropriate treatment and reassured that the disease can be cured if they go to the hospital or clinic for follow-up check ups.

Everyone bears the responsibility to avoid the undesirable behaviours such as making fun of, showing signs of abhorrence, neglecting, and belittling the patients of venereal disease. Particular care should be taken not to look upon them as persons to be forsaken or to be abandoned.

Activity (1)

Objective

The students will be able to identify the impact of untreated venereal disease and the benefits of seeking appropriate medical treatment.

Teaching aid

Illustrated story.

Teaching/Learning Activities

1. Form the students into small groups and ask them to study the following illustrated story. Then, tell them to deliberate on the points for discussion.

Ma Kyi was unfortunate in life and had once become a prostitute due to difficulties in her life. However, later her life changed, she got married and was loyal to her husband. Ma Kyi was infected with venereal disease as she had to deal with all sorts of men while she led the life of a prostitute. But she took it lightly as she did not realize the seriousness of the disease.

After her marriage, Ma Kyi tried to have children but had a spontaneous abortion every time she conceived. Finally, she became barren. Her husband abandoned her when he knew that she was incapable of bearing a child.

When Ma Kyi came to know that her disease was not something trivial, she went to the clinic and received medical treatment. However, as her condition improved to a considerable extent,

she thought the disease had been cured and cut short her treatment and visits to the clinic. When the people in the neighbourhood became aware that she had been infected with a venereal disease, she was so ashamed to show her face in public that she moved to a small village.

Because she did not take the full treatment till the disease was cured, she suffered from swollen joints, brittle bones and finally heart disease. A person infected with venereal disease suffers severely and also has to spend a large amount of money on medical treatment. She became disabled, incapable of earning an income, and had to struggle on in life, in poverty and misery.

Let's discuss

1. What may be some of the complications of venereal disease in improperly treated?
2. How can you know whether or not one is infected with a venereal disease, whether or not they show symptoms?
3. What is the first thing to do if one is infected with a venereal disease? Why?

2. Report the results of the discussions to the whole class and the teacher should add, by way of discussion, as follows:

If a person with a venereal disease is not treated till the disease is cured, dangerous complications such as swollen joints, brittle bones, heart disease, infertility in women, incapable of child bearing, prenatal death, deformity in new-born infants, etc., may arise. Many times, one partner is symptomatic while the other is not. While men with venereal disease often show visible symptoms due to external reproductive organs, making possible timely treatment and cure. Women's internal reproductive organs make it more difficult to detect many symptoms even though they have had the disease and thereby may severely suffer the complications of the disease. Moreover, as the symptoms of the disease are wont to disappear within a few days after medical treatment has started, the disappearance is misconstrued as a cure and treatment is cut short. Because such persons have not yet been completely cured, they usually have to suffer the complications of the disease and may still spread the disease to others. Therefore, persons infected must take complete the full treatment in a systematic and follow-up with a doctor to make sure the disease is cured.

Venereal Disease--- And its Consequences

Ma Kyi was unfortunate in life.... Although she had once been a prostitute, she was loyal to her husband ever since they were married.

Ma Kyi had been infected with venereal disease when she was a prostitute. But she took it lightly because she didn't realize its seriousness.

Ma Kyi had spontaneous abortion and was incapable of bearing a child. So, she was abandoned by her husband.

She took treatment.... But she mistook a slight relief for a cure and cut short her visits to the clinic.

Because people in the neighbourhood became aware that she had a venereal disease, she was overwhelmed with shame and moved to a small village.

Venereal disease caused her to suffer severely. She had to spend a lot of money. She became disabled and had to struggle on in life in poverty and misery.

Content Questions

1. How can a person know whether he/she has been infected with a STD?
2. Why do you think Ma Kyi did not take her infection seriously?
3. When someone is infected with STD will they always show symptoms? Why?
4. Do you think Ma Kyi's husband could have been infected with STD? Why?
5. Why is it important to seek proper treatment of STD?
6. Why do you think Ma Kyr was ashamed of her infection with STD?
7. How can a person keep from spending a lot of money for treatment?

Personalization Questions:

1. If you meet someone who is healthy, would you think that they could be infected with a STD? Why or why not?
2. What is the danger of thinking that a person who asymptomatic must not be infected?
3. When someone knows that he/she has symptoms of STDs what should be done? Why?
4. If you are not sure if someone is infected with a STD, what can you do to protect yourself?
5. If you are infected with a STD, what do you think you would do? From where could you seek assistance?
6. If you do not seek proper treatment for a STD, what do you think would be the impact on your personal goals and expectations?

Activity (2)

Objective

The students will be able to identify ways to provide emotional support to persons infected with sexually transmitted diseases.

Teaching Aid

Activity cards.

Teaching/Learning Activities

1. Ask the students to brainstorm how venereal disease is not transmitted.
2. Remind them if necessary that venereal diseases are not spread through casual contact.
3. Next, ask the students to brainstorm why they think a person may not seek proper treatment when they are infected with venereal disease. Have them give particular attention to social reasons. (people often behave undesirably, such as making fun of persons infected or treat them with disgust and neglect)
4. Ask the students to think of a few ways that they think they could support someone infected with venereal disease seek proper treatment. Then, divide the students into small groups and distribute the activity cards showing the desirable and undesirable behavioural responses in respect of persons infected with venereal disease. Ask and ask each group to examine each card and determine which responses demonstrate support for persons infected.

Number	Behaviours	Indicate (*/✓)
1.	Give the patient reassurance that the disease can be treated if not cured.	
2.	Keep yourself away from the patient.	
3.	Patients should not be made fun of.	
4.	Persuade the patient to go to the hospital/clinic.	
5.	Offer to take the person to the clinic and wait with them for the test results.	
6.	Talk about the patient to let others know.	
7.	You must not belittle a patient in dealing with him.	
8.	Have friendly dealings as usual with the patient.	
9.	If the patient says he/she wants to cut short visits to the clinic as his/her condition has improved, let it be.	
10.	Check with the person daily and encourage them to take the medication as prescribed by the doctor.	
11.	Refuse to share the use of utensils with patients.	
12.	Suggest that, to keep the thing secret, the patient should take injections from a clandestine quack.	
13.	Encourage the person to use prevention if they have sex so that they do not spread the disease to others and do not become reinfected.	
14.	In the absence of positive symptoms, instruct the patient to take medicine bought from the drug store.	

- Results of the discussions should be reported to the whole class and also discuss why a certain action should or should not be taken.

Content Questions

- How were you able to determine which reactions are favorable and which are not?
- Why do you think people ridicule people who are infected with STD?
- By ridiculing people infected, are they really helping to solve the problem? Why?
- How can providing emotional support to persons infected with STD help the entire community?
- If someone is afraid to go to the doctor to seek proper medical treatment because they are afraid of the stigma attached to STD and that person decides to self-treat themselves (buy drugs directly from the pharmacy or use traditional remedies) what do you think the consequences could be? Why?

Personalization Questions:

1. What do you think your immediate reaction would be if a friend or family member told you that they were infected with STD?
2. If you were infected with a STD and needed treatment, how would you want someone to treat you? Why?
3. How do you think that you could best help a friend or a family member who is infected with a STD?
4. Suppose you suspected that you were infected with STD, who would you talk to? Why would you talk to that person? Are they a good source of information?
5. How common do you think STD are in your community/township? How can you find out?
6. If proper precautions are not taken to prevent STD who could be infected? Could it be you?

Linkage Questions

1. Do you think STD can affect a person's mental health? If so, how?
2. How does STD affect a person's reproductive health? Please explain?
3. How might drug or alcohol use increase a person's risk of infection with STD? Why?
4. If someone is infected with STD do you think their chances of being infected with HIV increase or decrease? Why?
5. If you have questions about STD, where can you go to find the answers? Would this be a good source of information? Why or why not?

Assessment:

1. Divide the students into small groups. Ask each group to develop a role-play that demonstrates the provision of emotional support to a person infected with STD. Some of the problems they may look at are the following

The need to seek appropriate treatment for STD\
Basic information about STD
How STD is transmitted
Testing for STD
Living with the untreated disease

The person seeking support is a family member or friend. Remember, the person infected should not be told directly what to do. They should ask this person he/she thinks, knows, and feels. They should also ask what that person's choices are for solving their own problems, what they think the consequences will be if they don't do anything, and what steps will they take to solve their problem. Most importantly, ask how you can help support them. We are best supporting someone when we help that person make a commitment to solve his/her own problems. Some basic information may be provided to the person seeking counseling if necessary but they should not be told what to do. They should make their own decisions. When providing non-formal counseling, they should remember the decision-making / problem solving process when they make their questions.

All of the students in the classroom should evaluate the process and effectiveness of the discussions in the role-plays and provide constructive feedback.

Teacher's Notes:

This is very similar to providing non-formal counseling except the person giving support may become more involved. For example, they may go with their friend to the clinic or to check with their friend to make sure that they have taken their medicine at the appropriate time and in the appropriate dosage.

Structured Decision-Making/Problem Solving

And Non-Formal Counseling

1. Ask the person what the problem is or what decision they have to make.
2. Ask the person what are the options for making their decisions or solutions for solving their problems. (They need to think of two or more options or solutions.)
3. Have the person look at each option/solution's potential advantages and disadvantages.
4. Ask the person what additional support or skills that the person will need in selecting or implementing an option/solution.
5. Have the person decide on the best option/solution for him/her and make a plan for implementation.

Follow-up Activity:

1. Divide the students into three different groups:
 - i. Have the first group find out the symptoms and possible complications related to the different STD.
 - ii. Have the second group investigate how common STD are in the local community/township. (By visiting the local health authority)
 - iii. Have the third group find out what clinics and services are available in the local community/township for testing and treatment of sexually transmitted diseases. Make a list of the names of the clinics, addresses, contact information, and hours of service. This group should also investigate the general numbers of people seeking treatment for STD.
2. Have the groups present their findings to each other. Then, ask the students to make a plan on how they might help reduce the stigma associated with seeking proper medical treatment of Sexually transmitted disease.

The Drug Menace

Eighth Standard (805)

Teaching time 2 class periods

Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.
The students will be able to identify the socio-economic and cultural impact of substance addiction or abuse
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**
The students will be able to ask for help and advice or seek additional information on substance abuse, alcohol and tobacco.
The students will be able to demonstrate skills in refusing invitations to use drugs, alcohol and tobacco and skills to negotiate quantities of alcohol to be consumed.
The students will be able to provide information and discuss issues related to substance abuse, alcohol and tobacco in a clear and direct manner.
- ✓ **Self Awareness**
The students will be able to assess personal risk for substance addiction or abuse.
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.
The students will be able to recognize that some people may be more vulnerable to substance abuse and alcohol than others.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between peer pressure and personal needs/expectations.
The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

There are many varieties of narcotic drugs. They are: (1) Heroin and Opium, (2) Marijuana, (3) Amphetamine and (4) Phensydyl mixture, etc.

A narcotic drug is an addictive substance. A person can be addicted by merely trying it once or twice. Once addicted, it's hard to quit.

The bad effects of narcotic drug abuse are AIDS, heart disease, lung disease, thrombosis, etc., as well as damage to the body, impairment of mental faculties, decreasing ability to work, etc.

Drug users are mostly young people. The reasons they have taken a fancy to drugs are many and varied. Being under the persuasive influence of one's associates, the inability to make correct decisions, being under the illusion that drug use signifies modernity, being ignorant of the need to care for one's health, being under the impression that drug use is a panacea for solving one's problems, etc. are the causes which led them to first try, and then become addicted to, narcotic drugs.

As drug abuse can spread easily, it can be harmful and destructive for the country and the nation. Thus, the causes of drug use must be exposed and dealt with in order to do away with the menacing danger of narcotic drugs. In addition, the young people themselves should consciously participate in the activities for the eradication of the narcotic drug menace.

Activity (1)

Objective

To be able to mention the names of various narcotic drugs and explain the bad effects of them.

Teaching aid

The pictures and diagrams used in Fifth Standard Activity (1).

Teaching/Learning Activities

1. Divide the students into groups and have each group brainstorm the names of the different addictive substances they know or have heard of.
2. Ask the students to place the different types of drugs into categories by how they are used. Let them study the pictures and diagrams and classify the various narcotic drugs into the following categories. Ask them to include the drugs they know of even if those are not mentioned in the pictures.

Taken by inhaling	Taken orally	Taken by drinking	By injecting into the veins

3. The teacher should record the results of the group discussions on the blackboard in the above table and add the necessary information.
4. Then, ask the students to discuss, on the basis of the lessons taught in the seventh standard, the possible consequences of using the narcotic drugs mentioned above.
5. The teacher should record the results of the discussions on the blackboard in the following table. The teacher should explain further requirements, if any.

The Impact of Drug Use

Mental injuries	Physical injuries	Social injuries

Content Questions:

1. Describe the different types of drugs?
2. What are the desired affects of using these different drugs?
3. What are the reasons why young people use drugs?
4. Can people think clearly when they are taking drugs? Why or why not?
5. What can be the short and long term impact of taking drugs?

Personalization Questions:

1. From what you have seen or what your have heard, what types drugs are used in the local community? What is the age, profession, socio-economic level of the people who use them?
2. What do you think is the impact of this drug use on the community?
3. Have you ever seen a person in your community who you suspect is a drug user? Why did you suspect this person is a drug user? What was his/her appearance like? Can you always tell if a person uses drugs by their appearance?
4. What do you think is the most commonly used drug by young people? Why do you think they use this drug?
5. What do you think is the most commonly used drug by adults? Why do you think they use this drug?

Activity (2)

Objective

To be able to explain the causes of drug use and the possibility of eradicating the drug menace by eliminating those causes.

Teaching aid

Teaching/Learning Activities

1. Ask each group to discuss and bring out the reasons why young people of student age have taken to abusing narcotic drugs.
2. After obtaining the agreement of the whole class, make a list of the conclusions of the discussions.
3. Then, ask each group of students to discuss the methods of eliminating the causes of drug use included in the list mentioned above. Ask them to record the results of the discussions in the following table.

Causes of Drug Addiction	Methods for Solution

4. Let each group present the results of the discussions to the class and the teacher should record them on the blackboard. The same answer should be recorded once only.
5. Finally, the teacher should explain that the majority of drug users are young people; that they have taken to drugs due to varying causes; that they have taken to drugs because they were under the persuasive influence of their friends, because of their illusion that drug use signifies modernity, because they are ignorant of the need to care for their health, and because they mistaken drug abuse for a panacea for solving their problems, etc. and thus they have become addicts; that the problem needs to be solved by the young people themselves because the source of the problem lies in their misconceptions; and that the parents and teachers have to support them in this regard.

Content Questions:

1. Describe the different types of drugs?
2. What are the affects of using these different drugs?
3. What are the reasons why young people use drugs?
4. Can people think clearly when they are taking drugs? Why or why not?
5. What can be the long term impact of taking drugs?

Personalization Questions:

1. What do you think you will do when a friend invites you to use drugs? What will you say? Please give an example.
2. If you were to use drugs, what do you think the impact would be on your future or on your personal goals and expectations?
3. How do you think using drugs may affect your ability to learn, play sport, or interact with your friends?
4. How would you feel if a family member drinks too much alcohol? How would you feel if a family member uses another type of addictive drug/substance? What do you think the impact on your life would be?
5. If you were to use drugs, what do you think the impact on your family would be?

6. If a friend is considering using drugs, what could you say to him/her to convince them not to use drugs? Please give an example.

Activity (3)

Objective

To be able to explain the activities being carried out for the eradication of the drug menace.

The students will examine drug prevention efforts in their home communities and townships and analyze whether these programs give enough attention to the factors that make young people vulnerable to drug use.

Teaching aid

Pictorial chart depicting the narcotic drug menace.

Teaching/Learning Activities

1. Display the pictorial chart depicting the drug menace and the teacher should explain the various stages in which drugs are cultivated, produced, transported and distributed till they reach the drug users.
2. The teacher should further explain that the drug problem is caused not by drug users alone, rather it has been aggravated by the existence of the opium poppy cultivator, the drug Activity and trafficker and that concerted efforts are needed to educate the people concerned and prevent such activities as cultivation, production and trafficking in narcotic drugs from taking place.
3. Explain further that the prevention of the drug menace is a difficult and complicated task; that every phase of it must be well-controlled to ensure the success of the whole programme. Then, ask each group of students to discuss the activities that are being carried out stage by stage for the prevention of the narcotic drug menace.
4. The results of the discussions should be presented to the whole class. Ask them to mention the activities being carried out at every stage of the anti-narcotic drug campaign as shown in the pictorial chart.
5. In conclusion, the teacher should explain that as narcotic drugs ruin the entire human race, everyone is responsible for the prevention of the narcotic drug menace; that the causes for cultivation, production and trafficking as well as for drug use need to be revealed and dealt with; and that the young people themselves should participate, in whatever role they possibly can, in the activities for the prevention of the narcotic drug use.

Content Questions:

1. Who is involved in the process of cultivating and trafficking drugs?
2. Who is involved in reducing the cultivation and trafficking of drugs?
3. Why is there a market for trafficked drugs?
4. If the market for drugs stopped, what would happen to cultivation and trafficking?
5. What is the impact of the drug industry on the national and local economy?

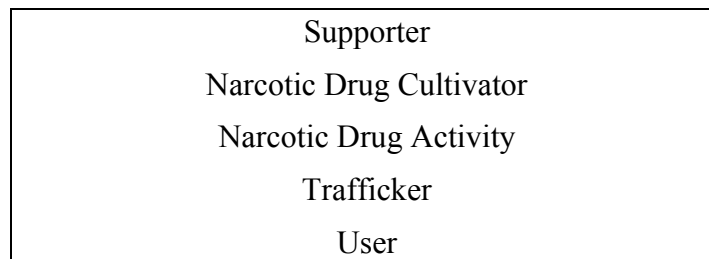
Personalization Questions:

1. The process of cultivating and trafficking drugs is very complicated process. However, if we want to prevent personal drug use, is it important to think of this process? Why or why not?
2. Who do you think is the most important person in the prevention of drug use? Why?
3. What do you think your personal risk and vulnerability to drug use is? How do you think you can reduce these?

Linkage Questions:

1. How can drug use increase risk of HIV infection?
2. Can non-injecting drugs also place you at risk of HIV infection? How?
3. How will drug use affect relationships with family and friends?

Picture:

"Anti-Narcotic Drugs Campaign"**Teacher's Note:****Assessment**

Have the students write a short essay on the topic, "Does Anyone Benefit from Narcotic Drug Use in the Community?" The essay should include important points about the health, social, and economic impact of narcotic drug use. Some questions that may help the students get started are the following:

1. How is drug/substance abuse harmful to the body? Please explain.
2. If a person uses drugs, what would be the impact on his/her educational and professional goals? Please explain.
3. If a person uses drugs, who would be affected? Please explain.

Follow-up Activity

Have the students work in small groups to conduct interviews with police and staff from non-governmental organizations and other agencies that are conducting narcotic drug prevention programming in the local community or township. The students should find out the following:

1. What are the prevention efforts that the agency supports in the local area?
2. Who is the target group in the prevention programming?
3. What is the total population reached by the program?
4. Does the prevention programming also reach young people?
5. If so, what are the special elements of the programming that focus on the risk and vulnerability of young people?

6. What does the program do to help a person who is already using drugs but would like to stop?
7. Are there any other services connected to the program, for example health and counseling services?

(Additional questions may be added)

After the groups have collected the information they should present it to the class. The class should then analyze whether the programs in the local area give sufficient attention to the risk and vulnerability of young people for drug use. If the programs do not focus on the risk and vulnerability of young people, what do the students think should be done? If they do focus on the risk and vulnerability, what would the students do differently?

Have the students work in their groups once again. The groups should develop a plan of what they think should be done for narcotic drug prevention programming for young people. Special attention should be given to the risk and vulnerability of young people for narcotic drug use. The groups will present their plans to the class. All of the plans can then be compiled into a report that can be sent to each of the agencies visited earlier for reference in the design of future programming.

Caring for Persons with HIV/AIDS

Eighth Standard (806)

Teaching time: (3) class periods

Lifeskills Competencies – Relationships with Family and Friends

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify personal roles, responsibilities, and ability to develop and maintain relationships.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways to provide emotional support family members and friends.
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors that may cause friction in relationships with family members.
The students will be able to identify the roles and responsibilities of individual family members.
The students will be able to assess the quality of relationships (friendships).
- ✓ **Decision Making**
The students will be able to determine appropriate roles and behaviors to support and maintain relationships with family and friends.
- ✓ **Communication**
The students will be able to express their personal wants and needs to family and friends in a clear and direct manner.
The students will be able to ask for help and advice or seek additional information in matters important to relationships with family and friends.
- ✓ **Self Awareness**
The students will be able to identify personal needs in relationships.
The students will be able to identify realistic goals and expectations in their relationships with family members and friends.
- ✓ **Interpersonal Relationships**
The students will be able to identify the roles and responsibilities that they play and the role that each family plays in the family.
The students will be able to identify characteristics or qualities of good friendships.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of other family members.
The students will be able to recognize the needs and feelings of other friends.
The students will be able to recognize that older family members have experiences, perspectives, skills and information that can aid them in making important decisions in their lives.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of coping with conflict in the family and in the classroom.
The students will be able to identify effective ways of dealing with peer pressure.

HIV infection is transmitted by sexual intercourse with an infected person, by transfusion of infected blood and/or sharing the use of unsterilized needles and syringes, and by an infected mother to her fetus. However, it is not transmitted by casual contact in everyday life.

Thus, the transmission of HIV infection can be prevented in the following ways:

The ways of prevention are:

1. Refrain from pre-marital sexual pleasures.

2. Both partners should consider being tested for HIV before marriage.
3. Practice monogamy with loyalty to one's spouse.
4. Refrain from using needles and syringes already used by others, or use disposable needles and syringes only.
5. Should a woman believed to be HIV infected get pregnant she must seek the doctor's advice as to whether she should have the child or not and then act accordingly.
6. Consider and bear in mind that should one be infected with HIV, one's family, i.e. parents, children, spouse, etc., will all be affected.
7. Make a resolute decision and firmly refuse to be involved in actions that place a person at risk of HIV infection.
8. Keep away from narcotic drugs and alcohol because they can affect rational decision-making.

Although infected with HIV, symptoms of the infection do not show up until after a number of years. When the symptoms appear, the patients usually become extremely emotional. Therefore, they should be:

- (1) allowed to stay with the family at home.
- (2) treated with affection, kindness and sympathy.
- (3) given time and attention with affection and render necessary assistance. (try to share the feelings of the patient in conversation, in work and in travel)
- (4) sent to see the doctor regularly.
- (5) given medication regularly.
- (6) able to have someone to stay near them and render assistance as and when necessary.
- (7) cared for by providing help to perform daily routine activities such as cooking, washing, bathing, cleaning, etc.

Activity (1)

Objective

The students will be able to identify how HIV is transmitted and not transmitted.

Teaching aid

Cards for the game "Probability of Danger".

Teaching/Learning Activity

1. Distribute a game card each to 19 students at random and ask them to read the event or condition written on the card.
2. Direct the students who have received the cards to read them and then come forward and stand before the class in two separate groups, designated as "Risk of Infection" and "No Risk of Infection" The rest of the students should be assigned as observers.
3. Then, instruct every student from each group to read out to the class, by turns, the event or condition written on the card in his hand and ask the opinion of the whole class if there is a real probability of risk of infection He should be directed to state and discuss the reasons for his decision. The rest of the students will state whether they agree or disagree with the student's assessment before the teacher reveals whether the answer is correct. Should the

decision of the student who has got the card be incorrect, the teacher will ask the observers to determine the correct decision and the student concerned should be instructed to change group and take his place accordingly.

4. Continue the process till all the cards are done.
5. Then, the teacher should make an overall evaluation.

Kissed on the cheek.	Sat adjacent to a person who was sneezing and watched the movies.
Bitten by mosquitoes.	Had sex using condom.
Greeted and hugged a person said to have HIV infection.	Attended classes in the same classroom together with a student said to have HIV infection.
Swam in a public swimming pool.	Bit a child affectionately. But there was no bleeding.
Used a public toilet.	Sat adjacent to a person said to have HIV infection.
Bored the ears with a sterilized ear-boring instrument.	Have cared for an AIDS patient.
Had an intravenous injection with a needle used by others.	Had an injection from the health employee with a syringe used by others.
Being enticed by a friend, had sex with a woman.	Had sex with a drug addict.
Have sex with many men/women.	A woman with HIV infection is pregnant.
Coming across a tattoo shop at the pagoda festival, had a picture of a heart tattooed on the fore-arm.	

No Risk of Infection

1. Kissed on the cheek.
2. Sat adjacent to a person who was sneezing and watched the movies.
3. Bitten by mosquitoes.
4. Had sex using condom.
5. Greeted and hugged a person said to have HIV infection.
6. Attended classes in the same classroom together with a student said to have HIV infection.
7. Swam in a public swimming pool.
8. Bit a child affectionately. But there was no bleeding.

9. Used a public toilet.
10. Sat adjacent to a person said to have HIV infection.
11. Bored the ears with a sterilized ear-boring instrument.
12. Have cared for an AIDS patient.

Risk of Infection

1. Had an intravenous injection with a needle used by others.
2. Had an injection from the health employee with a syringe used by others.
3. Had sex with a drug addict.
4. Having unprotected sexual intercourse
5. Have sex with many men / women.
6. Coming across a tattoo shop at the pagoda festival, had a picture of a heart tattooed on the forearm with unsterilized needles and equipment.
7. A child born to a woman infected with HIV

Content Questions

1. What are the risk behaviors that place a person at risk of HIV infection? Why?
2. What are the behaviors that do not place you at risk for HIV infection? Why?
3. How do we know that casual contact does not spread HIV/AIDS?
4. What should someone do if he or she is not sure it is safe?
5. How can young people prevent getting HIV AIDS?
6. Even though we know a behavior is risky, what are some factors that may still place us at risk for infection?

Personalization Questions

1. Do you feel that you know enough about the transmission of HIV and the prevention of HIV infection? Why or why not?
2. If you have unanswered questions about HIV where can you go to obtain the information? Is this a good source of information? Why?
3. Do you think it is best to get information from one or many sources? Why?
4. If a friend wants you to do something that would place you at risk for HIV infection, what would you say to him/her? Please give an example.

Activity (2)

Objective

The students will be able to identify how HIV may be prevented.
To be able to explain the ways to prevent HIV/AIDS.

Teaching/Learning Activities

1. Recount and discuss once again with the whole class the behaviours that are “place someone at risk of infection” "probably dangerous", which were discussed in Activity (1) and record them on the blackboard.
2. Direct the students to be seated in five groups.

3. Then ask each group to discuss the ways to prevent HIV/AIDS so that such a risk situation as mentioned above might not happen.
4. Report the results of the group discussion to the class and discuss with the whole class.
5. Then, the teacher should add the necessary information and explain taking the following points into account:
 - Refrain from pre-marital sexual pleasures.
 - Both partners should consider being tested for HIV before marriage.
 - Practice monogamy with loyalty to one's spouse.
 - Refrain from using needles and syringes already used by others, or use disposable needles and syringes only.
 - Should a woman believed to be HIV infected get pregnant she must seek the doctor's advice as to whether she should have the child or not and then act accordingly.
 - Consider and bear in mind that should one be infected with HIV, one's family, i.e. parents, children, spouse, etc., will all be affected.
 - Make a resolute decision and firmly refuse to be involved in actions that place a person at risk of HIV infection.
 - Keep away from narcotic drugs and alcohol because they can affect decision-making.

Content Questions

1. How do you prevent infection with HIV?

Personalization Questions

1. How do you behave yourself in preventing HIV/AIDS?
2. How do you care and behave yourself if you were infected with HIV?

Activity (3)

Objective

The students will identify ways that they can show compassion for persons living with HIV/AIDS and their families.

To be able to tell that it is imperative to take care of a patient with HIV/AIDS at home with kindness and compassion.

Teaching aid

Role play direction cards.

Teaching/Learning Activities

1. Form the students into small groups.
2. Select two small groups from among the groups. Arrange to have five members in each of the groups selected.
3. Give one set of role play direction cards to each group selected and ask them to study them. Instruct them to consult with each other and prepare for the role play.
4. Explain to the remaining groups the points they have to observe during the performances
 - (a) What action were made?

- (b) what words were spoken?
(c) what feelings were portrayed?
5. Then, direct each group of role-players to come forward and perform in front of the class, by turns.
 6. At the end of every performance, instruct each group to discuss on the questions mentioned above.
 7. Then, the teacher should discuss the results of all the groups.
 8. Then, the teacher should discuss, in order to let the whole class know, the feelings of each individual performer while he/she was acting.
 9. The teacher should explain how to care for an AIDS patient with compassion, including the following points:
 - the patient must be allowed to stay together with the family at home.
 - the family must show love, kindness and sympathy for the patient.
 - must have patience with the patient, give time to talk with him/her and render necessary assistance.
 - if necessary, the patient must be sent to see the doctor regularly.
 - the patient must be given medication regularly.
 - to let someone stay near the patient to be at hand when his/her services are required.
 - must assist the patient in daily routine activities such as cooking, washing, bathing, etc.

The sickly Eldest Son

- Suffering severe pain from the herpes zoster on his chest.
- Lying in bed because he has been suffering from diarrhea for a fortnight; depressed.

The mother

- Brought her sickly son to see the doctor two days ago.
- Now sitting beside the bed washing and cleaning the feces which have dirtied her son.
- Tenderly helping him to sit up, she affectionately spoke words of encouragement as she gave him medication.

The daughter

- In the kitchen, preparing a dish of boiled rice with fish.
- Came into the room to fetch the clothes dirtied with feces for washing.

The youngest son

- With a sullen look, went out stamping his feet showing displeasure at having to do for his elder brother what his mother bade him.

The old lady next door

- Came in, with a dish in her hand, asking after the patient.
(She knew the patient had AIDS)

Content Questions

1. What are the ways of showing support and compassion demonstrated in the role-play?
2. How do you think the eldest son felt when his younger brother was not supportive?
3. Were the rest of the family members at risk of HIV infection by the care they gave? Why or why not?
4. What do you think you should let the person with HIV live at home or not? Why?

5. What do you think would be more painful, having several opportunistic diseases or being rejected by family members and friends? Why?

Personalization Questions

1. Have you ever met a person with HIV/AIDS? How did you react to this person? Why did you react in this way?
2. Do you think that it would be difficult to show compassion in the ways that they two groups suggested? Why?
3. If you were infected with HIV or had AIDS, how would you want your family, friends, and others to react to you? Why?
4. What do you think persons with HIV/AIDS need the most? Why?
5. How can you help your friend who has HIV/AIDS?
6. Do you think you can provide basic care for a person who is ill? Why or why not?
7. What will you do when a person with HIV/AIDS discusses their situation openly with you? Why? What could you say to him/her to give them support? Please give examples.

Linkage Questions

1. What are the local traditions of caring for a person with chronic illnesses?
2. Why do families and communities have a tradition of caring for its members with TB and other chronic illness in the home and community but are afraid to care for a person with HIV/AIDS even though HIV is more difficult to transmit to others?
3. How are persons with HIV/AIDS are more highly susceptible to infection with TB and other infections?
4. If a person is infected with HIV or has AIDS how can good personal hygiene and good nutrition help protect him/her from opportunistic infections?

Evaluation/Assessment

1. Discuss the situation of a person who is infected with HIV or has AIDS. Explain to the students that it is very likely that they may know someone who is infected with HIV but that person is not yet symptomatic. One day, that person will become symptomatic and will face many obstacles to good health. He/she will also face stigma and discrimination from society. Often people have difficulty expressing their feelings to surviving family members. Have the students pretend to know someone with HIV/AIDS. He may be a neighbor or a friend. Have the students think of ways to express compassion and support to that person and their family members and write it in a letter.
2. Have students participate in the following activity

101 Ways to Show Compassion and Support to a Person Living with HIV/AIDS

Objective: 1. The students will be able to identify ways to provide compassion and support to a person living with HIV/AIDS.

Materials: Blackboard and chalk

- Instructions:**
1. Divide the student into small groups, 5-8 persons each. Assign each group a number, 1, 2, or 3.
 2. Have each group brainstorm answers the following question according to

the number of their group:

1: How could you show support and compassion to a stranger who is living with HIV/AIDS?

2: How could you show support and compassion to a friend who is living with HIV/AIDS?

3: How could you show support and compassion to a family member who is living with HIV/AIDS?

3. Have the groups summarize their answers and compare them with the answers of the other groups.

This game can also be played as a relay race to increase interest and allow everyone to participate.

Content Questions:

1. Was it difficult to think of ways to provide support and compassion to a stranger living with HIV/AIDS? Why?
2. Was it difficult to think of ways to provide support and compassion to a friend living with HIV/AIDS? Why?
3. Was it difficult to think of ways to provide support and compassion to a family member living with HIV/AIDS? Why?
4. Do you think that you and your group members can realistically do the things you listed? Why or why not?

Personalization Questions:

1. How do you think you would react/treat to a stranger who is living with HIV/AIDS? Why?
2. How do you think you would react/treat to a friend who is living with HIV/AIDS? Why?
3. How do you think you would react/treat to a family member who is living with HIV/AIDS? Why?
4. Are your reactions different to different people? Why?
5. Suppose you were infected with HIV/AIDS? How would you want someone to react/treat you?

Follow-up questions

1. Ask the students to find out what kind are the traditional ways of supporting people with chronic illnesses in the community. Then, have the students interview members of the community, e.g. health care workers, parents, community leaders, etc., to find out whether they think these traditional ways should also apply to persons living with HIV/AIDS. Have the students report back to the class. If the community members still have the attitude that people living with HIV/AIDS should not be supported, have the students think of ways to change these attitudes and implement them.

Let's Decide to Avoid Drugs

Eight Standard (807)

Teaching time: (1) class period

Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.
The students will be able to identify the socio-economic and cultural impact of substance addiction or abuse
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**
The students will be able to ask for help and advice or seek additional information on substance abuse, alcohol and tobacco.
The students will be able to demonstrate skills in refusing invitations to use drugs, alcohol and tobacco and skills to negotiate quantities of alcohol to be consumed.
The students will be able to provide information and discuss issues related to substance abuse, alcohol and tobacco in a clear and direct manner.
- ✓ **Self Awareness**
The students will be able to assess personal risk for substance addiction or abuse.
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.
The students will be able to recognize that some people may be more vulnerable to substance abuse and alcohol than others.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between peer pressure and personal needs/expectations.
The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

There are ten steps in decision-making skills. They are:

- (1) To know your needs and your problems;
- (2) To know the extent of your real capabilities;
- (3) To choose the best way to solve your problem;
- (4) To be kind and have empathy. Don't let anyone hurt;
- (5) Do not change your decision once it is made and act it on time;
- (6) To be able to convince him/her, when you encourage him/her to do something.
- (7) To be able to refuse if you are enticed or tempted to do something bad;
- (8) Have a warm and friendly relationship with all;
- (9) Do not make a decision when you are excited;
- (10) Should you find it hard to decide, seek advice from others and then make the decision yourself.

Based on the above skills and guidelines you need to decide to refuse if anyone entices you to use drugs.

There only need to be about five steps to decision making or problem solving. You may want to shorten this down to only five steps. Many of the extra steps are useful in the analysis of the advantages and disadvantages of each possible choice or solution. The extra steps/skills (empathy, communication – negotiation, refusal, assertion, interpersonal relationships, and controlling emotions) may be more useful in a teacher note.

Decision Making

1. Accurately identify what decision you must make.
2. Examine what your choices currently appear to be.
Generate other choices, if possible.
3. Look at the potential consequences (positive and negative) of each choice.
4. Pick the first- and second-best choices based on the potential outcomes and determine what additional information or assistance you will need and how you will get it.
5. Implement your choice

Structured Problem Solving

1. Define the problem situation.
2. Think of at least three options or solutions.
3. Look at each option/solution's potential disadvantages and advantages.
4. Decide on the best solution and determine what additional information or assistance you will need and how you will get it.
5. Implement your solution

Activity (1)

Objective

To enable students to state the five steps for making good decisions and solving problems.

Teaching/Learning Activity

1. Explain to the students the ten steps for making good decisions. Give examples, if necessary.
 - (1) Know your needs or your problems.
 - (2) Know what things you are capable or incapable of doing skillfully.
 - (3) Understand that there are many means to solve your problem and also know the pros and cons of each method.
 - (4) Let the other person know that you equally share their feeling with love, kindness and consideration.
 - (5) Make the decision yourself, and make it in time.
 - (6) When you have made the decision, tell other people about it. (a) Do they agree? (b) Do they not agree? (c) If they do not agree with your decision, try to make adjustments to get them to agree so that you can go on doing what you have to do.
 - (7) Refuse the temptations to distract your attention to bad things.
 - (8) Control the emotions that can cause problems.
 - (9) Live in harmony with your family and colleagues.
 - (10) Ask for assistance when you need it.

Teachers Note: In making decisions and solving problems, we may need to develop other skills which will help us keep with cultural and social values and which will enable us to implement our choice or solution. These may include:

- Communication (assertion, negotiation, refusal),
- Empathy (not taking advantage of others, how will our choice/solution affect others),
- Self-awareness (self-esteem and not putting yourself at a disadvantage), and
- Interpersonal relationships (to help us gain the assistance and develop the additional skills we need)

Content questions

1. What are the steps to problem solving?
2. How is decision making important in our daily lives?
3. What factors must be considered in evaluating a decision you've made?
4. Do you think that receiving information is helpful in solving problems or only causes additional problems? Why?

Personalization questions

1. How do you normally solve problems? Do you think this is an effective way of solving problems?
2. If you have taken action to solve a problem what were the results of your solution? Please give some examples.
3. Where can you learn skills to solve problems? Do you really learn to take action in solving problems or learn to avoid them?
4. When you encounter a new kind of problem, how can you develop your ability to solve the problem?

5. What decision have you made that you consider good ? What made that decision good?
6. What decision have you made you consider bad? What made that decision bad?
7. Do you think you can make a bad decision to a good one by altering one or two factors? Why?
8. Do you think it is better for you to make your own decisions or to have a friend make decisions for you? Why?
9. If you have made a decision but still lack skills or information, where can you go for assistance?

Activity (2)

Objective

To enable students to analyze the short term and long-term impact of using addictive/psychoactive drugs.

Teaching/Learning Activities

1. The teacher should separate the students into eight small groups. Assign each group a type of drug or substance and instruct group members to discuss the short term and long-term impact of using alcohol and drugs, giving examples. Detail a student from each group to record the discussion. Let each group select a representative to present the respective records of discussion to the whole class.
2. The teacher should listen to the presentations of the students and give comments. Then, the teacher should explain briefly, with examples, the disadvantages of narcotic drugs as follows:

Psychoactive Substances and their effects

Substance	Short-term effects	Long-term effects
a) Alcohol	Short-term effects include doing things that normally one would stop oneself from doing, possible loss of physical co-ordination, unclear vision, slurred speech, making poor decisions and memory impairment. Excessive drinking over a short period of time can cause headache, nausea, vomiting, deep unconsciousness and death.	Drinking large amounts of alcohol regularly over a lengthy period of time can cause loss of appetite, vitamin deficiency, skin problems, depression, loss of sexual drive and memory, and liver and brain damage. Alcohol consumption during pregnancy can lead to Fetal Alcohol Syndrome. Tolerance and dependence also develop.
b) Nicotine	Some short-term effects are: a feeling of alertness just after using tobacco and then relaxation afterwards; increase in heart rate and a temporary rise in blood pressure. Dizziness, nausea and reduced appetite also occur.	Long-term nicotine use can cause heart and lung disease, blockage of arteries (peripheral vascular disease), hypertension, bronchitis, cancer of the lung, cancers of the mouth (with pipe smoking and tobacco chewing).
c) Cannabis (marijuana)	Cannabis may make the individual feel euphoric at first and then relaxed and calm. Feelings of wellbeing and relaxation, loss of inhibitions, muscle co-ordination and concentration. There may be increased heart rate, redness of the eyes and increased appetite. Large quantities can cause panic, hallucinations, restlessness and confusion. Large doses can also change physical perceptions, similarly to hallucinogens.	Regular use over a long period of time increases chances of dependence, causes impairment of cognitive functions and may worsen existing mental problems.

d) Stimulants	Short-term effects include enhanced or increased central nervous system activity; experiencing brief intense feeling of intoxication and exaggerated feelings of confidence. Soon the mood quickly changes to a low feeling, and may prompt the person to repeat the dose. Overdose is more common with crack than with other forms of cocaine.	Long-term effects include inability to sleep, irritability, mental health problems, and becoming suspicious and distrustful of others (paranoia).
e) Opioids	These produce detached and dreamy sensations, sleepiness, and constriction of the pupil of the eye, nausea, vomiting and constipation. Overdose leads to unconsciousness, failure to breathe and death.	Tolerance and physical and mental dependence can develop quickly. Stopping use results in the withdrawal syndrome.
f) Depressants	Effects are similar to alcohol. They slow down a person's thinking and movements and decrease the ability to concentrate. They cause effects such as slurred speech, sleepiness, problems with coordination; and they cause "hangovers". Low doses reduce feelings of anxiety, while higher doses cause sleepiness. Consumption of alcohol (at the same time) increases their effect, and repeated doses cause toxicity because the substance cannot be broken down (metabolized) quickly. Accidents and suicide are common.	Substances in this category can lead to dependence, inability to learn and problems with coordination. Convulsions can occur when the substance is withdrawn.
g) Hallucinogens	Hallucinogens can alter a person's mood, the way the person perceives their surroundings and the way the person experiences their own body. Things may look, smell, sound, taste, or feel different; and one may see, smell, taste, hear or feel things that do not exist. For example, the individual may see colours, lights or images; or have an altered awareness of things happening inside or outside their body. Other short-term effects are Feelings of panic, fear or anxiety. A "bad trip" usually refers to an unpleasant and disturbing mental/emotional state caused by hallucinogens. Accidents and suicide are common.	Tolerance can develop. Many individuals who have used hallucinogens report feeling effects produced by the substance days or even months after last taking the substance. These replays of past effects are often called "flashbacks". Regular use of hallucinogens can decrease memory and concentration. The flashbacks can also result in disorientation, anxiety and distress.
h) Volatile inhalants	The individual feels uninhibited at first and drowsy later. With continued inhalation, hallucinations may occur. Other effects include feelings of happiness, relaxation, sleepiness, poor muscle coordination, slurred speech, irritability and anxiety. The most immediate danger to the individual is "sudden sniffing death".	Although little is known about volatile substances, regular long-term use may lead to nose bleeds, skin rashes around the mouth and nose, loss of appetite and lack of motivation. Some of the solvents are toxic to the liver, kidney or heart; and some may cause brain damage. Little is known about the long-term effects of regular inhalant use.

Psychoactive drugs

- make a person intoxicated and forgetful, thus impairing the memory.
- deprive a person of the natural, original intellect and rationality so that he/she no longer has the ability to distinguish critically between cause and effect, good and bad, right and wrong.
- make a person unable to control his/her emotional feelings, he/she becomes impulsive and capricious.
- harm a person's health, shortens life.
- bring no benefit so they amount to squandering money.

- diminish human dignity, human values.

IMPACT OF ALCOHOL AND DRUG USE ON WELL-BEING	
<p>Mental and Emotional Health</p> <ul style="list-style-type: none"> • Decreases learning and performance, in school or on the job • Intensifies moods and feelings • Interferes with decision making • Intensifies stress • Is linked to most violent crimes • Is linked to suicides and suicide attempts 	<p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> • Causes dizziness and disorientation (Increases the risk of accidents (being injured), drowning, or falling) • When drugs and alcohol are combined, they may cause coma and/or death • Causes forgetfulness. • Is linked to HIV infection
<p>Relationships</p> <ul style="list-style-type: none"> • Interferes with effective communication • Intensifies arguments • Increases likelihood of violence • Creates codependence (Causes physical and psychological dependency) • Depresses the brain and respiration center 	<p>Diseases and Disorders</p> <ul style="list-style-type: none"> • Causes cirrhosis of the liver • Causes heart disease • Increased risk of cancer when combined with cigarette smoking • Increases risk of kidney failure • Increased risk of general communicable diseases due to a depressed immune system
<p>Physical Health</p> <ul style="list-style-type: none"> • Destroys brain cells • Decreases athletic performance • Interferes with coordination • Lowers/Increases body temperature • Dulls the body senses • Increases heart beat rate and resting blood pressure • Interferes with healthful appetite • Interferes with vitamin absorption. 	<p>Economics</p> <ul style="list-style-type: none"> • Is linked to many missed days of work (or school) • Is costly to the individual due to increases health care costs • Is costly to the community due to increased need for treatment centers and law enforcement (police)

Content questions

1. How would information on the consequences of alcohol and drug use affect a person's decision to use or not use drugs?
2. How do young people start to use drugs or alcohol? Why do they start? What are some of the consequences?
3. When someone is using drugs can they make a good decision? Why or why not?
4. When someone is drunk on alcohol can they make a good decision? Why or why not?

Personalization questions

1. How would information on the short and long-term consequences of alcohol and drug use affect your decision to use or not use these substances? Why?
2. If you were to use drugs, who do you think would be affected by your drug use? Why?
3. What do you think would happen to you and your family or friends if you would become addicted to drugs or alcohol?

4. If someone is already using drugs, how difficult do you think it would be to make decisions?
5. If a person has a drug or alcohol use problem to whom should they talk? Why should they talk to this person? How can they start a conversation to ask for help? Please give an example.

Activity (3)

Objective

To enable the students to make the informed decisions to help they make appropriate decisions about alcohol and drug use

Teaching aid

Teaching/Learning Activities

1. Form the students into small groups and direct them to study the situations mentioned below and consider the decisions.

Situation (1)

Last night, as Kyaw Kyaw came home very late because he was visiting someone for a little too long, his father, who had never rebuked him before, became angry and scolded him fairly strongly. Kyaw Kyaw was in low spirits and late in the afternoon, as he was sitting in the teashop, his friend Maung Maung came and asked him to go along with him for a drink. What would Kyaw Kyaw do? What would he take into consideration to reach a good decision?

Situation (2)

The examination results of Aung Aung and his group were out today. They were happy because all the friends passed. They got together at Aung Aung's house and feasted. At this gathering, some friends smoked. When queried, they said they were smoking not only ordinary cheroots but also marijuana. His friend Maung Myint urged Zaw Zaw to try smoking marijuana. What would Zaw Zaw do? What would he take into consideration to reach a good decision?

2. Present the decisions reached by each group to the class and collect the decisions of all the groups and discuss with the whole class.
3. Then, the teacher should discuss explaining what they should take into consideration, in accordance with the ten steps to reach a correct decision.

Content questions

1. What would be Kyaw Kyaw's motivation to drink? Please explain.
2. Would drinking alcohol help Kyaw Kyaw solve his problem? Why or why not?
3. What could be some other possible solutions to Kyaw Kyaw's problem?
4. Which do you think would be the best solution? Why?
5. What could Kyaw Kyaw say to his friend if he didn't want to drink?

Personalization questions

1. What do you think Kyaw Kyaw should have done? Why? Please explain.
2. Have you seen young people use alcohol or drugs in your community? What do you think their motivation is for using these substances?
3. Have there been any problems caused by alcohol or drug use in your community? What were they? How were they caused by alcohol and drug use?
4. If you were disappointed or depressed like Kyaw Kyaw, what do you think you would do to solve your problem? Why? Please explain.

Activity (4)

Objective

To enable the students to recite the poem "Alcohol and Drug" and analyze how the contents of the poem relate to making personal choices about alcohol and drug use.

Teaching aid

Chart with the poem "Alcohol and Drugs".

Teaching/Learning Activity

1. The teacher should lead his/her pupils in the recital of the poem "Alcohol and Drugs". See to it that the entire class, every group and each individual student is able to recite it according to musical note with appropriate gestures.

Alcohol and Drug

Partaking in alcohol,
Drinks hard, soft and tipples,
With no aversion to narcotics,
A prey to heroin,
you'll surely fall.

And this human society,
Will be,
Like midnight;
On a moonless night,
For thee.

Should your decision go away,
You'll be plung'd into misery,
Fighting a losing battle,
Amidst suffering and trouble.

Maung Kyay Zuu

Content questions

1. What do you think the poem is about?
2. From the content of the poem, if a person does not think about the consequences of drug use, what may happen?
3. Who does the poem suggest will be affected by drug use? Why?
4. Why is society compared to midnight on a moonless night when drug use is present?
5. What does the poem suggest will be the consequences if we do not make a good decision?
6. If a person starts to use drugs, how will they be fighting a losing battle?
7. Is it possible for someone to make appropriate decisions when they are using drugs? Why or why not?

Personalization questions

1. How do you think this poem can remind you to make appropriate decisions about drug use? Give an example.
2. If you were to use drugs, who do you think would be affected? How would they be affected?
3. What do you think is a better solution to the drug use, to start using drugs or “try them out” and then try to stop using them, or to avoid them altogether? Why?
4. What are some ways that a young person can convince their friends to avoid using drugs? Please give an example of what you would say to your friends. Do you think this would be effective?

Linkage questions

1. How do you think drug use will affect a person’s personal nutrition? Please give details?
2. How do you think drug use will affect a person’s personal and family economy? Please give details?
3. How do you think drug use will affect a person’s relationships with others? Please give details.
4. Is a person uses drugs are they at risk of being infected with HIV and/or hepatitis B? Why?
5. Is a person use alcohol are they at risk of being infected with HIV and/or hepatitis B? Why?
6. What are some things that young people in your community can do together to help stop the problems related to drug use?

Evaluation/Assessment

- Have the students write a story about a young person who gets invited to use drugs and/or alcohol. The young person wants to maintain his friendships but, at the same time, does not want to use drugs. The story should demonstrate how the young person will solve his/her dilemma and how they come to making decisions in solving the dilemma. [Through this activity, the students will demonstrate their ability to use the decision making and problem solving process]
- Which precept is violated by drinking and drug abuse? (thu ra may ri ya)

Assessment

Games – 3 Jobs (We will slightly change the activities where the whole class can participate by hanging description of the salary and working hours on the wall and ask the students to choose and then the rest is according to the procedure that you have done)

Follow-up Activities

1. Have the young people interview other members of the community, e.g. police, health workers, community leaders, parents, on the problem of drug and alcohol use in the community and its impact. What are the various problems caused by alcohol and drug use in the community? What has been the cost to the community?
2. Have the students work in small groups to design a campaign for " Stop drugs and alcohol in our School and Community". Each group will present to the other students. The students should then choose the plan that they think will be most effective and then make a plan to implement this campaign. The students should use the data they collected in the community interviews to develop important messages in the campaign.

I Don't Use Drugs

Eighth Standard (808)

Teaching time: (2) class periods

Lifeskills Competencies – Substance Abuse, including Alcohol and Tobacco

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify factors of risk and vulnerability that may place a person at risk substance addiction or abuse.
- ✓ **Creative Thinking**
The students will be able to identify behaviors and methods of preventing addiction or abuse, including protective factors.
- ✓ **Critical Thinking**
The students will be able to analyze the behaviors and methods that may help protect them from substance addiction or abuse.
The students will be able to identify the socio-economic and cultural impact of substance addiction or abuse
The students will be able to assess the relationship between substance abuse and infection with HIV and Hepatitis.
- ✓ **Decision Making**
The students will be able to identify realistic behaviors and methods to reduce the factors of risk and vulnerability that may place a person at risk of substance addiction or abuse.
- ✓ **Communication**
The students will be able to ask for help and advice or seek additional information on substance abuse, alcohol and tobacco.
The students will be able to demonstrate skills in refusing invitations to use drugs, alcohol and tobacco and skills to negotiate quantities of alcohol to be consumed.
The students will be able to provide information and discuss issues related to substance abuse, alcohol and tobacco in a clear and direct manner.
- ✓ **Self Awareness**
The students will be able to assess personal risk for substance addiction or abuse.
The students will be able to assess the impact of substance addiction or abuse on personal goals and expectations.
- ✓ **Interpersonal Relationships**
The students will be able to identify social influences that may place them at risk for substance addiction or abuse.
The students will be able to identify the impact of substance addiction and substance abuse on the self, family, community and society.
The students will be able to identify social and cultural factors that may aid in the prevention of substance addiction or abuse.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of persons who are affected [family, friends, etc.] by substance addiction or abuse.
The students will be able to recognize that some people may be more vulnerable to substance abuse and alcohol than others.
- ✓ **Coping with Stress and Emotions**
The students will be able to distinguish between peer pressure and personal needs/expectations.
The students will be able to assess short-term euphoria from substance use versus long term impact on health and personal goals and expectations.

An observation of the behaviour of people in their interaction with one another will reveal three traits. In the first category are included those who just accept whatever the other person says without expressing their own wishes and attitudes. They are the meek, acquiescent type. The second category comprises those who do not respect the other person's attitude or opinion and forcibly have their own ways. They belong to the selfish, arrogant type. The third category includes those who listen with esteem to the wishes and attitudes of others and state their own positions reasonably and firmly.

Students usually come across peers who entice and persuade them into committing misdeeds. At such times, they must be able to respond to and reject the persuasions with self-confidence and resolution.

In doing so, they need to follow the steps enumerated below:

1. Explain one's feelings and the difficulty or problem one is facing in connection with the persuasion or enticement;
2. Make a request;
3. Ask the other person's opinion on one's request;
4. Thank the other person for having accepted your request;

If this is not effective, then we have additional choices to make:

5. Reject the proposition;
6. Postpone the matter; and
7. Try to reach a compromise to do something else instead (Negotiation)

For example, if you come across someone who persuades, seduces, or entices you into drinking alcohol and using drugs you must be able to take a resolute stand and refuse firmly.

Activity (1)

The students will be able to analyze three different choices of human behavior (passive, assertive, aggressive) in their interaction with others.

Take a firm stand

1. Read the two illustrated stories mentioned below.
2. Bring out and classify the behaviours of every character in the story.
3. Explain the reasons for your classification by answering the questions given.

Maung Maung and Ei Chaw

1. Maung Maung and Ei Chaw were friends living in the same ward and attending the same class in school. As Maung Maung was good natured, his friends, the girl students, often asked for his assistance. He obliged them as best he could. But Ei Chaw was displeased with this.
2. Ei Chaw told Maung Maung not to help any one other girl but herself. Maung Maung was timid and hesitated to express his feelings about Ei Chaw's demand. Whenever he thought of saying something, Ei Chaw interrupted. At last, drooping his head, Maung Maung said in a whisper..... "Please let me tell you....."

3. Ei Chaw would not let Maung Maung speak. With arms akimbo, she shouted with a harsh voice, "Don't you hear me? I'm telling you not to help anyone else but me. If I see you doing it again, I'll break up with you. Maung Maung conceded defeat, with head drooping and eyes cast down. "OK. Then, I won't do anything for anyone anymore, except for you."

Lay Khin and Khine Zaw

1. The group led by Khine Zaw sat in the teashop near the school and made fun of the girls who happened to pass by. Lay Khin was also ridiculed. However, as it was in front of the tea-shop, Lay Khin made no response. Arriving at school, Lay Khin said, "Hey....Khine Zaw, I've something to tell you. Come with me for a moment."
2. When they reached a secluded place in front of the school, Lay Khin stood upright face to face with Khine Zaw and calmly and steadily looking him in the eyes, said: "It was very rude of you to make fun of me from inside the tea-shop this morning. In fact, we're classmates and friends.... you should regard us as your own sisters and help us. Even if others had made fun of us, you should have admonished them".
3. "What do you benefit from making fun of us like this? But the girls you ridiculed lose their composure in public. Think it over. Don't you agree with what I am saying?"

Teaching aid

Activity cards (three types of behaviour – passive, assertive, aggressive)

Teaching/Learning Activities

1. Distribute the activity cards showing the three types of human behaviour and let the students study the two illustrated stories mentioned therein. Then tell them to discuss the differences between the three types of behaviour. Tell them to discuss which type of behaviour they prefer out of the three and/or which type of behavior is more effective in dealing with others.
2. With regard to the results of the discussions instruct them to present their conclusions again to the class and discuss the behaviour they ought to have and why; the behaviour they should not have and why.
3. The teacher should add the following explanations:

Situation (1)

Maung Maung's behaviour
(why do you say that?)
What did he say?
How did he say it?
Posture

Acquiescent (passive) person

"Please let me tell you...."

Softly, in a low voice.

Crest-fallen and eyes cast down; conceding defeat.

Ei Chaw's behaviour
(why do you say that?)
What did she say?
How did she say it?
Posture

Arrogant (aggressive) person

"You must serve no one but me"

With arms akimbo, shouted harshly.

With arms akimbo.

Situation (2)

Lay Khin's behaviour
(why do you say that?)
What did she say?

Person with a firm stand (assertive)

"Hey, Khine Zaw, I've something to tell you, come with me for a moment."

How did she say?
Posture

Calmly and steadily; looking him in the eyes
Face to face, standing upright.

It should be explained that due to the above reasons, it is necessary to speak with a firm stand.

Pictures:

Maung Maung and Ei Chaw were friends living in the same ward and attending the same class in school. As Maung Maung was good natured, his friends, the girl students, often asked for his assistance. He obliged them as best he could. But Ei Chaw was displeased with this.

Ei Chaw told Maung Maung not to help any other girl but herself. Maung Maung was timid and hesitated to express his feelings about what Ei Chaw said. Whenever he thought of saying something, Ei Chaw interrupted. At last, drooping his head, Maung Maung said in a whisper.....

Please let me tell you.....

Ei Chaw would not let him speak..... With arms akimbo, she shouted in a harsh voice.....

Don't you hear me?.... I'm telling you not to help anyone else but me. If I see you doing it again, I'll break with you.

Maung Maung conceded defeat with head drooping and eyes cast down.....

OK. Then I won't do anything for anyone any more, except for you.

Khine Zaw and his group sat in the tea-shop near the school and made fun of the girls who happened to pass by. Lay Khin was also ridiculed. However, as it was in front of the tea-shop, Lay Khin made no response..... Arriving at school.....

Hey, Khine Zaw, I've something to tell you. Come with me for a moment.

When they reached a secluded spot in front of the school..... Lay Khin stood upright face to face with Khine Zaw and calmly and steadily looking him in the eyes, said:

It was very rude of you to make fun of me from inside the tea-shop this morning. In fact, we're classmates and friends.... you should regard us as your own sisters and help us... Even if others had made fun of us, you should have admonished them....

What do you gain from making fun of us like this? But girls you ridiculed lose their composure in public. Think it over Don't you agree with what I am saying?

Content questions

1. What are the three types of behavior demonstrated by the characters in the two stories? What are the differences in these behaviors?
2. What are the advantages and disadvantages of each type of behavior, passive, aggressive, and assertive?
3. Is it sometimes appropriate to use passive behavior? In what situations?
4. Is it sometimes appropriate to use aggressive behavior? In what situations?
5. Is it sometimes appropriate to use assertive behavior? In what situations?
6. What type of behavior is most suitable for interaction with others in our daily lives? Why?
7. How can the assertive behavior affect your reaching your goals or expectations? Why?
8. What are the factors should a person consider when expressing his/her self and when listening to others?

Personalization questions:

1. Are you usually able to express your wants, needs, opinions, like and dislikes to others? Why or why not?
2. In the past few days, have you been able to achieve to your goals and expectations when you deal with others? Why or why not? Do you think you could have achieved these goals if your had been more assertive? Why?
3. How would you classify your own behavior – passive, aggressive, or assertive? Why?
4. What is your immediate reaction when you meet an aggressive or very demanding person? Why?
5. If you had a friend like Ei Chaw, what do you think you could do to change the situation? What would you say to her? Please give an example.

Teacher's Note: In concluding the activity, the teacher should have the students review the formula for assertiveness below.

Assertiveness

1. Look at the person.
2. Use a neutral, calm voice.
3. Remain relaxed and breathe deeply.
4. Clearly state your opinion or disagreement. Avoid emotional terms.
5. Listen to the other person.
6. Acknowledge other viewpoints and opinions.
7. Thank the person for listening.

Activity (2)

Objective

The students will be able to use skills in negotiation and refusal for the prevention of drug use and determine when the use of each of these skills is appropriate.

Teaching aid

Activity cards

Teaching/Learning Activities

1. Discuss with the whole class again the steps to negotiation and refusal that should be used when asked to participate in an undesired behavior or activity
2. Distribute the activity cards and instruct each group to discuss how to speak in response to the friend who persuades and entices in each of the situations mentioned. Tell them to write down the words that they would use.
3. Direct each group to role-play one of the given situations.
4. All of the students will watch each of the performances and make an overall evaluation whether they conform to the stipulated steps of negotiation or refusal or not. The students should also assess the effectiveness of the language and arguments used in each situation.

Take a Firm Stand (Alcohol)

1. Tu Tu belongs to the same group as Zaw Zaw . But Zaw Zaw and his group sometimes got together and enjoyed drinking. However, Tu Tu never did accompany them. One day, while Tu Tu was sitting in the tea-shop, Zaw Zaw and his group arrived and asked him to go along with them for a drink. They said it would be very enjoyable. How would Tu Tu respond if he did not want to go with them?
2. Your friends are going to slip away from school to drink liquor/toddy palm juice and they are coming to take you with them. All your friends are going. You would be left alone. They were also asking: "Don't you dare to come with us?" How would you respond?

Step	Situation(1)	Situation(2)
1. Explain one's feelings and the difficulty or problem one is facing.		
2. Make a request.		
3. Ask the other person's opinion on one's request.		
4. Thank the other person if he/she has accepted your request.		

If the enticement continues

6. Reject the proposition.		
7. Postpone the matter.		
8. Try to reach a compromise to do something else instead.		

Take a Firm Stand (drugs)

1. During the holidays, you and your friends got together and were cooking and having fun. Just then, a friend of yours came and gave you some tablets saying they would enhance your enjoyment if you took them. You became suspicious of the tablets. And you didn't want to hurt his feelings. In that case, how would you respond?
2. Lu Lu was depressed because he was frequently rebuked at home. Soe Soe said he had a medicine that could get rid of this depression and gave Lu Lu a bottle of a mixture asking him if he would like to take it. Lu Lu was suspicious of the bottle of the mixture. So he did not want to take it. How would he respond?

Step	Situation(1)	Situation(2)
1. Explain one's feelings and the difficulty or problem one is facing.		
2. Make a request.		
3. Ask the other person's opinion on one's request.		
4. Thank the other person if he/she has accepted your request.		

If the enticement continues

5. Reject the proposition.		
6. Postpone the matter.		
7. Try to reach a compromise to do something else instead.		

Content questions

1. In relation to drug use, what are the advantages and disadvantages of saying “no” assertively? Please explain.
2. In relation to drug use, what are the advantages and disadvantages of postponing or delaying the problem? Please explain.
3. In relation to drug use, what are the advantages and disadvantages of compromise (negotiation)? Please explain.
4. Which method/behavior do you think is the most effective in solving problems related to drug use? Why?
5. What are some things a young person can do to solve problems rather than to delay problems? Please give examples.

Personalization questions:

1. Have you ever made an excuse in order to not do an activity that you didn't want to do only to have your friends invite you to participate in that activity again and again? Why do think this happened? What would you do differently now? Please give an example.
2. Do you think young people generally solve their problems or just delay them? Why?
3. Do friends who invite us to use drugs really have our best interest at heart? Why or why not?

4. What do you think are some of the main reasons why young people try and use drugs? Who invites them to use drugs? And, why don't they refuse even after they know the possible consequences? (The majority of young people are invited to use drugs by their friends or people they know).
5. If you feel that there is absolutely no way that you can refuse your friends, what are some things you can do to reduce the risk of negative consequences?

Linkage questions

1. What is the economic, social and health impact of using drugs in the family? How can thinking of this impact help us to be more assertive?
2. Discuss how young people in the local community become addicted to drugs? Why? How to prevent this?
3. If you are not assertive, is there a chance to get HIV/AIDS, hepatitis B or other sexually transmitted diseases? Why?
4. What are some other health problems that may be caused as a result of drug use?

Teacher's Note: In concluding the activity, the teacher should have the students review the formulas for "Negotiating with Others" and "Saying No Assertively" below. Also review when it is appropriate to use each formula.

Negotiating with Others

1. Calmly explain your viewpoint to the other person.
2. Listen to the other person's ideas.
3. Offer an alternative or compromise that is mutually beneficial.
4. Give rationales for opinions.
5. Together choose the best alternative.
6. Thank the person for listening.

Saying "No" Assertively

1. Look at the person
2. Use a clear, firm voice tone.
3. Say "No, I don't want...."
4. Request that the person leave you alone.
5. Remain calm, but serious.
6. Possibly remove yourself from the situation.

Evaluation/Assessment

From the activities in this lesson, have the students develop two role-play dialogs related to drug use in which the small groups demonstrate the different types of behavioral communication. In the first role-play, the students will create a dialog that will try to encourage other students to use drugs. In the second role-play, the students will create a dialog that will respond to the invitation to use drugs. The groups will take turns presenting their first dialog against another group's second dialog through improvisation (i.e. the dialogs are not presented as written but must be change to meet with the responses of the other group's invitation. The dialogs are written basically to give the students ideas). The entire class will then evaluate the effectiveness of the responses in refusing the invitations to use drugs.

Follow-up Activities

1. Have the students continue to work in their small groups to develop and implement a plan to disseminate knowledge and skills on positive assertive behavior (for the prevention of drug use) to other young people in their community.
2. Have the students conduct a survey among young people in their community on alcohol and drug use. What are the primary reasons why young people use alcohol and drugs? Do they think of the consequences of their alcohol and drug use? How did they start using alcohol and drug (who invited them)?

Emotions of Alcoholics and Drug Users

Eighth Standard (809)

Teaching time: (1) class period

Lifeskills Competencies – Mental Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of dealing with their emotions and stress.
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**
The students will be able to assert personal wants and needs.
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of dealing with their emotions and stress.

The emotions of alcoholics need to be controlled. The emotions of drug users also need to be controlled.

We must know and understand how to control the emotions of alcoholics as well as those of drug users.

Activity (1)

Objective

The students will be able to identify ways in which to help alcoholics and drug users control their emotions.

Teaching aid

Illustrated story (The Slave to drinks)

Teaching/Learning Activities

1. Direct each group of students to discuss the two illustrated stories mentioned below:

The Slave to Drinks

Pho Htin cannot do without alcoholic drinks. Every afternoon he asks his wife for money to buy drinks. He becomes rowdy if he cannot get it easily. Sometimes, he finds fault with his wife and children and even goes to the extent of beating them. If he gets money, he spends all of it on drinks. He does not care about the economic hardship at home.

When he drinks, he will drink till he is excessively drunk. He usually comes home from the liquor shop with his paso (outer garment) slung across his shoulder. He quarrels with and challenges whoever he comes across on the way. On arriving home, he shouts rowdily and breaks things. His wife and children are ashamed of him and they also fear him. They hide to be out of his sight.

Pictures:

The Slave to Drinks

Ko Pho Htin cannot do without alcoholic drinks. Every afternoon, he asks his wife for money to buy drinks.

He becomes rowdy if he can't get it easily.... Sometimes, he finds fault with and beats his wife and children.

When he gets the money, he spends all of it on drinks. He doesn't care about the economic hardship at home.

When he drinks, he will drink till he is excessively drunk and usually comes back from the liquor shop with his paso (outer garment) slung across his shoulder. He also challenges whoever he meets with.

On reaching home, he shouts rowdily and destroys things. His wife and children are ashamed for him..... They also fear him..... They hide to be out of his sight.

2. Read the above illustrated story and discuss the following questions:
 - (1) What happens to an alcoholic if he cannot get his drink?
 - (2) How do those who drink excessively behave? Do they all behave in the same way?
 - (3) What are the possible consequences of the undesirable, excessive emotions to be found in alcoholics?

The Slave to Narcotic Drugs

Maung Maung is a drug addict. He seems to be gentle and polite when he can use drugs, but when he cannot do so, he becomes restless and touchy in everything, unable to keep his temper. He tries to get money from the people at home by hook or by crook. He gets in a rage if he fails to get the cash and finds fault with his mother and sisters. He even sells off household articles to get money. Getting money for buying drugs is the only thing in his head. He cannot think of other things. The entire family is miserable because of him.

The Slave to Narcotic Drugs

Maung Maung is a drug addict. He seems to be gentle and polite when he can use drugs.....

But when he is unable to do so, he becomes restless and touchy in everything and loses his temper. He demands money from the people at home by hook or by crook.

If he fails to get the cash, he is enraged..... He finds fault with his mother and sister. He even sells off household articles to get money.

He can think of nothing else but to get money to buy drugs. The entire family is miserable because of Maung Maung.

1. Read the above illustrated story and discuss the following questions:
 - (1) What may happen to a drug addict if he cannot use drugs?
 - (2) What are the possible consequences of the undesirable, excessive emotions to be found in drug addicts?
2. The group discussion results should be discussed again with the entire class.
3. Based on the discussion results of the students, the teacher should explain as follows:

Alcoholics and drug addicts are prone to be excessively emotional, irritable, easily lose their temper, and sometimes even violent. Since they usually lack a sense of shame and are out of their normal consciousness, their power of reasoning and judgement is reduced. Such persons are liable to make irrational decisions. To prevent that from happening, it is of great importance to control their emotions.

Content Questions

1. What do you think might be the origin of Pho Htin's and Maung Maung's problem? Why do you think they use drugs or alcohol?
2. What are the consequences of Pho Htin's problem on himself? How does it effect his family? Why?
3. What are the consequences of Maung Maung's problem? How does it effect his family? Why?
4. In these two situations, how did they get money for drugs and alcohol? When they become drunk or high what has happened? Why? How does this effect their family? How does this effect the community?

Personalization Questions

1. Have you ever seen a drunkard or someone who uses drugs in your own community? How do think their emotional state is? Do they have frequent mood swings? Why?
2. Have you ever seen or heard about young people who use drugs/alcohol? Why do you think they started to use drugs/alcohol? What is the cause?
3. Did they start and continue to use drugs out of curiosity or to escape their problems? Please explain.
5. When young people addicted to drugs what do they usually do to get money (Boys, girls)? Why? What are the consequences to the person and to the family? How does this effect on the community?
6. When young people get drunk or high what happen to their emotions? Why? To prevent this what should be done by others or by themselves? (Long term and short term plan)

4. What do you think might be the best way to help a young person who uses drugs or alcohol (or a young person who is at risk of using these substances) to make appropriate decision and reduce their need for these substances? Do you think this will also help them control their emotions? How? (See Teacher Notes)

Activity (2)

Objective

The students will be able to identify ways to help a person who uses drugs or alcohol control their emotions.

Teaching aid

Teaching/Learning Activities

1. Direct the students to read again the two illustrated stories mentioned in Activity (1) and ask each group to discuss, bring out and write down the emotions usually found in Pho Htin and Maung Maung.
2. Direct each group to discuss how to control emotions so as to prevent the undesirable reactions to the emotions.
3. Instruct each group to present the results to the whole class and the teacher should record them on the blackboard in the following table.

	Emotions	Methods of Control
(1) Pho Htin (Alcoholic)		
(2) Maung Maung (Drug Addict)		

4. Based on the results of students' discussions, the teacher may add the following points by way of explanation:
 - (1) Consulting a doctor to quit alcohol/drugs.
 - (2) Gradually reducing the amount of alcohol/drugs one takes.
 - (3) Discussing with one's most intimate friends.
 - (4) Taking responsibility to do household chores and be involved in family activities.
 - (5) Prayer.
 - (6) Meditation.
 - (7) Reading.
 - (8) Reflecting on the good and/or bad consequences of one's actions.
5. The teacher may also review the formula for controlling emotions related to drugs and alcohol below and the decision making and problem solving process.

Controlling Emotions Related to Drugs and Alcohol

1. Learn what situations cause you to lose control or make you escape your problems through drugs or alcohol.
2. Monitor the feeling you have in stressful situations.
3. Instruct yourself to breathe deeply and relax when stressful feelings begin to arise.
4. Reword angry feelings so that they can be expressed in a positive manner including actions.
5. Praise yourself for controlling emotional outbursts.
6. Use the decision making and problem solving process to effectively deal with problems rather than trying to escape from them.

Content Questions

1. How easy was it to come up with choices for controlling emotions related to drug and alcohol use? Please explain.
2. Do you think people who use drugs and alcohol can think of these same choices or solutions? Do they think rationally? Why or why not?
3. Where do you think the attitudes toward drinking alcohol or using drugs come from?
4. When is the best time to try to help someone, when they are already using drugs and alcohol or before they start using them? Why? Please explain.

Personalization Questions

1. Do you think drug and alcohol and drug use can help young people solve their problems? Why or why not? Please explain?
2. Have you ever made a rash decision when you had a problem in order to solve it quickly? What was the situation and what were the consequences of your decision? What would you do differently if you were to make the decision again?
3. Have you ever seen or heard about someone in the community who uses drugs or drinks alcohol excessively? Does their living situation ever improve? Why?
4. Do you think people who use drugs and alcohol can think of the different possible solutions to their problems when they are high or drunk? Please explain.
5. What would you say to a friend uses drugs or alcohol or is thinking of using them instead of facing his/her problems? Do you think this will help them? How?

Linkage Questions

1. What is the impact of excessive alcohol and narcotic drugs on the personal hygiene? Why? How might this indicate a person's emotional state?
2. What is the impact of excessive alcohol and narcotic drugs on a person's nutrition? Why? If someone is not eating properly, can they think clearly?
3. How might the emotions of persons who use drugs and alcohol place them at greater risk for STD and HIV/AIDS?

Assessment

1. Divide the students into small groups or have them work individually.
2. Draw the following table on the blackboard and have the students copy it in your note books.

3. Ask the students to first think of situations when young people would use drugs or alcohol and write them in column (C). [If time is limited, they teacher may ask the students to think of only one situation].
4. Next, ask the students to think of reasons why young people may be motivated to use drugs or alcohol in each situation listed in (C) and write these in column (B).
5. Then ask the students to think of ways to help young people control their emotions in making decisions about whether or not to use drugs or alcohol and write them in column (A).

A: Methods of controlling emotions before turning to alcohol and drug use	B: Emotions involved in choosing whether to use drugs or alcohol	C: Situations when drugs or alcohol are used

The teacher may then randomly select students to select a situation and report on the emotions involved and what could be done to keep these emotions under control. The entire class may then help evaluate whether the suggestions given will be effective or not and why.

Follow-up activities

1. Have the students survey the problems may be caused by alcohol and drug use in the community by interviewing members of the community using the questions below. The students should interview family members, friends, community leaders, health workers etc. to get a variety of opinions and perspectives on alcohol and drug use. The students should then summarize their findings in small groups and a representative of each group will present the group's findings to the class.

How Alcohol and Drugs Affect Wellbeing

<p>Mental and Emotional Health</p> <p>◇ What is the impact of alcohol and drug use on mental and emotional health?</p>	<p>Substance Use and Abuse</p> <p>◆ What is the impact of alcohol and drug use on substance use and abuse?</p>
<p>Family and Relationships</p> <p>◆ What is the impact of alcohol and drug use on relationships with family and friends?</p>	<p>Diseases and Disorders</p> <p>◆ What is the impact of alcohol and drug use on diseases and disorders?</p>
<p>Growth and Development</p> <p>◆ What is the impact of alcohol and drug use on substance use and abuse?</p>	<p>Safety and Injury Prevention</p> <p>◆ What is the impact of alcohol and drug use on safety and injury prevention?</p>
<p>Nutrition</p> <p>◆ What is the impact of alcohol and drug use on nutrition?</p>	<p>Consumer Health</p> <p>◆ What is the impact of alcohol and drug use on consumer health?</p>
<p>Personal Fitness</p> <p>◆ What is the impact of alcohol and drug use on personal fitness?</p>	<p>Community and Environment</p> <p>◆ What is the impact of alcohol and drug use on the community and environment?</p>

Teacher's answer guideline:

How Alcohol and Drugs Affect Wellbeing

<p style="text-align: center;">Mental and Emotional Health</p> <ul style="list-style-type: none"> ◆ Decreases learning capacity. ◆ Intensifies moods and feelings. ◆ Interferes with responsible decision making ◆ Causes various brain disorders including organic mental disorder. ◆ Intensifies stress 	<p style="text-align: center;">Substance Use and Abuse</p> <ul style="list-style-type: none"> ◆ Depresses the brain and respiration center. ◆ Causes physical and psychological dependency. ◆ Causes dizziness when combined with other drugs. ◆ Can cause coma and/or death when combined with narcotics.
<p style="text-align: center;">Family and Relationship Skills</p> <ul style="list-style-type: none"> ◆ Interferes with effective communication. ◆ Intensifies arguments. ◆ Increases the likelihood of violence. ◆ Causes fetal alcohol syndrome (FAS) ◆ Creates codependence and enmeshment. ◆ Affects the mental health and wellbeing of others. 	<p style="text-align: center;">Diseases and Disorders</p> <ul style="list-style-type: none"> ◆ Causes cirrhosis of the liver. ◆ Causes heart disease. ◆ Increases the risk of cancers in the mouth, esophagus, larynx, and pharynx when combined with cigarette smoking. ◆ Increases the risk of kidney failure.
<p style="text-align: center;">Growth and Development</p> <ul style="list-style-type: none"> ◆ Destroys brain cells. ◆ Decreases performance of motor skills. ◆ Lowers body temperature. ◆ Dulls the body senses. ◆ Increases heart beat rate and resting blood pressure. 	<p style="text-align: center;">Safety and Injury Prevention</p> <ul style="list-style-type: none"> ◆ Is linked to most violent crimes. ◆ Is linked to most suicides and suicide attempts. ◆ Increases the risk of being injured, drowning, or falling. ◆ Is linked to many fires.
<p style="text-align: center;">Nutrition</p> <ul style="list-style-type: none"> ◆ Interferes with a healthy appetite. ◆ Interferes with vitamin absorption. ◆ Causes niacin deficiency. ◆ Causes thiamin deficiency. 	<p style="text-align: center;">Consumer Health</p> <ul style="list-style-type: none"> ◆ Is an expensive habit to maintain. ◆ Is taxed heavily.
<p style="text-align: center;">Personal Fitness</p> <ul style="list-style-type: none"> ◆ Decreases athletic performance. ◆ Interferes with coordination. ◆ Increases likelihood of sports injuries. 	<p style="text-align: center;">Community and Environment</p> <ul style="list-style-type: none"> ◆ Is costly due to increased need for treatment centers and law enforcement. ◆ Is linked to many missed days of work. ◆ Contributes to environmental pollution.

Teacher Notes

Risk Factors

Any successful drug education program must focus on skills that lessen the impact of risk factors that tend to make young people vulnerable to irresponsible and harmful drug and alcohol use. **Risk factors** are characteristics of individuals or environments associated with increased vulnerability to problem behaviors. Risk factors refer only to the statistical probability that youth will engage in irresponsible and harmful drug and alcohol use.

Risk factor 1: Being reared in a dysfunctional family.

A **dysfunctional family** is a family in which feelings are not expressed openly and honestly, coping skills are inadequate, and members are distrustful of one another. In contrast, the loving, functional family might be depicted as the ideal family in which children observe and are taught the skills needed to resist harmful and irresponsible drug and alcohol use. The dysfunctional families may exhibit one or more of the following:

- self-destructive regarding sexuality,
- confused attitudes regarding sexuality,
- irresponsible and harmful drug use,
- difficulty communicating and expressing feelings in healthful ways,
- confused value system,
- inadequate decision-making skills,
- Inadequate coping skills and reliance on instant gratification

Risk factor 2: Having negative self-esteem.

Self-esteem was defined as the personal internal image that a person has about himself/herself. Youth with negative self-esteem believe that they are unworthy and unlovable. They feel a sense of isolation and alienation. They do not feel close to others and may perceive themselves as unattractive. They are at risk for drug use for several reasons.

First they may choose drugs as a way of numbing the painful feelings of alienation and failure. The drugs provide them with temporary relief. Second, they may choose to use drugs in order to gain acceptance. Because they feel unlovable, they may believe that any connection or friendship is better than being alone. When pressured to use drugs, they say YES in order to gain membership into a group or to gain friendship even though the social connections they are gaining are with drug-taking youth. Third, they may use drugs because they do not have the assertiveness and self-confidence required to say No. Fourth, they may use drugs to cover up uncomfortable feelings. For example, the risk of drug use is particularly high in adolescent females who also are underweight. Adolescent males who are shy were found to use illicit drugs more frequently than those who are not shy.

Risk factor 3: Being unable to resist peer pressure.

Peer pressure is the pressure that young persons exert on other young persons to encourage them to make similar decisions or behave in similar ways. With regard to irresponsible and harmful drug and alcohol use, peer pressure might be described as tactics some young persons use to encourage other young persons to use, buy, or sell drugs. There are several reasons that young persons might be vulnerable to peer pressure. The first is closely related to the risk factor previously discussed—negative self-esteem. When a young person has negative self-esteem, (s) he does not feel worthy or important. One way to feel better is to conform to what others are doing. In essence, peers are saying, “This logic is very persuasive when a young person feels inadequate.”

A second reason that a young person might be unable to resist peer pressure focuses on his/her knowledge and skill in using resistance or refusal skills. Wanting to say NO in and saying NO are two different issues. The first issue is one of judgment, whereas the second issue is one of assertiveness. A young person may not know how to say NO in an assertive manner and to stick to this decision. This is the reason the teaching of resistance skills or refusal skills is so necessary. Young persons need the opportunity to role-play situations in which they say NO so they can use the skills they have learned when they are in more threatening situations.

Educational efforts also must focus on helping young persons choose friends, particularly their friendship circles or “crowds” to which they belong. Crowd membership often indicates something about adolescents’ attitudes toward alcohol and other drugs. While all adolescents are likely to be exposed to drugs, including alcohol, those who identify themselves as members of drug-oriented crowds are at special risk for alcohol and other drug problems. While having one or more friends who use alcohol or other drugs is a significant risk factor, membership in a crowd that uses alcohol or other drugs to define its identity places young persons in the compromised position of having to continue to use alcohol or other drugs to maintain both a social network and a sense of self. For these young persons, giving up alcohol or other drugs may mean giving up a part of their identity

Risk factor 4: Having difficulty mastering developmental tasks.

Adolescence is a time when young people go through many developmental changes or tasks. Eight of these tasks are the following:

1. achieving a new and more mature relationship with age-mates of both sexes;
2. achieving a masculine or feminine social role;
3. accepting one’s physique and using the body effectively;
4. achieving emotional independence from parents and other adults;
5. preparing for marriage and family life;
6. preparing for an economic career;
7. acquiring a set of values and an ethical system as a guide to behavior-developing an ideology;
8. developing a social conscience.

During adolescence, young persons struggle to master each of these eight developmental tasks. It is essential that they are able to struggle and cope as they learn to master each. Young persons rely on coping skills, responsible decision making skills, and the perseverance to delay gratification as they progress with the struggle of mastery. They also rely on responsible and nurturing adults to help them with this important process. If they lack skills needed to help them with the mastery of these developmental tasks and are without the support of nurturing adults, they are likely to step off the road of mastery and to become involved with self-destructive behaviors such as drug use.

Risk factor 5: Being economically disadvantaged.

The term “high-risk youth” often is used to refer to the truly disadvantaged children in our society. Many children who grow up under this unfavorable scenario develop an interrelated pattern of problems in adolescence-doing poorly in school, dropping out, becoming teenage parents, becoming delinquent, and using alcohol and/or other drugs as part of a cycle of misery and hopelessness. The volume of risk factors these youth endure puts them at high risk for alcohol and other drug problems. However, economic disadvantage places young persons at risk for drug involvement for a variety of reasons that go beyond the simple lack of money. The following factors are highly associated with both economic disadvantage and alcohol and/or other drug use

1. frequent exposure to alcohol and/or other drug use by peer and adult
2. models -especially if such exposure is accompanied by easy access to substances and pressure to use them.

3. frequent exposure to the sale and distribution of illegal substances by individuals who, through this trade, become models of economic success; marital distress and family disruptions;
4. a crisis-laden existence that is experienced as inescapable, alcohol and/or other drug use promises relief, however brief.

Risk factor 6: Lacking faith experiences and fellowship.

Youth who do not participate in their faith and who are not involved in fellowship are more at risk for drug use than those who participate and are involved. An obvious reason stands out. Those who do not participate in their faith, especially with their parents, are less likely to be close to their families. And those who are not involved in fellowship with their peers are less likely to have peer who participate in their faith.

But, there is another factor to consider. Participation in faith experiences and fellowship with others provides an important opportunity to examine behavior. Emphasis is placed on behavior that indicates character. This is added reinforcement for choosing a drug-free lifestyle.

Risk factor 7: Having difficulty achieving success in school.

Able learners are young persons who are able to master academics in standard ways without special help. These young persons have the ability to perform with a reasonable amount of success in school. Unfortunately, some young persons do not have that ability .A variety of reasons may explain their substandard performance. There may be personal situations such as an illness or other problems within the family. There may be so much pressure to perform well that they feel frozen and unable to respond well in the learning environment. Regardless of the reason young persons who struggle with school performance are more at risk for drug and alcohol use than their peers who are experiencing success in school. For this reason and other reasons, educators need to intervene whenever a young person's achievement is below his/her capabilities. It is important to find out what the source of the problem is and how to alleviate it so that the young person returns to acceptable school performance.

Counseling Alcoholics and Drug Users

Eighth Standard (810)

Teaching time: (1) class period

Lifeskills Competencies – Mental Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of dealing with their emotions and stress.
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**
The students will be able to assert personal wants and needs.
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of dealing with their emotions and stress.

As it is natural for students and young people who have just attained puberty to have an innate impulse for experimentation and inquiry, it is also necessary that they do not blunder in their experiments and inquires. Should they err in their action, like taking to alcohol or drugs, they are likely to experience anxiety, fear and mental confusion. At such a time, one will wish to speak to one's most intimate friend about the error one has committed. On seeking the confidence of another, a friend should be able to provide reassurance and guidance. Hence, one will be able to choose the right path and have the benefit of being able to restrain from repeating such errors in future. This practice of confiding and consultation is known as counseling.

Alcoholics and drug users should be encouraged to talk about their feelings, how they have been obsessed by the substance, what drives them to uses the substances, and the impact of their use. They should be listened to with particular attention and given counseling to enable them to make a good decision on their own. As their matter constitutes a criminal offence, it should be treated

as confidential. In discussing with them, information and examples must be furnished so as to enable them to have a good understanding of the problem and draw conclusions.

The benefits to be gained from counseling alcoholics and drug users are: (1) lessening their mental pressures and emotional feelings; (2) improving their personal capacities to find solutions to their problem(s); (3) changing their behaviours; (4) encouragement and help among families or social groups; etc.

Activity (1)

Objective

The students will be able to demonstrate steps in providing counseling for alcohol and drug addiction to others.

Teaching aid

Teaching/Learning Activities

1. Begin the lesson by asking the students the following questions about the lessons on counseling taught in the previous classes:
 - (a) What is counseling?
 - (b) Who receives counseling?
 - (c) What is the purpose of receiving counseling?
 - (d) Who can provide counseling?
 - (e) What qualifications should the providers of counseling have?
 - (f) What are the points to be followed in providing counseling?
2. Direct the students to pair-off and study each of the following problems:
 - (a) Pho Khin is so obsessed by alcohol that he cannot do without it. As he has become a slave to alcohol he is unable to attend to his business and his family is also in misery. At times when he is sober and in a normal state of mind he has many a times thought of quitting drinking. However, he cannot manage to carry it out and always reverts to drinking.
 - (b) Maung Maung is a drug addict. In normal times, when he can have his drug he is a refined young man. Yet, at times when he cannot get his drug, he becomes wrathful and quarrelsome. He gives all sorts of trouble and his family has to live in misery. He had tried to quit drugs, but until now, he has not succeeded yet.
3. Instruct each one of the pair of students to assume the position of the recipient and provider of counseling respectively and practice their dialogue.
4. Direct each pair of students to come before the class and role-play a situation on counseling. At least two pairs should be directed to perform the role-play for each situation.
5. Ask the students to express their opinion on the performances. The teacher should add his opinion and suggestions.

Content Questions

1. How do you think Pho Khin and Maung Maung started to use alcohol and drugs?

2. What do you think are their problems that drive them to drink or use drugs? How would you find out if you did not know? What would you ask them and how?
3. What do you think would be the best way to help them? Why?
4. What choices do you think they have for solving their problems?
5. How can you motivate them to put their decisions into action (i.e. refrain from substance use)?

Personalization Questions

1. Do you think that the problem solving methods that your friends presented are appropriate for you? Why? Do you have any other methods could you suggest?
2. If you were in the same situation as Pho Khin or Maung Maung, what do you think would motivate you to refrain from further substance use? Why?
3. What are some ways that you could keep away from alcohol and drugs when you have a problem?
4. How would you reassure someone who can't talk to you that you would keep their confidence? What would you say? Please give an example.
5. If you have a problem and a friend suggests that you use alcohol or drugs to make you feel better or to forget your problem, what would you say to him/her? Why? Please give an example.
6. If you had a problem with drugs or alcohol, whom would you talk to? Why would you talk to this person?

Activity (2)

Objective

The students will be able to identify the benefits of providing counseling to alcohol and drug users.

Teaching aid

Activity card: "The Benefits of Counseling".

Pictures:

The recipient of counseling

- Emotional feelings, mental pressures—lessened.
- Receives good advice, able to make decision.
- Personal qualities improved.
- Changes in behaviour are possible.

Family of the recipient of counseling

- Improvements in mutual understanding and affection are possible.
- Peace of mind prevails in family.

-Mutual encouragement and help are forthcoming.

Local community

- Changes in attitudes and behaviours of the local people are possible.
- Mutual help and cooperation are possible.
- Progress of the entire community is possible.

Teaching/ Learning Activities

1. Direct each group of students to study the benefits of counseling.

The Benefits of Counseling	
1. The recipient of Counseling	
-	Emotional feelings and mental pressures are lessened.
-	Receives good advice and is able to make decision.
-	Personal qualities have improved.
-	Constructive changes in behaviour have taken place.
2. The family of the recipient of Counseling	
-	Improvement in mutual understanding and affection are possible.
-	Peace of mind prevails in the family.
-	Mutual encouragement and help are forthcoming.
-	Increase in confidence is possible.
3. Local community	
-	Within the local community, changes in attitudes and behaviours are possible.
-	Mutual help and cooperation are possible.
-	Progress of the entire community is possible.

2. Then, instruct each group of students to discuss the benefits to be gained from each of the counseling session mentioned below:
 - (a) Counseling an alcoholic.
 - (b) Counseling a drug addict.
3. The results of the group discussions should be discussed again with the whole class and the teacher should add the requirements, if any. [Often, discussion of the impact of substance use can help motivate a person to change their behavior. The reinforcement of protective factors (see teacher's notes) can help keep a person from having a problem or continuing their problem].

Content Questions

1. When do people need to talk to others to express their feelings? Why? When do people actually talk to others about their problem or to ask for help? Why?

2. Do you think it would be easy for a person addicted to alcohol or drugs to reveal and talk to someone else about their problem? Why?
3. What kinds of questions will be better when helping someone who has an addiction? Please give an example. Which type of question will give you more information and a better understanding of the person's problem?
4. What kind of attitude should a counselor have toward the person he/she is providing counseling? Why? What are the things that he should follow and what should be avoided during the session?
5. What are the benefits of counseling someone addicted to alcohol or drugs? Why? If this type of person does not have anyone to talk to when they really need to talk to someone, what do you think could be the consequences? Why?

Personalization Questions

1. If you have someone addicted to drugs or alcohol in your family or among your relatives or friends who want to stop, what would you do? Why? How would you go about starting?
2. If you were to provide non-formal counseling to this person what do you think would be some important issues to discuss? Why?
3. If you were to provide non-formal counseling to this person what are some things that you might have to avoid? Why?
4. Do you think that by talking to the person once he would be able to using drugs or alcohol? Why or why not? What do you think you would have to do?
5. Do you think that the person trying to quit drugs or alcohol will be able to stop all at once? Why? What would they have to do?

Linkage Questions

1. What is the impact of excessive alcohol and narcotic drugs on the personal hygiene? Why? How might this indicate a person's emotional state?
2. What is the impact of excessive alcohol and narcotic drugs on a person's nutrition? Why? If someone is not eating properly, can they think clearly?
3. How might the emotions of persons who use drugs and alcohol place them at greater risk for STD and HIV/AIDS?

Assessment

Divide the students into small groups. Each small group should develop a role-play scenario about a young person who either has a problem with drug and alcohol use or is considering using these substances to help solve his/her problems. This young person will go and talk with a close friend about the situation. What would the friend say?

The entire class can help evaluate whether the role-plan/non-formal counseling session was both realistic and effective.

Follow-up Activity

1. Have the students conduct some basic research on the impact of alcohol and drug use in the local community. Divide the students into six groups. Each group should choose one area of impact (Mental and emotional health, safety and injuries, relationships, diseases and disorders, physical health and economics) and develop questions related to impact. (Sample questions are given below). The groups should also determine who would be appropriate persons or organizations in the community to approach to obtain the information sought.

IMPACT OF ALCOHOL AND DRUG ABUSE IN THE COMMUNITY

<p>Mental and Emotional Health</p> <ul style="list-style-type: none">• Has there been any crime in the local area that has been related to alcohol or drug use? Why type of crime?• How are the moods of persons who use alcohol and drugs in the local area?• Have there been any suicides in the local community in recent years? Have any been related to alcohol or drug use?	<p>Safety and Injuries</p> <ul style="list-style-type: none">• How many recent accidents in the community have been alcohol or drug related?• How many deaths have been alcohol or drug related?
<p>Relationships</p> <ul style="list-style-type: none">• What is the cause of domestic violence in the local area? Is alcohol or drug use involved?	<p>Diseases and Disorders</p> <ul style="list-style-type: none">• Have there been any cases of liver or kidney disease in the local area? Could these cases be related to alcohol or drug use?• Do members of the community who are afflicted with general communicable diseases often, also use alcohol or drugs?
<p>Physical Health</p> <ul style="list-style-type: none">• What are the nutritional practices of persons in the community who use alcohol or drugs?• Do persons who use alcohol or drugs in the local community also participate in sports? How would you rate their athletic performance?	<p>Economics</p> <ul style="list-style-type: none">• What extra medical costs do people who use alcohol or drugs have?• Have any projects or other work been delayed in the community due to alcohol or drug use?• Have community services had to increase to meet problems related to alcohol and drug use?

Structured Decision-Making/Problem Solving

And Non-Formal Counseling

1. Ask the person what the problem is or what decision they have to make.
2. Ask the person what are the options for making their decisions or solutions for solving their problems. (They need to think of two or more options or solutions.)
3. Have the person look at each option/solution's potential advantages and disadvantages.
4. Ask the person what additional support or skills that the person will need in selecting or implementing an option/solution.
5. Have the person decide on the best option/solution for him/her and make a plan for implementation.

IMPACT OF ALCOHOL AND DRUG ABUSE ON WELL-BEING

<p>Mental and Emotional Health</p> <ul style="list-style-type: none"> • Decreases learning and performance, in school or on the job • Intensifies moods and feelings • Interferes with decision making • Intensifies stress • Is linked to most violent crimes • Is linked to suicides and suicide attempts 	<p>Safety and Injury Prevention</p> <ul style="list-style-type: none"> • Causes dizziness and disorientation (Increases the risk of accidents (being injured), drowning, or falling) • When drugs and alcohol are combined, they may cause coma and/or death • Causes forgetfulness. • Is linked to HIV infection
<p>Relationships</p> <ul style="list-style-type: none"> • Interferes with effective communication • Intensifies arguments • Increases likelihood of violence • Creates codependence (Causes physical and psychological dependency) • Depresses the brain and respiration center 	<p>Diseases and Disorders</p> <ul style="list-style-type: none"> • Causes cirrhosis of the liver • Causes heart disease • Increased risk of cancer when combined with cigarette smoking • Increases risk of kidney failure • Increased risk of general communicable diseases due to a depressed immune system
<p>Physical Health</p> <ul style="list-style-type: none"> • Destroys brain cells • Decreases athletic performance • Interferes with coordination • Lowers/Increases body temperature • Dulls the body senses • Increases heart beat rate and resting blood pressure • Interferes with healthful appetite • Interferes with vitamin absorption. 	<p>Economics</p> <ul style="list-style-type: none"> • Is linked to many missed days of work (or school) • Is costly to the individual due to increases health care costs • Is costly to the community due to increased need for treatment centers and law enforcement (police)

Teacher's Notes

There are two major types of counseling:

2. **Formal or Clinic Based Counseling.** This type of counseling will be found in a clinical setting, i.e. in hospitals, clinics, and public health service centers and the counselors will be either doctors, nurses, social welfare workers, or psychologists.
3. **Non-Formal Counseling.** This type of counseling can take place anywhere, e.g. in the dormitory, under a tree in the garden, under a tree in the factory compound, at a swimming pool, etc. and the counselors are friends, work supervisors, and relatives.

Non-Formal Counseling is the type of counseling we will focus on here in this lesson.

Non-Formal Counseling

Non-Formal Counseling* takes place when 2 persons or a group of persons have affinity with each other and talk and listen actively to each other in turn. The person who seeks non-formal counseling will get the following benefits:

1. Reduces symptoms of psychological stress and mood swings, such as anger, fear, excitability, depression, sadness, disappointment, etc. When stress has been reduced the person will be able to manage their problem more easily
2. Helps in the evaluation of the real situation or problem.
3. Helps the person see choices related to the problem and be able to make decisions on their own. This makes counseling different from teaching or giving advice to the person.
4. Gives the person willpower so that they are able to make a good decision and encourages them to make decisions on their own in the future.

* For the most part, non-formal counseling will take place between two people (one-on-one) One person is usually the counselor, while the other is the person seeking counseling. Sometime, however, non-formal counseling can occur in a group setting. Usually, one-on-one interaction gets better results because we are more likely to speak out mind to someone we trust and in a private place.

14 Steps to Non-Formal Counseling.

Have the students brainstorm what they think would be the steps to non-formal counseling. They may not think of all of the steps but that is okay. The teacher may add any missed steps in the discussion.

1. Start conversations by talking about things in general until they center on the problem.
2. Encourage the person seeking non-formal counseling and make themselves comfortable while the person giving non-formal counseling lets them know that they are willing to accept and listen to anything that they have to say.
3. Show that you are interested and committed to what they have to say.
4. Through speech and body language show that you understand, have compassion for and sympathize with what is being said.
5. Explain that non-formal counseling will help reduce their levels of stress.
6. Help state the problem directly. It will help to talk about each problem separately.
7. If the person who is seeking non-formal counseling has any questions we should provide information to them to help them evaluate their own situation or evaluate the problem more thoroughly. If is something we do not know or are not sure of, you should refer them to the person or place where the information can be obtained.
8. Explain to the person seeking non-formal counseling that behaviors can be changed if we

must change.

9. Encourage the person seeking non-formal counseling to think of the many choices available to them.
10. Help the person seeking non-formal counseling see the possibilities, the good points and the bad points of each way/choice.
11. Have the person seeking counseling make a choice on their own.
12. Give emotional support and praise when the person seeking non-formal counseling makes their own decision.
13. Encourage the person seeking non-formal counseling to use this method the next time they need to make a decision.
14. Show the person seeking non-formal counseling that we are happy and willing to talk with them again.

The teacher may wish to have the students write the 14 Steps to Non-Formal counseling on chart paper and then place it where all of the students can see it clearly).

Protective Factors and Resiliency

Drug education must provide young people with armor to protect them or keep them from being vulnerable when they are exposed to situations in which they might use drugs. **Protective factors** are characteristics of individuals and their environments that make a positive contribution to development and behavior. Young people who are armed with protective factors are more likely to resist drugs and alcohol and demonstrate resiliency. **Resiliency** is the ability to recover from or adjust to misfortune, change, pressure, and adversity. Resilient youth are often described as being stress resistant and invincible in spite of adversity. They are able to cope with misfortune without the use of drugs. Any successful drug-education program must focus on protective factors that promote resiliency.

Protective factor 1: Being reared in a loving, functional family.

A **loving, functional family** is a family in which feelings are expressed openly and honestly, effective coping skills are practiced, and members show respect for one another. In a loving, functional family, children observe and are taught important lessons that serve as protective factors:

- Self-loving behavior;
- healthful attitudes toward sexuality;
- healthful attitudes and practice regarding drug use;
- healthful way to express feelings and to communicate;
- faith and moral values;
- responsible decision-making skills;
- coping skills with the ability to delay gratification when necessary.

Protective factor 2: Being involved in school activities.

There are at least two reasons that involvement in school activities is beneficial in protecting against the pressures to use drugs in irresponsible and harmful ways. First, participation in school activities take time. Participating in such activities leaves youth with less idle time and it helps prevent boredom and monotony. Second, schools usually have eligibility guidelines for participation in school activities. For example, youth who drink alcoholic beverages may be disciplined by the school and may become ineligible to participate in activities such as plays and/or athletic teams. Youth who enjoy such activities do not want to lose the privilege of participation.

Protective factor 3: Having positive self-esteem.

As mentioned previously in this chapter, youth with positive self-esteem are more likely to avoid self-destructive behavior and to choose self-loving behavior. An analogy might be used to illustrate the reason. Suppose self-esteem is viewed as a paintbrush used to color life's situations. Youth who have positive self-esteem evaluate situations differently than those with negative self-esteem. Their paintbrushes stroke their lives with bright colors and they are unwilling to risk the quality of their lives by choosing harmful and irresponsible drug use.

Protective factor 4: Having clearly-defined goals and plans to reach them.

A **goal** is a desired achievement toward which a person works. Goals add meaning and purpose to life. They provide a link from the present to the future. When youth have goals, they are more likely to evaluate the consequences of their actions in terms of the future as well as the present.

Protective factor 5: Having close friends who do not abuse drugs.

Friends are especially helpful as protective factors by providing an armor to shield against the pressures to engage in harmful and irresponsible drug use. Suppose a young person temporarily drops his/her armor of protective factors. Then friends who do not abuse drugs can step in and encourage this young person to be drug free and drug informed. In a sense, the friends' armor helps shield the vulnerable young person. There is at least one other reason that it is important to have close friends who do not abuse drugs. When in the presence of friends who are drug free and drug informed, there is less temptation to experiment with drugs.

Protective factor 6: Regularly practicing one's faith.

Faith is the belief system that guides a person's behavior and gives meaning and purpose to life. There appear to be important commonalities among the various faiths and belief systems. In each, self-discipline, loving behavior, obedience, and respect are emphasized. Each of these traits plays a role in deterring irresponsible and harmful drug use. **Self-discipline** is the effort or energy with which a person follows through on what(s)he intends or promises to do. A disciplined lifestyle is one of the building blocks needed for a drug-free and drug-informed lifestyle. Loving behavior is important because it helps youth understand that their behavior has consequences not only to themselves but to significant others in their lives. Obedience and respect are involved in responsible decision making. The desire to obey and respect the principles of one's faith most likely means being drug free and drug informed. Encouraging youth to be involved in youth groups involving their faith is an important protective factor. In such groups, values are continually discussed and emphasized in a peer setting.

Protective factor 7: Feeling a sense of accomplishment at school.

Youth spend most of their time in the school environment. In this environment, they test some of their beliefs about themselves. They examine their successes and failures and how they measure up alongside their peers. When youth have a sense of accomplishment at school, they develop feelings of self-worth. Feelings of self-worth can be very empowering and tend to build positive self-esteem, another protective factor.

Protective factor 8: Having adult role models including parents who do not abuse drugs.

Society is replete with adult role models who subliminally provide the message that drug use is sexy, macho, athletic, and attractive. One only has to watch television a very short time to observe such examples. When youth admire adults who do not abuse drugs, this helps counteract the opposite messages that they are observing.

Protective factor 9: Having a healthful attitude about competition and athletic performance.

Participation in athletics benefits young persons in many ways. First, and foremost, participation in athletics affords the opportunity to enhance physical, mental, and emotional health. The level of physical fitness may be improved. There are opportunities to be close to teammates and form positive peer relationships. Involvement in school-sponsored athletics promotes loyalty to the school and to the community. Positive performance in athletics bolsters self-esteem and provides the opportunity for recognition.

Protective factor 10: Being committed to following the rules of the community.

A **commitment** is a pledge to do something. All successful relationships involve some form of commitment. Commitment provides for continuity and trust. Commitment is important for cohesion in a community. When persons in a community are committed to one another, they pledge their support for actions that are in the common good. This of course includes supporting rules and laws that promote the health and safety of persons living within the community. When youth are committed to following the rules of the community, they pledge to keep the community safe from drug trafficking and drug abuse that harms individuals. Being involved in the community and in community activities gives youth the feeling of self-worth needed to maintain this commitment.

Protective factor 11: Having a plan to cope with stress

All youth experience stress, but youth who regularly use stress-management skills have a plan to dissipate the effects of the stress. As a result, these youth have more balanced lives. They are prepared to deal with difficult situations and are not tempted to use and abuse drugs to temporarily lessen the effects of stress.

Mental Health for Life

Eighth Standard (811)

Teaching time: 2 class periods

Lifeskills Competencies – Mental Health

At the end of this lesson, the students should be able to demonstrate skills in the following areas:

- ✓ **Problem Solving**
The students will be able to identify barriers to good positive mental health.
- ✓ **Creative Thinking**
The students will be able to identify appropriate ways of dealing with their emotions and stress.
The students will be able to identify appropriate way of building and maintaining positive self-esteem.
- ✓ **Critical Thinking**
The students will be able to assess the advantages and disadvantages of rational thinking versus emotional thinking.
The students will be able to analyze the behaviors that may either build and support positive self-esteem or contribute to low self-esteem.
- ✓ **Decision Making**
The students will be able to determine realistic goals and expectations for themselves and the appropriate method for reaching those goals and expectations based on personal abilities and living situation.
- ✓ **Communication**
The students will be able to assert personal wants and needs.
The students will be able to ask for help and counseling from others and will be able to provide help and counseling to others when needed.
The students will be able to express their emotions and stress in a positive manner.
- ✓ **Self Awareness**
The students will be able to determine realistic goals and expectations for themselves based on personal abilities and living situation.
- ✓ **Interpersonal Relationships**
The students will be able to identify trusted individuals from whom they may seek help, counseling or correct information, and from they will receive appropriate feedback.
- ✓ **Empathy**
The students will be able to recognize the needs and feelings of others and be able to respond to these needs and feelings in an appropriate manner.
- ✓ **Coping with Stress and Emotions**
The students will be able to identify effective ways of dealing with their emotions and stress.

Mental health starts from the first experience in social relation. It starts from the parent-child relationship. Generally speaking, it may be asserted that children born of physically and mentally healthy families are healthy both in body and mind. However, it is impossible for every family to be physically healthy and mentally happy all the time. Due to various reasons, it is possible for different forms of family to exist. Regardless of the kind of family to which one belongs, it is imperative that one creates a physically healthy and mentally happy family surrounding under given conditions so that one may be able to enjoy mental health for life.

In student life, children experience the second sphere of social relations. They have to associate and deal with children who hail from different walks of life and the various strata of society. Under such circumstances, too, they must be able to bring about a physically and mentally healthy surrounding for all young people. Only then will the students grow up and develop healthily in body and mind.

When they reach the work place, which is known as the third sphere of social relations, they also need to have a physically and mentally healthy environment. In the work place, they will have many experiences, pleasant and unpleasant, advantageous and disadvantageous. [Notwithstanding the situation they are experiencing, they will perform their tasks with physical and mental health by observing the rules of the work place. Only then will they achieve success in the work place.]

Young people have to perform daily tasks related to work, education, or social life, that will need to be balanced with physical and mental health. If we attain this balance, we will be more productive and achieve greater success.

Activity (1)

Objective

The students will be able to identify ways to promote physical and mental health in the family living environment.

Teaching Aid

Activity cards

Teaching/Learning Activities

1. Organize the students into small groups and ask them to study the conditions of the families mentioned on the activity cards. (Ask each student to read out by turns. The other members of the groups may be asked to listen.)

Pyone Pyone and her family

My name is Pyone Pyone. My mother, my younger brother and myself, the three of us, live in a rented room in a ward. My father passed away since I was a small child. My mother sells fried snacks to provide for our livelihood. She keeps us well provided so that we don't have to feel inferior to others. In our spare time, the two of us, my younger brother and I, have to help our mother by doing odd jobs at the stall and at home. However, we are not tired. We even rejoice to have the opportunity to assist our mother. Although our family is poor, we are a happy little family.

Kyaw Aung and his family

My name is Kyaw Aung . I am an only child. My father's business is good. But my mother's health is not so good. She has asthma and is bed-ridden most of the time. Although my aunt undertakes to do the household chores, to care for my mother has become my responsibility. Caring for my mother is not tiresome yet, I feel sad because I cannot do it to her satisfaction. To make matters worse, I have my lessons to attend to in addition to all of these duties to my family.

Thida and her family

My name is Thida. I am lame in one leg since my childhood due to polio. Though not very rich, my parents are well-off. They care for me. But there is one exception. And that is: my father drinks. In the afternoons, when he is drunk, he finds fault with everyone in the house. As for me, I feel extremely woeful when my sadness for being lame in one leg is aggravated by his sarcasm.

1. Based on the conditions of each family, ask the students to collectively discuss the questions mentioned below:
 - (a) Among the three families mentioned in the activity card, whose family, do you think, is a physically and mentally healthy family?
Why can you say that?
 - (b) What problems do the remaining families have to face?
 - (c) What will you suggest for promoting physical and mental health in those families?
2. Report the results of the discussions to the whole class and discuss with the class again.
3. Then the teacher should explain that the forms of the families and the difficulties may be different; that regardless of the conditions they are in, they must be able to bring about physically and mentally healthy family surroundings to ensure mental health for life.

Content Questions

1. What are the basic factors that influence to have mentally healthy life? Why? What factors need to consider in the family to have a happy life?
2. Is it necessary to live in a physically and mentally healthy environment in order to be happy and have good quality of life? Why? If a person does not live in such an environment, what can they do to better the situation?
3. Do you think the goals and expectations of the young people in each scenario were too high, too low, or just right, based on their living situation? Why? If their expectations are too high what do you think the consequences will be on their mental health? Why?
4. If someone in the family is not happy, how does this affect to the other members? Why? How can you help to improve the situation?
5. What do you think the young people in the second and third scenario can to help themselves?
6. How do you think these young people can improve the environment that they are living in?

Personalization questions

1. How can you help your family to be a happy and lively family?
2. How do you feel if someone in the family always find fault with what you do? How did you response to that? What are the consequences? How can you improve the condition considering both sides? Give examples?
3. How can you help yourself become a mentally positive and happy person at home? Why? What behaviors that you should avoid?
4. What aspect of a mentally healthy family environment will help support your personal goals and expectations? Why?

Activity (2)

Objective

The students will be able to identify ways to promote a physically and mentally healthy environment in their social relationships.

Teaching Aid

Teaching/Learning Activities

1. Instruct each of the small groups of students to discuss the characteristics that a "physically and mentally healthy school environment" should possess. The discussion should be based on the following points:

Physical environment of the school	Social environment of the school	Good Health Practices	Care and Assistance

2. Direct them to present the results of the discussions to the class.
3. Based on the students' discussion results, the teacher should add the following points by way of explanation.

Physical environment of the school	Social environment of the school	Good Health Practices	Care and Assistance
-security -clean and tidy	-mutual understanding -trustworthiness -mutual respect -friendliness -refraining from bullying	-Personal hygiene -nutrition -refrain from smoking, alcohol, drugs -physical exercise sports	-help others -help the weak -care for the infirm

4. Further, it should be explained that they should create a physically and mentally healthy school environment in their own school as stated above for the physical and mental health and development of the students.

Content Questions

1. What may be the consequences if someone in the classroom is not mentally healthy? Why?

2. If someone in the classroom is not happy, how does this affect to the other members of the class? Why? How can you help to improve the situation?
3. What kind of environment is required for students to have a mentally healthy environment at school?
4. What role do you think students can play in promoting a mentally healthy environment at school?

Personalization questions

1. How can you help your school promote a mentally healthy environment? Please explain.
2. How do you feel if someone in the family always find fault with you, your classmates or your class as a whole? How did you response to that? What would be the consequences of responding negatively? How can you improve the condition considering both sides? Give examples.
3. If you have a classmate or friend who is not mentally healthy, how can you help him/ her?
5. How can you help yourself become a mentally positive and happy person at school? Why? What behaviors that you should avoid?
6. What aspect of a mentally healthy school environment will help support your personal goals and expectations? Why?

Activity (3)

Objective

To be able to explain that in the work place, too, which is the third sphere of social relations, they should carry out their tasks in a physically and mentally healthy manner.

Teaching aid

Teaching/Learning Activity

The teacher should lead the discussion and explain that on the basis of the experience in the school environment rules have to be observed in the work place, which is the third sphere of social relations. In doing so, they are able to perform their tasks in a physically and mentally healthy manner and achieve success in the work place.

Then, ask the students to narrate all that they have heard of regarding the conditions in the work place from their parents and elder brothers and/or sisters and add by way of explanation that the work place needs a physically and mentally healthy environment and that only then will they be able to achieve success in the work place.

Content Questions

1. What may be the consequences if someone in the workplace is not mentally healthy? Why?
2. If someone in the workplace is not happy, how does this affect to the other members of the class? Why? How can you help to improve the situation?
3. What kind of environment is required for workers to have a mentally healthy environment in the workplace?

4. What role do you think workers can play in promoting a mentally healthy environment in the workplace?

Personalization questions

1. After you leave school and start to work, how do you think you can help your workplace promote a mentally healthy environment? Please explain.
2. How do you feel if your boss or coworkers always find fault with you, your coworkers or your work team as a whole? How did you respond to that? What would be the consequences of responding negatively? How can you improve the condition considering both sides? Give examples.
3. If you have a coworker who is not mentally healthy, how can you help him/ her?
4. How can you help yourself become a mentally positive and happy person in the workplace? Why? What behaviors that you should avoid?
5. What aspect of a mentally healthy workplace environment will help support your personal goals and expectations? Why?

Linkage questions:

1. Identify the consequences of the physically or/and mentally unhealthy person.
2. If you were a drug user, how will your family feel? Why? Disadvantages and advantages?
3. Which is better, to express your feelings or keep them inside? Why?
4. How can you help a person with HIV/AIDS to release his feelings? Why?
5. How will you respond assertively when your friend who persuades you to do misdeeds?

Evaluation/Assessment questions

1. What are the basic factors that influence to have a mentally healthy life? Why? What factors need to be considered in the family to have a happy life?
2. Is it necessary to live physically healthy and mentally happy? Why?
3. How do you know that someone is not mentally healthy? Why do you say so?
4. What are the consequences when someone is not mentally healthy?
5. How can you create and live in a physically and mentally healthy family environment?
6. How should you behave during your student life to bring about a physically and mentally healthy environment?

Follow-up Activity

1. Have students develop a list of criteria for a mentally healthy family life, a mentally healthy school environment and a mentally healthy workplace.
2. Divide the students into three groups. Have the groups do the following:
 - (a). Have the first group examine the family environments of their own families and/or those of their neighbors. How well do these environments match with the criteria developed by the students?
 - (b). Have the second group examine the learning environment in the different classrooms of the school. If possible, they may also visit the primary school. How well do these environments match with the criteria developed by the students?
 - (c). Have the third group interview their older siblings, parents or neighbors about their workplace environments? How well do these environments match with the criteria developed by the students?

3. Have the groups summarize their findings and report back to the class.

Follow-up activity questions:

1. How well did the environments that you examined match with the criteria developed by the class? Why?
2. If you found that these environments did not promote mental health, what are some things that you can do to help promote a mentally healthy environment in each situation?
3. If you found that some of these environments did promote mental health, what can you do to help maintain the mentally healthy environment?